

PJ BA1025

645 -
0214

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SWAZILAND

TEACHER TRAINING PROJECT

645-0214

USAID/SWAZILAND

MAY 1983

UNCLASSIFIED

1

AGENCY FOR INTERNATIONAL DEVELOPMENT				1. TRANSACTION CODE		Amendment Number _____		DOCUMENT CODE	
PROJECT DATA SHEET				<input type="checkbox"/> A A = Add C = Change D = Delete				3	
2. COUNTRY/ENTITY SWAZILAND				3. PROJECT NUMBER 645-0214					
4. BUREAU/OFFICE AFR				5. PROJECT TITLE (maximum 40 characters) TEACHER TRAINING					
6. PROJECT ASSISTANCE COMPLETION DATE (PACD)				7. ESTIMATED DATE OF OBLIGATION (Under 'B' below, enter 1, 2, 3, or 4)					
MM DD YY 0 8 3 1 8 9				A. Initial FY 8 3		B. Quarter 4		C. Final FY 8 9	
8. COSTS (\$000 OR EQUIVALENT \$1 =)									
A. FUNDING SOURCE			FIRST FY 83			LIFE OF PROJECT			
			B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total	
AID Appropriated Total			414	25	439	4848	747	5595	
(Grant)			(414)	(25)	(439)	(4848)	(747)	(5595)	
(Loan)			()	()	()	()	()	()	
Other U.S.	1. Peace Corps		2	5	7	52	136	188	
	2.								
Host Country			114	26	140	128	2218	2346	
Other Donor(s)									
TOTALS			530	56	586	5028	3101	8129	
9. SCHEDULE OF AID FUNDING (\$000)									
A. APPRO- PRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE		D. OBLIGATIONS TO DATE		E. AMOUNT APPROVED THIS ACTION		F. LIFE OF PROJECT	
		1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
(1) EH	620	620		0		5,595		5,595	
(2)									
(3)									
(4)									
TOTALS				0		5,595		5,595	
10. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each)								11. SECONDARY PURPOSE CODE	
640		660						630	
12. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)									
A. Code		BR							
B. Amount									
13. PROJECT PURPOSE (maximum 480 characters)									
<p>To improve and expand the capacity of Swaziland's teacher training system to train and support new teachers at the primary school level.</p>									
14. SCHEDULED EVALUATIONS						15. SOURCE/ORIGIN OF GOODS AND SERVICES			
Interim	MM	YY	MM	YY	Final	MM	YY		
	0 9	8 5	1 2	8 6		0 7	8 8		
						<input checked="" type="checkbox"/> 000 <input checked="" type="checkbox"/> 941 <input checked="" type="checkbox"/> Local <input type="checkbox"/> Other (Specify) _____			
16. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a _____ page PP Amendment.)									
17. APPROVED BY		Signature <i>R. Huesmann</i>				18. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCU- MENTS, DATE OF DISTRIBUTION			
		Title: Director USAID/Swaziland							
		Date Signed							
		MM	DD	YY					
		0 8	2 5	8 3					
		MM	DD	YY					

INSTRUCTIONS

The approved Project Data Sheet summarizes basic data on the project and must provide reliable data for entry into the Country Program Data Bank (CPDB). As a general rule blocks 1 thru 16 are to be completed by the originating office or bureau. It is the responsibility of the reviewing bureau to assume that whenever the original Project Data Sheet is revised, the Project Data Sheet conforms to the revision.

Block 1 - Enter the appropriate letter code in the box, if a change, indicate the Amendment Number.

Block 2 - Enter the name of the Country, Regional or other Entity.

Block 3 - Enter the Project Number assigned by the field mission or an AID/W bureau.

Block 4 - Enter the sponsoring Bureau/Office Symbol and Code. (See Handbook 3, Appendix 5A, Table 1, Page 1 for guidance.)

Block 5 - Enter the Project Title (stay within brackets; limit to 40 characters).

Block 6 - Enter the Estimated Project Assistance Completion Date. (See AIDTO Circular A-24 dated 1/26/78, paragraph C, Page 2.)

Block 7A. - Enter the FY for the first obligation of AID funds for the project.

Block 7B. - Enter the quarter of FY for the first AID funds obligation.

Block 7C. - Enter the FY for the last AID funds obligations.

Block 8 - Enter the amounts from the 'Summary Cost Estimates' and 'Financial Table' of the Project Data Sheet.

NOTE: The L/C column must show the estimated U.S. dollars to be used for the financing of local costs by AID on the lines corresponding to AID.

Block 9 - Enter the amounts and details from the Project Data Sheet section reflecting the estimated rate of use of AID funds.

Block 9A. - Use the Alpha Code. (See Handbook 3, Appendix 5A, Table 2, Page 2 for guidance.)

Blocks 9B., C1. & C2. - See Handbook 3, Appendix 5B for guidance. The total of columns 1 and 2 of F must equal the AID appropriated funds total of 8G.

Blocks 10 and 11 - See Handbook 3, Appendix 5B for guidance.

Block 12 - Enter the codes and amounts attributable to each concern for Life of Project. (See Handbook 3, Appendix 5B, Attachment C for coding.)

Block 13 - Enter the Project Purpose as it appears in the approved PID Facesheet, or as modified during the project development and reflected in the Project Data Sheet.

Block 14 - Enter the evaluation(s) scheduled in this section.

Block 15 - Enter the information related to the procurement taken from the appropriate section of the Project Data Sheet.

Block 16 - This block is to be used with requests for the amendment of a project.

Block 17 - This block is to be signed and dated by the Authorizing Official of the originating office. The Project Data Sheet will not be reviewed if this Data Sheet is not signed and dated. Do not initial.

Block 18 - This date is to be provided by the office or bureau responsible for the processing of the document covered by this Data Sheet.

ACTION MEMORANDUM FOR THE DIRECTOR

FROM: *Carol H. Steele*
Carol H. Steele, Program Officer

SUBJECT: Swaziland - Teacher Training Project/645-0214

PROBLEM

Your approval is requested to execute a grant of \$5,595,000 from the FAA Sec. 105 Education and Human Resources Development appropriation to the Government of Swaziland (GOS) for the Teacher Training Project/645-0214. It is planned that \$1,343,000 will be obligated in FY 1983.

DISCUSSION

The purpose of this project is to improve and expand the capacity of Swaziland's teacher training system to train and support new teachers at the primary school level.

The longstanding goal of the GOS has been to achieve universal primary education by 1985. This goal is being rapidly achieved but, unfortunately, at the expense of the quality of education provided Swazi students. The proposed Teacher Training Project/645-0214, will increase the GOS capacity to produce better-qualified and more highly-motivated teachers capable of improving the quality of instruction available to Swazi students through the use of more appropriate curriculum materials and teaching methodologies.

The Teacher Training Project outlined in this Project Paper (PP) is a logical outgrowth of the assistance USAID/Swaziland has provided during the past eight years in the development and institutionalization of a Primary Curriculum Unit within the Government of Swaziland's Ministry of Education (MOE). The Primary Curriculum Unit is now producing improved curriculum materials which, when fully adopted in the country's primary school system, will better prepare primary school-leavers for the kinds of employment opportunities available within the Swazi economy. The proposed Teacher Training Project deals directly with the problems of the introduction of these new curriculum materials into Swaziland's primary schools by assuring that both newly graduating teacher candidates and in-service teachers are trained in the use of the new materials.

The FY 1982 Swaziland Country Development Strategy Statement identified rising unemployment as one of the four key problem areas impacting on poverty in Swaziland. Current analysis indicates that this problem is intensifying. This project will help Swaziland counter the problem of rising unemployment through the training of teachers to effectively communicate a curriculum which contains a strong practical arts bias. In brief, the ultimate beneficiaries of this project, the primary school students of Swaziland, will be made more employable through an education oriented to the future economic needs of the country.

Direct beneficiaries of this project will be (1) Sixteen persons sent for Master's degree training in the United States; (2) individuals taking Bachelor's degrees/diplomas in Education at the University of Swaziland (UniSwa); (3) students attending the country's three Teacher Training Colleges (TTCs); (4) primary school Headmasters, District Education Officers, Inspectors and Teacher Leaders attending the in-service course; (5) TTC teacher educators using the revised curriculum and teaching aids; and (6) primary school teachers using the new curriculum. Over the life of the project, some 4,000 persons are expected to directly benefit through improved knowledge and skills and access to teaching aids. Further, it is anticipated that some 170,000 primary school pupils will indirectly benefit during the five-year life of the project through improved teaching in the classroom. Moreover, by institutionalizing a process of improved education which will be self-sustaining after AID inputs are withdrawn, the project is also expected to affect future pupils.

Including an 8% inflation rate during the life of the project and a 10% contingency factor (applied against the USAID/Swaziland contribution only), the total estimated cost of this project is \$8.128 million, with 69% or \$5.595 million provided by USAID/Swaziland, and 29% or \$2.346 million contributed by the GOS. The balance, \$188,000 or 2%, comes from the U.S. Peace Corps and represents the cost of volunteers used by the project.

Nearly two-thirds of the U.S. contribution is for technical assistance and 16% is for training in the United States and Swaziland. The GOS contribution to the project is primarily in the form of counterparts and support staff for the project. This amounts to approximately 48% of the GOS contribution. Another 25% of the GOS contribution is for training programs. For further detail, see the "Sources and Uses of Funds" table on page 25 of the PP and Annex D/1, Financial and Recurrent Budget Analysis.

Economic analysis of a social project, such as the Teacher Training Project, that emphasizes institutional development, is not an easy task. Many of the benefits are difficult to quantify. However, since the goal of the present PP is to make Swaziland's primary education system more relevant to its development needs and employment opportunities, the benefits are viewed as the increase in income earning capability of the ultimate beneficiaries of the project--the students. The conclusion of the economic analysis (see Annex D/2) is that the project has a real internal rate of return (IRR) of 16.4%.

A sensitivity analysis was performed to determine whether the IRR is particularly sensitive to any of the assumptions that went into the economic analysis. The IRR remained above 14% of a wide range of possible assumptions. Thus, in terms of IRR analysis, the project is economically viable.

In addition to the beneficiaries of the project mentioned above, over time, the benefits of the project are expected to spread throughout Swazi society. The practical training in health, agriculture and other fields will, to a large extent, be passed on by students to their families and should eventually

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result in an improved quality of life for such families. In short, the project is socially sound and is expected to be of great benefit to the vast majority of Swazis.

There are no serious human rights issues recognized by the U.S. Government with regard to Swaziland.

The project is technically sound because it provides both the technical assistance and participant training which will result in improvements at critical points throughout the teacher training system: two advisors and two Peace Corps volunteers will be assigned to the University of Swaziland, and long-term training will be provided for two key UniSwi staff members; two advisors will work with the principals of the TTCs and long-term training in the United States will be provided for 14 teacher educators; one advisor and four Peace Corps volunteers will work with the Teacher Innovation and Development Centers, and training will be provided for four Swazi staff; one advisor will work with the Primary Curriculum Unit (PCU) to coordinate introduction of revised curriculum materials into the teacher training system, and one PCU staff member will be trained to assume this role; one advisor will work with the Ministry of Education to develop and institutionalize the function of Chief Inspector for Teacher Training, and a Swazi counterpart will be trained to assume these functions.

With respect to the Initial Environmental Examination (IEE), the original PID recommendation of a Negative Determination has been maintained and no future environmental analyses are necessary. This decision was based on the fact that there will be no new construction under this project and with regard to the technical assistance, training and commodities being provided under the project, it is anticipated that these activities will impact positively on the population benefiting from the project.

The Project Agreement will contain four Conditions Precedent to Disbursement, two Conditions Precedent to Additional Disbursement for specific activities within the project, and two Covenants. These appear in the attached Project Authorization.

The major implementing agencies of this project are the Ministry of Education and the University of Swaziland.

As regards waivers, the Teacher Training Project will require the procurement of reference and instructional materials. Approximately \$725,000 has been budgeted in the project for books and instructional aids. Fifty percent of these items will be purchased in the United States. A waiver for \$400,000 will be requested at a later time to permit purchasing of similar materials produced primarily in third world African countries, the Republic of South Africa and the United Kingdom, under the Mission Director's delegated authority (DOA 140, Revised).

On May 13, 1983, USAID/Swaziland held a Project Review of the Teaching Training Project chaired by the Deputy Mission Director. The Implementation

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Plan was carefully reviewed by the Committee which concluded that the Plan is realistic and establishes a reasonable time frame for carrying out the project. The Committee recommended approval of the project.

A final Project Review was held in Nairobi, Kenya, with a Project Committee from REDSO/ESA on May 24, 1983. The Committee, chaired by the REDSO/ESA Acting Director, concurred in the project.

As noted in Chapter V of the PP, Monitoring and Evaluation Plan, the USAID/Swaziland Human Resources Development Officer will serve as the AID Project Officer for the Teacher Training Project, and as such will have primary USAID/Swaziland responsibility for the monitoring and evaluation of the project.

Since this is a new project, the Congress must be notified pursuant to the Congressional Notification Procedures. A Congressional Notification advising the Congress of USAID/Swaziland's intent to authorize the project and advising of proposed obligations was sent to the Congress on June 24, 1983. The fifteen day waiting period expired on July 9, 1983, and the project may now be authorized.

Recommendation

That you sign the attached Project Authorization and thereby approve funding of \$5,595,000 of which it is planned that \$1,343,000 will be obligated in FY 1983.

APPROVED: R. Huisman

DISAPPROVED: _____

DATE: 7/27/83

Clearances:

- USAID/S/DD: JOPhilpott: [Signature] Date: 6/21/83
- USAID/S/RLA: GBBisson: [Signature] Date: 6/21/83
- USAID/S/CONT: GLByllesby: [Signature] Date: 6/18/83
- USAID/S/HRDO: SMacCarthy: [Signature] Date: 7/27/83
- USAID/S/R/ECON: NCohen: [Signature] Date: 7/21/83
- USAID/S/APRM: WHammink: [Signature] Date: 6/25/83

Concurrence:

REDSO/ESA/ADIR: PJBloom: [Signature] Date: 5/25/83

ts:05/25/83

UNITED STATES OF AMERICA
AGENCY FOR INTERNATIONAL DEVELOPMENT

U.S. AID MISSION TO SWAZILAND
P.O. BOX 750, MBABANE, SWAZILAND
TEL. 42071, 42072, 42629, 42073

PROJECT AUTHORIZATION

Name of Country: Swaziland
Number of Project: 645-0214
Name of Project: Teacher Training Project

1. Pursuant to Section 105 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the Teacher Training Project for Swaziland (the "Cooperating Country") involving planned obligations of not to exceed 5,595,000 United States Dollars in grant funds over a five-year period from the date of authorization, subject to the availability of funds in accordance with the A.I.D./OYB allotment process, to help in financing foreign exchange and local currency costs for the project. The planned life of project is six years from the date of initial obligation.

2. The project consists of assistance to the Cooperating Country to make its primary educational system more relevant to its development needs and employment opportunities. It will improve and expand the capacity of the Cooperating Country to train pre-service and in-service primary school teachers. The project will fund long-term and short-term technical assistance, participant and local training, commodity procurement and other costs.

3. The Project Agreement which may be negotiated and executed by the officer to whom such authority is delegated in accordance with A.I.D. regulations and Delegations of Authority shall be subject to the following essential terms and covenants and major conditions, together with such other terms and conditions as A.I.D. may deem appropriate.

4. a. Source and Origin of Commodities, Nationality of Services.

Commodities financed by A.I.D. under the project shall have their source and origin in the Cooperating Country or in the United States, except as A.I.D. may otherwise agree in writing. Except for ocean shipping, the suppliers of commodities or services shall have the Cooperating Country or the United States as their place of nationality, except as A.I.D. may otherwise agree in writing. Ocean shipping financed by A.I.D. under the project, shall, except as A.I.D. may otherwise agree in writing, be financed only on flag vessels of the United States.

b. Conditions Precedent to Disbursement

Prior to the first disbursement under the Grant, or to the issuance by A.I.D. of documentation pursuant to which disbursement will be made, the Cooperating Country will, except as the parties may otherwise agree in writing, furnish to A.I.D. in form and substance satisfactory to A.I.D.:

(1) A statement of the name of the person or persons acting as representatives of the Cooperating Country for purposes of the Grant, together with a specimen signature of each person specified in such statement.

(2) Evidence that the Cooperating Country has caused to be registered the position of Chief Inspector, Teacher Education and Curriculum Development.

(3) Evidence that the Cooperating Country has established a Degree Program in Primary Education at the University of Swaziland (UniSwa).

(4) Evidence that the Cooperating Country has committed adequate budgetary resources to support the Primary Curriculum Unit of the Ministry of Education at the Teacher Training Colleges (TTCs) for the first program year.

c. Additional Disbursement

(1) Prior to disbursement under the Grant, or to the issuance by A.I.D. of documentation pursuant to which disbursement will be made authorizing participant training in the United States of UniSwa instructor counterparts, the Cooperating Country will, except as A.I.D. may otherwise

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agree in writing, furnish to A.I.D., in form and substance satisfactory to A.I.D., evidence that the Cooperating Country has caused to be registered two instructor positions for teaching a Diploma and Degree Program in Primary Education at UniSwa.

(2) Prior to disbursement under the Grant, or to the issuance by A.I.D. of documentation pursuant to which disbursement will be made authorizing participant training in the United States of Library Resource Center Directors, the Cooperating Country will, except as A.I.D. may otherwise agree in writing, furnish to A.I.D., in form and substance satisfactory to A.I.D., evidence that the Cooperating Country has caused to be registered three Library Resource Center Director positions at the TTCs.

d. Special Covenants

The Cooperating Country shall covenant:

(1) To provide expatriate technician housing and office support, to furnish fuel and maintenance support for all vehicles supporting the project, and to make appropriate budget allocations to support all items of local cost for which the Cooperating Country is responsible under the Grant.

(2) No later than the end of the third project year, to establish how budgetary allocations will be made to continue financing for the Project when the A.I.D. contribution ends after the fifth project year.

Approved: R. Huesmann

Disapproved: _____

Robert Huesmann
Director, USAID/Swaziland

Date: 7/27/83

Clearances:

PRM:CSteele CS Date 6/8/83
CONT:GLByllesby sub 2 Date 6/8/83
RLA:GBBisson GB Date 6/21/83
HRDO:SMacCarthy SG Date 6/9/83
DD:JOPhilpott JOP Date 6/21/83

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SWAZILAND TEACHER TRAINING (645-0214)

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ABBREVIATIONS

AID/W	Agency for International Development, Washington
CDSS	Country Development Strategy Statement
COP	Chief of Party
DEO	District Education Officer
FY	Fiscal Year
GOS	Government of Swaziland
GDP	Gross Domestic Product
IRR	Internal Rate of Return
LRC	Library Resource Center
MOE	Ministry of Education
NCC	National Curriculum Centre
PCU	Primary Curriculum Unit
PCV	Peace Corps Volunteers
PES	Project Evaluation Summary
PID	Project Identification Document
PP	Project Paper
PS	Principal Secretary
TE/CI	Teacher Education and Curriculum Development
TIDC	Teacher Innovation and Development Center
TTC	Teacher Training College
UniSwa	University of Swaziland
U.S.	United States
USAID/S	U.S. AID Mission to Swaziland

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SUMMARY

A longstanding goal of the Government of Swaziland (GOS) has been to achieve universal primary education by 1985. This goal is being rapidly achieved but, unfortunately, at the expense of the quality of education provided Swazi students. The proposed Teacher Training Project (645-0214) will increase the GOS capacity to produce better-qualified and more highly-motivated teachers capable of improving the quality of instruction available to Swazi students through the use of more appropriate curriculum materials and teaching methodologies.

The Teacher Training Project outlined in this Project Paper is a logical outgrowth of the assistance USAID/Swaziland has provided during the past eight years in the development and institutionalization of a Primary Curriculum Unit (PCU) within the Government of Swaziland's Ministry of Education (MOE). The Primary Curriculum Unit and the Secondary Curriculum Unit were unified into the National Curriculum Centre (NCC) by a MOE directive issued May 17, 1983. The National Curriculum Centre (NCC) is now producing improved curriculum materials which, when fully adopted in the country's primary school system, will better prepare primary school-leavers for the kinds of employment opportunities available within the Swazi economy. The proposed Teacher Training Project deals directly with the problems of the introduction of these new curriculum materials into Swaziland's primary schools by assuring that both newly graduating teacher candidates and in-service teachers are trained in the use of the new materials.

The rapid expansion of primary education in Swaziland has placed considerable strain on the administrative capabilities of the Ministry of Education. This problem will be addressed both through training and through technical advisory services to create the new function of Chief Inspector of Teacher Training who will be responsible for coordinating and supervising teacher training improvements both for pre-service teacher candidates and in-service teachers.

The following technical assistance and participant training will result in improvements at critical points throughout the teacher training system: two advisors and two Peace Corps Volunteers will be assigned to the University of Swaziland (UniSwa) and long-term training will be provided for two key UniSwa staff members; two advisors will work with the principals of the Teacher Training Colleges, and long-term training in the United States will be provided for 14 teacher educators; one advisor and four Peace Corps Volunteers will work with the Teacher Innovation and Development Centers (TIDCs), and training will be provided for four Swazi staff; one advisor will work with the National Curriculum Centre to coordinate introduction of revised curriculum materials into the teacher training system and one NCC staff member will be trained to assume this role; one advisor will work with the Ministry of Education to develop and institutionalize the function of Chief Inspector for Teacher Training, and a Swazi counterpart will be trained to assume these functions.

At the completion of the project in 1988, Swaziland will have a well-coordinated teacher training system that will include: (1) an expanded capacity at the University of Swaziland to train qualified teacher educators for the faculty of Teacher Training Colleges; (2) close coordination between the NCC and the Teacher Training Colleges to assure the introduction of improved primary curricula into the curriculum of the colleges; (3) functioning in-service training programs utilizing the facilities of the TIDCs and the new curriculum materials developed by the NCC; and (4) increased capacity within the Ministry of Education to effectively supervise and coordinate teacher training activities both for pre-service candidates and in-service teachers.

I. EDUCATION SECTOR OVERVIEW

A. POLICIES

Since independence in 1968, the Kingdom of Swaziland's educational development has been guided by policies laid down by the National Educational Commission and reaffirmed in both the Second National Development Plan (1973 - 1978) and the Third National Development Plan (1978 - 1982). According to the latter Plan, the major educational targets to which Swaziland is committed include:

1. Achieving universal primary education (grades 1 - 7) by 1985;
2. Reorienting the primary curriculum toward practical subjects to enable school leavers to move easily into employment opportunities within the country, and
3. Training teachers so that they are equipped to effectively utilize the new curriculum being developed for primary schools.

B. ORGANIZATION AND MANAGEMENT OF EDUCATION

The system of formal education is organized in a 7-3-2 structure, consisting of primary, junior secondary and high school levels. Entry into the first grade is at six years of age. Siswati is the language of instruction through grade three; thereafter all subjects are taught in English. After seven years, students take the Primary Certificate Examination (set locally). Those passing may enter the three year junior secondary program, after which the students take the Junior Certificate Examination (developed by the Regional Examination Council). Those passing enter either secondary school or one of the following institutions: Swaziland College of Technology; a Teacher Training College (TTC) for training as primary school teachers or the College of Nursing. At the end of secondary school, students take the Cambridge Overseas School Certificate examinations. Those passing may enter the University of Swaziland for diploma, certificate or degree programs, the Swaziland College of Technology, a TTC for training as secondary school teachers, or the Institute of Health Sciences for diploma level training as nurses, health inspectors or other sub-professional health specialties.

The three term school year for primary level schools consists of a minimum of 190 days, running from late January to early December. The university academic year runs from August through June and the teacher training college calendar is from the end of January to the beginning of December.

Primary and secondary schools are classified as "Government," "grant-aided," and "private," Government schools receive all support from the GOS, while only salaries of teachers are paid by the GOS in grant-aided schools. Private schools receive no support from the GOS. At all schools students are charged fees for books, tuition and sometimes building funds.

At present there are 468 primary schools in Swaziland with an enrollment of 125,000 pupils and 3,700 teachers. The majority (71%) of primary school students are enrolled in the 371 grant-aided schools while 20% attend the 63 government schools. The remaining students are in the 34 private schools.

The government schools and grant-aided schools are now regarded as part of the "national state educational system" as defined in the Education Bill (Bill No. 8) of 1981. The grant-aided schools, however, are still very much church related in that the grounds and property are owned by the sponsoring church, and the grantee for the school itself most often is the pastor of the church on whose grounds the school is located. The grantee is accountable for hiring of staff and all financial and management oversight responsibilities.

C. ADMINISTRATION

The primary and secondary school systems are under the control of the Ministry of Education (MOE). The Minister and his Deputy are in charge of policy matters and have functions divided among them: the Minister handles the secondary and higher education matters and the Deputy Minister primary education. The Minister of Education is assisted by the Principal Secretary who has overall control of the administrative and professional functions of the Ministry. The Deputy Secretary is responsible for seeing that the four Senior District Education Officers carry out the administrative functions of the Ministry in the nation's four education districts. The Deputy Secretary is also in control of the Educational Facilities Unit and is responsible for personnel and accounts at both headquarters and within the four regions. The head of the professional division is the Director of Education. Principals of the Teacher Training Colleges are responsible to the Director of Education. The Chief Inspector of Schools (Primary) and the Chief Inspector of Schools (Secondary) also report to the Director of Education.

The University is managed by a University Council with representation from the MOE. It is, however, largely an autonomous educational institution although it depends on the Ministry of Education for the major part of its budget.

Several committees have responsibilities for developments in teacher education and curriculum development. The Board of Affiliated Colleges, convened by the Pro Vice Chancellor of the University of Swaziland, is designed to link teacher education and curriculum development efforts between the Teacher Training Colleges and the University. The Teacher Education Advisory Committee, convened by the Director of Education, is responsible for developing and recommending policy in the area of teacher education. The Curriculum Coordinating Committee, also convened by the Director of Education, reviews proposals relating to curriculum development. Other curriculum panels are called together by Senior Inspectors to review and approve changes in subject area curriculum.

D. TEACHER TRAINING

Primary Teachers are trained at William Pitcher Teacher Training College (Government school), Nazarene College (grant-aided) and Ngwane Teacher College (a new Government school in Southern Swaziland which began operations in 1983). Another TTC is planned for Piggs Peak in Northern Swaziland and is scheduled to open its doors in 1987. Students entering the TTCs are required to hold the Junior Certificate. They spend two years at a college and, upon successful completion of the training course, are awarded a Primary Teaching Certificate.

Short in-service courses are organized by Senior Inspectors for primary and secondary school teachers. Such training is usually given over vacation periods in either the TTCs or at one or more of the Teacher Innovation & Development Centers (TIDC). There are four regional TIDCs which were established under the A.I.D.-financed Primary Curriculum Development Project (No. 645-0009). The centers have classrooms, library space and instructional equipment for in-service activities. A formal in-service training project for upgrading unqualified teachers to certification level was developed in 1973 with UNDP/UNESCO support. Located at William Pitcher Teacher Training College, the two year program is comprised of residential studies during holiday periods with correspondence courses given during the regular school year. Approximately 1,400 teachers have benefited from this program to date.

II. PROJECT RATIONALE AND DESCRIPTION

A. PROBLEM IDENTIFICATION

During the period 1970-1980, Swaziland made considerable progress in carrying out the policy mandates noted above. Enrollments at the primary level nearly doubled from 69,055 in 1970 to 125,303 in 1982. By 1980, 50% of the students were female. More importantly, nearly 80% of the primary school age population was enrolled in school by 1980. Meanwhile, the number of primary schools grew from 351 to 450 between 1970 and 1980, a 28% increase in 10 years. However, enrollment figures during this same period grew by 62% and the schools were becoming crowded.

In order to keep up with rapidly increasing enrollments at the primary level, the number of primary teachers increased from 1,675 in 1970 to 3,201 in 1980. During the same period, due largely to an aggressive in-service training program, the number of unqualified primary school teachers decreased from 551 to 416, and the proportion of unqualified teachers in the system declined from 32.9% to 13.0%.

The November 1981 Education Sector Review entitled The Status and Development of Education in the Kingdom of Swaziland notes, however, that while the total number of teachers in the primary schools has doubled, there has been no corresponding increase in the inspectoral and supervisory staffs. The number of primary school inspectors only increased from 14 to 18 between 1968 and 1979. To cope with the problem of rapid expansion of the education system the Review recommends (page 149): "It is essential that the professional side of the Ministry be strengthened by the appointment of more staff. The present posts of Chief Inspector Primary and Chief Inspector Secondary should be

augmented by a Chief Inspector for Teacher Education and Curriculum Development with overall responsibility for the Teacher Training Colleges and the Primary and Secondary Curriculum Units."

In 1973, in an effort to implement its policy of making primary education more practical in nature, the GOS initiated with A.I.D. assistance the Primary Curriculum Development Project. The curriculum being developed places special emphasis on Swazi culture and traditions and, over time, should help modify the educational system's traditional "academic" bias by including more agricultural and other practical subjects. The Primary Curriculum Development Project is also directed toward developing the institutional capacity within the Swazi government to continue to develop and produce new and revised curriculum materials after the foreign technical advisors depart at the end of 1983.

Improvements in administration were initiated in 1981 with the assistance of a USAID OPEX technician. New job descriptions have been developed and approved by the Ministry of Education for headmasters, inspectors and District Education Officers. In-service training in primary school administration is being provided for these three groups. After completing such training, these personnel are tested to assure that they have developed the knowledge and skills required to perform their jobs. It has been recommended that the headmasters' training program be gradually phased into the pre-service training given at the teacher training colleges. The Final Report for the In-Service Training Program for District Education Officers, inspectors and headmasters of Primary Schools was submitted in April 1983. The observations and recommendations (Chapters VIII and IX) from that report are attached as Annex I.

Recognition of shortcomings in the educational system prompted the GOS to request assistance from donor agencies — USAID, the British Overseas Development Administration (ODA) the European Economic Community (EEC) and the Canadian International Development Agency (CIDA)— to conduct the Education Sector Review noted above. The Review developed by the multi-donor team contains diagnoses of existing problems, projection of future educational demands and recommendations for improving the quality of education within the nation's financial and human constraints. It is significant that the Review emphasizes a need for the expansion of primary education, calls for a large number of additional teachers, and urges the GOS to concentrate upon improving the quality of teaching in the primary schools. It further calls for maximizing the outputs from the existing TTCs and adding one additional new college. Finally, it points out the need for educational research directed toward improving the system's efficiency and lowering costs.

To accommodate primary school enrollments, approximately 2,000 new classrooms will be required by 1985. Swaziland's educational building program is financed by the GOS, the International Bank for Reconstruction and Development, the Swedish International Development Assistance Program and the European Economic Community. Construction is lagging behind requirements primarily due to a lack of qualified personnel. USAID/S is assisting the GOS by training engineers. The Ministry of Education in coordination with the Ministry of Works is working towards the creation of an educational construction unit that will concentrate on school construction.



In primary education the percentage of unqualified teachers at the existing output levels will rise from 13 to 22%. If, however, the proposed Piggs Peak TTC starts producing graduates as scheduled by 1987, the student enrollment in the TTCs by 1992 will increase by 84% and the shortfall of required qualified teachers will approach zero. Accordingly, the yearly demand for teacher educators at the TTCs will increase as the colleges expand. Seventeen percent more teacher educators with subject specialities and teacher training certification will be required by 1992.

The capacity of the teacher training institutions, as they currently operate, to meet the demands of the educational system is insufficient, particularly at the primary level. The Teacher Training Colleges must produce an increasing number of new teachers able to use the new curricula being produced for the primary schools and they must develop and provide in-service training programs to equip all incumbent teachers to use that curriculum effectively in the classroom.

Simultaneously the University of Swaziland (UniSwa) Faculty of Education must upgrade key educational personnel through a part-time Diploma in Primary Education program and train new teacher educators to supply the needs of the Teacher Training Colleges currently operating, as well as the additional new college scheduled to begin operation in 1987.

Since the UniSwa Faculty of Education is now producing only high school teachers, those UniSwa graduates teaching at TTCs have not received professional training in teacher education and are particularly lacking in the skills appropriate for preparing primary school teachers. UniSwa has little capacity to develop the elementary teacher educators needed to staff the Teacher Training Colleges so that they can produce the teachers required for the expanding GOS primary school system.

Certain existing facilities in the TTCs, although of good quality, are underutilized due to a lack of materials, equipment or personnel. A new library space at William Pitcher College is equipped with shelves and cubicles but has remained virtually unused because no books or reference materials have been provided or made available to the College. Instructional materials are in short supply in all the TTCs. The Colleges have no posts for librarians, and basic audio-visual equipment purchased in the United States is not being used due to difficulties in obtaining supplies and because spare parts are not available locally. In all training institutes, the understanding and use of improved instructional technology (e.g. to support micro-teaching) lags behind requirements. The Teacher Innovation and Development Centers are equipped with basic materials and instructional aids but are underutilized due to the lack of training administrative personnel. Classrooms in all institutions appear adequate, but dormitory facilities are overburdened.

The FY 1982 Swaziland Country Development Strategy Statement (CDSS) identified rising unemployment as one of the four key problem areas impacting on poverty in Swaziland. Current analysis indicates that this problem is intensifying. The latest unemployment figures of the Government of Swaziland's Department of Economic Planning and Statistics note that the modern sector job market continues to absorb only about 2,000 new workers annually. With 7,000 people entering the labor market each year, the vast majority remain unemployed, or

are forced back to subsistence agriculture in the rural areas because they are unprepared for commercial or semi-commercial farming. If the trend of rising unemployment is to be reversed, three major constraints must be addressed: (1) low productivity relative to wage levels which encourages capital-intensive investments and movements of workers away from farming; (2) rapid population growth; and (3) an educational system that has not, in the past, been directed toward the types of training consistent with the future economic needs of the country.

As already noted, Swaziland has since independence in 1968 made significant progress in increasing the access of its youth to all levels of education. These achievements have been largely quantitative, however, and have come at the expense of quality and efficiency. For example in 1975 it took 10.5 instructional cost years (total cost per graduate including the costs associated with those not graduating) to produce a primary school graduate (vs. the optimal seven); by 1981 the figure had risen to 15.2 instructional cost years. This means that far more of the country's resources are being used to produce a primary school graduate than should be necessary--nearly double the necessary amount. Furthermore, between 1970-1982, the pass rate among students taking the Cambridge Examination (taken at the completion of five years of secondary school) fell from 70% to 36%. Finally, rapid increase in school enrollments has resulted in large classes. The average pupil/teacher ratio in primary schools is 38 to 1, ranging from 17 to 1 to as high as 72 to 1.

The major revisions in its primary curriculum begun by the Government of Swaziland (GOS) in 1973 with A.I.D. assistance were intended to improve the quality and relevance of primary education. This curriculum revision now needs to be complemented by a revision of the teacher training curriculum used to prepare primary school teachers for the classroom. While efforts to upgrade primary school teachers have resulted in increased numbers of teachers meeting currently specified qualifications and standards, continued training is needed. Newly developed curriculum materials are beginning to be used in the schools but a major constraint to their effective use is the lack of proper training for teachers. This is the major reason the government of Swaziland and USAID/S made the decision to proceed with development of this Teacher Training Project. Its start-up in 1984 will provide continuity of efforts to improve primary education with regard to the use of the newly developed primary curriculum. Teaching materials and supplies are also needed to allow effective teaching of the curriculum.

Comprehensive upgrading of teacher educators responsible for introducing primary school teachers to new teaching concepts and methodologies is a necessary precondition to the improvement in the quality of education of Swaziland. None of the Swazi teacher educators in the three Teacher Training Colleges have specific training in elementary school teaching methodologies. This is due to two reasons: (1) - the Faculty of Education of the University of Swaziland does not offer a Bachelor's Degree program in primary education to prepare future teacher educators; (2) - to date, elementary education has been accorded very little status so that teacher educators of necessity can only be drawn from those individuals teaching at the secondary school level.

There is a pressing need for administrative changes and improved coordination among the various units in the Ministry of Education which can implement the teacher training and curriculum development efforts.

B. PROJECT RATIONALE

1. Goal

The goal of the Teacher Training Project is to make Swaziland's education system more relevant to development needs and employment opportunities. This goal is strongly supported by the GOS and by other donors active in the education sector. The eventual objective is to create a situation where large numbers of Swazis have the necessary knowledge and attitudes to: (1) successfully pursue further academic or vocational training; (2) enhance their employment potential as a result of gaining more and better basic skills which, combined with on-the-job training, will make them more productive and, therefore, more desirable employees; family lives through better knowledge of appropriate health practices, nutrition, agricultural and conservation practices, etc. Obviously many other factors outside this project will affect goal level achievement, but the project will make a significant contribution by laying the necessary groundwork at the primary level to create the basic knowledge, skills and attitudes that are prerequisites for further economic development and employment generation in Swaziland.

Goal level achievement will be measured by the following indicators:

a. Performance of students taking the "O" level examination improves from the current pass rate.

b. Performance of primary and junior secondary school leavers improves as evidenced by:

- a reduction in the dropout rate.

- a reduction in the repetition rate.

c. The number of students enrolled in agricultural and vocational training courses increases.

2. Purpose

The purpose of the project is to improve and expand the capacity of Swaziland's teacher training system to train and support in-service and pre-service primary school teachers.

Currently, Swaziland's teacher training institutions operate in a semi-autonomous fashion. Communication among the various units involved in pre-service teacher education, in-service training, and curriculum development is minimal. Curricula used at the TTCs is not consistent with the new curricula being developed for the schools and, therefore teachers are not adequately prepared to make effective use of the new curricula. This problem is even more acute for the large number of teachers already in the system who need to be

trained in the philosophy and use of the new curricula. Linkages must be forged among the MOE, the TTCs, the Primary Curriculum Unit, the TIDCs and the University in order to achieve an educational system in which all of the institutional elements are working toward common goals. New training programs are required, and major improvements are needed in on-going programs. Teachers require materials such as books, maps and special teaching aids to effectively teach the concepts and information they have learned. To achieve the project purpose, this project addresses each of these items.

By the end of the project in 1989, it is expected that the Ministry of Education will be managing a fully functioning, inter-dependent teacher training system.

The project will contribute to Swaziland's efforts to increase the employability of labor by significantly improving and changing the structure of the formal education system at the primary level. The improved system would achieve this by training and motivating students to acquire the skills that will prepare them for the types of jobs which the Swazi economy is expected to generate in the foreseeable future. These are expected to be primarily in agriculture and skilled trades.

The focus of the new curriculum on practical and environmental factors in Swazi life should help to change the behavior and attitudes of children and teachers, particularly towards agriculture and on-farm labor. Without the attitudinal changes promoted by the educational system, attempts to stimulate agricultural production may be frustrated because young people will continue to reject farming as a livelihood.

While this project is directed primarily toward improving the quality of the instructional process and toward developing positive attitudes, behavior and relevant skills, it is an integral part of the overall USAID/S strategy to overcome the constraints associated with all four problem areas identified in the CDSS. Since Swaziland plans to achieve universal primary education during the current decade, virtually every adult of the next generation could be affected by this project. This project therefore will help Swaziland achieve self-sustaining and equitable growth through improvements in education that will better equip the majority of the country's population to participate and benefit from that growth.

Specifically, the following conditions are anticipated to be in evidence by the end of the project:

a. The Swaziland TTCs will be graduating at least 300 primary school teachers per year; the graduates will be qualified to teach the new primary school curricula.

b. UniSwa will be producing 8-10 educators of primary teachers per year.

c. An in-service training program will be in operation through the TIDCs; at least 300 primary school teachers and headmasters will be receiving training during the final year of the project.

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d. Library Resource Centers will be staffed, equipped and operating in the TTCs, with smaller libraries in the TIDCs.

e. Participant trainees will have taken up their respective posts in the various institutions.

f. Improved instructional materials will be in use in the TTCs, TIDCs and individual primary schools.

g. Workshops, conferences, and evaluations carried out as part of the project will have been completed; information will have been recorded and distributed.

3. Project Strategy

The proposed project attempts to correct the problems noted above through a strategy intervention throughout the entire teacher training system, with emphasis on qualitative improvements in the process. This will involve a systems approach, i.e., in which modifications and improvements are undertaken at all levels— from the MOE official charged with overall responsibility for teacher training to the individual classroom teacher. The system includes the MOE and its teacher training and supporting institutions: the University of Swaziland, the Teacher Training Colleges, and Teacher Innovation and Development Centers and the Primary Curriculum Unit. Key to the success of this strategy is the MOE-level official who must provide oversight direction and coordination to this network of interdependent relationships.

The strategy seeks to develop an institutionalized capability throughout the education system to produce better trained, more effective primary school teachers. The project calls for inputs to the University as well as to the 468 primary schools. A key element to the strategy is that the recurring GOS costs generated by this project be held to a minimum, while the children themselves are educated for future life using a curriculum that is both child centered and environmentally oriented.

The strategy developed under this project to improve Swaziland's teacher training system for primary school teachers incorporates five major elements:

a. Short and Long Term Goals

Consistent with the recent policy messages from AID/W, this project extends five years (FY 84 - 89) and within that time frame tries primarily to establish a system of institutional relationships which will effect quantifiable changes between 1990 and 2000.

By the end of project: (1) - UniSwa will have its B.Ed fully established with two graduating classes; (2) - the TTC's new curriculum will be compatible with the then completed NCC curriculum; (3) - the in-servicing of teachers at the TIDCs will be established on a regular rotational basis. The pay off for the practical arts emphasis of all of these developments will be seen when the primary school graduates of 1988-89 enter the market place in the mid 1990s.

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b. Short and Long Term Technical Assistance in Key Management Posts

The Technical Assistance personnel provided through the project will not occupy line positions. All such personnel will serve as "Advisors" within certain institutions. The lone exception to this rule will be the positions of the UniSwa instructors. These will have to be filled by expatriate "advisors" upon departure of their Swazi incumbents for training abroad. The advisors will depart upon the return of their Swazi counterparts from training. This strategy alleviates the requirement for numerous new positions being created by the Government of Swaziland since only the UniSwa advisors will be occupying registered posts. This is consistent with the GOS' attempt to freeze the number of public posts at the current level. The original Teacher Training PID (1980) called for 17 new positions. This Project Paper requests but six new posts: the two UniSwa instructors, three TTC librarians and the Chief Inspector TE/CD, a position that is a condition precedent to initial disbursement.

In sum, the role of the Advisors is truly to advise Swazis who are working in existing positions.

c. Selected Long Term Training, Locally and in the United States

A significant portion of the budget of this project calls for long term training. The training will have both schooling and on-the-job training (OJT) aspects as well. Due to Swaziland's elementary school population and its geographic size, there are many responsibilities in the MOE that are similar to tasks that are being performed by U.S. personnel serving at the State level on State Boards of Education. For this reason, USAID/S is exploring the possibility of having a State Board of Education associated with the project. This would enable participants to have an OJT experience at the State level that would be analogous to their work responsibility in Swaziland.

While support for training at UniSwa is consistent with the institutional development strategy of the project, this in-country training represents a departure from current USAID/S methodologies which emphasize third-country and United States training. Through the proposed UniSwa training at the B.Ed level, the project will assure the critical flow of candidates during the initial years of UniSwa's emphasis on primary education.

d. Short Term Local Courses

A key strategy to this project is the Diploma course in primary education that will be initiated at UniSwa. Because, primary level teaching has not been seen as a distinctive skill in itself, but rather as a stepping stone to the higher salaried teaching opportunities at the secondary school level, the Diploma course in primary education is an important statement of the MOE's increasing desire to upgrade the status of the elementary school teacher. Through the strategy of supporting short term local training, the Project will provide both a monetary incentive and the complimentary dignity associated with being a primary school teacher.

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e. Commodities in Direct Support of Training Activities

Although called a "Teacher Training" Project, an implied element throughout is that training in itself is not sufficient to achieve the project's objectives. To develop improved skills without providing the tools necessary to do the job invites frustration. Consequently, \$600,000 is being set aside for the purchase of teaching aides. These aids will be grouped together in kits whose organization and distribution will be monitored by the In-Service Advisor.

C. PROJECT DESCRIPTION

USAID/S has selected an institutional development approach for the project that emphasizes qualitative improvements in the teacher training process, but also works to ensure that adequate numbers of teacher educators are available. The project complements capital inputs from other projects, such as those from the EEC, the IBRD, UNESCO and ODA while building on USAID's long-standing support of curriculum development. The project is organized under five major areas of program development.

1. Improving Primary Teacher Education

Two technical advisors will arrive in Swaziland in January 1985 to work for three years each with the faculty and staff of the TTCs. They will be experienced both as teacher educators and curriculum development specialists. Their headquarters will be at William Pitcher TTC and they will live nearby in Manzini in the current PCU housing complex. Their responsibility will, however, involve activities at all three of Swaziland's TTCs working collaboratively with Principals or Vice Principals of the TTCs. The main responsibilities of the TTC Advisors will include: (1) review and, where necessary, reorganize the program of studies leading to the Primary Teaching Certificate, perform demonstration teaching and, if advisable, teach selected courses; (2) coordinate the curriculum, updating it to assure that the new primary school curriculum developed by NCC is integrated into the syllabus for the Primary Teachers Certificates; (3) liaise with and provide any needed information and support to the advisors serving at UniSwa, and to the In-Service Advisor to the TIDCs.

Drawing from the PCU experience of drafting a whole new curriculum, the TTC Advisors in this project will work with the existing TTC syllabus, which officially is considered a "draft" although it was first implemented in 1975. Whereas the PCU Project called for a costly, time-consuming "de nova" approach to curriculum development, the TTC Advisors will not be required to start from scratch. They will not be limited to the present syllabus and can draw from appropriate materials wherever they may be found. The consultants' role at the TTCs is to serve primarily as advisors and facilitators of faculty involvement in the curriculum revisions that are to take place. Additionally, the TTC Advisors will provide on-the-job training to Swazi teacher educators in curriculum design and will develop a plan for addressing the training needs of the TTC faculty.

Initially there will be no attempt to produce a "standardized" curriculum although the advisors and selected colleagues will be meeting monthly in order to exchange ideas and draw from each other's experiences. The 1975 draft syllabus will provide the uniform base, and will be revised primarily to reflect the new primary curriculum development by the NCC. The advisors will impart curriculum revision skills and show teacher educators at the TTCs that curriculum revision is a dynamic process that must continue after the advisors depart.

As advisors to the respective TTC Principals or Vice Principals, they will be responsible for other possible changes that might improve the quality of education at the TTCs. These include:

- . Requiring that teacher educators have a detailed class outline for each subject with performance objectives required to reach each objective.
- . Standardizing entry and exit tests at the TTCs with performance scores on these tests being supplemented by letters of recommendation, a letter of intent from the candidate and interviews.
- . During the period of practice teaching, establish a systematic supervision by TTC staff with a uniform student teaching evaluation being written for the students' permanent records.

In addition to their responsibilities at the TTCs, these advisors will liaise with their colleagues at the University and support the In-Service Advisor's work at the TIDCs. The UniSwa Faculty of Education has a "moderating" responsibility at the TTCs. The advisors at both the TTCs and the University should promote joint faculty meetings and informal discussions to clarify this sensitive jurisdictional issue.

The U.S. and in-country training proposed under this project for the teacher educators is a key element of the project. The following institutional profile of the existing TTCs (see next page), as seen both before and after the training occurs, reflects the leadership development that is anticipated through this project.

A planned 11 TTC staff members will be sent to the United States for one year of training in their sectoral specialities. No training will begin until the TTC advisors arrive in country and have the opportunity to work with the USAID/S training staff in the proper selection, placement and processing of trainees. The TTC advisors are not to be seen as replacement teachers for the departing trainees. Additional training for TTC staff will be undertaken at UniSwa, where 16 TTC staff members will be sponsored for B.Ed. programs in Primary Education.

2. Training New Teacher Educators and Upgrading In-Service Teachers and Teacher Educators

At this time the GOS does not have the capacity to produce qualified primary level teacher educators or to assist other institutions in

WILLIAM PITCHER TTC

	BEFORE PROJECT	AFTER PROJECT
TOTAL STAFF	35	35
EXPATRIATE STAFF	3	2
TOTAL DEPARTMENT HEADS (DH)	5	8
EXPATRIATE DHs	2	1
EXISTING DHs with MAs	5	8
EXISTING/NEW DHs REQUIRING MAs (including Expatriate Replacements)	5	1
ADMINISTRATORS REQUIRING TRAINING	0	0
PRIMARY TEACHER EDUCATORS REQUIRING BA	5	0

NAZARENE TTC

TOTAL STAFF	13	13
EXPATRIATE STAFF	2	1
TOTAL DEPARTMENT HEADS (DH)	7	7
EXPATRIATE DHs	2	1
EXISTING DHs with MAs	0	4
EXISTING/NEW DHs REQUIRING MAs (including Expatriate Replacements)	7	3
ADMINISTRATORS REQUIRING TRAINING	1	0
PRIMARY TEACHER EDUCATORS REQUIRING BA	4	0

NGWANE TTC

TOTAL STAFF	37	40
EXPATRIATE STAFF	3	0
TOTAL DEPARTMENT HEADS (DH)	8	8
EXPATRIATE DHs	0	0
EXISTING DHs with MAs	0	4
EXISTING/NEW DHs REQUIRING MAs (including Expatriate Replacements)	8	4 --
ADMINISTRATORS REQUIRING TRAINING	1	
PRIMARY TEACHER EDUCATORS REQUIRING BA	19	12

--This figure may be reduced through use of SAMDP 11 funding.
See June and August 1988 in proposed Implementation Plan (Chapter 1V).

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Swaziland to upgrade the qualifications of in-service teacher educators or primary school teachers. To meet this need, UniSwa, with assistance provided under this Teacher Training Project, is planning to place two new programs in operation, one for a B.Ed. degree in Primary education and one for a Diploma in Primary Education. Proposed programs and syllabus recommendations for the two were prepared in April/May 1983 at UniSwa. Principal advisor in the development of these programs was Dr. Barbara Capps of Western Carolina University, whose consultancy was financed by the U.S. Information Service. A copy of the summary findings and recommendations is attached as Annex E. Very brief descriptions of the new programs are as follows:

a. Diploma in Primary Education

The diploma program will be tailored to the needs of District Education Officers (DEOs), Inspectors, Teacher Leaders, selected Headmasters, and qualified primary school teachers. Those participating in the Diploma course must qualify for admission prior to final selection by UniSwa.

In order to reach individuals currently employed, the Diploma in Primary Education will be structured as a part-time program. Teachers will be visited at selected centers in the country during their academic year. At vacation times, they will have scheduled in-service sessions at the UniSwa campus at Kwaluseni, during which time they normally will be in residence on campus. The concentrated study time during workshops and continuous exposure through visits during the school year will help to reinforce students' efforts in the program. At the end of two part-time years, most students should have completed the diploma program and mastered the equivalent of a year's full-time work on campus. Courses taken in the diploma program will receive full credit toward a B.Ed. degree in Primary Education if the student wishes to pursue this goal. Under the Teacher Training project, 60 Swazis will be sponsored for diploma programs. Costs will be shared 50% by USAID and 50% by the GOS.

b. B.Ed. Degree Program in Primary Education

The B.Ed. in Primary Education will offer for the first time in Swaziland preparation specifically directed toward teaching methods and curriculum for use in primary schools. This program is expected to be the main source of new teacher educators to staff the TTCs. Under the Teacher Training project, 16 Swazis will be sponsored at UniSwa for B.Ed. degrees. Costs will be shared 50% by USAID and 50% by the GOS. Two streams will be available: generalist and teacher education. Students will proceed from a successfully completed diploma program to the second, third, and fourth-year course on campus.

One project technical advisor will begin to work with UniSwa in April/June 1984, a second will arrive approximately one year later. Two Peace Corps volunteers are expected to join the project activities at UniSwa in time for opening of school year August/September 1985. The advisors would hold Ed.Ds in Teacher Education, with experience in Practical Arts such as agriculture, home economics, industrial arts, etc. The PCVs would have MAs in Primary Education and have at least three years of full-time classroom experience. The PCVs will arrive in Swaziland as part of the Peace Corps Education

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group which is expected to be in country in early June 1984 preparatory to an intensive 12-week training period sponsored by the Peace Corps. They would then be ready to start their assignments in September.

In addition to their responsibilities at the University, the UniSwa Advisors will work with their contract colleagues based at other institutions to evolve unified strategies and methodologies, primarily for the in-service activities to be carried out under this project.

The UniSwa Advisors will be filling newly designated posts in the Faculty of Education. These posts are to be established on the GOS personnel register by May 1985. Counterpart designees to these positions will be selected and be sent to the United States for post-graduate training in primary education as part of this project.

The project also provides for a Curriculum Specialist who will serve for one year as an Advisor to the Director of the National Curriculum Centre. That individual will arrive in Swaziland in March/April 1984. The continued timely production of NCC materials is key to the success of the Teacher Training Project since curriculum modifications at the TTCs must, of necessity, reflect PCU efforts. The Swazi NCC Director, who was appointed to his post in early 1983 will be given long-term training in the United States to enable him to better manage the operation and provide improved coordination with teacher training efforts.

3. Establishing In-Service Training and Support Services

The basic purpose of the TIDCs is to involve teachers more directly in their own professional development and to support their efforts for the best possible education for their students. The theory behind TIDC operation is to encourage the transfer of innovative ideas and expertise between educators. To date these goals have not been fully met, and the TIDCs are at present used largely as offices for the District Education Officers, the Primary Inspectors and the Teacher Leaders.

The Teacher Training Project will strengthen the TIDCs in several ways: (1) the personnel who staff the TIDCs will be expected to participate in the new Diploma in Primary Education course starting in September of 1984; (2) In-Service Advisor, starting in February 1985 based at William Pitcher TTC, will work with the personnel of the four TIDCs to establish an in-service training program for primary school headmasters and teachers. To date some of this type of training has been done on an ad hoc basis by a few of the DEOs, but very little has been accomplished. The in-service program at the TIDCs planned under this project will have a practical arts orientation, its principle objective being to ensure that teachers properly implement the new primary curriculum; (3) kits of educational materials and teaching aids will be made available to primary schools through the TIDCs. The main purpose of these kits will be to encourage school-based practical arts activities.

During 1984, the MOE, Peace Corps and USAID/S staff, together with the contract Chief of Party, will assess the TIDCs to determine the appropriateness of Peace Corps placements at the TIDCs. If such placement is thought to be worthwhile, a PCV with at least three years of teaching

experience is expected to be assigned to assist with this activity at each TIDC. In that post, the PCV would serve as the local agent for the In-Service Advisor and would be responsible for district level in-service programming under the DEOs. Contributing to this decision will be inputs from PCVs who are presently working in the Rural Education Centers since their work in the centers is somewhat analogous to the proposed PCV service in the TIDCs. Another possible barometer in this regard would be the assignment of in-country PCV teachers to the TIDCs during their holiday periods. These volunteers would help in the role definition of the incoming PCVs and perhaps could periodically assist the TIDC PCVs in implementing some of the school-based projects.

The deployment of the present 12-person In-Service Training Staff, now housed at William Pitcher TTC, depends on a GOS decision regarding recommendations of a draft UNESCO evaluation submitted in April 1984. This evaluation proposes that in-service training of teachers be school based, on-the-job training and be carried out through the TIDCs.

Assignment of at least one Swazi In-Service Specialist to each TIDC would greatly complement the project's objectives. Therefore it is hoped that the MOE will move quickly to implement the major recommendation of the UNESCO evaluation, i.e., that the present In-Service Training Staff personnel and responsibilities be transferred to the National Curriculum Centre and some personnel could then, in turn, be assigned to the TIDCs.

The school support funding allocated in the project will enable primary teachers in the four districts to familiarize themselves with teaching aids that are essential components to communicating the contents of the new primary curriculum. It is intended that these teaching materials and aids be packaged into various groupings of educational kits and be distributed through the TIDCs to the 468 primary schools.

Each primary school, depending on its size, will receive between \$800 and \$1,200 of teacher-support items. The remainder of the funding, approximately \$120,000, will be divided equally among the TIDCs in support of the mini-resource centers and the outreach activities of the TIDC in-service staff. As with the primary schools, in order to simplify the procurement process, all purchases for the TIDCs will be in the form of a variety of kit options.

In order that these kits represent the most cost-effective manner of procuring instructional aids, two avenues of procurement will be pursued; (1) bulk purchase. For example, Spirit Duplicators which sell in-country for R719, can be purchased in quantity at R425 each; (2) manufacture of materials in-country (which might even prove to be an employment generating aspect of this project). Many items essential to teaching the "new" PCU math could easily be produced in country: trundlewheels, attribute logic blocks, cube sets, jig-saw puzzles, portable graph boards, and rulers to name but a few.

Additionally, the funding set aside for the TIDCs could be creatively used to establish contract relationships with many local organizations which would be invited to help in implementing primary practical arts activities. These organizations include:

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- Mlilwane Game Sanctuary
 - . Increase services of Mobile Units for school visits
 - . Hold special walks, camping trips for various school ages.
- Theatre Club and Swaziland Art Society
 - . Help set up school arts and crafts exhibits;
 - . Organize local artists and thespians to speak and give demonstrations in schools;
 - . Organize national school art exhibitions, oratory contests etc.
- Natural History Society
 - . Hold special field courses, walks and camping trips;
 - . Write up brochures, tailored for the primary reading level, pertinent to the geology of Swaziland.
- Music Society
 - . Hold national primary-level competitions
 - . Sponsor dancing exhibitions

The In-Service Advisor will be charged with compiling information that will be critical to organizing the various kit options for both the TIDCs and the primary schools. Final decision in this regard will be made by a committee composed of the Director of Education, the Contractor Chief of Party (COP), the In-Service Advisor and the four DEOs.

The In-Service Advisor and the PCVs will work directly with the DEOS in planning and implementing an in-service teacher training program. The program would utilize a combination of activities, such as holiday courses at TTCs, day courses at TIDCs, mobile team teaching and tutoring, micro-teaching and radio/correspondence courses. Teaching assistance would be available from the UniSwa and TTC Advisors and from UniSwa and TTC staff, as well as from the TIDC-based inspectors, teacher leaders, and PCVs.

Upon completion of the in-service training program, teachers will be awarded a Certificate of In-Service Training. This will serve as an incentive for participation and will also be useful for MOE personnel records. The GOS will finance the bulk costs of mounting the in-service training programs, while costs of participating in the training programs will be borne by the individual schools and teachers themselves.

4. Establishing Library Resource Centers

Better trained teacher educators and improved curricula need to be supported by an effective library system. For this reason, the project will provide short-term experts throughout the life of project to assist the GOS in setting up Library Resource Centers (LRC) at each of the TTCs and small library facilities at the four TIDCs. The initial consultancy will assess LRC needs, order basic materials and develop a program to instruct teacher educators and teachers in library use. The GOS will establish a post for three LRC Directors, one at each TTC. The project will provide U.S. training in library science for each of these directors. Short-term consultants will provide on-the-job training in library science to TTC and TIDC staff as well as to the returning trainees.

The major emphasis of the LRCs will be on the printed reference materials, models, maps, and educational games. The printing capacity developed under the PCU Project will be utilised to produce some of these materials. This Teacher

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Training Project provides funding, both from the U.S. and the GOS contributions, to pay for the PCU produced materials and for books from other sources .

Library consultants and the In-Service Advisor will work cooperatively in setting up small library facilities in each of the TIDCs. These TIDC resource centers will be managed by the PCVs and the respective Teacher Leaders, who will serve as counterparts in this function.

5. Improving Coordination and Management of the Educational System

To be successful, this project requires a high level of MOE involvement in order to assure coordination among the various institutions and project components. The MOE is establishing a post of Chief Inspector for Teacher Education and Curriculum Development (TE/CD), in which those responsibilities, among others, will be vested.

An advisor to the Chief Inspector will be provided for the five year life of project. Because of the central position occupied by this individual within the project, he or she will be in an ideal position to guide, support and coordinate the work of the other advisors and therefore will be Chief of Party (COP) for the technical assistance team. The COP will arrive in Swaziland May/June 1984.

The COP's initial months will be devoted to planning and carrying out some of the functions designated for the Chief Inspector TE/CD, while reporting directly to the MOE Principal Secretary through the Director of Education. The COP will work with the Director of Education and the Principal Secretary of the MOE in the review of candidates for the Chief Inspector post. When a Swazi Chief Inspector is named, the COP will advise and work with him or her on the broad range of new tasks assigned to that position. When the Chief Inspector goes to the United States for long-term training or is otherwise away from his post, the COP will serve in that capacity.

The COP will assist the MOE in preparing a five-year development plan for the TTCs and will assist the University in determining the extent to which UniSwa is able to reallocate its resources in the Faculty of Education to provide various new courses in the field of primary education. A further task of the COP will be the design and implementation of a plan to coordinate the work of UniSwa, the NCC, the TTCs and the TIDCs. The COP will also work with the Chief Inspector for Primary Education to assure consistency between newly developed curricula and examinations given at the completion of primary school. Finally, the COP will serve in a non-voting capacity on the Teacher Education Committee.

In November/December, 1983, at the request of the MOE, USAID/S will participate in a modified "Joint Initiative" sponsored by AFR/EHR. It is anticipated that a four person team will spend approximately five weeks in country concentrating largely on how the MOE can increase its management and administrative efficiency. Upon completion of this assessment, additional resources from the Initiative may be requested in order to enhance the Coordination/Management component of this project.

D. SUMMARY OF INPUTS

To achieve the project purpose noted in II.B.2., the following inputs are required (see Logical Framework, Annex C for further detail):

1. From USAID/S

a. Technical Assistance

The project will provide 20.5 person years of long-term technical assistance. Job descriptions for those individuals are located at Annex F. Contractor and PCV Job Descriptions, and discussion on their roles in project implementation is found in Annex D.1., Financial Analysis. In brief:

An Advisor to the Chief Inspector for Teacher Education and Curriculum Development will be provided for five years. Because that individual will be working with the Swazi charged with coordinating all project activities, he or she will be in an ideal position to guide the work of the entire technical assistance team. He/she will therefore be the Chief of Party in addition to carrying out major responsibilities within the MOE.

Two advisors will work with UniSwa to organize and teach in the B.Ed. in Primary Education program and the Diploma in Primary Education course. Both will be in Swaziland for 2.5 years. That amount of time will include a short organizational period and two full academic years.

Two advisors will be assigned for three years each to work with the TTC in revising and significantly improving teacher training methodologies and curricula. They will also develop and/or adapt appropriate teaching aids for use in teacher training and in primary school classrooms.

An In-Service training Advisor will work for 3.5 years with the TIDCs to help them organize and run in-service training programs and to help them provide special support services to teachers in the form of educational kits to be distributed to the primary schools.

An advisor will be assigned to work with the Director of NCC for one year to provide continuity there in order to assure the continued timely production of the PCU materials which are such an important part of the training programs to be developed under this project for both in-service and pre-service teachers.

Twenty-three person-months of short-term consultancy services will provide expertise in specific areas as required by the project. UniSwa might need a teacher in a given subject area for one semester, for example. Nearly 50% of the time available for such consultancies is expected to be used to provide library science experts to advise the GOS and contract personnel on establishing Library Resource Centers at the TTCs and small libraries at the TIDCs, ordering books, training library personnel, and training teacher educators how to properly use libraries.

b. Training

Twenty-three person years of participant training in the United States will be provided to Swazis under this project for: MA degrees for 11 TTC teacher educators (one year each); management training for the Chief Inspector of TE/CD (one year); library science training for three Library Resource Center directors (one year each); continuing education, perhaps leading to a degree, for two UniSwa instructors (18 months each); training for four TIDC coordinators in the design and application of teaching aids (one year each), and curriculum training for the NCC Director (one year).

In addition, USAID will pay half the cost and the GOS the other half, to sponsor 16 individuals for a B.Ed. degree at UniSwa (two years each for candidates who already have some B.Ed. credits) and 60 candidates for UniSwa diploma programs (estimated to require .2 person-years per person for two years — a total of 24 person-years).

c. Commodities

USAID/S will provide books for the new libraries to Primary school support established as part of the project reference materials, teaching aids and supplies. USAID/S will also underwrite the cost for kits of educational materials/supplies for each of the primary schools and the four TIDCs.

USAID/S will finance the purchase of three sedans, one four-wheel-drive vehicle, and four motorcycles to support the work of the project.

d. Other

Printing costs for curricula and other project materials will be paid one-fourth by USAID/S and three-fourths by the Government of Swaziland.

USAID/S will pay costs of four workshops and 12 conferences to be mounted under the projects.

The project evaluations will be financed by USAID/S: one internal Project Evaluation Summary and two external evaluations, one at mid-project and the second at end of project.

A 10% contingency will be provided to cover all line items.

2. From Government of Swaziland

a. Counterparts and Support Staff

The GOS will establish new positions and provide salaries for a Chief Inspector for Teacher Education and Curriculum Development, three Library Resource Center Directors, and two UniSwa instructors. The GOS will also fund a number of support staff throughout the educational system who will contribute to the objectives of this project.

b. Training

The GOS will provide local salaries and international transportation costs for all long-term participant trainees enumerated in USAID/S Inputs Section a.(2) above. UniSwa will pay one year of salary while an individual is in training only if the trainee has been a confirmed tenured member of the faculty prior to departure for training. The GOS will also finance half the cost of in-service training described in that section.

Per diem and travel costs for an estimated 300 primary school teachers per year to attend in-service training sessions at the TIDCs, UniSwa or elsewhere will be paid by the GOS.

c. Salary Increments

Increases in salary will be provided for many of those who successfully complete the various degree training programs carried out under the project. See Section III, Cost Estimate and Financial Plan, for breakdown of estimated salary increments.

d. Commodities

The GOS will provide a variety of library books, reference materials, teaching aids and supplies to complement and supplement those provided by USAID/S.

e. Other

The GOS will provide: houses for four Peace Corps Volunteers; office space and other work facilities for technical assistance personnel; furnishings and maintenance of houses (built by USAID/S for various contract personnel during the past 10 years) for USAID/S contract personnel; maintenance and gasoline for project vehicles; 75% of project printing costs; and sites for workshops and conferences.

3. From Peace Corps

Six Peace Corps advisors will be provided, two to work at UniSwa and four to work at the TIDCs.

E. SUMMARY OF OUTPUTS

During the course of the project, the following outputs are expected:

1. A revised curriculum will be developed for the pre-service programs at the TTCs; the 1975 "draft" syllabus, which is still in use, will be edited throughout and much new material will be incorporated.

2. At least 1,000 pre-service teachers will be trained to use the primary curriculum materials developed by PCU.

3. A variety of teaching aids will be created or adapted for use in the nation's primary schools; teaching kits will be produced and distributed to the schools.

4. New primary teacher education curriculum will be developed and/or modified for use by the UniSwa Faculty of Education.

5. The first class of teacher educators trained at UniSwa will graduate and will be assuming positions at the TTCs

6. A new in-service training program will be developed at the TIDCs, and at least 1,100 primary school teachers and headmasters will have received some training.

7. Library Resource Centers will be established at the three TTCs, and smaller library facilities will be established at the four TIDCs.

8. A course will be developed to instruct teacher educators (and, through them, primary school teachers) in the proper use of the new libraries.

9. Skills of nearly 40 TTC staff members will be upgraded; 16 will receive B.Ed. degrees in Primary Education from UniSwa.

10. Participant trainees will return from long-term training in the United States to positions as directors of PCU and the Library Resource Centers, to the post of Chief Inspector Teacher Education and Curriculum Development, and as instructors in primary education at UniSwa.

11. Four workshops and 12 conferences will be conducted to bring educators from the various institutions together to work on common problems and topics of mutual interest.

During the course of the project, it is expected that USAID/S will identify additional activities which will be incorporated into the project for the further development of the five major areas of program development. Of particular interest to both the MOE and USAID/S is the area of improving coordination and Management of the (GOS) educational system. In this respect, it is anticipated that considerable assistance will be obtained through the Contractor's relationship with its State Department of Education. It is envisioned that additional programmatic efforts will be directed toward enhancing the administrative and management capabilities of the MOE through an exchange of personnel and on-the-job training, utilizing the facilities and manpower of the State Department of Education.

F. RELATIONSHIP TO AID PROGRAM AND OTHER DONOR ASSISTANCE

The proposed Teacher Training Project is directly complementary to the work of the AID-funded Primary Curriculum Development Project (645-0009), implemented in two phases, with the first PCU grant agreement being signed in 1975 and the second in 1979. The purpose of the PCU project is to establish an institutionalized capability for developing primary curricula in Swaziland. By the end of the project August 30, 1984, (technical assistance inputs will end December 31, 1983) there will be: (1) a functioning curriculum development system for the primary school level which is capable of integrating its efforts with those at other levels; (2) a functioning system for the timely and efficient preparation and production of new curriculum materials; (3) a functioning curriculum evaluation system; (4) new curriculum materials for teachers and students for grades 1-7; (5) Swazi Staff trained to operate the systems.

The following donor agencies are presently providing a wide range of support to educational development in Swaziland:

1. Swedish International Development Assistance Program (SIDA) and UNESCO provide designers and supervisors to the MOE's Educational Facilities Unit and plan to sponsor a program in educational planning. The Educational Facilities Unit has the prime responsibility for the development and construction of the recently completed Ngwane Teacher Training College and will assume duties for the proposed new TTC at Piggs Peak.

2. The International Bank for Reconstruction and Development (IBRD) has also supported the Educational Facilities Unit through soft loan capital assistance amounting to approximately \$10 million for the period June 1980 - December 1984. Funds are used mainly for primary and secondary school construction, teachers' houses, classroom and dormitory space at the Swaziland Institute for Management and Public Administration, and for the construction of a national Resource Center located at William Pitcher TTC, adjacent to the curriculum unit. Some curriculum development books and materials are being supplied for the Center from the USAID/S Primary Curriculum Development Project and SIDA. Under the Teacher Training project, the William Pitcher Center will be the control point for all of the proposed library resource centers. As such the Center will play a key role in providing instructional materials service to the curriculum units, TTCs and the TIDCs.

3. The European Economic Community (EEC) supported the construction and furnishing of the Ngwane TTC. It is anticipated that EEC will also fund the proposed new TTC at Piggs Peak.

4. The United Kingdom provides staff for UniSwa, staff and equipment for Swaziland College of Technology, senior staff for the MOE, lecturer staff for William Pitcher and Ngwane TTCs, secondary school teachers, and a larger general scholarship program for training in a host of development-related subject areas.

The total capital assistance from donor agencies in the field of education in 1980 was \$11,030,000. Other non-capital donor assistance to education amounted to \$9,241,000 in 1980 which was 33% of the total of externally financed non-capital assistance.

As mentioned in Section II.C.5 above, additional USAID/S funding to further the management - efficiency objective of this project will depend on the results of a forthcoming "Joint Initiative" assessment which is scheduled for August/September 1983.

III. COST ESTIMATE AND FINANCIAL PLAN

Including an 8% inflation rate during the life of the project and a 10% contingency factor (applied against the USAID/S contribution only) the total estimated cost of this project is \$8.128 million, with 69%, or \$5.595 million, provided by USAID/S and 29%, or \$2.346 million is contributed by the GOS. The balance, \$188,000, or 2% comes from the U.S. Peace Corps and represents the cost of volunteers who will be used in the project. See the Sources and Uses of Funds table which follows on page 25.

Nearly two-thirds of the U.S. contribution is for technical assistance, and 16% is for training in both the United States and Swaziland. The GOS contribution to the project is primarily in the form of counterparts and support staff for the project. This amounts to approximately 48% of the GOS contribution. Another 25% of its contribution is for training programs.

Details on the assumptions made in the development of the budget are provided in Annex D.1.

The GOS contribution is relatively constant in real terms, around \$400,000 per year. However, subtracting out those people who are already employed by the government, but whose time will be redirected to support project activities, the per year increase in GOS costs is closer to \$250,000. While the GOS Ministry of Education has sufficient funds to cover these costs, growing recurrent budget problems will not make it easy. Increasing demands for primary schools will place significant burdens on the Ministry to cover teacher salaries and necessary building program. The Ministry of Education and the Ministry of Finance are aware of the problems and are seeking ways of improving the efficiency of delivering educational services, as well as providing additional funds. Annex D.1 provides additional details on the Ministry's recurrent budget problems.

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OURCES AND USES OF FUNDS
(Illustrative Budget Tables, in U.S. \$ 000's)

ITEM	<u>USAID</u>	AMOUNT
Technical Assistance		3,267
Participant Training		772
Education Supplies (Primary School Kits)		600
Commodities, Equipment		117
Vehicle Purchase		45
Training through UniSwa (Diploma)		35
Printing		60
Workshop and Conference Expenses		23
Local Hire Staffing		91
Project Evaluations		76
Sub-total		<u>5,086</u>
Contingency		509
Total Project Costs (69% total)		<u>\$5,595</u>

ITEM	<u>GOVERNMENT OF SWAZILAND</u>	AMOUNT
Participant Training		402
Commodities and Equipment		141
Repairs and Maintenance		75
In-Service Training		168
Training through UniSwa (Diploma/ B.Ed)		35
Printing		179
Local Staff Salaries and Emoluments		1,127
Utilization of Facilities and Support		107
New Homes Furniture and Facilities		112
Sub-total		<u>2,346</u>
Contingency		-0-
Total Project Costs (29% total)		<u>\$2,346</u>

ITEM	<u>PEACE CORPS</u>	AMOUNT
Technical Assistance		171
Contingency		17
Total Project Costs (2% total)		<u>\$188</u>

IV. IMPLEMENTATION PLAN

A. IMPLEMENTATION SCHEDULE

The following schedule presents the major implementation actions to take place during the project along with the responsible agents:

<u>DATE</u>	<u>ACTION</u>	<u>RESPONSIBILITY</u>
July 83	Grant Agreement Signed	USAID/S/GOS
August 83	RFP issued	AID/W
October 83	Conditions Precedent are met x Position for Chief Inspector TE/CD established on Register x B.Ed. in Primary Education approved by UniSwa x NCC receives adequate budget commitment	GOS/USAID/S
November 83	Special recruitment initiated to identify UniSwa PCV Advisors	PC/W/PC/S
December 83	Contractor selected	GOS//AID/W USAID/S
January 84	Contract team vehicles ordered (3 sedans; 1 4wheel drive)	USAID
March 84	COP arrives in-country	Contractor
April 84	COP along with UniSwa advisors and staff make final determination re advisability of PCVs teaching at UniSwa	Contractor/PC/S UniSwa/USAID/S
May 84	Assessment re advisability of PCVs serving in TIDCs	USAID/S/PC/S Contractor/MOE
June 84	UniSwa B.Ed. in Primary Education candidates selected	UniSwa/MOE/ USAID

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DATE	ACTION	RESPONSIBILITY
June 84	One UniSwa Advisor arrives in-country	Contractor
August 84	Peace Corps Advisors arrive at UniSwa	PC/S/UniSwa
September 84	NCC Curriculum Advisor arrives in-country	Contractor
September 84	UniSwa Advisors begin teaching B.Ed. in Primary Education Course	PC/S/UniSwa Contractor
	Chief Inspector TE/CD selected	MOE/Contractor
	Contractor team submits overall project work plan plus detailed annual work plan to September 85 including conferences	Contractor/ USAID/S
October 84	Submission of yearly Progress Report	Contractor/ USAID/S
January 85	Two Teacher Education Advisors arrive	Contractor/MOE
January 85	Teacher Education Advisors begin work at William Pitcher, Nazarene and Ngwane TTCs.	MOE
February 85	In-Service Advisor arrives	Contractor/MOE
March 85	4 TIDC PCVs arrive for in-country training	PC/W/PC/S
April 85	Submission of Progress Report	Contractor/ USAID/S
April 85	Condition Precedent for Library Resource Center consultancy met:	
	Posts (3) for TTC Library Resource Center Directors are established on Register.	GOS
April 85	Motorcycles for TIDC PCVS ordered	

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<u>DATE</u>	<u>ACTION</u>	<u>RESPONSIBILITY</u>
May 85	TIDC PCVs arrive at assigned posts	MOE/PC/S/ Contractor
May 85	Conditions Precedent for departure of UniSwa participants met: Two positions established for incumbents on Register	GOS
June 85	TTC participants selected for United States UniSwa training	MOE/Contractor
June 85	Two UniSwa participants selected for United States training	UniSwa/ Contractor
June 85	Three Directors for Library Resource Center are selected for United States training	MOE
June 85	The second UniSwa Advisor arrives in country	Contractor
June 85	B.Ed. in Primary Education candidates selected	UniSwa/MOE/ Contractor
August 85	NCC Advisor departs	Contractor
August 85	1st Annual Workshop	Contractor/MOE
August 85	Chief Inspector TE/CD departs for United States training	Contractor
Aug/Sept 85	TTC participants depart for United States training	MOE/Contractor
Aug/Sept 85	Project Evaluation Summary	USAID/S/MOE
Aug/Sept 85	UniSwa participants depart for United States training	MOE/Contractor
Aug/Sept 85	Library Resource Center participants depart for United States training	MOE/Contractor
Aug/Sept 85	Two Peace Corps UniSwa Advisors arrive for in-country training	PC/W/PC/S

<u>DATE</u>	<u>ACTION</u>	<u>RESPONSIBILITY</u>
September 85	Contract team submits Annual Work Plan to September 86, including conferences	Contractor
September 85	PCU Director departs for long term training at U.S. University	MOE/Contractor
October 85	Submission of Progress Report	Contractor/ USAID/S
October 85	Composition of kits determined; distribution process agreed upon	MOE/Contractor
December 85	In-house evaluation regarding continued need of UniSwa PCVs	PC/S/USAID/S Contractor/ UniSwa
April 86	Submission of Progress Report	Contractor/ USAID/S
May 86	Mini-Resource Centers established in TIDCs	PC/S/ Contractor/MOE
June 86	Four TTC participants selected for United States Training	GOS/Contractor
July 86	UniSwa trainees return and take up posts of departed UniSwa Contract Advisors	Contractor
July 86	PCVs granted extension to continue teaching at UniSwa	PC/W/UniSwa
August 86	2nd Annual Workshop is conducted	Contractor/MOE
August 86	PCU Director returns from participant training to resume duties	Contractor/MOE
August 86	Chief Inspector TE/CD returns to MOE	Contractor/MOE
August 86	Library Resource Center participants return from training to take up new posts at TTCs	MOE/Contractor
August 86	Participants return to Department Head/Sr. Lecturer posts at TTCs	Contracto/MOE

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<u>DATE</u>	<u>ACTION</u>	<u>RESPONSIBILITY</u>
Aug/Sept 86	TTC participants depart for United States Training	GOS/Contractor
Sept 86	Contract team submits Annual Work Plan to September 87 including conferences	Contractor
Sept 86	UniSwa participants commence teaching in Faculty of Education	UniSwa
October 86	Submission of Progress Report	Contractor/ USAID/S
November 86	One UniSwa Advisor depart country	Contractor
Nov/Dec 86	Mid-Project External Evaluation	External Contract Team
Dec 86	TIDC PCVs request one year extension	PC/S/MOE
Feb 87	TIDC PCVs granted one year extension; continue work at TIDCs	PC/S/MOE
Feb 87	UniSwa PC Advisors request one year extension to contract	PC/S/UniSwa/ MOE
April 87	Submission of Progress Report	Contractor/ USAID/S
June 87	TTC participants selected for United States Training	MOE/Contractor
June 87	B.Ed. Primary Education candidates selected	UniSwa/MOE/ Contractor
August 87	3rd Annual Workshop conducted	Contractor/MOE
Aug/Sept 87	TTC participants depart for United States training	MOE/Contractor
Sept 87	Participants return to Department Head/Sr. Lecturer posts at TTCs	Contractor/MOE

<u>DATE</u>	<u>ACTION</u>	<u>RESPONSIBILITY</u>
Sept 87	Contract team submits final Annual Work Plan	Contractor
October 87	Submission of Progress Report	Contractor/ USAID/S
November 87	One TTC Teacher Educator departs	Contractor
April 88	Submission of Progress Report	Contractor/ USAID/S
May/June 88	TIDC/PCVs depart	PC/S
June 88	Seven TTC participants selected for United States training (through SAMDP II)	MOE/Contractor
July 88	End of Project External Evaluation is conducted	External Contract Team
July 88	In-Service Advisor departs	Contractor/MOE
July/Aug 88	UniSwa PCVs depart	PC/S
August 88	4th Annual (Wrap-up) Operational Workshop is conducted	Contractor/MOE
Aug/Sept 88	Seven TTC participants depart for United States training	MOE/Contractor
Sept 88	Participants return to Department Head/Sr. Lecturer posts at TTCs	Contractor/MOE
Oct 88	Contract team final report	Contractor
Dec 88	Project Completion Report submitted to AID/W	USAID/S
Feb 89	COP departs	Contractor/MOE

B. RESPONSIBILITIES AND REPORTING RELATIONSHIPS

1. GOS

The GOS will establish and fill the following government posts:

<u>Position</u>	<u>QTY</u>	<u>Location</u>	<u>Establish</u>	<u>Fill</u>
Senior Inspector TE/CD	1	MOE	October 1983	Sept 1984
Library Resource Center Directors	3	TTCs	April 1985	June 1985
Lecturers for Primary Education Faculty	2	UniSwa	May 1985	June 1985

The GOS/MOE will also ensure that the staff of the teacher training colleges, the Primary Curriculum Unit, headmasters, DEOs, and teacher leaders are actively involved in project activities. The responsibility for developing and implementing a coordinated program will rest with both the U.S. technical assistance team and the Chief Inspector, TE/CD or in his/her absence, the Director of Education.

The GOS will provide physical facilities for the libraries and offices for the AID-funded technical assistance team. Additionally, houses used under previous AID projects will be made available for the seven long-term technical advisors. The GOS will provide the housing and the normal government furnishings for the Peace Corps Volunteers.

AID technical assistance personnel with the project will operate under the direction of the office of the Chief Inspector, Teacher Education and Curriculum Development, and his counterpart, the contract Chief of Party.

2. AID

USAID/Swaziland will be responsible for project monitoring. The project manager will serve as the primary contact point for the contract team's Chief of Party and USAID/S. USAID/S will prepare necessary Project Implementation Orders and Project Implementation Letters, and will be responsible for one Project Evaluation Summary. The two external evaluations will be guided by the USAID/S project officer who will prepare the Scopes of Work for the evaluation teams.

Funds for all project activities, except those for purchasing vehicles and conducting evaluations, will be included in the contract with the institution selected to implement the project. THE P10/T to initiate the contracting process will be submitted to AID/W immediately following the signing of the Project Grant Agreement. It will call for an institutional contract with a U.S. university, a university consortium, or a State Office or Board of Education.

3. Contractor

The contractor will be responsible for the timely provision of technical assistance personnel as well as all administrative arrangements related to recruitment, transportation, shipment of household effects, etc. The contractor will prepare all P10/P's (for submission to USAID/S) and will assist the GOS in the selection of trainees and help identify the most appropriate institutions for training Swazi counterparts. In some cases, trainees will require specifically tailored training programs that may not fit exactly with a typical university degree program. The contractor and USAID/S project officer will be responsible for jointly defining the type of training needed and designing an appropriate training program. All training plans will be approved by the GOS. The contractor will monitor the progress of all participants and will assure that advisors communicate regularly with participants to keep them current on developments in Swaziland and to provide advice and counselling on their training programs.

All equipment and commodities, with the exception of vehicles, will be procured by the organization implementing the project in accordance with AID regulations. All equipment and commodities will be purchased in the U.S. or off the shelf in Swaziland with the exception of those items covered by waivers. The technical assistance team, under the leadership of the Chief of Party, will be responsible for implementing project activities as described in the project paper (detailed job descriptions are included as Annex F). The contractor will submit annual work plans to be approved by the Ministry of Education and USAID/S. Every six months progress reports will be submitted to USAID/S during the project and a final, end-of-project report will be required in 1989 when all technical assistance is completed.

Funds for printing texts and workbooks developed during the project will be included in the contract as will funds for the development of appropriate teaching aids. Finally, the contract will be under the direction of the Ministry of Education with the assistance of the contractor and USAID/S.

C. COMMODITY AND EQUIPMENT PROCUREMENT PLAN

1. Authorized Source of Procurement

The authorized source of procurement under the project will be Geographic Code 000 (U.S. only) and Swaziland, except for those items covered by source/origin waivers, and the light duty vehicles, which will be procured from Geographic Code 935 sources under the existing blanket vehicle waiver for Southern Africa.

2. Responsibility

It is planned that all equipment and commodity procurement under the project will be carried out by the institutional contractor with the exception of the vehicles which will be purchased by USAID/S through the GOS Central Transport Administration. The vehicles will be ordered approximately three months prior to the arrival of technical assistance personnel.

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All transactions for non-expendable items must be reviewed and approved by USAID/S prior to the placement of order. The estimated time frame for ordering equipment and commodities can be found in the implementation schedule.

3. Imported Shelf Items

Within the limits authorized, some items of Geographic Code 935 origin will be purchased off-the-shelf in Swaziland. Included among these items will be certain audio-visual equipment, print production materials, books, slides, filmstrips, tapes, supplies, workshop materials, and materials for the development of teaching aids. The contractor will be responsible for the procurement of these items, taking into consideration all A.I.D. rules and regulations concerning commodity eligibility as set forth in the General Provisions.

4. Waivers

The Teacher Training Project will require the procurement of reference and instructional materials. Approximately \$725,000 has been budgeted in the project for books and instructional materials including kits appropriate to primary school needs. A waiver will be requested to permit purchasing of materials produced primarily in third world African countries, the Republic of South Africa and the United Kingdom, under the Mission Director's delegated authority (DOA 140, Revised), at a later time.

V. MONITORING AND EVALUATION PLAN

The USAID/Swaziland Human Resource Development Officer will serve as the AID Project Officer, and as such will have primary responsibility for monitoring the project. Illustrative examples of monitoring actions to be taken by the Project Officer will include but not be limited to:

- Track project implementation progress for compliance with the Project Agreement in general and the Project Description, Chapter II.C. in particular.

- Prepare Project Implementation Letters (PILs) as required to:-

(1) officially indicate AID acceptance of material submitted by the government to meet Conditions Precedent;

(2) change or modify the scope of the project in ways which are not significant enough to require formal Project Paper or Project Agreement amendments;

(3) highlight information regarding AID procedures, regulations and requirements;

(4) correspond with the Government of Swaziland on a wide variety of project implementation and funding matters.

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- Coordinate work of contractor(s) to insure the preparation of work plans, procurement arrangements, work assignments and participant training arrangements.
- Serve as committee chairperson for periodic USAID/S project review sessions.
- Prepare quarterly reports for USAID/S AID/W information.
- Set up regular site visits to personally review progress and to ensure that the periodic contractor reports match actual project implementation status.
- Facilitate communication between the GOS, the contractor and USAID/S.
- Serve as USAID/S Representative on the Project Committee composed of USAID/S, Peace Corps, UniSwa, the District Education Officers, Teacher Training Colleges and Primary Curriculum Unit representatives (see the Administrative Project Analysis, Annex D.4.)
- Coordinate AID internal and external project evaluations.

To effectively carry out these responsibilities, the project officer will spend a minimum of one-fourth of his/her time on activities related to this project -- gathering information, monitoring progress, facilitating implementation, analyzing results, etc.

Evaluation of this project will play a very crucial role in the implementation of project activities. During the course of project implementation, two different types and levels of project evaluation are planned.

Progress under the project will be reviewed by the USAID Human Resources Development Officer in conjunction with the institutional contract team and appropriate UniSwa, MOE and TTC officials. This internal project evaluation will seek to ensure that the implementation efforts are directed toward the achievement of project purposes and objectives. The Project Evaluation Summary (PES) will examine both project progress toward achievement of outputs and the performance of the participating parties in meeting project commitments and requirements. Recommendations to resolve any identified problems will be an outcome of this evaluation.

The second type of project evaluation that is planned is an external independent evaluation. The external evaluations will be conducted at approximately the project's mid-point, projected for November 1986, and near the conclusion of the project. The mid-term evaluation is timed to roughly coincide with the completion of major activities in the curriculum development program at both UniSwa and the TTCs, and the UniSwa's pre-service program and the participant training program. The external mid-term evaluation will examine the appropriateness of the concepts underlying the project's design in light of implementation experience and problems. Progress toward achieving project purposes and outputs will be examined. The evaluation will be treated as a formative assessment and its recommendation could form the basis of directional changes in the second half of the project.

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The end-of-project evaluation in 1988 will assess the achievement of the project as a whole. Both of the external evaluations will be carried out by two or three-member contract teams and might also include a member from AID/W and/or REDSO/EA. Funds are provided in the project budget for two external evaluations.

VI. SUMMARIES OF ANALYSES

The analyses presented at length in Annex D describe in detail the educational system and constraints, particularly at the primary level and with emphasis on teacher training. The analyses:

- Set out the technical strategy by which this project proposes to significantly improve Swaziland's teacher training system for primary school teachers,
- Present rationale under which financial aspects of the project were determined,
- Describe the social and cultural situation in which the project would expand,
- Profile the various institutional and administrative entities which will participate in and be affected by the project, and,
- Describe the various types of analyses carried out to determine the economic feasibility of the project.

In brief, the analyses indicate that this project is economically and administratively feasible and is socially and financially sound.

A. FINANCIAL ANALYSIS SUMMARY

See Chapter 111, Cost Estimate and Financial Plan.

B. ECONOMIC ANALYSIS SUMMARY

Economic analysis of a social project that emphasizes institutional development is not an easy task. Many of the benefits are difficult to quantify. However, since the goal of the project is to make Swaziland's primary educational system more relevant to its development needs and employment opportunities, the benefits are viewed as the increase in income earning capability of the ultimate beneficiaries of the project, the students, produced by the primary education system of Swaziland.

In carrying out the evaluation of the benefits, the analysis used a conservative approach to benefits, assuming, for example, that only a small proportion of the students will be able to gain better employment because of the improvement in curriculum and teacher quality. To reflect the tight GOS recurrent budget, all increases in GOS spending are costed at 125% of actual. This reflects the opportunity cost of scarce funds. Other adjustments to the figures are discussed in Annex D.2. which contains the full economic analysis. The conclusion of the economic analysis is that the project has a real internal rate of return (IRR) of 16.4%.

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A sensitivity analysis was performed to determine whether the IRR is particularly sensitive to any of the assumptions that went into the economic analysis. The internal rate of return remains above 14% of a wide range of possible assumptions. Thus, in terms of IRR analysis, the project is economically viable.

The analysis also examined at an alternative method of achieving the project purpose. The alternative of using OPEX personnel, rather than an institutional linkage, was rejected. It would cost more than the proposed project and it would not provide any mechanism for developing an ongoing relationship with an American institution or institutions. This proposed relationship will assure greater continuity in recruitment and replacement of staff and will offer greater opportunities for the development of a long-term institutional relationship, which the GOS/MOE could call upon after the USAID/S project had ended.

C. SOCIAL SOUNDNESS ANALYSIS SUMMARY

Swazis place a very high value on education. They are willing to make sacrifices and spend large amounts of their limited resources to ensure that their children go to school. Schooling is regarded as a prerequisite for salaried jobs. A more practical curriculum is now being instituted in the country's primary schools, due in large measure to the achievements of the A.I.D.-financed Primary Curriculum Development project. This curriculum is expected to improve students' abilities in the areas where employment will most likely be found in the future--skilled trades and agriculture--and to encourage positive attitudes toward such employment.

Direct beneficiaries of the project will be the 19 Swazis who will receive Masters Degree training in the United States; 136 who will receive scholarships for training in the B.Ed. and diploma programs at UniSwa; the more than 1,110 headmasters, district education officers and primary school teachers who will receive in-service training and support materials through the TIDCs. The ultimate beneficiaries will be the Swazi primary school children who will receive better and more relevant education as a direct result of this project.

Over time, benefits of the project are expected to spread throughout Swazi society. The practical training in health, agriculture and other fields will, to a large extent, be passed on by students to their families and should eventually result in an improved quality of life for such families.

Swazis will be better prepared for available employment opportunities. Important information (on preventive health care, for example) can be more readily disseminated to and will be more effectively taken up by an educated populace.

In short, the project is socially and culturally sound and is expected to be of great benefit to the vast majority of Swazis.

D. ADMINISTRATIVE ANALYSIS SUMMARY

The Primary Teacher Training Project is a cooperative effort which will involve the operations of eight institutions. These institutions will work closely together, coordinating actions for the improvement of the education system of Swaziland. Those eight institutions are: MOE Administration, the Teacher Innovation and Development Centers, the University of Swaziland, the Primary Curriculum Unit, the Teacher Training Colleges, the Government of Swaziland, USAID/S and the contractor(s) selected to implement the project.

Each of these institutions will have significant responsibilities under the Project. These responsibilities, as distinct from current tasks and duties, will demand additional staff time, additional facilities and additional funding. Budgetary allocations have been made by all entities which will be required for funding and facilities. Additional staff will be hired to fulfill the additional responsibilities required of each institution. The Project components include training for such additional personnel and for current staff whose functions are important to project success to provide them with the requisite skills required by the Project.

The institutions will be capable of administering and managing those components of the Project for which they are responsible. Evaluations and monitoring will indicate whether this confidence is justified and where adjustments are required. The Project has sufficient flexibility to make the adjustments necessary to ensure Project goal and purpose achievement. Further details on the responsibilities of the various institutions are found in Annex D.4, entitled Administrative Analysis.

VII. CONDITIONS AND COVENANTS

The Project Agreement will contain the following Conditions and Covenants:

A. CONDITIONS PRECEDENT TO DISBURSEMENT

Prior to the first disbursement under the Grant, or the issuance by A.I.D. of documentation pursuant to which disbursement will be made, the Cooperating Country will, except as the parties may otherwise agree in writing, furnish to A.I.D. in form and substance satisfactory to A.I.D.:

1. A statement of the name of the person or persons acting as representative(s) of the Cooperating Country for purposes of the Grant, together with a specimen signature of each person specified in such statement.

2. Evidence that a B.Ed. Program in Primary Education has been approved and established by the appropriate certifying committees at UniSwa.

3. Evidence that the Cooperating Country has committed adequate budgetary resources to support the National Curriculum Centre of the Ministry of Education and the Teacher Training Colleges for the first program year.

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4. Evidence that the Cooperating Country has caused to be registered the position of Chief Inspector Teacher Education/Curriculum Development.

B. ADDITIONAL DISBURSEMENT

1. Prior to disbursement under the Grant, or to the issuance by A.l.D. of documentation pursuant to which disbursement will be made authorizing participant training in the United States of UniSwa instructors, the Cooperating Country will, except as A.l.D. may otherwise agree in writing, furnish to A.l.D. in form and substance satisfactory evidence that the Cooperating Country has caused to be registered two instructor positions for teaching a Diploma and B.Ed. courses in Elementary Education at the University of Swaziland.

2. Prior to disbursement under the Grant, or to the issuance by A.l.D. of documentation pursuant to which disbursement will be made authorizing participant training in the United States of Library Resource Center Directors, the Cooperating Country will, except as A.l.D. may otherwise agree in writing, furnish to A.l.D. in form and substance satisfactory to A.l.D. evidence that the Cooperating Country has caused to be registered three Library Resource Center Director positions at the TTCs.

C. SPECIAL COVENANTS

The Cooperating Country shall covenant:

1. to provide technician housing and office support, to furnish fuel and maintenance support for all vehicles supporting the project, and to make appropriate budget allocation to support all items of local cost for which Cooperating Country is responsible under the Grant.

2. no later than the end of the third project year, to establish how budgetary allocations will be made to continue financing for activities initiated under the Project when the A.l.D. contribution ends after the fifth project year.

VIII. INITIAL ENVIRONMENTAL EXAMINATION

A. PROJECT DESCRIPTION

The Swaziland Teacher Training Project is designed to assist the Government of Swaziland (GOS) to improve and expand the capacity of Swaziland's Teacher training institutions to train and support new and in-service primary school teachers. The training received by these teachers is expected to benefit approximately 200,000 primary school students over the life of the project. This project will provide seven advisors, participant training and commodity support to: (1) train staff for UniSwa, the teacher training institutions and the TIDCs; (2) develop and utilize new pre- and in-service teacher training curricula based on the new primary schools curricula; (3) develop and disseminate on a pilot basis instructional materials for use in classrooms and (4) develop new improved education management systems to carry out the aforementioned tasks.

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DISCUSSION OF IMPACTS

There will be no new construction under this project, hence there will be no impact on the environment in this regard.

With regard to the technical assistance, training and commodities being provided under this project, it is anticipated that these activities will impact positively on the population benefiting from the project. The technical assistance provided will strengthen the curriculum development, educational planning and administrative systems of the Ministry of Education's teacher training institutions.

The academic training received by GOS counterparts and teachers will have a positive impact on the education system and learning process in the primary schools of Swaziland. The basic instructional materials to be provided to teachers for classroom use are expected to enhance the teaching/learning process and will be thoroughly tested and analyzed in controlled settings. The project will make possible the effective introduction of course work with specific environmental knowledge as an objective.

The project is expected to have a positive effect on the health of the population being served, because health education will be better taught in primary school.

In summary, the project will not adversely affect the physical, water, air, land and other natural endowments or the human resources, health, socio-economic and cultural conditions in Swaziland.

C. RECOMMENDATION FOR ENVIRONMENTAL ACTION

It is requested that, on the above information, a Threshold Decision be made and a Negative Determination be approved for this project.

INITIAL ENVIRONMENTAL EXAMINATION (IEE)

COUNTRY: SWAZILAND

PROJECT TITLE: TEACHER TRAINING

PROJECT NUMBER: 645-0214

LIFE OF PROJECT FUNDING: S5,594,600

PROJECT DURATION: FIVE(5)
FY 1984-89

ORIGINAL IEE PREPARED BY: SHANE MacCARTHY
HRDO, USAID/SWAZILAND

ENVIRONMENTAL ACTION
RECOMMENDED: NEGATIVE DETERMINATION

CONCURRENCE: *R. Huesmann*
ROBERT HUESMANN, DIRECTOR

DATE: MAY 28, 1983

SWAZILAND**GOVERNMENT**

Prime Minister's Office,
 Dept. of Economic Planning and
 Statistics,
 P. O. Box 602,
MBABANE.

REF: ECO/15/2/16/17

13th May, 1983

The Director,
 U.S.A.I.D./Swaziland,
 P. O. Box 750,
MBABANE.

Dear Sir,

SWAZILAND TEACHER TRAINING PROJECT PROPOSAL 645-0214

I refer to recent discussions between representatives of the Government of Swaziland and the U.S.A.I.D. staff regarding the subject project.

The Government of Swaziland requests assistance of the United States of America Government to make its primary educational systems more relevant to its development needs. The requested assistance will improve and expand Swaziland's capacity to train pre-service and in-service primary school teachers. The proposed five year project would fund long and short-term technical assistance, participant and local training, related commodity procurement and other costs.

The requested A.I.D. contribution is 5,595,000 United States dollars. The contribution of the Government of Swaziland would not be less than 2,346,000 United States Dollars, including costs "in kind". In addition, a U.S. Peace Corps contribution is planned at an estimated cost of 188,000 United States dollars.

We trust that this request will meet with U.S.A.I.D.'s favourable consideration.

Yours sincerely

E. BHEMBE
PRINCIPAL SECRETARY

for:

cc. Principal Secretary
 Ministry of Education

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ANNEX B.

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UNCLAS STATE 328080

AIDAC

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E.O. 12065: N/A
TAGS:

SUBJECT SWAZILAND TEACHER TRAINING PID (645-0214)

1. AA/AFR Approves subject PID.
2. The PID was reviewed on November 21, 1980 with Assistant Mission Director Philpott participating. The key issue which must be fully explored in the PP is that of coordination.
 - A. This Teacher Training Project will be designed within the context of several on-going activities in the education sector, namely, the A.I.D. funded Primary Curriculum Development project (645-0009); the UNESCO funded Junior Secondary Curriculum Development project; IBRS/GOS/MOE expansion of primary and junior secondary schools; EEC funded Teacher Training institutions, SIDA/UNESCO technical assistance to the MOE in educational planning and management, a GOS/Commonwealth fund manpower planning activity, EEC. Coordination among these efforts is mandatory to assure effective achievement of the overall goal of improved quality in the education of Swazi children. The PP team should therefore consider: 1) The extent of which such coordination can be effected; 2) The necessary inputs both materially and in terms of policy governing changes in the education system; and 3) a system for providing the inputs that allows the most orderly progression towards goal achievement.
 - B. Additional questions which emerge from this issue include:
 1. How will the examinations system be revised within the context of the new curricula?
 2. What incentives can be provided to retain newly credentialed teachers within the educational system?
 3. Will the GOS be able to afford the additional costs associated with all of these activities?
 4. The following paragraphs summarize committee discussion of design and implementation issues (some of which have already been identified in the PID). During course of PP development, Mission should be guided by the following suggestions resulting from the deliberations of the PID review committee:

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A. Apart from the coordination issue discussed above the PP should explore the linkages between the three new curricula (Primary, Secondary, Teacher Training) to determine the most reasonable outcomes to be derived from them in terms of employability of the labor force and changes.

1. What are the attitudinal constraints and how will the proposed activity impact upon them to lead the increased employability?

2. Will the curricula changes be tied to manpower requirements to be outlined in the Swazi manpower plan being developed? If so will this necessitate a counseling and placement component of the design? or

3. Are the attitudinal changes which are anticipated sufficient to abrogate the need for further institutional changes vis-a-vis the GOS or private sector employers? The PP team should determine what ancillary measures are needed to match the newly trained labor supply with job opportunities.

B. While the Teacher Training project is clearly linked to and consistent with USAID/Swaziland's overall strategy the PP should carefully explore the nature and magnitude of overlaps with other education/training endeavours underway in Swaziland outside of the E/HRD sector. The PP team should focus on the AID funded activities, such as the rural water-borne disease control project (645-0087), conservation education program under the RDA project (645-0086) the cropping systems reasearch and extension training project (645-0212) and the Southern Africa Manpower Development and Training project (645-0069), as well as other GOS/MOE activities that may impact on the education system.

C. The PP team is encouraged to fully examine the Mission identified issue of participant training for this project in terms of timing, numbers and education levels.

D. GC/AFR noted an issue relating to the FAA Section 110 (A) host country contribution requirement. On the one hand, if the project is a bi-lateral project only, page 13 of the PID does not repeat not show a 25 percent host country contribution. Page 13 shows a total project cost of Dol 10.8 million with a GOS contribution of Dol 2.7 million which is 25 percent of the Dol 10.8 million. In computing total project costs, both AID and host country contributions need to be added together. As presently shown, the LOP costs would be Dol 13.5 million and 25 percent of this figure would Dol 3.375 million as a required host country contribution. On the other hand, if the project is a multilateral project, as possibly suggested on page 14 of the PID, then FAA Section 110(A) is not applicable. This matter requires clarification and decision for guidance, the Mission is referred to Handbook 3, Appendix 3D.

E. The Bureau environmental officer concurs with IEE negative determination. Christopher

ANNEX B.2

USAID/SWAZILAND RESPONSE TO PID APPROVAL CABLE

The responses to questions posed in the PID Approval Cable ('80 STATE 328080) are as follows, keyed to the PID Cable:

Paras 2 & 2A -- "The key issue which must be fully explored in the PP is that of coordination ..."

Six activities are mentioned. Of these six, four are concluded or will have concluded by 1984. The remaining two activities have little immediate complementary association with the scaled-down Teacher Training Project. To the degree that coordination with existing activities will take place, the subject is discussed in Chapter 11.D.

Para 2-B-1 -- "How will the examinations system be revised within the context of the new curricula?"

On February 28, 1983 at a meeting of the Local Examinations board, it was decided that PCU would provide tests in siSwati, Social Studies, Mathematics, and Science for Standard 5 pupils in the 16 pilot schools. The MOE is committed in principle to a need for a revision of the examinations, but the specific details remain to be worked out.

Para 2-B-2 -- "What incentives can be provided to retain newly credentialed teachers within the educational system?"

The present Teacher Training Project differs significantly from the PID in that the in-servicing activity is NOT designed primarily to provide credentials and to upgrade teachers. The emphasis within the PP is to provide refresher instruction for teachers who presumably are already credentialed with a portion of these recommended for salary increases. In those instances however where formal training (M.A., B.Ed.) is involved, the PP spells out specific recommended salary increases.

Para 2-B-3 -- "Will the GOS be able to afford the additional costs associated with all of these activities?"

See Annex D-1, the financial analysis. It notes (page 11)

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that the real figures in terms of increase per year for this project are close to E250,000 and that in the past five years teacher training has underspent its recurrent budget by over E200,000 per year, and its capital budget by over E1,000,000 per year. This portion of the Annex concludes: "Thus were the Ministry able and willing to spend the full amount allocated to teacher training on teacher training then the existing (MOE) budget would be sufficient to meet project demands."

Parara 3-A —

"Determine... employability of the labor force..."

See Annex D-2, the economic analysis. Since the project now focuses only on primary school teachers (and by association, their students), the employability issue may of necessity be considerably more speculative. When the project was originally conceived it addressed secondary school teachers, many of whose students immediately enter the labor force

Project: Teacher Training

Number: 645-0214

ANNEX C

PROJECT DESIGN SUMMARY

LOGICAL FRAMEWORK

PROJECT GOAL

<u>Narrative Summary</u>	<u>Measures of Goal Achievement</u>	<u>Means of Verification</u>	<u>Important Assumptins</u>
<u>PROJECT GOAL</u> To make Swaziland's primary educational system more relevant to its development needs and employment opportunities	<ol style="list-style-type: none">1. Performance of students taking "O" level examination improves from current pass rate of 36% to 50% by 1998.2. Performance of primary school leavers improves by 1998 as evidenced by:<ul style="list-style-type: none">— a reduction in the dropout rate from 8% to 5% p.a.— a reduction in the repetition rate from 12% to 8% p.a.3. The number of students enrolled in agricultural and vocational training courses increases from 2 and 6% of total respectively to 50% in each area by 1998.	GCS/MOE and Central Statistics Office statistics	<u>Purpose to Goal Assumptions</u> <ol style="list-style-type: none">1. The GOS and other donors will continue to support curriculum reform at the primary school level including the timely production and distribution of materials.2. Better trained primary level teachers will have a positive impact on student performance.3. There are sufficient incentives to retain qualified educators and teachers.4. Political climate and economic growth will remain stable.

ANNEX C.

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Project: Teacher Training

Number: 645-0214

ANNEX C

PROJECT DESIGN SUMMARY

LOGICAL FRAMEWORK

PROJECT PURPOSE

<u>Narrative Summary</u> <u>PURPOSE</u>	<u>End of Project Status</u>	<u>Means of Verification</u>	<u>Important Assumptions</u>
To improve and expand capacity of Swaziland's Teacher Training systems to train & support pre-service and in-service primary school teachers	1. Teacher Training Colleges graduate at least 300 primary school teachers annually; graduates qualified to teach new primary school curricula	1. TTC records and statistics	PCU project successful in producing adequate quantity /quality of new curriculum materials
	2. UOS producing 8-10 primary school educators per annum	2. UOS records and statistics	Organisational shift of in-service teacher educators
	3. In-service training program operating; at least 300 primary school teachers and headmasters p.a. trained with school based focus	3. TIDC records	GOS policy continue to encourage national budgeting and PCU process/production to fulfill needs of primary school system.
	4. Library Resource Centers staffed, equipped and operating from TTCs and TIDCs	4. TTC and TIDC observation and records	

PROJECT PURPOSE (cont'd)

Narrative Summary	End-of Project Status	Means of Verification	Important Assumptions
	5. Participants return from long term training and take up respective posts in Ministry, UNISWA, TTCs and PCU.	5. GOS Personnel Register and Establishments and Training records	
	6. Improved instructional materials in use in TTCs, T1DCs and in individual primary schools	6. TTC and T1DC Records observation	
	7. Workshops, conferences, evaluations completed; information recorded and distributed.	7. Contractor and MOE Records	

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Project: Teacher Training

Number: 645-0214

ANNEX C

PROJECT DESIGN SUMMARY

LOGICAL FRAMEWORK

INPUTS

<u>Narrative Summary</u>	<u>Implementation Target</u>	<u>Means of Verification</u>	<u>Important Assumptions</u>
USAID:INPUTS			
Technical Assistance x Long Term Technical Assistance Personnel	20.5 Person Years x 5-Advisor to Chief Inspector x 3.5-In-Service Advisor x 25-UNISWA Advisor x 25-UNISWA Advisor x 3-TTC Advisor x 3-TTC Advisor x 3-TTC Advisor x 1-PCU Advisor	USAID, AID/W and Contractor Records	USAID, GOS and Peace Corps will provide required resources
x Short Term Consultancies	23 Person Months, including 10 to Established TTC libraries		
Training (United States and in-country)	23 Person Years in the United States x 11 TTC MAs x 1 Chief Inspector TE/CD x 3 Library Resource Directors x 2 UNISWA Instructors (at 18 months) x 1 PCU Director x 4 In-service Coordinators		

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INPUTS (cont'd)

<u>Narrative Summary</u>	<u>Implementation Target</u>	<u>Means of Verification</u>	<u>Important Assumptions</u>
	<p>40 Person Years in-country (USAID pays half the cost) x 16 UNISWA BAs x 24 Diploma person years (120 distance training candidates at .2 persons years each)</p>		
Equipment, Commodities and Materials	Books, reference materials, teaching aids, supplies		
School-based activities support	468 primary schools; 4 TIDCs	TIDC Records	
Vehicles and Maintenance of vehicles (spare parts, repairs fuel)	3 sedans; 1 4wheel drive; 4 motorcycles	USAID and Contractor records	
Printing	USAID contributes 25% of cost	"	
Workshops/Conferences	4 workshops; 12 conferences	"	
Evaluations (External)	1 mid project; 1 end of project	"	
Contingency	10% on all line items		

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INPUTS (cont'd)

<u>Narrative Summary</u>	<u>Implementation Target</u>	<u>Means of Verification</u>	<u>Important Assumptions</u>
<u>GOS INPUTS</u>			
Counterparts and Support Staff	3 Library Resource Center Directors		
	1 Senior Inspector TE/CD	GOS Manpower Register	
	2 UNISWA Instructors		
	x Support staff		
Trainees	23 Long Term (1 yr or more) trainees/air transport plus local salary	GOS/USAID training records	
	x 11 TTC MAs		
	x 1 PCU Director		
	x 3 LRC Librarians		
	x 1 Chief Inspector TE/CD		
	x 2 Uniswa Instructors (13 new)		
	x 4 In-Service coordinators		
	<u>40</u> Person Years in-country (USAID pays half the cost)		
	x 16 UNISWA BAs		
	x 24 Diploma person years (120 distance training candidates at .2 person years each)		
Salary Increments	25% of people in diploma program will get a 5% raise	GOS Manpower Register	
	10% of people in in-service program will get a 2.5% raise		

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INPUTS (cont'd)

<u>Narrative Summary</u>	<u>Implementation Target</u>	<u>Means of Verification</u>	<u>Important Assumptions</u>
	39 long term trainees (100%) will get a 5% increment upon completion of course work.		
Commodities, Equipment and Materials	Books, reference materials etc.	GOS Inventories	
Houses for PCVs	4 homes	GOS Project files	
Furnishings/Fixtures and Maintenance of Housing	6 homes	GOS and USAID Project files and inventories	
Vehicle maintenance and petrol	3 sedans; 1 4wheel drive, 4 motorcycles		
Printing	GOS provides 75% of cost		
Workshops/conferences sites	Sites for 4 workshops and 12 conferences		
In-service program	Per diem and travel for 300 teachers p.y.		
Office space for all TA	Provided by GOS		

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Project: Teacher Training

Number: 645-0214

ANNEX C

PROJECT DESIGN SUMMARY

LOGICAL FRAMEWORK

OUTPUTS

<u>Narrative Summary</u> OUTPUTS	<u>Magnitude of Outputs</u>	<u>Means of Verification</u>	<u>Important Assumptions</u>
1. Revised curriculum for TTCs	1. '75 "draft" syllabus edited throughout	Compare original with new draft	
2. Pre service teachers trained to apply PCU curriculum	2. at least 1,000 teachers	TTC records	
3. Teaching aids developed for school-base use	3. Teaching kits organized and distributed	TTC and TIDC records	
4. New primary teacher educator curriculum modified and implemented by UNISWA Faculty of Education	4. Curriculum with at least new courses developed and implemented	UCS records	
5. First graduating class of teacher educators trained at UNISWA to assume position at TTCs	5. At least 10 Teacher Educators trained for Sept. 1988 TTC placement	UCS and TTC records	Sufficient number of TEs can be attracted into profession
6. UNISWA Faculty of Education augmented	6. New material/books supporting B.sc in primary education in place	UCS Library records	

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OUTPUTS (cont'd)

Narrative Summary	Magnitude of Outputs	Means of Verification	Important Assumptions
7. In-service training program developed and implemented	7. At least 1,100 teachers and headmasters receive in-service training	TIDC records	
8. School based activities complement in-service training program	8. Activities located at 468 primary schools	TIDC records	
9. Library Resource Centers established at TTCs and TIDCs	9. 3 at TTCs; 4 at TIDCs	TTC and TIDC records	
10. Course developed to instruct teacher educators in proper use of a LRC	10. One at TTCs	TTC revised syllabus	
11. TTC staff upgraded through long-term U.S. training	11. 21 M.A.s	TTC & contractive records	Participants will return and fill positions for which trained
12. TTC staff upgraded through long-term in-country training	12. 16 UNISWA B.A.s; 120 diplomats	UNISWA records	
13. Library Resource Directors provided long-term training in U.S.	13. 3 LRC Directors	TTC records	
14. Long-term training provided to MOE personnel	14. 1-Chief Inspector TE/CD 1-Director PCU	MOE records	

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OUTPUTS (cont'd)

<u>Narrative Summary</u>	<u>Magnitude of Outputs</u>	<u>Means of Verification</u>	<u>Important Assumptions</u>
15. Workshops and Conferences conducted	15. 4 Workshops 12 conferences	TTC, Contractor records	
16. Evaluations conducted	16. 1 mid project PES 1 end-of-project	USAID, Contractor records.	

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ANNEX D.

PROJECT ANALYSES

D.1 FINANCIAL AND RECURRENT BUDGET ANALYSIS

A. BUDGETARY ASSUMPTIONS

In order to facilitate use and understanding of the budget for this project, this annex provides information on the assumptions that went into the computation of the figure. Explanations for the rationale for each assumption is provided in the appropriate section of the text.

1. General

a. The analysis used an inflation rate of 8% per year (compounded). FY 84 costs were estimated, with 8% added each year beginning in FY 85.

b. A contingency of 10% was applied to all USAID and Peace Corps figures; no contingency was applied to GOS figures.

c. An exchange rate of L1.00 = USS1.07 is used to convert the Swazi lilangeni to dollars. This represents a premium of 15% added to the current exchange rate (L1.00=USS0.93) to reflect the overvalued status of the U.S. dollar.

2. USAID

a. Long term technical assistance. FY 1984 cost estimated at \$125,000 per year.

(1) Advisor, Chief Inspector. Arrives in March 1984, and departs December 1988, total contract is four years 10 months.

(2) Teacher Educators (two people at the Teacher Training Colleges). Both arrive in January 1985 and depart in December 1987 (three years each).

(3) Curriculum Coordinator, Primary Curriculum Unit, arrives September 1984 and departs August 1985, total contract is one year.

(4) University of Swaziland, Faculty of Education (two people) both stay for two full academic years beginning in March 1984 and ending in June 1986 for total contracts of two years four months each. (Academic year begins in September and ends in May.)

(5) In-Service Specialist. One person remaining for 3.5 years beginning February 1985 and ending July 1988.

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b. Short-Term Technical Assistance, costed at \$13,000 per month in FY 1984.

Four person-months in FY 84, six in FY 85, five in FY 86 and FY 87 with three months in FY 88. No short term TA in FY 89. Total of 23 person-months.

c. Long-Term Participant Training, costed at \$25,000 per year while training at UniSwa at \$4,000 per year (FY 1984 dollars).

There are 23 person years of U.S. training and 32 years of long term training in Swaziland. (U.S. training includes twenty people for one year each and two people for eighteen months. USAID will pay half the cost of training 16 people for two years each at the University of Swaziland. These B.Ed. candidates will already have some appropriate University credits. The GOS pays the balance of the costs at UniSwa.)

(1) In FY 1985 six people go for one year of training, and four begin a two year program at UniSwa. (Six person years of U.S. training is paid for and one half the cost of four people at UniSwa.)

(2) In FY 1986 two people go for 18 months of training and five begin one year of U.S. training; four students begin a two year program at UniSwa. USAID pays half the costs. (Seven years of U.S. training is paid for; plus half the bill for eight students at UniSwa, four of whom begin in FY 85 and four whom begin in FY 86)

(3) In FY 1987 five people go for one year and four students begin a two year program at UniSwa. (Six years of U.S. training is paid for plus half the UniSwa costs for eight students, four of whom begin in FY 86 and four of whom begin in FY 87.

(4) In FY 1988 four people go for one year of U.S. training and four students begin a two year program at UniSwa. (Seven years of U.S. training is paid for plus half the UniSwa costs for eight students, four of whom begin in FY 87 and four of whom begin in FY 88)

(5) No overseas training in FY 1989; USAID pays half the costs for the four remaining students at UniSwa.

d. Short Term Participant Training

USAID pays half the cost of a diploma program at the University of Swaziland. The GOS pays the balance. Each of sixty people will go for two years, ten weeks per year. The cost is E500 per year. In FY 1985 fifteen begin. In FY 1986-FY 1988 there are thirty people in the program. In FY 1989 there are only fifteen in the program.

e. Primary School support. \$600,000 is allocated in the form of kits: 25% to be spent in FY 1985, 50% in FY 1986 and 25% in FY 1987.

f. Commodities/Equipment. Budgeted at \$2000 per person-year of long-term technical assistance, these figures are adjusted for inflation. An additional \$10,000 is available the first year to help with start up. To help purchase books and library equipment, \$60,000 is budgeted with one-fourth spent in FY 85, half the following year and the balance in FY 87.

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g. Vehicle Purchase. Budgeted purchase of eight vehicles, three of which are sedans priced at \$9000, one four-wheel-drive vehicle at \$15,000 and four motorcycles at \$500 each. Buy three sedans in FY 1984 and all the remaining vehicles in FY 1985. All figures were adjusted for inflation.

h. Printing. Estimated real FY 1984 cost of \$200,000. USAID/S to pay one-fourth and GOS the balance, allocated with 10% the first year, 25% in each of the next two years, 20% in the fourth, 15% in the fifth and 5% in the abbreviated portion of FY 1989. All cost figures were adjusted for inflation.

i. Workshops and Conferences. One workshop each fiscal year beginning in FY 1985 for 50 people for seven days, and three conferences per year for 20 people for seven days. No workshop or conference in FY1989. Costings are the same as for the in-service program.

j. Project Evaluation. Budgeted at \$30,000 per evaluation in FY 1984 dollars. Two external evaluations to take place one in FY 1986 and the other in FY 1988.

3. Government of Swaziland

a. Participant Training-Foreign Exchange. International travel of long-term trainees. Costing \$1000 per one way ticket in FY 84 prices. Purchase of 12 tickets in FY 1985, 12 in FY 1986, 12 in FY 1987 and eight in FY 1988. All figures adjusted for inflation.

b. Participant Training (Local Currency). Pay salary of person on long-term training for only the first year of training. Estimated salary E9,500 includes retirement and other non-salary payments. Pay 6 salaries in FY 1985, seven in FY 1986 and five salaries in FY 1987 and four in FY 1988. UniSwa will pay one year of salary while an individual is in training only if the trainee has been a confirmed (tenured) member of the faculty prior to departure for training. GOS pays half the costs for 16 people going to UniSwa for two years each, cost per student year \$4,000. All figures adjusted for inflation.

c. Commodities. GOS expenditure is equal to \$6000 per long-term technical assistant (equivalent to GOS paying 75% and USAID 25%). One-third is foreign exchange and the balance local currency. All figures adjusted for inflation.

d. Diploma, University of Swaziland-local currency. GoS will pay half the cost of a diploma program at the University of Swaziland. USAID pays the balance. Each of sixty people will go for two years, ten weeks per year. The cost is E500 per year. In FY1985 15 begin. In FY1986-FY1988 there are 30 people in the program. In FY1989 there are only 15 in the program. All figures adjusted for inflation.

e. Printing. GOS contribution estimated at three times USAID's (equivalent to GOS paying 75% of printing and USAID 25%).

f. Local Salaries, new positions. GOS will establish six new positions, the Chief Inspector, two at the University of Swaziland and three at the Library Resource Centers. Costed at E9500 per year, including non-salary benefits, with the Chief Inspector being paid beginning with the start of the project, another two people funded beginning in FY 1985 and the balance funded beginning FY 1986. One-third of the time of the Faculty of Education will be devoted to programs that would not exist without this project (3 person years), and 20% of the time of six people in each district will be devoted to activities in support of this project (salaries for the district people budgeted at E7600. These salaries begin in FY85. One-fourth the people in the diploma program will get a raise of 5%, ten percent of the people in the in-service program will also get a 2.5% raise. Every long term trainee receives a 5% salary increment

g. Local Salaries, support positions. Budgeted at 30% of the cost of the new positions. This is sufficient to allow two new secretaries to be hired in FY 1985 and an additional secretary in FY 1986.

h. Vehicle Maintenance and petrol. \$3000 per vehicle per year and \$400 per motorcycle. Figures adjusted for inflation.

i. In-service Program. Three hundred teachers per year will participate (200 in FY 1989 and none in FY 1984) for 23 days. Per diem is E5 per day and travel money is also E5. Exchange rate of L1=US\$1.07. Per diem and travel were adjusted for inflation, no adjustment was made in the exchange rate.

j. Facilities and Furnishings. GOS will build four homes for Peace Corps budgeted at \$16,500 each (including furnishings). GOS will also furnish eight existing homes for the long-term technical assistance, budgeted at \$5000 per home. On-going maintenance is estimated at \$500 per long-term TA house, and \$250 for a Peace Corps house. All houses are constructed in FY 1984 and four long term technical assistance houses are furnished; the balance are furnished in FY 1985. 75% of the costs are estimated to be local and the balance are foreign exchange. All figures are adjusted for inflation.

k. Office Space. GOS will provide office space for all short and long term technical assistance. Office space is computed at \$350 per month, adjusted for inflation.

PEACE CORPS

Included is the remuneration received by the Peace Corps volunteers, support staff at Peace Corps/Swaziland, training in the U.S. and Swaziland plus travel costs. The cost is estimated by Peace Corps per two year tour at \$11,500. Of this around \$3000 is U.S. training, travel and salaries of U.S. support staff. The balance, \$8500, is local training, local support staff and PCV remuneration. All figures adjusted for inflation.

ILLUSTRATIVE BUDGET

---USAID/S COSTS---	fy84:	fy85:	fy86:	fy87:	fy88:	fy89:	TOTAL
LONG-TERM	in thousands of U. S. \$						
TECHNICAL ASSISTANCE	292:	754:	802:	630:	397:	46::	2920
Advisor Chief Insp.	73:	135:	146:	157:	170:	46::	727
Teacher Educ. TTC	:	101:	146:	157:	43	::	447
Teacher Educ. TTC	:	101:	146:	157:	43:	::	447
Curriculum Coord. TTC	73:	56:	:	:	:	::	129
UniSwa Faculty of Ed.	73:	135:	109:	:	:	::	317
UniSwa faculty of Ed.	73:	135:	109:	:	:	::	317
In-Service Specialist	:	90:	146:	157:	142:	::	535
	:	:	:	:	:	::	
	:	:	:	:	:	::	
	:	:	:	:	:	::	
SHORT-TERM	:	:	:	:	:	::	
TECHNIC. U ASSISTANCE	52:	84:	76:	82:	53:	::	347
	:	:	:	:	:	::	
TOTAL TECHNICAL ASSISTANCE	344:	838:	878:	712:	450:	46::	3267
	:	:	:	:	:	::	
SHORT TERM PARTICIPANT TRG.	0:	4:	8:	9:	10:	4::	35
LONG TERM PARTICIPANT TRG.	0:	171:	223:	223:	158:	12::	772
	:	:	:	:	:	::	
LOCAL HIRE	:	:	:	:	:	::	
ADMIN. ASSISTANT	9:	16:	17:	19:	20:	9::	91
PRIMARY TEACHER SUPPORT	0:	150:	300:	150:	0:	0::	600
COMMODITIES/EQUIPMENT	15:	27:	43:	25:	7:	1::	117
VEHICLE PURCHASE	27:	18:	0:	0:	0:	0::	45
PRINTING	5:	14:	15:	13:	10:	4::	60
WORKSHOPS & CONFERENCES	0:	5:	5:	6:	6:	0::	23
PROJECT	:	:	:	:	:	::	
EVALUATION	0:	0:	35:	0:	41:	0::	76
SUB-TOTAL	399:	1243:	1524:	1142:	702:	75::	5086
CONTINGENCY	40:	124:	152:	114:	70:	8::	509
GRAND TOTALS	439:	1367:	1676:	1256:	772:	83::	5594

All figures rounded to nearest thousand dollars
 Calculations accomplished with unrounded numbers; therefore totals may not
 always add up precisely

GOVT OF SWAZILAND	fy84:	fy85:	fy86:	fy87:	fy88:	fy89:	TOTAL
	in thousands of U.S. dollars						
	FX	LC:	FX	LC:	FX	LC:	FX
Participant Training Foreign Exchange	0	:	13	:	14	:	15 : 11 : 0 :: 53
Participant Training Local Currency	0	:	75	:	102	:	84 : 77 : 12 :: 349
Local Staff Local Currency	8	:	109	:	207	:	273 : 350 : 181 :: 1127
Commodities Foreign Exchange	5	:	12	:	13	:	10 : 7 : 1 :: 47
Commodities Local Currency	9	:	24	:	26	:	20 : 14 : 1 :: 94
Vehicle Maintenance Local Currency	5	:	15	:	16	:	17 : 19 : 2 :: 75
Diploma UniSwa Local Currency	0	:	7	:	7	:	8 : 9 : 4 :: 35
Printing Local Currency	15	:	41	:	44	:	38 : 31 : 11 :: 179
In-Service Program Local Currency	0	:	32	:	35	:	38 : 41 : 22 :: 168
Imputed value offices Local Currency	11	:	28	:	29	:	23 : 15 : 1 :: 107
Facilities/Furnish Foreign Exchange	22	:	3	:	1	:	1 : 1 : 1 :: 28
Facilities/Furnish Local Currency	65	:	10	:	3	:	2 : 2 : 0 :: 84
Total local currency	114	:	340	:	349	:	505 : 556 : 234 :: 2218
Total foreign exchange	26	:	29	:	28	:	26 : 18 : 1 :: 128
TOTAL	140	:	369	:	497	:	531 : 574 : 235 :: 2346

All figures rounded to nearest thousand dollars.
 Calculations accomplished with unrounded numbers.

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B. RECURRENT BUDGET ANALYSIS

1. General Situation

The public finances of Swaziland in recent years have been characterized by substantial fluctuations in revenue, rapid growth in recurrent expenditure and lumpiness in public investment programs. As a consequence, the government has moved between fairly substantial deficits in 1978/79 and 1981/82 and moderate surpluses in the intervening years. While the early deficits were caused by large capital spending programs, the recent deficits resulted from less than expected revenue.

Total revenue grants grew(x) at an average rate of 11.7% in the period from 1978/79 to 1982/83. The most notable features of revenue are the high degree of variability and the overall dependence on receipts from the Southern African Customs Union (SACU). During the Third Five Year Plan (3FYP) period, 1978-1983, customs union receipts have averaged a 13.9% growth rate with a high coefficient of variation of 0.789. SACU receipts have varied from 39.1% (1981/82) of total government receipts and 63.4% (estimate for 1983/84).

Total government spending (recurrent, statutory and capital) has averaged an 8.4% growth per year, but this has been highly erratic with negative growth in 1979/80, high growth in the next two years and less than 5% in the most recent two years.

Recurrent expenditures have exhibited a relatively stable, but high, level of growth. Spending has grown by 17.8% per year. The major component recurrent expenditure and the major contributor to the growth in spending have been personnel costs. These grew at an average rate of 19.5% in the last five years. As a result, the proportion of personnel costs to total recurrent spending has increased from 54.1% (1978) to 58.7% (1982).

(x)all growth rates in this section are figured through a log-linear regression analysis of all the data points.

A particular problem has been a rapid growth in the number of teachers employed. Lack of controls over the recurrent spending and growth in the public sector expenditures has been a serious problem with many Ministries regularly overspending their budgets.

The consequences of the rapid growth in recurrent expenditure have been felt in reduced funds available to capital spending. During the 3FYP period capital spending has fallen slightly (an average fall of 1.0% per year). For the 1983/84 fiscal year, capital spending has been restrained to meet only ongoing commitments. The level of capital spending has varied considerably over the past few years, reflecting the pattern of investment in a few large projects.

CENTRAL GOVERNMENT CAPITAL EXPENDITURE 1978/79 TO 1983/84
in millions of malagasy ariary

	78/79	% of total	79/80	% of total	80/81	% of total	provisional 81/82	% of total	budget 82/83	% of total	budget 83/84	% of total	log-linear growth rate
General Public Services	12.5	24%	3.9	8%	3.5	9%	6.0	10%	7.2	10%	10.1	16%	-6.7%
Social Services													
Education	6.4	12%	6.1	13%	9.2	24%	12.6	21%	8.5	12%	8.9	14%	12.9%
Health	1.2	2%	0.8	2%	1.3	3%	1.9	3%	3.3	4%	1.9	3%	28.9%
Housing	1.2	2%	0.2	0%	1.2	3%	1.8	3%	0.8	1%	1.0	2%	13.9%
other	2.1	4%	2.0	4%	1.8	5%	5.9	10%	4.6	6%	1.6	3%	26.5%
Economic Services													
Agriculture	17.4	33%	14.7	3%	9.0	23%	9.3	15%	15.2	20%	9.9	16%	-7.3%
Industry/Mining	0.2	0%	1.4	3%	1.3	3%	1.9	3%	5.2	7%	3.3	5%	68.7%
Water/Sewerage	0.4	1%	1.2	3%	1.7	5%	1.7	3%	1.9	3%	3.1	5%	34.6%
Roads	6.1	12%	10.2	21%	8.2	21%	8.5	14%	9.2	12%	10.9	18%	5.8%
Other	4.9	9%	7.4	15%	1.4	4%	12.3	20%	18.2	25%	11.4	18%	31.3%
TOTALS	52.4	99%	47.9	100%	38.1	100%	61.9	100%	74.1	100%	62.1	100%	9.5%

NOTE: This table has been compiled from published Treasury Reports, Budget estimates and provisional estimates from the Ministry of Finance. totals may differ in many cases from these published figures because of minor reclassifications according to accepted international conventions.

SOURCE: Department of Economic Planning and Statistics, *Economic Review 1978-1982*, February 1983

Total public and publicly guaranteed debt has increased quite rapidly in recent years. Despite deficiencies in the data base, indications are that over the last three years it has grown by 15% per year on average and during the 3FYP debt servicing has averaged 25.4% annual growth. A notable feature of the growth in the debt is that a substantial part has been incurred by the public enterprise sector (which includes statutory bodies, departments operating through special funds and corporations).

While there has been rapid growth in debt, the total size is small. The debt service ratio and the ratio of debt to total production is currently outside the danger levels.

2. The Ministry of Education

Over the last five years as the GOS recurrent budget has been growing by 18.5% per year, the Ministry of Education's budget grew by 16.0%.

However, the Ministry of Education has been one of the prime overspenders of its budget. Overall the government's actual recurrent spending grew by 18.0% during the period from 1978/79 to November 1982, but the Ministry of Education's recurrent spending grew by 20.1%

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This difference between the recurrent budget and actual spending is severe within the Ministry. The budget for the administration of the Ministry grew by 15.4% per year, actual spending grew by 17.6% per year. Primary and secondary education had budget increases which averaged 20.5% and 16.5% respectively, but they actually increased their spending by 23.2% and 19.3%. The component of the Ministry recurrent budget which fared less well was teacher training with an average annual budget increase of 13.2%. The spending on teacher training averaged a 4.0% per year fall.

The Ministry of Education regularly overspends its recurrent budget and it is estimated that in the 1982/83 fiscal year it overspent by at least E6 million. The prime overspending sub-heads have been primary and secondary education and administration of the Ministry. The reason for the overspending is the need to transfer money from all MOE controllable sources to pay teacher salaries. The result is reduced spending on travel, supplies and equipment.

The teacher training component has done much better than other components of the Ministry budget in meeting obligations for supplies, transport and consumables. In the past two years it has spent, or nearly spent, all its recurrent budgetary allocations for these items. Funds have not been spent as allocated for personnel, with just over 40% spent in 1981/82 and an estimated 37% spent in the 1982/83 fiscal year.

In terms of functional allocations within the Ministry the prime providers of funds to be transferred to pay salaries are curriculum development and teacher training which in the past two years have spent less than 70% of their budgets.

RECURRENT BUDGET --- MINISTRY OF EDUCATION
RATIO OF ACTUAL SPENDING TO BUDGET ALLOCATIONS

sub-head	78/9	79/80	80/1	81/2	82/3 x
Minister &					
Ministry Admin.	1.198	1.262	1.194	1.258	1.343
Primary Education	1.468	.992	1.348	1.464	1.390
Secondary Education	1.186	1.068	1.175	1.317	1.182
Curriculum Development	1.620	.777	.823	.688	.558
Adult Education	1.250	8.783	.876	.906	1.032
Post-Secondary Education	.891	1.005	1.000	.999	1.000
Teacher Training	1.155	.752	.675	.603	.543
MINISTRY TOTALS	1.238	1.053	1.193	1.286	1.234

Figures over 1.000 indicate spending in excess of budget.

x Spending through November 1982. Ratio assumes straight line spending and budget allocations.

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Within the social service sector, the biggest user of capital funds has been education. Education has received on average 15% of the total GOS capital budget allocations. Within the social service sector which also includes health and community spending, education received 61% of the sectoral allocations. The capital costs of the education program have been partly financed from a World Bank loan. The recurrent ramifications of these are being felt as the new schools are staffed. The expenditures induced by the World Bank loan necessitated large increases in capital spending in 1980/81 and 1981/82. Subsequent MOE capital budgets were reduced partially because of an overextended recurrent budget.

While it appears that the MOE is doing a better job at meeting its capital budget in recent years this is more because of reductions in the budget necessitated by an attempt to make the budget a more realistic planning document than because of improved efficiency in spending. Thus for the period through November 1982 the budget allocations fell by 4.2% per year, but spending was increasing by the same percentage. The Ministry was able to fulfill only 45% of its capital budget in 1975/76, but appears likely to fulfill nearly two-thirds of it in 1982/83. Within the Ministry no sub-head has been able to spend its capital budget on a consistent basis, but primary and secondary education have done relatively the best. Teacher training and adult education have done the worst in the past three years.

CAPITAL BUDGET --- MINISTRY OF EDUCATION
RATIO OF ACTUAL SPENDING TO BUDGET ALLOCATIONS

sub-head	78/9	79/80	80/1	81/2	82/3 x
Minister &					
Ministry Admin.	.422	.389	.307	.678	.883
Primary Education	.934	.700	.763	.999	.807
Secondary Education	.628	.633	.639	.887	1.500
Curriculum Development	.284	.841	.289	.519	xx
Adult Education	.876	.942	.294	.600	xx
Post-Secondary Education	.280	.019	.453	.456	.270
Teacher Training	.349	.018	.137	.152	.405
MINISTRY TOTALS	.568	.452	.577	.789	.657

Figures over 1,000 indicate budget was overspent.

x spending through November 1982, Ratio assumes straight line spending and budget allocations.

xx there was no money budgeted for these items, none expended through November 1982.

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3. The Implications For The Teacher Training Project

The Ministry's actual expenditures under this project will be around E400,000 per year (in real 1984 emalangeni). However, much of this is a redirection of existing staff of the Ministry. In terms of increase in spending the per year real figures are closer to E250,000 and this will mainly be allocated to the GOS budgetary allocation for teacher training. In the last five years teacher training has underspent its recurrent budget by over E200,000 per year, and its capital budget by over E1,000,000 per year. Thus were the Ministry able and willing to spend the full amount allocated to teacher training on teacher training then the existing budget would be sufficient to meet project demands. However, under the current budgetary situation, this would mean that those primary and secondary school teachers who receive their pay because of reallocations of budget funds from teacher training would not be paid. Over the past few years the Ministry has been forced to reduce its spending on all non-primary and secondary teacher salary items. In the 1983/84 budget, 90% of the expenditures by the Ministry (excluding grants to the University) are for salaries. Consumables received 3.2% of the budget allocations.

The MOE's Education and Training Sector Review notes that in order to meet the increased demand for primary school education the MOE must plan to increase spending (in constant emalangeni) from E8.2 million in 1980 to E14.2 million in 1990. The demand for classrooms, administrative units and teacher houses requires a capital spending on primary school facilities of E122.5 million over the decade or E12.25 million per year.

The government is forecasting stagnant real tax receipts and is thus not permitting any substantial real increase in spending by the Ministries.

Thus, in order for the Ministry of Education to meet the demand for primary school education it must become much more efficient in the allocation of money. Similarly, it will have to ask families to make increased contributions to building programs, and possibly request increased assistance in meeting teacher salaries.

While the necessity of improving primary school teachers, and training more of them, is noted, the decade of the 1980's will be difficult.

D.2. ECONOMIC ANALYSIS

A. SUMMARY OF CONCLUSIONS

This project is an economically rational use of scarce AID funds in that it is highly likely that it will be able to generate sufficient benefits to warrant a real internal rate of return in excess of 15%. Sensitivity analysis indicates that the overall rate of return on the project will not be significantly changed so long as costs and benefits remain within the likely range.

B. SUMMARY OF METHODOLOGY

The determination of an internal rate of return (IRR) for a social project is difficult because predicting and measuring benefits is problematic. Many of the benefits to a project such as this one cannot be measured. The project goal is "to make Swaziland's primary educational system more relevant to its development needs and employment opportunities." Therefore, the primary benefit of the project must be increased earnings that are possible because there is an improvement in teacher quality and improved curriculum developed with USAID/S assistance will be better utilized by existing teachers.

However, whether this can be measured is subject to disagreement. The project must be in continual contact with the government, private employers of paid labor and people who are self-employed to determine whether the changed thrust of primary education is likely to meet their needs. If some of the employers feel that the revised curriculum and improved teaching is an improvement, the the level of benefits necessary to justify this project is likely to be achieved.

The analysis is conservative; it assumes greater costs and keeps benefits to a minimum. For example, health/nutrition benefits have not been included because of quantification difficulties. Similarly, benefits such as improved use of homestead funds, reduced population growth rate and the psychic benefits of better education are excluded. Throughout, adjustments to the flows have been considered to reflect a tight recurrent budget, incomplete process of building an institution, exchange rate undervaluation, unemployment and the fact that not all students involved in education in Swaziland will have income benefits directly influenced by project activities. The analysis prefers to err on the low side for benefits, and the high side for costs.

The analysis first examines the costs of the project and explains how the GOS costs were determined. Next the beneficiaries are given and the method used to value and interpret these are explained. Thus a number of adjustments are made in the cost and benefit streams so that they more accurately reflect the scarcity value of economic resources. The IRR is determined using these modified streams and then whether the projected necessary income increases are possible is evaluated.

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A sensitivity analysis was done on all major assumptions to determine the stability of the results and whether any of the assumptions are sufficiently critical to project success as to warrant close scrutiny during project implementation.

Finally, the major alternative method of achieving the project's goal is considered.

C. COSTS

The U.S. government costs are included exactly as reported in the projected per year budget. However, all inflationary adjustments were deleted.

To reflect the economic burden of the project on the GOS only the incremental costs of the project are included. Those costs which the budget attributed to the GOS which are redirections of staff time are excluded. The only staff costs to be included for this analysis are the new positions which the GOS must create. Detail on how the GOS support for the project was determined is given in Annex D.1.

At present the GOS debt and debt-servicing ratios are low. However, anticipated stagnation in tax receipts has led to projections of substantial deficits in the coming years and an increased emphasis by the government in restraining any growth in spending. The government would like to avoid increasing the size of the government debt. Since GOS funds are scarce it is imperative that they be used as effectively as possible, with as little room for waste as possible. In order to reflect this tight situation all GOS spending was inflated by 25% to reflect the opportunity cost of scarce government funds. The 25% was determined by comparing the scarcity problem in Swaziland with that in other African countries. Its size indicates that the problem is not as severe as in other countries.

D. BENEFITS

The beneficiaries of the project are discussed in the Social Soundness Analysis.

Only the increase in incomes is directly considered as a benefit of the project. The major group of beneficiaries are the students who will receive an improved curriculum through better trained teachers. The improved curriculum will also deal with improvements in agricultural and manual skills. Improvements in literacy and numerical skills will permit students to acquire better jobs, have a better choice in jobs and advance more rapidly. Numerous studies have shown that even if students only receive a few years of education, their attitudes towards change and receptivity to development programs increase. Swaziland is very close to universal primary education and thus this type of benefit is likely to be less than elsewhere. But the improvement in the curriculum is likely to make these improvements more effective.

The analysis assumes that only 20% of the students are influenced by the project to a sufficient degree to effect their employment prospects. The absolute number influenced is phased in over the life of the project since only a limited number of teachers will have been trained in the new curriculum during the early years of the project.

The other major benefit is the reduction in GOS costs associated with high repetition rates. In 1979 the results were:

PROGRESSION RATES 1979

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Promotion	.802	.886	.811	.821	.800	.796	.693
Repetition	.111	.098	.111	.105	.123	.115	.168
Drop-out	.064	.015	.078	.074	.077	.089	.139

Source: Ministry of Education The Status and Development of Education in the Kingdom of Swaziland, Education and Training Sector Review, November 1981, page 39

The Review further states: "...at the present level of the system's operation, it takes the typical student 1.8 times the optimal seven years to complete his [primary] education." In 1983 the MOE estimates there are 14,766 repeaters in primary school.

Reducing repetition will result in some savings to the government, but most of the benefits of reduced repetition will be felt through smaller classes. Since most schools have one teacher per grade (or handling more than one grade), it is unlikely that there will be any great cost savings from repetition reduction. It is expected that for every one percentage point reduction in the repetition rate that there will be around a 0.1% reduction in Ministry expenditures. Thus, a reduction of one percentage point in the repeater ratio ought to save the ministry approximately E89,000.

Non-qualified benefits include health benefits in that material will be presented on disease prevention and cure, proper nutrition, health care and child spacing. The psychic benefits of a more useful education, and more years of education and the resulting feeling of greater control over one's destiny cannot be measured but are still very important.

For a first approximation of the benefits of the project the analysis determined the total benefits which would result if every student materially effected by the project received \$9 per year in benefits for 30 years from every year in primary school under the new curriculum.

E. ADJUSTMENTS

No adjustment is made for overvalued currency since the Swazi lilangeni is tied to the South African rand. The rand's value more closely approximates its actual value since the abolition of the financial rand early in 1983.

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Since there is pressure on the GOS recurrent budget, the Government of Swaziland's contribution to the project is inflated by 25% to reflect the opportunity cost of allocating increasing amounts to teacher training.

The project deals with the improvement in teacher skills. There is no widespread unemployment of people with such skills. Thus there is no reason to deflate the cost figures to reflect social as opposed to private costs. The improvement in student skills, dealt with on the benefits side, could be inflated to reflect the difference between private and social returns to labor. Those people who consider the gap to be substantial ought to view the dollar increase in per year earnings as reflecting social returns and not private returns.

Since Swaziland is a market economy with minimal government intervention in the price system and since Swaziland is a member of the Southern Africa Customs Union, which has prices that are roughly in line with international prices, there is no reason to adjust costs to reflect price anomalies.

One of the assumptions of the project is that it will develop the institutional capacity to permit Swazis to make further changes in the curriculum and teaching methods after the end of the project. If this institution building is less than successful the improvement in student income ought to drop off after the end of the project. To err on the safe side, the income analysis assumes that there will be a 20% drop off in student benefits beginning with those students educated the first year after the end of the project.

The phase-in of benefits during the project is assumed to be 0% the first year, followed by 5% the second, 20%, 35%, 55% and 65% during the remaining years of the project. This reflects the number of teachers trained by the project, the availability of new equipment and books. After the drop in benefits of 20% after the project ends, they continue to increase, albeit slowly, for the remaining years of the analysis.

The analysis uses a 30-year time horizon both for project-necessitated increases in costs and in the benefits the students receive.

F. RESULTS

If the per year benefits the students receive S9, then the real internal rate of return for the project is 16.4% disregarding any savings from a reduction in the repetition rate.

If the project is able to achieve the one percentage point reduction in the repeater rate, the IRR increases to 16.9%.

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Non-quantified benefits will increase these figures.

G. SENSITIVITY ANALYSIS

All the tests in this section exclude any cost savings based on a reduction in the number of repeaters. In general, these cost savings increase all the IRRs by one-half of one percentage point.

If the benefits drop to \$7 per student then the IRR falls to 14.4%. Changing the opportunity cost factor to 50% decreases the IRR for \$9 per student year to 15.8%. (This change is equivalent to saying the GOS costs will be 50% higher than anticipated.) Changing the analytical life of the project from 30 years to 20 years reduces the IRR (25% opportunity cost) to 15.5%.

The project is not particularly sensitive to changes in any of the assumptions that went into the determination of the IRR. If any one of these assumptions is violated, the project's IRR is not significantly altered. Thus, attention can be focused on the major assumption of the analysis, whether the minimum annual increases in income are achievable.

H. ECONOMIC VIABILITY

A 1979 GOS Employment and Wages Survey shows that the change in average yearly income in going from an unskilled to a semi-skilled job is \$450. Similarly the increase in going from a semi-skilled to a clerical job is \$550 per year. Thus, if only 3% of the students each year are able to get a better job because of the project, it will make economic sense. Allowing for a reduction in the repeater rate does not significantly effect this percentage.

An alternative way to determine whether the project is viable is to use the change in GOS pay because of the years of education. Without literacy and numeracy (three years of school), an individual will probably make no more than E960 per year. With basic literacy and numeracy then the person is hired at grade 3, or E1032 per year. Additional primary school training, but without a graduation certificate allows one to be hired as a 5, or E1284 per year. A primary school certificate holder is hired as a grade 6, and paid E1428 per year. For three years of school the project analysis assumes a E27 increase in incomes is necessary in order to achieve a 16 percent IRR, (E9 per year in school). The government pays E72 extra for that education. The government pays significantly more for additional years of education than are required by this economic analysis in order to make the project economically viable.

To initiate and sustain economic growth it is essential that the labor force be able to handle the technical and managerial problems that are likely to exist. To attract foreign investment the country needs to have a properly qualified labor force able to handle the skills required of the new investor. Swazis going into business themselves need to have the appropriate business skills. One of the most serious barriers to development in Swaziland is the shortage of high and middle level manpower. Many of the posts in the private sector are filled by expatriates; more than half the administrative and technical workers and 40% of the skilled workers are expatriates.

Colclough and Digby's 1978 survey of the economy entitled "Skills for the Future" concluded that "there is a prevailing shortage of middle-level technicians and skilled craft workers. There is a need for bricklayers, carpenters, joiners, motor mechanics, fitters, plumbers, welders, etc. However, the present education system caters primarily for academic education. There is also a substantial need for typists, bookkeepers and the like. It is not surprising that many of the local building firms, garages, etc. are manned by foreign craftsmen and artisans."

The MOE Review notes "School leavers are not entering training in sufficient numbers to meet projected requirements for the 1980s in the spheres of technical and craft training." Thus, "the government has begun diversifying the curricula in the schools in the direction of more practical and vocational subjects."

I. CONCLUSION

If the project is able to achieve most of its targets its real internal rate of return is likely to be in excess of 15%.

J. ALTERNATIVE METHOD OF ACHIEVING PROJECT OBJECTIVES

USAID/S examined the possibility of providing all of the technical assistance and training required through an OPEX arrangement such as exists with the Southern Africa Manpower Development Project (SAMDP 645-0069).

If technical advisors were selected on an individual basis, as is the case when one recruits under the SAMDP project, there is no mechanism for developing an institutional relationship and commitment for development and improving education in Swaziland. In a multi-year project, even if some of the technicians leave there is a relationship established with an American institution that will assure greater continuity in the recruitment and replacement of staff. This is important in a comprehensive, long-term project of this nature and magnitude. Furthermore, if technical advisors are recruited from a single institution, there is a greater possibility of developing a long-term institutional relationship, which the GOS/MOE could call upon after USAID/S participation in this project ends.

If the SAMDP project were used to implement the training envisioned, it would be difficult to carry out an effective and timely participant training program. USAID/S hopes to utilize the institutional resources made available under this project to set up a participant training program in which the undergraduate training portion is done in country, using members of the technical assistance team as instructors. Such a scheme is possible only if there is an institutional affiliation for the project which will permit greater complementarity between in-country and U.S. training. It is also desirable to assure that returned participants feel that they have an institution upon which they can call for future assistance. This kind of long-term affiliation is only possible if the project is carried out with a strong U.S. institutional affiliation.

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Consequently, USAID/S believes that the short- and long-run objectives of the project and the GOS/MOE interest can best be served by implementing the project through a U.S. educational institution rather than on an OPEX basis.

D.3 SOCIAL SOUNDNESS

A. SOCIO-CULTURAL FEASIBILITY

Swazis place a high value on education. This demand for education is supported by a willingness to spend a significant amount of limited resources on education. For many rural households, educational cost is the largest category of expenditure, while for others the amount spent on education is about the same as on food. For many households these expenditures on education entail making sacrifices in meeting other needs.

Also, many families contribute labor and money to community development projects for construction of schools, thus reflecting the wish of families and communities to secure education for future generations.

Since schooling is regarded as a requirement for salaried jobs, education is a form of investment a family makes in its members. Swazi families definitely wish to have some members involved in wage employment. Low agricultural productivity on Swazi Nation Land is common, and lack of markets and low prices make it difficult for families to earn an adequate living from agriculture alone. Most rural households do not meet all their basic needs from farming and are dependant upon remittances from wage-earning members.

While parents hope that by sending their children to school their sons and daughters will be better able to obtain well-paid jobs, the reality of the situation is that a significant percentage of secondary school leavers, particularly females, are unemployed. Most females who finish primary school never have further formal schooling and enter farming or unskilled or semi-skilled jobs.

It is important to note that although a person's schooling may not lead to wage employment, it has an important impact on farming practices. The level of education is significantly related to use of modern farming methods and positively correlated with economic perceptions of individuals, expenditures, on various farming inputs, and interactions with extension agents. Education is associated positively with attitudes and values that are usually considered as essential for social-economic change.

Educational staff have a positive view of teaching. However, teaching conditions could be improved to further motivate teachers. Salary scales for primary and secondary teachers were raised in recent years, but the benefits

which teachers are supposed to receive, such as housing and furniture are often not provided. In rural primary schools, in particular, teachers are handicapped by congested classrooms and lack of necessary materials.

B. SPREAD EFFECT

More practical curricula for students, which is to be reflected in improvement of the teacher training curricula, is anticipated to have several spread effects. First, nearly every homestead has at least one member in primary school. The practical skills and knowledge (e.g. health practices) being taught will be transmitted to other household members either orally or by materials students bring home. Second in future years the knowledge and attitudes acquired as a result of more practical curricula, plus any additional income earned, should positively impact upon a student's spouse and children. Third, the literacy, visual skills, and general awareness of relationships gained by students should make it easier and cheaper for the GOS to extend information on a variety of subjects (preventive health care, for example) through mass media.

C. BENEFICIARIES

Direct beneficiaries of this project will be: (1) 16 persons sent for Master's degree training in the United States; (2) individuals taking Bachelor's degrees/Diplomas in Education at UniSwa; (3) students at the TTCs; (4) primary school headmasters, DEOs, inspectors and Teacher Leaders attending in-service courses; (5) TTC teachers using the revised curriculum and teaching aids, and (6) primary school teachers using the new curricula. Over the life of the project, some 4,000 persons are expected to directly benefit through improved knowledge and skills and access to teaching aids.

It is anticipated that some 170,000 primary school pupils will indirectly benefit during the five-year life of the project through improved teaching in the classroom. Moreover, by institutionalizing a process of improved education which will be self-sustaining after AID inputs are withdrawn, the project is also expected to affect future pupils.

Several categories of project benefits will accrue to primary students:

Employers will be more willing to hire school leavers who have basic skills (a result of more practical curricula). Through on-the-job training they can then become productive workers.

With an appropriate knowledge base, students will be able to continue their education in an academic or vocational field because they will learn agricultural skills in the TTCs. Student teachers will be better equipped to teach farming as well as become more informed, progressive farmers themselves.

Information learned in school about such topics as proper nutrition, hygiene and water use around the home, child spacing, etc., will be passed on by the student to the family and thus effect behavioral changes beneficial both to student and the entire family.

The assistance proposed supports a social institution, education, to which individual and national commitments are traditional and well documented. It will increase the ability of the educational system, through teachers, to assure a more relevant education for all the nation's youth. Improved quality in the teaching and learning process is worth the apparent initial high investment in educating youth. Education will be an increasingly effective instrument for promoting social, political and economic advancement in the country.

D.4. ADMINISTRATIVE ANALYSIS

The Primary Teacher Training Project is a cooperative effort which will involve the Ministry of Education, the University of Swaziland, the three Teacher Training Colleges, Nazarene, William Pitcher and Ngwane, the four Teacher Innovation and Dissemination Centers, the Primary Curriculum Unit, the USAID-funded contractor organization(s) charged with assisting project implementation, Peace Corps/S, and USAID/S. While coordination between all of these elements would appear to be a major problem, in fact, a great deal of coordination is already built in by virtue of the fact that the MOE controls the TTCs, the TIDCs and PCU.

A. MINISTRY OF EDUCATION

The Ministry of Education has overall responsibility for primary education in Swaziland. It has administrative, financial and academic control over the nation's education system. The MOE core staff of approximately 28 professionals is under the direction of a Minister and is administered by a Permanent Secretary. The Primary schools are specifically administered by the Senior Inspector Primary. The relatively small size of the government, population and territory of Swaziland, enables the Permanent Secretary to maintain close working relationship with all MOE officials.

In each of the four districts of the country (Hhohho, Manzini, Shiselweni and Lubombo) there is a District Education Officer (DEO) who is responsible for the administrative and professional supervision of primary schools and related activities.

B. TEACHER INNOVATION AND DEVELOPMENT CENTERS

Each district has a TIDC. The main purpose of the TIDCs is to provide in-service training to both Headmasters and primary school teachers.

The TIDCs facilitate the infusion of the PCU materials into the primary school system by serving as a site for in-service training sessions, reference centers, and information distribution points.

It is currently proposed in a draft UNESCO evaluation that the in-service teacher educators heretofore assigned to William Pitcher Teacher Training College in Manzini, be transferred organizationally and physically to PCU, which is also located in Manzini. Such a move would greatly facilitate the PCU mandate for infusing the approved curricula materials.

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C. UNIVERSITY OF SWAZILAND

UniSwa is largely autonomous although more than 95% of its recurrent budget is supplied through the budget of the MOE. Through the project, UniSwa will institute Bachelor's and Diploma programs for primary school teachers and teacher educators. The B.Ed graduates will be the principal source of faculty for the TTCs.

D. PRIMARY CURRICULUM UNIT

PCU curricula for grades one through five in science and SiSwati and for grades one and two in math and social studies are already available. More materials for grades one through seven are scheduled for completion during 1983.

An on-going institutional capability for producing new curricula for primary level teachers and educators has been developed within the Unit. PCU has both professional and support staff. It currently operates as an autonomous MOE unit.

The GOS will continue to provide budget support and staff to the PCU according to a schedule and level mutually agreeable to the MOE and USAID/Swaziland as noted in the covenants of this Project Paper.

E. TEACHER TRAINING COLLEGES

At present there are three Teacher Training Colleges in Swaziland, William Pitcher, Ngwane and Nazarene. The latter two TTCs provide two year Primary Teacher Certificates, while at William Pitcher there are streams for both primary and secondary school teachers. Together the three schools graduate about 325 primary school teachers annually, using a common syllabus which still does not reflect the PCU curricula inputs. The modification of this syllabus will be the chief objective of the two Teacher Educators who will be assisting the TTCs through the project.

F. GOVERNMENT OF SWAZILAND

1. The GOS will provide: In addition to office space for the technical assistance team, four right-hand drive vehicles (for which the project will reimburse the government); vehicular maintenance and petrol for vehicle operations related to project related activities; counterparts for on the job training, and participants for training in the U.S.

2. The GOS will provide six PCVs with adequate and appropriately equipped and furnished housing; four 125cc motorcycles (for which the project will reimburse the government); maintenance services and petrol for the cycles; insurance and licensing fees for the cycles.

G. USAID/S U.S. EMBASSY

USAID/S will make housing maintenance services available for the contract team from an existing housing supply, constructed under previous assistance projects for Swaziland.

The modes for financing project goods and services will be one of the following:

Direct AID Contract; Purchase Order, and Cost Reimbursement (for project vehicles), purchase order or cost reimbursement.

USAID/S will provide 1st class letter mail and currency exchange accommodations for the contract team, consistent with current AID/State Department guidance on the subject. The contract team will be selected on a competitive basis by USAID/S and GOS, consistent with Federal Procurement Regulations. The criteria determining the best and most reasonable offer will include but not necessarily be limited to the candidates stated (and, to the extent possible, proven) ability to:

- Demonstrate a capability to achieve the project purpose;
- Manage adjustments in scope of work, funding and scheduling, with timely notice to the cognizant technical and contracting officials;
- Provide technically qualified staff (including key personnel) on a timely basis to achieve the projects' purpose;
- Respond to technical directions;
- Adhere to the work schedule;
- Provide home office support for the field team(s);
- Demonstrate a familiarity with problems of Developing Countries in general and Africa in particular;
- Manage the provision of commodities;
- Administer the participant training project component;
- Submit reports as required.

H. U.S. CONTRACT TEAM

The technical assistance team will be substantially self-supporting. The Direct AID Contract for these services will cover the costs of:

1. Salaries of U.S. technicians and local hire administrative assistant;

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2. Standard participant trainee costs (excluding international travel and salaries for participants);

3. In-country training programs, including workshops and commodity procurement;

4. Home office support or overhead costs.

USAID/S and the GOS have agreed that a contractual link with a U.S. State Board of Education and a University (from the same state) with a strong Primary Education Department could be the most effective means of delivering the desired technical assistance package since such contractor(s) should:

a. Have a larger pool of skilled staff to draw from.

b. Be thoroughly familiar with the problems of running a primary school system viz: introduction of new materials into a school system; in-service training of teachers, teacher educators and staff; operation and maintenance of school libraries; production of classroom teaching aids, and the like.

c. Have the ability to provide a work-environment training experience to complement the technical training that will occur on the University Campus.

1. PROJECT COORDINATION

To achieve the project purpose of improving and expanding the capacity of Swaziland's teacher training system to train and support pre-service and in-service primary school teachers, an effective means of project coordination will be established and maintained. The achievement of the project goal of making Swaziland's primary educational system more relevant to its development needs and employment opportunities must be viewed as a shared responsibility by the MOE and UniSwa, including their respective units and personnel. Because primary education has not been a part of the UniSwa curriculum, past opportunities to develop working relationships with the MOE in the area of primary education have been limited.

To develop those relationships within this Project, a high-level Project Steering Committee utilizing the management resources of both institutions will be formed. This Committee will begin operation upon approval of the project paper. Members of the Committee will include representatives of UniSwa, each of the TTCs (Ngwane, William Pitcher and Nazarene), each of the four TIDCs, the Director of PCU and the Contractor Chief of Party. Peace Corps and USAID/S representatives will be ex officio members.

The Project Steering Committee will meet semi-annually (or more often if deemed necessary by Committee members) and have the following functions:

(1) To consider and act upon any broad policy considerations relating to the project, and

(2) To facilitate communication and cooperation between the involved institutions.

Area responsibility for the eight identified entities performing roles within the Project have been defined. The ability to carry out those roles has been assessed. Many of the functional tasks are already being performed, but on a limited scale. The increase in pertinent administrative and managerial staff, as required by the Project and supplied by the GOS or the contractor, will strengthen internal capabilities, as will the training new and in-service staff will receive. The internal and external evaluations will measure the effectiveness of the institutions and new personnel, and further needs determinations can then be made, and required actions be taken.

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ANNEX E.

UNISWA PROPOSED B.ED. AND DIPLOMA PROGRAMS

From February to April 1983, Professor Barbara H. Capps of Western Carolina University, under USIS support, drafted a document entitled Proposed Programmes for the Diploma and B.Ed. Degrees in Primary Education for the UniSwa Faculty of Education. The summary of findings and recommendations are appended here as Annex E.

Clearly complimenting the initiatives of the Teacher Training Project. Dr. Capps proposed a start-up for the Diploma course in May 1984, with the graduates of the Diploma Course continuing in the B.Ed. Primary stream, two years later.

This Teacher Training Project would provide the resources necessary to initiate the B.Ed. course in September 1984. Those resources include: (1) contractor and Peace Corps instructors who would teach in both the Diploma and B.Ed. programs; (2) workshops for the current UniSwa education faculty to enable these individuals to adopt their present secondary-level skills in curriculum studies to the primary context; (3) qualified B.Ed. students who would be drawn from the existing TTC faculties and attend UniSwa on a scholarship jointly funded by USAID/S and the GOS.

UNIVERSITY OF SWAZILAND

PROPOSED PROGRAMMES
FOR THE
DIPLOMA AND B.ED. DEGREES

IN

PRIMARY EDUCATION

For The

Faculty of Education

Submitted By

Professor Barbara H. Capps
Western Carolina University

March 1983

Before teaching anyone else,
I must teach myself

Sylvia Ashton-Warner, Spearpoint

SECTION X - RECOMMENDATIONS

To help insure optimum success and continued effectiveness of the proposed new programmes in Primary Teacher Education, the following recommendations are offered.

After careful evaluation of the university's educational resources, which would be needed to implement each new programme, it seems advisable to establish a set of short - and long - range goals for:

- (1) projected implementation dates for programmes
- (2) additional staff needed and in what areas
- (3) equipment, material, other resources needed for each new programme.

With a minimum of additional staff, resources, and current staff training, the education faculty could implement the Diploma in Education - Primary (Part-Time) in May, 1984. Within two years, the first group of diplomates will have completed the requirements for a Diploma in Primary Education; which are the same as first year B.Ed Primary requirements. The diplomate who decides; therefore, to specialize in teacher education would be qualified to begin year two of the B.Ed - Primary (Teacher Education) stream.

A prime goal of the B.Ed. (Teacher Education) programme is to provide advanced courses in professional educational and in specialised areas of primary education - not only for teacher-college teachers, but for other educational leaders in the primary system. This goal grew from a realistic appraisal of Swaziland's projected educational needs over the next twenty or thirty years. Each year, the number of children enrolled in primary schools of Swaziland is increasing and will continue to increase for many years. This situation has caused a shortage of well-trained and qualified primary school teachers.

With the increased need for classroom teachers comes an equal need for well-trained teacher educators, and for competent educational leaders at all levels of the primary education system in Swaziland. Since there is an urgent need for more and better teacher-college instructors and other educational leaders, it would seem imperative to secure

staff and resources needed to implement Year Two courses of the B.Ed. Primary Teacher Education Degree programmes within the next two years.

The implementation of the B.Ed.- Primary (General) degree programmes would depend primarily on several factors:

- (1) Number of faculty trained/qualified to teach specialised courses of Primary Education
- (2) Availability of appropriate resources, equipment, and materials needed to teach the courses, e.g. studio art. P.E. equipment, other
- (3) A change of attitude, in general, toward career (B.Ed level) primary classroom teachers in Swaziland.

Given these considerations it seems more appropriate, at this time, to project a long-range date of several years hence for implementation of the B.Ed -Primary (General) degree programme.

The structure of these programmes enables students to major in education and a combination of two to four coordinated teaching subjects which parallel those of the Primary Curriculum structure. The teaching subject combination options include:

- (a) English/SiSwati
- (b) Social Studies (History/Geography/Religious Studies)
- (c) Maths/Science
- (d) Home Economics/Agriculture
- (e) Practical Arts (Art/Music/P.E./Elementary technology)

To prepare for the implementation of the Diploma in Education Primary programme by May, 1984; it is urgently recommended the university procure at least one new Education faculty member by May 1983, who could enroll in the primary teacher education programme at Western Carolina University for a year, beginning with the 1983 summer session in June. To insure a comprehensive approach and to provide permanency for the primary education programmes, several qualifications need to be considered in

selecting each new faculty person. These include: (1) several years teaching experience, preferably at primary level, (2) a commitment to primary education, (3) a commitment to training teachers for Swaziland schools, (4) indigenous heritage, (5) academic background (at least a Bachelor's Degree), and (6) willingness to train other faculty in primary specialization. In May, 1984, this faculty member would return to UNISWA qualified to teach professional primary education courses or specific curriculum studies. In cooperation with Dean Putsoa, this faculty person would continue training sessions for faculty within the department.

An assessment has been made of current education faculty to determine their qualifications and training to teach professional primary education courses, seminars, or practicals. From this assessment, it is evident that most of the courses included in these new programmes can not be covered by current faculty.

The chart below lists the courses not covered, for specific programmes, and the year each would be required.

Diploma in Education-Primary (Part-Time) (Professional Ed. Courses)

- | | |
|--------------------------------------|----------|
| 1. The Child and Primary Education | year two |
| 2. Basic Reading Instruction | year two |
| 3. Introduction to Special Education | year two |

B.Ed. - Primary (Professional Education Courses)

- | | | |
|---------------------------------------|------------------|---------|
| 1. Issues & Trends in Primary Ed. | Core Requirement | 2nd yr. |
| 2. Classroom Management/Organisation | Core Requirement | 2nd yr. |
| 3. Teaching Exceptional Children | Core Requirement | 3rd yr. |
| 4. Individualizing Instruction | Core Requirement | 4th yr. |
| 5. Guidance in Primary School | Core Requirement | 4th yr. |
| 6. Seminary for Primary Education | Core Requirement | 4th yr. |
| 7. Introduction to Teaching (Primary) | Gen Primary | 2nd yr. |
| 8. The Primary School Curriculum | Gen Primary | 3rd yr. |
| 9. Primary School Methodology | Gen Primary | 4th yr. |

Primary Curriculum Studies

The subjects in brackets can be taught by present faculty subject to the provision of workshops and the adjustment of teaching loads.

English and SiSwati

Social Studies: Geography/History/Religious Knowledge

Math and Science.

Home Economics and Agriculture

Practical Arts: Art/ Music/ P.E./Elementary Technology

Content Courses

Practical Arts: Art/Music/ P.E. /Elementary Technology

Content courses are offered in the university for those subjects named in the five teaching subject categories; the exceptions are those in the practical arts component. It is recommended that the university and the Faculty of Education explore ways to provide courses for the subjects art, music, physical education, and elementary technology, by Year Two of the Diploma in Education programme. In Section IX, content courses appropriate for teaching subject specialization by primary teachers have been outlined. These outlines can serve as a guide for identifying instructors for content subjects: within university, in local schools, or among the artists, musicians and craftsmen of the area. A detailed list of topics for each course, can serve as a guide in writing course syllabi, and in securing the necessary resources, supplies, materials, and studio or workshop equipment required for specific courses. In each area, there is a progression from simple to complex for both content and practicals- Year One through Year Four. The faculty person selected to study at WCU would be able to direct the planning and implementation of the practical arts subjects. Through cooperative efforts, with other selected university staff, this person could establish the integration needed between the content and curriculum studies for each of these four subject areas.

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To provide further for implementing these new primary education programmes, the following recommendations are offered:

- (a) the Ministry of Education should provide two or three present Teacher Training College graduates to lecture and conduct practicals in the Primary Education programme on secondment basis until the university's own staff has this expertise.
- (b) the university should establish two other new positions for lecturers within the faculty of education, both of whom are qualified to teach both the content and curriculum studies for one or two subjects in the practical arts teaching option. The current programme offered in Department of Home Economics is designed in this way and could serve as a model.
- (c) the faculty of education should participate in special workshops and training sessions to upgrade their skills for teaching primary curriculum studies in all subjects, except Home Economics, Agriculture, Music, Art, P.E., and Elementary Technology.
- (d) the university should assess the qualifications of faculty within other university departments to determine those who are qualified and could teach primary education courses on a secondment basis until primary specialists are secured.
- (e) the university should consider, as a long-range goal, establishing with the Faculty of Education a Department of Primary Education.

Since these proposed programmes are vital to the total education structure of Swaziland, it is hoped these recommendations will receive due consideration, especially those related to securing adequate and qualified primary education instructors.

09/3/1983

B.H.C.

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ANNEX F.

CONTRACTOR AND PCV JOB DESCRIPTIONS

Following are the proposed job descriptions and qualifications for each of the contract and Peace Corps technical assistance personnel to be provided under the project. Job descriptions appear on separate pages for ease of use in referring to various sections within this PP and so they may be easily and quickly attached as annexes to a P10/T.

TEACHER EDUCATION ADVISOR TO MOE INSPECTORATE

TIME FRAME: 5 years (May 1984 - February 1989)

QUALIFICATIONS: Ph.D. or Ed.D. in Teacher Education and Curriculum Development with 10 years (five of them at a supervisory level) experience in developing teacher pre-service and in-service training programs and in curriculum development at the primary education level. Five years experience in developing countries mandatory. African experience at the Ministry level highly desirable.

DUTIES: At Ministry of Education Headquarters, Mbabane (Office of the Chief Inspector Teacher Education and Curriculum Development)

- Serve as Chief of Party to technical assistance team.
- Work with the Chief Inspector in preparing a five-year development plan for the TTCs which will coordinate the work of UniSwa, NCC, the TTCs and the TIDCs.
- While Chief Inspector is on training, continue to develop the administrative capability of the Inspectorate and decision-making functions within the Ministry of Education.
- Work with the Chief Inspector Primary Education to assure consistency between newly developed curricula and examinations given at the completion of primary school.
- Oversee all project implementation consistent with Ministry goals in teacher education and curriculum development.
- Design and implement a plant to coordinate the work of UniSwa, NCC, the TTCs and the TIDCs.
- Serve in a non-voting capacity on the Teacher Education Committee.
- Work in close co-operation with the Director of Education and Permanent Secretary of the MOE, with the administration of the TTCs as well as with the Chief Inspectors of TE/CD and Primary Education achieving project objectives.

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TEACHER EDUCATION/CURRICULUM DEVELOPMENT ADVISOR (UniSwa) (2)

TIME FRAME: 2.5 years (June 1984 - November 1986)
2.5 years (June 1985 - November 1987)

QUALIFICATIONS: Ed.D. or Ph.D. in Teacher Education preferably in elementary education. Imparting expertise in elementary school curriculum development. Ten years teaching experience, five at the elementary level. Teaching experience in developing country mandatory, African experience highly desirable.

DUTIES: At the University of Swaziland; living at William Pitcher TTC, Manzini

—Teach professional Primary Education Courses and or general primary methods courses at UniSwa.

—Coordinate the Education Faculty planning for implementing the new programs for the Diploma and B.Ed. in primary education.

—Serve as consultant for writing and implementing new course syllabus for the courses, following the guidelines set forth in the content and course outlines included in the proposed primary curricula.

—Teach one or two courses, each semester as needs require, in a specific primary curriculum area, e.g., art, music, or industrial arts.

—Instruct in the Practical Arts content subject areas named above.

—Conduct faculty workshops to train the current education faculty at UniSwa in the methodology, strategies, and professional nature of primary education, and of primary aged children.

—Work with the teacher training colleges to see that their programs for primary teacher educators and those of the Diploma in Primary Education at the University are coordinated.

IN-SERVICE TRAINING ADVISOR

TIME FRAME: 3.5 years (February 1985 - July 1988)

QUALIFICATIONS: Ed.D or Ph.D in Teacher Education preferably in elementary education). Ten years experience, five developing and implementing training programs for in-service teachers. Experience in developing countries mandatory; African experience highly desirable.

DUTIES: At the four Teacher Innovation and Development Centers
Living at William Pitcher TTC

—Develop and implement test instruments to assess the type and amounts of training needed by primary teachers to improve their skills in both subject matter areas and teaching methods, emphasizing the uses of the new PCU instructional materials.

—Based on survey results, assist the TIDC staff in devising and implementing training programs for those groups in the teaching force with the greatest need. The training program plan should specify how many should be trained, the duration of the training, which institutions have, or are capable of developing programs in each area of need and how the program should be delivered (part-time or full-time; in a fixed location, in several fixed locations etc.).

—Assist the TIDC staff in developing and implementing a plan for incorporating the staffs of the University and the TTCs.

—Organize the TIDCs to serve as the place teachers look for training and as a place to share their ideas, and their ways of dealing with specific teaching problems.

—Assess, with the assistance of short-term consultants in education administration the need for training in education administration at the school level (headmasters, bursars and other administrative staff). Determine if there is a need for a training module in administration for the in-service program for teachers, and if so, implement a plan to develop one.

—Develop and implement a training program for school inspectors, district education officers, and teacher leaders at the TIDCs.

—Provide on-the-job training for Swazi counterparts

IN-SERVICE TRAINING ADVISOR

—Work with the teacher training colleges to see that their in-service activities are coordinated with those of the University of Swaziland.

—Assist UniSwa Faculty of Education staff in improving curriculum to train educators in the planning and carrying out of in-service training programs.

TEACHER EDUCATION/CURRICULUM DEVELOPMENT ADVISOR (TTC)(2)

TIME FRAME: 3 years (January 1985 - December 1987)

QUALIFICATIONS: Ed.D or Ph.D. in Teacher Education and Curriculum Development preferably in elementary education. Ten years experience, five at the elementary level, teaching curriculum development to pre- and in-service teachers. Experience in developing countries mandatory; African experience highly desirable.

DUTIES: At William Pitcher, Nazarene and Ngwane Teacher Training, Colleges; Living at William Pitcher TTC

—Assist the faculty of the three teacher training colleges in Swaziland in revising their course syllabuses, update content and methods courses and related activities and institutionalizing the process so that syllabuses can be updated as required in the future.

—Provide on-the-job training to Swazi counterpart in curriculum design.

—Work with the staff of the Primary Curriculum Unit to insure that the new curriculum being developed, tested and disseminated is fully integrated into the pre-service program of the teacher training colleges.

—Identify and develop a plan for addressing the training needs of the faculty of the three teacher training institutions in Swaziland. This would include both long-term and short-term training needs especially as these needs relate to the new Diploma in B.Ed courses being offered at UniSwa. Develop a planning process for identifying such staff development needs in either subject matter areas or teaching methods so that an annual staff development plan can be produced.

—Strengthen the clinical practice teaching part of the pre-service program by seeing that new curriculum is understood and can be taught by those about to enter the teaching force.

—Work with the Chief Inspector TE/CD and the In-Service Training Advisor to see that all aspects of the teacher training system are coordinated.

NATIONAL CURRICULUM CENTRE ADVISOR

TIME FRAME: 1 year (August 1984 - July 1985)

QUALIFICATIONS: Ed.D or Ph.D in Teacher Education/Curriculum Development. 10 years professional educational experience, with 5 at elementary level. Must have extensive experience in curriculum development and writing. Experience in developing countries, especially in Africa, highly desirable.

DUTIES: At National Curriculum Centre, Manzini

--Attend relevant meetings of GOS officials to advise them on conceptualizing and implementing the new primary school curriculum

--Advise on the total curriculum effort particularly where a sub-system interconnects with NCC.

--Assist the NCC Director to function effectively in conceptualizing primary curriculum development activities and policies and determining day-to-day work priorities for the NCC staff within the general work priorities set down by the Ministry of Education;

--Design and preparation of curriculum materials required by syllabi;

--Assist in the introduction of these materials into pre-service and in-service teacher training courses;

--Help in the planning of appropriate evaluation devices for curriculum materials.

--Provide advice on all matters affecting the professional and technical standards of the NCC;

--Liaising with technical assistance advisors in planning and developing curriculum materials and their implementation into primary schools.

UniSwa PEACE CORPS ADVISORS (2)

TIME FRAME: 3 years (August 1985 - July 1988)

QUALIFICATIONS: Master's Degree in Primary/Elementary Education with a concentration/minor in a specialized field of primary methods/content e.g., Art/Industrial Arts or P.E./Music, or other appropriate combinations. Minimum 3 years teaching experience in elementary school grades (1 - 7). Experience in developing countries highly desirable. Ability to produce and use a variety of teaching aids and materials.

DUTIES: At the University of Swaziland, Luyengo Campus

--Teach methods courses in content areas. Specific areas of need: art, music, P.E., and industrial arts (elementary technology)

--Conduct materials production workshops for Education Faculty.

--Develop teaching materials and resources for specialized subjects/content of the practical arts teaching option.

--Train Swazi teachers at teachers' colleges (primary) in specified practical arts areas.

--Work with Home Economics and Agriculture Departments at Luyengo campus. Aid them in adapting their appropriate courses for Primary Teachers, who select these teaching subject options.

--Teach basic Home Economics or Agriculture courses that are appropriate for the Primary Education programs.

ANNEX G.

ILLUSTRATIVE COMMODITIES LIST

<u>ITEM NO</u>	<u>USAID</u>	<u>ESTIMATED COST</u>
Vehicles:	3 small sedans @ \$9,000	27,000
	1 4-WD Jeep-like vehicle	15,000
	4 Small motorcycles	<u>2,000</u>
		44,000
Library:	Textbooks, 2,500 @ \$20 each	50,000
	Equipment and Supplies	<u>10,000</u>
		60,000
Primary School Kits:	Examples of items that could be packed in kits are attached as Annex G.2.	
	460 kits at \$1,000 each for primary schools	460,000
	\$55,000 in materials/kits for 4 TIDCs	<u>140,000</u>
		600,000
T.A. Support Materials:	For the purchase of office equipment, supplies and miscellaneous materials, @ \$200 per person year	57,000
	ESTIMATED TOTAL	<u>761,000</u>

xx Figures do not include inflation and are subject to considerable adjustment, depending on perceived needs during the life of the Project

ARTS & CRAFTS - PRIMARY SCHOOLS
MATERIALS

PCU LIST
* = minimum required

Suggested Basic Requirements per School:

PERMANENT EQUIPMENT

<u>Quantity</u>	<u>Item</u>
* 30	Round nosed scissors
30	Pointed scissors
* 40	Brushes (No. 4) - (or homemade stick ones)
40	Brushes (No. 7 or 8)
2	Staplers (with staples)
4	Plastic buckets
1 pr.	Pliers
* 2	Office shears

CONSUMABLE ITEMS (1 year's supply)

<u>Quantity</u>	<u>Item</u>
2 reams	Sugar paper (640 x 510mm)
1 ream	Cartridge paper
* 3 reams	Newsprint paper (640 x 1020mm)
1 packet	Board, White "3-sheet" (640 x 510mm)
* 1 per child	Pencils, lead, soft, 2B
1 per child	Pencils, lead, medium, HB
50 boxes (12 ea)	Pencils, coloured, long
1 set	Marker pens
50 packets (9 ea)	Crayons, short, thick
* 50 packets (12 ea)	Crayons, normal size
* 1 Container (4 kg)	Paint, powder, tempera, black
* 1 Container (4 kg)	Paint, powder, tempera, white
* 1 Container (4 kg)	Paint, powder, tempera, red
* 1 Container (4 kg)	Paint, powder, tempera, yellow
* 1 Container (4 kg)	Paint, powder, tempera, blue
1 Container (4 kg)	Paint, powder, tempera, green
* 10 Bottles	Glue (clear drying) general purpose
2 Boxes (30 ea)	Erasors, soft, white
2 Rolls	String & Wire

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IBRD/SWAZILAND THIRD EDUCATION PROJECT
BASIC EQUIPMENT LIST FOR PRIMARY SCHOOLS

HOME ECONOMICS

Revised List : June, 1981

Item No.	Description	Qty	Per Sc
<u>Kitchen Cookery Aids</u>			
1.	Beater, Egg	5	
2.	Bin, Storage	1	
3.	Board, Pastry	5	
4.	Bowl, Mixing, Small Enamel	5	
5.	" " Medium "	5	
6.	" " Large, Plastic, 250mm	5	
7.	" Sugar, Aluminium with lid	5	
8.	Brush, Pastry	2	
9.	Canisters, Set of 8	1	set
	200 x 150mm deep	4	
	150 x 125mm deep	4	
10.	Chart, Metric Conversion	1	
11.	" Nutrition	1	
12.	Colander, 250mm	2	
13.	Container, Cutlery, Plastic	2	
14.	Cruet Set	5	
15.	Cups, Measuring, Set of 4: 25ml, 50ml, 100ml 250ml	1	set
16.	Cutlery:	1	set
	Forks, Dinner	12	
	" Dessert	12	
	Knives, Dinner	12	
	" Dessert	12	
	Spoons, Dessert	12	
	" Soup	12	
	" Tea	12	
17.	Cutter, Biscuit, Set of 4 Shapes	1	set

18. Dish, Pyrex Type Glass, Round with lid 1 litre	5
19. Grater, 4 sided, rectangular	5
20. Jars, Glass, Preserving, 500ml	5
21. " " " 1 litre	5
22. Jug, Plastic, Measuring, 500ml	5
23. " Milk, Aluminium, 250ml	5
24. " " " 1 litre	2
25. Kettle, Non Electric, Aluminium, 2,5 l	2
26. Knife, Bread	1
27. " Butcher	1
28. " Paring	6
29. Ladle, Soup	5
30. Opener, Can and Bottle	2
31. Pan, Frying	5
32. " Sauce, 1 litre	5
33. " " 2 litre	5
34. " " 12 litre	2
35. Peeler, Vegetable	5
36. Plates, Enamel, Medium Size	5
37. " " Large "	5
38. Pot, 3 legged, Size 3/4	3
39. " " " " 3	3
40. " " " " 8	1
41. Rack, Cake Cooling	5
42. " Dish Drying	2
43. " Vegetable Storage	1
44. Rolling Pin	5
45. Scale, 2Kg	1
46. Sieve, Round	5
47. Spatula	5
48. Spoons, Wooden, 200mm, 250mm, 300mm	5 sets
49. Squeezer, Citrus, Plastic	2
50. Strainer, Tea	2

51. Tableware "Melamine" Type		1 set
Bowl, Cereal / Soup	24	
Plate, Dinner	24	
" Side	24	
Platter, Meal, Oval	2	
Teacups	24	
Tea Saucers	24	
52. Teapot, 4 cup		5
53. Thermometer, Oven		2
54. Tin, Cake, Round, 225mm		5
55. " Loaf, 200mm long		5
56. " " 300mm long		5
57. " Sandwich (loose base) 175mm		5
58. " Swiss Roll		5
59. " Patty, 6 hole		10
60. Tool (Utensil) Set, Kitchen, 6 piece		2 sets
Fork, Cook's two tine	1	
Masher, Potato	1	
Spatula,	1	
Spoon, Basting	1	
" Slotted	1	
Turner, Egg or pancake	1	
61. Trays, Serving		5
62. Tumbler, Glass		20
63. Whisk, Balloon		2

Laundry and Cleaning Aids

64. Blanket, Ironing		5
65. Broom, Corn		2
66. " Nylon		2
67. Brush, Banister		2
68. " Nail		5
69. " Scrubbing, 280mm "wing" type		5
70. " Stove		1
71. " Toilet with Plastic Container		2
72. Bucket, Cleaning		5

73. Dustpan	2
74. Dusters, Yellow	5
75. Holders, Pot	5
76. Iron, Flat (Size 4)	10
77. Mop, Floor	2
78. Pegs, Clothes	24
79. Scourer, Pot	10
80. Sheet, Ironing	5
81. Swab, Dish	12
82. Towel, Hand	3
83. " Dish Drying	10
84. Tub, Plastic Washing	5

Sewing Items

85. Chart, Needlework	1
86. Metre Rule	1
87. Needles, Sewing Machine, Packets of 3	16 pkts
88. Sewing Machine	4
89. Shears, Dressmaking	5
90. Tape Measure, 1,5 metre	5

BASIC EQUIPMENT LIST FOR PRIMARY SCHOOLS FOR AGRICULTURE (Grades 1-7)

- 2 buckets
- 30 garden forks
- 30 hoes with handles
- 2 hose pipes
- 5 pangas
- 5 pick axes with handles
- 30 rakes
- 1 hanging scale (20 kg)
- 1 ordinary domestic scale
- 30 slashers
- 30 spades
- 3 sprayers (?)
- 2 tapes (measuring)
- 2 balls thatching twine
- 30 trowels
- 2 wheelbarrows
- 30 watering cans
- 4 poultry chick drinkers
- 2 poultry tube feeders

COST = E1500.00 per kit

MATHEMATICS MATERIALS for the PRIMARY SCHOOL

List of essential, recommended and general materials for a single stream Primary School, drawn up by the P.C.U. and the In- and Pre- Service Mathematics Departments of William Pitcher College in February 1981.

Essential

<u>qty</u>	<u>item</u>	<u>classes</u>
1	Trundle Wheel, metric	G1 - G7
1 set	Attribute Logic Blocks, approx 48 pieces, 4 shapes, 3 primary colours, including teacher's guide.	G1 - G7
1	Base 10 wooden cube set - to comprise approx 100 of 1 x 1 x 1 cm, 50 of 1 x 1 x 10 cm, 40 of 10 x 10 x 1 cm and 4 of 10 x 10 x 10 cm.	G2 - G5
2	Measuring jug, graduated, 1 litre, plastic	G3 - G7
5	Jig-saw puzzle - approx 12 pieces suitable, not only European pictures	G1 - G4
5	Jig-saw puzzle - approx 25 pieces	G1 - G4
5	Jig-saw puzzle - approx 50 pieces	G1 - G4
5	Abacus Board complete with 100 plastic tablets - Size of board approx 15 x 15 cm.	G3 - G7
2	Simple arm balance	G1 - G5
2	1 kg mass	G2 - G5
1	Cube-O-Gram Set - 1000 asstd. colour cubes including teacher's guide.	G1 - G7
1	Fathroom scale	G3 - G7
10	Dice	G2 - G7
3	Measuring cylinder, 100 ml, plastic	G5 - G7
1	Liquid volume set with one mark instead of graduated. Four different sizes: 1 l, 1/2 l, 1/4 l and 1/8 l.	G2 - G7
3	Bucket	G1 - G7
10	Cup	G1 - G7
10	Tea spoon	G1 - G7
4	Geared clock, plastic.	G1 - G4
4	Sand glass timer	G1 - G5
4	Clock face, rubber stamp	G1 - G5
4	Ink pad	G1 - G5
4	Stamp pad ink	G1 - G5

<u>qty</u>	<u>item</u>	<u>classes</u>
1	Tessellation Set, to contain various coloured acetate shapes.	G1 - G7
2 sets	Rods (Cuisenaire type) coloured plastic. To range from 1 cm to 10 cm in length.	G1 - G5
10	Measuring tapes, plastic, 150 cm (dressmaker's type)	G3 - G7
5	Rule, metre, wooden	G2 - G7
7 pkts	Rubber bands, assorted colours and lengths.	G1 - G7
50	Small strong scissors, blunt nosed	G1 - G7
10	Big strong scissors	G1 - G7
1 ream	Card paper, asstd. colours, full size	G1 - G7
200 shts	Cardboard - medium thickness (large size)	G1 - G7
1 roll	Paper tape, gummed, brown.	G1 - G7
1 ream	Newsprint	G1 - G7
20	Sets of 5 koki pens	G1 - G7
20 pkts	Plasticine	G1 - G2
7 pkts	Thin drinking straws, asstd. colours, plastic	G1 - G7
200	Pipe cleaners	G1 - G7
25	Mirrors, approx 7 x 7 cm	G2 - G7
1 ream	cm squared paper	G2 - G7
3	Protractors, blackboard	G5 - G7
5	Pairs of compasses, blackboard	G3 - G7
2	Portable graph boards, approx. 1 x 1 m, 5 cm squares	G3 - G7
1	Set of simple wooden solid shapes (cube, cuboid, cylinder, pyramid, tetrahedron, triangular prism.)	G1 - G7

Recommended

1	Extra Trundle Wheel, metric	G1 - G7
1 set	Extra Attribute Logic Blocks	G1 - G7
1	Extra Base 10 wooden cube set	G2 - G5
2	Large floor jig-saw puzzle. Size approx 60 x 90 cm, 20 - 30 pieces.	G1 - G4
1	Mass set - to consist of five 5 gram masses, three 10 gram masses, three 50 gram masses, three 100 gram masses and one 500 gram mass.	G3 - G7
1	Stop clock with seconds hand	G3 - G7
1	Numberboard + tablets	G1 - G5
20	250 mm Rulers	G2 - G7

Swaziland: Teacher Training Project 645-0214

5C(1) - COUNTRY CHECKLIST

listed below are statutory criteria applicable generally to FAA funds, and criteria applicable to individual fund sources: Development Assistance and Economic Support Fund.

A. GENERAL CRITERIA FOR COUNTRY ELIGIBILITY

1. FAA Sec. 481. Has it been determined that the government of the recipient country has failed to take adequate steps to prevent narcotic drugs and other controlled substances (as defined by the Comprehensive Drug Abuse Prevention and Control Act of 1970) produced or processed, in whole or in part, in such country, or transported through such country, from being sold illegally within the jurisdiction of such country to U.S. Government personnel or their dependents, or from entering the U.S. unlawfully? No such determination has been made.

2. FAA Sec. 620(c). If assistance is to a government, is the government liable as debtor or unconditional guarantor on any debt to a U.S. citizen for goods or services furnished or ordered where (a) such citizen has exhausted available legal remedies and (b) the debt is not denied or contested by such government? (a) No.
(b) No.

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3. FAA Sec. 620(e)(1). If assistance is to a government, has it (including government agencies or subdivisions) taken any action which has the effect of nationalizing, expropriating, or otherwise seizing ownership or control of property of U.S. citizens or entities beneficially owned by them without taking steps to discharge its obligations toward such citizens or entities?

No.

4. FAA Sec. 532(c), 620(a), 620(f), 620D; FY 1982 Appropriation Act Secs. 512 and 513. Is recipient country a Communist country? Will assistance be provided to Angola, Cambodia, Cuba, Laos, Vietnam, Syria, Libya, Iraq, or South Yemen? Will assistance be provided to Afghanistan or Mozambique without a waiver?

No in all instances.

5. ISDCA of 1981 Secs. 724, 727 and 730. For specific restrictions on assistance to Nicaragua, see Sec. 724 of the ISDCA of 1981. For specific restrictions on assistance to El Salvador, see Secs. 727 and 730 of the ISDCA of 1981.

Not applicable

6. FAA Sec. 620(j). Has the country permitted, or failed to take adequate measures to prevent, the damage or destruction by mob action of U.S. property?

No.

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- 7. FAA Sec. 620(l). Has the country failed to enter into an agreement with OPIC?

- 8. FAA Sec. 620(o); Fishermen's Protective Act of 1967, as amended, Sec. 5. (a) Has the country seized, or imposed any penalty or sanction against, any U.S. fishing activities in international waters?

(b) If so, has any deduction required by the Fishermen's Protective Act been made?

- 9. FAA Sec. 620(q); FY 1982 Appropriation Act Sec. 517. (a) Has the government of the recipient country been in default for more than six months on interest or principal of any AID loan to the country? (b) Has the country been in default for more than one year on interest or principal on any U.S. loan under a program for which the appropriation bill appropriates funds?

- 10. FAA Sec. 620(s). If contemplated assistance is development loan or from Economic Support Fund, has the Administrator taken into account the amount of foreign exchange or other resources which the country has spent on military equipment? (Reference may be made to the annual "Taking into

Yes, but assistance has not been denied to Swaziland for this reason.

No such actions have taken place

(a) No.

(b) No.

Assistance is not development loan or from ESF.

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Consideration" memo:
"Yes, taken into account by the Administrator at time of approval of Agency OYB." This approval by the Administrator of the Operational Year Budget can be the basis for an affirmative answer during the fiscal year unless significant changes in circumstances occur.)

11. FAA Sec. 620(t). Has the country severed diplomatic relations with the United States? If so, have they been resumed and have new bilateral assistance agreements been negotiated and entered into since such resumption?

No.

12. FAA Sec. 620(u). What is the payment status of the country's U.N. obligations? If the country is in arrears, were such arrearages taken into account by the AID Administrator in determining the current AID Operational Year Budget? (Reference may be made to the Taking into Consideration memo.)

Paid, as of 30 Sept. 82.

13. FAA Sec. 620A; FY 1982 Appropriation Act Sec. 520. Has the country aided or abetted, by granting sanctuary from prosecution to, any individual or group which has committed an act of international terrorism? Has the country aided or

None known.

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abetted, by granting sanctuary from prosecution to, any individual or group which has committed a war crime?

None known.

14. FAA Sec. 666. Does the country object, on the basis of race, religion, national origin or sex, to the presence of any officer or employee of the U.S. who is present in such country to carry out economic development programs under the FAA?

No.

15. FAA Sec. 669, 670. Has the country, after August 3, 1977, delivered or received nuclear enrichment or reprocessing equipment, materials, or technology, without specified arrangements or safeguards? Has it transferred a nuclear explosive device to a non-nuclear weapon state, or if such a state, either received or detonated a nuclear explosive device, after August 3, 1977? (FAA Sec. 620E permits a special waiver of Sec. 669 for Pakistan.)

No.

No.

16. ISDCA of 1981 Sec. 720. Was the country represented at the Meeting of Ministers of Foreign Affairs and Heads of Delegations of the Non-Aligned Countries to the 36th General Session of the General Assembly of the U.N. of Sept. 25 and 28, 1981, and failed

Yes, Swaziland was represented at subject meeting. It subsequently entered written reservations on the communique.

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to disassociate itself from the communique issued? If so, has the President taken it into account? (Reference may be made to the Taking into Consideration memo.)

- 17. ISDCA of 1981 Sec. 721. See special requirements for assistance to Haiti. Not applicable.

B. UNDING SOURCE CRITERIA FOR COUNTRY ELIGIBILITY

- Development Assistance Country Criteria.

- a. FAA Sec. 116. Has the Department of State determined that this government has engaged in a consistent pattern of gross violations of internationally recognized human rights? If so, can it be demonstrated that contemplated assistance will directly benefit the needy?

No such determination has been made.

- 2. Economic Support Fund Country Criteria Not an ESF Country

- a. FAA Sec. 502B. Has it been determined that the country has engaged in a consistent pattern of gross violations of internationally recognized human rights? If so, has the country made such significant improvements in its human rights record that furnishing such assistance is in the national interest?

Not applicable.

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b. ISDCA of 1981, Sec. 725(b). If ESF is to be furnished to Argentina, has the President certified that (1) the Govt. of Argentina has made significant progress in human rights; and (2) that the provision of such assistance is in the national interests of the U.S.?

Not Applicable.

c. ISDCA of 1981, Sec. 726(b). If ESF assistance is to be furnished to Chile, has the President certified that (1) the Govt. of Chile has made significant progress in human rights; (2) it is in the national interest of the U.S.; and (3) the Govt. of Chile is not aiding international terrorism and has taken steps to bring to justice those indicted in connection with the murder of Orlando Letelier?

Not applicable.

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Swaziland Teacher Training Project 645-0214

5C(3) - STANDARD ITEM CHECKLIST

Listed below are the statutory items which normally will be covered routinely in those provisions of an assistance agreement dealing with its implementation, or covered in the agreement by imposing limits on certain uses of funds.

These items are arranged under the general headings of (A) Procurement, (B) Construction, and (C) Other Restrictions.

A. Procurement

1. FAA Sec. 602. Are there arrangements to permit U.S. small business to participate equitably in the furnishing of commodities and services financed? Yes
2. FAA Sec. 604(a). Will all procurement be from the U.S. except as otherwise determined by the President or under delegation from him? Yes.
3. FAA Sec. 604(d). If the cooperating country discriminates against marine insurance companies authorized to do business in the U.S., will commodities be insured in the United States against marine risk with such a company? Swaziland does not discriminate against U.S. marine insurance companies.
4. FAA Sec. 604(e); ISDCA of 1980 Sec. 705(a). If offshore procurement of agricultural commodity or product is to be Not applicable.

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financed, is there provision against such procurement when the domestic price of such commodity is less than parity? (Exception where commodity financed could not reasonably be procured in U.S.)

5. FAA Sec. 604(g). Will construction or engineering services be procured from firms of countries otherwise eligible under Code 941, but which have attained a competitive capability in international markets in one or these areas?

Not applicable.

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

The project will comply with this section.

7. FAA Sec. 621. If technical assistance is financed, will such assistance be furnished by private enterprise on a contract basis to the fullest extent practicable? If the facilities of other

Yes.

Federal agencies will be utilized, are they particularly suitable, not competitive with private enterprise, and made available without undue interference with domestic programs?

Yes.

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

Yes.

9. FY 1982 Appropriation Act Sec. 504. If the U.S. Government is a party to a contract for procurement, does the contract contain a provision authorizing termination of such contract for the convenience of the United States?

Any direct AID contract under the project will contain such a provision.

B. Construction

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

Not a construction project.

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

Not a construction project.

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3. FAA Sec. 620(k). If for construction of productive enterprise, will aggregate value of assistance to be furnished by the U.S. not exceed \$100 million (except for productive enterprises in Egypt that were described in the CP)? Not a construction project.

C. Other Restrictions

1. FAA Sec. 122(b). If development loan, is interest rate at least 2% per annum during grace period and at least 3% per annum thereafter? Not a DA loan.

2. FAA Sec. 301(d). If fund is established solely by U.S. contributions and administered by an international organization, does Comptroller General have audit rights? Not applicable.

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

4. Will arrangements preclude use of financing:

- a. FAA Sec. 104(f); FY 1982 Appropriation Act Sec. 525: (1) To pay for performance of abortions as a method of family (1) Yes.

planning or to motivate or coerce persons to practice abortions; (2) to pay for performance of involuntary sterilization as method of family planning, or to coerce or provide financial incentive to any person to undergo sterilization; (3) to pay for any biomedical research which relates, in whole or part, to methods or the performance of abortions or involuntary sterilizations as a means of family planning; (4) to lobby for abortion?

(2) Yes.

(3) Yes.

(4) Yes.

b. FAA Sec. 620(g). To compensate owners for expropriated nationalized property?

Yes.

c. FAA Sec. 660. To provide training or advice or provide any financial support for police, prisons, or other law enforcement forces, except for narcotics programs?

Yes.

d. FAA Sec. 662. For CIA activities?

Yes.

e. FAA Sec. 636(i). For purchase, sale, long-term lease, exchange or guaranty of the sale of motor vehicles manufactured outside U.S., unless a waiver is obtained?

Yes.

f. FY 1982 Appropriation Act, Sec. 503. To pay pensions, annuities, retirement pay, or

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adjusted service compensation for military personnel?

Yes.

g. FY 1982 Appropriation Act, Sec. 505. To pay U.N. assessments, arrearages or dues?

Yes.

b. FY 1982 Appropriation Act, Sec. 506. To carry out provisions of FAA section 209(d) (Transfer of FAA funds to multilateral organizations for lending)?

Yes.

i. FY 1982 Appropriation Act, Sec. 510. To finance the export of nuclear equipment, fuel, or technology or to train foreign nationals in nuclear fields?

Yes.

j. FY 1982 Appropriation Act, Sec. 511. Will assistance be provided for the purpose of aiding the efforts of the government of such country to repress the legitimate rights of the population of such country contrary to the Universal Declaration of Human Rights?

No.

k. FY 1982 Appropriation Act, Sec. 515. To be used for publicity or propaganda purposes within U.S. not authorized by Congress?

Yes.

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Swaziland Teacher Training Project 645-0214

5C(2) PROJECT CHECKLIST

Listed below are statutory criteria applicable to projects. This section is divided into two parts. Part A. includes criteria applicable to all projects. Part B. applies to projects funded from specific sources only: B.1. applies to all projects funded with Development Assistance Funds, B.2. applies to projects funded with Development Assistance loans, and B.3. applies to projects funded from ESP.

CROSS REFERENCES: IS COUNTRY CHECKLIST UP TO DATE? HAS STANDARD ITEM CHECKLIST BEEN REVIEWED FOR THIS PROJECT?

A. GENERAL CRITERIA FOR PROJECT

1. FY 1982 Appropriation Act Sec. 523; FAA Sec. 634A; Sec. 653(b).

(a) Describe how authorizing and appropriations committees of Senate and House have been or will be notified concerning the project; (b) is assistance within (Operational Year Budget) country or international organization allocation reported to Congress (or not more than \$1 million over that amount)?

(a) Project was included in a Planned Project Summary Sheet in the FY82 CP. Congress will be notified as required by Section 523 of the FY82 Appropriation Act and the FY83 CR.

(b) Yes.

2. FAA Sec. 611(a)(1). Prior to obligation in excess of \$100,00, will there be

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- (a) engineering, financial or other plans necessary to carry out the assistance and (b) a reasonably firm estimate of the cost to the U.S. of the assistance?
- (a) Yes.
- (b) Yes.
3. FAA Sec. 611(a)(2). If further legislative action is required within recipient country, what is basis for reasonable expectation that such action will be completed in time to permit orderly accomplishment of purpose of the assistance?
- No specific legislative action is required.
4. FAA Sec. 611(b); FY 1982 Appropriation Act Sec. 501. If for water or water-related land resource construction, has project met the standards and criteria as set forth in the Principles and Standards for Planning Water and Related Land Resources, dated October 25, 1973? (See AID Handbook 3 for new guidelines.)
- Not applicable.
5. FAA Sec. 611(e). If project is capital assistance (e.g., construction), and all U.S. assistance for it will exceed \$1 million, has Mission Director certified and Regional Assistant Administrator taken into consideration the country's capability effectively to maintain and utilize the project?
- Project is not for capital assistance.

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6. FAA Sec. 209. Is project No. susceptible to execution as part of regional or multilateral project? If so, why is project not so executed? Information and conclusion whether assistance will encourage regional development programs.

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

Strengthening Swaziland's primary teacher training institutions is expected to assist its developments efforts in items (b),(c),(d) and (e) and have little on items (a) and (f).

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

The project will finance U. S. source technical assistance, U.S. university participant training and some U.S. manufactured commodities.

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- 9. FAA Sec. 612(b), 636(b);
FY 1982 Appropriation
Act Sec. 507. Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized in lieu of dollars.

The Government of Swaziland will contribute at least 25% of the total Project cost in local cost or in-kind support. The U.S. does not own excess Swazi currency.

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

No excess Swazi currency is owned by the U.S.

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

Yes.

- 12. FY 1982 Appropriation Act Not Applicable.
Sec. 521. If assistance is for the production of any commodity for export, is the commodity likely to be in surplus on world markets at the time the resulting productive capacity becomes operative, and is such assistance likely to cause substantial injury to U.S. producers of the same, similar or competing commodity?

- 13. FAA 118(c) and (d). Does the project comply with the environmental procedures set forth in AID Regulation 16? Does Yes.

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the project or program take into consideration the problem of the destruction of tropical forests?

Not applicable.

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

Not applicable.

B. FUNDING CRITERIA FOR PROJECT

1. Development Assistance Project Criteria

a. FAA Sec. 102(b), 111, 113, 281(a). Extent to which activity will (a) effectively involve the poor in development, by extending access to economy at local level, increasing labor-intensive production and the use of appropriate technology, spreading investment out from cities to small towns and rural areas, and insuring wide participation of the poor in the benefits of development on a sustained basis, using the appropriate U.S. institutions; (b) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward better life, and

(a) The ultimate beneficiaries of this project are the primary school children who will eventually be trained by much better qualified teachers and should therefore have greater knowledge and greater ability to take advantage of future employment opportunities. The vast majority of these children would be categorized as "the poor". In addition, many of the teachers who will receive training directly through the project are also in that category.

(b) N.A.

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otherwise encourage democratic private and local governmental institutions; (c) support the self-help efforts of developing countries; (d) promote the participation of women in the national economies of developing countries and the improvement of women's status; and (e) utilize and encourage regional cooperation by developing countries?

b. FAA Sec. 103, 103A, 104, 105, 106. Does the project fit the criteria for the type of funds (functional account) being used?

c. FAA Sec. 107. Is emphasis on use of appropriate technology (relatively smaller, cost-saving, labor-using technologies that are generally most appropriate for the small farms, small businesses, and small incomes of the poor)?

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

(c) Primary schools and school teachers throughout the country will receive educational kits, training and encouragement to enable them to carry out a broad range of self-help activities.

(d) Because most of the primary school teachers and many of the teacher educators are women, the project directly promotes the participation of women.

(e) N.A.

The Project fully meets the criteria of FAA section 105.

Labor saving technology will receive support through coordinated programs for instruction and practical training in teacher training.

Yes. The Host Country contribution will be at least 25% of the cost of the Project.

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e. FAA Sec. 110(b). Will grant capital assistance be disbursed for project over more than 3 years? If so, has justification satisfactory to Congress been made, and efforts for other financing, or is the recipient country "relatively least developed"? (M.O. 1232.1 defined a capital project as "the construction, expansion, equipping or alteration of a physical facility or facilities financed by AID dollar assistance of not less than \$100,000, including related advisory, managerial and training services, and not undertaken as part of a project of a predominantly technical assistance character.

No.

Not applicable.

f. FAA Sec. 122(b). Does the activity give reasonable promise of contributing to the development of economic resources, or to the increase of productive capacities and self-sustaining economic growth?

The project will improve an educational system that has not in the past been directed toward the types of training consistent with the future economic needs of the country. It will address this constraint by improving primary training of teacher educators and teachers. Indirectly the project is expected to have ameliorating effects on other constraints such as low worker productivity and rapid population growth.

g. FAA Sec. 281(b). Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage

The project will make Swaziland's primary education system more relevant to its development needs and employment opportunities. It will improve and expand the capacity of Swaziland's Teacher Training institutions to train pre-service and in-service primary school teachers.

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institutional development;
and supports civil
education and training in
skills required for
effective participation in
governmental processes
essential to self-government.

2. Development Assistance Project
Criteria (Loans Only)

Not a DA Loan.

a. FAA Sec. 122(b).

Not applicable.

Information and conclusion
on capacity of the country
to repay the loan, at a
reasonable rate of interest.

b. FAA Sec. 620(d). If
assistance is for any
productive enterprise which
will compete with U.S.
enterprises, is there an
agreement by the recipient
country to prevent export
to the U.S. of more than
20% of the enterprise's
annual production during
the life of the loan?

Not applicable.

c. ISDCA of 1981, Sec. 724
(c) and (d). If for
Nicaragua, does the loan
agreement require that the
funds be used to the
maximum extent possible fo
the private sector? Does
the project provide for
monitoring under FAA Sec.
624(g)?

Not applicable.

3. Economic Support Fund
Project Criteria

Not ESF funded.

a. FAA Sec. 531(a). Will
this assistance promote
economic or political

Not applicable.

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stability? To the extent possible, does it reflect the policy directions of FAA Section 102?

- b. FAA Sec. 531(c). Will assistance under this chapter be used for military, or paramilitary activities? Not applicable.

- c. FAA Sec. 534. Will ESP funds be used to finance the construction of the operation or maintenance of, or the supplying of fuel for, a nuclear facility? If so, has the President certified that such use of funds is indispensable to nonproliferation objectives? Not applicable.

- d. FAA Sec. 609. If commodities are to be granted so that sale proceeds will accrue to the recipient country, have Special Account (counterpart) arrangements been made? not applicable.

ANNEX 1

FINAL REPORT

SOUTHERN AFRICAN MANPOWER DEVELOPMENT
(Project NO. 645-0069)

IN-SERVICE TRAINING PROGRAMME

FOR

D.E.O.'s, INSPECTORS AND HEADMASTERS

OF

PRIMARY SCHOOLS

Dr John F. Edwin, Jr
(Opex Technician)

APRIL 1983

VIII. OBSERVATIONS

Observations which were reported in the technician's report Vol. 2 are still valid and are reproduced here. There is still the need to plan headmasters' improvement programmes by responding to the following concern:

- a) The need for academic improvement,
- b) General professional inadequacy,
- c) Lack of commitment on the part of some headmasters, and
- d) The weakness of infrastructural support.

The details below are not necessarily grouped according to the areas of concern mentioned above.

1. The budget for the Ministry of Education is far less than its responsibilities. This statement is very clear from the serious shortage of classrooms, teachers' houses, instructional materials and so on.
2. There is very little co-ordination among Primary Curriculum Unit, Examiners, Teacher Training Colleges, Primary Schools, the Inspectorate, and the Ministry of Education headquarters.
3. The role and duties of headmasters are not widely known among teachers. Similarly, most headmasters and teachers have very little knowledge about the role and duties of inspectors. Therefore, promotion without systematic orientation creates a lot of deficiencies.
4. Shortage of inspectorate personnel, coupled with inadequate number of vehicles are factors which contribute toward the incapacitated situation of the inspectorate.
5. Morale within the teaching profession has been ill-affected by problems such as inadequate housing scheme, scarcity of essential amenities, bottle-neck promotion scheme, and loss

of honorable image in the eyes of the public. The attrition rate is partially traced to these concerns.

6. The teacher training colleges offer but meagre programme in educational administration in primary schools.
7. The present 2-year duration for teacher education is not sufficient for:
 - a) Academic improvement and,
 - b) Professional preparation.
8. Most teacher training college enrollees are of poor quality academically, and this put a great burden on the colleges. This point should be considered alongside NO.7 above in order for one to really appreciate the seriousness of the problem.
9. There is strong evidence that most teachers do not prepare adequately before they teach.
10. The laissez-faire style of administration in some schools has led to apathy and negligence of duty.
11. Grantees, in general provide very little leadership in their schools, yet, they are, altogether, in charge of more than 50% of the nation's schools.
12. School time is not fully utilized. For example, schools in general set aside the last three weeks of each term for examination purposes.
13. Most headmasters do not exert adequate authority and influence because of one or more of the following:
 - a) Their own lack of academic and/or professional qualification,

- b) Some headmasters do not know what to do in a given situation and at a given time.

This explains some of the indiscipline in schools.

14. Automatic promotion and over-crowded classrooms drastically dilute the efforts of even the most enthusiastic teachers. They are responsible for the many dropouts, failures, and repeaters.
15. Lines of communication within the entire Ministry are ineffective and very slow, and this has an adverse effect on the operation of primary schools.

IX. RECOMMENDATIONS

It is important to affirm that the role of headmasters in primary schools is a very strategic one, especially as the country prepares for the 1985 universal education.

The following suggestions therefore take into account the nature of headmasters' role in the context of national goals.

It is strongly believed that the recommendations are some of the answers to the need for an effective headmasters' training programmes.

Four main areas of concern form the basis for the recommendations enumerated below. It should be added that some of the recommendations have already been tackled during the training programme organized by the opex technician.

1. Strengthening of the academic and professional skills of headmasters should be the core of headmasters' training programme. It is suggested that the programme be grouped under four main areas:

- a) Academic (English Language, Mathematics, and SiSwati),
 - b) Professional Studies,
 - c) Educational Administration,
 - d) Curriculum Development.
2. Headmasters' training programme should involve orientation and in-service programmes for District Education Officers, Grantees, Inspectors, and Teacher Leaders.
 3. The preceding recommendation makes it necessary to consider Grantees as part of the inspectorate. It is therefore recommended that large managing agencies could be encouraged to nominate one person each (with a minimum qualification of an inspector) to manage all of their respective schools throughout the country. Each managing agency will set up an acceptable office for its grantee who will function as an inspector and be responsible to the District Education Officer.
 4. The gaps between primary schools on one hand and PCU teacher training colleges, subject inspectors, and examiners on the other need to be bridged.
 5. The training colleges are well advised to utilize the experiences of school inspectors. It may be helpful if the colleges could staff their professional department from the inspectorate.
 6. Because of the proposed universal education (in terms of expected problems) pre-service and in-service teacher education should begin thinking about intensive courses regarding:
 - a) How to organize remedial work in primary schools,
 - b) How to effectively handle large classes in primary schools and
 - c) The place of improvisation in teaching.
 7. As part of long-term goals, the Ministry of Education is advised to extend teacher education to three or four years, unless

GCE becomes the minimum qualification for teacher college enrollees.

8. It is suggested that the following measures be adopted to streamline the inspectorate:
 - a) The present inspection load be reduced to one inspector for twenty-five schools per year for full inspection purposes. This ratio may be used to determine the number of inspectors each district will need in order to carry out their responsibilities efficiently.
 - b) New inspection techniques need to be devised aimed at maximum output within a minimum amount of time and energy.
 - c) Strong and sufficient number of vehicles in each district is an indispensable support item.
 - d) The "INSPECTION OF SCHOOL ACT, 1945" (which was amended in 1961) calls for up-dating in the light of present needs in primary schools.
9. It might be a good idea for the Government of Swaziland to explore reasonable incentives to boost morale, to generate the sense of commitment, and to help arrest attrition rate. Teachers' housing and salary matters, for example, are crying for consideration.
10. Admission qualifications and procedures regarding teacher training college enrollees should be reviewed. Entrance examinations and interviews might be considered as possible indicators to identify acceptable enrollees.
11. It is highly recommended that the Ministry of Education's budget be increased by 10% for the next ten years. This recommendation, among other things, is conscious of the financial commitment which the nation should make to adequately support

the proposed basic universal education.

12. The up-dated job descriptions for District Education Officers, Inspectors, and Headmasters calls for implementation.
13. Reliable annual report on the inspectorate personnel, headmasters and teachers are essential for a number of reasons, such as confirmation, promotion, and scholarship awards.
14. Confirmation of teachers which has been virtually stopped must be picked up again.
15. A mobile library or libraries attached to existing teacher learning centres in the districts will go a long way to help headmasters and teachers improve themselves academically and professionally.
16. Line of authority and professional network of communication should be strictly observed. This means that teachers should not be encouraged to contact the headquarters direct about official matters.
17. Avenues must be explored to instil in the minds of those concerned that teaching is both a profession as well as a vocation. People should not walk into the teaching profession, thinking that it is an easy job.
18. It is highly recommended that the current headmasters' training programmes be gradually phased out into the Pre-service training departments at the teacher training colleges.
19. Discipline must be instilled in the teaching profession because without it the system is bound to break down.