

PD887705

AF 1/10/13

Grant Agreement Number: 645-0214-G-SS-3022-05
Project Number: 645-0214

AMENDMENT NUMBER 5
to the
PROJECT GRANT AGREEMENT
between
THE KINGDOM OF SWAZILAND
and the
UNITED STATES OF AMERICA
for the
TEACHER TRAINING PROJECT

DATE: 29 JUN 1988

PROJECT GRANT AGREEMENT AMENDMENT

1. THIS AMENDMENT Number 5 to the Project Grant Agreement for the Teacher Training Project Number 645-0214, (1) increases the authorized level of AID funding by Six Hundred Thousand United States ("U.S.") Dollars (\$600,000), (2) extends the PACD to August 31, 1991, and (3) makes necessary related changes as more fully set forth below.

2. The Project Grant Agreement, dated August 31, 1983 which was amended on February 28, 1984, December 11, 1984, April 28, 1986 and December 8, 1986, is hereby further amended as follows:

(a) ARTICLE 2, Section 2.1 Definition of Project is deleted in its entirety, and is replaced with the following:

"SECTION 2.1 Definition of the Project. The Project, which is further described in Annex 1, consists of assistance to the Grantee to make its primary educational system more relevant to its development needs and employment opportunities. It will improve and expand the capacity of the Grantee 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, PVO assistance and other costs."

(b) ARTICLE 2, The Project, Section 2.2(b), Incremental Nature of Project is deleted in its entirety, and is replaced with the following new Section 2.2(b):

"(b) Within the overall Project Assistance Completion Date stated in this Agreement, A.I.D., based upon consultation with the Grantee, may specify in Project Implementation Letters appropriate time periods for the utilization of funds granted by A.I.D. under an individual increment of assistance. It is anticipated that, subject to the provisions of this paragraph, A.I.D.'s total contribution to this Project will be Six Million One Hundred Ninety-Five Thousand United States ("U.S.") Dollars (\$6,195,000)."

(c) ARTICLE 3, Section 3.1, The Grant is deleted in its entirety, and is replaced with the following Section 3.1:

"SECTION 3.1 The Grant. To assist the Grantee to meet the cost of carrying out the Project, A.I.D., pursuant to the Foreign Assistance Act of 1961, as amended, agrees to grant the Grantee under the terms of this Agreement not to exceed Six Million One Hundred Ninety-Five Thousand United States ("U.S.") Dollars (\$6,195,000) ("Grant"). The Grant may be used to finance foreign exchange costs, as defined in Section 6.1, and local currency costs, as defined in Section 6.2, of goods and services required for the Project."

(d) ARTICLE 3, Section 3.2(b), Grantee Resources for the Project is deleted in its entirety, and is replaced with the following Section 3.2(b):

"(b) The resources provided by Grantee for the Project will not be less than the equivalent of Two Million, Six Hundred and Forty One Thousand United States ("U.S.") Dollars (\$2,641,000), including costs borne on an "in-kind" basis."

(e) ARTICLE 3, Section 3.3(a) Project Assistance Completion Date is deleted in its entirety, and is replaced with the following Section 3.3(a):

"(a) The "Project Assistance Completion Date" (PACD), which is August 31, 1991, or such other date as the Parties may agree to in writing, is the date by which the Parties estimate that all services financed under the Grant will have been furnished for the Project as contemplated in this Agreement."

(f) ARTICLE 4, Conditions Precedent to Disbursement, Section 4.2, Additional Disbursement is amended by adding the following sub-paragraph (c):

"(c) Prior to disbursement of funds obligated under the June 1988 Amendment, except as A.I.D. may otherwise agree in writing, the Cooperating Country shall furnish a revised statement of the name of the person or persons acting as representatives of the Cooperating Country for the purposes of the Grant, together with a specimen signature of each person specified in such statement."

(g) ARTICLE 5 Special Covenants, Section 5.3, Future Budgetary Requirements is amended to read as follows:

"The Grantee covenants that prior to October 1, 1988, it will provide to USAID supporting documentation in form and substance agreeable to USAID establishing how budgetary allocations will be made to continue financing the University of Swaziland's Bachelor in Education Program when the AID contribution ends."

(h) Annex 1 attached to original Grant Agreement is deleted in its entirety and replaced by "REVISED" Annex 1 (AMPLIFIED PROJECT DESCRIPTION) attached to this Amendment.

3. All other terms and conditions of the Grant Agreement, as amended, remain in full force and effect.

✓

FOR INTERNAL USE ONLY

Draft: PA/PPD: MGonson, PDS/PPD:VBMsibi - 6./21/88 (0288D) *118114*
Clearances: APPD/JCJohnson *J.C.J.* Date *6/29/88*
HR/GDO: LDiaz *LD* Date *6/29/88*
RLA/ESpriggs *ES* Date *6/29/88*

FUNDS AVAILABLE:

Appropriation: 72-1181014
Budget Plan Code: GSSA-88-21645-KG13
Allowance: 814-50-645-00-69-81
Amount: \$600,000
Reference: STATE 114005

James P. Jones date *6/29/88*
A/Controller USAID/Swaziland

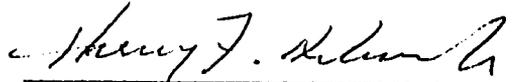
The Government of the Kingdom of Swaziland and the United States of America, each acting through its respective duly authorized representative, have caused this Amendment to be signed in their names and delivered as of the date first above written.

THE GOVERNMENT OF THE
KINGDOM OF SWAZILAND

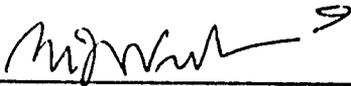


By: Elliot Bhembe
Title: Acting Principal Secretary
Department of Economic
Planning and Statistics

THE UNITED STATES
OF AMERICA



By: Harvey F. Nelson, Jr.
Title: Ambassador



By: M.J. Nsibandze
Title: Principal Secretary
Ministry of Education



By: Roger D. Carlson
Title: Director,
USAID/Swaziland



By: Lydia Makhubu
Title: Vice Chancellor,
University of Swaziland

k

AMPLIFIED PROJECT DESCRIPTION

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

Article I. General Project Description

A longstanding goal of the Government of Swaziland 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.

A. 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; and (3) improve their personal and 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.

B. 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 Teacher Training Colleges (TTCs) is not consistent with the new curricula being developed for the primary 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 will be forged among the Ministry of Education, the TTCs, the National Curriculum Centre (NCC), the Teacher Innovation and Development Centers and the University of Swaziland in order to achieve an educational system in which all of the institutional elements are working toward common goals.

The proposed project strategy attempts to intervene 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 support institutions: the University of Swaziland, the Teacher Training Colleges, the Teacher Innovation and Development Centers (TIDCs) and the National Curriculum Centre. 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.

C. Outputs. An institutional development approach will be used for the project that emphasizes qualitative improvements in the teacher training process, but also works to ensure that adequate number 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 longstanding 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 early 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 in nearby Manzini in the current Primary Curriculum Unit 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,

7

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 TTCs. Additionally, these Advisors will provide on-the-job training to the Swazi teacher educators in curriculum design and will develop a plan for addressing the training needs of the TTC faculty.

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 COS does not have the capacity to produce qualified primary level teacher educators or to assist other institutions in 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 initiate two new programs in 1984, 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. The diploma program will be tailored to the needs of District Education Officers (DEOs), Inspectors, Teacher Leaders, selected Headmasters, and qualified primary school teachers and will be a part-time program. Under the Teacher Training project, up to 60 Swazis will be sponsored for diploma programs. Costs will be shared: 50 percent by USAID and 50 percent by the COS.

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 percent by USAID and 50 percent by the COS. 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.

Two project technical advisors will begin to work with UniSwa in March/April 1984.

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 the end of May 1985. Counterpart designees to these positions will be selected and be sent to the United States to 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.

3. Establishing In-Service Training and Support Services

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 May of 1984; (2) an In-Service Advisor, based at William Pitcher TTC, will work with the personnel of the four TIDCs to establish a training program for primary school headmasters and teachers. A Peace Corps Volunteer will be assigned to each of the TIDCs in-service program planned under this project. The in-service program 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.

4. Establishing Library Resource Centers

The project will provide short-term experts throughout the life of project to assist the GOS in setting up Library Resource Centers (LRCs) 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 posts for three LRC Directors, one at each TTC. USAID/S will provide training in library science for each of these directors. Short-term consultants will provide on-the-job counterpart training to the returning trainees and conduct courses for all teacher educators in the functions and use of the LRCs. 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 ideally located to guide, support and coordinate the work of the other advisors and therefore will be the Chief of Party (COP) for the technical assistance team. The COP will arrive in Swaziland March/April 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. 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.

The COP will assist the MOE to prepare 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, HCC, 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.

D. Implementation Schedule. The following schedule presents the major implementation actions to take place during the project along with the responsible agents. Elements of the schedule may be changed by written agreement between AID and the Grantee without formal amendment of this Agreement.

<u>DATE</u>	<u>ACTION</u>	<u>RESPONSIBILITY</u>
August 83	Grant Agreement Signed	USAID/S/COS
September 83	RFP Issued	AID/W or REDSO/ESA/RCO
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	COS/USAID/S
November 83	Special recruitment initiated to identify Uniswa PCV Advisors	PC/W/PC/S
December 83	Contractor selected	COS/AID/W/USAID/S
January 84	Contract team vehicles ordered (3 sedans; 1 4-wheel drive)	USAID/S
March 84	COP arrives in-country	Contractor
March 84	NCC Curriculum Advisor arrives in-country	Contractor
March/April 84	Two Uniswa Advisors arrive in-country	Contractor
March/April 84	Uniswa Advisors begin Teaching "scholarship" Diploma Course	Uniswa
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 TIDCa	USAID/S/PC/S Contractor/HOE
June 84	Uniswa B. Ed. in Primary Education candidates selected	Uniswa/HOE/ USAID/S

DATE	ACTION	RESPONSIBILITY
July 84	Two Peace Corps Uniswa Advisors arrive for in-country training	PC/W/PC/S
August 84	Peace Corps Advisors arrive at Uniswa	PC/S/Uniswa
September 84	Uniswa Advisors begin teaching B. Ed. in Primary Education Course	PC/S/Uniswa Contractor
September 84	Chief Inspector TE/CD selected	NOE/Contractor
September 84	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/NOE
January 85	Teacher Education Advisors begin work at William Pitcher, Nazarene and Ngwane TTCs.	NOE
February 85	In-Service Advisor arrives	Contractor/NOE
February 85	NCC Advisor departs	Contractor
March 85	5 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 Registrar.	GOS
April 85	Motorcycles for TIDC PCVs ordered	
May 85	TIDC PCVs arrive at assigned posts	NOE/PC/S/Contractor
May 85	Conditions Precedent for departure of Uniswa participant met: Two positions established for incumbents on Registrar,	GOS

DATE	ACTION	RESPONSIBILITY
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	B. Ed. in Primary Education candidates selected	UnISwa/MOE/Contractor
August 85	1st Annual Workshop is conducted	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
September 85	Contract team submits Annual Work Plan to September 86, including conferences	Contractor
September 85	NCC 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
February 86	UnISwa PC Advisors request one year extension to contract	PC/S/UnISwa/MOE

<u>DATE</u>	<u>ACTION</u>	<u>RESPONSIBILITY</u>
April 86	Submission of Progress Report	Contractor/USAID/S
May 86	Mini-Resource Center established in TIDCs	PC/S/ Contractor/NOE
June 86	Four TTC participants selected for United States Training	GOS/Contractor
June/July 86	UnISwa Contract Advisors depart country	Contractor
July 86	UnISwa trainees return and take up posts of departed UnISwa Contract Advisors	Contractor/UnISwa
July 86	PCVs granted extension to continue teaching at UnISwa	PC/W/UnISwa
August 86	2nd Annual Workshop is conducted	Contractor/NOE
August 86	NCC Director returns from participant training to resume duties	Contractor/NOE
August 86	Chief Inspector TE/CD returns to NOE	Contractor/NOE
August 86	Library Resource Center participants return from training to take up new posts at TTCs	NOE/Contractor
August 86	Participants return to Department Head/Sr. Lecturer posts at TTCs	Contractor/NOE
Aug/Sept 86	TTC participants depart for United States Training	GOS/Contractor
September 86	Contract team submits Annual Work Plan to September 87 including conferences	Contractor
September 86	UnISwa participants commence teaching in Faculty of Education	UnISwa
October 86	Submission of Progress Report	Contractor/USAID/S
Nov/Dec 86	Mid-Project External Evaluation	External Contract Team
December 86	TIDC PCVs request one year extension	PC/S/NOE

DATE	ACTION	RESPONSIBILITY
February 87	TIDC PCVs granted one year extension; continued work at TIDCs	PC/S/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
July/Aug 87	3rd Annual Workshop conducted	Contractor/MOE
Aug/Sept 87	TTC participants depart for United States Training	MOE/Contractor
September 87	Participants return to Department Head/Sr. Lecturer posts at TIDCs	Contractor/MOE
September 87	Contract team submits final Annual Work Plan	Contractor
October 87	Submission of Progress Report	Contractor/USAID/S
December 87	Two TTC Teacher Educators depart	Contractor
April 88	Submission of Progress Report	Contractor/USAID/S
May/June 88	TIDC/PCVs depart	PC/S
June 88-May 89	Condition precedent requiring specimen signatures is met (6/88)	MOE/USAID/S
	Covenant is satisfied through written correspondence to USAID/S how budgetary allocations will continue to be made to continue to support the Bachelor of Education Program at UnISwa after the conclusion of the Teacher Training Project (9/88)	MOE/USAID/S
	Technical Assistance extended to end of University School term	Contractor/USAID/S/MOE
	Consultancies:	
	- T.E.S.O.L. (7/88)	Contractor
	- Child Development (9/88)	
	- Library Media (9/88)	
	- Music (1/89)	
	- Instructional Design (1/89)	
	- Industrial Arts (6/89)	

DATE	ACTION	RESPONSIBILITY
	Intake of Final Diploma Class	Contractor/ UniSwa/MOE
	3rd and 4th year B. Ed. Degree and 2nd year Diploma students continue at UniSwa	UniSwa
	Commodities purchased	Contractor
	TAP kits purchased, distributed and recipients trained in their use	Contractor
	Project vehicles (Kombi and 2 bakkies) purchased	GOS (CIA)/ USAID/S
	Submission of Semi-annual Progress Reports (9/88, 3/89)	Contractor/ USAID/S
	PCVs arrive at 2 remaining TIDC's (1/89)	PC/S/MOE
June 89-May 90	Contractor technical assistance departs Swaziland (6/30/89)	Contractor
	4th year B. Ed. students and 1988 diploma students graduate	UniSwa/MOE
	Long-term participants in U.S. finish their studies and return to their jobs	Contractor/MOE
	UniSwa B. Ed. students and 1989 diploma students continue	UniSwa
	PCVs depart from Manzini and Piggos Peak TIDC's (1/90)	PC/S/MOE
	End of Project External Evaluation is conducted	External Contract Team
June 90-May 91	UniSwa B. Ed. and diploma students finish their courses	UniSwa/MOE
	PCVs depart from remaining TIDCs (1/91)	PC/S/MOE
June 91- Aug 30, 1991	Extra time for remaining B. Ed. and diploma students to graduate	UniSwa/MOE

ARTICLE II. Responsibility of the Participants

A. The following inputs are required to achieve the project purpose:

1. From AID

a. Technical Assistance

The project will provide 24.12 person years of long-term technical assistance. An Advisor to the Chief Inspector for Teacher Education and Curriculum Development will be provided for five years and one month. He/she will be the Chief of Party (COP) 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. One will be in Swaziland 30 months and the other in-country for 34 months. That amount of time will include a short organizational period and two full academic years.

Two advisors will be assigned to work with the TTCs in reviewing and significantly improving teacher training methodologies and curricula. One advisor will be in Swaziland 47 months and the other for 29.5 months. 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 53 months 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 stationed at the Manzini TTC for 23 months to assist in the development and instruction of practical arts skills, curriculum and teaching aids. An advisor will be assigned to work with the Director of the HCC for one year to provide continuity here in order to assure the continued timely production of the primary materials.

Forty person-months of short-term consultancy services will provide expertise in specific areas as required by the project. Early 25 percent of the time available for such consultancies is expected to be used to provide library science experts to advise the MOE 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 eight TTC educators (one year each); MA degrees for four

18

UniSwa instructors (three for 18 months and one for 24 months); 2 BA degrees for in-service educators (24 & 30 months each) and 8 librarians from the TTCa, TIDCa and NCC to participate in a six-month course in Library and Media.

In addition, AID 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 up to 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

AID will provide books for new libraries to be established as part of the project reference materials; teaching aids production kits for distribution to Swaziland's Primary Schools, the Teacher Centres at the TIDCa, the NCC, the TTCa and UniSwa; supplies; and commodities including computers, audio-visual equipment, microfiche, and practical arts equipment for UniSwa, the TTCa, the Teacher Centre and the In-service unit. AID will finance the purchase of three sedans, one four-wheel drive, one Kombi/van and two light-weight trucks (bakkies) to support the work of the project.

d. Other

Printing costs for curricula and other project materials will be paid both by AID and the GOS. AID will pay the cost of four workshops and 12 conferences to be mounted under the project.

The project evaluations will be financed by AID: one at mid-project and the second at the end of the project.

AID will provide financing to a local PVO to assist in teaching reading to primary school children.

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 LRC 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. 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.

Per diem and travel costs for an estimated 300 primary 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 by the GOS for many of those who successfully complete the various degree training programs carried out under the project.

d. Commodities

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

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 for AID contract personnel; maintenance and gasoline for project vehicles; a portion of project printing costs; and sites for workshops and conferences.

3. From Peace Corps

Five Peace Corps advisors will be provided, two to work at the Piggs Peak TIDC and one each for the other three TIDCs.

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	NOE	October 1983	Sept 84
Library Resource Center Directors	3	TIDCs	April 1985	June 85
Lecturers for Primary Education Faculty	2	UniSwa	May 1985	June 85

20

The GOS/NOE will also ensure that the staff of the teacher training colleges, the National Curriculum Centre, headquarters, 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

The USAID/Swaziland Human Resources Development Officer will serve as the AID Project Officer, and as such will have primary responsibility for monitoring the project. 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.

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 PIO/Ps (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.

21

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. The contractor will submit annual work plans to be approved by the Ministry of Education and USAID/S.

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 director of the Ministry of Education with the assistance of the contractor and USAID/S.

III. Illustrative Financial Plan

The Illustrative Financial Plan, Table 1 of this Annex, sets forth the planned contributions of the Parties. Changes may be made to the Plan by written agreement of the representatives of the Parties identified in Section 8.2 without formal amendment of the Agreement, provided such changes do not cause (1) AID's contribution to exceed the amount set forth under Section 3.1 or (2) the COS's contribution to be less than the amount set forth under Section 3.2.

As currently designed, the total cost of this project is estimated at \$8,961,000. Of this total, AID will finance \$6,195,000; the Grantee will provide \$2,641,000; and the U.S. Peace Corps will contribute \$125,000.

The following table sets forth a summary of these contributions by major project component:

J.D.

The project budget below presents the original project budget, the new budget and shows the \$300,000 amendment line item.

AMENDED TEACHER TRAINING BUDGET

	ORIGINAL TEACHER TRAINING BUDGET JULY 1983		ORIGINAL BUDGET (REVISED)		FY 88 AMENDMENT		TEACHER TRAINING TOTAL BUDGET	
	USAID	GOS	USAID	GOS	USAID	GOS	USAID	GOS
Technical Assistance	3267	-	4171	-	(64)*	-	4107	-
Participant Training	772	402	373	232	87	-	460	232
Education Supplies (Primary School Kits)	600	-	-	-	250	-	250	-
Commodities, Equipment	117	141	710	94	49	-	759	94
Vehicle Purchase	45	-	35	-	44	-	79	-
In-Country Training (Diploma & E.Ed.)	35	35	-	-	104	204	204	204
Other Direct Costs	-	-	102	-	-	-	102	-
Printing	60	179	-	20	-	-	-	20
Workshop and Conference Expenses	25	-	8	-	-	-	8	-
Local Hire Staffing (includes Proj. Mgt. Support)	91	-	80	-	-	-	80	-
Project Evaluations	76	-	88	-	-	-	88	-
Other/Contingency	509	-	28	-	-	-	28	-
PVO/NGO Activities	-	-	-	-	30	-	30	-
Repairs and Maintenance	-	75	-	19	-	2	-	21
In-Service Training	-	168	-	86	-	-	-	86
Local Staff Salaries and Emoluments	-	1127	-	1731	-	78	-	1809
Utilization of Facilities and Support	-	107	-	153	-	11	-	164
New Homes, Furniture and Facilities	-	112	-	11	-	-	-	11
Total Project Costs	5595	2346	5595	2346	600	295	6195	2641
Percentage of Total Costs	70%	30%	70%	30%	6%	3%	70%	30%

Travel, Transportation, Per Diem and Allowances.

26

IV. Evaluation

Evaluation of this project will play a 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, HOE 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 evaluation 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, 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.

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.

24