

A.I.D. EVALUATION SUMMARY - PART I

PD-ARNDT 135
91100

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

IDENTIFICATION DATA

<p>A. Reporting A.I.D. Unit: Mission or AID/W Office <u>USAID/SWAZILAND</u></p> <p>(ES# _____)</p>	<p>B. Was Evaluation Scheduled in Current FY Annual Evaluation Plan?</p> <p>Yes <input checked="" type="checkbox"/> Slipped <input type="checkbox"/> Ad Hoc <input type="checkbox"/></p> <p>Evaluation Plan Submission Date: FY <u>95</u> Q <u>2</u></p>	<p>C. Evaluation Timing</p> <p>Interim <input type="checkbox"/> Final <input checked="" type="checkbox"/></p> <p>Ex Post <input type="checkbox"/> Other <input type="checkbox"/></p>
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D. Activity or Activities Evaluated (List the following information for project(s) or program(s) evaluated; if not applicable, list title and date for the evaluation report.)

Project No.	Project / Program	First PROAG or Equivalent (FY)	Most Recent PACD (Mo/Yr)	Planned LOP Cost (000)	Amount Obligated to Date (000)
645-0230	Education Policy, Management and Technology	89	8/15/96	7,102	7,102

ACTIONS

<p>E. Action Decisions Approved By Mission or AID/W Office Director</p> <p style="text-align: center;">Action(s) Required</p> <p>No further action is required on this project. It has met its EOPS and has been completed successfully. Furthermore the AID Mission in Swaziland will be closed by end of August, 1996</p>	<p>Name of Officer Responsible for Action</p> <p>Not applicable</p>	<p>Date Action to be Completed</p> <p>Not applicable</p>
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APPROVALS

F. Date of Mission Or AID/W Office Review Of Evaluation: _____ (Month) _____ (Day) _____ (Year)

06 11 1996

G. Approvals of Evaluation Summary And Action Decisions:

Name (Typed)	Project/Program Officer	Representative of Borrower/Grantee	Evaluation Officer	Mission of AID/W Office Director
Signature	Don Foster-Gross	Myekeni E. Vilakazi	Valencia B. Msibi	Jack A. Royer
Date	8/22/96	22-8-96	8/22/1996	8/22/96

ABSTRACT

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

The purpose of the Educational Policy, Management and Technology Project (EPMT) is to improve both the quality and the efficiency of basic education. Implementation was undertaken by the Institute for International Research (IIR) under contract number 645-0230-C-00-0016-00. Final evaluation of the project was conducted by Creative Associates International, Inc. under contract HNE-5832-I-00-4016-00. The purpose of the evaluation is to focus on the contribution made by the EPMT Project to basic education in Swaziland. Information for the evaluation was gathered through interviews with individuals and groups, and from project materials.

The major findings and conclusions are:

1. The EPMT Project has produced a long list of impressive project outputs or educational inputs. Two key areas of activity were training and the production of educational materials.
2. The project has been a very successful project and has had a profound impact on Swazi education, making a difference in the quality of education in Swaziland. The center of gravity in a classroom is being shifted from the teacher to the student, from teaching to learning.
3. With regard to sustainability, the various project components are viable with sufficient Swazi expertise and resources to continue with educational change.
4. The major weaknesses in the opinion of the evaluation team stemmed from the basic design of the project rather than from its implementation.

Major Recommendations:

Major recommendations stem from the "lessons learned" rather than from detailed recommendations emanating from each component, as these could have a beneficial impact on future USAID Basic Education Projects in other countries. The USAID Mission in Swaziland is scheduled to close a month after project closure.

Lessons Learned:

1. Long-term projects are needed in order to bring about sustainable change. EPMT was implemented over a period of seven years. Shorter implementation periods do not bring about lasting change.
2. Flexibility is necessary to allow projects to grow "organically," to allow for changes and shifts in emphasis within projects in order to adapt to changing realities that impact on the original project design. The success of the EPMT project is a result of such flexibility and willingness to diverge from the initial project design.
- 3) Concentrating technical assistance at the beginning benefitted the project. After the initial long-term contract of two years, technical assistance (TA) personnel departed having completed the development work and training specified. They effectively handed over responsibility for project implementation to national counterparts. During the latter half of the project, certain key TAs were brought back for short-term consultancies to guide the local experts who had taken on the roles of implementor in the earlier stages.

COSTS

I. Evaluation Costs

1. Evaluation Team		Contract Number OR TDY Person Days	Contract Cost OR TDY Cost (U.S. \$)	Source of Funds
Name	Affiliation			
Leon E. Clark	Team Leader	HNE-5832-I-00-4016-00	\$73,170	EPMT Project
Robert P. Pearson				
2. Mission/Office Professional Staff Person-Days (Estimate) <u>2 persons x 10 days = 40 days</u>		3. Borrower/Grantee Professional Staff Person-Days (Estimate) <u>8 persons x 4 days = 32 days</u>		

A.I.D. EVALUATION SUMMARY - PART II

SUMMARY

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

Address the following items:

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| <ul style="list-style-type: none"> ● Purpose of evaluation and methodology used ● Purpose of activity(ies) evaluated ● Findings and conclusions (relate to questions) | <ul style="list-style-type: none"> ● Principal recommendations ● Lessons learned |
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Mission or Office USAID/SWAZILAND	Date This Summary Prepared: 07/30/96	Title And Date Of Full Evaluation Report: Final Evaluation of the EPMT Project of July 1996
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Purpose of evaluation and methodology used:

The purpose of the evaluation is to focus on the contribution made by the EPMT Project to basic education. Information for the evaluation was gathered through interviews with individuals and groups, and from project materials.

Purpose of activity(ies) evaluated:

The original goal of the Project is to establish an efficient and high quality human resource base for sustained development and economic growth in Swaziland. This was achieved by improving the quality and efficiency of basic education in Swazi primary schools.

Findings and conclusions:

1. The EPMT Project has produced a long list of impressive project outputs or educational inputs. Two key areas of activity were training and the production of educational materials.
2. The project has been very successful and has had a profound impact on the quality of primary education in Swaziland. The center of gravity in a primary school classroom is being shifted from the teacher to the student, from teaching to learning.
3. With regard to sustainability, the various project components are viable with sufficient Swazi expertise and resources to continue with educational change.
4. The major weaknesses in the opinion of the evaluation team stemmed from the basic design of the project rather than from its implementation.

Principal Recommendations:

These recommendations are presented by component rather than in order of priority. It is assumed that some of the recommendations cannot be implemented in the short- or medium-term. Since USAID in Swaziland is closing, the recommendations are addressed to the Government of Swaziland (GOS) and to any other donors who may provide follow-on assistance.

Continuous Assessment (CA)

1. In order to contain the cost of printing, a) tests should continue to be placed on posters, b) materials development should focus on further development of test items, these items should continue to be stored in item banks (computerized data banks), c) training should be organized for teachers on test item construction.
2. The syllabus of the Teacher Training Colleges (TTCs) should be changed so that CA is taught to all pre-service teachers in training.
3. The functions of in-service teacher training (INSET), the CA unit and the National Curriculum Center (NCC) should be merged.
4. CA should develop a functioning evaluation and monitoring division within NCC.

Head Teacher Management Training (HTMT):

1. INSET should add a section on Back-to-Work Plans to each of the HTMT modules.
2. INSET should initiate a research program to monitor changes in school management.
3. INSET should involve all tertiary education institutions when planning and monitoring and research activities.
4. INSET should work closely with NCC staff and the CA unit when monitoring and evaluating the Instructional leadership module.
5. An outside consultant should be brought in to help develop the "teacher-as-researcher".
6. INSET should redesign the Personnel Management, Organizational Development, Money Management and Instructional Leadership (POMI) component final exams.
7. INSET should determine the ultimate disposition of HTMT and Head Teacher certification.

Management of Information Systems and Organizational Development: (MIS and OD)

1. GOS should regularize the MIS position in the Ministry of Education (MOE).
2. MIS and OD should conduct half-day workshops in order to develop a data-oriented culture.
3. MIS should increase its contacts with Regional Education Offices (REOs).
4. MIS should plan a research agenda for MOE to produce specialized and focused information.

Career Guidance Component (CG):

1. The Educational Testing, Guidance and Psychological Services Department (ETGPS) should work with INSET to specifically train grade 7 teachers not yet reached.
2. MOE should budget money for periodic printing of career guidance materials for secondary students.
3. Career guidance units should be incorporated into the social studies texts as they are revised.

LESSONS LEARNED:

1. Long term projects are needed to change the "culture" of an organization.
2. Flexibility is needed to allow projects to grow "organically".
3. Concentrating technical assistance in the first half of a project works best when the original TAs are available for short-term consultancies during the latter half of the project.
4. Education projects that attempt basic, system-wide change should include a monitoring and evaluation function to conduct formative evaluation throughout the life of the project.
5. Education projects that attempt to bring about change in teacher behavior should make pre-service teacher education an integral part.
6. Top-down approaches can lead to use of inappropriate technology.
7. Top-down attempts at behavioral change at the school level are inefficient and often alienating of teachers.

k. USAID Comments

EPMT is widely acknowledged to be a successful project, introducing and bringing about fundamental change in the education sector by reforming key elements in basic education. In-classroom reform, through the continuous assessment program, should contribute considerably to the increased efficiency and effectiveness of primary education. Reduction in repetition and dropout rates should contribute significantly to savings and more skilled products graduating from primary schools. This in turn should free resources and contribute to long-term economic development through an improved human resource base. Moreover, freed resources should contribute to greater improvements in quality in other areas in the basic education sub-sector, thus ensuring a more sustainable system. The project has achieved all the end of project status indicators (EOPS).

It was hoped that bringing back the same evaluator who conducted a very useful mid-term evaluation would result in the same sound decisions which brought about mid-term corrections. Possibly because of this, the team was unable to break out of its previously-established focus on continuous assessment. The project manager was disappointed by the final evaluation's lack of emphasis on, and appreciation of, the contribution of the MIS and OD components to the overall success of the project. It should be mentioned that the team was hampered by approximately 4 weeks of strike action on the part of teachers during most of its time in Swaziland. Not only was it not possible to see as many schools in action as the team members wished, but they were also not able to gain free access to decision-makers who were preoccupied with the crisis.

Clearly, there were differences of opinion between the evaluation team and the project implementors on some of the project's approach to MIS and OD and the value of these two components to the success of the project. While the Mission understands the evaluators' concerns and recognizes the validity of some of their arguments, we tend to agree with the project's chief of party that the OD and MIS components were critical to the project's success.

This being said, the Mission is satisfied that a full story will be told in a monograph describing the project's implementation path. This document probes the details of project implementation with the purpose of informing its audience on the key elements that contribute to successful implementation of the project.