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# ZIMBABWE/B.E.S.T.

Basic Education and Skills Training Project



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SEMI-ANNUAL REPORT  
March 29, 1984 - September 30, 1984

In Collaboration:

Government of Zimbabwe  
Agency for International Development  
Academy for Educational Development

**SEMI-ANNUAL REPORT**

**March 29, 1984 - September 30, 1984**

**ZIMBABWE BASIC EDUCATION AND SKILLS TRAINING PROJECT  
ACADEMY FOR EDUCATIONAL DEVELOPMENT**

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## I. BACKGROUND

On March 29, 1984 the Academy for Educational Development signed a contract with the Agency for International Development to provide technical expertise to the Government of Zimbabwe (GOZ) in support of the Basic Education and Skills Training Sector Assistance Program Grant, or BEST program. Under the BEST program AID is providing the Government of Zimbabwe with additional financial and other resources to implement its planned reforms in primary, secondary and teacher education and technical/vocational education. These reforms are directed at the development of an effective and affordable education and training system which has the capacity to meet Zimbabwe's own needs for educated manpower within the limitations imposed by scarce financial, human and other resources.

The Academy is to recruit and provide administrative support for both long- and short-term technical experts required by the BEST sector program. Most long-term experts, those recruited for one or more years, will serve as employees of the Government of Zimbabwe. These individuals will normally fill positions within either the Ministry of Labor, Manpower Planning and Social Welfare (M/LMPSW) or the Ministry of Education (MOE) including their respective training institutions and colleges. Most of these positions will be ones which are vacant due to the acute shortage of trained professional and technical manpower in Zimbabwe.

In addition to long-term experts, the Academy will also provide short-term experts, those recruited for less than one year, as required by the BEST sector program. Most of these individuals will not be recruited to fill existing positions within the Government of Zimbabwe, but will perform specialized professional and technical services in areas required by the GOZ in support of the objectives of the sector program. These services are likely to involve inservice training of the staff of M/LMPSW and MOE.

At the minimum level of effort, the Academy expects to identify and recruit approximately 800 person-months of short- and long-term technical assistance; at the maximum level of effort, approximately 1,600 person-months of technical assistance will be provided. It is anticipated that a major share of the long-term technical assistance recruited under this contract will be instructors for the existing and planned technical colleges and schools under the jurisdiction of M/LMPSW.

## II. STATUS OF WORK AND PROGRESS TO DATE

As this is the first biannual report and goals for the initial six month period were not formally established, the report will focus on achievements and progress made on the four main services that the Academy is to provide under the BEST contract.

- Logistical, managerial, and financial services for administration of the technical assistance component of the sector assistance program
- Identification and recruitment of short- and long-term technical experts required to implement the BEST sector program
- Coordination and liaison on matters related to the technical assistance requirements of the program as required by USAID/Zimbabwe and the Government of Zimbabwe
- Assistance to the Ministries of the Government of Zimbabwe involved in the implementation of the BEST program to prepare plans and requests for short- and long-term technical assistance

### A. Logistical, managerial, and financial services for administration of the technical assistance component of the sector assistance program.

A major activity for this six-month period was the establishment of the Zimbabwe/BEST offices at AED/Washington, DC, and in Harare. Dr. John D. Hatch, III, formerly a program manager at Wesleyan University and consultant for AID, was hired April 1 as the Home Office Coordinator and began work April 15. Dr. Rudi Klauss, Director of the Technical Assistance and Action Research Project for the National Association of Schools of Public Administration, was hired April 1 as the Field Office Coordinator and began work May 1. Ms. Joan Parker, an editor for Washington Report on Africa, joined the BEST office in Washington as Program Assistant for logistical support on May 4.

With the basic staff established, work began on mastering the Academy's administrative and financial procedures and establishing BEST project files and contacts. A major source of information was the Academy's AID-funded project in Botswana which provides technical assistance similar to that expected in Zimbabwe. On May 11, Hatch and Klauss went to Harare on a familiarization trip and to establish a project office. Klauss returned from that trip via Botswana to observe AED's project operations and office procedures there.

During the May trip, it was agreed to share office space with the Institute of International Education's (IIE) ZIMMAN project which is complementary to the BEST Project. Space was rented on the fifth floor of the Southern Life Building at 69 Stanley Avenue, and arrangements made to purchase furnishings and office equipment and to hire staff. Initially it was decided to purchase a phone system in the United States and have it installed locally, but after much effort, it was decided to rent phones locally. Only an office copier and an IBM Personal Computer were eventually ordered from the United States. Telexes will be used for priority communications until direct US-Zimbabwe phone connections make possible the consideration of telefax.

Klauss moved to Harare in July. Mary Takawira and Grace Ruredzo were hired as Receptionist and Program Assistant, respectively. Their time will be equally shared by the BEST and ZIMMAN projects until such time as needs require a new staffing pattern. A filing system has been implemented, automobile purchased, and external fund bank account established. The first transfer to that account was incorrectly effected, leaving unusable funds in the account at a time when start-up costs were substantial. New funds were eventually deposited properly in the account and the original funds returned.

The first quarterly review was conducted at the Academy before Klauss' final July departure. Special focus was on the refining of financial accounting procedures for the project. Other start-up activities included collection of bids for a variety of equipment purchases and the follow-up on delivery of the Klauss family air freight, with which there were significant problems. In order to establish a vocational/technical education library in the Harare office, both the Home and Field Office teams have begun to identify appropriate materials.

B. **Identification and recruitment of short- and long-term technical experts required to implement the BEST sector program.**

The major portion of the BEST Project activities will take place in this area. As a first step, the contract required submission of the proposed short- and long-term personal services contracts to the GOZ by the end of April for its approval and transmission to USAID for subsequent approval. The short-term contract was approved in July and the long-term contract is nearing approval.

The proposed long-term personal services contract is similar to USAID contracts used in Southern Africa with certain items eliminated and others lumped into a salary

supplement rather than as reimbursable items. The GOZ indicated that it preferred not to have a contract that provided for obvious benefits to technical assistance personnel which would not exist for other expatriate or for their Zimbabwean counterparts. The other issue in constructing the contract is the desire by the GOZ to have similar contracts for all expatriate technical assistance personnel. The process of reaching consensus on the contract has taken several months due to these issues and the number of ministries involved. An approved contract is expected in October.

The lack of contract has hindered both the ability of the GOZ to request personnel and the Academy to recruit individuals. In the meantime, the Home Office has established a computerized data bank of possible personnel in vocational/technical and education fields. These persons came initially from a search of the Academy's larger data bank and then from mailings to professional associations, selected colleges and universities, the State Directors of Vocational and Technical Education, unions, computer training institutes, and returned Peace Corps Volunteers. The institutions and organizations contacted have indicated individuals who will serve as future contacts when specific personnel needs are known.

Visits were made to the Remediation and Training Institute in Alexandria, Virginia, the World Bank, the American Vocational Association, and the Consortium for International Cooperation in Higher Education to apprise them of the BEST Project and to learn how they may be of assistance. Contacts have also been made with other educational associations such as the Vocational/Technical Education Consortium of States and the national Association of Trade and Technical Schools, to inform them of the project and to solicit their assistance and advice.

Internal processing forms, check lists, and informational sheets have been prepared for the use of the project. Informational booklets on Zimbabwe have been requested of the Zimbabwe Embassy and information on vocational/technical education and resources in the United States has been solicited as background and orientation material in the Washington Office. A two-page project description and an eight-page background brochure have been written to explain the project. A Zimbabwe/BEST Project cover has been designed to use for brochures and reports, and the first "Occasional Report" written. The latter is intended as a brief newsletter on the Project and events in Zimbabwe which will be sent to candidates and our mailing list of cooperating institutions and associations.

During the May trip to Harare, visits were made to Bulawayo, KweKwe, and Harare technical colleges to become familiar with physical settings, staff, and curricula

offerings. Special attention was paid to staff vacancies and expected qualifications for personnel. It was discovered, for example, that for the apprenticeship training courses, industrial arts instructors were less appropriate than shop foremen as instructors. It was also learned that computer science and instruction were areas in which staff would be needed.

Delivery Order #1, signed in early May, was designed to "establish an efficient and effective staff capability within the Examinations Branch of the Ministry of Education to administer, process, and handle the Grade 7 Examination. The immediate objective is to ensure that the 1984 Grade 7 Examination is carried out smoothly." The first phase is to provide personnel training for the MOE, and the second will be for on-site technical assistance during the examination processing. Mr. Ernest Bay went to Harare almost immediately to provide training in the use of the optical scanner.

Mr. Eric Eno was engaged to provide a series of consultancies for both phases. His first task, from mid-July to the end of August, was to assist in the preparation for the examination, a task which included training, writing computer programs, and making recommendations to the Ministry. The second task, in mid-September, was to assist in the processing of a mock examination as a test of the scoring, grading, mailing, and filing systems for the examination. Washington provided logistical support to Mr. Eno, including supervision of procurement of examination scoring sheets and mailing labels for the Examinations Branch.

C. Coordination and liaison on matters related to the technical assistance requirements of the program as required by USAID/Zimbabwe and the Government of Zimbabwe.

Most of the work in this area has taken place in Zimbabwe, beginning with the May trip of Hatch and Klaus. The initial days in Harare were spent at the mid-project review of ZIMMAN, which provided an overview of the larger sector program effort and the roles that the ZIMMAN and BEST projects play in it. Subsequent days were spent meeting with officials in MOE and M/LMPSW, USAID, the U.S. Embassy, IIE, and personnel at various educational institutions. These various meetings helped to provide a context for the BEST project, created an awareness of the principle factors involved, and opened avenues for future dialogues.



One of the activities begun during that period and continued since, was the development of the concept of the ZIMMAN and BEST projects as complementary avenues for strengthening technical colleges. On visits to Bulawayo and KweKwe, and subsequently to other institutions and M/LMPSW, Anne Schneller of IIE/ZIMMAN has accompanied Academy personnel to learn about the institution and share information about the ZIMMAN Project. The institutions have been encouraged to develop faculty development/institutional strengthening plans that incorporate the resources both projects offer so as to leave the institutions stronger in five years' time. The projects have been asked to jointly assist the M/LMPSW in developing plans for allocation of BEST technical assistance resources.

Since mid-July, meetings have been held with MOE to discuss the examinations process and the use of micro-computers for examinations and other decentralization management and data collection needs. With M/LMPSW, discussions have focused on technical college needs and possible assistance with management training. Visits have been made to the MSASA training center, industrial training programs, and to the College of Adult Education at the University of Zimbabwe to learn of their programs and to see how the BEST Project might assist, complement, or support them.

On August 15 the Washington Office hosted a meeting with Richard Shortlidge, HRDO, USAID/Zimbabwe and Robert Wrin, AID/AFR/ST. The meeting provided an opportunity to discuss both project activities and future USAID and GOZ technical assistance needs. Among items discussed were personal services contract computers and technical colleges, recruitment, and educational evaluation and assessment training. On May 7 and 25 the Academy hosted a brief meeting with a team from the Curriculum Development Department of MOE which was touring the United States to study concepts, materials, and operations of industrial arts education programs.

D. Assistance to the ministries of the Government of Zimbabwe involved in the implementation of the BEST program to prepare plans and requests for short- and long-term technical assistance.

As mentioned under (B) above, the Academy has initiated efforts with IIE and M/LMPSW to develop technical assistance personnel usage plans and explore other technical assistance needs. In addition, the project has been assisting with the development of an Indefinite Quantities Contract (IQC) request to the Academy for short-term personnel to provide assistance in the development of an evaluation process for the Basic Education and Skills Training sector program. Work on the evaluation design will begin in October.

To assist with the work under Delivery Order #1, a second Delivery Order was issued to provide for the purchase of an IBM-PC. The computer will be used in the MOE Examinations Branch to keep track of the examinations. Mr. Eno was to have carried the computer to Zimbabwe in September to have it available for the mock examination test run. However, due to delays in obtaining an export license and problems with shipping, the computer did not arrive until after the mock examination.

### III. GOALS FOR THE NEXT SIX MONTHS

Activities for the next six months will involve the recruitment and placement of long-term personnel in technical colleges. This will include the approval of a long-term personal services contract and assistance in the development of an approved BEST utilization plan for long- and short-term personnel with M/LMPSW and MOE. These activities should be completed in October.

Simultaneously, the Harare Office will be assisting the ministries in developing delivery orders based on the utilization plans. For MOE, support is envisioned in distance education, the new Educational Service Centre, and for the use of microcomputers for decentralized databased management. Delivery Order #1 will be extended to allow for long-range planning component to be fully implemented. For M/LMPSW, the major focus will be on instructors for the technical colleges, with more help provided to develop computer science/instruction programs in the colleges. Klaus will also continue to explore needs in management training with the Ministry.

Additional Field Office attention will be focused on:

- Securing additional detailed information on specific placements for long-term consultants going to Zimbabwe during next year
- Expanding contracts with private sector and other donors
- In collaboration with and support of M/LMPSW, planning and initiating approaches to strengthen dialogue, coordination and collaboration among donors, private industry, technical colleges and M/LMPSW headquarters
- Making site visits to technical colleges in Bulawayo, Mutare, Masvingo, KweKwe, Gweru, and Harare
- Developing a orientation packet for long-term consultants
- Assisting/supporting initial settling in of long-term consultants, hopefully to begin arriving in January and thereafter
- Working with USAID, ministries, and consultants in formalizing BEST evaluation plan
- Establishing computerized budget/finance system for AED/Harare Office that meets AED/Washington and BEST Project needs

Activities in the Washington Office will focus on broadening the recruitment base and to process the requests that will come via delivery orders. As a first step, the Project will rent a booth at the American Vocational Association's Annual Convention at the end of November to use as a place from which to recruit and interview potential

candidates for Zimbabwe. As no long-term personnel have previously been requested, the coming six months should provide the opportunity for the office to establish procedures and work of problems in providing that kind of logistical support.

Both offices will also be reviewing the budget of the contract in preparation for the required 12-18 month review. With actual long-term technical assistance personnel as a large part of the equation, by the end of the next biannual period a fairly idea of operating costs should be obtainable.

IV. ADMINISTRATIVE REPORT

A. First Quarterly Status Report

ZIMBABWE/BEST QUARTERLY STATUS REPORT

July 5, 1984

<u>NAME</u>	<u>DO #</u>	<u>START DATE</u>	<u>END DATE</u>	<u>DURATION</u>	<u>STATUS</u>	<u>SERVICE TO BE PERFORMED INSTITUTION/MINISTRY</u>	<u>QUALIFICATIONS</u>
Ernest Bay	001	5/20/84	6/2/84	16 days	Completed	Optical Scanner training MO Education	Field Service Area Supervisor, National Computer Systems, Inc. Performed earlier optical scanner training for AED, 1983.
Eric Eno	001	7/16/84	12/31/84 (?)	up to 5 mos.	To begin	Grade 7 exam admin. support MO Education	Founder, director: The Little Computer that Could Co. Consulted for Pragma Corp. in project design and education planning. Info. system analysis and development planning analysis for AED, 1980-82.

ZIMBABWE/BEST QUARTERLY STATUS REPORT

October, 1984

<u>NAME</u>	<u>DO #</u>	<u>START DATE</u>	<u>END DATE</u>	<u>DURATION</u>	<u>STATUS</u>	<u>SERVICE TO BE PERFORMED INSTITUTION/MINISTRY</u>	<u>QUALIFICATIONS</u>
Ernest Bay	001	5/20/84	6/2/84	16 days	Completed	Optical Scanner training MO Education	Field Service Area Supervisor, National Computer Systems, Inc. Performed earlier optical scanner training for AED, 1983.
Eric Eno	001	7/16/84	12/31/84 (?)	up to 5 mos.	Currently active	Grade 7 exam admin. support MO Education	Founder, Director: The Little Computer that Could Co. Consulted for Pragma Corp. in project design and education planning. Info. system analysis and development planning analysis for AED, 1980-82.

C. Core Contract Expenditures

APRIL 1 - SEPTEMBER 30, 1984

Line Item	Expenditures To Date	5 Year Budget Allocation
I. Salaries		
A. U.S. Personnel		
Home Office Professional	18,117	203,293
Home Office Nonprofessional	5,487	101,647
Field Staff Professional	17,306	287,330
Field Staff Nonprofessional	0	0
Total U.S. Personnel	<u>40,910</u>	<u>592,270</u>
B. Cooperating Third Country Nationals	1,103	40,658
II. Consultants	0	9,840
III. Fringe Benefits	10,637	153,990
IV. Overhead @ 27%	22,669	288,350
V. Travel and Transportation		
U.S. Travel	100	5,808
International Travel	14,872	44,986
Other Personnel Travel	170	0
Transportation of Household Effects, Baggage	0	6,566
Per Diem and Local D.C. Travel	0	20,653
Total Travel and Transportation	<u>15,142</u>	<u>81,013</u>
VI. Allowance		
Post Differential	1,336	28,733
Quarters	576	33,348
Education	170	19,050
One-time Household Set-up	8,500	8,500
Total Allowance	<u>10,520</u>	<u>89,631</u>
VII. Other Direct Costs (includes Harare office space)	13,166	190,195
VII. Equipment, Vehicles, Materials, & Supplies	18,284	27,150
<b><u>TOTAL:</u></b>	<b>132,431</b>	<b>1,473,097</b>

**D. Delivery Order #1 Expenditures**

Line Item	Expenditures To Date	Budget Allocation
<b><u>SHORT-TERM</u></b>		
<b>Salaries and Wages</b>		
Moses 32 days	1,517	6,752
Secretarial 28 days	433	1,876
Bay Consultant Fee	4,000	4,000
<b>Travel and Per Diems</b>		
Moses 2RT Wash/Harare	0	3,100
Bay 1RT Boston/Harare	1,686	2,300
Per diem Moses 17 days @ \$80	0	1,060
Bay 10 days @ \$80	1,092	1,100
Other Direct Costs	795	4,750
<b><u>LONG-TERM</u></b>		
<b>Salaries and Wages</b>		
E. Eno 157 days	11,400	30,600
<b>Travel and Per Diem</b>		
3RT Wash/Harare	8,193	10,840
Per diem 143 days	7,368	11,440
Incountry travel (Zimbabwe)	1,500	2,000
<b>Other Long-term Direct Costs</b>		
Examination forms	789	1,000
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<b><u>TOTAL:</u></b>	<b>38,773</b>	<b>\$ 80,818</b>



E. Delivery Order #2 Expenditures

Line Item	Expenditures To Date	Budget Allocation
IBM PC	2,415	3,500
Printer	1,145	2,000
Graphics	828	1,000
Software	1,652	750
Diskette	622	450
Ram Chips	78	150
Labels	133	200
Transformer	214	0
Air Freight Costs	1,106	0
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<u>TOTAL:</u>	8,193	8,050

NOTE: Total Delivery Order #2 budgeted amount is \$9,000.

APPENDIX A

Zimbabwe/BEST Project Travel  
 March 29 - September 30, 1984

<u>DATE</u>	<u>TRAVELER</u>	<u>DESTINATION</u>	<u>PURPOSE</u>
May 11 - 24	J. Hatch	Harare	To attend ZIMMAN review, establish contacts in ministries, visit technical colleges, make arrangements for office in Harare, develop terms for technical assistance personnel contracts, develop understanding of initial delivery order dimensions.
May 11 - June 6	R. Klauss	Harare	
May 20 - June 3	E. Bay	Harare	D.O. #1; to provide training in the use of optical scanner for the processing of Grade 7 Examination to Treasury and MOE personnel.
June 29	R. Klauss	Harare	To establish Harare Field Office and residence as Field Office Coordinator.
July 15 - Aug. 31	E. Eno	Harare	D.O. #1; overview of examination preparation, computer program development and field training in processing as necessary, development of long-term plans for self-sufficiency.
Sept. 15 - Oct. 4	E. Eno	Harare	To monitor test run of scoring, grading, and handling of Grade 7 Examination.

**APPENDIX B**  
**HOME OFFICE MONTHLY REPORTS**

# Academy for Educational Development

**AED**  
International Division

## ZIMBABWE BASIC EDUCATION AND SKILLS TRAINING PROJECT

### Monthly Progress Report #1

March 29, 1984 - April 30, 1984

A.I.D. Contract No. 613-K-606-C-00-4010

### CONTRACT

The contract for this project was signed for the Academy for Educational Development on March 22 by Stephen Moseley and sent to Nairobi. It was signed there by James Anderson for A.I.D. on March 24, 1984.

In regards to a possible short-term contract it was discovered that there was a misunderstanding about who was to be counted at what overhead rate. Following conversations between Moseley, Anderson and Richard Shortlidge (USAID/ZW), it was agreed on April 25 that:

- 1) Regular Academy staff members and short-term consultants appointed for three months or less under this contract would bear the Academy's regular overhead rate;
- 2) Persons appointed for more than three working months will be considered long-term personnel, even if the appointment is carried out in less than three-month assignments, and will bear the Academy's regular two percent provisional general and administrative charge.

Submission of a draft of short-term consultant contract was delayed until the issue above was cleared up. The long-term contract was developed and submitted at the end of the month.

### PERSONNEL

John Hatch was hired on April 1 as the Home Office Coordinator and began work April 16. He has spent his time becoming familiar with the Academy personnel, processes and procedures. He has reviewed an initial list of possible consultants from the Academy's computer bank, developed a card file of names and addresses of professional groups involved in vocational and technical education and made a first and very rough draft of descriptive materials about the BEST Project.

(Continued...)

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Rudi Klauss was hired April 1 as the Field Office Coordinator, to begin work on May 1.

Search for an Administrative Assistant was begun on April 10, and completed on April 25 with the hiring of Joan Parker. Ms. Parker has a B.A. in International Relations and has recently worked for the Washington Report on Africa. Ms. Parker will begin work on May 4.

### VISITS

John Hatch has visited with Tom Ross, AFR/TR/EHR, and Bob Wrin, AFR/ZW at A.I.D. and with personnel at the Consortium for International Cooperation in Higher Education (CICHE). Visits have been planned to the Zimbabwe Embassy, Remediation and Training Institute, World Bank and the American Vocational Association.

A variety of phone and in-person interviews have been held with potential applicants for both long and short-term positions in the BEST Project.

Plans have been coordinated with I.I.E. for the visit of five members of the Zimbabwe Ministry of Education's Curriculum Development Team to Washington. The Academy will host the Team on May 7 for a briefing on both the Academy and again on May 25. The latter meeting will serve as a briefing of both the Team's visits in the United States and of John Hatch's TDY visit of Zimbabwe.

The arrangements for Hatch and Klauss' TDY to Harare on May 11 were made.

### SHORT-TERM CONSULTANTS

Mr. Hatch was kept apprised of developments of short-term consultancy between Kurt Moses and MOE for a TA for the Examination Branch.

JH:jp  
May, 1984

# Academy for Educational Development

**AED**  
International Division

## ZIMBABWE BASIC EDUCATION AND SKILLS TRAINING PROJECT

Monthly Progress Report No. 2

May 1, 1984 - May 31, 1984

AID Contract No. 613-K-606-C-00-4010

### CONTRACT

Long and short-term personnel contracts were presented to the ministries concerned for consideration. The short-term contract seems acceptable, but details for the long-term contract need further negotiations between AID/GOZ/AED in Harare. The attempt is to develop a financial package that would not make it difficult for contractors to accept employment in Zimbabwe and yet not be out of line with other expatriate contracts or those of local employees. The negotiations should be completed by the first week in June.

### FIELD OFFICE

Rudi Klauss, BEST Field Coordinator, started work May 1 familiarizing himself with AED processes and visiting the World Bank, the Zimbabwe Embassy and AID offices. He and John Hatch departed for Harare on May 11, where they participated in the IIE/USAID mid-project review of the ZIMMAN Participant Training Project. It was agreed that IIE and AED would share offices and time was spent visiting potential office spaces and costing out equipment. Meetings were held with both ministries to further discuss their needs and expectations of the project.

Rudi, John, and Anna Schmeller, IIE's Field Coordinator, visited Bulawayo and Kwekwe Technical Colleges to meet the staff, see the physical layout, and find out what their staff development needs were. Rudi and John also paid a similar visit to the Harare Polytechnic Institute. Position descriptions and syllabi were collected from the institutions. The institutions were encouraged to think of the ZIMMAN and BEST projects as complementary and to design long-term staff development plans for their ministry which would make use of both projects so as to strengthen their institutions. We learned that the greatest need was for experienced craftspersons — skilled mechanics, electricians, etc. — who could teach in their apprenticeship programs.

John returned on May 24 while Rudi will return June 6 via Botswana to visit the BWAST/AED project there to see how they are organized. Rudi expects to return to Harare with his family in early July.

### VISITS

A delegation from the Zimbabwe Ministry of Education's Curriculum Development Unit visited AED briefly on May 7 and for a longer time on May 25, on All Africa Day.

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The latter meeting gave them a chance to debrief on their visit to the United States, find out about AED, debrief John Hatch on his trip, and find out more about the BEST project. The purpose of their trip was basically to explore industrial arts education in the U.S.A. in preparation for developing curriculum to meet Zimbabwe's goal of Education for Production.

DELIVERY ORDERS

D.O. #1 (\$91,518), was received May 14, to provide technical assistance to the Ministry of Education's Examinations Branch for staff training and assistance with administration and processing of the Grade 7 examinations. The first phase, May-July 1984, will involve staff training, the second phase will be October through December 1984. Mr. Ernest Bay arrived in Harare on May 20 to conduct 10 days of staff training on optical scanner.

JH:jp  
5/31/84

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# Academy for Educational Development

**AED**  
International Division

## ZIMBABWE BASIC EDUCATION AND SKILLS TRAINING PROJECT

Monthly Progress Report No. 3

June 1, 1984 - June 30, 1984

AID Contract No. 613-K-606-C-00-4010

### CONTRACT

Long and short-term personnel contracts have not yet been approved, though it is understood that the short-term contract is near approval. The long-term contract is still under consideration by the Government of Zimbabwe (GOZ).

### RECRUITMENT

Mailings have been made to:

- \* Historically black colleges and universities
- \* Newly predominant black colleges and universities
- \* State directors of vocational and technical education
- \* Private computer training institutes

These mailings told about the Zimbabwe/BEST Project, asked for contact people at the institutions and for resumes for consideration. Publicity has been generated within newsletters of the Machinist, Electrical and Communication Workers unions and the Returned Peace Corps Volunteer Hotline. All of these newsletters and institutes have produced letters, resumes and phone calls. The Hotline has resulted in over twenty well-qualified applicants for the engineering programs at the Technical Colleges.

### DELIVERY ORDER #1

Ernest Bay completed the training of optical scanner operators for the Ministry of Education at the Treasury Bureau. Eric Eno has been hired initially to supervise the preparation of district and regional testing centers for the Grade 7 Examination. Mr. Eno will spend about a month in Zimbabwe beginning in mid-July but will return to continue monitoring and supporting the efforts of the Ministry of Education's preparation for and administration of the Grade 7 Examination.

(Continued.....)



### ADMINISTRATION

Steve Moseley, Project Director, held a quarterly review of the project with John Hatch and Rudi Klauss on June 14th. A separate review was held by Hatch, Klauss and Administrative Assistant Joan Parker with the Academy's Senior Vice President for Finance, the Vice President for Contract Management and Budgets, and the Vice President for Budget and Administration to discuss and establish the project's budget and financial management needs and processes.

A special computerized filing system has been established by Ms. Parker to allow the project to have a more precise access to the specialized vocational and technical fields. The system not only provides identification but will also produce mailing labels. She has established a similar system for the various institutes and institutions contacted.

A general brochure has been printed which explains the BEST Project specifically, and sets the project within Zimbabwe's development plans and the Academy's work. A special cover which can be used for the brochure and other reports has been designed for the use of the BEST Project.

### FIELD OFFICE

Following a visit of the Academy's office in Gaborone to see how they handle a project there similar to the BEST Project, Rudi Klauss returned to Washington to complete preparations for establishing the Field Office in Harare and to make arrangements for moving his family there. A trip to New York City was spent with the Institute of International Education with whom the BEST Project will be sharing offices in Harare. Sub-leases, office set-up, phone/computers/copiers/typewriter needs were discussed. The collection of three bids for phones, computers, and copiers and the arrangements for shipping, insurance and waivers needed a great deal of telephone time. The copier and typewriters have been ordered, the phone and computer bids are not all in, but have been requested.

When not visiting or talking to suppliers, Rudi was making all arrangements necessary to sell his house and car, put things in storage or ready for shipment, and ready his family for Zimbabwe. He managed to spend a couple of days in training on an IBM PC Junior with some of the software packets the Field Office expects to have. Rudi and family departed June 27 and 28.

7/5/84

JDH



# Academy for Educational Development

**AED**  
International Division

## ZIMBABWE BASIC EDUCATION AND SKILLS TRAINING PROJECT

Monthly Progress Report No. 4

July 1, 1984 - July 31, 1984

AID Contract No. 613-K-606-C-00-4010

### PERSONAL SERVICES CONTRACT

The short-term contract for technical assistance advisors has been approved. The long-term contract has yet to be approved. Discussions concerning the terms of the contract have been held in Harare, with all parties aware of the need to approve it as soon as possible.

### DELIVERY ORDER #1

Eric Eno left for Harare on July 15 to begin the process of assisting the Ministry of Education in support of the administration of the Seventh Grade Examination. Mr. Eno's task will be to oversee the preparation of the regional examination administration procedures and a test run of the scoring process. In addition, he will develop plans for whatever additional training or procedural developments need to be carried out before the Examination is administered. Mr. Eno's trip should take four to six weeks. He will return later to follow up on his recommendations and to be of assistance during the Examination's administration and scoring.

As part of the preparation, scoring sheets were ordered from National Computer Systems (NCS). Much to-do, telephoning and telexing has revolved around getting the sheets ordered, paid for and delivered on time to Harare.

### ADMINISTRATION

Recruitment work continues, mostly in responding to letters of inquiry, submitted resumes and in-person interviews. A simple accounting process has been established by Ms. Parker to keep track of the encumbrance of funds on delivery orders. This process will help assure that funds are not inadvertently expended.

(Continued.....)

FIELD OFFICE

A 3M copier was decided upon, but before approval could arrive from the field, the copier (the last available machine of an obsolete model) had been sold. More work was then expended in finding a suitable alternative. As the month ended, 3M has produced an alternative and request for approval to purchase has been sent to the field.

Bids on the phone system were slow in coming in. The information on various systems were sent to the Field Office so that they could be examined for adaptability and serviceability in Harare. Bids on the IBM PC have come in and a decision was made to purchase one through IIE in New York City. Final arrangements are awaiting work on the possibility of purchasing a system from the United Kingdom.

Fund transfer to the Field Office's external account ran into trouble because of incomplete understanding of the process of transfer between the Academy's New York and Washington offices. The result was that monies were made available in Zimbabwe that could not be used because they were not direct U.S. dollar deposits to the external account. While those funds have yet to be returned, additional funds were sent and deposited in the account. The lack of available monies to pay for office set-up costs provided an unnecessary burden on Dr. Klauss.

JDH

8/2/84

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# Academy for Educational Development

**AED**  
International Division

## ZIMBABWE BASIC EDUCATION AND SKILLS TRAINING PROJECT

Monthly Progress Report No. 5

August 1, 1984 - August 31, 1984

AID Contract No. 613-K-606-C-00-4010

### PERSONAL SERVICES CONTRACT

The long-term personal services contract has been moving through channels in the GOZ. As the contract will also serve as a model for contracts with other countries and organizations, great care is being taken. GOZ approval and return to AED and USAID is expected in early September.

### DELIVERY ORDER #1

Eric Eno completed the first stage of his consultancy on August 31 following a practice run on programs developed for controlling the marking of tests and the issuance of certificates. Mr. Eno has been extremely busy working on various aspects of processing the Grade 7 examinations including training on microcomputers, writing needed computer programs, and providing advice on long- and short-term needs to the Ministry of Education. Mr. Eno will return to Zimbabwe on September 16 for testing the exam processing scheme.

40,000 labels were requested, purchased and shipped for use in the practice run on August 30.

### DELIVERY ORDER #2

Delivery order number two for an IBM-PC computer for the Examinations Branch of the Ministry of Education arrived at the end of the month. Because of earlier preparations, bids had been requested for the computer needs and export license forms had been signed in Harare and received in Washington prior to the arrival of the delivery order. The hope is that the equipment will be ready and cleared for Mr. Eno to take back with him to Harare on September 16.

### ADMINISTRATION

1) Recruitment: Requests for information, interviews of candidates passing through town, and requests for further information are continually processed. The first brief "Occasional Report" was drafted on the current state of the

1255 23rd Street, N.W.  
Washington, D.C. 20037  
(202) 862-1900

Telex 197601 ACADED WSH

(Continued.....)

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BEST Project and news of Zimbabwe and circulated to all applicants in our data bank and two mailing lists. The purpose was to bring people and resource contacts up to date and let them know that they have not been forgotten over the past five months.

2) Work on the computer export license has been time consuming because of run-arounds on who to talk to, disconnected phones because of office shifts, vacations and unreturned phone calls. It is hoped that we will have clearance for both the office and MOE machines prior to September 12.

3) Richard Shortlidge and Bob Wrin of AID visited the office on August 15 to observe operations and discuss the state of the project and future developments. Items discussed included, but were not limited to:

- long-term contract
- housing shortage
- recruitment
- D.O.s #2 and #3
- technical education library
- night guard service
- fund transfer problems
- \$2.0 million ZIMAN transfer

#### FIELD OFFICE SUPPORT

Regular weekly phone calls were established to supplement telexes and to discuss upcoming activities and needs. The two major concerns of the month were the tracking down and delivery in Harare of the Klauss family air freight shipment, and getting funds inappropriately deposited in the AED field office account returned. The air freight had been taken off the plane in the U.K., left there, while the air freight bill was sent on to Harare. The goods were located and delivered to Harare by the end of the month. The funds were eventually freed up when it was learned that all that was required was a letter to the bank asking them to return the funds.

A copier was located for the office to replace the one reserved but sold to another customer in June. It was purchased, crated, and prepared for shipping as the month ended. It should arrive in Harare by the end of September.

After many phone calls and telexes, it was decided that purchasing a U.S. phone system would be more difficult than it was worth, and the effort was abandoned. Similarly, it was finally decided that purchase of a locally available stepdown transformer and unlimited power supply for the computer made more sense than purchasing and shipping these items from the U.S.

# Academy for Educational Development

**AED**  
International Division

## ZIMBABWE BASIC EDUCATION AND SKILLS TRAINING PROJECT

Monthly Progress Report No. 6

September 1, 1984 - September 30, 1984

AID Contract No. 613-K-606-C-00-4010

### PERSONAL SERVICES CONTRACT

Progress continued to be made on the development of the long-term personal services contract. It is expected that AED will receive a contract in early October.

### DELIVERY ORDER #1

Eric Eno departed for Zimbabwe for his second tour on September 15, the object of which is to supervise a test run of the examination scoring, grading, and handling processes. He had expected to take a computer procured under Delivery Order #2 with him, but the necessary export license was not received in time. He will remain in Zimbabwe through the second week of October and then return after the examination has been given to supervise and assist with the processing of the examination.

### DELIVERY ORDER #2

The computer was purchased and tested by the end of August, but the export license was not obtained until September 21. The delay was caused by a variety of factors including export license office moving, unreturned phone calls by the export office, end of summer vacations in that office, and the Labor Day weekend. Initial delays were caused by incomplete information about what precisely was needed for the computer system.

An emergency request was filed for the license, with the assistance of a supportive letter from Bob Wrin of AID, allowed the granting of the license in 10 working days, as opposed to two months as is normally required. Air freight space for the computer was not assured until the September 28 British Airways flight from London to Harare, but the shipment was again bumped to the same flight on October 3.

Because the computer was sent air freight rather than as accompanied baggage with Mr. Eno, the costs for D.O. #2 will probably exceed the budget by a small amount. The lowest bid of three received for this shipment was \$1,020.

(Continued...)

### ADMINISTRATIVE

- 1) Responses to inquiries about Zimbabwe opportunities, including visits to the Academy, letters, and phone calls continued to require time. "Occasional Report #1," which was sent out at the end of August, produced a flurry of notes and phone calls from people who appreciated knowing how the project was progressing.
- 2) The Vocational/Technical Consortium of States (V-TECS) was contacted at the suggestion of Richard Shortlidge. They specialize in producing competency-based vocational/technical materials. They have sent samples and information for BEST consideration.
- 3) The misdirected funds deposited in AED's account in Harare have been returned.
- 4) The copier procured for the AED Field Office arrived in Harare on September 21.
- 5) Weekly telecommunications have been useful for clearing up problems, exploring options, and planning. Pouch mail seems to take approximately three weeks to go from Washington to Harare, air mail about three to five days, and DHL goes from London to Harare on Wednesdays and Fridays only. These patterns are useful in determining appropriate way to transmit information.

### FUTURE

The end of the month brought word that the Ministry of LMPSW expects to be requesting technical assistance personnel for Harare, Bulawayo, and Gweru Technical Colleges for January, 1985. While the number and exact fields are not known, activities will be focused on preparing for the expeditious handling of the technical assistance personnel search, recruitment, and hiring. Reservations have already been made for a recruitment booth at the AVA Convention in New Orleans in November, for example.

JDH  
10/2/84

**APPENDIX C**  
**FIELD OFFICE MONTHLY REPORTS**



# ZIMBABWE/BEST MONTHLY ACTIVITY REPORT

July - August 1984

RUDI KLAUSS

Harare

\*\*\*\*\*

## I Overview

During this initial settling in period there was considerable activity in establishing the office, though a number of meetings with GOZ officials in MOE as well, as LMPSW also took place. It was also a period when work under our initial delivery order was implemented. While some start up problems were encountered during this period, my sense is that on the whole the program and administrative support functions are beginning to move forward.

## II Program

A. Ministry of Education: The major program activity was the implementation of delivery order 1 with the Ministry of Education. AED consultant Eric Eno started working with the Exams Branch of MOE in mid July and devoted his attention to preparations for the Grade 7 exam (to be given October 17-18) as well as the ZJC exams which are given in November. His consultancy began with a series of meetings including Richard Shortlidge (USAID) and Grey Chivanda (MOE) to assure that there was a clear agreement as to the nature of his assignment. During the remainder of his stay (until August 31) Eric worked closely with the Exams Branch and with the Treasury Computer Bureau to help strengthen the process for administering and processing the Grade 7 exam. In addition, he looked at the ZJC exam procedures, and helped organize a process for handling this exam more efficiently. One of the actions that emerged from this activity was the decision by MOE to request an IBMPC so that it can manage the exam administration process more efficiently and effectively. This has resulted in D.O.2 under which AED will procure the IBM equipment and help put it in operation. A more complete statement of Eric's work during this period is presented in his various reports which have been distributed to MOE, USAID and AED.

My own sense is that Eric has worked very effectively with MOE during this period and was valued by them for the contribution he is making in a very delicate situation.

It should also be noted that during this period Dr. Chanakira (Secretary of Education) called a meeting at which he indicated that all future actions (i.e. substantive issues, D.O. approvals, etc.) are to go through S. Mumbengegwe (recently appointed Deputy Secretary, Planning). It is important that AED staff and consultants keep this in mind in relation to ongoing AED work with the Ministry (so that he is kept informed) and for any MOE action that may suggest or require future action on his part. It was in this connection that a meeting was arranged while Eric was here to assure that the Deputy Secretary was briefed on Eric's work. At the same time this meeting provided an opportunity to discuss future activities that might occur (e.g. use of micro computers at regional education offices).

B. Ministry of Labour, Manpower Planning and Social Welfare:  
The level of AED activity in this Ministry was very low. The main sticking point is the long term agreement. In a meeting with Deputy Secretary Muringi on July 20 he stated that the agreement was being reviewed together with the British and Canadian contract format to assure from the GOZ perspective a consistency in treatment of expatriate instructors for the technical colleges. Undoubtedly there will be modifications in the way in which the total package is structured but it is not yet clear what particular changes may be in the works. As of last week the proposal had moved to the Ministry of Finance, Economic Planning and Development, after which we should know what issues have to be resolved.

Another issue with LMPSW is the need to work out staff development plans for each of the technical colleges. USAID has required these plans before further participant training or D.O. activity can take place. Anne Schneller and I tried unsuccessfully to meet Dr. Manyuchi several times to discuss this matter. From discussions with Mr. Muringi it appears they are still trying to reconcile plans prepared by the colleges with overall Ministry plans and budget limitations. Muringi indicated recently that he is taking on this matter currently.

While these matters are stalling further action, Mr. Muringi has indicated that he wants to move soon on a delivery order to request short term technical assistance in curriculum development for computer education at the technical colleges. I am also initiating contacts with other relevant components or actors concerned with technical education. On August 23, I met with the Ministry's Management Training Bureau, which may possibly be an area where AED might provide assistance. Other contacts and meetings will be followed up in September.

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C. Other program related activity: On July 26 the Ministry of Finance, Economic Planning and Development held a meeting to review the BEST program. While a considerable portion of the discussion centered on financial status reports not directly concerned with AED's role the meeting did include mention of the status of the long term agreement as well as the issue of evaluation. Richard Shortlidge has proposed a collaborative evaluation plan for BEST which would not only fulfill the programmatic requirements of AID but would help strengthen local capacity to carry out evaluation work within the concerned Ministries. This issue will invariably involve AED in some way and we should be prepared to contribute to the activity during the life of the project.

During this period I also met with two visiting American professors who I had known previously - John Montgomery (Harvard) and Larry Howard (University of Pittsburgh). Both are interested in the management training area and found our project of considerable interest as well.

### III Administrative Matters

This period involved considerable effort in establishing and smoothing out administrative operations, particularly in areas of office procurement, banking, finances, office procedures and personnel. While we have encountered a few problems initially, they mostly represent the kind one could expect in any startup period.

A. Office procurement: After requesting bids from 4 local furniture outlets we selected the lowest bid and have purchased most of the furniture required for the office. Items still to be purchased include a computer table and a few other pieces that have been ordered but not yet received (IBM typewriters, IBM-PC, and 3M copier). After considerable review of telephone systems for the office we have decided to rent a local phone system rather than purchase a U.S. manufactured one. Installation will occur in September.

B. Banking and finance: This area has caused some initial problems, mainly in terms of establishing AED/Washington - Harare procedures that assure timely deposits of U.S. currency to our external account. It is essential that these funds arrive in U.S. currency with a complete and proper address as follows:

Rudi Klauss  
Academy for Educational Development  
Acct # 1020684082010

Any variation to the above creates major problems.

A related problem has been that of securing a separate non resident account for my own personal banking requirements. I expect this matter will be resolved in September.

C. Personnel: We have two half-time local staff who are also working half time for IIE in our joint office setup. Initially it appears that the arrangement is working well. The workload should average out equally between the two organizations and both employees have shown themselves to be quite capable so far. I have prepared letters of appointment and position descriptions for each. Mary Takawira serves as a receptionist/typist and Grace Ruredzo is the administrative assistant. Both are on provisional appointments for 6 months. During this period we will also look at current and anticipated workloads. For the next 4-5 months, at least, I think we will be able to manage well with these two staff. In December-January we will formally reassess the situation to see what the future requirements will be.

Since both staff need to operate under common personnel policies I am reviewing with Anne Schneller any differences between IIE and AED regarding local employees. Such matters will be spelled out in the next month. However, we will be guided essentially by local standards. I do not foresee any significant problem in fit between AED guidelines/requirements and those we are arriving at here.

D. Office procedures: A file system has been established which adapts the AED field operations handbook suggestions to our own project needs. A copy of the file structure is attached. The administrative assistant will handle all of the backup paperwork preparation for office expenditures and will gradually take on a greater role in preparing the imprest funds report. However, I will continue to complete the monthly imprest fund report and provide close supervision on financial as well as other procedures.

The administrative assistant will also generally deal with various vendors with whom we have established accounts (e.g. office supplies, petrol) and will have responsibility for customs clearance for all office supplies and equipment being shipped to Harare from the U.S. or elsewhere.

It should be noted that in the case of our petrol account, the only possible way to have an account locally is to make an advance payment against which we can draw down. Accordingly the August imprest report includes a \$250 advance payment to Parkade Service Station. We have also created a cover sheet payment form that will be attached to all bills and invoices. This cover sheet will indicate what accounting code each payment is to be charged to so that at the end of the month we can have a clear record for preparing the monthly imprest funds report. It will also help us ease into a computerized financial reporting format that will be established when the office IBM-PC arrives.

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#### IV Plans for the coming month

During the month of September I foresee a number of activities in the programmatic and administrative areas.

A. Program: We will be pushing for a resolution of the long term agreement throughout this month. This is our highest priority with LMPWS and will be pursued with Mr. Muringi early on. At the next meeting called by the Ministry of Finance, Economic Planning and Development for September 18, this will be an agenda item. However, I expect to discuss it before then with Mr. Muringi. Given the minimum recruitment schedule indicated by John Hatch (which I will be discussing with Mr. Muringi), we have very little time left for recruiting instructors for January 1985. We also hope to focus more on staff development plans with LMPWS during this month.

I also plan to strengthen contacts in the technical education area. Two meetings have already been scheduled: 1) a visit to MSASA vocational center: 2) a session with Professor Michael Knott (University of Zimbabwe College of Adult Education). Additional meetings as well as a possible visit to Mutare are also being explored.

MOE activities will focus on Eric Eno's work. He returns o/a September 18 for a 3 week period. We should also begin considering other ways in which to be of service to MOE. Possible areas include working with the Education Service Center, decentralization of administrative funds with the help of micro computers at regional offices of education. Other possibilities might include getting into distance education and other curriculum areas.

B. Administration: I anticipate a key activity in this area will be setting up the office IBM-PC. We are anxiously awaiting its arrival so that we can use it not only for word processing but also establish a financial reporting system that included historical data as well as allows for projecting expenditures for coming months. Other items expected in September that should increase efficiency include 2 IBM typewriters and the 3M copier. We also plan to do a budgetary update and project field office expenses for the rest of the first year of the project (through March 1985).

#### V Conclusion

Overall I believe we are making reasonable progress in moving the project forward. The delay with the long term agreement is the perhaps major immediate task and it is hoped that this matter will be finally worked out during September.

On the administrative side, the office is taking shape quite well and many of the initial startup tasks have been accomplished or are in progress. With the impending arrival of the PC, typewriters, and copier, we should be in good shape to handle an increasing programmatic load.

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ZIMBABWE/BEST MONTHLY ACTIVITY REPORT

SEPTEMBER 1984

Rudi Klauss

FIELD COORDINATOR, HARARE

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I SUMMARY

During the month of September a number of meetings were scheduled with representatives of the private sector and other donors concerning technical and vocational training. In addition, we continued work on establishing regular administrative routines for the office.

II PROGRAM

A. General; there were two BEST committee meetings during September (September 13 and 27) chaired by the Ministry of Finance, Economic Planning and Development), at which time the status of ongoing activities were reviewed. The issue of resolving the terms and conditions of service for long term instructors was raised at each meeting.

The second meeting was also attended by Bob Morgan (Florida State University) and Joan Claffey (AID/W) who described the IEES program which could be a resource to the evaluation of the BEST program. In a subsequent meeting with Bob and Joan I described our activities further and offered our informal support in developing an evaluation plan and its implementation. We also discussed other areas where IEES and the AED program had common concerns and might benefit from each other's experience. We agreed to keep in touch and share experience in the coming months.

B. Ministry of Education; Eric Eno returned to Harare to continue work on D.O.1. He has been assisting in preparing computer programs and data bases to be used for generating packing lists and mailing labels for the exams packets to be sent to the test centers. Arranging for the shipment of an IBM-PC under D.O.2. also took place during the month.

C. Ministry of Labour Manpower Planning and Social Welfare

A meeting was held in Mr. Muringi's office on September 18 with representatives of PSC and Finance in attendance to discuss the terms and conditions for long term contractor personnel under the AED project. Mr. Muringi put forth his Ministry's views and asked for comment. In a followup letter dated September 24 FEED offered its recommendations on LMPSW's position. PSC raised some questions on various benefits but it appears that the final decisions will rest with LMPSW with guidance from FEED.

I also met with Muringi on September 24 to discuss staff development plans for the technical colleges. He provided preliminary documentation that will help shape these plans, but considerable work is still required before the plans are complete.

In addition to these meetings I visited with the following individuals and organizations to learn more about technical and vocational training issues:

Professor Michael Knott, University of Zimbabwe, Mr. Chanaiwa, Training Manager at LMPSW's MSASA Vocational Training Centre.

Keith Atkinson, Confederation of Zimbabwe Industries, Enos Chiura Executive Director, Delta Corporation, M. Manyumwa, Manpower Development Manager, COLCOM, Roy Wright, General Manager Mandel Training Centre, Kieran O'Cuneen, Regional Training Adviser, European Economic Commission.

Jim Wadhams, Manager, Apprentice Training Center, Delta Corporation.

Christopher Chislett, Assistant Representative, British Council.

The discussions with these various individuals were very useful in gaining a broader perspective on technical and vocational training issues. It also provides a base for developing a network of contacts of relevance to our project. Summaries of meetings have been recorded in memos to the files which have been provided to AED/Washington and USAID/Harare.

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One issue that arose from the individual discussions with other donor representatives was the clear need for increased coordination and collaboration among donors with LMPSW on assistance for the technical colleges. Such coordination could help improve the timing and effectiveness of such assistance, since more than one donor is likely to be involved in almost every technical college.

### III ADMINISTRATIVE MATTERS

During September we made further progress on securing the two IBM typewriters for the office and the shipment of the 3M copier. We hope these items will arrive and be cleared through customs in early October. We had hoped to receive the IBM-PC for the office but export license requirements are delaying its arrival. We have proceeded to order a PABX telephone system for the office which will be rented from Standard Telephone Company at about \$35 per month for a two line system. The two line system and all charges will be shared with IIE, and will be used for incoming calls. For outgoing long distance and local calls AED will use own separate line as will IIE. This is the only way to keep the billing straight for trunk calls since PTC does not itemize direct dial long distance charges, nor can we otherwise track local outgoing phone call charges.

### IV PLANS FOR COMING MONTH

A. Program; Finalization of the terms and conditions for long term consultants is the top priority. In addition I expect to put considerable time into helping LMPSW prepare its staff development plans for the technical colleges. Both items must be done before AED/Washington can do anything further. I also expect to meet further with the Ministry of Education regarding followon delivery order activities with them.

B. Administration; We expect to clear the typewriters and 3M copier in October and look forward the arrival of the IBM-PC as well. The PC will be useful in developing a budgetary update and projections for the coming month.

**APPENDIX D**  
**CONTRACTOR REPORTS**

- A. Ernest Bay
- B. Eric Eno

MEMORANDUM

Inaac Mouache  
c.c. Charles Chingyanga TCB  
Rudie Klaus AID

FROM: Ernie Bay

A brief summary of the Dossier class given May 21st to June 1, 1984

All of the students in the class started out with a positive attitude and showed a willingness to learn.

Out of the seven people in the class only three had the qualifications to be there, these three being programmers from the T.C.B.

Due to the fact that the Education people had no knowledge of computers I went over some basics. Binary numbers, HEX numbering, and EBCDIC code were covered. The latter for everyone, as it applies to IBM systems and is used in our scanners for an output record arrangement and no other system at T.C.B.

During the first two days Mr. Chouhan, D. J. and C. M. Kachale were following along with the class material nicely. M. M. Chanakira and E. B. Mukandakure were having some problems understanding what they were doing.

At the end of the fourth day, however, it became evident that none of the people from the Education department would be able to get anything major out of the class.

Each of these men does have an idea of what is required in a Dossier program and will be able to communicate what they would like to see the program accomplish for the 7th grade tests.

INTERIM REPORT AND PLAN OF ACTION  
FOR MINISTRY OF Education  
ERIC J. ENO  
ACADEMY FOR EDUCATIONAL DEVELOPMENT  
AUGUST 6, 1984

This report is a synthesis of observations made during 2½ weeks of work with the Ministry of Education. It highlights areas where weaknesses in the examination process have emerged, and suggest actions which may be taken to correct these problems, both long and short term.

The report is offered as a suggested agenda for the remainder of the project in examinations and is intended to serve as a discussion of priorities within the Ministry of Education. Thus, observations, reactions and general feedback to it are welcome.

## I ASSESSMENT

An effective plan of action requires a thorough analysis of the current situation and appraisal of remedies for perceived weaknesses in the current system. The history of last year's Grade 7 exams suggests three general problem areas, each of which is discussed below.

### A. Inexperience In The Use Of Optical Mark Reader Sheets At The Test Center Level

Errors in marking the examination answer sheets caused considerable delay in their scoring as well as in compilation of scores. In a few cases, candidates sitting for the exam could not be identified because their answer sheets did not indicate their proper candidate number. Since it was impossible to identify them, these people will never receive certificates of examination results.

In addition, mishandling of answer sheets resulted in the necessity for exams branch to rewrite several thousand answer sheets, causing long delays in the scoring process.

These problems suggest a need for extensive educational and motivational efforts at the school level to prevent their recurrence.

### B. Weaknesses In Procedure For Receipt, Handling, and Storage of Answer Sheets at Exams Branch

Provisions for preliminary quality control checks of a answer sheets returned from test centers were inadequate. As a result, unmatched answer sheets were scored by the optical mark reader, but the main computer could not accept such answer sheets for final processing. These anomalies were not discovered until the latter stages of processing, resulting in delays which could have been reduced had they been detected upon receipt from centers.

Answer sheets were fed to the optical mark reader in very small lots, resulting in the optical mark reader's operating at roughly 50% of its potential capacity. Answer sheets were removed from envelopes at the computer center, fed into the optical mark reader, and returned to their envelopes after scoring, a cumbersome and time-consuming process.

It was difficult and sometimes impossible to locate answer sheets after scoring had been completed. Numerous errors found during the final stages of processing required that answer sheets be retrieved, and the inadequate filing system caused additional delay.

The implementation of quality checks and document control procedures in the exams branch should serve to ameliorate problems of this nature.

C. Failure To Adequately Pretest The System, Especially The Computer Processing System

Several of the problems described above would have been discovered and could have been corrected, had a rigorous test of the overall system been carried out in advance. The need for preliminary quality control checks, for adequate filing systems and for more efficient utilization of the optical mark reader would have become apparent with such a pretest.

Beyond discovering procedural weaknesses, such a test would have exposed failures in the computer programmes for processing test results. It was discovered in one case that by revising just three characters in a single location of the computer programme, an error (which eventually required that thousands of certificates of results be prepared manually) could have been avoided.

In the best of environments, it is standard practice to rigorously test new or revised programmes before placing them into use. The environment in which the Grade 7 exams have been processed would have to be termed complex, with difficult organizational interdependencies, inadequately documented applications programmes, and relatively inexperienced programmers. Such an environment demands pre-testing.

II CORRECTIVE ACTION-SHORT TERM

Since the Grade 7 exam is scheduled to be given in only a few months, initial attention should be given to actions which will serve to expedite its processing. The actions described below correspond to problems discussed in the preceding section of this report.-

A. Administrative Improvements at Test Centers

In recent weeks a series of training sessions has been conducted in all parts of the country. The sessions, attended by over 3 000 Headmasters, Grade 7 Teachers, and District Education Officers, stressed the responsibilities of administrators at the testing centers for assuring that examination answer sheets be properly handled and accounted for.

Procedures for the upcoming examinations were discussed in detail, and all participants received handouts explaining the most common errors found on last year's answer sheets.

This training, combined with changes made in this year's answer sheets should drastically reduce the error rate and improve the capability for recovering from errors when they do occur.

Besides the training, which is now completed, and the revisions to answer sheets, a third action can be taken to reduce the probability of error on the part of test center staff. Circulars governing the administration of examinations at test centers should be carefully written and reviewed so that they minimize the likelihood of confusion. Exams branch is currently in the process of drafting such circulars.

#### B. Procedural Improvements at Exams Branch

Steps must be taken to assure that examination answer sheets are properly accounted for, properly stored, and that their movement through each stage of processing is adequately monitored.

The expected strategy for the achievement of sufficient controls over answer sheets and their scoring would employ a micro computer to maintain test center status files. These files would contain information for each step in the processing of the answer sheets, enabling exams branch to quickly and accurately assess problems, evaluate overall progress, and report status to head office, regions, or test centers. By maintaining information concerning processing of answer sheets at treasury computer bureau, this system would facilitate the tracing and recovery of computer data which occasionally in the past had turned up missing from TCB computer files at final processing time.

By employing a shelf filing system for answer sheets, exams branch will be able to consolidate answer sheets for efficient processing by the optical mark reader, and also be able to retrieve answer sheets which may need to be re-processed at TCB.

It should be noted that each of these changes requires the acquisition of equipment for the exclusive use of exams branch during examination processing. A micro computer has been requested for purchase by USAID under the BEST programme but as of this writing no formal request has been received by USAID from the Ministry of Education. Because export formalities in the US and import formalities in Zimbabwe require at least six weeks to complete, it is doubtful that such a computer can be acquired and in place in sufficient time to be used in test runs in September. It is hoped that a micro computer can be borrowed from other departments

(3)

In preparation for the introduction of the micro computer in the exams branch, four people from exams branch will be training in data entry techniques and data base management techniques before the end of August. In the course of this training test center data files will be built for use during actual examinations processing.

Also required for implementation of these recommendations is the acquisition of shelf filing space. Exams branch has requested construction of such shelving through planning division.

### C. Practice and Testing

Current plans call for testing of all phases of the receipt, processing, and storage of examination answer sheets during a practice exercise in the last two weeks of September. Treasury computer bureau has been requested to participate in this exercise, but it is not yet known whether they will.

As a minimum we must test the programme written for the optical mark reader using this year's answer sheets. It would also be desirable to test the marks merge programme and certificate generation programme to be certain that we will encounter no new problems with them this year.

## III CORRECTIVE ACTION - LONG TERM

While the corrective actions described above will serve to assure that this year's exams are efficiently processed, additional steps should be taken to improve the outlook for future year's examinations.

### A. Increased Use of Optical Mark Readers

Currently, optical mark readers are used only for scoring Grade 7 examinations. Their use could be expanded so that they would provide data capture for candidate schedules and for marks from other examinations, speeding up the data capture process and reducing the data entry error rate. Over the course of this project we will investigate potential uses, design forms, and formulate procedures for the use of optical mark readers in other areas of examination.

### B. Localize Procurement Of Optical Scan Forms

Purchase of forms from overseas requires the expenditure of foreign currency at the rate of \$1 U.S. per 20 forms. Thus, at current prices, the Ministry might expect to spend \$50 000 US. annually for forms if a local source of procurement is not found.

Attempts will be made to locate local suppliers for paper, and local printers. Alternate strategies could seek SADCC or PTA suppliers of paper and local printers.

### C. Strengthen Agreements With Treasury Computer Bureau

While treasury computer bureau provides a considerable amount of support for examinations branch, the responsibilities of this agreement are not delineated clearly

For example, more specific time-tables for various stages of examinations processing would permit both sides to plan their work more effectively, and would provide benchmarks for evaluating progress.

We plan to develop a framework for negotiation of more formalized and specific support agreements between exams branch and TCB which will incorporate specific time tables for processing examinations.

D. Review of Computing Service Needs for The Ministry of Education

During the past two years, the Ministry of Education has increased its use of computer facilities, and in the process has increased its demand for potential support. Also, during this time the Ministry has experienced difficulties with some of the computer support provided by Treasury Computer Bureau.

This has generated a desire by some officials in the Ministry for an independent computing capability in conjunction with the new schools services center. A serious review of the potential costs and benefits of such a computing facility and alternatives available to the Ministry will be included in the long term aspects of this project.



SÉCOND INTERIM REPORT - MINISTRY OF EDUCATION

Eric J. Eno

ACADEMY FOR EDUCATIONAL DEVELOPMENT

August 28, 1984

This report covers activities for the period since my report of August 6. The bulk of this activity has been in support of the Grade 7 Examination, the ZJC Examination, and Data entry/micro computer training for Exams Branch staff.

Grade 7 Exam

During the period of this report we have formulated detailed plans for all phases of the examination including distribution of exams to test centers, receiving completed answer sheets from regions, exception reporting to test centers and regions, marking exams, and printing and distributing results and certificates. We have completed arrangements for a dummy run/training exercise which will give exams and TCB staff experience with processing procedures and will test these procedures for adequacy. This exercise will take place during the final two weeks of September and will include and phases of processing.

Examination answer sheets have been delivered to all test centers, and question booklets are being packaged for shipment to schools in September. A micro computer has been ordered and is expected to be available for use during the dummy run. Schedules and procedures have been coordinated between Exams Branch and TCB.

If the level of effort exhibited over the previous four weeks is substained through the remaining cycles of this year's exam, the examination results should be delivered to the schools before the close of school in December

One potential problem which may cause difficulty in achieving the results as planned would be the inability to procure adequate shelving for filing answer sheets after they have been marked. Without the facilities to enable filing of these sheets in an orderly fashion, further processing could be seriously delayed.

Details of the plan and schedule for Grade 7 processing are contained in attachment 1 to this report.

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Z.J.C.

During the latter part of this reporting period, I became aware of the precarious position the Ministry faces with ZJC exams. While the contract under which my work is being performed is focused chiefly on assistance with processing Grade 7 exams, it would not be inappropriate for me to provide assistance with ZJC where it seems feasible, and does not detract from the Grade 7 examination. Thus, approximately 50 per cent of my efforts during this period have been in support of ZJC.

While ZJC is not as large as Grade 7 in terms of numbers of candidates and test centers, it is very much more complex due to the variety and numbers of subjects being tested. Exams Branch faces serious logistical problems merely in the packaging and despatch of question booklets and stationery to test centers. We estimate that approximately 30,000 separate black bags will be required to distribute the various subject papers to test centers. Each of these must be hand filled, sealed, and filed according to test center and subject for later consolidation in canvas bags for shipment to test centers. (to appreciate the magnitude of this task, one might consider the fact that Grade 7 answer sheets were packaged at the rate of only 3,000 packages per week). Further complicating the outlook for ZJC distribution is the fact that printing and stationery does not expect to have the final question booklets printed until late in September.

To assure that ZJC examinations materials are received by the examination centers, in sufficient time to hold the exam as scheduled (beginning 5 November), all packages should be despatched by 12 October. To facilitate this packing, I have written several microcomputer programs for printing packing lists. One such program prints test package information on self adhesive labels, so that clerks need only attach labels to black bags, rather than transcribe information onto the black bag manually. This should save considerable time, and because the labels are presorted, will also make packaging, storage and retrieval of black bags more efficient.

Another program calculates the amount of stationery required for each center, and prints a packing list. Stationery is now being packed using this packing list.

A Further program prints a packing list of all subjects for each center, so that all subjects can be consolidated in a single canvas bag for despatch to the test center.

We have developed packing procedures (see attachment 2) for this exercise that we expect will maximize its efficiency.

Despite all of these efforts, it remains questionable whether the ZJC materials will be received by all centers before the scheduled start of exams. I shall review the progress to date upon my return to Zimbabwe (18 Sept), and report further on the outlook for completion of the exercise.

Separate matters from distribution of exam materials are the marking of exam papers and the processing of results. Current plans have been formulated by the Ministry for marking of scripts at regional marking centers during the period 17 November to 7 December. Marks lists would then be sent to Exams Branch for data capture in computer files.

Provisions for computer processing of the marks are still being negotiated. The most recent decision has been to use the services of scientific computing center to process marks, with a temporary data capture center in Exams Branch, staffed by seconded schools secretaries. While I appreciate the need for change from previous computer processing arrangements, I have reservations about the suitability of this plan for this year's ZJC marks processing. My observations and recommendations have been shared with planning and Exams Branch, and are currently under consideration.

### Training

I have trained four clerks in the operation of the IBM personal computer, creation of data files, data entry and modification, and reporting techniques using both single and multiple data files. Two of these clerks received approximately 80 hours of training and practice, while the other two received only 40 hours.

I have been requested to provide similar training for supervisory and managerial staff, and I concur in the feeling that staff at these levels should be familiar with this equipment. Unfortunately, I do not expect that time will permit such training between now and December, nor will the target population be available during the heaviest period of work for Exams Branch. Possibly this could be provided under a subsequent contract early in 1985.

### Distribution

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USAID	1 cy

### Attachments

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# THIRD INTERIM REPORT - MINISTRY OF EDUCATION

Eric J. Eno

## ACADEMY FOR EDUCATIONAL DEVELOPMENT

October 8, 1984

This report covers activities for the period from 19 September to 5 October, and coincides with the dates of my presence in Harare. Most activity during this period was in support of the Grade 7 examination, although some assistance was provided in the packing phase of the ZJC examination, and additional microcomputer training was provided for clerks in the Accounts section of Head Office.

### Grade 7 Exam

Activities during this period focused on testing the plans and preparations for marking the Grade 7 Exam, and designing and equipping the work area where completed exams will be processed and filed.

#### 1. Dummy Run

Testing has focused on the dummy run, which provides an opportunity for testing the full range of data processing capabilities for the actual examination. While the test was not complete by the close of this reporting period, it has proved useful in uncovering problems with the scanning and marking of the answer papers. By testing the equipment and programs in advance we have discovered and corrected mechanical and software problems that would have caused delays of at least one week had they not been discovered until marking of the actual examination. Software problems encountered in matching the marks with the candidate records were still under investigation as of the close of this report, and tests of further phases of marking were awaiting resolution of this problem. It is hoped that these problems will be completely resolved within a few days, and testing can proceed from there.

However, if further delays are encountered in this testing, they should not delay the marking (scanning) of answer sheets. The programs and equipment for reading the candidate responses to examination questions have been tested and found satisfactory. Since this preliminary marking is expected to continue until 9 November, there seems to be adequate time remaining for Treasury Computer Bureau to analyze and correct any problems which may be discovered in further testing.

#### 2. Packing

Packing and despatching of question papers for Grade 7 has taken about 1 week longer than anticipated in my earlier reports. This has been due to delays in placement of supernumeraries with Exams Branch, delays in the provision of Examination booklets by Government Printing and Stationery, and by unanticipated

shortages of canvas mailing bags for despatching papers to the test centres. Despatch of Grade 7 papers was not completed until the final day of this reporting period, and this had the effect of delaying the training of clerical staff in the processing procedures for receipt, marking and filing of grade 7 answer sheets.

### 3. Staff Training

Since all available staff were required for completion of packing and despatch, training plans for processing completed answer sheets had to be delayed. Current plans are to train staff on the morning of 22 October, immediately before work is started on processing answers from the Harare Region. Should Exams Branch desire to conduct any training in the interim, the procedures contained in the most recent report, and flow charts and input/output analyses attached to this report could form a basis for such training.

### 4. Physical Facilities

The general plan for organizing and furnishing the work area for Grade 7 processing was reviewed and agreed upon, but the area has not yet been completely set up. About 50% of the required shelving has been borrowed from other offices, but we are still awaiting the receipt of shelving ordered from the Ministry of Construction. Contingency plans call for the use of cardboard packing cartons for use as temporary storage areas for the overflow of answer sheets if the shelving does not arrive in sufficient time to be used this year.

During the time before the examinations begin to come in from schools, the branch plans to continue clearing out the work area in Coughlan Building and setting up the required furniture.

The microcomputer to be used for monitoring the progress of the grade 7 exercise had not yet arrived as of the last day of this report, so arrangements were made to borrow a microcomputer from Head Office until the arrival of the computer designated for Exams Branch. Data files for grade 7 examination centres are being updated by Exams Branch clerks, and are expected to be complete by 12 October.

### ZJC Exam

The principal assistance which I provided for the JC Exam came in the area of packing and despatch of examination papers. Packing is an activity that can benefit enormously from the power of the computer for sorting, counting, and printing test centre information. After discussions with the PTC management at Causeway Post Office, we determined that it would be feasible and acceptable to use computer generated mailing labels for the despatch of JC exam papers, and that registration forms could also be generated by the microcomputer:

Generating the registration forms was a simple matter, but we were unable to acquire blank mailing labels up to the final day of this report. However, I did write a program to print these labels and I arranged for the entry of the test centre files into the microcomputer. When the labels arrive, Exams Branch personnel will be able to produce labels for test centres which have not been despatched before that time. Meanwhile, mailing tags are being printed by hand, but the consolidated registration forms which were generated by the computer are being used.

Packing has been a major effort, requiring the despatch of some 3,500 canvas bags for examination papers, and 1,000 large canvas bags for answer sheets and stationery. The entire exercise has been delayed by the late receipt of forms and question sheets from Government Printing and Stationery. Although it is hoped that additional space and supernumeraries made available by the completion of Grade 7 packing will speed up the process, it remains questionable whether papers will be despatched in sufficient time for the examination to be given as scheduled.

#### Microcomputer Training

During the period of this report, I trained two clerks from accounts branch in data entry techniques and elementary programming techniques using the DBase II Data Base Management System. These clerks will program preliminary modules for use in a system for monitoring the loan accounts of ZINTEC teachers during the next two weeks, after which I will assist them in fine tuning the modules and synthesizing them into a complete system. By writing the initial programs and testing them, they will gain the experience which will enable them to become competent programmers, while at the same time contributing to the solution of a pressing problem in the accounts branch.

#### Distribution

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Treasury Computer Bureau	1 cy
USAID	1 cy

**APPENDIX E**  
**SHORT-TERM PERSONAL SERVICES AGREEMENT**

# Academy for Educational Development



APPOINTMENT AGREEMENT BETWEEN  
THE ACADEMY FOR EDUCATIONAL DEVELOPMENT, INC.  
AND

---

CONTRACT NO. \_\_\_\_\_

DATE: \_\_\_\_\_

Subject to all terms and conditions of the referenced contract, the above-named individual agrees to provide the following services for the consideration set forth below.

I. DESCRIPTION OF WORK

Position: \_\_\_\_\_

Project Title: \_\_\_\_\_

Scope of Work: \_\_\_\_\_

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II. TERM OF SERVICE

A maximum of \_\_\_\_\_ days between \_\_\_\_\_ and \_\_\_\_\_.

Authorization is given for a  five-day  six-day or  seven-day work week.

This work will be performed in \_\_\_\_\_.

III. RELATIONSHIPS

AED Monitor: \_\_\_\_\_

Contract Agency Monitor: \_\_\_\_\_

IV. REPORTING REQUIREMENTS

Description of report(s) required: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

A ONE-PAGE REPORT, SUMMARIZING ACTIVITIES UNDERTAKEN DURING THIS ASSIGNMENT, MUST BE SUBMITTED WITH EACH CONSULTANT'S FINAL FEE/EXPENSE VOUCHER.

V. FEE AND EXPENSES

PLEASE NOTE THAT PAYMENTS OF FEES AND EXPENSES MUST BE REQUESTED USING THE ATTACHED AED FORMS.

A fee of \_\_\_\_\_ per day, up to a maximum of \_\_\_\_\_, will be paid to you in U.S. dollars  upon satisfactory completion of the work.  at one-month intervals during this assignment.

Federal tax, state tax (if applicable), and Social Security  will  will not be withheld from your payment. Your income will be reported on  1099 Form  W-2 form by February 15 of the year following completion of work.

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You will be provided with the following:

Temporary lodging allowance of \_\_\_\_\_ per \_\_\_\_\_, up to a maximum of \_\_\_\_\_.

Per diem as follows: \_\_\_\_\_  
\_\_\_\_\_

Local transportation, as follows: \_\_\_\_\_  
\_\_\_\_\_

Economy-class transportation, as follows: \_\_\_\_\_  
\_\_\_\_\_  
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Other: \_\_\_\_\_  
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\_\_\_\_\_

You  are  are not eligible for Defense Based Act Insurance coverage.

You  have  have not received a travel advance in the amount of \_\_\_\_\_.

PLEASE NOTE REGULATIONS GOVERNING TRAVEL EXPENSES, AS SET FORTH IN THE ATTACHED CONSULTANT'S MANUAL.

VI. SPECIAL PROVISIONS

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By signing this agreement, the parties named below agree to all terms and conditions set forth herein, including those regulations set forth in the attached AED Consultant's Manual.

Agreed to by: \_\_\_\_\_

Date: \_\_\_\_\_

For the Academy for Educational Development:

By: \_\_\_\_\_

Typed Name and  
Title: \_\_\_\_\_

Date: \_\_\_\_\_

FEE AND EXPENSE PAYMENTS SHOULD BE SENT TO THE FOLLOWING ADDRESS (If Bank, Specify Account No.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

MAILING ADDRESS: \_\_\_\_\_

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SOC. SEC. # \_\_\_\_\_

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