

ANNEX 5
AMPLIFIED DESCRIPTION
ASSISTANCE OBJECTIVE: INCREASED ACCESS TO QUALITY EDUCATION AND
TRAINING/BASIC EDUCATION

I. Introduction

This Annex describes the activities to be undertaken in basic education with funds previously obligated under SOAG Grant Agreement No. 674-0328 Increased Access to Quality Education and Training, which are subsumed under the terms of the Agreement. This annex also describes the activities against which new funds will be applied in continued support for basic education. Nothing in this Annex 5 shall be construed as amending any of the definitions or terms of the Agreement.

II. Background

A. Basic Education in South Africa:

During the period after the 1994 democratic elections, South Africa was characterized by the rapid formulation of policies. Major policy reforms affecting the structure and processes of education and training were introduced, and all education sectors – basic, higher and training were under one Ministry of Education. Legislation including the White Paper on Education and Training (1995), the South African Qualifications Authority (SAQA) Act (1995), and the National Education Policy Act (1996) gave legal effect to the new policies, especially the integration of education and training. The SAQA Act established the National Qualifications Framework (NQF), which forms the scaffolding for a national learning system that integrates education and training at all levels. These policies were aimed at addressing the apartheid legacy which left many serious disparities and inequalities throughout South Africa.

The new government crafted and developed new policies, legislation and guidelines following the framework provided in the Constitution of the Republic of South Africa (1996) which requires education to be transformed and democratized in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees access to basic education for all, with the provision that everyone has the right to basic education, including adult basic education.

A series of policies followed and were designed to foster the need changes within the sector. While the policies greatly expanded access within education and made important strides in reversing apartheid's legacy, South Africa's basic education system still faces many challenges, including:

- Many educators lack adequate qualifications. Every third pupil is being taught science and mathematics by educators with inadequate qualifications in those subjects. South Africa's new curriculum makes mathematics compulsory, increasing demands on the educators who are already under qualified to teach this subject.

- The number of learners in mathematics and science has increased; however, the Grade 12 pass rates in those subjects remains low. The participation and performance of girls in those subjects is increasing, but still requires significant improvements.
- South Africa's performance in mathematical and scientific literacy is extremely poor in comparison with other developing countries.
- Some black learners in rural areas are educated in schools lacking basic equipment and adequate classroom structures, such as clean running water, proper toilets, electricity or telephones.
- Many educators are unfamiliar with the range of methods to be used for continuous assessment. The absence of effective and consistent monitoring and evaluation impacts negatively on the quality of education.
- Many educators are unable to obtain additional learning support material or to develop their own, causing an over-reliance on textbooks and decreasing innovation for effectively teaching subjects.
- Many schools lack the reading and learning materials needed to improve reading and literacy levels among students.
- Many teachers lack adequate reading and literacy levels. The education systems lacks approaches for improving teachers' reading and literacy levels.

To overcome some of the challenges listed above, South Africa is prioritizing two key actions: 1) building provincial education departments' operational capacity and human resources to implement education programs, to monitor progress and efficacy, and to translate national policies into implementable functions at the district level; and 2) transforming, re-skilling and realigning teacher training to improve education efficacy.

Added to the challenges facing South Africa's schools is the impact of HIV/AIDS on education. A study¹ conducted by the HSRC on HIV and AIDS among educators found that of a national representative sample of 17,088 (83% of all South Africa's educators) educators who gave an oral fluid or blood specimen for HIV testing, 12.7% tested HIV positive. The key findings reported in the HSRC and Medical Research Council survey related to HIV/AIDS and educators are that:

- HIV prevalence in educators is the highest in the 25–34 age group (21.4%), followed by the 35–44 age group (12.8%);
- More than a fifth (22.0%) of the HIV-positive educator population would need immediate antiretroviral therapy, which were approximately 10,000 educators;
- Two-thirds of educators who were considering leaving the education profession were in scarce fields such as technology, natural sciences, economics and management. Reasons quoted include low job satisfaction, job stress and violence in schools.

While there are no recent reports on the impact of HIV/AIDS on school children, previous data has shown that children are being orphaned by the epidemic. According to UNAIDS in 2004, about 1.1 million South African children have lost one or both parents. Some organizations now estimate the number to be double or triple the 2004 estimate. As children stay home to care for sick family members and the costs of treatment impacts households' incomes, funds for schooling and attendance rates will decline. Furthermore, home support essential to a child's

¹ The Health of Our Educators, A focus on HIV/AIDS in South African public schools, 2004/5-Survey.

education will decrease.

B. Financing of Education:

The South African Government (SAG) prioritizes funding for the education system. Education departments' spending in 2006/2007 comprised 5.3% of the gross domestic product and about 18% of the consolidated government expenditure. During the past three financial years the SAG continued to increase education financial allocations. In 2010/2011 education received a 22 percentage of the SAG total budget which is an increase from the 2009/2010 budget allocation.

C. Strategies and Priorities in Basic Education:

The South African Department of Basic Education (DOBE) has issued its Basic Education Strategic Plan of 2010 – 2013, which prioritizes the following areas for improving the countries' basic education system:

1. Improved curriculum implementation.
 2. An integrated strategy on the assessment of learners.
 3. A new integrated plan for teacher development.
 4. Workbooks for Grades R to 9 learners.
 5. Enhanced education management development capacity within the system.
 6. The '*Schooling 2025*' action plan.
 7. Better reporting on the state of basic education.
 8. Promotion of the e-Education strategy through web-based access to education.
- Improved Curriculum Implementation: DOBE has started improving the curriculum across Grades R to 12. The process includes simplifying the curriculum, to create more time for teaching and learning by removing certain administrative and reporting burdens. Key areas that have already been excluded from the current curriculum framework include the discontinuation of learner portfolios, a set number of required projects and Continuous Tasks of Assessments (CTAs). The emphasis currently and over the next few years is to clarify what ought to be taught in each subject or learning area in each grade on a term by term basis.

Other focus areas in improving the curriculum include strengthening research, reducing learning areas, and improving access to good learning and teaching support materials. DOBE will also increase the use of the internet and the Thutong Education Portal to communicate curricula and materials for teaching and learning. Innovations in the use of technology will occur within the framework of the Department's 2003 e-Education policy. DOBE will also develop a national policy on how districts should monitor program completion and intervene where there are problems. At the same time, DOBE will design mechanisms to track improvements and the effectiveness of districts.

- **Learner Assessment:** The DOBE will be working closely with the schools to increase the number of learners passing the examinations. The main focus for supporting learner assessment will be through increasing media campaigns (linked to the Quality Learning and Teaching Campaign), the distribution of study guides, assessment tasks and examination exemplars to learners.

DOBE will also embark on massive reforms to address national standardized tests. It will institute external controls over test marking to increase the reliability of the testing process as a whole and to allow for greater assessment. An external evaluation of the Foundations for Learning and Annual National Assessment programs will be completed by 2012. DOBE plans to involve international experts and teacher organizations in the design of an integrated strategy that will guide matters such as: the generation of tests; the promotion of standardized test marking; selection and testing procedures for the sample assessment; and the use of the information by districts, school principals, teachers and parents to improve quality. According to the department a key element of this strategy will be how data emerging from assessments should be used to improve learning.

- **Teachers:** The Quality Learning and Teaching Campaign (QLTC) was launched in 2008 and involves a social compact between teachers, learners, parents and departments. The DOBE is responsible for maintaining a credible and logical set of conditions of service for teachers through ongoing work with teacher unions in the Education Labor Relations Council (ELRC). DOBE will develop a national plan on teacher development. It will collaborate with the key stakeholder organizations (including teacher unions, provincial departments, universities and other training providers and the South African Council for Educators) to ensure that the goals of this plan are achieved.
- **Textbooks and Workbooks:** DOBE distributed literacy and numeracy workbooks and teacher manuals for Grades R (reception year) to Grade 6 to schools in 2010. The use of workbooks in schools focus on preparing Grades R to 6 learners for the annual national assessments. From 2011 onward, the focus will be on additional grades and on the poorest schools.
- **School Governance and Management:** Proper learning and effective implementation of programs requires functional schools, or schools that provide an enabling environment for teachers and learners. This requires effective school principals and school timetables, punctuality by both teachers and students, and regular meetings with parents. While DOBE has policies in place that define what makes a functional school and the roles of school principals, the policies require fine-tuning. DOBE will work to revise and update these policies.
- **School Funding:** The DOBE continues to review policies that govern the school funding system. This includes reviewing the classification of the socio-economic disadvantage of schools on the basis of poverty quintiles. The current poverty quintiles have been reported to lack sufficient credibility in schools and amongst policy analysts. Improvements are underway to address pro-poor funding issues.

- **School Infrastructure:** The DOBE will develop a new infrastructure development action plan in 2010 to propose ways of addressing the backlog in infrastructural development.
- **Learner Well-Being:** The Department will continue to support the National School Nutrition Program (NSNP). DOBE will collaborate with the Department of Health to strengthen the School Health Survey Program, in particular within more remote and disadvantaged areas. This program was set up to improve the access of learners to services dealing with health problems such as impaired vision and hearing and inadequate immunization. In the area of HIV/AIDS, current programs are considered too fragmented. DOBE will review the existing national policies to address HIV/AIDS and related health issues effectively. The Department expects to release a new strategy in 2010.
- **Grade R:** DOBE plans to monitor the plan to attain the national target of universalizing Grade R (reception year) by 2014. This requires Statistics South Africa to make the collection of household data on Grade R and ECD participation generally more precise.
- **Inclusive Education:** The DOBE is committed to establishing 20-full service schools by province and to set up district support teams to assist schools, identify special needs learners, and ensure they obtain the support they need. This process will also be accompanied by the publication of a national funding policy on inclusive education in 2011. This policy will assist in improving financial accountability in a policy area where there has been fragmentation and insufficient attention to the needs of historically vulnerable learners. The policy will deal with the financing of all three institutional settings mentioned in the 2001 White Paper on special needs education: special schools, full-service schools and ordinary schools.
- **Retention of Learners:** Key questions include how to attain universal completion of 12 years of education (thirteen if Grade R is counted) and how to facilitate the transition between schools and post school education and training. DOBE will work closely with the Department of Higher Education and Training (DoHET) and other stakeholders inside and outside government to arrive at a long-term strategy to inform annual planning for Grades 10 to 12 in the 2011/2012 financial year. The schooling elements of this strategy will be incorporated within the *Schooling 2025* action plan.
- **Adult Basic Literacy:** Adult literacy programs are implemented through the DOBE's *Kha Ri Gude* mass literacy program. DOBE plans are in place to have 480,000 adults successfully complete the *Kha Ri Gude* course each year in order to realize the program's target of halving adult illiteracy by 2015.
- ***Schooling 2025 Action Plan:*** The DOBE is establishing a long-term basic education sector plan that will allow for the monitoring of progress against a set of measureable indicators covering enrolment, teachers, facilities and educational quality.
- **Better Reporting on the State of Basic Education:** DOBE will publish more frequent reports flowing from its monitoring and research work. In particular, it will release an

annual report on the state of the basic education sector. The report will assist in bringing about more informed education policy debates in the country and publicly state progress against the *Schooling 2025 Action Plan*.

- **e-Education Policy:** The Department's e-Education policy for the sector and a 2009 information and communication technologies (ICT) feasibility study highlighted the need for a more pro-active presence of the DOBE in the e-Education area. DOBE has made education policies, data and analyses of the sector, and learning and teaching materials available to the whole range of stakeholders through the internet in a user friendly manner. Although access to the internet is still limited in the more remote and disadvantaged parts of the country, access is improving rapidly and even in remote areas key decision-makers and implementers, such as school principals and SGB chairpersons, access the internet regularly. While the availability of information through the Department's website and the Thutong portal have improved in recent years, there are still critical gaps that must be filled and the information needs to be organized in a more user-friendly way.

D. USAID Engagement in the Education Sector:

USAID has been providing financial and technical assistance to the education sector in South Africa since the early 1980s. The educational assistance provided during the apartheid years focused primarily on supporting civil society organizations to improve the quality of basic, further and adult education for disadvantaged learners. USAID supported training to facilitate long and short-term opportunities for disadvantaged South African students to pursue higher education studies, both locally and in the United States.

When the new South African Government (SAG) came into power in 1994, USAID proceeded to assist the education sector in a variety of ways. Early interventions from 1994 to 1998 included a concentrated effort on providing technical assistance to the SAG to develop policies, systems and capacity in targeted areas. Thereafter, from 1999 to the present, USAID has focused on assisting the SAG with further policy and systems development and in implementing the various policies that are in line with the priority areas identified above. For example, interventions have included support to refine policies in curriculum, school governance, school funding norms, quality assurance, HIV and AIDS, adult basic education and training, and further and higher education. The implementation of these policies has significantly influenced teaching, learning, assessment, management, and administrative practices in education institutions. The complete translation of policy into practice is still an ongoing process in South Africa.

III. Activities and Activity Selection

The following is a list of specific activities, together with illustrative activities that may be undertaken to achieve the basic education portion of the Assistance Objective Increased Access to Quality Education. The list is neither exhaustive nor definitive and USAID and the Grantee (DOBE) may consider new opportunities based on their potential for advancing support for the education program.

Current and Future Activities

The specific activities to be financed under the SOAG include:

- Teacher development;
- Implementation of activities to support inclusive education;
- Support to mitigate the impact HIV and AIDS within the education sector.

1. Teacher Development:

USAID has supported the DOBE on various teacher development efforts in the past. USAID will focus future assistance in this area to assist the DOBE on developing and implementing an integrated plan for teacher development at the national and provincial levels targeting selected districts. USAID support will assist the DOBE to train and upgrade teacher skills and to ensure that in-service teacher development programs are effective.

USAID support will strengthen existing DOBE strategies and partnerships, including QLTC. QLTC involves a social compact between teachers, learners, parents and departments. It has introduced an important framework under which teacher professionalism will be respected and teacher accountability enhanced. Other focus areas involving teachers will include strengthening the education system to respond to teacher demand and supply issues and working with relevant education structures to create an adequate supply of young teachers for public schools.

Based on consultations with DOBE, USAID may also provide targeted technical assistance to improve teacher training and other related areas to improve the successful delivery of education programs. The technical assistance support may include but will not be limited to the following areas:

- Improve the efficacy of teacher training programs;
- Maximize resources for teacher training;
- Improve infrastructure planning;
- Strengthen provincial level operational capacity;
- Foster district level improvements to support schools effectively;
- Enhance delivery at the school level;
- Reorient implementation responsibility to the provincial level.

USAID will work closely with DOBE to develop the terms of reference for support in these areas to ensure that assistance and resources are directed at appropriate levels and that activities are aligned with DOBE priorities

2. Implementation of Activities to Support Inclusive Education:

USAID is currently providing support to the DOBE to reduce barriers to learning for orphans and vulnerable children in target schools. This initiative supports the DOBE Inclusive Education policy and objectives and is aimed at improving the retention of learners in schools.

Activities are intended to increase the number of orphans and vulnerable children participating in learning support programs, enabling improvement in educational performance of vulnerable children and adolescents in target schools and communities. USAID's support is intended to contribute to the current knowledge about learning challenges facing vulnerable learners in schools and how to support or strengthen government strategies to address these challenges in practical, cost-effective ways. The DOBE strategy and operational plans for 2010 – 2013 mentions that each province will identify and support 20 full-service schools. USAID will support select provinces to ensure that the identified full-service schools are fully functional and are enabled to fulfill this mandate.

3. HIV/AIDS Funding

The implementation of HIV prevention activities will be integrated into activity areas at all levels. Specific attention will be given to HIV prevention, harmonization of life skills programs and support for vulnerable children. Activity implementation will be at the national, provincial, district and school levels. The education sector is a key arena for combating the effects of HIV/AIDS in South Africa and there exists significant potential for targeted, stand-alone activities.

Such activities could include:

- Assessing the impact of HIV/AIDS on the education sector and the impact of relevant policies, including capacity to manage and deliver education and the capacity of pupils to participate in school;
- Introducing new or strengthening the implementation of existing HIV/AIDS components of life skills and health education in schools, including curriculum design, teacher training and support for extracurricular activities focused on HIV and AIDS prevention;
- Adapting existing education information management systems to capture relevant, timely and accurate information about HIV's impact on education;
- Supporting government, non-governmental organizations, or community-led innovations (radio distance education, community schools) that may provide basic education to orphans and other vulnerable children affected by HIV/AIDS;
- Supporting skills training and apprenticeships within the community for children and adolescents affected by HIV/AIDS; and
- Supporting research to study and report on the impact of HIV/AIDS on children orphaned by HIV/AIDS.

USAID support includes long- and short-term technical assistance for the review and revision of DOBE HIV Strategy and related policies. USAID/South Africa assisted the DOBE to develop the HIV/AIDS Emergency Guidelines for Educators in 1999. The guidelines have some gaps and do not adequately address specific issues. Revised policies and strategies that offer comprehensive sexual HIV prevention planning, facilitation and coordination with other government departments at the national, provincial, and district level are required. In addition, improved analysis of epidemiological data is necessary to inform program implementation and information sharing.

The key objective of the technical assistance support is to assist DOBE to develop an integrated comprehensive HIV Strategic Plan for the education sector that addresses technical, financial and management capacity for the education system. USAID will support international and local technical advisors with expertise in HIV/AIDS in the education sector in order to develop relevant policies and strategic plans. Targeted support to DOBE also will include assisting to inform policy development and implementation of programs.

Support to the DOBE will also include the development of capacity to respond and contribute to the achievement of the NSP. DOBE is currently working in collaboration with the Departments of Health and Social Development to achieve the objectives of the NSP. USAID will support collaboration efforts between the DOBE and other departments. Support will be directly linked to the achievement of DOBE objectives in HIV Prevention as outlined in Department of Basic Education Strategic Plan 2010 – 2013.

B. Selection Criteria for New Activities:

Additional activities not yet finalized or identified will be selected and agreed to as per the criteria and procedures outlined below. Criteria for selection include:

- Direct contribution to achievement of the Assistance Objective and intended results;
- Activities that fall within the technical approach and strategic areas described above;
- Activities that demonstrate sound educational, organizational and management effectiveness;
- Activities that address problems for disadvantaged communities. (“Disadvantaged communities” include, youth, women and/or girls)
- Activities that address gender issues;
- Activities that address education and HIV/AIDS issues to improve the quality of education;
- Activities that demonstrate strong possibilities for sustainability; and
- Activities that are cost effective.

IV. Funding

The illustrative financial plan is set forth in Attachment A to this Annex and is outlined according to the major programmatic areas. USAID and the Grantee may agree, through Implementation Letters (ILs), to review the plan and re-allocate funds among activities without formal amendment to the Agreement, if such changes do not cause USAID’s contribution to exceed the amount specified in Section 3.1 of the Agreement. In addition, USAID may re-allocate funds among approved activities without the prior approval of the Grantee provided that the Grantee is notified of such changes through an IL and such changes do not increase or decrease the amount of funding to any activity by more than 20% during any calendar year.

V. Program Areas, Program Elements and Indicators

In accordance with the framework outlined in Annex 10, the funds for these programs will be programmed under:

Program Area 3.1 Health

Program Element 3.1.1 HIV/AIDS

Program Area 3.2 Education

Program Element 3.2.1 Basic Education

As basic education activities are developed and finalized, relevant performance indicators will be selected and activity performance against those indicators will be tracked. For the non-HIV/AIDS activities outlined in this annex, the following illustrative indicators may be employed:

Indicators for Education Framework	
Objective/Result	Indicators
Improved Teacher Training and Capacity	<ul style="list-style-type: none"> • Number of teachers/educators trained with USG support
Improved School administration	<ul style="list-style-type: none"> • Number of administrators and officials trained • Number of Parent-Teacher Association or similar 'school' governance structures supported
Increased Access to Education	<ul style="list-style-type: none"> • Number of classrooms repaired with USG assistance • Number of classrooms constructed with USG assistance • Number of textbooks and other teaching and learning materials provided with USG assistance • Number of learners enrolled in USG-supported pre-primary schools or equivalent non-school-based settings • Number of learners enrolled in USG-supported primary schools or equivalent non-school-based settings • Number of learners enrolled in USG-supported secondary schools or equivalent non-school-based settings • Number of adult learners enrolled in USG-supported schools or equivalent non-school-based settings
Effective Education Policies	<ul style="list-style-type: none"> • Number of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services • Amount of private financing mobilized with a DCA guarantee

In addition to the education specific indicators activities to be supported under this Assistance Objective Agreement will also support HIV and AIDS prevention programs in schools and increase services for orphans and vulnerable children.

Progress in attaining the Objectives and the major results areas will be measured through the following performance indicators.

Indicators for Education Framework	
Objective/Results	Indicators
Mitigate the impact of HIV/AIDS on education	<p>HIV Prevention Programs for Learners in Schools.</p> <ul style="list-style-type: none"> • Number of individuals reached through community outreach that promotes HIV prevention through abstinence and/or being faithful (disaggregated by gender) • Number of individuals reached through community outreach that promotes HIV prevention through abstinence (disaggregated by gender) • Number of individuals trained to promote HIV prevention programs through abstinence and/or being faithful • Number of individuals reached through community outreach that promotes HIV prevention through other behavior change beyond abstinence and/or being faithful (disaggregated by gender) • Number of individuals from target audience who participated in community wide event. • The percentage of women and men aged 15-19 with more than one • Number of individuals trained to promote HIV prevention through other behavior change beyond abstinence and/or being faithful. • Number of OVC receiving HIV prevention education or interventions • Number of OVC general education • Number of OVC receiving vocational training • Number of providers/caretakers trained in

	caring for OVC
Strengthening Education Policy Systems in HIV and AIDS	

VI. Monitoring, Evaluation and Audit

A. Monitoring

The Assistance Objective should be achieved by October 1, 2013. Measures will be used to monitor progress toward achieving the major results. All of the activities under this Assistance Objective include reporting requirements that will allow USAID and the Grantee to monitor progress toward achieving the major results and targets of the Assistance Objective on an annual basis. The organizations funded under this Agreement to carry out activities in furtherance of the Assistance Objective (the “Implementing Partners”) will analyze performance data for decision-making against predetermined benchmarks. Regular data analysis and feedback to Implementing Partners at these decision points will determine necessary adjustments in program approaches. Such reporting will be integrated into existing information systems that track overall results toward the Assistance Objective. USAID has in place a performance monitoring and measurement mechanism.

In addition to the ongoing monitoring and coordination activities by USAID, the Implementing Partners will undertake quarterly reviews of program performance as part of their normal reporting requirements, comparing data collected against agreed-upon performance indicators. Implementing Partners are expected to alert USAID without delay to any obstacle to successful implementation and to propose corrective action. Corrective actions to rectify inadequate performance may include, but are not limited to, discontinuing, reducing or otherwise modifying one or more ongoing activities, or adding new activities. Funds allotted to activities being discontinued or reduced may be shifted (reprogrammed) to existing or to new activities in furtherance of the Assistance Objective. Periodically, full program reviews may be held with all Implementing Partners, representatives of the Grantee, and USAID staff members.

B. Evaluation

One external evaluation may be scheduled near the end of the program. This evaluation will focus on the extent to which the activities achieved the intended results as well as the overall development impact of the activities financed under the Agreement. The external evaluation may be replaced by an internal evaluation if USAID so determines.

C. Audit

USAID and the Grantee agree that a portion of the funding under this annex may be used to pay for financial audits of the activities financed under this annex.

VII. Roles and Responsibilities of the Parties

A. Management Approach

All activities undertaken pursuant to this Agreement for the achievement of the Assistance

Objective will be carried out by entities selected by USAID with the participation of the Grantee and financed through grants, contracts, or cooperative agreements. Implementers will be selected based on criteria specified in solicitation for services or assistance. Through program funding under this agreement USAID will provide the technical and administrative personnel required to finance and oversee the implementation of these activities. Implementers will manage and monitor these activities in compliance with USAID regulations and procedures and will ensure that the relevant technical department or authority, the DOBE, is kept informed on progress and developments. Where necessary, program implementation committees, project operation committees, reference groups, and partners meetings consisting of all major implementation stakeholders may be used to facilitate program decision making and implementation. These committees will continue to be chaired by the relevant department of the South African government, as is current practice.

B. USAID

At present, overall management of the activities under this annex will be the responsibility of the USAID Education Office under the guidance of the USAID Mission Director and the USAID Program and Project Development Office Chief. Management of cross-cutting activities in HIV and AIDS and skills development may be shared with other USAID/Southern Africa Offices as well (e.g. the Health Office and the USAID Economic Growth Office) to reflect the changing management and staffing structures of USAID/Southern Africa over the next few years. The USAID Office that has primary responsibility for an activity, i.e, where the Cognizant Technical Officer is located, will be responsible for achieving program results. The Office will review, monitor and approve cooperative agreements, grants, and contracts. The Office will monitor all relevant studies and analyses, technical assistance grantees and contractors, results achievement, commodity and material supplies, training and other program activities.

C. The Grantee

The National Treasury is responsible for the overall coordination, implementation and monitoring of donor activities. Under this Agreement, the DOBE and other departments with which USAID may work under PEPFAR (e.g., the Department of Health, Higher Education and Training) will be responsible for participating as members of the USAID extended education team, which will provide ongoing planning, analysis, oversight and monitoring of program activities. DOBE is responsible for reviewing and authorizing changes to this annex and revisions to program activities.

The Deputy Directors in DOBE will be the primary DOBE technical counterparts under the Agreement. DOBE International Relations Directorate will provide overall coordination with USAID and oversight of activity implementation under the Agreement.

D. Implementing Partners

South African and American contractors as well as grantee technical assistance providers will implement the various projects to be funded under this Program. The development of the scope of work and the selection of implementers on a competitive basis will be done with the full

participation of the Grantee. The Department of Basic Education and USAID will agree to a mechanism, as necessary, that formalizes the full involvement of the relevant department and USAID in the implementation of each project.

Each implementer will provide detailed annual work plans as well as monitoring and evaluation plans, to be approved by USAID, that will describe all activities, their sequence and time frames, all targets and results, and the output indicators and performance indicators by which the results will be measured.

Each implementer will report to USAID on a quarterly basis on: progress since the last report; problems solved or still outstanding and new problems encountered with proposed solutions; the plan for the next quarter; and current data for the performance indicators, analyzed as appropriate; as well as compelling individual-level success stories and lessons learned.

VIII. Other Implementation Issues

Additional and future implementation details regarding activities under this annex will be made through the issuance of ILs. Typically these ILs will detail implementation aspects such as notification of individual activities to be financed by USAID through grants, contracts or cooperative agreements, the composition of management units, annual implementation plans, and the schedules and procedures for periodic reviews. USAID will prepare ILs in consultation with the grantee and submit them for review and or concurrence.