


**MINUTES OF DISCUSSIONS
ON
PREPARATORY SURVEY
ON
THE PROJECT
FOR
CONSTRUCTION OF SECONDARY SCHOOLS
IN
THE KINGDOM OF SWAZILAND**

In response to the request from the Government of the Kingdom of Swaziland (hereinafter referred to as "Swaziland"), the Government of Japan decided to conduct a Preparatory Survey on the Project for Construction of Secondary Schools in the Kingdom of Swaziland (hereinafter referred to as "the Project") and entrusted the survey to the Japan International Cooperation Agency (hereinafter referred to as "JICA").


JICA sent to Swaziland the Preparatory Survey Team (hereinafter referred to as "the Team"), which is headed by Mr. Toshiyuki NAKAMURA, Chief Representative of JICA South Africa Office and is scheduled to stay in the country from July 18, 2010 to August 20, 2010. The Team had a series of discussions with the officials concerned of the Government of Swaziland and conducted field surveys.

In the course of discussions and field survey, both parties confirmed the main items described on the attached sheets.

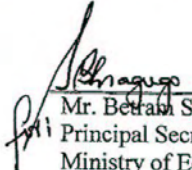
Mbabane, Swaziland
July 30, 2010



Mr. Patrick Muir
Principal Secretary,
Ministry of Education and Training,
Kingdom of Swaziland



Mr. Toshiyuki NAKAMURA
Leader,
Preparatory Survey Team
Japan International Cooperation Agency



Mr. Betrah Stewart
Principal Secretary,
Ministry of Economic Planning and Development
Kingdom of Swaziland

ATTACHMENT

1. Objective of the Project

The main objective of the Project is to improve teaching and learning environment in secondary schools through construction of new secondary schools, particularly in rural areas in Swaziland. Through the achievement of this objective, it is expected that the Project contributes to the expansion of access to secondary education, which is described as one of the main priority objectives in education policy documents, namely National Education Policy (1999) and Education Sector Development Plan (2008).

2. Project Sites

The Ministry of Education and Training (hereinafter referred to as "MOET") agreed that the final candidate sites for constructing new secondary schools would be selected from the list shown in ANNEX 1. The final candidate sites will be selected from the list based on the overall result of this survey and within the budget limitation of the Government of Japan. The order of priority shown in ANNEX 1 will be taken into consideration when selecting the final candidate sites.

Concerning Mantabeni of Hhohho region, the Team recommended MOET to rehabilitate the existing wooden bridge or construct a permanent structure instead of the existing bridge on the school-commuting pathway to the site from Manzini region in order to shorten and ease the commuting distance of students from Manzini region. MOET agreed to take necessary measures on this matter.

3. Project Components requested by the Government of Swaziland

The Team confirmed that the project components (buildings and facilities) shown below were finally requested by MOET. The components to be supported by the Project will be selected based on the overall result of this survey and within the budget limitation of the Government of Japan. Both sides agreed that project components to be supported by the Government of Japan were prioritized based on the following conditions:

- 1) These should be the basic and minimum educational facilities for secondary schools.
- 2) If these are not educational facilities, such as staff houses, dormitories, halls, dining, and kitchens, the necessity of construction should be justified based on the educational policy, the purpose, and frequency of utilization, etc.
- 3) These should be standard facilities in government secondary schools and utilized effectively.
- 4) These should be easily and effectively maintained and operated by the government and the schools.

Project Components

Category	Components	Remarks
1 st Priority	Classrooms	The number of classrooms of each school will be determined based on the expected enrollment estimated by the Team.
	Science Laboratory	The number of Science Laboratory will be determined based on the expected enrollment estimated by the Team.
	Administration block	Administration block includes rooms for Head Teacher, Deputy Head Teacher, Accountant/Secretary, and Teachers.
	Kitchen (for school lunch)	
	Toilets	
	Water and sanitation facilities	
	Teachers' houses	The number of teachers' houses will be determined based on the planned number of teacher deployment.
	Furniture	Furniture includes only basic educational furniture (desk, chair, cabinet). Equipment and general furniture, such as science laboratory instruments and furniture for staff houses, are not included.
2 nd Priority	ICT laboratory	The necessity of these facilities will be determined considering the following points: <ul style="list-style-type: none"> - curriculum requirements - current situation in other schools - the number of beneficiaries (students) - policy objectives (ICT in education) - teacher deployment plan for practical subjects
	Agricultural Laboratory	
	Home Economics Laboratory	
	Multi-purpose room	

MOET stressed the importance of these laboratories for practical subjects since the government intends to diversify the curriculum of secondary education in response to the social needs. They further explained that the Swaziland government put high priority on introducing ICT to schools at all levels, thus ICT laboratory should be provided to all schools to be constructed by the Project. In addition to ICT laboratory, MOET requested to provide either Agriculture laboratory or Home Economics Laboratory to each school. MOET agreed to provide equipment for these laboratories for practical subjects once constructed.

Although the Team basically understood the importance of these laboratories, the data and information currently available to the Team are not enough to justify their necessity. In order to assess the necessity of these laboratories, the Team requested MOET to provide the additional data and information as follows by 13th August, 2010:

- National level data for no. or % of secondary schools that have these facilities (by region)
- No. or % of students who take these subjects at final examination
- Policy of ICT in Education (to be approved by the Cabinet within a few weeks)
- Latest national curriculum framework (the number of periods per week for these practical subjects)
- Teacher deployment plan for these practical subjects

Both sides agreed that the components categorized as “2nd priority” will be included to the Project components only when the further analysis of the additional data and information find that these facilities satisfy the above-mentioned conditions. The Team explained that if these facilities were included to the Project component, they might consider the modification of the standard designs of these laboratories, including the possibility of establishing a multi-purpose room as a substitute for some of the laboratories.

4. Japan's Grant Aid Scheme

The Swaziland side understands the Japan's Grant Aid for Community Empowerment and the necessary measures to be taken by the Government of Swaziland as explained by the Team and described in the Minutes of Discussions signed by both parties on April 23, 2010. The details of the measures that the Government of Swaziland needs to take for each construction site, such as the construction of access roads to the sites, land preparation, and electricity and water supply, will be further assessed and reported to MOET by the consultants by the end of this field survey. The Team further requested Swaziland side to secure sufficient budget for above-mentioned preparation.

MOET further promised that they take necessary measures in time to open new schools, such as school registration, teacher deployment, student recruitment (registration) and budgetary support for school operation and maintenance. Concerning the plan of teacher deployment, the Team requested MOET to issue a letter that explains the general flow of teacher deployment to new secondary schools and timeframe of teacher deployment for this specific project by 13th August, 2010.

5. Framework of Project Implementation

(1) Responsible and Implementing Organization

Both sides had agreed that the responsible organization of the Project was the Ministry of Education and Training (hereinafter referred to as “MOET”) and the implementing

organization was the Micro-project Programme Coordination Unit (hereinafter referred to as "MPCU"), under the Ministry of Economic Planning and Development (hereinafter referred to as "MEPD") in the previous Minutes of Discussion signed on April 23, 2010. However, as a result of discussions with concerned organizations, both sides agreed that MOET should play a role of the implementing organization with appropriate technical support from MPCU.

(2) Detailed flow of implementation

Both sides agreed on the detailed flow of implementation and the role of each organization as shown in ANNEX 2 and ANNEX 3 respectively.

6. Schedule of the Survey and Further Steps

The consultants will continue further studies in Swaziland until August 20, 2010. The Team will prepare the draft report of this survey, which includes the outline designs of each school, based on the technical survey by the consultants. The draft report will be presented to Swaziland side in the middle of December 2010.

After the contents of the report are accepted in principle by the Government of Swaziland, JICA will recommend to the Government of Japan for the final approval of the Project. Simultaneously, the Team will proceed to prepare the draft tender documents for the Project.

7. Other Relevant Issues

1) Title of the Project

Swaziland side explained to the Team that the current title of the Project, "Construction of Secondary Schools," was not appropriate to represent the intended scope of the project, since the term "secondary schools" sometimes means schools catering only for Form 1 to Form 3 students (junior secondary students). However, their actual intention of the proposed project is to expand access not only to junior secondary but also to senior secondary education. Thus, Swaziland side requested to rephrase it as "the Improvement of Secondary Education" so that it precisely reflects the purpose of the project. The Team agreed to consult this matter with the Government of Japan.

END

ANNEX 1: The List of Candidate Sites

ANNEX 2: Implementation Flow of Japan's Grant Aid for Community Empowerment after E/N and G/A

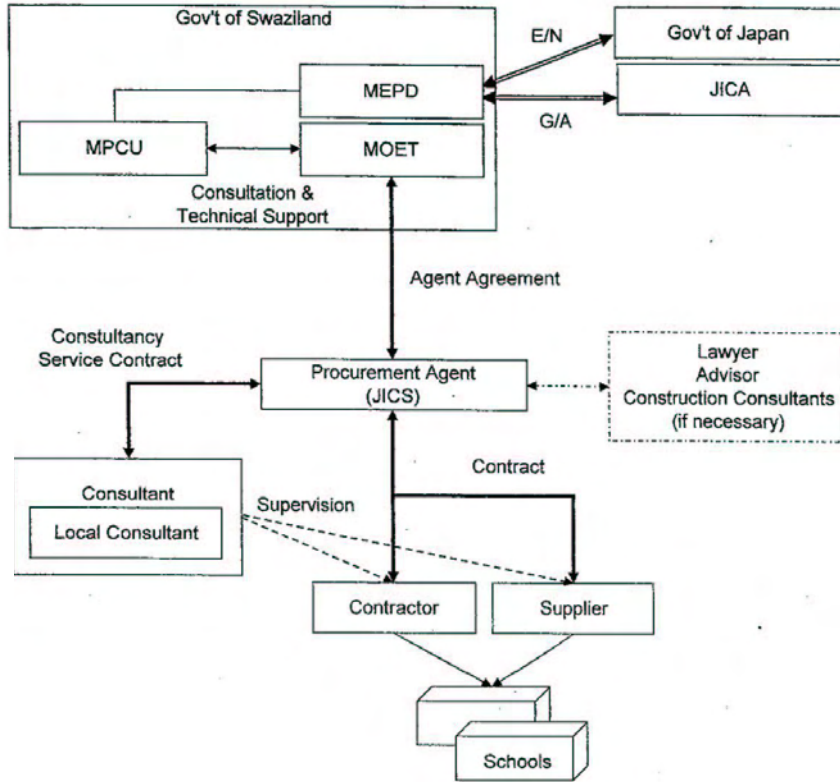
ANNEX 3: Flow of Detail Design and Supervising Works

Annex 1

Priority	Region	Name of Site
1	Lubombo	Mabhensane
2	Lubombo	Mabondvweni
3	Lubombo	Nyetane
4	Manzini	Nhlambeni
5	Manzini	Mliba
6	Manzini	Mandulo
7	Shiselweni	Mlambo
8	Shiselweni	Mpakeni
9	Hhohho	Hawane and Forbes Reef
10	Hhohho	Etfuntini
11	Hhohho	Hhelehhele
12	Hhohho	Mantabeni



ANNEX 2 Implementation Flow of Japan's Grant Aid for Community Empowerment after E/N and G/A



E/N: Exchange of Notes
 G/A: Grant Agreement
 MEPD: Ministry of Economic Planning and Development
 MOET: Ministry of Education and Training
 MPCU: Micro-project Programme Coordinating Unite

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ANNEX 3: Flow of Detail Design and Supervising Works

Responsible Org. Stage	MOET		MEPD	Procurement Agent (JICS, Tokyo HDQ)	Procurement Agent (JICS, Swaziland)	Japanese Consultant	Swazi Contractor
	PS	Planning	MPCU				
Detail Design and Preparation for Tender						Preparation of Tender and Contract Documents (incl. detailed drawings, technical specifications, Bill of Quantities, Forms of Tender, etc.)	
		(consultation)	(consultation)		Preparation of Tender and Contract Documents (incl. Invitation to Tender, Instructions to Tenderers, Model of Contracts, Contract Conditions, etc.)		
		(consultation)	(consultation)		Confirmation of the contents of construction contracts and tender documents Verification of procedure of payment and its contents		
	Approval			Approval			
Tendering		(support)	(support)		Notice of Tender (P/Q)		
		(support)	(support)		Prequalification of possible tenderers		
		(support)	(support)		Invitation to Tender Distribution of Tender Documents		
		(support)	(support)		Tender		Bidding
	Approval	(consultation)	(consultation)	Approval	Evaluation of Tender		
Supervising (monthly)		(support)			Concluding Contracts		
		(support)	(support)		Supervision Monthly Report Verification of completed amount Progress Report		Construction work
		(support)	(support)	Approval	Approval		
		(support)	(support)	Payment			
				Fund management			

* Planning Unit of MOET is the focal point at each stage and get technical support from MPCU when necessity arises.
 * Concerning the preparation of the tender document and tendering, Planning Unit of MOET, as a member of Internal Tender Committee of MOET, will consult with the Tender Committee, if it is necessary.

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MINUTES OF DISCUSSIONS
ON
PREPARATORY SURVEY
ON
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FOR
THE IMPROVEMENT OF SECONDARY EDUCATION
IN
THE KINGDOM OF SWAZILAND

From April 2010 to August 2010, the Japan International Cooperation Agency (hereinafter referred to as "JICA") had conducted two field surveys as a part of the Preparatory Survey on the Project for the Improvement of Secondary Education (hereinafter referred to as "the Project") in the Kingdom of Swaziland. Based on the results of the field surveys and subsequent technical examinations conducted in Japan, JICA prepared the Draft Preparatory Survey Report.


In order to explain the contents of the report and discuss with the officials concerned of the Government of Swaziland, JICA sent the Survey Team (hereinafter referred to as "the Team"), which was headed by Mr. Toshiyuki Nakamura, Chief Representative of JICA South Africa Office, from 7th December to 15th December 2010.

As a result of discussions, both sides have confirmed the main items described in the attached sheet.

Mbabane, Swaziland
13th December 2010



Mr. Patrick Muir
Principal Secretary,
Ministry of Education and Training,
Kingdom of Swaziland



Mr. Toshiyuki NAKAMURA
Leader,
Preparatory Survey Team
Japan International Cooperation Agency



Mr. Bertram Stewart

Principal Secretary,
Ministry of Economic Planning and Development
Kingdom of Swaziland

ATTACHMENT

1. Contents of the Draft Report

The Swaziland side agreed and accepted in principle the contents of the draft report as explained by the Team.

2. Components and Facilities to be Covered by the Project

Both sides agreed on the list of components and facilities for each candidate school to be covered by the Project, their order of priority, and the division of procurement lots and batches as shown in ANNEX-1. The Swaziland side agreed that the Japanese side would make a final decision on this matter through further study in Japan.

3. Japan's Grant Aid Scheme and Major Undertakings

The Swaziland side understood the Japan's Grant Aid Scheme, and the Ministry of Education and Training assured that it shall take necessary measures as described in ANNEX-8 of the Minutes of Discussion signed by both parties on 23rd April 2010 and as indicated in ANNEX-2 of this Minutes of Discussion. Furthermore, the Government of Swaziland agreed to take a full responsibility for providing water, electricity, office equipment, equipment for science experiment and practical subjects, landscaping (fence, gate, gate keeper's hut, parking lots, etc.), and teaching staff to each site. The details of obligations to be covered by the Government of Swaziland are described in ANNEX-3.

4. Final Report of the Preparatory Survey

JICA will finalize the report in accordance with the result of discussions and forward it to the Government of Swaziland by the end of May 2011.

5. Project Cost Estimation

The Swaziland side understood that the Project cost estimation described in ANNEX-4 was not final at this stage and would be set and approved by the Government of Japan after thorough examinations.

6. Confidentiality of the Information Related to the Project

Both sides confirmed that all information related to the Project including design documents of facilities and furniture shall not be released to any outside parties before concluding all contracts for the Project. Furthermore, both sides agreed that the estimated cost of the Project as described in ANNEX-4 shall never be duplicated or released to any outside parties before concluding all contracts for the Project.

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7. Other relevant issues

7-1. Allocation of Necessary Budget and Personnel

The Swaziland side agreed to allocate necessary budget and personnel for the proper operation and maintenance of the facilities to be covered by the Project.

7-2. Proper Use and Maintenance

Both sides understood that proper use and maintenance of the facilities was indispensable for their long-term use. The Swaziland side assured the Team that it would facilitate the proper use and maintenance of the facilities in the schools to be covered by the Project with the active involvement of concerned parties such as principals and school boards, and other concerned organizations.

7-3. Title of the Project

Both sides confirmed that the title of the Project was altered to "the Project for the Improvement of Secondary Education" from "the Project for the Construction of Secondary Schools".

ANNEX-1 Components and Facilities to be covered by the Project

ANNEX-2 Major Undertakings by Each Government

ANNEX-3 The Details of the Obligation of the Government of Swaziland

ANNEX-4 Project cost estimation

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ANNEX-1 Components and Facilities to be covered by the Project

Batch of Tender	Name of Site (in order of priority)	No. of facilities										
		classroom A*	classroom B* Normal	Laboratory Normal	Science room A**	Multi-purpose room A**	Multi-purpose room B***	Multi-purpose room B***	Administration building	Kitchen	Toilets for the students****	Teacher's housing
1 st Tender	1. Mabhensane	1	1	1	1	1	1	1	1	1	C	4
	2. Mabondweni	1	1	1	1	1	1	1	1	1	C	4
	3. Nyetane	1	1	1	1	1	1	1	1	1	C	4
	4. Nhlambeni	2		1	1	1	1	1	1	1	B	4
	5. Mliba	2		1	1	1	1	1	1	1	B	4
	6. Mandulo		3	1	1	1	1	1	1	1	A	4
	7. Mlambo		3	1	1	1	1	1	1	1	A	4
	8. Mpakeni		3	1	1	1	1	1	1	1	A	4
2 nd Tender	9. Hawane - F.R.		3	1	1	1	1	1	1	1	A	4
	10. Etfuntini		3	1	1	1	1	1	1	1	A	4
	11. Hhelehhele	1	1	1	1	1	1	1	1	1	C	4
	12. Mantabeni	2		1	1	1	1	1	1	1	B	4
	Total No. of each facility	10	19	12	12	12	12	12	12	12	12	48
	Number of classrooms	40	57									
	Total No. of classrooms		97									

Remarks:

- * Type of classroom buildings: A (4-classroom building), B (3-classroom building)
- ** Multi-purpose room A (for Agriculture, Home-Economics, and other practical subjects)
- *** Multi-purpose room B (for ICT and other elective subjects)
- **** Type of Toilets for the students: Type A (9 booth), Type B (8 booth), Type C (7 booth)