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SWAZILAND PROJECT
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FINAL REPORT

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SECTION I: TECHNICAL ASSISTANCE

The overall objective of the project was to strengthen the University of Swaziland Division of Extra Mural Services as the institutional linkage between university resources and Swaziland's middle level manpower training needs. In order to achieve this it was the role of the University of Massachusetts Center for International Education to provide technical assistance which would train DEMS staff in the development and use of effective teaching materials, develop curriculum and teaching/learning materials, develop institutional linkages in order to help expand DEMS offerings, and expand DEMS learning activities to a broader clientele outside of the Mbabane-Manzini corridor. The technical assistance was to focus on four specific program areas: nonformal education, management training, adult education and research. In this section we will take a look at each one of these technical assistance areas in order to get a feeling for the activities and programs developed.

Nonformal Education and Extension Training Technical Assistance.

As part of the nonformal education focus of DEMS, the training of extension workers has become an important activity

over the last four years. This emphasis is based on the recognition that although nonformal education is an important channel of communication in rural development, the extension workers themselves are often inadequately equipped to be effective communicators and animators. While all extension workers have had some training in their area, the tendency is to emphasize the technical aspects of their subject area, such as agriculture, and give only limited attention to the communication and nonformal education skills necessary to convey the technical information to the rural population. The emphasis of the Nonformal Education Specialist has been to strengthen the nonformal education and communication skills of the extension workers through inservice training activities.

An overview of DEMS activities. As with any new project, the starting point for the Nonformal Education Specialist was to become familiar with the general situation in Swaziland, and with the various government and non-government agencies. With the latter it was both to inform the agencies about DEMS and this new thrust into nonformal education and to get first hand information about the agencies goals, activities, and needs. It was also necessary to identify potential program areas that DEMS might assist with, to lay the foundations for continued institutional linkages and to make the personal contacts that are always necessary to initiating any new program.

The agencies visited included:

A. Government:

1. Ministry of Agriculture
-Agricultural Extension

- Home Economics
- Community Development
- Women in Development Project
- Cooperatives
- Program for Better Family Living
- Farm Broadcasting
- Rural Development Area Project
- 2. Ministry of Education
 - Emlalalini Correspondence Center
 - Primary Curriculum Unit
 - Education Planning Unit
 - Swaziland College of Technology
- 3. Ministry of Health
 - Health Education Center
 - Public Health Unit
- 4. Department of Economic Planning
- 5. - Swaziland Information and Broadcasting Services
- B. Non-Government Organizations
 - Sebenta National Literacy Institute
 - Red Cross
 - Institute of Development Management
 - International Voluntary Service
 - Peace Corps
 - Save the Children Fund

From these discussions, the Nonformal Education Specialist found that three areas of potential program activities emerged:

a. Staff Training: Institutions expressed interest in DEMS assisting with 'tailor made' inservice training courses. For Example, Sebenta was interested in receiving assistance in training their literacy instructors, supervisors and regional officers.

b. Program Design and Development: Various institutions indicated a need for support in designing and developing rural extension programs. For example, Home Economics asked for assistance in developing their extension outreach through cassette programmes and Community Development wished to review and redesign their extension program.

c. Evaluation and Research: A number of agencies expressed interest in receiving assistance with evaluating their extension

programs. The Red Cross, for example, was interested in having its primary health care project evaluated and the Women in Development Project wanted to have an assessment of its impact on the local community.

Initially the nonformal education training activities developed by the Specialist were on an agency-to-agency basis, such as DEMS staff training activities at the Sebenta Literacy Institute. In this respect, the Nonformal Education Specialist was primarily responding to the expressed needs of the agency concerned. However, as confidence increased and agencies and the DEMS staff became more aware of DEMS program potential in the area of nonformal education, it was felt that a more innovative approach should be taken. Being located within the University gave DEMS a greater degree of freedom than many of the other development agencies. DEMS was able to capitalize on the university traditions of research and experimentation and initiate such activities as training in theater-for-development, program planning for a radio learning group campaign and the development of training modules and materials in nonformal education extension and communication skills.

DEMS was also able to capitalize on its position in two other respects:

- Encouraging inter-agency cooperation at a program planning and implementation level; and;
- serve as a 'clearing house' and support agency for national and international workshops.

Encouraging inter-agency cooperation was an important feature of the DEMS Nonformal Education Specialist. All the

various development agencies are basically directing their efforts at the same group of people - the rural homesteads. Unfortunately, while the machinery does exist within government for the coordination of policies and programs, in practice there remains a tendency to duplicate activities. By deliberately planning its activities on an interagency basis, and encouraging other agencies to do the same, DEMS has helped to improve program coordination and made some headway in establishing an inter-agency approach to program planning.

Examples of Program Activities

To give some indication of the activities of the Nonformal Education Specialist, four activities are described below. They are:

1. Training in Theater-for-Development
2. Workshop on the Radio Learning Group Approach to Mass Education
3. Program Planning with Rural Education Centers
4. Training Modules and Materials for Workers.

Three of these activities (theater-for-Development, Rural Education Center program and extension training modules) are on-going activities that are specified in the DEMS 5 year plan.

1. Training for Theater-for-Development

One of the more interesting aspects of the Nonformal Education Specialists work was in developing and experimenting with new educational techniques in reaching a wider community and spreading new developmental ideas. Theater, drama, dance, song, praise poems and story telling combine the entertaining value of the performing arts with their capacity to highlight issues and

problems related to community development in general, and in the case of DEMS, to rural development. It enables those affected to be actively involved in their own educational process.

In the early stages of the USAID project, the possibility of training extension workers in theater-for-development skills was explored. There had been several training workshops in neighboring countries thus it was possible to illustrate how such training might be applied to Swaziland. The power of the medium was subsequently demonstrated at the 1981 annual Trade Fair. DEMS in conjunction with the Health Education Center put on a 15 minute puppet show on immunization. It proved to be immensely popular attracting crowds of 200 or more at each of the five daily showings at the three-week Fair. The puppet show has become a regular feature at the Trade Fair and has been used at the National Agricultural Show and other District shows.

As a result of these explorations an inter-agency committee was organized under the leadership of DEMS to develop a two-week training workshop on popular theater. After the planning was completed and a proposal developed, USAID decided to fund the workshop. Thus the first national training workshop on Theater for Integrated Development was held in October 1981. The two basic objectives of the workshop were to introduce the participants to the concept and use of theater-for-development and to train participants in the research, analysis, dramatization, production and discussion skills associated with theater-for-development. A more detailed discussion of the workshop can be found in the workshop report.

As a direct result of this national workshop, the promotion and training in the use of theater as a communication technique has become an ongoing activity of DEMS. In terms of further training, Districts have taken the leadership in requesting DEMS help. In the case of Hhohho and Manzini Districts participants from the national workshop took steps to organize training workshops for their extension personnel. Both districts held workshops in which district staff were primarily responsible for planning and organizing the workshop, with DEMS serving in an advisory/resource capacity. Also various other training activities have been taking place, particularly in the health sector.

All of these activities have demonstrated a growing interest in this communication technique. DEMS has taken the initiative to convene an inter-agency meeting to look at the feasibility of a longer-term training program and DEMS has also specified this activity as an ongoing program in its 5-year plan.

2. Radio Learning Group Workshop

In early 1982 the Ministry of Health was approached by DEMS with the idea of organizing a workshop on the use and planning of radio learning group campaigns. The Ministry agreed to the workshop as a way of assessing the potential use of radio learning group campaigns.

The Nonformal Education Specialist held discussions with a number of potential sponsors and ultimately the workshop was jointly organized by DEMS, the International Council for Adult Education, the African Adult Education Association, and the

Ministry of Health. The 32 participants were drawn from five neighboring countries and Swaziland. Thus there were two complimentary sets of objectives for the workshop. For the Swazi organizers and participants, the workshop was:

- a way of examining both the potential of the method and the organizational skills and inputs needed for a campaign;
- a means of training personnel to plan and organize a campaign; and
- a way of producing a concrete plan for a campaign in Swaziland on Immunization and Health Education.

For the participants from other countries, the workshop provided an opportunity to:

- assess the possibilities and operational requirements of a campaign;
- become familiar with some of the skills required in planning and organizing a campaign;
- produce a draft outline proposal for a radio learning group campaign in their own country.

The workshop was designed to give participants a practical insight into the planning and running of a Radio Learning Group campaign. To help facilitate this, the workshop was divided into three phases of activity:

- an introductory 'setting-the-scene' phase;
- a planning process related to a Swaziland RLG campaign; and
- the formulation of RLG campaign proposals for each of the countries represented.

At the conclusion of the workshop the participants were very positive about the potential of radio learning group campaigns. However, as of this time, due to its many commitments, the Ministry of Health has not yet mounted a campaign.

3. Program Planning: Rural Education Centers

In March 1984, DEMS embarked on a joint activity with the Ministry of Education and the Skills Development for Self Reliance Project (SDSR) of ILO. The purpose of this activity was to help the Ministry's adult education section formulate program plans for the Rural Education Center (REC). It was a two-phase activity. The first phase was concerned with identifying needs in the communities served by the REC's. Over a three week period the REC Coordinators were trained to use a needs identification questionnaire, gather data in the field, and then analyze the data.

In a subsequent workshop the Coordinators then used this data to develop a 12-month work plan for each of the REC's. This activity demonstrated the ability of the Nonformal Education sector of DEMS to play a major role in developing a work planning pro-forma and assisting each of the Rural Education Centers in formulating their plans.

4. Extension Training Modules

While the occasional workshop that either responds to specific needs or introduces new techniques serve their purpose, the Nonformal Education Specialist realized that there was a need for more systematic approach to extension training. Although most extension workers have received some basic training in extension and communication skills this was often superficial and done in preservice training and not grounded in practical experience. It was felt that many of the extension workers in the field still

need this kind of training to either refresh their understanding of the skills, or to build up their confidence in using them now that they have had some practical experience, or in some cases introduce them to some skills for the first time. This perception was reinforced through a survey of extension workers conducted in July, 1983. Based on the findings from this survey, and from the direct experience of DEMS staff, it was decided to develop a curriculum that would serve as training modules for use with extension workers.

The result of this activity was that seventeen modules and supporting materials were developed (see Appendix III for a copy of the training modules). In addition the modules were also developed into a series of six workshops so that they could easily be run in a nonformal setting.

A very important step toward supporting activities such as module development and other program areas of DEMS, was the establishment, under the USAID Project, of a Media Resource Center. A wide range of graphic, photographic, audio, video, and computer/word processing equipment was obtained and this equipment will be used in the future to produce training materials for DEMS, the University and other associated agencies.

In addition to the activities outlined above, the Nonformal Education Specialist was very active in helping DEMS develop its ability to serve as a 'clearing house' for conferences, seminars, and workshops initiated by other agencies. DEMS has provided organizational and professional support to: the Workshop on Approaches to Integrated Rural Development in Swaziland, February, 1982 (sponsored by the Pan African Institute for

Development); the Regional Workshop on Communication for Social Development, March 1982, (sponsored by UNICEF); the Workshop on Program Planning for Health Education, February 1983 (sponsored by the Academy for Educational Development); and the Workshop on the Third Phase of the Rural Development Area Program, March 1984 (sponsored by the Ministry of Agriculture and Cooperatives).

Future Prospects

The Dems Program Plan outlines a 5-year strategy for extension training (see Appendix II for the 5-Year Plan). Since the formulation of that plan significant steps have been taken to implement that strategy. One such step has been the utilization of the Extension Training Modules to formulate a joint one-year training program for the training of trainers with the Ministry of Agriculture and Cooperatives. The modules have also provided the basis for continued work with the Rural Education Centers in providing short training courses. Currently funding is being sought for additional theater-for-development training. In the meantime, DEMS is in a position to continue to work with the national committee to provide support and encourage the activities of extension workers in nonformal education.

Management Training Technical Assistance

The Second National Development Plan, 1973-77, indicated the importance of management training when it called for a wider participation of the people of Swaziland in the development process to improve their general standard of living. To

facilitate this, the plan recognized the vital contribution that education and training could make. Translated into realistic objectives, it entailed a systematic extension of education and training to a much greater part of the population through an effective combination of formal, nonformal and informal means of education. In addition, the concept of localization emphasized the acute shortage of key, trained personnel at the middle and high levels of managerial skills.

While a number of organizations were developed to attack this problem, it became clear that the National University should also play a role in attacking this serious problem. When it came to extension education, DEMS was identified as the appropriate arm of the University to attempt to develop management training capabilities. In order to put this concept into practice, it was envisioned that the USAID Project would strengthen DEMS management capabilities so that they became more relevant to development needs through strengthening the management training capacity of existing institutions and providing inservice training on management training design, administration and business skills to employees in the public and private sectors.

This very important area of technical assistance proved to be difficult to fill. A major problem was identifying the tasks that were to be performed by this individual. Ultimately a consultant was hired who helped to focus the task of this specialist (see Management Training Consultant Report in Appendix II). As a result of this consultancy the technical assistance position was filled.

Initially the management specialist spent a great deal of

time visiting a variety of both public and private agencies interested in management training. In view of the limited time factor (the management person arriving after the project was well underway) it was determined to focus on those institutions that seemed most amenable to cooperative efforts. These turned out to be basically institutions operating in the private sector. In order to illustrate the activities of the Management Specialist two activities are described below. These are:

1. In-Company Training
2. Management Training Advisory Council

1. In-Company Training

A unique activity developed by the Management Specialist was the In-Company Training (ITC) program. It was found that one of the most effective ways to establish substantive contacts with employers in both the private and public sectors was to discuss their management training needs on site. Basically this meant the Specialist would meet with senior managers at their work and "walk-the-job" with them in order to see first hand what the unique management issues were for that particular organization. Once having done this the Specialist would then identify specific needs of that organization and develop a training program tailored to those specific management needs.

An example¹ of this activity was the program developed for Swaziland Railway (a parastatal organization). After completing the "walk-the-job" exercise, the Management Specialist recommended the development of a training program for middle level supervisors. This recommendation was accepted and a 5 day

I.T.C. course was developed. The training was carried out at the railways Sidvokodvo depot with 15 mid-level supervisors attending. The Swaziland Railway's General Manager was enthusiastic about the results of this training and requested a similar course for Railway Station Masters. The Station Masters training was developed and run and turned out to be extremely successful. In addition, the Railway's Chief Executive Officer requested a one-day training program for Senior Managers on "Methods of Improving Efficiency and Productivity". This program was developed, conducted and received very positive feedback.

Another example was the work done at the Raleigh Fitkin Memorial Hospital in Manzini. After two days of walking the job it became clear that the hospital was experiencing some management problems. A training course was developed and 28 Staff Nurses and Department Heads attended a 3-day "Management Skills" training program - the first of its kind ever held at the hospital. The success of the training was demonstrated when the hospital requested that the training be repeated for the remaining staff nurses and the Sister Tutors from the hospital's training college.

The I.T.C. program turned out to be a very effective activity. In addition to the above examples, I.T.C. training was conducted for the Ministry of Agriculture-Land Development Section, Swaziland United Bakeries, Mhlume Sugar Company, Swaziland Irrigation Scheme, Swazi Spa Holdings, S.I.M.F.A., Havelock Asbestos Mines, and Usutu Pulp Company.

2. Management Training Advisory Council (MANTRAC)

MANTRAC was an organization formed, largely through the efforts of the Management Specialist, to stimulate interest in "Management Training", to maximize the facilities of Swaziland's several training organizations and to coordinate their activities. The primary purpose of MANTRAC is the development of management skills in Swazis and thereby to provide suitable and adequate numbers of men and women for the great variety of management jobs.

Over the years much management training has been done both within and outside Swaziland. Within Swaziland there are several Institutions and training organizations which operate independently of each other. Many companies have training schemes and some employ full-time staff in their own training centers. However, a lack of coordination has resulted in a great deal of duplication in the area of training. MANTRAC successfully provides a common meeting point for these organizations

The Management Specialist, over a period of a year, compiled a "Swaziland Directory of Management Courses and Training Activities". The Directory has been very well received in Swaziland and the International Labour Organization said it is the first of its kind in Southern Africa and is an example to other countries. The fact that DEMS has distributed this Directory has enhanced the Division's reputation considerably in the area of management training.

Future Prospects

In the Five Year Program Plan, management training was considered as one of the 4 major areas of focus. One of the concerns of DEMS was that the management training had basically been focused on the private sector and fairly sophisticated management training programs. There was a concern that permanent DEMS staff would not be able to continue this type of training. There was also the issue that a number of organizations had been established in Swaziland to deal with this type of training and that perhaps DEMS most significant contribution in this area was the development of MANTRAC to help coordinate these activities.

Thus the 5-Year Plan refocused the energies of management training into the direction of rural management training for supervisory and middle level extension workers, such as training for small business entrepreneurs. Despite the shift in focus, DEMS would still attempt to respond to specific training needs reported by the private sector. However, the concept of organizational linkage practised with the larger firms would be largely transplanted to the new level of focus. In the interest of effective resource utilization, DEMS decided to focus its activities on the following three areas:

- a. Collaborative Role. Basically lending to other organizations its support in terms of research, needs analysis, materials development and coordination.
- b. Teaching. DEMS will provide inservice courses and outreach training at geographical centers.
- c. Administration. DEMS will continue to provide administration of continuing education, workshops, and training

programs.

What this all means is that in the 5-Year Plan DEMS envisions that the concept of In-Company-Training will shift from a company basis to a geographical area basis. It is hoped that this shift will mean that its training program will be able to effectively reach small and medium sized organizations throughout the country. This will mean that CEMS will attempt to provide increasing emphasis on the development of supervisory and management skills for extension agents as well as assisting small scale businessmen and managers of retail and agricultural enterprises of the cooperative movement.

Adult Education Technical Assistance

The Adult Education Specialist focused on the development of adult education diploma programs, developing teaching materials for both credit and non-credit adult training programs and helping DEMS in the expansion of outreach centers which would help the extension programs reach a wider audience. In order to illustrate the major activities in this area, two activities will be discussed in more detail. These are:

1. Formal Adult Education Programs
2. Workshops and Seminars

1. Formal Adult Education Programs

A major activity in this area was the redesigning of the Diploma in Adult Education so that it was more relevant to the needs of Swaziland's adult educators. On the one hand, University regulations were modified so that the duration of the course was shortened from three to two years. On the other hand,

the specialist decided that the course needed publicity among the various organizations who were potential clients of this program. Thus an intensive series of meetings were held with these organizations in order to get input regarding their training needs and their advice regarding relevant content for a revised Adult Education Program. After several months of effort a number of students were enrolled in the Adult Education Diploma course. Unique to the course was a combination of distance teaching and face-to-face methods. Participants were drawn from employees of the Sebenta National Institute, the Ministry of Commerce, Industry, Mines and Tourism and the Ministry of Education.

From the results of this activity, it became apparent that the main problem of the Diploma in Adult Education was a lack of candidates that met the University qualifications as only 7 persons out of the 15 that had applied met the qualifications. The Adult Education Specialist proposed that since the University was already conducting Certificate courses in a number of disciplines that another might be started in Adult Education. However this suggestion has not been implemented at this time.

In addition to the Diploma program the Specialist also developed a course in Nonformal and Adult Education for the Faculty of Education. There was also developed, in conjunction with the William Fitcher Teacher Training College, a course on Adult and Nonformal Education for 170 first and second year teacher trainees. The objective of this component was to prepare these trainees to play an important role in the Rural Education Centers as well as other adult education projects of the Ministry

of Education.

A significant outcome of this activity was the development of curriculum and course handouts for these courses.

2. Workshops and Seminars

Another major activity for the Adult Education Specialist was the development of workshop and seminar activities. DEMS linked up with the Executive Committee of the Council for Adult Education to look at potential needs for Adult Education. The Council is a voluntary organization which seeks to provide a forum for all adult educators in the country and includes individuals from both public and private organizations. Out of this collaboration a number of activities developed. Initially, an Individual Needs Assessment, which sought to gather empirical evidence on adult students aspirations and motivation for attending DEMS adult education courses. Following this activity it became apparent that there was a need to survey the training needs in the area of adult education in Swaziland. This training needs assessment required the coordination of a large number of organizations and took more than a year to complete. The report on this training needs assessment became the basis for a major conference held on Adult Education. The conference was called the "Workshop on the Integration of Adult Education Training" and its goal was to give an exhaustive inventory of existing adult training to all participating organizations, explore possibilities of integrated areas and methods of training and establish the groundwork for disseminating information on adult education training. The three main themes of the workshop

focused on common training area, common research and evaluation activities and integration and methodology of adult education. The outcome of the discussion on each theme was a detailed specification of tasks for the future, a plan of action, and a follow-up strategy.

Future Activities

In the DEMS Five Year Plan, Adult Education was highlighted as an area that must continue as a central focus for DEMS. It was felt that the full potential of the adult education thrust had not yet been realized and that the Diploma and short courses still suffered from a lack of identity and focus. It was felt that future activities should focus on reevaluating the Diploma course, developing outreach activities that would allow DEMS to help increase the effectiveness of institutions, organizations, and community level groups which serve out-of-school adult populations in Swaziland and focus on "capacity building" by which DEMS would develop a strategy to help other agencies develop and strengthen their own adult training capacities in terms of training of trainer, instructional design and materials development.

Research Technical Assistance

Initially in the UMass Technical Assistance Contract there was not a position that focused on research needs. However, as the project developed it became clear that there was a real need in this area. Thus the contract was amended to include a half-time research assistant who would focus on helping to develop

research and evaluation efforts of DEMS and support the documentation of research reports for selected DEMS projects. Three activities will be discussed here to illustrate the projects undertaken by the research associate. These are:

1. Training Needs Assessment
2. Lutsango Vocational Center
3. Women and Income-Generating Activities

1. Training Needs Assessment

Working in collaboration with the Adult Education Specialist, the Research Associate took a major role in developing the training needs assessment which would provide a comprehensive survey of the training needs of different organizations involved in providing adult education in Swaziland. The purpose of the study was to identify areas of training which the organizations were currently involved in, what areas of training they planned to move into in the future, and the problems that they faced in their efforts. The focus of the study was more on the type rather than the scope of the training efforts.

In total, 18 private and 28 public, parastatal and voluntary organizations were surveyed using pretested interview guides. The private institutions were selected from among those with 100 employees or more which were likely to have their own in-house training. The survey provided information on areas of training offered, the degree of efficiency of such programs, existing problems, number and expertise of the trainers and their training needs, and the organizations' preference in training approach.

This survey was used as the basis for the development of the workshop on "The Integration of Adult Education Training" held at

the Yen San Hotel in April 1982.

2. Lutsango Vocational Center

The Lutsango Vocational Center is a training institute for young women who have dropped out of school and have gone to the urban areas in search of jobs. This center was established by the Lutsango Women's Association and is presently in its experimental stage. The center offers such skills as sewing, crochet, handicrafts, as well as homemaking and nutrition, which enable women to become self employed and have some source of income. Every month a large number of women stop at the Center to find out if they could register to learn some skills. The Vocational Center is able to accommodate only 20 students at a time at the present. There are plans to attempt to expand the center so that it can provide training for a larger number of young school leavers.

The Vocational Center contacted DEMS to see if it could help them identify the resources and needs of the institution. The Research Associate held a number of meetings with the Center and over a period of time gave advice regarding the operation of the Center. It is now envisioned that DEMS will be able to provide assistance in writing and submitting a proposal to a funding agency to help build a larger facility.

3. Women and Income Generating Activities

The purpose of this activity was to examine the present income generating activities of the Swazi women and to assess the impact of self-employment on their lives. It was also envisaged

that this activity would identify the difficulties faced by these self-employed women and suggest solutions to deal with these problems.

Since some of the women would be illiterate an interview guide was developed that could be done verbally in SiSwati. Out of the existing womens projects in Swaziland, three were chosen for this activity. These three programs which differed from each other in size, scope of operation, as well as source and amount of funding were seen as representative of the existing womens' projects in Swaziland. Out of the members of these projects 290 women were interviewed. The findings revolved around issues such as informal training, degree of knowledge, income and expenditure patterns, decision making, work patterns, marketing and transportation, loan and credit, cooperative work, and formal training (See Appendix I for a full report of this activity).

Future Prospects

From the activities of the Research Associate it became clear to DEMS that there was a very real need for this type of person on the DEMS staff. It has been recommended that this be a priority area to hire a full time staff person. This person should have a background in education with an emphasis on research and evaluation methodology. The nature of the work will, for the most part, be action and policy oriented with a much lesser emphasis on research for the sake of generating knowledge only. DEMS is presently actively following-up on attempting to add a staff member in this area.

SECTION II: PROJECT OUTPUTS

The Technical Assistance section of the larger USAID Project focused on helping the Division of Extramural Services improve its organization, curriculum and teaching, expand its outreach activities by increasing its ability to offer learning experiences in nonformal education, management, adult education, and research. In addition, there was a major emphasis on training DEMS staff to have the skills and qualities to continue program activities in the future. This focus defined the tasks of the contractor to combine the provision of specialists, the selection and provision of consultants, the coordination and supervision of participant training both on-site and in degree training, and the provision of technical and administrative support in such a way as to make it possible for DEMS to achieve these goals. Basically this meant that there were four major areas of activity:

- Technical Assistance
- Participant Training
- Consultant Assistance
- Technical and Administrative Support

The activities of these four component were focused on meeting the overall objectives of the project as outlined above. In this section of the report, each component will be summarized as it relates to the overall goals and outputs of the technical assistance contract.

Technical Assistance

While the initial project envisioned three technical assistance personnel in the field, ultimately a fourth person was added to the project (the Research Associate) as a result of some of the special needs of DEMS. Figure 1 gives a time-line summary of the arrival and departure of the technical assistance personnel.

FIGURE I

Nonformal Education Specialist	- October 1980 to December 1984
Adult Education Specialist	- October 1980 to October 1982
Management Specialist	- June 1982 to June 1984
Research Associate	- September 1981 to December 1982

As can be seen from Figure 1 all technical assistance personnel were able to be at their posts for the period of time specified by the contract. Indeed, the Nonformal Education Specialist and the Research Associate were able to continue for a longer period to complete initial tasks at no additional cost to the program.

The following Figure II summarizes major activities of the Field Specialists during thier tour of duty in Swaziland in the

chronological order of the activity.

FIGURE II

Nonformal Education Specialist

- Sebenta Staff Training, Workshop
- Theatre for Integrated Development, Workshop
- Trade Fair Puppet Show
- Approaches to Integrated Rural Development in Swaziland, Workshop
- Communication for Social Development, Workshop
- Theatre Workshop Lubombo, Performance
- Community Planning for Health Programs, Workshop
- International Workshop on the Radio Learning Group Approach to Mass Education
- St. Johns Ambulance Brigade, Training of Trainers
- School Health Teams Popular Theatre Training, Workshop
- Theatre for Development Training Manual
- Rural Education Center's Workshops
- Rural Development Area Program, Workshop
- Nonformal Education Extension Training Modules

Adult Education Specialist

- Coordinator O-Level Program
- Diploma in Adult Education, Course
- Evening Class Programs, Tutor
- Adult Education at William Pitcher College, Courses
- Adult Education Bibliography
- Integration of Adult Education Training, Workshop
- Curriculum Materials in Adult Education

Management Specialist

- Management Training Advisory Council (MANTRAC)
- Industrial Relations for Managers, Workshop
- Swaziland Railway, In-Company Training
- SIPTM Social Security in Swaziland, Workshop
- Mhlume Sugar Company, In-Company Training
- CODEC Retail Managers Training
- Model Courses for Management Training
- Swaziland Directory of Management Courses and Training
- Ministry of Agriculture, In-Company Training
- Raleigh Fitkin Memorial Hospital, Workshops
- Usutu Pulp Mill, Courses
- Swaziland Irrigation Scheme, In-Company Training

FIGURE II (cont.)

- Havelock Asbestos Mine, In-Company Training
- SCOT Supervisory Management Skills, Course
- What Management Wants from Staff, Emlalantini Development Center Workshop
- Settlement of Disputes in Industrial Courts, SIMPTM Workshop
- Leadership Course, National Association of Teachers

Research Associate

- Lutsango Vocational Center, Consultancy
 - Rural Education Centers, Evaluation
 - Analysis of Adult Education, Research Report
 - Adult Education, Workshop
 - Women's Income Generating Programs in Swaziland, Directory
 - Swazi Women's Income Generating Activities, Research Report
 - Income Generating Programs, Seminar
-

As can be seen from Figure II, the major activities of the Technical Assistance Personnel were aimed at attempting to spread their expertise to the widest audience available. The Nonformal Education Specialist focused on fostering linkages between DEMS and a wide variety of agencies in order to encourage interagency cooperation (a critical link since almost every agency has some form of nonformal education activity). In addition, through workshop reports and training modules, the Nonformal Education Specialist developed written curriculum which would be useful to future development activities in this area. The Adult Education Specialist focused on attempting to define the actual needs of Swaziland in the area of adult education. These activities ranged from coordinating the formal O'Level courses and adult education courses of DEMS to developing additional outreach rural development centers. The Adult Education Specialist left behind a wide variety of curriculum materials to be used by future Swazi

adult educators. The Management Specialist was able to draw upon his vast experience in Southern Africa and develop a strong and comprehensive training program for management development. The combination of In-Company Training, coordination of training activities and development of management training curriculum was a unique contribution for DEMS to provide in the management field.

The Research Associate, in her short tenure in Swaziland, was very effective in illustrating the crucial need for a research arm which would support and compliment DEMS efforts. It became very clear, based on the activities of the Research Associate, that there was a strong need to increase the capabilities of DEMS in the area of research.

The above summarizes some of the major activities of the Technical Assistance provided during the life of the project. All of these activities are set forth in more detail in both the appendices of this report and the semi-annual reports of the project.

Participant Training

A major goal of the project was to train three Swazis that would return to DEMS to carry out the programs initiated by the technical assistance personnel. A highlight of this project was that the Government and University of Swaziland was serious about the development of counterparts and recruited counterparts on time. In many respects this project was unique in that all counterparts overlapped with the technical assistance personnel and received on-the-job training both before and after the

completion of their Master's degree training. In addition, at the end of the program, all counterparts were still in post and continuing the work of the departed technical assistance personnel.

Figure III presents the time-line for the Master's degree training for the three counterparts.

FIGURE III

- Frances Moitse - Adult Education/Materials Development, January 1982 to December 1983
- Jeremiah Gule - Management Training, September 1982 to December 1983
- Linda Maepa - Educational Communications/Materials Development, September 1982 to December 1983.

The training of all three participants took place in the United States. The Center for International Education collaborated with DEMS in order to identify the appropriate institutions for the participants to undertake their training. Once the venues were determined, UMass developed the planning for the logistics, monitoring of the academic programs and communication channels for the training programs.

The first participant trainee to come to the United States was Frances Moitse. She entered a one-year M.Ed. program at the Center for International Education at UMass. The course work she

participated in during the Spring and Fall terms of 1982 focused on Adult Education and Materials Development. In addition she participated in a full-time summer internship with the Equity Policy Center in Washington D.C. which focused on the promotion of income generating activities for women-centered projects. In December 1982 Mrs. Moitse completed her M.Ed. degree and returned to DEMS.

It was determined by DEMS that the two other participant trainees would attend the University of Pittsburg for their M.Ed. training. In order to facilitate this both participants came to UMass for a 10 day orientation before beginning their studies at Pittsburg. Jeremiah Gule focused on management training over his three semesters at the University of Pittsburg. During the summer of 1983 he participated in a three week intensive "Leadership Educational Project Management" workshop offered by the International and Development Education Program (IDEP) at the University of Pittsburg. This workshop focused on developing and improving the professional capabilities of formal and nonformal education development management specialists in understanding project planning, implementation, and management.

In her stay at the University of Pittsburg, Linda Maepa focused on communications skills and materials development. She, like Frances Moitse, opted to do her summer internship at the Policy Equity Center in Washington, D.C. Her internship dealt with the development of a proposal for a DEMS instructional program dealing with inservice training and information gathering for health programs in Swaziland.

Both participants completed their M.Ed. at the University of

Pittsburg in December 1983 and returned to DEMS.

The Participant Training Program has contributed towards the development of DEMS in many respects. On the one hand it has enabled the trainees to gain theoretical and practical training relevant to the development of educational programs at DEMS (however it must be noted that Mr. Gule did not feel that he received as much management training as he would like at Pittsburg. UMass was anticipating organizing a tailor-made program for him but the decision to send him to Pittsburg made it impossible). On the other hand, the program provided a well planned combination of practical internship field work linked to academic training. In addition, the project was fortunate to be able to provide the participant trainees with on-site training with the Technical Assistance Personnel both before and after their overseas training (both DEMS and UMass personnel recognized this as an exceedingly positive situation and one which rarely happens in development projects). Above all, the participant training has contributed immensely toward strengthening and increasing the number of DEMS personnel. Prior to the beginning of the project there were only two members of staff of DEMS. Now, as the project comes to an end, there are five professional staff at DEMS. Three of these staff were participant trainees and unlike many other development projects they have returned to work at DEMS in their original positions and are contributing significantly to the on-going programs.

Consultant Assistance

It was anticipated that over the life of the project there would be need for a number of consultants. The areas of expertise of these consultants was to be defined by the emerging needs of DEMS and the project. Figure IV summarizes the consultant activity during the project.

FIGURE IV

John Price	- Management Consultant, March 15 to April 6, 1982
I.R. Moletsane	- Adult Education Consultant, March 31 to April 5, 1982
June Bourbeau	- Fiscal Management, January 23 to January 30, 1983
Rudi Klauss	- 5-Year Plan Consultant, February 6 to March 2, 1984
Charlotte Rahaim	- Management Consultant, October 3 to November 30, 1984
Frank Schorn	- Adult Education Consultant, October 3 to December 10, 1984

The remainder of this section will discuss the general terms of reference for each consultant as well as the major outcomes of the consultancies. If readers are interested in additional details regarding these activities they should refer to the consultants reports in Appendix II.

Management Consultant, 1982

Since DEMS was having difficulty in both defining its specific needs in the area of management training and identifying a suitable individual for this position, it was decided that there was a need for a management consultant to look into these issues. Specifically, the terms of reference for the management consultant were:

- To assist DEMS in identifying priority management training needs in Swaziland
- To help prioritize the training needs identified and prepare a work plan for the Management Specialist
- Develop an initial training program and advise DEMS on the type of course and materials that could be developed.
- Identify client organizations and set up preliminary links which can lead to specific DEMS training activities to meet their needs
- Act as a resource person during the conference of Adult Educators sponsored by DEMS

In order to meet these objectives the consultant first reviewed available background and reference documents in order to understand the past and present situation of management training in Swaziland. In addition the consultant visited many institutions which had potential interest in management training (for example, SIMFA, SCOT, IDM, CODEC, MAMC, Swaziland Electricity Board, SEDCO, and others). Some of the major findings were that in the public sector management training is being done but it is not "planned" or in any way "systematic". The entire Training Vote is allocated to the Department of Establishments and Training, thus the Ministries themselves do not have any training officer posts. Also, Ministries find themselves saddled with manpower shortages at the senior posts

and thus find themselves unable to send senior people on the courses they need. This point is emphasized by the fact that many senior officers in the public service have not been able to take leave for 4 or 5 years because they cannot be spared!! The list of problems could continue endlessly but in essence the priorities for the public service can be distilled as:

- Desperate need for management training at all levels
- Inability to release officers for lengthy periods
- Urgent need to develop a systematic approach to training
- Development of institutional facilities within Swaziland to deliver management training

While the public service can be seen as a single employment unit, the same cannot be said for the private sector whose management training needs span the whole spectrum of industrial, commercial and agricultural undertakings. Moreover the size of these undertakings range from the small businesses (locally owned) to the big operations (largely in the hands of foreign companies). In these situations there is an emphasis on the need for management training skills during the entire professional career development of individuals so that, at each level of supervisory, junior management, middle management and top management, they are accumulating the necessary management skills as they gain professional experience. There appeared to be considerable support for short courses (on a modular pattern) in supervisory and management skills if they were provided within Swaziland. However, it was found to be ironic that the private sector was much more willing to send people overseas for one or

two years but cannot "spare" others for one or two months.

Overall, the management consultant found that the appointment to DEMS of a Management Training Specialist could be a significant contribution to the nation's economic development. It was recommended that the appointee not be seen as a lecturer but rather as a person with ability and experience in conducting short courses in management skills as well as being an innovator, motivator, and coordinator of management training.

Adult Education Consultant, 1982

By early 1982 it became clear that there was still a need to identify major issues that were hindering the adult education program. A consultant was brought in specifically to help organize and run the upcoming Adult Education Workshop which was designed to enable a large number of persons involved in adult education in Swaziland to aid DEMS in moving forward in this area.

The consultant worked with the DEMS staff in the planning and organization of the workshop. He also played a major role in facilitating the workshop during presentations, group discussions and plenary sessions. He also identified and wrote out the activities which could be drawn by the action plan postulated by the participant. In addition he helped outline the substantive parts of the first draft of the final report of the workshop. In addition to the above, several recommendations emerged:

- Carry out detailed research on objectives and operational activities of other organizations or institutions in the area of Adult Education in Swaziland

- Analyze DEMS itself, utilizing a collaborative model, to identify discrepancies between intended and real outcomes
- Design short-term programs in adult education, using the field data of the survey conducted by DEMS staff
- Develop programs by utilizing the action plans of the just completed Adult Education Conference
- Develop joint programs with institutions already active in Adult Education
- Identify client organizations and establish links which can lead to specific DEMS training activities to meet their needs

While this consultancy was basically to focus on the development and presentation of the Adult Education Workshop, the consultant was able to pinpoint a number of areas that could be developed which would help DEMS move forward in the area of adult education.

Fiscal Management Consultant - 1983

The USAID Project Evaluation in May 1982 recommended that the University of Swaziland should appoint a half-time administrative assistant to work with the Bursar's Office on monitoring fees, their collection and appropriate allocation to DEMS and UCS. The evaluation team believed that this position was essential given the number and geographic dispersion of DEMS students. Failure to carry out fiscal procedures could impact negatively on DEMS financing and prejudice working relationships with other public and private sector agencies who need to be assured that appropriate fees will be charged and collected. The evaluation team also recommended that funds should be allocated to provide a short-term consultant to develop the basis for setting fees, establishing appropriate procedures for assuring that the correct

fees will be charged and collected and to examine the issue of UCS overhead rates. DEMS requested that the financial manager from UMass serve as the consultant for this activity since this person had had extensive background in developing fiscal procedure and had done extensive training overseas. The end result was that since this person was already going to be in Lesotho doing fiscal training that at the end of that training she would come to DEMS for one week in order to begin to work with the half-time person, gather information regarding the specific needs of DEMS and plan on returning a few months later for a more extensive period in order to develop specific fiscal procedures for DEMS.

DEMS on its part was successful in convincing the University to hire a half-time administrative assistant. Unfortunately, almost simultaneously with the arrival of the consultant the administrative assistance resigned the position. However, it was decided by DEMS and USAID that it would be very useful for the consultant to gather information and work with the Bursar's Office so that needs could be identified and, once a new person was hired, there would be a smooth transition to a longer term fiscal consultancy.

In fact, the consultant was able to gather base-line data on the issues of fees, procedures, collection, and overhead rates. Her work with the Bursar's Office laid the basic groundwork for future fiscal procedures between DEMS and UCS. The Director of DEMS was left with a draft of an initial understanding of fiscal procedures which would be refined and expanded during the longer

term consultancy. Unfortunately, the administrative assistant post was still not filled at the end of the project, therefore the longer term consultancy could not be undertaken.

5-Year Plan Consultant - 1984

The 5-year plan activity was seen by all parties involved as being crucial to the future development and direction of DEMS. It was a unique opportunity for an organization (DEMS) to look seriously at its future directions after the end of a very significant program and monetary input (USAID Project). This was a very serious attempt to anticipate and plan for the transition from having large outside support to working within the existing structure of Swaziland without this support. Indeed it was seen as a unique opportunity to draw upon the expertise of those who would soon be leaving in formulating this long range plan. Because of the importance of this activity this section of the report will only list the terms-of-reference of this consultancy, and the final section of this report will discuss the outcomes of this consultancy.

Terms of Reference:

- Examine in consultation with client agencies and DEMS students the past program activities (including Diploma Courses) as a basis for designing future program activities
- Coordinate a DEMS staff workshop to develop a preliminary 5-year program plan
- Organize and conduct an inter-agency workshop to review and finalize, with the input of DEMS clientele, the preliminary 5-year plan
- Assist with the preparation of the final 5-year plan document

As was mentioned above, the detailed discussion of this 5-year plan consultancy will take place in the final section of this report.

Management Consultant - 1984

The results of the 5-year Plan activity lead to the recommendation that a management consultant spend time at DEMS to help DEMS refocus its management activities from the large scale private corporations to more rural income generation and rural extension trainer management training. Once the consultant had arrived it was determined in collaboration with DEMS that the most efficient use of the consultants time would be to focus on helping DEMS develop materials which could be utilized for various audiences including rural education centers, extension workers, rural health inspectors, and small scale entrepreneurs. In cooperation with the recently returned participant trainee in management (Jeremiah Gule) the consultant developed a basic course in management, developed materials for the Health Inspectorate Management Course, attended a workshop on management training for small scale entrepreneurs, developed a course outline in management for the Adult Education Diploma, developed a seminar designed to assess the needs of small scale enterprises and reviewed and expanded printed materials in the DEMS Resource Center.

Some of the major recommendations of this consultancy included that extension workers be trained by DEMS in basic management skills enabling them to teach those skills to others in their geographical regions, that training materials be

developed and offered at times and locations appropriate for the trainees, that DEMS attempt to provide a consultancy service to small scale enterprises, that a simple manual focused on starting, maintaining and expanding a small business be developed, and that DEMS take a leadership role in coordinating management training by involving SIMPA, SEDCO, SBACO, and NIDCS in developing a comprehensive, coherent training program for small scale entrepreneurs, central staff of ministries, extension workers and member of cooperatives, thereby reducing duplication of effort.

Adult Education Consultancy - 1984

This consultancy was also a result of the 5-year program plan and resulted in a reevaluation of the Diploma in Adult Education and the Certificate in Adult Education. The overall goals of this consultancy were to:

- Evaluate the Diploma in Adult Education
- Develop curriculum materials to strengthen the Diploma program
- Develop new teaching methodologies
- Explore the potential of developing a new Certificate of Adult Education

Over the period of the consultancy a number of activities were completed in the area of the Diploma in Adult Education. Some of these were:

- Revising existing regulations for the University Calendar
- Developing a publicity brochure for distribution to prospective clients
- Designing content outlines for all courses within the Diploma

- Clarifying objective and appropriate target groups
- Developing expanded management component for the Diploma

From some of the above activities which focused on the Diploma in Adult Education, it was noted that many people by virtue of the University requirement were not even able to apply for the Diploma course. There was a suggestion that perhaps a Certificate program in adult education would be useful to many adult educators in Swaziland and also serve the purpose of upgrading their credentials so that they would be able to apply to the Diploma program in the future. The consultant reviewed the appropriateness of the Certificate as it related to the entrance requirements, target groups, course of study, modes of delivery, instructional materials, staffing, and planning tasks. The end result of this activity was the recommendation that DEMS move forward in pursuing a Certificate course.

Summary of Consultant Activities

In this particular project, consultant areas and activities were not spelled out in advance but rather were to be identified during the course of the project. From the perspective of this project this was a very desirable way to proceed. It allowed the project the flexibility to respond to immediate felt needs of DEMS rather than impose preconceived notions about future consultant needs of the project. It was felt by both DEMS and UMass that this flexibility allowed the project to really be able to effectively concentrate resources on project areas that had an unexpected and immediate need.

Technical and Administrative Support

This area of activity basically revolved around support activities provided by the Center for International Education (CIE) at the University of Massachusetts. These support activities included the organization of technical assistance personnel, participant training, consultants, resource center development, media center development and personnel exchange. Three of these activities (technical assistance, participant training and consultants) have been discussed in other sections of this report and will be only briefly touched on in this section. The other three activities (resource center, media center and personnel exchange) will be discussed in a bit more detail.

Technical Assistance Support

In the area of technical assistance CIE was expected to recruit, help in the selection of, orient and support the technical assistance personnel. CIE will insure that support for the technical assistance activities will be provided and respond to technical needs of the field staff.

As can be seen from earlier discussions, three field staff plus an additional fourth research associate were successfully recruited, oriented and supported in their field activities.

Participant Training

CIE was required to provide all administrative, financial, and supervisory activities necessary to effectively support the

training of counterparts while they are on their training programs. During the life of this project the three counterpart trainees authorized under this contract did receive training and M.Ed. degrees in their respective fields. Some of the unique support offered by CIE during their training were an initial orientation session at CIE prior to their entering their degree programs, the ability for the participant trainees to call CIE collect when serious concerns or emergencies face them, support in tailoring special internships or conferences which the trainees could participate in during their study tour, a personal visit by the CIE campus coordinator to the institution and academic advisor at the institution they were studying at and facilitating communication between the trainees and DEMS.

Consultants

CIE provided the administrative and financial support necessary to recruit, select, orient, and support the needed consultants. Vitae for consultant candidates were forwarded to DEMS and USAID for approval and once approved CIE insured that all consultants fulfilled the terms of reference for their consultancy.

Resource Center

Early in the project it became clear that there was a need to coordinate the development of a DEMS Resource Center with the technical assistance contractor. CIE after meeting with USAID and DEMS agreed to provide help in identifying appropriate materials and ordering and delivering those materials to DEMS.

CIE developed a system by which appropriate materials would

be identified by the DEMS staff, the technical assistance staff, CIE, and a variety of appropriate organizations. Over a three year period CIE developed lists of materials, ordered the materials, collected the materials and sent them on to DEMS.

DEMS, for their part, was ultimately able to secure a room for the Resource Center and modify it so that it could hold the large number of printed and audio/visual materials that had been collected. At the end of the project, DEMS was in the process of completing the final organization of the Resource Center.

Media Center

One aspect of the overall USAID project was to aid DEMS in the development of a Media Center which would be able to develop materials which would meet the unique needs of DEMS' outreach activities. Early in the project it was decided to delay the development of the media center until a counterpart had been trained. In this way the counterpart would be able to have a significant input into the ordering of appropriate equipment for this center.

Once the counterpart was trained, CIE was asked to, in consultation with the counterpart, help develop the overall direction and equipment needs of the Media Center. After extensive meetings with USAID, DEMS and UCS it was clear that a DEMS Media Center made most sense if it would also be available to the rest of the University during times when it was not needed for DEMS activities. The University then allocated space for the center and the final materials list was completed. USAID was in the process of purchasing the appropriate equipment and DEMS was

developing the space for the center when the technical assistance contract ended.

Personnel Exchange

The Center for International Education felt that it was important to offer its services in supporting the programmatic development of DEMS, since too often technical assistance contractors simply focus on the administration of the technical assistance and are unwilling to join in on programmatic development. Early discussions with USAID, DEMS and CIE made it clear that all parties involved felt that it would be useful to have persons get together periodically on a face-to-face basis in order to focus on program issues. Figure V gives a brief summary of this activity:

FIGURE V

David R. Evans	- Principal Investigator visits Swaziland, January, 1981
Robert Miltz	- Co-Principal Investigator visits Swaziland, February/March 1981
Vusani Simelane	- Director of DEMS visits CIE, April 1981
David R. Evans	- Principal Investigator visits Swaziland, January, 1982
Robert Miltz	- Co-Principal Investigator visits Swaziland, March/April 1982
Dianne Blane	- USAID Project Officer visits CIE, April 1982
Rudi Klauss	- USAID Consultant visits CIE, January 1983
Robert Miltz	- Co-Principal Investigator visits Swaziland, April/March 1984

All of the activities in Figure V focused on programmatic development of DEMS. David Evans attended preliminary planning meetings in Swaziland which focused on program development and he also participated in helping DEMS focus its nonformal education activities. Vusani Simelane's visit to CIE focused on reviewing and updating the project implementation plan and interviewing potential candidates for the management technical assistance position. Dianne Blane's visit to CIE allowed her to look at the overall development of the project as well as give input into the development of the DEMS resource center and advise CIE on future program activities. The visit of Rudi Klauss focused on the issues involved in the development of the 5-year plan and familiarizing himself with the involvement of CIE with the DEMS project. Robert Miltz visited Swaziland a number of times and was involved in reviewing activities of the project staff, developing revised project implementation plans, revising the technical assistance contract to update the nonformal education and management positions and add the research associate position, assisting in the running of the Adult Education Workshop, participating in staff training workshops, preparing and facilitating the 5-year plan Interagency Workshop, developing the DEMS Resource Center, and formulating the plans and materials list for the Media Center.

All of the above activities were focused on giving programmatic input into the overall project. The main emphasis was not on administrative issues but rather on significant program issues.

DEMS 5-Year Program Plan

As mentioned earlier in this report, this was a significant attempt to think about the issues revolving around the ending of large scale technical assistance and the continuation of on-going programs. In early 1983 steps were taken to assist DEMS in looking at its longer term future. It was recognized that DEMS should develop a long-term program plan that would both articulate a long-term strategy and help guide it through the phase out period of the USAID/University of Massachusetts technical assistance effort.

The Planning Process. To formulate this plan DEMS went through a process of internal discussion and inter-agency consultation. In February 1984 two workshops were held (an internal DEMS workshop and an inter-agency workshop) to work out the details of the plan. Prior to these workshops DEMS had been gradually building itself up to the development of the plan. A number of staff meetings had been held to make a preliminary review of present program activities, to formulate an outline of what the final plan might look like, and to identify some of the areas that the staff would need to take a critical look at.

Following these initial preparations, DEMS held a three day workshop to work out the details of the plan. A major purpose of this workshop was to bring a clearer focus to DEMS activities - moving away from a somewhat ad hoc approach to a clear strategy aimed at bringing greater coherence and integration to DEMS'

programs. In order to arrive at a clear and coherent strategy DEMS had to make some hard choices about the activities it would engage in, what its priorities were, and what, if any, of its activities should be phased out.

A consultant had been engaged to help facilitate the planning process. Prior to the workshop he had held discussions with a number of different agencies that DEMS had worked with or might work with in the future. From these discussions various recurring themes emerged about the contributions DEMS could make. These were:

- A link (outreach) between academic knowledge/learning and the larger community
- Translating knowledge/theory into practical action
- A source of experimentation and innovation into new approaches and techniques in adult education and training
- Help organizations that interface with the out-of-school adult community to become more effective in communicating and relating to their clients through needs assessment and training support
- Build capacity of other organizations (e.g. training of trainers, developing capacity of organizations to do their own needs assessment)
- Promote policy dialogue in topical, important areas of concern to the adult community through workshops, seminars and research
- Act as an information/resource center on issues relating to adult education and training

Common to most of these ideas was a central focus on adult education and training and the idea of outreach to support and strengthen organizations serving the adult community. What needed to be clarified was what part of the adult community should serve as the primary focus of attention. The DEMS staff developed a preliminary plan with detailed plans for each program area. The

plans for each program area highlighted the history, future program emphasis, objectives, target audience, collaborating agencies and a time-line for each specific activity.

The draft plan was then discussed at a 2-day Inter-Agency Workshop. The main purpose of this workshop was to present to those agencies the draft 5-year plan in order to get their reactions and suggestions. It was felt that if agencies had an opportunity to have real input into the plan they would be more supportive in the implementation phase.

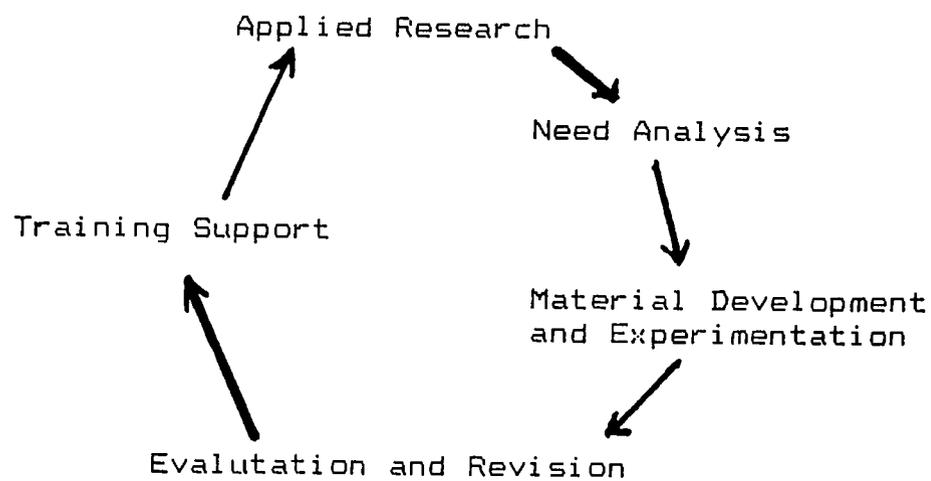
Program Plan. DEMS defined its main mission as being able to help increase the effectiveness of institutions, organizations, and community level groups which serve the out-of-school adult population of Swaziland. To accomplish this mission DEMS proposed to perform the following services and functions:

- Applying DEMS' professional expertise in adult education and management training through collaboration, support and capacity building with other organizations (public, parastatal, non-governmental organizations, private sector, and community organizations) in the areas of applied research, needs assessment, training delivery, and evaluation
- Linking the academic community and its resources to the larger society through continuing education (diploma and certificate) programs
- Serving as an information, materials development, and dissemination source to other organizations concerned with adult education and training on innovative approaches and research findings

The function of collaboration, support, and capacity building with other organizations will involve DEMS in the development of experimental, innovative programs and methodologies which will enable adult educators, trainers, and managers to strengthen skills in their own particular areas of

responsibility. Involvement in such activities may initially involve working directly with the "frontline" personnel (e.g. extension officers), but increasingly DEMS sees its role being most appropriate working with training units within organizations in a collaborative manner, helping to strengthen their capacity to deliver effective training to their own staff, rather than to continue to implement activities for them.

In fact, increasingly DEMS sees its involvement in adult education and training in terms of engaging in phases of a program/project cycle with the following components:



In principal the more phases of this cycle DEMS can be involved in a given program area, the better position it is to learn from the activity and share the experience with others.

A second role of DEMS is that of service to other Faculties within the University in extending campus programs to individuals wishing to continue their education on a part-time basis through programs such as the diplomas in business studies and statistics. In performing this linkage function, DEMS' particular role is to

administer such programs, with quality control of program content being the responsibility of each Faculty. DEMS sees this service role to the University as a continuing priority.

DEMS third general function is to serve as an information source to other organizations in areas of adult education and training. This includes a capacity to provide materials development support, a capability which is currently being built up.

With these functions in mind, four major program areas have been identified for the 5-year plan period. These are:

- Extension Training. This will mainly be promoted through the development of training modules on communication and community organization skills. These training modules will, in the first instance, be directed at field level extension workers.
- Management Training. The new focus in this area will be on rural management training for supervisory and middle level extension workers, training for small business entrepreneurs, and the provision of support services to selected professional bodies.
- Adult Education. In this area there will be a particular focus on a comprehensive review of the Diploma in Adult Education and the provision of consultancy and support/training services to other agencies through short courses.
- Continuing Education. This will involve DEMS in the continuing administration of part-time courses, a review with other interested parties of the existing certificate and diploma programs offered, in terms of their standard and future demand (this review should also include other potential future programs), and a phasing out, in close consultation with the Ministry of Education, of the O' Level Program.

The overall thrust of these program activities is towards providing a support to other organizations that deal with the general public. The important feature of this capacity-building function will be to work closely with other agencies so that they

develop and strengthen their own training resources. This emphasis on the 'training of trainers' will go hand-in-hand with developing DEMS capacity to provide instructional design and material development support to other agencies.

In the area of management training DEMS decided to focus more on rural managers, cooperatives, and small business entrepreneurs. The contact that DEMS has had with the larger firms will be maintained by responding to specific training requests and through DEMS' continued support to SIPTM, MANTRAC and other professional bodies within the private sector.

DEMS will also continue to administer on behalf of other University departments part-time certificate and diploma programs. It is recognized that there is a need to review the programs currently being offered and that this should be done jointly with the appropriate University departments. Also, for a number of years, DEMS has run an O'Level upgrading program. In many discussions it has been recognized that the continuing poor O'Level results is a national problem and that there is a need for such a program. However it was felt that DEMS, and the University as a whole, is not in a position to bear this responsibility and deal with this problem alone. Thus it was decided to continue discussions with the Ministry of Education with the recommendation that DEMS phase out of the o'Level program and hand it over to the Ministry.

Conclusion

The development of this 5-year plan was a significant step in the institutional development of DEMS. It provided DEMS with

a framework for its operations - a framework that has the support of the agencies it works with - and the approval of the University. As such it is a tool that can be used to guide and monitor the professional activities of DEMS and its staff.