

A.I.D. EVALUATION SUMMARY - PART I

PD-ARTJ-215 gms.1

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

IDENTIFICATION DATA

<p><b>A. Reporting A.I.D. Unit:</b> Mission or AID/W Office <u>USAID/Swaziland</u>  (ES# _____)</p>	<p><b>B. Was Evaluation Scheduled in Current FY Annual Evaluation Plan?</b> Yes <input checked="" type="checkbox"/> Slipped      Ad Hoc <input type="checkbox"/> Evaluation Plan Submission Date: FY <u>93</u> Q <u>3</u></p>	<p><b>C. Evaluation Timing</b> Interim <input checked="" type="checkbox"/>      Final <input type="checkbox"/> Ex Post <input type="checkbox"/>      Other <input type="checkbox"/></p>
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**D. Activity or Activities Evaluated** (List the following information for project(s) or program(s) evaluated; if not applicable, list title and date of the evaluation report.)

Project No.	Project / Program	First PROAG or Equivalent (FY)	Most Recent PACD (Mo/Yr)	Planned LOP Cost (000)	Amount Obligated to Date (000)
645-0230	Educational Policy, Management and Technology (EPMT)	08/15/89	08/15/96	6,900	5,559

**ACTIONS**

E. Action Decisions Approved By Mission or AID/W Office Director	Name of Officer Responsible for Action	Date Action to be Completed
<p style="text-align: center;">Action(s) Required</p> <p>Reduce the pace of CA introduction into schools from 2 grades/year to 1 grade/year which means CA introduction during LOP will be up to Grade 4 instead of Grade 7.</p> <p>Reprogram funds from other project activities to help put more emphasis on direct training for classroom teachers and head teachers in CA implementation.</p> <p>Amend Project Paper to reflect change in project implementation.</p>	<p>IIR</p> <p>IIR/USAID</p> <p>USAID/IIR</p>	<p>1994</p> <p>1994</p> <p>1994</p>

**APPROVALS**

**F. Date of Mission Or AID/W Office Review Of Evaluation:** (Month) (Day) (Year)  
 \*07 \* 08 \*1993

**G. Approvals of Evaluation Summary And Action Decisions:**

Name (Typed)	Project/Program Officer	Representative of Borrower/Grantee	Evaluation Officer	Mission of AID/W Office Director
Signature	<i>Edward A. Baker</i>	<i>M.E. Vilakazi</i>	<i>Jack Royer</i>	<i>W. Jackson-Horton</i>
Date	8/15/94	17/8/94	8/25/94	8/30/94

## ABSTRACT

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

The purpose of the mid-term evaluation was to assess the progress towards accomplishing the End of Project Status Indicators (EOPS), identify design or implementation problems, and make recommendations for mid-course corrections.

The evaluators' overriding conclusion was that the project design was overly ambitious given the amount of time and the funding available. They concluded that too much emphasis had been placed on development of materials, systems, and technology to the cost of assuring institutionalization of the new approaches introduced by the project. Nevertheless, the evaluators found substantial achievements in each of the project's five elements which provide a good foundation for replanning activities during the remainder of the project. They recommended that, with the limited funding and time remaining, the project concentrate on institutionalizing the system and creating the capability within the Ministry to continue its implementation after the project ends.

The evaluators felt the key element of the project was the development and introduction of continuous assessment into the primary grades of the Swazi school system. They strongly suggested that, for the remaining time, the project concentrate on inculcating the continuous assessment concept into the school system rather than continuing to develop materials for more grades.

The second most important element was the training of all primary head teachers to help them better manage their schools. Work of this component was considered by the evaluators to be completed. Extending training to secondary head teachers was recommended.

Similarly, the evaluators recommended that the effort in the Management Information Systems (MIS) component be reoriented for the remainder of the project away from further development of the system and toward encouraging and assisting Swazi education planners and managers to make use of the system already in place.

## COSTS

### 1. Evaluation Costs

1. Evaluation Team		Contract Number OR TDY Person Days	Contract Cost OR TDY Cost (U.S. \$)	Source of Funds
Name	Affiliation			
*Leon E. Clark Bryan Axtell	Creative Associates International. Creative Associates International.	PDC-5832-I-00- 0095-00	\$54,975	Project Funds

2. Mission/Office Professional Staff  
Person-Days (Estimate) \_\_\_\_\_ \*

3. Borrower/Grantee Professional  
Staff Person-Days (Estimate) \_\_\_\_\_ \*

# A.I.D. EVALUATION SUMMARY - PART II

## SUMMARY

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

**Address the following items:**

- |  |                             |
|--|-----------------------------|
| ● Purpose of evaluation and methodology used     | ● Principal recommendations |
| ● Purpose of activity(ies) evaluated             | ● Lessons learned           |
| ● Findings and conclusions (relate to questions) |                             |

**Mission or Office**  
USAID/SWAZILAND

**Date This Summary Prepared:**  
\*03/29/94

**Title And Date Of Full Evaluation Report:**  
\*MID-TERM EVALUATION 06/04 - 07/16/93

## EXECUTIVE SUMMARY AND MAJOR RECOMMENDATIONS

### 1. Purpose of the Activity or Activities Evaluated.

The goal of the Swaziland Education Policy, Management and Technology Project (EPMT) is to establish an efficient and high quality human resource base for sustained development and economic growth in Swaziland. The project purpose is to improve both the quality and the efficiency of basic education. It is designed to achieve this purpose by providing support in five areas:

- (1) Continuous Assessment (CA) -- to introduce a comprehensive system of testing and remediation into all primary schools;
- (2) Head Teacher Management Training (HTMT) -- to provide specialized training for all school heads so they are better equipped to manage their schools and improve the quality of education therein;
- (3) Management Information Systems (MIS) -- to give decision-makers accurate, useful information about the education system on which they can base effective policies and plans;
- (4) Organizational Development (OD) -- to carry out research and strengthen the operation of the Ministry of Education (MOE); and
- (5) Guidance and Counseling -- to help students make more realistic decisions about their futures.

### End of Project Status:

The following is the expected status of the project at the Project Assistance Completion Date:

- The number of children who complete 7 years of primary school on time increases from 160/1000 to 200/1000.
- Student achievement is improved in grades 1-7 math and English.
- Primary and Secondary schools are better managed.
- Ministry of Education is using empirically generated data to make policy and planning decisions.
- Increased awareness among students of career choices and resources for identifying employment options.

### 2. The purpose of Evaluation and methodology used:

The purpose of the evaluation was to assess the progress towards accomplishing the End of Project Status Indicators (EOPS), identify design or implementation problems, and make recommendations for mid-course corrections.

## SUMMARY (Continued)

The evaluation was conducted by Creative Associates International, Inc. of Washington, D.C., under a contract with USAID. The methodology used by the team consisted of structured and open-ended interviews; focus group discussions, direct observation; and analysis of case study material (project documents), project-produced materials and commissioned studies.

### 3. Findings and Conclusions:

EPMT's overarching goal is to establish an efficient and high quality human resource base for sustained development and economic growth in Swaziland. Its purpose is to improve both the quality and the efficiency of basic education. It was designed to achieve this purpose by providing support in five different areas (listed below). The evaluators reported that by any standards this is an enormously ambitious project design. In theory, all these components are interlocking and mutually reinforcing. In practice, the evaluators found each of these components to be a system within itself, requiring focused attention to bring about change. The evaluators found it understandable, therefore, that the project has not been able to create transformations in all of these components, not to mention uniting them into a whole. For this reason the evaluators were even more impressed by the fact that the EPMT staff has been extremely successful in implanting all of the technical inputs required of the components in the projects's first three years. But the evaluators raised questions of how many of these project components will become institutionalized within the Ministry of Education, and how sustainable will they be.

In the CA component, the team's finding was that the technical part of the project is done. i.e. writing training modules, writing test specifications and processing of data. What remains to be done is the training of all teachers in the use of CA and giving continuous support to all teachers.

In the MIS and OD components, the team's finding was that enough data has been collected in the Ministry of Education. The ministry should now begin to use the data in analysis and policy formulation.

Specifically, the evaluation team makes the following recommendations:

#### Continuous Assessment (CA)

1. The introduction of continuous assessment term tests to schools should be limited to one grade per year - grade 2 in 1994, grade 3 in 1995 and grade 4 in 1996.
2. The MOE needs to staff the CA unit with a sufficient number of full-time support staff - secretaries, an illustrator, and materials production workers - so that professional staff do not squander their time on routine activities and production deadlines can be met.
3. The training of classroom teachers in continuous assessment should be done directly by the regional training teams that are already established.
4. The MOE should designate the training of teachers for CA as one of its highest priorities, allowing regional training teams to devote sufficient time to this task.
5. The funds now planned for CA staff internship training and for test development workshops in testing should be reviewed, and reallocated to teacher training as needed.
6. The training needs of teachers in grades 5 through 7 will need to be met following project completion, and the MOE should plan on keeping the regional training teams intact at least until such training has been completed.
7. The learning modules contained in the Handbook for Continuous Assessment and Remediation should be revised using the simplest language possible, compatible with the maintenance of the professional content of the materials.
8. The CA Unit should also consider publishing five separate modules as opposed to the single large manual.

## SUMMARY (Continued)

9. Given their success in writing the first five training modules for the Handbook, the CA Unit staff could profit from additional training in the writing of training modules.
10. Additional efforts are needed to get appropriate continuous assessment procedures and techniques included in the pre-service courses offered by the education departments of the TTCs.
11. Development work on additional subjects requires continued professional commitment from the MOE.
12. Baseline data on student achievement in English and mathematics should be gathered in November of each year as is planned. However, this needs to be scaled back to one grade per year, with grade 2 measured in 1993, grade 3 in 1994 and grade 4 in 1996.
13. The Scantron data capture program should not be continued on a national basis.
14. The MOE should implement the Interactive Radio Instruction program for English language.

### Head Teacher Management Training (HTMT)

15. HTMT should be extended to secondary Headmasters, including the administration of the final examination; all certification requirements for school administrators should apply equally to primary and secondary schools.
16. The HTMT teams, assisted by INSET and NCC staff, should redesign the POMI final exams to make them more reflective of the management skills taught in HTMT courses; they should also draw up a set of proposals for MOE's dealing with the certification and testing of school administrators, indicating in particular which body, or bodies, could assume responsibility for administering the program.
17. The HTMT teams should reduce the number of topics covered in each area of POMI training, concentrating on a limited number of key themes. (Alternatively, more time could be devoted to each area of the training, as 75 percent of the Head Teachers in one study have already recommended.) Whatever the solution, any module used should be followed as written very closely; improved training and learning should result.
18. HTMT teams should build follow-up sessions into their basic training plans and work schedules, using monthly Open Days at the TIDCs or other mechanisms for meeting with head teachers. Once all school administrators have gone through the basic HTMT, virtually all school management training should be follow-up training, aside from perhaps one basic course each year for new or aspiring head teachers.
19. HTMT teams should revise the POMI training modules to include Back-to-Work Plan activities at the end of each topic. An exercise in writing clear, measurable objectives should be included in these activities, introduced during the first Back-to-Work Plan session.
20. The HTMT teams, in collaboration with the two UNISWA researchers and the core EPMT staff, especially the MIS and OD personnel, should design a research plan to look into the management practices of school administrators, such research to serve the dual purpose of evaluating the HTMT and providing school-level information for the MIS and OD components of the project. Regional personnel such as REOs and Inspectors should be drawn into this planning process as soon as possible.
21. The HTMT teams, when planning and designing school management monitoring and research activities, should involve tertiary educational institutions, especially the TTCs, drawing in both the faculty and students as active participants.

## SUMMARY (Continued)

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

22. The director of INSET, along with the HTMT trainers in INSET, should plan a series of in-house "practice sessions" in which INSET trainers use the HTMT modules as written, with each presentation followed by an in-depth discussion of the training techniques used; local trainers, EPMT staff and any MOE personnel with training experience should be invited to participate in the "processing" of the presentations.
23. EPMT should shift resources in Swaziland or abroad for a minimum of two current or to-be-hired INSET trainers.
24. MOE should strengthen INSET, as planned in 1990, by (i) appointing a full time director at grade 22, (ii) establishing INSET as a separate unit within the Department of Teacher Education and Curriculum Development, and (iii) raising the grade levels of INSET trainers.
25. EPMT should initiate a dialog with UNISWA, the TTCs and appropriate MOE departments concerning the ultimate disposition of HTMT and certification, with the aim in mind of institutionalizing and regularizing the training and certification process by the end of the project period.
26. The MIS and OD TAs should expand their outlets and methods for distributing information to MOE and, further, to Regional Education Officers and schools.
27. MIS meetings should be held periodically in the REOs to plan data collection and to analyze regional results, with the aim of enlarging the role of REOs in MIS and thereby moving the center of gravity of MIS slightly away from the capitol.
28. The MIS and OD TAs should prepare or help to prepare press releases that would highlight important education issues or clarify issues that may be of current concern; it is understood that such releases would be sent out via the Principal Secretary's office.
29. The MIS and OD TAs should meet with the PS and other MOE officers to plan a systematic approach to providing information to parents; once the system is in place, the TAs should meet periodically with MOE officers to choose themes and topics that serve both parents' needs and those of MOE.
30. The MIS and OD TAs should conduct a series of "Educational Issues Workshops," organized around subsectoral themes, in which participants examine data sets as possible sources of answers to questions they may have.
31. The MIS and OD TAs should organize problem-solving skills development workshops in MOE, conducted either by themselves or other facilitators brought in from EPMT, UNISWA, or other professional organizations.
32. The MIS and OD TAs should redirect research efforts towards classroom and school activities, feeding into the CA and HTMT components of the project; they should attempt to find research supervisors who can direct such research and who, in particular, can work with teachers and administrators to involve them as participant-observers in school and classroom studies.
33. The contractor in Washington should do a literature search of teacher-conducted classroom research and send a collection of key articles to EPMT for use in the project.

**SUMMARY (Continued)**

34. EPMT should consider shifting resources from computer programming to hiring an OD specialist to facilitate the integration of computer modelling data into MOE decision-making.
35. EPMT should investigate the possibility of using local OD courses or specialists to facilitate policy dialog within MOF and beyond, to regions and schools.
36. Project staff, especially the COP and the MIS and OD TAs, should begin planning now with MOE officials to find ways to ingrate the MIS and OD components into the RPU, thereby strengthening the RPU and increasing the chances of institutionalizing the project components in MOE.

**Career Guidance (CG)**

37. The ETGPS needs to ensure that plans are fully developed for providing assistance to grade 7 teachers on the teachers.
38. Guidance programs should emphasize the variety of occupations available and link this variety to differences in interests as well as to differences in abilities.
39. The ETGPS unit should work with the Rotary Club and other groups and institutions to provide seminars that will focus on possible employment opportunities at lower occupational levels.
40. The funds now planned for a guidance consultant should be reallocated to those components where additional and continued training is essential to sustaining project initiatives.