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SWAZILAND MANPOWER DEVELOPMENT PROJECT

FINAL REPORT

SUBMITTED TO

U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT

MBABANE, SWAZILAND

BY

TRANSCENTURY CORPORATION
Washington, D.C.

UNDER

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I. PROJECT OVERVIEW:

A. THE SWAZILAND MANPOWER DEVELOPMENT PROJECT:

The Swaziland Manpower Development Project (SWAMDP) was designed in 1984 as a multi-year effort to assist Swaziland achieve the full potential of its human resources. It was designed as an integrated, inter-related training project with five components. These were:

- The development of an administrative/leadership cadre through the provision of long-term academic scholarships in the United States or third countries, the provision of short-term non-degree or technical training outside of Swaziland and through in-country training courses.

- The provision of development orientation for traditional leaders and rural women's associations in order to increase awareness of development issues and activities and encourage traditional leaders to support these activities.

- The training of Swazi in development communications so as to use mass communications more effectively, disseminating development information through improved use of available facilities and creating an institutional base for development communications in the country.

- The development of institutional linkages between Swazi and United States institutions in order to strengthen the administrative and academic leadership of local institutions.

- The provision of long-term and short-term technical expertise to complement the training provided under the project to Swazi through the transfer of knowledge and skills on a day-to-day basis in the work place. Both operational experts (OPEX) and long-term advisors were to be provided under this component of SWAMDP.

Under its contract with the United States Agency for International Development (USAID) No. 645-0218-C-00-5009 (and its subsequent amendments), dated 15 December 1984, and running through 31 December 1990, TransCentury Corporation (TCC), was given responsibility for implementing three of SWAMDP's components. This final report documents work undertaken by TCC in fulfillment of

its contractual obligations to meet SWAMDP's goals and objectives in terms of these three project goals only. These were:

* Development of an administrative/leadership cadre in Swaziland through academic long-term training, non-degree short-term training abroad and in-country training;

* Provision of development orientation for traditional leaders and rural women's associations;

* Technology and skills transfer through the provision of long-term operational experts (OPEX) and technical advisors.

SWAMDP was designed as an integrated human resources development project, and has been implemented and managed by TCC as such. Swaziland's manpower needs have been, and continue to be, greater than the availability of training opportunities. However, SWAMDP was conceived of as an effort to assist the Government of Swaziland (GOS) meet some of its human resource development needs in two spheres: the "modern" administrative sector of government and the "traditional" rural leadership sector. This aspect of SWAMDP was unique. While previous training programs for traditional leaders had occurred since the early 1970s, a structured, planned and ongoing training program for this sector of Swaziland's leadership had never been undertaken.

Traditional leadership in Swaziland is influential and its structures co-exist with those of "modern" government on which they have a powerful impact. SWAMDP has thus addressed the needs of both structures through providing both long-term academic, short-term and in-country training to managers and leaders within key development ministries and institutions while at the same time providing ongoing training to rural leaders, both men and women. This ensured that the development needs of both government and rural leaders were addressed. SWAMDP was therefore the first fully integrated donor funded human resource development project implemented in Swaziland.

The three components of the project, as implemented by TCC, were interrelated and complementary. Long-term academic training was designed to meet the needs of key development ministries and the private sector in order to develop a strong management cadre within Swaziland with a sound understanding of the country's long-term development

needs. Priority was given to providing academic training to individuals studying for degrees in subjects unavailable through UNISWA. This was strengthened by the in-country training component of the project which provided management, financial management and supervisory skills training to a large number of senior and mid-level managers in both the public and private sectors. This training was designed both to improve the efficiency of operations in key ministries, institutions, parastatals and private sector organizations and to ensure these were better able to direct development efforts.

In addition, specific in-country training programs were designed and implemented to increase the effectiveness of the Home Economics Section of the Ministry of Agriculture and Cooperatives which has responsibility for assisting rural women, and of the Community Development Section of Tinkhundla which is the government department responsible for liaising with and assisting traditional leaders.

Short-term non-degree training was provided to selected individuals from a wide range of ministries, departments and institutions to enhance these efforts and meet specific skill acquisition needs. These efforts were complemented by the traditional leader and rural women's training programs designed to inform participants of development problems and priorities and give them the skills and tools to address these. In the case of the training provided to rural women, over the course of the six-year project, the assistance to rural women's self-help associations, zenzele, developed into a specific program designed to give rural women leadership and income generating skills. Home Economics Officers responsible for working with these groups were provided in-country and short-term training abroad in order to ensure this department had the institutional capacity to implement and sustain these programs.

These three broad areas of training (long and short-term participant training abroad, in-country training and the training of rural traditional leaders and women) were enhanced by the provision of technical assistance by a range of advisors, operational experts and short-term consultants who served in the key development ministries over the life of the project. This technical assistance component of SWAMDP ensured the transfer of technical skills and knowledge through day-to-day contact in the work place and on-the-job training. Much of the technical assistance supplied by TCC through SWAMDP included the development and implementation of training courses and

programs which complemented similar efforts undertaken by other components of the project. A full list of all staff, advisors, operational experts and short-term consultants provided by TCC is included as Appendix A.

The integrated nature of project components ensured the best use of resources, and provided the GOS with targeted assistance allowing it to more fully develop scarce human resources in all sectors of the country. These include the "modern" and "traditional" leadership structures of Swaziland, and over the life of the project the involvement of the private sector increased in response to both USAID and GOS wishes for a fully integrated approach to human resource development meeting the needs of all sectors.

B. END OF PROJECT STATUS:

The end of project status as discussed in this section relates only to quantitative results required in the TCC contract upon completion of SWAMDP. The original project paper contains more qualitative measurements of end of project status and these are broadly discussed in the relevant narrative sections of this report relating to each component of the project.

1. Development of an Administrative/Leadership Cadre:

The outputs contained in the TCC contract state that an estimated 125 Swazi will undertake long-term degree training, an estimated 50 will undertake short-term non-degree training in either the United States or in African institutions and that approximately 500 Swazi will have participated in a total of 40 in-country programs and courses over the life of the project. (Note: These outputs are slightly different from those cited in the project paper. Also, amendment two to the TCC contract cites the figure of 140 long-term academic participants, but this figure includes Afgrad candidates in the selection process for participant training).

End of Project Status:

160 individuals have been sent to United States or third country universities for long-term academic training. Of these, 104 Swazi have completed their degrees (69 men and 35 women) and a further 56 are still undergoing training (40 men and 16 women). Four individuals were awarded associate degrees, 30 were

awarded bachelors degrees, 60 masters and 8 PhD degrees. Two individuals did not complete their degree programs and returned to Swaziland early.

62 Swazi have completed short-term non degree training in the United States and third countries. Of these 38 are male and 24 female.

52 in-country seminars have been held for 864 participants. These seminars covered a range of topics for key managers in government, parastatals and the private sector. They include seminars organized by the in-country training manager as well as those organized by the technical advisors and operational experts supplied under the project.

2. Development Orientation for Traditional Leaders and Rural Women's Associations:

a. Traditional Leaders:

At least 150 traditional leaders (chiefs, indvunas, bagajimi, and other leaders) were to have participated in more than one development oriented workshop, seminar or observation visit.

End of Project Status:

79 workshops and seminars for chiefs and other traditional leaders have been held for 2980 participants, 1000 of whom have attended more than one workshop.

b. Rural Women's Associations:

At least 150 members of rural women's associations (zenzele) would have attended more than one development oriented seminar or course.

End of Project Status:

143 workshops for rural women's associations have been held, attended by 4982 participants, 1660 of whom have attended more than one workshop.

3. Technology Transfer through the Provision of Technical Expertise:

The SWAMDP contract required that TCC recruit a Traditional Sector Specialist to serve with a Swazi counterpart for 24 months to strengthen the institutional capacities of the Home Economics Section, Ministry of Agriculture and Cooperatives and the Community Development Section of Tinkhundla. A Manpower Economist was to be recruited for 24 months to assist the Department of Establishments and Training, Ministry of Labour and Public Service. (Seven months after arrival of this specialist, this position was changed to that of a Manpower Development/Training Planner. Up to eighteen person years of Operational Experts were to be provided, as required by the GOS. Their line positions were to be determined by the GOS. Short-term assistance was to be utilized to support the activities of the traditional sector specialist, in-country training, technology transfer and other project activities.

End of Project Status

By the completion of the project, the following positions had been filled under TCC contract:

- 25 person months of a Traditional Sector Specialist

- 7 person months of a Manpower Economist Planner, and when this position was changed on the recommendation of TransCentury, with the concurrence of the GOS and USAID, a Manpower Development/Training Planning Advisor was recruited who provided 42 months of technical assistance to the Manpower Training and Localization Unit of the Ministry of Labour and Public Service over a 54 month period

- 39 person months of an In-Country Training Manager

- 35.3 person months of consulting assistance has been provided to the Departments of Home Economics and Community Development in support of the Traditional Sector Specialist's activities and strengthening the capacity of each department to provide services to their rural clients. In addition, two sub-contracts supported project activities with HE and CD. The first was with Tototo Home Industries of Mombasa Kenya, through World Education of Boston

to provide training and institutional development assistance to the Department of Home Economics. The second was with the Department of Extra Mural Services, University of Swaziland, which designed and implemented a certificate course for Community Development Officers.

- 12 person months of consulting services were provided in support of in-country training and technology transfer subcontracts to Mananga Agriculture Management Centre and the Institute of Development Management supported in-country training activities

- 43 person months of consulting services supported participant training management and other project management needs

- Operational experts provided 129 person months of assistance in a number of key development ministries (several of these OPEX were transferred from SWAMDP's predecessor project).

II. PROJECT MANAGEMENT:

The TCC Chief of Party arrived in country in June 1985, and was responsible for establishing the SWAMDP office and hiring the local staff needed. This office was initially located in the Ministry of Labour and Public Service, but additional space was required beyond what was available at the Ministry due to the transfer of participant training management functions from USAID to TransCentury. The Ministry therefore located space for the project in the Ministry of Justice. The TCC field office remained in this location until the completion of the project in December 1990.

In 1986, following amendment two to the contract, two participant process officers were locally recruited. In 1987 an executive officer who was responsible for maintaining the local accounts was also added to the staff. TCC's full complement of local staff was five individuals, and a full list of these is included in the project staff list in Appendix A. The Chief of Party, all local staff and the In-Country Training Manager all worked out of the SWAMDP/TCC field office. The Manpower Development/Training Planner was provided offices within the Ministry of Labour and Public Service, and the Traditional Sector Specialist worked in the Ministry of Agriculture and Cooperatives or Tinkhundla.

The Chief of Party served as the TCC executive in charge of the SWAMDP field office, and the job description for this position is contained in Appendix B. The field office was responsible for:

* Liaising with USAID and the Government of Swaziland (specifically the Ministry of Labour and Public Service, Home Economics Section, Ministry of Agriculture and Cooperatives and the Community Development Section, Tinkhundla) on all project components, including planning project activities, negotiating contract amendments, obtaining all necessary approvals, preparing scopes of work and supervising staff and consultants.

* Preparing work plans, budgets, strategy statements and periodic reports for all project activities.

* Designing and implementing in-country management training courses.

* Supervising the technical assistance and training provided for the staff of Home Economics and Community Development, as well as funding and monitoring workshops for zenzele women, chiefs and other traditional leaders.

* Supporting long and short-term participant training through the following:

    o Working with USAID and the Ministry of Labour and Public Service to implement the recruitment and selection of participants;

    o Providing administrative services to USAID and the Ministry of Labour and Public Service in effectively advertising training opportunities under SWAMDP, including negotiating, designing and drafting announcements and letters regarding each phase of the process;

    o Setting up and maintaining files on candidates and participants during each level of the process (from responses to advertisements or from other processes through selection, placement, study and return to Swaziland). Coordinating with USAID Technical Officers and with the Ministry of Labour and other government ministries, parastatals and the

private sector as appropriate, to collect all pertinent information;

- Maintaining a computer tracking system (compatible with USAID's information requirements) in order to monitor selection, placement and follow-up of returned participants;

- Designing, distributing and collecting candidate application forms used in the screening process;

- Coordinating the identification of candidates and selection process with the private sector, including discussions with the Federation of Swaziland Employers and invididual companies;

- Providing pre-departure computer training and in-depth orientation workshops;

- Arranging for all test registrations. Developing and running test preparation workshops for applicants. Coordinating with the Ministry of Education on test administration;

- Providing administrative services to USAID and the Ministry of Labour and Public Service in the interviewing and final selection of scholarship recipients, including the collection and distribution of all pertinent data, scheduling meetings and summarizing results. (Note: Decision making always remained with the Ministry of Labour and Public Service and USAID);

- Ensuring files on selected candidates were complete, including candidate information forms, test scores, previous interview information, certified transcripts, photos, letters of recommendation and other relevant information;

- Preparing draft PIO/Ps with training plans for participants;

- Assisting participants in preparing documentation for passports and visas, and facilitating the USAID visa process

- o Arranging for participants to obtain medical examinations and maintaining records of these;

- o Assisting the Ministry of Labour and Public Service in negotiating award agreement letters to be signed by participants, the Ministry and TransCentury;

- o Coordinating closely with the Ministry of Labour on flight schedules and travel arrangements;

- o Working with USAID and the Ministry to identify specialized complementary training needs;

- o Maintaining close liaison with USAID and the Ministry of Labour and Public Service on each participant's academic progress, providing information and recommendations for policy decisions by both organizations;

- o Coordinating with the Ministry of Labour and Public Service and participants' respective ministries to plan for re-entry of returning participants and fullest utilization of new skills and experiences according to established procedures;

- o Following up on individuals who have completed training and providing support to returned participants' alumni association, including assisting its leaders in organizing meetings, disseminating information, facilitating requests for in-country follow-up training and organization of other events such as the awards banquets;

- o Producing the monthly newsletter (Tasekhaya) which was a compilation of articles from the local newspapers sent to all participants outside Swaziland.

TransCentury's Home Office was responsible for:

* Interviewing selected long-term scholarship recipients, their employers and USAID staff, and developing training plans;

* Placement and monitoring of participants in appropriate academic or short-term training programs. Identifying complementary training opportunities to enhance participants' learning experiences, and ensuring that participants meet their academic requirements;

* Orienting participants on arrival in the United States, and conducting exit interviews prior to their departure;

* Providing academic progress reports to USAID, the Ministry of Labour and Public Service, and employers;

* Providing USAID with financial and cost information on participants;

* Recruiting, administering and backstopping field staff, long-term advisors, OPEX and short-term technical assistance personnel;

* Preparing monthly vouchers to USAID with line item accounting of expenditure of project funds.

III. DEVELOPMENT OF AN ADMINISTRATIVE/LEADERSHIP CADRE:

A. LONG TERM ACADEMIC TRAINING:

Over the six years of the project, TCC has provided academic training in the United States and third countries for 160 Swazi through its SWAMDP contract. Of these, 153 were placed in academic institutions in the U.S. and 7 in third countries (Zimbabwe, Zambia and Botswana) for degree training. Thirty-six of these academic participants studied for second degrees in order to meet Swaziland's manpower needs for highly qualified technicians and senior administrators, thus enabling improved management of the country's development process. As of mid December 1990, 56 individuals remain in the United States completing their training, and 104 Swazi have returned. Of these 104, 16 were from the private sector.

Only two individuals awarded long-term degree scholarships under the SWAMDP program failed to complete their degrees and returned to Swaziland early. Given the numbers sent for degree programs abroad, this is a very low non-completion rate.

Appendix C to this report contains a list of all long-term academic participants, indicating the degrees obtained, institutions at which they studied, date of return to Swaziland, and present job position. The data contained in this appendix indicates that approximately 96% have returned to their respective employers, be it government, parastatal or private sector. A limited number have moved on to jobs in other sectors of the country's economy, and the skills they acquired through the training provided under SWAMDP continue to benefit Swaziland.

Interviews conducted as part of the assessment of USAID's participant training program and discussions with supervisors and employers of returned participants indicate that the majority of those who received academic training under SWAMDP are functioning at higher levels ofresponsibility, with greater efficiency and are assuming more responsibility for implementing and managing the development process in Swaziland.

One of SWAMDP's intentions was to assist in the development of a "critical mass of knowledgeable Swazi capable of successfully directing Swaziland's development process "(SWAMDP Project Paper). While this level of change is difficult to quantify, SWAMDP has appears to have achieved this. Discussions with government officials, observations of individuals' on-the-job performance, and media articles all indicate that there is a growing awareness of the need for technological and administrative change in Swaziland and in many instances new technologies and methods of doing things are being introduced. While the long-term academic training provided through SWAMDP has not been the only cause of this, it has in large measure contributed to it.

SWAMDP's long term academic training component was managed both by TCC's field office in Swaziland and its home office in Washington. Within the TCC field office in Swaziland a participant training department was created, with computerized files and tracking systems, to manage the long and short-term overseas training component of SWAMDP. The differing responsibilities of TCC's field and home offices are discussed below, and delineate the selection, placement and monitoring process followed for participant training under the contract. It should be noted that TCC did not assume responsibility for selection and testing of candidates for SWAMDP academic training until 1986. During the first year of the contract (1985) these activities were the responsibility of the GOS and USAID/Swaziland.

Amendment two to the TCC contract increased TCC responsibilities for selection, pre-departure arrangements and computerized tracking of participants. The process outlined below remained in place until the contract was completed.

1. Field Office Responsibilities

a. Selection:

The selection process for SWAMDP scholarships was designed to be as fair and unbiased as possible. Once a determination had been reached each year by the GOS and USAID as to those fields of study for which scholarships would be awarded, the program was widely advertised through the local media. Fields of study given preference were those in which USAID, GOS and other studies indicated there were serious shortfalls and those for which UNISWA provided no undergraduate degrees. These advertisements indicated the fields of study for which preference was being given, and stressed that application was open to all Swazi employed in the public parastatal or private sector.

Applicants were required to submit the coupon from the advertisement, an employer's letter of support, transcripts and reference letters. The TCC field office participant training department then assembled these responses and developed computer printouts used by the GOS and USAID to rank the applicants. Applicants who met approved criteria were then put forward for the appropriate academic testing (TOEFL, GRE, GMAT).

b. Test preparation and testing:

The selected applicants were registered for the appropriate tests (with all applicants taking the TOEFL). Preparatory workshops in the taking of these tests were provided for the applicants in order to assist them overcome the disadvantages inherent in the tests for foreign students unfamiliar with multiple choice testing and the US education system. Testing was conducted in Mbabane and TransCentury staff coordinated closely with the Ministry of Education official designated by Educational Testing Service of Princeton, New Jersey to supervise and monitor the tests. Once the

results of these tests were available, a final list of suitable applicants, with test scores sufficient for entry into U.S. academic institutions was developed for consideration by the GOS and USAID.

c. Computerized files:

The TCC field office developed and maintained a computerized tracking system for all SWAMDP scholarship applicants. Enhanced files were kept on each applicant, with data being added to these as the individuals moved through the process. These files continued to be maintained on each individual once selected for participation in SWAMDP and placed in a US or third country institution. Academic information was added to the files, and on each individual's return to Swaziland information as to their job placement and contact address, was included. This computerized tracking system has provided a detailed and comprehensive record of all participants.

d. Training plan development:

Following agreement by GOS and USAID of a final scholarship list, training plans were developed for each Swazi who had been selected. These training plans were developed in Swaziland by the field office participant training department together with TCC home office staff who travelled to Swaziland each year to interview all applicants, and to determine courses of study, complementary additional training requirements and possible placement options.

During the years 1985-1988 TCC home office participant training staff were accompanied on these assignments by representatives of selected U.S. universities and colleges. Over the life of the contract staff from these institutions assisted in the development of training plans for individual participants to ensure that TCC was able to develop training plans offering a wide range of educational resources and options so that training abroad met both the individual's personal educational objectives and GOS manpower requirements. This approach to the development of training plans provided USAID and

GOS the widest possible depth of experience in both U.S. and African academic institutions and assisted both organizations to make decisions ensuring that the academic programs undertaken by Swazi participants met project goals. Draft training plans were submitted to USAID/GOS for approval or modification. Once the training plans were approved, TCC would develop a PIO/P for each participant for USAID approval and signature.

At this point in the process, participant placement became the responsibility of TCC's home office. The TCC field office's further responsibilities included pre-departure preparations and orientation and follow up activities for returned participants.

e. Pre-departure Orientation:

Pre-departure orientation for each group of participants departing for academic training abroad was organized by the field office, and was intended to provide participants with an opportunity to understand their academic program and to develop a constructive attitude towards their studies as well as an understanding of the academic environment in which they would live and work. Often these took the form of panel discussions featuring U.S. academics and returned participants who offered explanations of the academic system ans social life in the U.S. Probably the most useful feature of these pre-departure conferences was the participation of Swazi who had returned from study in the U.S. For participants studying in other African countries, SWAMDP provided consultation by an individual familiar with the country and academic institution to which the participant was going.

f. Newsletter:

Beginning in 1987, the TCC field office assumed the responsibility of developing a monthly newsletter for long-term participants abroad. Permission was sought, and obtained, from local newspapers to clip and reproduce a variety of articles from selected editions for reproduction and transmission to each

participant in order to ensure that they were kept in touch with events at home. A consultant was hired to produce the first issues and train a member of the local staff to undertake this task in future. Called Tasekhaya, this newsletter was put together in dummy form in Swaziland and sent to TCC/Washington for reproduction and mailing to all Swazi participants in the U.S. Third country participants received their copies directly from Swaziland. Articles reproduced covered a range of topics, including current affairs, cultural events and sports. The newsletter was available to other scholarship programs and Swazi students abroad, and was a highly successful innovation. At every single mid-winter seminar and gathering of Swazi participants in the U.S. since its introduction, Tasekhaya was hailed as the single most important item reducing participants' feelings of being cut off from events at home.

g. Follow up:

Follow up activities undertaken by the TCC field staff have included the following:

- Swaziland/USAID Alumni association: In 1984 an alumni association was created, open to all participants who have studied in the United States, whether long or short term, from SWAMDP or other USAID human resource development projects, and has continued since that time with the assistance of TCC staff. The purpose of the Alumni Association is to provide returned USAID sponsored participants with a forum for continued contact and one through which further professional training, such as computer training or one day seminars on relevant professional topics, can be organized. TCC staff assisted the Association in producing the first issues of a newsletter called Luvatsi. USAID Handbook 10 requirements stipulate that the Alumni Association and its activities must be led and administered by returned participants. The Swaziland/USAID Alumni Association has always had a core of enthusiastic members, but has had difficulty organizing ongoing activities to attract and retain members. SWAMDP has

provided support to several attempts by the leaders of the Association to develop a more permanent membership base. In 1990 a regional approach to organizing the Alumni Association's affairs was instituted, with core officials and representatives elected for each of Swaziland's four regions. National and regional meetings have been held, and a new issue of the newsletter published. The Association was involved in the 1990 Awards Banquet for participants who had returned since the previous such banquet in 1989. These activities give renewed hope that the Association can develope the capacity to maintain and sustain its activities.

o Employer meetings:

Meetings were held with each participant's employer prior to the participant's return to Swaziland. These meetings. hosted by the Ministry of Labour and Public Service, assist in creating an awareness among employers of the increased skills and knowledge obtained by the participants and the problems they could face as they return to jobs and try to apply these skills. Employers were encouraged to communicate with returning participants and to ensure that their job assignments, housing and salaries were in place upon their return.

o Awards Banquet:

Awards banquets were held in 1986, 1989 and 1990 to honor the achievements of returned participants from all USAID-funded programs. During award banquets returned participants received certificates of achievement. These occasions have created an awareness of the depth and extent of training made possible through U.S. government assistance, and have assisted in strengthening the alumni association by bringing returned participants together. They have also indirectly assisted in the collection of information on returned participants from a variety of U.S.A.I.D. programs. Attended by high level Swaziland Government dignitaries, these banquets have focused important attention on USAID training efforts in Swaziland.

o Computerized tracking system:

The TCC field office participant training department has attempted to ensure that its participant records are continually updated to reflect the status of returned participants. Information has been gathered through the alumni association, awards banquets, periodic mailings of questionnaires, the in-country training programs and through a sub-contract with Khalipha Investments which conducted an assessment of USAID/Swaziland's entire participant training program. The participant files contain information on the returned participants' courses of study, return date, the jobs to which they returned, and further training attended.

2. TCC/Washington Responsibilities:

a. Placement:

Following the development of training plans and approved PIO/Ps for each participant, the TCC/Washington training staff used a wide variety of contacts within the placement departments of U.S. universities and colleges as well as other training resources, such as the computerized Guidance Information System of Houghton Mifflin, to develop placement options. In developing these placement options, TCC considered such information as specific entrance requirements, availability of program places, calendar considerations based on scheduling requirements, evidence of an institution of higher learning's ability to handle international students and experience with prior placements. Other factors considered when developing placement options for each participant under SWAMDP were:

o the reputation of the institution and its facilities;

o relevancy of programs to participant training requirements;

o the availability of faculty advisors to work closely with students and their interest in developing countries;

- o placement of participants in programs and communities with an international focus providing support;

- o reasonable cost.

TCC staff tried to develop from three to six placement options for each participant. Once placement options had been identified and applications submitted, TCC/Washington provided periodic status reports on placement progress, including a projected call forward date for each option. As placement confirmations were received by TCC these were forwarded to the GOS and USAID/Swaziland for discussion. Once the final decision was made the participant's admission to the preferred training institution was finalized.

Third country placements under SWAMDP included Botswana, Zambia and Zimbabwe. In order to accomplish these placements, TransCentury staff both in Swaziland and Washington worked closely with the respective USAID mission and universities in each of these countries.

A full list of all institutions in which SWAMDP participants were placed can be found in Appendix B.

b. U.S. Orientation:

Orientations for Swazi participants arriving in the U.S. under SWAMDP auspices took place at TransCentury headquarters in Washington, D.C. They were designed for small groups and lasted one week. They provided individual attention to participants and were designed to provide the maximum amount of information and the cultural orientation needed to ensure that participants adapted as smoothly as possible to life a a U.S. university. Generally, U.S. orientation provided by TCC/Washington staff covered:

- o reception at the airport;

- o U.S. culture, customs, currency, insurance and institutions (educational, libraries, transportation, housing, etc);

- o Services provided by TCC/W and USAID/OIT Handbook 10 regulations;

- o Information on each individual's training institution and its environs.

Orientation provided to participants in the United States was practical, experiential and was reinforced with exercises, films and videos. SWAMDP participants already studying in the Washington, D.C. area assisted in the orientations.

c. Monitoring:

TCC's home office team monitored the progress of each participant through communication with both the student and his/her academic institution and advisors. These consisted of phone and written communications, on campus site visits when required, mid-winter seminars and professional seminars. Communications were centered on the participant and his/her academic advisors and support personnel. When particular participants experienced serious difficulties, TCC staff made site visits to counsel the student and discuss issues with their advisors and support staff. The rapport established between participants and TCC staff during the initial U.S. orientation was particularly important in maintaining constant communications during the participant's time in the U.S. and ensuring that TCC staff were well-informed as to each participant's progress and well-being.

d. Tracking and Reporting:

The participant monitoring system developed and used by TCC staff was an important tool in ensuring that tracking and reporting requirements were met. TCC/W provided the GOS and USAID with Placement Updates, Monthly Reports, Participant Progress Reports, Academic Enrollment and Term Reports and Participant Budget Reports. These enabled both USAID and GOS to monitor implementation of long term training activities, and make relevant decisions concerning participant placement and training policy. Details of these reports follow:

- Placement Update Reports focussed on participants who had been assigned, but not yet commenced, training. These reports detailed placement information on each participant and included information on institutions contacted, status of applications, additional documentation and/or information required, prospective call forward dates and other pertinent information. These reports were telexed or faxed to the field.

- End of Term Participant Progress Reports provided information on academic progress, complementary training and other information on each participant during the preceding term. The Academic Enrollment and Term Reports were supplied to participants at the end of each term. The participant was responsible for filling these out, indicating course titles, number, credit hours and all grades earned during that particular term. The comments and signature of both the participant and his/her academic advisor were required before the form was returned to TCC/Washington. These forms were then attached to the End of Term Progress Report.

- Monthly Status Reports provided a listing of all participants, and included information on important or noteworthy activities and any changes in status during a particular month. Such items included, but where not limited to, receipt of grades, awarding of credit or advanced standing, latest status of training progress, and change of domicile, and health problems.

- Participant Budget Reports were submitted twice each year. These included identifying data for each participant, expenditures to date and projected expenditures by line item for each participant. In addition, TransCentury's monthly vouchers provided up-to-date information on line item expenditures for each participant.

Apart from the above, additional reports were provided as requested by the GOS or USAID.

e. Departure from the U.S.:

Prior to departure from the U.S. on completion of training, each participant was interviewed using an evaluation questionnaire. This elicited information as to the participant's satisfaction with program goals and content, institutional services and administrative issues. Debriefing interviews were arranged with appropriate officials from the Embassy of the Kingdom of Swaziland and TransCentury. The purpose of these debriefings was to provide data for the record as well as suggestions for improving the program and services to participants.

B. SHORT-TERM TRAINING:

Over the life of SWAMDP, 62 scholarships for non degree intensive, short-term specialized courses in critical development areas in the U.S. and third countries were supported by SWAMDP. (Note: This represents 55 different individuals as some attended more than one short term course during the life of SWAMDP). Each of these courses was identified and tailored to meet individual needs. In several instances, short course training was made available to key individuals within government and other institutions in order to strengthen, complement and enhance the work of other components of the project. Examples of this are the participation by the Principal Home Economics Officer in a seminar in Kenya sponsored by Tototo Home Industries, Kenya, entitled "Partnership for Development"; a five week training of trainers course at the U.S. Department of Agriculture in the United States for the Principal Community Development Officer, and the one month training of trainers course in the United States, followed by an on-the-job placement in a human resource development program, completed by the counterpart of the Manpower Development/Training Planning Advisor within the Ministry of Labour and Public Service .

Selection of short term trainees was undertaken periodically by the GOS and USAID as nominations were received from employers within the government, parastatals or private sector. In some instances, TCC/Washington identified placement options and developed specialized programs. In other cases, the GOS or USAID received an announcement of a relevant program and the participants were then nominated to attend. A full list short term trainees is included as Appendix D.

C. IN-COUNTRY TRAINING:

In-country training has been an important and cost effective method of providing training to a large number of senior and mid- level Swazi. SWAMDP focussed this training on specific institutions or units within government, parastatals and private sectors companies. In-country training was provided to 864 individuals through 52 courses, seminars or workshops. The content of this training has covered a range of topics including computer familiarization, human resources and development, training of trainers, and comprehensive management seminars for mid and senior level officials.

During the first eighteen months of the project (1985-86), the identification of in-country training needs and the implementation of programs meeting these was the responsibility of the Chief of Party. During this eighteen month period, in- country training programs focused on providing seminars and workshops in basic management and supervisory and computer skills. During this period it became clear that the demands on the Chief of Party were too great for him to devote the time necessary to meet the overwhelming demand for a coordinated, comprehensive in-country program assisting middle and senior managers acquire new management skills. Thus USAID and GOS agreed to add a new in-country training manager position to the TCC project team so that there would be a long term advisor fully dedicated to developing the comprehensive strategy and implmenting a coordinated series of in-country management courses.

Following approval by USAID of the position and scope of work, the in-country training manager arrived in Swaziland in late 1987. His job description is contained in Appendix E. The In-Country Training Manager spent the first part of his assignment developing a detailed strategy statement for implementing these programs. In completing this strategy statement, the In-Country Training Manager undertook a detailed needs assessment, including an analysis of subject matter priorities, and prospective target audiences. He then identified alternative ways in which a comprehensive in-country training program could be implemented. Analyses of local resources and institutions able to implement such training and the potential role of the Ministry of Labour and Public Service were included.

The strategy statement indicated that managers and supervisors in Swaziland required, and were requesting, training in a wide range of topics, and recommended that

SWAMDP attempt to provide training only in those areas that made it possible for "high level decision makers and potential leaders from mid-levels" to participate in the program. The statement recommended that SWAMDP focus on providing in-country training in the following areas:

- o Management skills and organization development for high and mid-level managers;
- o Supervisory skills and organizational development for high and mid-level supervisors;
- o Human resources (personnel) management skills and organizational development;
- o Training of training officers in management functions; and
- o Financial management and control skills for high and middle level managers.

The strategy statement recommended that the priority audience for in-country training activities funded under SWAMDP should include top-level managers (civil service grades 24-27 and equivalent in parastatals and private sector) and mid-level managers (civil service grades 16-23), especially those serving in roles such as head of department, deputy head of department or division head. It was recommended that emphasis be placed on including returned USAID/GOS participants working at these grade levels in SWAMDP in-country training activities.

As the involvement of high level policy makers in these in-country training programs was considered critical to their success, it was proposed that training for this cadre take the form of two or three-day management skills seminars. These seminars would expose senior managers to the kinds of management training provided to their subordinates. This approach went some way towards alleviating the problem previously experienced by middle managers of being unable to initiate improvements without having these endorsed by their top level supervisory managers. This approach allowed senior managers to "own" and take responsibility for similar management training provided to their subordinates and eased the introduction of improvements.

The second component of the in-country training proposed by TCC was therefore the implementation of a series of management training seminars for middle mangers covering

in-depth the subject matters presented to and endorsed by their senior officers. The strategy statement also recommended that in order to be culturally appropriate, training for high ranking officers such as the principal secretaries be provided separately.

The statement recommended that the methodology used in implementing SWAMDP's in-country training component be experimental, participatory, informal, process-oriented and interactive. This recommendation substantiated the project paper which stated that in-country training should use "...an experimental, problem solving approach whereby the trainees take an active part in the training process."

The completed strategy statement was submitted to USAID/Swaziland in June 1988, and agreed to in its entirety in August 1988. TransCentury received approval to implement the strategy with the approval of the work plan on 20 January 1989.

Following this approval, the revised in-country training component of SWAMDP was implemented. In accordance with the recommendations in the strategy statement, the first seminar was held in January 1989 for principal secretaries. It was specifically designed to meet their management needs. It was conducted by the University of Pittsburgh's International Management Development Institute. (Arising out of this seminar was a request from the participating principal secretaries for a further seminar dealing solely with topics related to financial management and the capital budget. SWAMDP was able to respond to this request, and second and third seminars for principal secretaries were held during June and December 1989). The June seminar on financial management and control was conducted by the Mananga Agricultural Management Centre. The December Seminar, related to capital budget issues, was run by Dr. John Thomas of the Harvard Institute of International Development.

On completion of the highly successful first seminar for principal secretaries, a series of seminars and workshops was implemented for senior and middle managers. These consisted of interlocking training units organized around specific topics, such as management skills, human resources development, organizational development, financial management and supervisory skills. Each unit (or specialized subject) contained progressively more sophisticated and difficult modules. For example, Unit Two was Management/Organizational Development training for senior managers, and participants would complete module one

of unit two, before proceeding to module two. Each module was offered as a separate workshop or seminar and was scheduled at times of the year convenient to the cadre of officers expected to participate.

Following the extension of TransCentury's contract through December 31, 1990 a series of seminars was planned for 1990 and submitted to USAID for approval as part of that year's work plan. These were approved, and the 1990 in-country training seminars continued to follow the June 1988 strategy, but were focused only on the higher level managers (Grades 24 - 27) in government and their equivalent in the parastatals and private sector.

Two United States institutions, Harvard University and the University of Pittsburgh and a variety of local or regional training resources was used to implement the 1989 and 1990 in-country training units. Mananga Agricultural Management Centre (MAMC), an internationally respected management training institution located in Swaziland, was contracted to provide most of the management training for senior officers. The Institute of Development Management (IDM), a regional training institution, was used for the training of trainers and human resources management workshops. The organizations identified to undertake this training were carefully chosen on the basis of the survey done at the time of the in-country training strategy statement. Criteria used in selecting these institutions included, but was not limited to the proposals put forward by each institution, the qualifications of the training staff, the ability of the institution to provide experimental, problem-solving, participatory and interactive training, the facilities available and the suitability of the training location for the type of course or training unit proposed.

The achievements of the in-country training component of the project were numerous and are detailed in the monthly reports of the in-country training manager, and the final reports of each workshop. However, it is important to note that the implementation of these workshops with the participation of a variety of national public and private sector institutions has created a large cadre of individuals who now use the same management tools and techniques and the same approaches to problem solving. Senior and mid-level managers in Swaziland are using the same "language" to identify and solve some of their development and management problems.

In-country training efforts in the past have tended to be organization specific in terms of participation. The SWAMDP training brought together managers of the same rank from a variety of public, parastatal and private sector organizations, creating a wider understanding of the development and management problems facing individual organizations and institutions, and allowing for attempts at common solutions to these, where possible.

Approximately 25% of the participants in the in-country training program were returned participants from the long-term academic training under USAID/GOS scholarships. Their participation in the in-country training program allowed them not only to demonstrate the skills and knowledge learned during their degree training, but brought them into the enhanced management process being introduced through SWAMDP.

The use of innovative training techniques and methodologies has been equally important. Short course in-country training in Swaziland had previously tended to be formal and of the lecture type. SWAMDP can take a large share of the credit for demonstrating the effectiveness of experimental, participatory and interactive training, and for encouraging wider use of these training methodologies in Swaziland. This is particularly true of those programs conducted in support of other components of the project.

A result of SWAMDP's in-country training activities is the growing demand for experimental, participatory, training from all sectors - public, parastatal and private - and the voluntary non-governmental organizations who more and more are citing the SWAMDP in-country training programs in defining their training needs.

In addition to the training discussed above, the in-country training component of SWAMDP also included those programs developed to support other components of the project, such as the training provided to training officers in the key development ministries in the use of the Handbook for Human Resource Development to training officers in the key development ministries, the organizational development seminars held for senior Ministry of Labour and Public Service Personnel and the training of trainers workshop held for training officers. These efforts supported and enhanced the work of the SWAMDP Manpower Development Training Planner in the Ministry of Labour and Public Service.

A list of all in-country training courses is included in Appendix F.

IV. DEVELOPMENT ORIENTATION FOR TRADITIONAL LEADERS AND RURAL WOMEN

A. OVERVIEW:

This component of SWAMDP was intended to:

- o expand the capacity of traditional Swazi leaders and rural women's associations to plan and direct development activities;
- o encourage an increased level of participation in development activities on the part of traditional leaders and rural women's associations; and
- o expand the institutional capacity of the Community Development Section and the Home Economics Section to conduct workshops and other kinds of training activities for traditional leaders and rural women's associations.

By the end of the project, at least 150 traditional leaders (chiefs, indvunas, etc) were to have participated in more than one development-oriented seminar, workshop or observation visit within or outside Swaziland, and at least 150 members of rural women's associations were to have attended more than one development-oriented seminar, course or field demonstration.

As with other project components, these outputs were exceeded over the six year life of SWAMDP. Seventy-nine workshops were held for traditional leaders and attended by 2980 participants, 1000 of whom attended more than one workshop. One-hundred-and-forty-three workshops were held for rural women and attended by 4982 participants, 1660 of whom attended more than one workshop.

This level of activity and success was greatly facilitated by the work of the Traditional Sector Specialist, who served on the project from July 1985 through July 1987. The job description for this position is to be found in Appendix G to this report. The Traditional Sector Specialist spent a great deal of time working with the two units - Community Development Section, Tinkhundla and the Home Economics Section, Ministry of Agriculture and Cooperatives - in order to lay the foundations for future work. When the Traditional Sector Specialist began work in Swaziland in 1985, both these units were under the Ministry of Agriculture and Cooperatives, with the Community

Development Section being moved to Tinkhundla later in the year. While SWAMDP required similar levels of effort in the provision of assistance to these two units, their client groups, departmental needs, strengths and weaknesses differed.

In order to develop effective rural development training strategies for these two sectors, a working knowledge of Swazi sociopolitical institutions was needed. Traditional leaders and institutions play a critical role in Swaziland and have a large impact on development administration. Similarly, the role and importance of women, particularly rural women, is often misunderstood.

Thus, the early stages of the Traditional Sector Specialist's work focused on research and data collection in order to gain a greater understanding of the Tinkhundla system which is both the traditional administration in rural Swaziland and the country's modern voting institution and to understand the role of rural women and their training needs. This research provided the basis for all future project activities under this component, and led to the adoption of several guiding principles which underpinned this work. These were a participatory development strategy through which individuals were encouraged to evaluate their situations and develop strategies as to how to overcome problems on their own. Problem solving was a part of all subsequent training activities.

All activities were undertaken on the basis of consultation. Training topics focused upon by this component of SWAMDP arose from discussions with those who would participate in the training. Self-reliance was critical to the success of the traditional sector training programs, which encouraged individuals to use their own initiatives to solve problems. In this way project activities were carried out by the participants themselves. At all times activities under the traditional sector component of SWAMDP attempted to address major policy issues as defined in Swaziland's national development plans. In particular, the Fourth National Development Plan stated that the goals of the Community Development Section were "to motivate the rural population to activate, develop and apply their latent abilities in self-development at the individual, homestead and community level". For the Home Economics Section, the same National Development Plan stated its objectives as providing advice on nutrition, home management and income generation to rural households, and expanding the skills of Home Economics Officers themselves.

Emphasis was placed on institutionalizing all training provided to the two sections. Training of trainers (TOT) was important both in enhancing the skill levels of staff and ensuring the ability of both sections to sustain project activities after the completion of SWAMDP. Finally, the traditional sector component of SWAMDP attempted to collaborate closely with other development projects and activities.

On the completion of the Traditional Sector Specialist's contract in 1987, sufficient work had been done to ensure that training activities continued. As will be seen from the discussions below, the level of activity and number of training programs implemented for these two sections over the period July 1987 - December 1990 continued to build on the work of the Traditional Sector Specialist. This resulted from the solid basis established during the first two years of project activity.

Following the completion of the Traditional Sector Specialist's contract, responsibility for managing assistance to the Community Development Section and Home Economics Section was devolved upon the Chief of Party (with the In-country Training Manager) who were charged with ensuring each unit received the resources and assistance required to continue not only training traditional leaders and rural women but also the units' staff members so that these activities could be sustained in the future.

B. COMMUNITY DEVELOPMENT SECTION:

SWAMDP assistance to the Community Development Section involved two activities: the training of traditional leaders and training and assistance to staff of the section intended to strengthen its capacity to implement all its development programs and activities, including traditional leaders training. These developed from the initial research undertaken with the Community Development Section and Tinkhundla Administration staff during the planning phase for this component.

1. Traditional Leaders Training:

The training of traditional leaders was included in SWAMDP because of their importance to the success of rural development in Swaziland. While the training of traditional leaders was not new to Swaziland (some 24 seminars for chiefs were held during 1971 - 81), SWAMDP was the first donor-funded attempt to provide ongoing,

sustained training for this important section of the country's sociopolitical leadership. Prior to 1985 Community Development had not, however, conducted training for chiefs and other rural traditional leaders for several years.

On completion of the research period and the establishment of solid working relations with Community Development staff, the Traditional Sector Specialist worked with the section to define its new training objectives and plan for the implementation of these programs. In 1986, after a year of participatory research and planning, SWAMDP-sponsored workshops for traditional leaders began. By the end of the Traditional Sector Specialist's two year contract in 1987, local leader workshops were functioning and the staff of the section were capable of continuing these without continued long-term technical assistance. Undoubtedly, these efforts were enhanced by the training provided to Community Development staff and officers, discussed in section two below.

Over the period 1986 - 90, the project exposed a range of local and traditional leaders to development training. Participants included chiefs, their deputies (tindvuna), council members (bandlancane), chiefs' delegates to Inkhundla centers (bucopho), chiefs' runners (bagijimi), elders concerned with resettlement and land issues (imisumphe) and governors (tinvunda) of Tinkhundla. The functions and responsibilities of these leaders are discussed in the project paper, research documents compiled by the Traditional Sector Specialist and other sources. Often, training also included the heads of rural committees concerned with various local development projects, such as school building committees, rural water committees or those involved in some other development activity. Participation in these workshops reflected the range of rural leaders, as it was felt important that each category of leadership required training, although in different aspects of development.

The training content provided in these workshops covered a wide range of topics, including committee formation, rural water, health problems, family planning, accessing resources, and encouraging self reliance. The Community Development Section believes that development is a broad process and the breadth of training topics reflects this. The training workshops were, however, focused on the particular participant group, with chiefs being provided training in the importance of self-reliance in development and the need for coordination and leadership. Development

project committees would, on the other hand, receive training in committee formation and management as well as information relevant to their particular project.

The achievements of the traditional leaders training section of SWAMDP were many, and are fully discussed in the July 1989 evaluation of this component conducted by SWAMDP. The more important of these are highlighted below.

This training has assisted in making local leadership work towards the attainment of the Government of Swaziland's development goals. There is strong evidence (as found in the research conducted in the 1989 evaluation) that the traditional leader training has helped to define the local rural development responsibilities of chiefs and assistants. Over the life of the project there has been a marked increase in the number of committees associated with development projects and activities in rural Swaziland. A survey of these committees indicated that two thirds of them attributed this increase to the influence of training received in SWAMDP workshops. Community Development staff and those interviewed during the 1989 evaluation indicate that these committees are functioning more efficiently. This is noteworthy in that part of the training provided to traditional leadership has been in committee formation and management.

A further result of the traditional leaders training has been the acquisition at the local level of a greater degree of understanding of the obstacles to development. In 1984, when the baseline data was gathered for this component of the project during the preparation of the SWAMDP project paper, the most common response to a question relating to obstacles to development was that it was the lack of government response and support. In 1989, this has changed to issues such as the lack of availability of local funds, the lack of training and ineffective leadership. In other words, leaders and communities were are now assuming responsibility for their own development problems. In this regard, SWAMDP has made important progress.

Possibly one of the more important benefits of the traditional leaders training has been the fostering of a spirit of cooperation among chiefs. Local leaders had previously indicated that disputes among chiefs were an important constraint to rural development. The workshops have tended to have a unifying effect, presumably because chiefs and other leaders can discuss common problems and solutions to these. In the Lubombo region, for example, after several workshops the chiefs decided they wished to

develop the region by working together, by meeting more often and through the formation of a regional chiefs' committee.

The traditional leaders workshops have provided a forum for other government ministeries and non-governmental organizations (NGOs) to communicate with chiefs and their associates and thus have assisted these organizations achieve their objectives. They have assisted in enhancing the importance of communicating with this level of sociopolitical leadership in order to achieve development objectives. Closer linkages have been formed between government and traditional leaders, and in a preliminary manner the private sector has begun to understand the importance of communicating with traditional leaders through these workshops.

The traditional leader workshops have been an important contribution to national development. While SWAMDP funded a large proportion of the costs of these, Tinkhundla managed to contribute approximately E25,000 - E30,000 of these costs since 1987. With the completion of SWAMDP it is hoped that USAID will continue to assist Tinkhundla continue these workshops, and at the minimum provide them with assistance in developing a cost-sharing approach to implementing traditional leader training. These workshops benefit not only the Community Development Section of Tinkhundla but other government and non-government organizations concerned with rural development. A mechanism should be developed through which these organizations share in the costs of implementing these seminars and workshops. The continuation of traditional leader training will be an important contribution to rural development in Swaziland.

2. Community Development Section Training:

SWAMDP provided training for both junior and senior staff of the Community Development Section. This was intended to institutionalize the development oriented training the section was providing to traditional leaders, strengthen Community Development staff professionally and provide them with additional skills and information in a wide range of development topics.

a. Development-oriented workshops for Community Development Staff:

These workshops were conducted to provide section staff with new knowledge and skills and covered topics such as

construction techniques, rural leadership and motivation skills, community development practices and principles, conservation and land use planning as well as a range of development project related topics. Six of these were held over the life of SWAMDP attended by 60 section staff. These workshops provided a basis from which to proceed with further training for the section's staff in that they indicated areas of strength and those where staff needed skill improvement. Much of this training was conducted in-house using the section's own expertise in a particular area, although where necessary trainers were recruited from other government departments and non-governmental organizations. Participants in these workshops included rural artisans who are responsible for assisting with community building projects, Women in Development project officers, Community Development field officers and People's Participation Project staff, all of whom report to the Principal Community Development Officer in the Community Development Section of Tinkhundla.

b. Training of Trainers for Senior Community Development Staff:

The training of trainers (TOT) seminar for senior staff was conducted in 1988 by the In-Country Training Manager and was of particular importance in institutionalizing the Community Development Section's ability to implement and sustain the development-oriented training programs for traditional leaders. Participants in this seminar were those responsible for implementing this training (as well as other rural and community development training efforts for which the section is responsible). The training included introducing participants to effective, participatory training techniques, including the use of practical assignments, problem solving and group discussions, how to develop relevant and appropriate training materials and discussion of proper training approaches for working with traditional leaders.

c. Certificate Course for Junior Community Development Officers:

This course for Junior Community Development Officers was introduced as a result of their need for broad-based community development training. Junior Community Development Officers generally enter the section with only a three-week orientation program, and at the beginning of SWAMDP many had no formal education beyond secondary schooling. Through the encouragement of the Principal Community Development Officer, a number of the junior staff

of the section subsequently entered diploma and other programs offered for credit at the Division of Extra Mural Services (DEMS) of UNISWA.

While senior officers of the section were also requesting further training, many of this cadre of staff had completed diploma or higher level courses and it was felt by the Principal Community Development Officer, with SWAMDP's concurrence, that it was more important to use limited project resources to provide training to the junior officers within the section. With the assistance of a consultant, TCC worked with the Community Development Section to develop an appropriate course for these officers. This course was then further modified, developed and implemented by DEMS.

DEMS has long experience in providing this type of training in Swaziland, particularly through its part-time diploma course in adult education and other extension training activities. The community development course developed for junior officers was conducted over one year and consisted of three separate modules lasting one month each, combined with assigned field practicums which participants had to complete after each module while on the job. This field work gave them practical "hands on" experience and the opportunity to put into practice the concepts learned during the classroom sessions. The curriculum for this certificate course included community development theory and practice, adult learning techniques, basic psychology, basic sociology, communication skills, motivation skills, feasibility studies, project management and project evaluation. On completion of the course, participants were awarded certificates.

A follow-up seminar to the community development course was developed and implemented by SWAMDP with DEMS in 1990. This course included basic bookkeeping/accounting skills as part of its content, as well as training of trainers, project management, and further work on adult education, motivation skills, project management and feasibility studies. Subject matters and content priorities for this training activity were identified by the participants themselves in planning sessions.

d. Advance Supervisory Skills Training for Senior Officers:

A two week seminar was conducted for senior officers by the Institute of Development Management (IDM) during 1990. The purpose of this seminar was to enhance the supervisory and personnel management skills of senior staff enabling them

to better manage the staff in their sections and thus better implement their development projects. Course content included leadership skills/styles, decision making, problem analysis and solution skills, delegation, motivation, performance analysis, group formation and dynamics, managing change, managing conflict, data collection/analysis, communications skills, adult training methodologies and action planning. As with the training for junior officers referred to above, subject matter and content principles for this training were identified by the participants themselves during advance planning session.

e. Training of Trainers (TOT) for Junior Community Development Officers:

This seminar was implemented as an additional follow up activity to the community development course for junior officers. Similar to the TOT provided for Senior Community Development Officers, the TOT for Junior Community Development staff was intended to provide them with the skills and knowledge necessary to implement successful rural and community development programs. The course was developed and implemented by senior Community Development personnel assisted by the In-country Training Manager, and included five teaching-learning principles, behaviorally-based training objectives, lesson plans incorporating the five teaching-learning principles and practice teaching. Participatory and experiential training concepts were emphasized throughout the training.

By the end of the project, some 60 Community Development officers had participated in these workshops, seminars and courses. This level of effort has resulted in the creation of a more professional and more efficient section, with staff having an increased understanding of their roles and responsibilities. The Community Development Section of Tinkhundla has, as a result of its participation in SWAMDP, the ability and capacity to implement development-oriented training for traditional leaders, and is also better able to manage and implement its other ongoing rural development programs.

C. HOME ECONOMICS SECTION:

The Home Economics Section of the Ministry of Agriculture and Cooperatives is responsible for providing advice and assistance in home management, nutrition and income generation to rural women. It does this through working with groups of rural women, organized into zenzele

associations. Zenzele which means self-help, has been in existence for many years, and in the past Home Economics officers tended to work with these groups to increase rural women's knowledge of nutrition, child care, home management and sanitation. While still focussing on nutrition and home management issues, the focus of these efforts in the years immediately preceding SWAMDP shifted to include agricultural production for better nutrition and to a limited extent for income generating purposes.

Zenzele associations are formed either by a group of women attempting to address a particular development or community problem, or by the Home Economics Officers themselves in order to address a problem identified by the Home Economics Section of the Ministry of Agriculture and Cooperatives. The activities of zenzele range from community gardens, to income generating groups to the building of needed community facilities such as clinics, roads or schools or the installation of clean water systems. Zenzele groups tend to meet at least once a week (more often if engaged in income generation). Zenzele groups range in size from 6 members to 73, with the average number of members being approximately 21. Groups are reasonably evenly spread between the four regions of Swaziland.

Just over 41% of all zenzele groups have been formed since 1980, with the greatest increase in new groups taking place since 1984, which is a testament to the interest and enthusiasm generated by the new programs introduced through SWAMDP assistance.

The Traditional Sector Specialist approached his work with the Home Economics Section in the same way as he did when providing SWAMDP assistance to the Community Development Section. Initially time was spent acquiring data and researching the role of rural women in Swaziland, and developing a working relationship with the staff of the Home Economics Section. As with the research and data collected on traditional leaders, the information gathered by the project on rural women is contained in a number of documents and reports on file with USAID. Again, this initial phase of activity laid the foundation for the achievements of SWAMDP in providing training for rural women over the following four years of the project.

This initial research clearly indicated that rural women wanted their associations to become vehicles through which they could increase their incomes. To a large extent, zenzele groups were already assisting members to do this, through group agricultural, handicraft and other

production, and what rural women were demanding was access to the knowledge and skills which would enable them to better manage and operate these activities. Similarly, the extension staff of the Home Economics Section, having in the past provided advice and training in nutrition, home management and child care, were expressing their need for management, business and training skills to assist zenzele associations with their income generating activities. While other training activities were not excluded, SWAMDP focussed its efforts on improving rural women's abilities to develop and manage their income generating enterprises. SWAMDP provided a range of training activities, in which both rural women and Home Economics Officers participated.

1. Development Oriented Workshops and Seminars;

After completion of the initial period of information-gathering and research, SWAMDP assisted the Home Economics Section to implement a series of development-oriented workshops. These covered a wide range of topics, from block making and construction techniques, to soap and candle making, to agricultural production, and handicraft production. The topics themselves were those identified by rural women as those in which they wished to acquire skills. An innovative feature of these workshops was that, where possible, the trainers were themselves rural women skilled in that particular area. Additionally, these workshops provided an opportunity for zenzele members to clearly articulate their further training needs. These workshops provided a clear indication of the need for business management training for rural women.

2. Planning for the Introduction of Leadership and Business Training:

During 1986 and 1987 the Home Economics Section instituted, with the assistance of SWAMDP, a series of planning workshops and sessions for the introduction of leadership and business management training for zenzele members. These planning meetings involved all of the staff of the section at one time or another, and were often conducted with the assistance of consultants. These planning workshops outlined the topics in which women would require training, how such training could best be conducted and what assistance was required by Home Economics Officers themselves in order to implement this new program. The planning period culminated in a series of studies, conducted by the Home Economics Officers and local consultants. These studies indicated the following:

- zenzele members required training in a range of business topics if their income generating activities were to be successful. Among these were business feasibility studies, marketing, management, and accounting;

- the successful introduction of a new program of business studies,required that zenzele groups involved in an income generating activity first participate in some form of leadership training to ensure group cohesiveness and increase their abilities to identify group problems and solutions to these;

- the training for income generating would have to be specifically developed for the level at which zenzele groups operated; it needed to be participatory, experiential and designed for the grassroots;

- Home Economics Officers who would be responsible for providing this training to zenzele women would themselves require both training as trainers and training in business management concepts.

Since this type of training and business management expertise was not readily available in Swaziland, the Home Economics Section requested USAID, through SWAMDP, to seek outside technical assistance to introduce this type of training. TCC researched training institutions with experience in grassroots income generating activities in Africa, and identified Tototo Home Industries of Mombasa, Kenya and World Education of Boston as some of the only available sources of such training. Following USAID approval, a subcontract was negotiated with World Education through which Tototo Home Industries staff would develop and implement leadership and business management training programs specifically designed to meet the needs of zenzele associations.

Over a three year period, 1987 - 89, Tototo and World Education training staff travelled to Swaziland to train Home Economics headquarters and extension staff in the development and implementation of these programs.

3. Leadership Training:

The cycle of training began with the provision of leadership training. A team of Tototo trainers, led by the

head of that organization, together with World Education staff and consultants, travelled to Swaziland to research both the leadership and business skills training needs of zenzele associations and develop an appropriate training program which would enable Home Economics Staff to introduce this training to rural women.

The introduction of these new topics was planned so that each year the Tototo and World Education training teams returned to Swaziland to develop and provide the next phase of training for Home Economics Officers, based on their evaluation of the work implemented since the previous training program. There was therefore a one year period for the implementation activities to begin, Tototo training team could assess progress and advise on problems encountered and solutions to these during their visit the following year.

The leadership training developed during 1987 started this cycle of training. It was designed as a training of trainers for Home Economics Officers, provided them with the skills to work with zenzele groups in such a way as to allow the groups to become cohesive units, identify their own problems and solutions to these and to take responsibility for their actions. The training was participatory, experiential and based on problem solving techniques. It taught the Home Economics Officers to develop their own training materials specific to an individual group's needs, but more importantly did a great deal to change the way in which they viewed their relationship with their client zenzele groups. The introduction of leadership training to zenzele groups over 1987/8 changed these relationships from dependence on the Home Economics Officers to independence, with the zenzele members clearly articulating their own needs and problems, where they needed assistance and indicating those areas where they could deal with their own problems. After a one year period during which leadership training was implemented to many of the zenzele associations in the country, the Tototo/World Education training team returned to assess progress and develop and implement business management training.

4. Business Management Training:

Two cycles of business management training were conducted by Tototo/World Education during 1988 and 1989. The first two week seminar was a training of trainers for Home Economics Officers in fundamental business concepts. The

Tototo business training is based on the concepts that rural women must develop income generating activities that take into account the other demands on their time, that these activities must be based on economic viability, that all members of income generating groups must receive a monthly payment (no matter how small) for their efforts and that where possible income generating activities should be based in the communities in which they live. The first cycle of business training introduced the concepts of feasibility studies, costing, marketing, promotion, management of the business cycle and accounting. The training techniques used were similar to those of the leadership training and were participatory, experiential and based on problem solving. As with the leadership training, the two week workshop concluded with the Home Economics Officers conducting practice training with zenzele groups and developing work plans for the implementation of the first phase of business training over the next year.

The Tototo/World Education training team returned in 1989 for the final phase of business management training. They evaluated the progress to date in introducing these difficult business concepts to rural women and developed and implemented the final two week business management training of trainers for Home Economics Officers. During this final training, certain topics covered the previous year were reinforced and new ones introduced. Time was spent developing plans to consolidate the implementation of business management training for rural women and to ensure that ability to provide this training was institutionalized within the Home Economics Section of the Ministry of Agriculture and Cooperatives.

As a result of these training programs and the planning sessions they included, the Home Economics Section has developed a cadre of skilled business trainers in each region of Swaziland. These officers are now charged with the responsibility of implementing and overseeing business training and advice for zenzele groups in each region. Because business training is complex, particularly when implemented in a participatory manner at the grassroots, not all individuals trained have become good business skills trainers, although all Home Economics Officers are now familiar with the concepts and capable of advising the groups with which they work on income generation.

The cadre of skilled business trainers in each region has the responsibility for program implementation, and one officer has been selected to take responsibility for the

training team in each region. The six Home Economics Officers who have demonstrated the greatest aptitude for the business skills training were sent by SWAMDP to Kenya during April 1990 for a further six week on-the-job training program with Tototo Home Industries staff. They worked closely with Tototo trainers and field officers, sharpening the skills acquired during the training in Swaziland and becoming fully familiar with the management requirements of this type of training.

This on-the-job training followed a one month study visit to Tototo during 1988 by the Principal Home Economics Officer which was provided under the SWAMDP short-term overseas training component of the project. These study visits to Tototo have not only increased the skills, knowledge and abilities of Home Economics staff to continue to develop and implement leadership and business management training, they have also served to ensure that the close relationship which has been developed between Tototo and the Home Economics Section is a cohesive and lasting one.

The final phase of Tototo/World Education activity under their SWAMDP sub-contract was an evaluation in June 1990 of all aspects of their work carried out in 1990 by staff from both organizations. This evaluation is attached as Appendix H. It highlights some of the problems faced by the Home Economics Section in implementing the program, particularly those constraints caused by the section's lack of physical resources, such as transport and recurrent budget funds for training.

However, it amply demonstrates the success of the training, the positive change in relationships between officers of the section and the groups with which they work, the successful small business activities that have been developed by numerous groups, the range of new and different business activities introduced by these groups as a result of the training and, most importantly, the increase in the amount of money being earned by those women engaged in income generation who have participated in this training.

An example of the effectiveness of this training can be found in the Enjabulweni Women's Association, which in October 1990 began paying a monthly dividend of E100 to members. Prior to participating in the business training, the group had been unable to pay a dividend. The training provided the group with the expertise to run their pig raising business and to contact other donors and agencies

for needed assistance and advice in establishing this business. This group is now also creating additional profits through training other rural women in pig management.

The introduction of this type of participatory, experiential training at the grassroots level in Swaziland by SWAMDP can be said to have been truly innovative. The training being provided by the Home Economics Section is unique in Swaziland and represents a departure from the more normal lecture and teaching efforts of other departments and organizations involved in extension work in rural areas. There is now a growing demand from these other organizations for assistance in introducing similar training for their officers and staff.

There have been instances where the Home Economics trainers have provided this training to other groups, and where a zenzele group has trained other rural women's groups which had not yet received this training. One of the more important aspects of this training was USAID's willingness to fund and support training for Africans by Africans. This contributed greatly to the success of a program introducing what were often new and difficult concepts.

5. Savings Clubs:

An additional result of the training and the visits to Kenya by Home Economics staff has been the development and introduction of savings clubs by rural women. After reviewing the Tototo approach to the establishment of savings clubs among rural women, and seeing the results of these first-hand while in Kenya, within six weeks of their return to Swaziland the six Home Economics Officers launched a pilot effort to assist zenzele women establish and operate savings clubs. There is now one pilot savings club in each region of the country. The six Home Economics Officers have also developed, tested and revised materials to train zenzele members in the launching and operation of these savings clubs.

Further, the six Home Economics Officers formulated and implemented a special training program for all Home Economics Section staff to familiarize them with the savings club approach. The savings clubs not only provide zenzele members with a viable way in which to earn interest on their money, no matter how little they have to start with, but they also provide them with some collateral to borrow against. Thus, many of the problems women face in obtaining credit through the banking system are overcome.

As a result of the SWAMDP training, the Home Economics Section is now able to implement a variety of new and different training programs. The project has successfully assisted the section meet one of the goals established for it in Swaziland's national development plans, that of providing assistance and advice to rural women in income generation. Zenzele associations are actively involved in income generation, and the incomes of rural women are increasing, and will continue to increase. However, the section still requires support, particularly with the funding of training and the establishment of a recurrent budget line item so that they are able to become less reliant on donor support for conducting training programs in rural areas. An area of concern for the section continues to be its need for transport, and donor support will be needed if this is to be corrected.

V. TECHNOLOGY/SKILLS TRANSFER:

A. OVERVIEW:

The TCC/USAID contract did not specify quantitative outputs indicating end of project status for this component of the project. The contract refers to the possible number of person months of assistance to be supplied by long-term technical advisors or operational experts, whose functions are to assist Swaziland with technology transfer through the acquisition of skills on the job and in the work place.

TCC's original contract referred to long-term advisors serving an average of two years each on assignment in Swaziland. These advisors were to assist ministries and/or institutions with technology transfer, policy analysis and institutional development. Three such advisors were specified in the TCC/USAID contract: the Manpower Economist/Planner, assigned to the Ministry of Labour and Public Service, the Traditional Sector Specialist who was to work with the Community Development and Home Economics Sections, and a Community Leader Specialist, who was to be a locally hired Swazi attached to the Community Development Section, funded by SWAMDP for three years and thereafter to become a permanent new position within Community Development.

The work of the Traditional Sector Specialist is described in Section IV of this report. The Community Leader post was designed for a particular individual who was to retire from the Section. However, his employment was extended and

he remained on the CD staff. Thus, this position was eventually deleted from the contract.

The Manpower Economist/Planner served in the Ministry of Labour and Public Service for seven months, during which time it was mutually agreed between USAID, the Ministry and TCC that this position should be changed to that of Manpower Development/Training Planner. This change was recommended for two reasons. Firstly, another donor simultaneously funded a similar survey by a manpower economist. Secondly, the capacity of the GOS during the initial stages of SWAMDP to absorb the level of effort and types of activities that would have been undertaken by a quantitative manpower economist was limited, as was the capacity of the Government of Swaziland to utilize a quantitative manpower survey. The position was therefore changed to reflect these realities, and government's need for training assistance and advice in the management of manpower planning. The work of the Manpower Developing/Training Planner is fully documented in Section B. below.

Operational Experts (Opex) were intended to serve in line positions in government or other local institutions. Their functions were to be determined by the employer and the positions filled when requests for OPEX were received from government and approved by USAID. OPEX were intended to fill specific technical positions for which trained Swazi were either not available or were presently being trained.

It is important to note that four OPEX were carried over into TCC's SWAMDP contract, from its predecessor project (the Southern Africa Manpower Development Project) providing a total of 43 person months of OPEX assistance. One OPEX was funded under SWAMDP, posted to the Rural Water Board to continue and finalize activities started under a previous USAID project which had come to an end, and this individual served for 35 months. Two new OPEX were recruited over the life of the project, providing a further 50 person months of such assistance.

The TCC/USAID contract originally stated that up to eighteen person years of OPEX assistance would be provided by TCC over the life of the project. This was subsequently amended to reflect the OPEX SWAMDP had absorbed from its predecessor project, and the additional OPEX added to SWAMDP. The work of these Operational Experts is discussed in Section C. below.

B. Manpower Development/Training Planner:

The Manpower Development/Training Planner served on the project from February 1986 through February 1988, and, with an extension, rejoined the project from December 1988 through June 1990. The job descriptions for his original period of service and the extension are included in Appendix I to this report. The advisor was placed in the Manpower Training and Localization Division of the Ministry of Labour and Public Service. The focus of his work was to introduce a planning process for manpower development and training in those government ministries identified as "key" to fostering national and rural development in Swaziland. These ministries were: Labour and Public Service, Agriculture and Cooperatives, Health, Education, Natural Resources and Energy, and Works and Communications. These ministries were defined by the Ministry of Labour and SWAMDP as those with prime responsibility for fostering national development in Swaziland.

The intention behind the efforts of the Manpower Development/Training Planner during his 42 months of service was to create and develop a multi-year non-donor specific training plan that was based on an analysis of national need. Working with training officers from all of the above ministries, a needs assessment was undertaken which revealed a lack of communication within government concerning training issues (including information about training opportunities available). It also emphasized that training officers did not possess the needed background and experience in their professional field and that the Ministry of Labour and Public Service lacked the capacity to develop and manage training plans and programs. There was a perceived fundamental lack of communication between the Ministry of Labour and Public Service and the training officers responsible for implementing manpower planning and training designed to meet manpower needs in other government ministries.

As a result of this initial needs assessment a systems approach was developed by the advisor to assist the Ministry of Labour and Public Service address these problems. This was designed to put in place some of the structures lacking within government to develop a manpower planning and training process, and ensure that officers responsible for these functions understood and were equipped to carry out their responsibilities. Working with the Ministry of Labour and Public Service, and the training officer cadre in government, the following were instituted:

1. Establishment of a Training Officers Group:

Prior to SWAMDP there did not exist within government a forum through which training officers could meet on a regular basis to discuss common manpower planning and training issues. The first meeting of this group was called by circular sent by the Manpower Training and Localization Division of the Ministry of Labour and Public Service to all relevant ministries, departments, parastatals and selected private sector organizations.

More than sixty people arrived for the first meeting of the training officers group, held in March 1986. Following this, meetings of the training officers group were instituted as a regular monthly activity. Initially, time was spent overcoming mutual antagonism between training officers from line ministries who felt a lack of support, cooperation and communication from the Ministry of Labour and Public Service. Equally, the Ministry felt that officers within line ministries were unresponsive and lacked an understanding of the training process. The first meetings of the training officers group were spent locating the cause of these concerns and developing solutions to them. Visits were arranged by staff of the Manpower Training and Localization Division to each line ministry which greatly helped in this regard.

Following this period, the training officers group became part of the process of designing the systems and structures needed to develop an effective manpower planning system within government. They continued, and continue, to meet regularly, in the Ministry of Labour and Public Service. They provide a ready exchange of information and ideas on manpower needs, training ideas and information regarding new training methodologies. The training officers group was involved throughout the Manpower Development Training Planner's work in developing and implementing a training plan process.

In order to institutionalize the training plan process the Ministry of Labour and Public service felt that it was important that the Manpower Development/Training Planner be assigned a counterpart. While this was not addressed in the initial scope of work for the advisor, as approved by the GOS and USAID, a counterpart was provided in May 1987. This individual attended short term training in the United States later that year, in order to expose him to training methods and processes. The fact that this officer remains responsible for implementing the training plan process and continuing the training officers group monthly

meetings is an indication of the support by MLPS for these initiatives.

2. Handbook for Human Resource Development:

The Handbook for Human Resource Development (HHRD) was developed by the advisor with assistance and advice from the staff of the Ministry of Labour and Public Service and the training officers group. The Handbook is a step-by-step process permitting the definition of each organization's manpower needs based on an analysis of present and future job tasks and requirements. It thus defines the training required to meet these needs. With proper use the HHRD permits the Manpower Training and Localization Division of the Ministry of Labour to project training needs over five year cycles.

While the HHRD was developed by the Manpower Development/Training Planner, the training officers group provided a cost effective forum to review and revise draft chapters of the handbook as it was developed. The training officers assisted in defining and developing the HHRD, continually providing suggestions that ensured it was in line with government policies and procedures.

The HHRD was accepted by the Ministry of Labour and Public Service, and in April 1987 the Principal Secretary of the ministry sent a circular to all government ministries announcing that procedures contained in the draft handbook should be used in submitting ministry and departmental training plans as of April 1987. Once the HHRD was developed, the next step in the process was to provide training to relevant officers in each of the line ministries. The training officers group provided assistance in developing the strategy used to present the handbook to the key development ministries.

3. HHRD Seminars for Key Development Ministries:

Seminars on the HHRD process were held for the key development ministries over a six month period. The objectives of these seminars were to permit department heads and training and personnel officers in the key development ministries to understand their roles and responsibilities in implementing the training plan process and how the HHRD should be used in this process. These seminars were attended by under-secretaries, directors of departments, department heads and personnel/training officers.

While focussed on the use of the HHRD, the seminar agenda also contained sessions on the importance of delegation, communication, time management and the development of action plans. The seminar's participants were divided into two "streams": training officers attended for the first two days, their department heads and supervisors attended over the following two days, and both groups were brought together for the final day. This permitted discussion of roles and responsibilities in the implementation of the training plan process between senior staff and those under their supervision.

At the end of the Manpower Development/Training Planner's initial contract (February 1988) each of the five key development ministries had received training in the use of the handbook, and the new training plan process was at least partially in use in three of these. During the advisor's further work under SWAMDP which commenced in December 1988, follow-up training was undertaken in each of the five key development ministries.

In addition, and at the request of the Ministry of Labour and Public Service, several other line ministries and parastatal organizations were introduced to the HHRD and seminars were conducted for the Ministries of Justice, Interior, Tinkhundla, the Audit and Income Tax Departments of the Ministry of Finance and parastatals such as the National Housing Board, Posts and Telecommunications, Swazi Bank, National Provident Fund (which falls under the Ministry of Labour) and the Central Transport Authority.

The training plan process as contained in the HHRD, including the standardized training needs assessment format which defined manpower requirements, was therefore widely introduced throughout government and is in use in most of these ministries, departments and parastatals.

Throughout both his periods of assignment, the Manpower Development/Training Planner conducted follow-up activities with each ministry, department and parastatal on an individual basis. These activities took the form of follow-up visits with senior staff, department heads and training officers to ascertain progress with the implementation of the process contained in the HHRD, identify constraints and assisting and advising in overcoming these. In addition to providing ministry-specific technical assistance, a follow-up seminar was organized for several ministries on topics such as time management and delegation.

4. Standardized Training Needs Assessment Format:

Arising out of the seminars on the introduction of the training plan process through the use of the HHRD, it became clear that the training officers felt the need for further training in how to develop and conduct a needs assessment. A standardized training needs assessment format was developed, allowing training officers to conduct both organizational and individual assessments of training needs. It was developed as an adjunct to the HHRD and is used in conjunction with it. The standardized training needs assessment format permits training officers to undertake an in-depth assessment of organizational manpower needs and of the short and long term training needs of individuals within each organization. It is widely in use by training officers to develop GOS long and short-term manpower needs.

5. Development of a National Training Policy:

The recommendation to establish a National Training Policy was made by those participating in the original HHRD seminars and was contained in the final report on these seminars. It was felt that the lack of a national policy on training hampered the development of training plans. Without a national policy there are no official guidelines. A training policy was therefore drafted and recommended to government after revision and critique by the training officers at their monthly meetings. The National Training Policy has been submitted by the Ministry of Labour and Public Service to Cabinet for approval.

6. Observation Tour:

In November 1986, SWAMDP funded an observation tour to Botswana by the Principal Personnel Officer and two other staff of the Ministry of Labour, accompanied by the Manpower Development/Training Planner. The Government of Botswana has developed an effective multi-year training plan process, which is in operation together with a national training policy. This observational visit allowed staff of the Ministry observe a successful system and discuss implementation concerns and problems with their counterparts in Botswana. The visit served to demonstrate to the Swazi officials the steps needed to be taken if a training plan process was to be successfully implemented.

7. Development of Computerized Data Bases:

During the final phase of technical assistance provided by SWAMDP to the Ministry of Labour and Public Service, work

was begun on the development of computerized data bases which would allow the Manpower Training and Localization Division to monitor manpower training needs and progress towards localization, particularly in the private sector. Two formats were developed with assistance from the Computer Section in the Ministry of Finance. Computer hardware, including two monitors for the Division, was purchased following appropriate USAID approvals. This computer hardware was linked to the government mainframe computer, so that all ministries would eventually be able to access their information relating to manpower planning and training. The Ministry of Labour and Public Service supported this effort through the provision of an additional staff person who was trained by the advisor in data processing and entry, as was the Advisor's counterpart.

8. Organizational Development for the Ministry of Labour and Public Service:

Fundamental to the implementation of all aspects of SWAMDP was the assumption that the Ministry of Labour and Public Service had the ability, capacity and capability to effectively coordinate and manage government and donor-sponsored training activities. Over the life of SWAMDP concern was expressed by the GOS that the Ministry in fact lacked the resources to effectively and efficiently undertake these tasks. In short, the Ministry of Labour and Public Service required assistance in redefining and implementing its training mandate. In order to assist the Ministry deal with these problems an organizational development program was implemented. It was designed to:

- o assist officers of the Ministry recognize the need for change and develop a commitment to a process of change by senior staff;
- o involve senior managers in the process;
- o allow participants in the organizational development process assume control of it, and thus "own" the process.

Following acceptance by the Ministry and USAID of the need for a program of organizational development, it was agreed that a senior consultant with training and organizational development experience would be sought to implement the process. This consultant spent two weeks working with the Manpower Development/Training Planner and senior Ministry staff preparing for an organizational development retreat held for senior staff of the Ministry.

The retreat focused on the identification of inter-departmental and ministry-wide problems, the development of solutions to these, the development of effective methods of communication both between individuals and departments, team building, and building a leadership capacity. The retreat culminated with the development by working groups of action plans intended to address some of the problems identified. These working groups continued to meet after the conclusion of the retreat to work on common problems and improve inter-departmental communication within the Ministry.

A follow-up one day retreat was subsequently held in order to widen the process, at which the working groups reported back to those present, outlining progress made. The problems being addressed by the working groups were refocused to allow for progress made and additional issues were raised for their attention. These working groups continue to meet in an attempt to address the problems faced by the Ministry of Labour and Public Service and build effective communication within the Ministry.

SWAMDP's technical assistance to the Ministry of Labour and Public Service resulted in the development of a government-wide understanding of the need for manpower planning and the use within most government ministries and departments of a standardized planning process for defining manpower needs and for the development of training plans to meet these.

This process was enhanced by the participation of the training and personnel officers in the in-country training program, where they participated in a series of workshops intended to assist them more effectively manage their training functions. These in-country workshops also introduced them to training techniques, concepts and methodologies. Most officers responsible for training in government had never been trained as human resource managers and trainers prior to these workshops.

An important result of the assistance provided through the Ministry of Labour and Public Service is the improvement in the working relations between the Manpower Training and Localization Division and the officers and departments of other government ministries responsible for training. Effective communications and a common understanding of the training process now exist. The introduction of the training plan process and the standardized needs assessment

format have ensured that throughout government a common language and approach are used by training officials to define manpower needs and the types of training required to meet these.

Additionally, the Ministry of Labour and Public Service has begun the process of developing solutions to some of the problems it has encountered in effectively managing training in the public sector. Having commenced this work, consideration should be given to continuing assistance to ministry, both to strengthen its relationships with the training officers, and with public and private sector organizations concerned with training in Swaziland, and to continue the organizational development process started towards the end of SWAMDP.

C. OPERATIONAL EXPERTS

David Jenkins	18 pm	Hydrologist, Ministry of Works and Communications
Alfred Hoadley	36 pm	Sanitation Engineer, Rural Water Supply Board
Robert Reed	34.5 pm	Technical Education Director, Swaziland Institute of Accountants
Byron Tarr	15.5 pm	Director, Public Enterprise Unit, Ministry of Finance
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TOTAL	129 pm	
	=======	

Details of the work and achievements of these OPEX can be found in their individual final reports, submitted separately to USAID.

APPENDIX A

TRANSCENTURY/SWAMDP STAFF, CONSULTANTS AND OPEX

15 DECEMBER 1984 - 31 DECEMBER 1990

HOME OFFICE	FUNCTION
Marilyn Richards	Principal-in-charge
Faye Cowan	Participant Training Coordinator
Sheila Grant	Program Officer
Laura Gould	Program Officer
Pamela Parmer	Project Coordinator
Dana Danowski	Project Coordinator

FIELD OFFICE	
Marilyn Richards	Chief-of-Party
Louis Mitchell	Chief-of-Party
Robert Stoltz	Chief of Party
Michael Colson	Participant Manager
Laurence Coore	Manpower Economist Planner
Mary Lee Herrick	Participant Process Officer
Robert Hitchcock	Traditional Sector Specialist
John King	Manpower Development/Training Planner
Leon Muffett	In Country Training Manager
Vera Maziya	Participant Process Officer
Joy Christie	Executive Officer
Phindile Dlamini	Secretary
Matildah Mofokeng	Office Housekeeping and Clerk

CONSULTANTS

PARTICIPANT TRAINING	FUNCTION
Ayton, Trevor	Computer Orientation
Balzer, Mildred	Toefl Workshop
Choi, Yung MI	GRE/GMAT Workshop
Davis, Ambrose	Interview New Scholarship Recipients and draft training plans.
Fisher, Jeanne	Toefl Workshop
Giles, Mattie	Toefl Workshop
Ikehara, Rona	Participant Processing
Jenkins, Karen	Participant Support (Zambia)
Lewis, Shelby	Participant Support (Zimbabwe)
Mayisela, Nelson	Computer Orientation Workshop and Computer Programming Asst.
Myeni, Annie	Toefl, GRE Workshop
Ndlangamandla Shaka	Computer Training Workshop
Neill, Dolapo	Toefl Workshop
Nsibande, Eunice	Toefl Workshop
Pakirri, Devi	Participant Support (Zimbabwe)
Reid, Anne	Participant Orientation
Richardson, David	Computer Orientation Workshop
Sadler, Jacquelyn	Participant Orientation
Stoltz, Douglas	PTS Computer System
Thomson, Mary	Computer Orientation Workshop
Wallace, Emily	Toefl Workshop

Wake, Noreen	Participant Orientation
Watson, Margaret	Participant Support (Zimbabwe)
White, John	Toefl GRE, GMAT Workshop
Williams, Paul	Computer Orientation Workshop

CONSULTANTS

IN COUNTRY TRAINING/TA	FUNCTION
Adam, Christopher	PS and other ICT Seminars
Apostolides, Christos	Computer Assistance
Argo, Jan	Handicrafts Needs for Rural Women
Bjorck, Bjorn	Block Making Handbook
Cook, Gayla	Planning & Training
Diallo, Barky	ICT : PS Seminar
Dludlu, Sipho	HE Data Analysis
Ebert, James	Remote Sensing
Fisher, Jeane	Research/Write/Edit Zenzele Training Materials
Fiator, Joan	Recruitment
Gaarder, Robert	Assess ToT Design/Seminars for HRD Handbook
Garber, Laura	Tasekhaya Newsletter
Ginindza, Thoko	Zenzele Training Materials Preparation and Translation
Green, Edward C.	CD Assessment
Kelly, Barbara	Training HE for rural Women's Associations.
King, John	MLPS Staff Computer Data Base Training
Kgasi, Tsidi	Training HE for rural Women's Associations
Ladin, Sharon	HE/Zenzele Assistance

APPENDIX C Continued

Loughran, Lisbeth	Handicrafts Needs for Rural Women & Workplan
Mayisela, Nelson	Computer Programming
Memper, Willie	Video of HE Planning/training workshop
Miller, Beatrice	Graphic Artist Illustrations and layout
Nelson, Robert	Business Management Certificate Course Assessment
Patrick, Richard	Survey of Chiefs
Pfotenhauer, Allen	Assessment of CD Certificate
Reifenberg, Stephen	Capital Budget PS Seminar
Sangweni, Margaret	HE Data Analysis
Sets'abi Anthony	Urbanization Workshop
Soden, John	Institute of Accountants
Stoltz, Camilla	FMS Computer System
Thomas, John	Capital Budget PS Seminars
Tomlinson, Jane	Business Management Training Assessment; HE/Zenzele business skills monitor and preparation of final report.
Wittkamp, Pamela	Computer Programming

OPEX (PIOT)	FUNCTION
Argo, Peter	Rural Reconstruction Roads Rehabilitation Engineer (Ministry of Works and Communications)
Kramer, Terrence	Rural Reconstruction Roads Rehabilitation Engineer (Ministry of Works and Communications)
Adams, Kermit	Lecturer, Agricultural Education (University of Swaziland)
Jenkins, David	Hydrologist (Ministry of Natural Resources and Energy)
Hoadley, William	Public Health Engineering Advisor (Rural Water Supply Board)
Reed, Robert	Technical Education Director (Swaziland Institute of Accountants)
Tarr, Byron	Director, Public Enterprise Unit, (Ministry of Finance)

APPENDIX

SCOPE OF WORK

CHIEF-OF-PARTY

SWAZILAND MANPOWER DEVELOPMENT PROJECT

Supported by Transcentury's Home Office, the Chief of Party will be responsible for:

- Supervision of the long- and short-term technical assistance which comprises the Field Team in Swaziland.
- Supervision of all OPEX and other advisory personnel.
- Coordinating the recruiting and backstopping of all OPEX long and short-term specialists in collaboration with requesting ministries, private institutions, and USAID/Swaziland (includes evaluation and prioritization of OPEX and advisors.)
- Coordinating and facilitating participant training abroad in colloration with DET and USAID/Swaziland.
- Facilitating all commodity procurement.
- Submitting all monthly, semi-annual, annual, and other program and financial reports as required.
- Submitting detailed annual work plans for all contract elements.

APPENDIX C.

LONG-TERM SWAMDP PARTICIPANTS

1. RETURNED
2. STILL IN TRAINING

SWAMDP LONG-TERM PARTICIPANTS - RETURNED

SURNAME	FNAME	SEX	EMPLOYER	INST1	DEGREE1	STDATE1	CPLDATE1
Bhembe	Patrick	m	Min. of Education	Michigan State	M-Education	08/85	08/86
Dladla	Atticia	f	Nat'l Curriculum Cnt	Atlanta University	M-Education Specialist	08/85	12/88
Dladla	Cynthia	f	Min. of Health	Univ. of Tulane	M-Public Health	08/87	06/89
Dlamini	Barnabas	m	UNISWA	Ohio State	PHD-Agric. Ed.	09/86	01/87
Dlamini	Bathandwa	m	UNISWA	New Mexico State U.	M-Animal Science	08/85	12/87
Dlamini	David	m	Min. of Finance	Western Carolina U.	B-Computer Science	08/86	05/89
Dlamini	Dudu	f	RFM Hospital	Ferris State	B-Allied Health Ed.	08/86	08/90
Dlamini	Enoch	m	Min. of Natural Res.	New Mexico State	B-Civil Engineering	08/86	02/90
Dlamini	Eunice	f	William Pitcher T.C.		M-Education	08/88	08/90
Dlamini	Hunter	M	Mbabane Town Council	Ferris State	B-Civil Engineering Tech.	08/87	12/90
Dlamini	Judith	f	Min. of Finance	ISPC/Geo.Wash.Univ.	M-Social & Econ. Stats.	08/85	01/87
Dlamini	Leonard	m	RFM Hospital	Kettering Univ.	AS-Ultrasound Tech.	08/86	12/88
Dlamini	Lucy	f	UNISWA	Atlanta	PHD-English	08/85	09/90
Dlamini	Mandla	m	Min. of Works	Lawrence Tech	B-Architecture	08/85	09/90
Dlamini	Paulos	m	SCOT	New Mexico State	B-Elec. Eng.	08/86	05/90
Dlamini	Peter	m	Trans World Radio	New Mexico State	B-Electric Eng.	08/86	05/90
Dlamini	Siphiwe	f	Central Bank	Atlanta University	M Business Admin.	08/85	07/88
Dlamini	Spencer	m	Tibiyo Takangwane	Calif.State Univ.	B-Agronomy	08/86	12/86
Dlamini	Wazi	F	Min. of Health	Tulane University	M-Epidemiology	08/88	11/90
Dlamini	William	m	Min. of Finance	Bridgewater State	B-Mathematics	09/86	05/87
Dlamini	Wilson	m	Min. of Agriculture	So. Illinois	M-Ag. Econ	09/88	09/90
Dludlu	Delisiwe	f	(in South Afr.)	Loyola College	M-Clinical Psychology	06/86	10/87
Dludlu	Elmoth	m	Min. of Education	Bridgewater State C.	M-Education	08/86	08/87
Dube	Duke	m	Dept. of Agriculture	Cali. Polytech	B-Agri. Bus. Mngt.	06/86	06/88
Fakudze	Vusi	m	Self Employed	Iowa State	B-Architecture	06/86	12/88
Ginindza	Simon	m	Mhlume Sugar Co.	Kirkwood Comm.Clg.	AA-Farm Machinery	08/85	08/87
Groening	Martina	f	Mbabane Town Council	Ashland College	B-Business Admin.	01/87	07/89
Habedi	Marilyn	f	UNISWA	Ohio State Univ.	PHD-Home Economics	08/85	12/88
Hlophe	Ephraim	m	Min. of Health	U. of Pittsburgh	M-Public Admin.	08/86	05/88
Jacobsz	Leon	m	Swaziland Milling	U. of Pittsburgh	M-Business	08/86	08/88
Khumalo	Dickson	m	Min. of Agriculture	Ohio State U.	M-Agricultural Extension	08/85	08/87
Kunene	Paulus	m	Min. of Finance	Geo. Wash. Univ.	M Managemt. Info.Systems	08/86	02/88
Kunene	Themba	m	Usutu Pulp Co.	Washington State	B-Chemical Engineering	08/85	06/88
Lukhele	Zakhele	m	Central Bank	U. of Illinois	M-Economics	08/88	08/90
Mabuza	Khanyisile	f	Min. of Agriculture	Kansas State	B-Food Science	08/86	12/89
Mabuza	Phiwayinkosi	m	Min. of Works	Colorado State U.	B-Civil Engineering	08/86	06/90
Magagula	Phineas	m	Min. of Education	Bridgewater State	M-Ed. Admin	08/85	12/86
Magagula	Samuel	m	Min. of Education	Bridgewater State	M-Ed. Admin.	12/85	01/87
Mahlalela	Justice	m	Usutu Pulp Co.	Wash. State Univ.	B-Chem. Engineering	08/85	05/88
Mamba	Mkhululi	m	Min. of Works	N.Carolina A&T	M Elec. Engineering	01/87	06/90
Mamba	Vukani	m	Central Bank	Northeastern Univ.	M-Economics	08/86	01/89
Maseko	Abednego	m	Standard Bank	Goldy Bencom	B-Business Admin.	08/88	08/90
Mathenjwa	Murmly	f	Inst. of Health Sc.	Univ. of Texas	M-Public Health	09/86	09/88
Matiwane	Dorrington	m	Income Tax(Finance)	Tennessee State	M Business Admin.	08/86	04/89
Matsebula	Stanley	m	(in South Afr.)	American University	M-Monetary Studies	08/85	03/87
Matsebula	Vincent	m	Min. of Labour	U. of So. Calif.	M Public Admin.	08/85	12/86
Matthews	Egomotso	f	Inst. of Health Sc.	New Mexico State	M-Economics	08/87	09/89
Mavuso	Edgar	m	Min. of Education	Bridgewater St. Cl]	M-School Administration	12/85	12/86
Maziya	Busie	f	(in the U.S.)	Kansas State U.	B-Home Economics	09/86	03/87
Maziya	Lindiwe	f	Mbabane Town Council	Ferris State	A-Med. Lab. Tech.	09/86	10/90
Maziya	Lindiwe	F	Mbabane Town Council	Ferris State Univ.	A.S. Med. Lab. Tech.		/88
Maziya	Rudolph	m	Min. of Health	U. of Ala. At Birm.	B-Medical Technology	06/86	12/86
Mbelu	Thomas	m	Dept. of Audits	U. of So. Calif.	M-Public Admin.	08/85	12/86
Mhlongo	Gideon	m	Inst. of Health Sc.	A.D.Little	M Management	08/88	01/90
Mhlongo	Thabi	f	Min. of Education	Texas Tech	M-Microbiology	08/87	05/89
Mkhonta	Meshack	M	Min. of Agriculture	Tennessee State	M Agronomy	08/87	12/90
Mlotshwa	Josephine	f	William Pitcher T.C.	Atlanta Univ.	M-English Ed.	08/88	05/90
Mokgokong	Pius	m	(in South Afr.)	West Virginia	M Mining Engineering	08/85	05/87
Mswane	Phillip	m	SEDCO	Western Caroline U.	M-Business Admin.	08/85	08/87

Musi	Mumly	f	Min. of Labour	Ferris State	B-Personnel Mngt.	08/87	08/90
Myeni	Cynthia	f	RFM Hospital	Ferris State	B-Health Ed./Nursing	08/85	05/90
Ndlovu	Leonard	m	UNISWA	Ohio State Univ.	M-Soil & Water Conserv.	08/85	08/87
Nhleko	Phuthuma	m	(in South Afr.)	Atlanta University	M-Business Admin.	08/85	08/87
Nkambule	Maphumzana	m	Min. of Natural Res.	New Mexico Inst. of	M-Geology	01/87	07/88
Nkambule	Simon	m	Sd. Building Society	Univ. of New Haven	B-Personnel Admin.	06/86	01/87
Nkosi	Lizzie	f	Mb Govt Hospital	Boston U.	M-Occupational Therapy	01/86	03/88
Nsibande	Amelia	f	Min. of Finance	American University	M-Computer Science	08/85	08/88
Ntshalintshali	Concelia	f	Min. of Education	U. of Michigan	M Natural Resource	08/85	06/87
Ntshangase	Bhekie	m	Min. of Health	Western New England	B-Bioengineering	06/86	08/87
Nxumalo	Bongani	m	Conco Ltd.	Ohio State	B-General Business	06/86	11/87
Nxumalo	Dominic	m	Min. of Education	Iowa State	M-Ag. Ed.	08/87	08/89
Nxumalo	Donald	m	Min. of Education	Bridgewater State	B-Humanities	08/86	12/88
Nxumalo	Norah	f	Min. of Education	W. Virginia Univ.	M-Agriculture Ed.	08/86	07/88
Nxumalo	Susan	f	Min. of Commerce	So. Illinois U of Ca	M-Economics/Agribusiness	08/86	12/87
Nxumalo	Vulindlela	m	(in the U.S.)	Greensboro College	B-Med. Lab. Tech.	06/86	09/89
Nyoni	Theodora	f	Barclays Bank	N.Carolina Central	B-Business Admin.	08/87	06/90
Samketi	Modern	m	Central Bank	U. of Southern Cal	M-Finance	12/87	08/89
Sampson	Eugene	m	Computronics	Howard University	B Electrical Engineering	06/86	01/87
Shabalala	Jabulani	m	Water & Sewage Board	New Mexico State U.	ND-Water Engineering	08/87	05/90
Shongwe	Adam	m	UNISWA	Columbia	PHD-Education Admin.	08/86	09/90
Shongwe	Gideon	m	Min. of Education	Ohio State Univ.	PHD Soil Chemistry	06/86	02/89
Shongwe	William	m	Min. of Education	Boston Univ.	M Education	12/86	01/88
Sibandze	Samuel	m	(in South Afr.)	Tulane University	M-Public Health	08/86	08/88
Sifundza	Jabulani	m	Tambankulu Estates	LSU	B-Agronomy	06/86	12/87
Simelane	George	m	SCOT	Michigan State	M Education	08/87	01/89
Simelane	Malangeni	m	UNISWA	Ohio State	PHD-Ag. Ed.	08/86	12/88
Simelane	Musa	m	I.V.S.	W. Carolina Univ.	M-Industrial Tech.	06/86	02/87
Sithole	Dumile	f	Min. of Agriculture	Wash. State Univ.	M Horticulture	01/86	12/87
Strachan	Leslie	m	Dept. of Geology	none	ND-dropped out	08/86	03/87
Sukati	Correl	m	UNISWA	Harvard University	PHD-Ed. Admin.	06/86	01/88
Thwala	Busile	f	UNISWA	Southern Indiana	M-Agribusiness Econ.	08/87	09/89
Thwala	Nonhlanhla	f	Min. of Agriculture	New Mexico State	M Ag. Econ.	08/86	05/89
Tshabalala	Nompumelelo	f	Min. of Natural Res.	Univ. of Michigan	M-Water Resources	08/86	05/89
Tshabalala	Trevor	m	Min. of Works	A.D.Little	M-Engineering Mngt.	08/87	08/88
Tshabalala	Zolile	f	Unemployed	Eastern Michigan	B-Occupational Therapy	06/86	03/89
Vilakati	Moses	m	UNISWA	Cal Polytech	M-Agriculture	01/88	10/89
Zikalala	Micah	m	Min. of Education	Bridgewater	M-Ed. Admin.	08/88	08/89
Zulu	Constance	f	Min. of Education	U. of Michigan	M-Ed. Admin	01/87	06/88
Zwane	Esau	m	UNISWA	Ashland College	M-Business Admin.	01/87	05/89
Zwane	Isabel	f	Inst. of Health Sc.	Boston Univ.	M Public Health Nursing	08/85	09/86
Zwane	Pinkie	f	UNISWA	Oklahoma State	M-Home Economics	08/88	05/90
Zwane	Ramford	m	Manzini Town Council	A.D.Little	M Management	08/87	12/88
Zwane	Sihle	M	UNISWA-Kwaluseni	Columbia University	PHD-English/TESOL	08/85	12/90
Zwane	Siza	m	SIDC	Atlanta University	M Business/Finance	08/86	08/88

(Long-Term Participants - Returned)

SWAMDP LONG-TERM PARTICIPANTS CURRENTLY IN-TRAINING

SPRNAME	FNAME	SEX	EMPLOYER	SCHOOL	TRAINING	START_YR
Dlamini	Bukhosi	M	Coopers & Lybrand	U. of Illinois	M Accounting	89
Dlamini	Caiphus	M	Usutu Pulp Co.	New Mexico State	B-Pub.Health Engin.	90
Dlamini	Caiphus	M	Min. of Natural Rec.	New Mexico State Univ.	M Engineering Mngt.	88
Dlamini	Elliot	M	Swazi Bank	New Mexico State	M Econ/Banking	90
Dlamini	Henry	M	Min. of Education	Western Michigan	B-Auto Engineering	90
Dlamini	Ivy	F	Min. of Health	Washington State Univ.	M Speech pathology	87
Dlamini	Lois	M	Raleigh Fitkin Hosp.	Hampton University	M Nursing Admin/Ed	90
Dlamini	Martin	M	S.T.B.C.	Howard University	B-Mass Communications	87
Dlamini	Moses	M	S.C.O.T.	North Carolina A&T	B Mechanical Engineering	86
Dlamini	Peterson	M	S.C.O.T.	Ferris State University	B-Mechcanical Engineering	87
Dlamini	Peterson	M	Min. of Education	Ohio University	M Ed. Administraion	90
Dlamini	Sabelo	M	Min. of Education	Tulane	M-Microbiology	90
Gamedze	Nokukhanya	F	B.M.E.P.	Exp.for Int'l Living	M Intercultural Mngt	90
Gule	Audrey	F	Min. of Health	University of Zimbabwe	MD-Human Medicine	88
Gule	Jeremiah	M	UNISWA Kwaluseni	Harvard University	PHD-Educational Administr	86
Kunene	Charles	M	Water & Sewerage Brd	Florida A & M	B-Chemical Engin.	90
Kunene	John	M	Min. of Health	University of Zimbabwe	MD-Medicine	86
Kunene	Reuben	M	Min. of Works	Embry-Riddle Aero Univ.	B-Data Presng./Airport Mn	87
Lapidos	Tyrone	M	Min. of Health	University of Zimbabwe	MD Human Medicine	88
Mabuza	Mandla	M	Min. of Works & Comm	North Carolina A&T	B Material Engineering	86
Magagula	Hugh	M	Min. of Education	University of Pennsylvan	M-Education Admin.	88
Magongo	Stephen	M	Min. of Finance	Ohio University	B Computer Science	90
Makhubela	Beauty	M	Raleigh Fitkin Hosp.	Hampton University	M-Nursing Admin.	89
Mamba	Glory	F	UNISWA Kwaluseni	U. of Pittsburgh	PHD-African Lit.	90
Mathunjwa	Mduduzi	M	UNISWA-Kwaluseni	Texas Technical Univer.	PHD-Appl.Physics	87
Maziya	Lindiwe	F	Min. of Interior	Ferris State University	AA-Medical Technology	86
Maziya	Rudolph	M	Min. of Health	Tulane University	M-Public Health-Lab	90
Mhlongo	Vika	M	Manzini Town Council	U.of Illinois	M-Accountancy	89
Mkatshwa	Thab'sile	F	UNISWA Kwaluseni	Univ. of Pennsylvania	PHD-Education	87
Mndebele	Comfort	M	UNISWA-Luyengo	Virginia Polytechnic	PHD-Ag. Ed.	90
Mondlane	Mbongeni	M	Shiselweni Forestry	Colorado State	B Forestry	90
Motsa	Nomvula	F	Min. of Education	Howard University	B-Mass Communications	88
Mthethwa	Rosemary	F	Min. of Health	University of Botswana	B-Health	88
Neala	Phinda	M	Swazi Bank	Bridgewater State Colle.	B-Computer Science	87
Ndlangamandla	Shaka	M	**Unsponsored	Goldey Beacom	B Data Processing	88
Ngcobo	Nozipho	F	UNISWA Kwaluseni	U. of Pittsburgh	PHD Library Science	89
Nsibande	Nonhlanhla	F	Min. of Finance	Xavier University	M Accounting	89
Ntombini	Justice	M	Usutu Pulp Co.	Alabama A& M Univ.	B-Forestry Management	87
Nxumalo	Albert	M	Royal Swazi Airways	Embry-Riddle	B-Management	90
Nxumalo	Makhosazana	F	Min. of Health	U. of Botswana	B-Nursing Education	88
Owabe	Milton	M	Min. of Works	Lawrence Institute of T.	B-Architecture	85
Richards	Samuel	M	Telecommunications	Ashland University	M-Business Admin.	89
Shelembe	Jeremiah	M	Sd. Fruit Canners	Ohio State University	M Food Chem.Process	90
Shongwe	Musa	M	Min. of Natural Res.	Ohio State University	PHD-Agronomy	87
Sibanyoni	Abel	M	Royal Swazi Sugar	Colorado State Univ.	B-Mechcanical Engineering	87
Sifundza	Fidelia	F	Usutu Pulp Co.	American University	M-Bus.Administration	90
Simelane	Bhekithemba	M	Dept. of Vet. Servic	University of Zimbabwe	MD Veterinary Medicine	87
Simelane	Cyprian	M	S.C.O.T.	New Mexico State	M-Elec. Engineering	90
Simelane	Elton	M	Min. of Works?	Colorado State Univ.	B-Civil Engineering	88
Simelane	Ndoda	M	S.N.P.F.	Ferris State	M-Accounting	89
Thwala	Margaret	F	Raleigh Fitkin Hosp.	University of Zambia	B Nursing Education	87
Thwala	Princess	F	Usutu Pulp Co.	Howard University	B-Chemical Engineering	88
Thwala	Veli	M	Usutu Pulp Co.	Howard University	B Computer Science	88
Tsabedze	Clara	F	UNISWA Kwaluseni	Pennsylvania State Univ.	PHD-African lit	87
Vilakati	Lester	F	Min. of Education	Ohio University	M-Ed. Administration	90
Zwane	Phesheya	M	**Unsponsored**	Drexel Universtiy	B-Business Admin	88

APPENDIX D.

SHORT-TERM SWAMDP PARTICIPANTS

SWAMDP SHORT-TERM PARTICIPANTS

SURNAME	NAME	SEX	SCHOOL	DEGREE	ST DATE	CPL DATE	EMPLOYER
Dlamini	Bheki	m	Zimbabwe	ST-Urban Dev.	01/90	01/90	Tinkhundla
Dlamini	Celani	f	Harvard	ST-Taxation	08/88	06/89	Min. of Finance
Dlamini	Daniel	m	Int'l Law Institute	ST-Development Taxation	08/87	09/87	Min. of Finance
Dlamini	Dominic	m	USTTI Wash. DC	ST-Brcst.Sys. Oper.&Maint	07/88	09/88	S.B.S.
Dlamini	Fikile	f	Geo. Wash. Univ.	ST-Mngt. Info Systems	12/86	02/88	Union Bank of SD
Dlamini	Ishmael	m	USDA	ST-Meat Inspecting	06/89	07/89	Min. of Agriculture
Dlamini	Jane	f	USDA Wash. DC	ST-TOT for Ag and Rural	06/88	09/88	Tinkhundla
Dlamini	Joyce	f	Kenya	ST-Public Budgeting	08/87	09/87	Min. of Finance
Dlamini	Lilly	f	IDS-Botswana	ST-Nursing Admin.	09/88	11/88	Min. of Health
Dlamini	Mavela	m	Zimbabwe	ST-Urban Dev.	01/90	01/90	Mbabane Town Council
Dlamini	Mayson	m	HIID/Harvard	ST-Investment Appraisal	06/90	08/90	SIDC
Dlamini	Mbuso	m	Zimbabwe	ST-Urban Dev.	01/90	01/90	Min. of Natural Res.
Dlamini	Njabuliso	f	Intern'l Stat Progrm	ST-Computer Data Systems	08/86	08/87	Exams Council
Dlamini	Shadrack	m	Ferris State College	ST-Elec. Draghtsmanship	01/87	05/87	Min. of Natural Res.
Dlamini	Theaba	m	Zimbabwe	ST-Urban Dev.	01/90	01/90	Tisuka Taka Ngwane
Fakudze	Musa	f	NY Inst. of Finance	ST-Stock Exchanges	10/89	11/89	Min. of Finance
Hleta	Isaac	m	Zimbabwe	ST-Urban Dev.	01/90	01/90	Assemblies of God
Hlophe	Vusi	m	USDA	ST-Meat Insptecting	06/89	07/89	Min. of Agriculture
Katamzi	Isabella	f	Harvard IIT	ST-Public Budgeting	06/88	08/88	Dept. of Econ. Plng.
Khumalo	Ezrome	m	USTTI	ST-Management Skills	08/88	09/88	S.B.S.
Khumalo	Patricia	f	Inst. for Tax Admin.	ST-Taxation	01/90	04/90	Min. of Finance
Kingsley	Zodwa	f	HIID/Harvard	ST-Investment Appraisal	06/90	08/90	SIDC
Kunene	Paulus	m	ISPC	ST-ECONOMIC STATISTICS	06/86	09/86	Min. of Finance
Kunene	Titus	m	Memphis Sc.of Cotton	ST-Cotton Classing	08/86	11/86	Self-Employed
Lukhele	Maxwell	m	Harvard	ST-Tax Program	06/89	06/90	Dept. of Taxes
Lukhele	Sibongile	f	Zimbabwe	ST-Urban Dev.	01/90	01/90	Min. of Natural Res.
Mabuza	Muriel	f	Tuskegee Univ.	ST-Home Economics	08/87	12/87	Min. of Education
Magagula	Kenneth	m	USU	ST-Human Resources Dev.	12/85	01/86	Posts & Telecomms.
Mahlalela	Caiphas	m	US Gen. Accounting	ST-Auditing	07/86	12/86	(Retired)
Mamba	Petros	m	Inst. for Tax Admin.	ST-Taxation	01/90	04/90	Min. of Finance
Maphalala	Noreen	f	Harvard	ST-Public Budgeting	06/88	08/88	Min. of Finance
Maphalala	Noreen	f	DC and Philly	ST-Housing Concerns	01/90	05/90	Min. of Finance
Maphalala	Noreen	f	Intern. Law Institut	ST-Public Finance	06/86	09/86	Min. of Finance
Maseko	Ambrose	m	Zimbabwe	ST-Urban Dev.	01/90	01/90	Min. of Natural Res.
Masilela	Dumsani	m	Zimbabwe	ST-Urban Dev.	01/90	01/90	Min. of Finance
Masuku	Norman	m	Zimbabwe	ST-Urban Dev.	01/90	01/90	Sd. Building Society
Masuku	Norman	m	DC & Philly	ST-Housing Fin.	04/90	05/90	Sd. Building Society
Masuku	Trusty	f	Boston	ST-Health Care Mngt.	06/86	07/86	Min. of Health
Matsebula	Nicholas	m	Zimbabwe	ST-Urban Dev.	01/90	01/90	Min. of Natural Res.
Mavimbela	Dumisani	m	Int'l Law Institute	ST-Law	10/86	09/86	Min. of Finance
Mkwanazi	Mandla	m	Harvard	ST-Public Enterprise	01/88	08/88	Sd Royal Insurance
Mndebele	Henry	m	Zimbabwe	ST-Urban Dev.	01/90	01/90	Manzini Town Council
Mohammed	Sibongile	f	HIID-Kenya	ST-Public Budgeting	08/87	09/87	Min. of Finance
Motsa	Christabel	f	Kenya	ST-Part. in Devlpmt Wksp	07/88	08/88	Min. of Agriculture
Musi	Mumly	f	IPS-Harvard	ST-Personnel Management	06/85	08/85	Min. of Labour
Myeni	Sibongile	f	INTRADOS/Wash.DC	ST-Project Management	07/90	08/90	Min. of Natural Res.
Nkambule	Jabulane	m	NTL	ST-Agriculture	07/87	08/87	Min. of Labour
Nkambule	Phineas	m	Zimbabwe	ST-Urban Dev.	01/90	01/90	Mbabane Town Council
Pefile	Simon	m	Univ. of Michigan	ST-Exec. Education	05/87	06/87	Mancom Ltd.
Richards	June	f	HIID	ST-Investment Appraisal	06/88	08/88	Min. of Natural Res.
Richards	June	f	Zimbabwe	ST-Urban Dev.	01/90	01/90	Min. of Natural Res.
Richards	June	f	DC & Philly	ST-Housing	04/90	05/90	Min. of Natural Res.

SHORT-TERM PARTICIPANTS (page 2)

SURNAME	NAME	SEX	SCHOOL	DEGREE	ST DATE	CFL DATE	EMPLOYER
Shabangu	Edward	m	Zimbabwe	ST-Urban Dev.	01/90	01/90	Sd. Dev.&Savings Bk.
Shabangu	Naphtali	m	Zimbabwe	ST-Urban Dev.	01/90	01/90	S.N.P.F.
Shabangu	Naphtali	m	DC & Philly	ST-Housing Fin.	04/90	05/90	S.N.P.F.
Shongwe	Thoko	f	SDC, Chicago	ST-Communication Wksp.	09/86	09/86	Family Life Assoc.
Sibandze	Benedict	m	Embry-Riddle	ST-Aviation Bus. Mngt.	08/89	08/90	Min. of Works
Simelane	Percy	m	Zimbabwe	ST-Urban Dev.	01/90	01/90	S.B.S.
Tshabalala	Colin	m	Ferris State College	ST-Marketing	01/87	05/87	Tinkhundla
Vilane	Thamsanqa	m	Harvard	ST-Public Enterprise	06/89	07/89	Min. of Finance
Vilane	Thamsanqa	m	Wash. D.C.	ST-Privitization Strat.	10/88	10/88	Min. of Finance
Zwane	Ramford	m	Zimbabwe	ST-Urban Dev.	01/90	01/90	Manzini Town Council

END OF REPORT

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APPENDIX E.

IN-COUNTRY TRAINING MANAGER

JOB DESCRIPTION

ANSCENTURY
RPORATION

1724 Kalorama Road, N.W.
Washington, D.C. 20009-2624

LOUIS L. MITCHELL
C.E.O.

JOB DESCRIPTION

In-Country Training Manager
Swaziland Manpower Development Project

Duties:

Working under the direction of the Chief-of-Party, to:

1. Within 90 days after arrival on post, review existing in-country training efforts and capabilities, review relevant documents and reports relative to in-country training needs and constraints and proceed to implement in-country training activities already planned and agreed upon.

2. Actively to seek out interest in and suggestions for in-country training activities; receive and review suggestions for possible in-country training activities and make recommendations for in-country training activities to the Chief-of-Party for incorporation into annual workplans.

3. Following approval, plan for the conduct of in-country training activities, which would include arranging for venues, procedures for selecting and notifying candidates, arranging for instructors, materials, transportation, accommodations and those other needs associated with the effective and efficient delivery of the courses.

4. Effect such liaisons and agreements with existing in-country sources of training (e.g. IDM, SIMPA, DEMS and SCOT) as will be necessary to offer courses identified.

5. Oversee and monitor the delivery of in-country courses, including the conduct of evaluations for each course and course sequence offered.

6. Prepare an annual training plan including proposed budget and time estimates for instructors, consultants and materials and supplies required.

7. Prepare periodic reports on in-country courses completed, planned, and under consideration, with an evaluation of activities to date and recommendations for the future.

8. From time to time, advise other team members on the design and delivery of training in their areas of responsibility.

TELEPHONE: 202 328-4400 TELEX: 197663 or 892790 (Transcen Wsh)

In carrying out the duties described above the In-Country Training Manager would not be responsible for training carried out under the auspices of the Traditional Sector Specialist, unless specifically requested to do so and with the approval of the Chief-of-Party.

Qualifications:

The individual should have a degree in a relevant discipline with experience in the planning, organization and delivery of training courses in an in-country context. There should be evidence that the individual can work effectively and harmoniously with government ministries, private sector firms and training institutions. There should be evidence that the individual can efficiently and productively manage the actual offering of courses, the preparation and management of training budgets, and the evaluation of training efforts. Specific expertise in offering courses in supervision and management would be highly desirable. The individual should be familiar with the latest in training techniques and methodologies and know where technical assistance can be found to support training efforts.

The individual should have practical experience in working with institutions and training organizations in planning for and delivering training programs. It is extremely important that the person have a minimum of fours years living/working experience in a developing country in a role that emphasizes planning and delivering training. The emphasis in this aspect of the project will be on planning, organizing, and arranging for the delivery of training, rather than on directly doing the training, although experience as a skilled trainer would be helpful. Consequently, experience as an administrator of training efforts in an overseas situation is an essential requirement.

APPENDIX F.

SWAMDP IN-COUNTRY TRAINING COURSES

AND

LIST OF PARTICIPANTS

SWAMDP IN-COUNTRY TRAINING COURSES

Title Of Course	Dates	Number of Participants
1. Computer Familiarization	6/28--7/1, 1985	40
2. Computer Familiarization	24-27 Oct. 1985	32
3. Computer Familiarization	16-18 May, 1986	31
4. Computer Familiarization	20-22 June, 1986	13
5. Basic Supervisory/ Management Course	7-11 April, 1986	18
6. Basic Supervisory/ Management Course	11-15 Aug, 1986	18
7. Computer Concepts For Managers	20-23 Aug, 1986	18
8. Basic Supervisory/ Management Course	8-12 Sept, 1986	18
9. Basic Supervisory/ Management Course	29 Sept-3 Oct. 1986	18
10. Seminar On Handbook For Human Res. Development	9-13 Feb. 1987	15
11. Operating/Maintenance Procedures: Ministry of Works & Telecommunications	March-April, 1987	113
12. Seminar On Handbook For Human Res. Development	16-20 March, 1987	13
13. Seminar On Handbook For Human Res. Development	27 April-1 May, 1987	38
14. Computer Familiarization	15-17 May, 1987	33
15. Senior C.D. Personnel	28 March-8 April 1988	17
16. Computer Familiarization	13-15 May, 1988	22

17.	Training Of Trainers For SIPTM Members By DEMS	25-27 July, 1988	16
18.	Senior Management Course By MAMC For MOAC Staff (Scholarship granted to SWAMDP for MOAC staff)	8 Aug-2 Sept. 1988	1
19.	Management Skills For Principal Secretaries	10-12 January 1989	37
20.	Community Development Certificate Course Module One	6-31 March 1989	20
21.	Management/OD Training Unit Two/Module One	12-17 March 1989	24
22.	Training Officers In Management Functions Unit Five/Module One	2-7 April 1989	25
23.	Financial Management And Control Skills For Principal Secretaries Unit Six	4-7 April 1989	15
24.	Supervisory Skills/OD Unit Three/Module One	23-28 April 1989	22
25.	Computer Familiarization	29 April - 1 May 1989	9
26.	Human Resources Mgmt/OD Unit Four/Module One	7-12 May 1989	26
27.	Financial Management And Control Skills Unit Seven/Module One	21-26 May 1989	24
28.	Training Officers In Management Functions Unit Five/Module Two	4-9 June 1989	25
29.	Management/OD Unit Two/Module Two	4-9 June 1989	20
30.	Community Development Certificate Course Module Two	5-30 June 1989	24

31.	Human Resources Mgmt/OD Unit Four/Module Two	2-7 July 1989	21
32.	Supervisory Skills/OD Unit Three/Module Two	30 July-4 August 1989	20
33.	Financial Management And Control Skills Unit Seven/Module Two	20-25 August 1989	24
34.	Seminar On Handbook For Human Res. Development	29-31 August 1989	10
35.	Training Officers In Management Functions Unit Five/Module Three	10-15 September 1989	22
36.	Management/OD Unit Two/Module Three	10-15 September 1989	18
37.	Seminar On Handbook For Human Res. Development	27-29 September 1989	15
38.	Community Development Certificate Course Module Three	2-27 October 1989	24
39.	Seminar On Handbook For Human Res. Development	October 1989 (This seminar was rescheduled for implementation in November.)	00
40.	Human Resources Mgmt/OD Unit Four/Module Three	8-13 October 1989	20
41.	Seminar On Handbook For Human Res. Development	10-12 November 1989 (Rescheduled from October.)	7
42.	Supervisory Skills/OD Unit Three/Module Three	29 October-3 November 1989	18
43.	Financial Management And Control Skills Unit Seven/Module Three	12-17 November 1989	23
44.	Capital Budget Seminar For Principal Secretaries Unit Eight	5-8 December 1989	17
45.	MLPS Organizational Dev. Training Retreat	5-7 March 1990	24

46.	Computer Familiarization	11-13 May 1990	19
47.	Management/OD Grade Level 24 Unit Module One	28 May - 1 June 1990	23
48.	MLPS Organizational Development Follow-up Training Retreat	6 June 1990	18
49.	Management/OD Grade Level 26 Unit Module One	18-22 June 1990	23
50.	Management/OD Grade Level 24 Unit Module Two	30 July-3 August 1990	23
51.	Management/OD Grade 26 Level Unit Module Two	6-10 August 1990	22
52.	Management/OD 1989 Unit Two Module Four	13-17 August 1990	14
53.	MLPS Staff Computer Training	23-27 August 1990 September 1990	7 1
54.	Management/OD Grade 24 Level Unit Module Three	10-14 September 1990	19
55.	Supervisory/Gen. Mgmt. Skills Training For Senior C.D. Officers	10-21 September 1990	20
56.	C.D. Certificate Course 1990 Follow-on Training For Junior C.D. Officers	15-26 October 1990	22
57.	Management/OD Grade 26 Level Unit Module Three	22-26 October 1990	17
58.	Capital Budget Follow-on For Ministers, Principal Secretraries and Senior Planning Officials	4-7 December 1990	40
			==========
		TOTAL:	1,276
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SURNAME	FIRST NAME	SEX	EMPLOYER	POSITION	EMP CODE	COURSE CODE	YEAR	COURSE NUMBER
ADAMS	GEORGE V.	M	MIN. OF LABOUR & PUBLIC SERV.	CIVIL SERVICE BOARD	G	MNGT	1989	40
AUGUSTINE	D.		DEPT. OF ECONOMIC PLANNING	TECH. CO-OP. MNGT. ADVISER	G	PS	1990	58
BAARSEN	B. ZAL	M	UNISWA		S	COMP	1985	2
BHEMBE	E.	M	DEPT. OF ECONOMIC PLANNING	ACTING PRINCIPAL SECRETARY	G	PS	1989	44
BHEMBE	PATRICK	M	MIN. OF EDUCATION		G	COMP	1985	1
BHEMBE	RALPH	M	MIN. OF LABOUR & PUBLIC SERV.	COMMISSIONER OF LABOUR	G	PS	1989	19
						MLPS	1990	45
						HHRD	1987	10
BHEMBE	ROBERT V.	M	TINKHUNDLA	ASST HOME INDUSTRY OFFICER	G	CDSR	1990	55
BORAH	ANGUS	M	OMEGA BUILDERS	TRAINEE MANAGER	P	MNGT	1986	6
BOTHMA	STEVEN	M	ROYAL SWAZI NAT'L. AIRWAYS		S	MNGT	1989	24
						MNGT	1989	27
						MNGT	1989	32
						MNGT	1989	33
						MNGT	1989	42
						MNGT	1989	43
BUCKHAM	F.	M	MIN. OF AGRICULTURE	PRINCIPAL SECRETARY	G	HHRD	1987	13
						PS	1989	19
						PS	1989	23
						PS	1989	44
						PS	1990	58
BUCKHAM	NORMAN	M	MERIDIAN INTL' BANK	BRANCH MANAGER	S	MNGT	1989	21
						MNGT	1989	29
						MNGT	1989	36
						MNGT	1990	52
CEKO	S.	M	MIN. OF NATURAL RESOURCES	PRINCIPAL SECRETARY	G	PS	1989	19
						PS	1989	23
						PS	1989	44
						PS	1990	58
CHARLES	K.	M	MIN. OF LABOUR & PUBLIC SERV.	SENIOR MSD OFFICER	G	MLPS	1990	45
						MLPS	1990	48
DLADLA	ATTICIA M.	F	MIN. OF EDUCATION		G	COMP	1985	1
DLADLA	CYNTHIA P.	F	MIN. OF HEALTH		G	COMP	1987	14
DLAMINI	ABSALOM	M	MIN. OF AGRICULTURE	ACTING PRINCIPAL, CODEC	G	HHRD	1987	13
						TOT	1989	22
DLAMINI	AGRIPPA	M	MIN. OF AGRICULTURE		G	MNGT	1989	26
						MNGT	1989	31
						MNGT	1989	40
DLAMINI	ALFRED	M	MIN. OF INTERIOR		G	MNGT	1989	26
DLAMINI	ALFRED B.	M	HAVELOCK ASBESTOS MINES		P	MNGT	1989	40
DLAMINI	ALFRED G.	M	POSTS & TELECOMMUNICATIONS	MGR. CUSTOMER SERV. WEST	S	MNGT	1986	8
DLAMINI	ALFRED S.	M	POSTS & TELECOMMUNICATIONS	DIR. FOR TELECOMMUNICATIONS	S	MNGT	1989	21
						MNGT	1989	29
						MNGT	1990	52
DLAMINI	ANSON	M	TINKHUNDLA	REGIONAL SECRETARY	G	MNGT	1990	47
						MNGT	1990	50
						MNGT	1990	54
DLAMINI	B.	M	INST. OF DEV. MANAGEMENT	COUNTRY DIRECTOR	P	PS	1989	19
DLAMINI	B.J.	M	TINKHUNDLA	TOWNSHIP ENGINEER	G	PS	1990	58
DLAMINI	B.S.	M	MIN. OF FINANCE	MINISTER FOR FINANCE	G	PS	1989	44
						PS	1990	58

SURNAME	FIRST NAME	SEX	EMPLOYER	POSITION	EMP CODE	COURSE CODE	YEAR	COURSE NUMBER
DLAMINI	BARBARA F.	F	UNISWA		S	COMP	1985	2
DLAMINI	BEN	M	MIN. OF EDUCATION	CHIEF EXAMINATIONS OFFICER	G	HHRD	1987	12
DLAMINI	BETHUSILE	F	INTER AGENCIES (PTY) LTD.		P	MNGT	1989	27
						MNGT	1989	33
						MNGT	1989	43
DLAMINI	BUKHOSI	M	COOPERS & LYBRAND		P	COMP	1989	25
DLAMINI	C.	M	MIN. OF LABOUR & PUBLIC SERV.		G	HHRD	1987	10
DLAMINI	CAIPHUS	M	USUTU PULP CO. LTD.		P	COMP	1990	46
DLAMINI	CAIPHUS M.	M	MIN. OF NATURAL RESOURCES		G	COMP	1988	16
DLAMINI	D.	M	INCOME TAX DEPARTMENT	COMMISSIONER OF TAXES	G	PS	1989	19
DLAMINI	DAVID	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
DLAMINI	DAVID M.	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
DLAMINI	DUDU	F	MIN. OF LABOUR & PUBLIC SERV		G	MLPS	1990	53
DLAMINI	DUDU X.	F	RALEIGH FITKIN MEM. HOSPITAL		P	COMP	1986	3
DLAMINI	DUMA P.	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
DLAMINI	DUMISA	M	SD. BROADCASTING SERVICE	HEAD OF PROGRAMS	G	MNGT	1986	5
DLAMINI	E.M.		MIN. OF EDUCATION	HEAD PLANNING SECRETARY	G	PS	1990	58
DLAMINI	E.V.	M	PRIME MINISTER	SECRETARY TO CABINET	G	PS	1989	19
						PS	1989	44
DLAMINI	EDWARD	M	SWAZILAND RAILWAY		S	TOT	1988	17
DLAMINI	ELLIOT	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
DLAMINI	ELLIOT X.	M	SWAZI BANK		S	COMP	1990	46
DLAMINI	ENOCH	M	MIN. OF NATURAL RESOURCES		G	COMP	1986	3
DLAMINI	EPHRAIM	M	DEPARTMENT OF TAX	ASST. COMMISSIONER OF TAXES	G	MNGT	1990	47
						MNGT	1990	50
						MNGT	1990	54
DLAMINI	ERIC	M	MIN. OF LABOUR & PUBLIC SERV.	DEPUTY SECRETARY	G	MNGT	1989	24
						MLPS	1990	45
DLAMINI	EUNICE T.	F	MIN. OF EDUCATION		G	COMP	1988	16
DLAMINI	FELIX P.	M	MIN. OF EDUCATION		G	COMP	1987	14
DLAMINI	FREDA T.	F	WATER & SEWERAGE BOARD		S	MNGT	1989	27
						MNGT	1989	33
						MNGT	1989	43
DLAMINI	FUNDIE	M	SIBAKHO CHAMBER	EXECUTIVE MEMBER	P	MNGT	1990	47
						MNGT	1990	50
						MNGT	1990	54
DLAMINI	G.P.	M	AUDIT DEPARTMENT	AUDITOR GENERAL	G	PS	1989	19
						PS	1989	23
DLAMINI	GEORGE	M	TREASURY DEPARTMENT	DEPUTY ACCOUNTANT GENERAL	G	MNGT	1990	47
						MNGT	1990	50
						MNGT	1990	54
DLAMINI	GEORGE X.	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
DLAMINI	GERMAN	M	SWAZILAND BOTTLING	DISTRIBUTION SUPERVISOR	P	MNGT	1986	8
DLAMINI	GEZANI A.	M	WATER & SEWERAGE BOARD		S	MNGT	1989	26
						MNGT	1989	31
DLAMINI	GIDEON	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
DLAMINI	GILBERT	M	MIN. OF WORKS/COMMUNICATION	DEP. PRINCIPAL SECRETARY	G	PS	1989	44
DLAMINI	GORDON	M	TINKHUNDLA	ASST. COMM. DEV. OFFICER	G	CDJR	1989	20
						CDJR	1989	30
						CDJR	1989	38
						CDJR	1990	56

SURNAME	FIRST NAME	SEX	EMPLOYER	POSITION	EMP CODE	COURSE CODE	YEAR	COURSE NUMBER
DLAMINI	HAMILTON	M	TINKHUNDLA	ASST. COMM. DEV. OFFICER	G	CDSR	1988	15
						CDSR	1990	55
DLAMINI	HARRY M.	M	TINKHUNDLA	VILLAGE TECHNOLOGY BUILDER	G	CDSR	1990	55
DLAMINI	HENRY	M	MIN. OF LABOUR & PUBLIC SERV.	PERSONNEL OFFICER	G	MNGT	1986	6
DLAMINI	HENRY X.	M	SCOT		G	COMP	1990	46
DLAMINI	HUNTER J.	M	MBABANE TOWN COUNCIL		G	COMP	1987	14
DLAMINI	IVY N.	F	MIN. OF EDUCATION		G	COMP	1987	14
DLAMINI	J.V.	M	MIN. OF EDUCATION	CHIEF INSP. OF SEC. SCHOOLS	G	HHRD	1987	12
DLAMINI	JABU	F	TINKHUNDLA	WID PROJECT MANAGER	G	CDSR	1988	15
DLAMINI	JABULANE	M	TINKHUNDLA	ASST. COMM. DEV. OFFICER	G	CDJR	1989	20
						CDJR	1989	30
						CDJR	1989	38
DLAMINI	JABULANE P.M.	M	M.I.T.C.		P	MNGT	1989	27
						MNGT	1989	33
						MNGT	1989	43
DLAMINI	JABULILE B.	M	TINKHUNDLA	SR COMMUNITY DEV OFFICER	G	CDSR	1990	55
DLAMINI	JANE	F	TINKHUNDLA	PRIN. COMMUNITY DEV. OFFICER	G	CDSR	1988	15
						MNGT	1989	24
						MNGT	1989	32
						MNGT	1989	42
						CDSR	1990	55
						PS	1990	58
DLAMINI	JAPHTA M.D.	M	CUSTOMS & EXCISE	COLLECTOR	G	MNGT	1986	8
DLAMINI	JEFFREY B.	M	MIN. OF EDUCATION		G	COMP	1985	1
DLAMINI	JOHANNES	M	TINKHUNDLA	REGIONAL SECRETARY	G	MNGT	1990	47
						MNGT	1990	50
						MNGT	1990	54
DLAMINI	JOHN M.	M	SWAZILAND RAILWAYS		S	MNGT	1989	26
						MNGT	1989	31
						MNGT	1989	40
DLAMINI	JOSIAH	M	MIN. OF JUSTICE		G	TOT	1989	28
DLAMINI	JULIANA	F	FAMILY LIFE ASSOCIATION	SR. FAMILY LIFE PRACTITIONER	P	MNGT	1986	9
DLAMINI	KENNETH V.	M	MIN. OF EDUCATION		G	MNGT	1989	27
						MNGT	1989	33
						MNGT	1989	43
DLAMINI	L.N. TLALENG		MIN. OF EDUCATION		G	MNGT	1989	26
						MNGT	1989	31
DLAMINI	LEONARD	M	RALEIGH FITKIN MEM. HOSPITAL		P	COMP	1986	3
						WORK	1987	11
DLAMINI	LEONARD M.	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
DLAMINI	LOFANA	M	MIN. OF EDUCATION	DIRECTOR - EFU	G	HHRD	1987	12
DLAMINI	LOIS	F	RALEIGH FITKIN MEM. HOSPITAL		P	COMP	1990	46
DLAMINI	LUCY N.T.	F	MIN. OF EDUCATION		G	MNGT	1989	40
DLAMINI	LUCY Z.	F	UNISWA		S	COMP	1985	1
DLAMINI	LUKE	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
DLAMINI	LUKE M.	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
DLAMINI	LYMON M.A.	M	POSTS & TELECOMMUNICATIONS		S	MNGT	1989	26
						MNGT	1989	31
						MNGT	1989	40
DLAMINI	M.	F				HHRD	1987	10
DLAMINI	MACDONALD	M	MIN. OF AGRICULTURE	ANIMAL HUSBANDRY OFFICER	G	HHRD	1987	13

SURNAME	FIRST NAME	SEX	EMPLOYER	POSITION	EMP CODE	COURSE CODE	YEAR	COURSE NUMBER
DLAMINI	MADODA ALFRED	M	HAVELOCK ASBESTOS MINES		P	MNGT	1989	26
						MNGT	1989	31
DLAMINI	MAGEBA	M	MIN. OF EDUCATION		G	COMP	1985	2
DLAMINI	MANDLA	M	MIN. OF WORKS/COMMUNICATIONS		G	COMP	1985	1
DLAMINI	MARTIN	M	SWAZI T.V.		P	COMP	1987	14
DLAMINI	MAVIS F.	F	UNISWA	DOMESTIC BURSAR	S	MNGT	1986	6
DLAMINI	MEHLULI	M	MIN. OF AGRICULTURE	HERBARIUM CURATOR	G	MNGT	1986	5
DLAMINI	MESHACK	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
DLAMINI	MFANAWELIVE	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
DLAMINI	MGADLELA	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
DLAMINI	MICHAEL G.B.	M	NAT'L AGRIC. MKTNG. BOARD		S	MNGT	1989	24
DLAMINI	MICHAEL M.	M	SWAZILAND ELECTRICITY BOARD		S	TOT	1988	17
DLAMINI	MOSES	M				COMP	1986	3
DLAMINI	MOSES M.	M	MIN. OF WORKS/COMMUNICATIONS	UNDER SECRETARY	G	MNGT	1989	21
DLAMINI	MUSA A.	M	SEBENTA NATIONAL INSTITUTE		S	TOT	1988	17
DLAMINI	MYRA	F	MIN. OF AGRICULTURE	PRINCIPAL PERSONNEL OFFICER	G	HHRD	1987	13
						MNGT	1989	26
						MNGT	1989	31
						MNGT	1989	40
						MNGT	1990	47
						MNGT	1990	50
						MNGT	1990	54
DLAMINI	N.		MIN. OF LABOUR & PUBLIC SERV.	PRINCIPAL PERSONNEL OFFICER	G	MLIS	1990	45
						MLPS	1990	48
DLAMINI	NHLANHLA N.	M	PARLIAMENT		G	MNGT	1989	24
						MNGT	1989	32
						MNGT	1989	42
DLAMINI	NOMATHEMBA M.	F	ECONOMIC PLANNING & STATS.	CHIEF ECONOMIC PLANNER	G	HHRD	1987	13
						PS	1989	19
						MNGT	1990	49
						MNGT	1990	51
DLAMINI	NOMBULELO R.	F	TREASURY	ASSISTANT ACCOUNTANT	G	MNGT	1986	8
DLAMINI	NOMSA V.	F	CENTRAL BANK OF SWAZILAND		S	COMP	1989	25
DLAMINI	NOMUSA T.	F	MIN. OF AGRICULTURE		G	COMP	1985	2
DLAMINI	O.K.	M	MIN. OF WORKS/COMMUNICATIONS		G	MNGT	1989	26
						MNGT	1989	31
						MNGT	1989	40
DLAMINI	OBED	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
DLAMINI	P.B.		MIN. OF FOREIGN AFFAIRS	ACTG. PRINCIPAL SECRETARY	G	PS	1990	58
DLAMINI	PAUL	M	NAT'L HANDICRAFT CENTRE		G	MNGT	1989	31
						MNGT	1989	40
						MNGT	1989	26
						COMP	1986	3
DLAMINI	PAULOS	M			P	COMP	1986	3
DLAMINI	PETER	M	TRANSWORLD RADIO		G	COMP	1990	46
DLAMINI	PETERSON	M	MIN. OF EDUCATION		S	COMP	1987	14
DLAMINI	PETERSON V.	M	SCOT		G	MNGT	1990	47
DLAMINI	PHUHLAPHI	M	TINKHUNDLA	UNDER-SECRETARY		MNGT	1990	50
DLAMINI	PRIMROSE P.J.	F	MIN. OF JUSTICE	ASST. DISTRICT REGISTRAR	G	MNGT	1986	6
DLAMINI	PRINCE M.J.	M	MIN. OF JUSTICE	ACTING ATTORNEY GENERAL	G	PS	1989	19
DLAMINI	PRINCE NHLANHLA	M	WATER & SEWERAGE BOARD		S	TOT	1989	22
						TOT	1989	28
						TOT	1989	35

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SURNAME	FIRST NAME	SEX	EMPLOYER	POSITION	EMP CODE	COURSE CODE	YEAR	COURSE NUMBER
DLAMINI	R.O.	M	MONDI TIMBER, PIGGS PEAK		P	COMP	1986	7
DLAMINI	REGINA E.	F	AUDITOR GENERAL		G	TOT	1989	22
						TOT	1989	28
						TOT	1989	35
DLAMINI	RICHARD	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
DLAMINI	SABELO	M	MIN. OF EDUCATION		G	COMP	1990	46
DLAMINI	SACEL	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
DLAMINI	SAMUEL	M	MALKERNS RESEARCH STATION	SENIOR SURVEY SUPERVISOR	G	MNGT	1986	9
						TOT	1988	17
DLAMINI	SHADRACK	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
DLAMINI	SIBONGILE I.	F	SD. NAT'L HOUSING BOARD		S	MNGT	1989	27
						MNGT	1989	33
						MNGT	1989	43
DLAMINI	SICELO C.	M	MIN. OF LABOUR & PUB. SERV.	MGMT. SERVICES OFFICER	G	MNGT	1986	8
DLAMINI	SIFISO A.	M	MHLUME SUGAR COMPANY		P	COMP	1988	16
DLAMINI	SIKELE	M	MANICA FREIGHT SERVICES		P	MNGT	1989	24
						MNGT	1989	32
						MNGT	1989	42
DLAMINI	SIMON J.	M	MIN. OF FOREIGN AFFAIRS	UNDER SECRETARY	G	MNGT	1989	21
						MNGT	1989	29
						MNGT	1989	36
DLAMINI	SIPHIWE M.I.	F	CENTRAL BANK		S	COMP	1985	1
DLAMINI	SIPHO	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
DLAMINI	STELLA L.	F	SD. FARMER DEV. FOUNDATION		P	MNGT	1989	27
						MNGT	1989	33
						MNGT	1989	43
DLAMINI	T.	F	MIN. OF LABOUR & PUBLIC SERV		G	MLPS	1990	53
DLAMINI	THAB'SILE	F	MIN. OF LABOUR & PUBLIC SERV.		G	COMP	1986	4
DLAMINI	THELMA	F	TINKHUNDLA	GROUP PROMOTER W.I.D.	G	CDJR	1989	30
						CDJR	1989	38
						CDJR	1990	56
DLAMINI	THEMBEKILE Y.	F	TINKHUNDLA		G	CDJR	1989	30
						CDJR	1989	38
DLAMINI	THOBILE B.	F	GEOLOGY & MINES	EXECUTIVE OFFICER	G	MNGT	1986	6
DLAMINI	TIMOTHY F.	M	TAMBUTI ESTATE	PEST CONTROL OFFICER	P	MNGT	1990	49
						MNGT	1990	51
						MNGT	1990	57
DLAMINI	TOBHI	F	TINKHUNDLA	ASST. COMM. DEV. OFFICER	G	CDJR	1989	20
						CDJR	1989	30
						CDJR	1989	38
						CDJR	1990	56
DLAMINI	WASH	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
DLAMINI	WAZI L.	F	MIN. OF HEALTH		G	COMP	1988	16
DLAMINI	WILSON S.	M	MIN. OF AGRICULTURE	LAND PLANNING OFFICER	G	COMP	1988	16
						PS	1990	58
DLUDLU	ELMOTH	M	MIN. OF EDUCATION		G	COMP	1986	3
DUBE	J.G.	M	MIN. OF AGRICULTURE	SR. VETERINARY OFFICER (AH)	G	HHRD	1987	13
DUBE	SIBONGILE	F	TINKHUNDLA		G	CDJR	1989	20
						CDJR	1989	30
						CDJR	1989	38
DUNN	BENJAMIN	M	MIN. OF JUSTICE	PUISNE JUDGE	G	MNGT	1990	49

SURNAME	FIRST NAME	SEX	EMPLOYER	POSITION	EMP CODE	COURSE CODE	YEAR	COURSE NUMBER
ENGORU EBINU	AUGUSTINE	M	UNISWA		S	COMP	1985	2
FAKUDZA	MUSA	F	MINISTRY OF FINANCE	UNDER SECRETARY	G	MNGT	1989	21
FAKUDZE	A.	M	MIN. OF FINANCE	PRINCIPAL SECRETARY	G	PS	1989	19
						PS	1989	23
						PS	1989	44
						PS	1990	58
FAKUDZE	ALVIT E.	M	SD. NAT. FIRE & EMER. SERV.	SENIOR STATION OFFICER	G	MNGT	1986	8
FAKUDZE	W.S.	M	MIN. OF LABOUR & PUBLIC SERV.	PRINCIPAL LABOUR OFFICER	G	MLPS	1990	45
						MLPS	1990	48
FAKUDZE	WILFRED	M	SEDCO	LEGAL OFFICER/PERSONNEL ADMIN.	S	MNGT	1986	9
FRIEDMAN	F.	M	MIN. OF HEALTH	MINISTER OF HEALTH	G	PS	1990	58
GAMA	GILBERT	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
GAMA	HERBERT	M	BANK OF CREDIT & COMMERCE	ASSISTANT MANAGER	P	MNGT	1990	47
						MNGT	1990	50
						MNGT	1990	54
GAMA	NATHANIEL	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
GAMA	PHAMBILI	M	C.J. SIMKIN & ASSO.	ASST. ELECTRICAL ENGINEER	P	MNGT	1986	9
GAMA	PHAMBILI Z.	M	SELF-EMPLOYED		P	COMP	1985	2
GAMA	ROBERT S.	M	INYONI YAMI S.I.S.	ESTATE MANAGER	P	MNGT	1990	49
						MNGT	1990	51
						MNGT	1990	57
GAMEDZE	A.M.	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
GAMEDZE	KENNY	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
GAMEDZE	MPENDULO	M	SWAZILAND UNITED BAKERIES		P	MNGT	1989	24
						MNGT	1989	32
						MNGT	1989	42
GAMEDZE	MUNTUWAMI	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
GAMEDZE	NOKUKHANYA	F	BUSINESS MNGT. EXTENSION PROG.		S	COMP	1990	46
GAMEDZE	THEMBINKOSI T.	F	STANLEY COHEN		P	COMP	1987	14
GINA	ABEDNIGO	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
GININDZA	CEBSILE	F	TINKHUNDLA	GROUP PROMOTER W.I.D.	G	CDJR	1989	20
						CDJR	1989	30
						CDJR	1989	38
						CDJR	1990	56
GININDZA	SIMON	M	MHLUME SUGAR CO.		P	COMP	1985	1
GOODHART	LUCY M.	F	MIN. OF FINANCE	ASSISTANT SECRETARY	G	PS	1990	58
GROENING	MARTINA	F	MBABANE TOWN COUNCIL		G	COMP	1986	3
GULE	AUDREY N.	F	MEDICAL STUDENT		G	COMP	1987	14
GULE	ELMON	M	MIN. OF AGRICULTURE	SENIOR TECH. ASSISTANT	G	MNGT	1986	8
GULE	GUGULETHU Z.	F	UNISWA		S	COMP	1985	2
GULE	JEREMIAH M.	M	UNISWA		S	COMP	1985	2
GUMBI	GEORGE	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
GUMBI	N.M.V.	M	USUTU, BHUNYA		P	COMP	1986	7
GUMBI	SOLOMON	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
GUMEDZE	N.	M	MIN. OF AGRICULTURE	DIRECTOR OF VETERINARY SERV.	G	HBRD	1987	13
						PS	1989	19
GWEBU	GIDEON	M	TINKHUNDLA	ASST. COMM. DEV. OFFICER	G	CDJR	1989	20
						CDJR	1989	30
						CDJR	1989	38
						CDJR	1990	56
HABEDI	MARILYN	F	UNISWA		S	COMP	1985	1

SURNAME	FIRST NAME	SEX	EMPLOYER	POSITION	EMP CODE	COURSE CODE	YEAR	COURSE NUMBER
HADZEBE	SAMSON S.	M	MIN. OF JUSTICE	ASST. DISTRICT REGISTRAR	G	MNGT	1986	9
HEALY	HELMA	F	KHALIPHA		P	COMP	1985	2
HILLARY	EDGAR E.	M	PRISONS	COMMISSIONER OF PRISONS	G	PS	1989	19
						MNGT	1990	49
						MNGT	1990	51
						MNGT	1990	57
HLABATSI	NGWEBENDZE	M	MIN. OF HEALTH	HHOHHO REG. ADM.	G	MNGT	1986	5
HLATJWAKO	Z.D.	M	HIS MAJESTY	PRIVATE SECRETARY	G	PS	1989	19
						PS	1989	23
						PS	1989	44
HLATSHWAKO	ENOCK	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
HLATSHWAYO	ALFRED F.	M	GOV'T. CABINET OFFICE	UNDER SECRETARY	G	HHRD	1987	12
						MNGT	1989	21
						MNGT	1989	29
						MNGT	1989	36
						MNGT	1990	52
HLATSHWAYO	JERRY	M	MIN. OF AGRICULTURE	ASSISTANT TRAINING OFFICER	G	HHRD	1987	13
HLATSHWAYO	OSBORNE	M	RALEIGH FITKIN MEM. HOSPITAL		P	TOT	1988	17
HLENGETFWA	THULI	F	MIN. OF EDUCATION	CURRICULUM DEVELOPER	G	MNGT	1986	5
HLOPE	DON	M	MIN. OF AGRICULTURE	AGRIC. OFFICER, INFORMATION	G	HHRD	1987	13
HLOPE	ESAU	M	CENTRAL HOTELS	MNGR. JABULA INN	P	MNGT	1986	8
HLOPE	M.I.				P	COMP	1986	7
HLOPE	NOMATHEMBA	F	MIN. OF LABOUR & PUBLIC SERV.	MANAGEMENT SERVICES OFFICER	G	MNGT	1986	9
						MLPS	1990	45
						MLPS	1990	48
						MNGT	1990	49
						MNGT	1990	51
HLOPE	RICHARD	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
HLOPHE	EPHRAIM	M	MIN. OF HEALTH	UNDER SECRETARY	G	COMP	1986	3
						MNGT	1990	47
						MNGT	1990	50
HLOPHE	S.S.		MIN. OF DEFENSE	SNR. ASSISTANT SECRETARY	G	PS	1990	58
HLOPHE	SIPHO	M	MIN. OF AGRICULTURE	SR. AGRICULTURUAL ECONOMIST	G	HHRD	1987	13
						MNGT	1989	27
						MNGT	1989	33
						MNGT	1989	43
HUNT	J.	M	MIN. OF LABOUR & PUBLIC SERV.	SENIOR MSD OFFICER	G	MLPS	1990	45
						MLPS	1990	48
HZUZA	ENOCK	M	MIN. OF EDUCATION	HEADMASTER	G	MNGT	1986	5
JACOBSZ	LEON	M	SWAZILAND MILLING		P	COMP	1986	3
JELE	WILSON M.	M	POSTS & TELECOMMUNICATIONS	DIRECTOR	S	MNGT	1989	21
						MNGT	1990	52
JIYANE	PATRICK	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
JONES-DOVE	A.S.		MIN. OF WORKS/COMMUNICATIONS	CHIEF ENGINEERING ADVISER	G	PS	1990	58
KARIUKI	J.G.	F	UNISWA		S	COMP	1985	2
KATAMZI	B.		DEPT. OF ECONOMIC PLANNING	ACTG. PRINCIPAL SECRETARY	G	PS	1990	58
KATAMZI	ISABELLA	M	MIN. OF FINANCE	PLANNING OFFICER	G	MNGT	1986	5
KHOZA	EUNICE	F	MIN. OF AGRICULTURE		G	TOT	1989	22
						TOT	1989	28
						TOT	1989	35
KHOZA	SIPHO M.	M	INYONI YAMI S.I.S.		P	TOT	1989	22
						TOT	1989	28
						TOT	1989	35

SURNAME	FIRST NAME	SEX	EMPLOYER	POSITION	EMP CODE	COURSE CODE	YEAR	COURSE NUMBER
KHUMALO	DICKSON	M	MIN. OF AGRICULTURE		G	COMP	1985	1
						MNGT	1989	24
						MNGT	1989	32
KHUMALO	EZROME N.	M	SD. BROADCASTING SERV.		G	MNGT	1989	27
						MNGT	1989	33
						MNGT	1989	43
KHUMALO	HENRY	M	MIN. OF EDUCATION	INSPECTOR OF SCHOOLS	G	MNGT	1986	9
KHUMALO	J.	M	MIN. OF LABOUR & PUBLIC SERV.	PRINCIPAL ACCOUNTANT	G	MLPS	1990	45
						HHRD	1987	10
KHUMALO	JABULANI	M	MIN. OF JUSTICE	ASST. DISTRICT REGISTRAR	G	MNGT	1986	9
KHUMALO	MKHULULI	M	POSTS & TELECOMMUNICATIONS		S	COMP	1986	4
KHUMALO	SIMEON J.	M	MIN. OF AGRICULTURE	SENIOR TECH. ASSISTANT	G	MNGT	1986	8
KHUMALO	SIMON	M	TIBIYO TAKANGWANE	MANAGER ADMINISTRATION	P	MNGT	1990	47
						MNGT	1990	50
KHUMALO	TRUSTY M.	F	MIN. OF HEALTH		G	MNGT	1989	26
						MNGT	1989	31
KIGGUNDU	LAWRENCE	M	UNISWA		S	COMP	1985	2
KUBHEKA	JOHN M.	M	SEBENTA NATIONAL INSTITUTE		S	TOT	1988	17
KUHLASE	DESMA	F	SWAZI SUCCESS H & B SALON	MANAGING DIRECTOR	P	MNGT	1990	47
						MNGT	1990	50
						MNGT	1990	54
KUHLASE	FUTHI	F	MIN. OF LABOUR & PUBLIC SERV.	ACTING PRINCIPAL SECRETARY	G	PS	1989	19
						PS	1989	44
						MLPS	1990	45
						MLPS	1990	48
						MLPS	1990	53
KUHLASE	SAMUEL S.	M	SWAZI BANK	GENERAL MANAGER	S	PS	1989	19
						MNGT	1990	49
KUMAR	B.A.	M	UNISWA		S	COMP	1985	2
KUNENE	B.V.		DEPT. OF ECONOMIC PLANNING	ASSISTANT PLANNING OFFICER	G	PS	1990	58
KUNENE	CHARLES	M	WATER & SEWERAGE BOARD		S	MNGT	1989	24
						MNGT	1989	32
						MNGT	1989	42
						COMP	1990	46
KUNENE	CYRIL	M	MIN. OF LABOUR & PUBLIC SERV.	DEPUTY ACTING DIRECTOR MSD	G	MNGT	1986	9
						MLPS	1990	45
						MLPS	1990	48
KUNENE	FORTUNATE	F	TINKHUNDLA	ASST. COMM. DEV. OFFICER	G	CDJR	1989	20
						CDJR	1989	30
						CDJR	1989	38
						CDJR	1990	56
KUNENE	JABULANI	M	MIN. OF EDUCATION	UNDER-SECRETARY	G	MNGT	1990	47
						MNGT	1990	50
						MNGT	1990	54
						PS	1990	58
KUNENE	REUBEN C.	M	MIN. OF WORKS/COMMUNICATIONS		G	COMP	1987	14
KUNENE	THEMBA	M	USUTU PULP		P	COMP	1985	1
KUNENE	VINCENT B.	M	BOWRING & MINOT	ASST. MANAGER	P	MNGT	1986	6
KUNENE	W.S.		MIN. OF WORKS/COMMUNICATIONS	SNR. PLANNING OFFICER	G	PS	1990	58
LANGWENYA	RAYMOND	M	SWAZILAND DAIRY BOARD		S	MNGT	1989	27
						MNGT	1989	33
						MNGT	1989	43

SURNAME	FIRST NAME	SEX	EMPLOYER	POSITION	EMP CODE	COURSE CODE	YEAR	COURSE NUMBER
LANGWENYA	SBONGILE	F	UNISWA	HEAD DEPT. OF STATISTICS	S	MNGT	1986	9
LANGWENYA	THULANE J.	M	TRANSHIP (PTY) LTD.	GEN. TRANSPORT SUPERVISOR	P	MNGT	1986	8
LAPIDOS	TYRONE D.	M	MEDICAL STUDENT		G	COMP	1987	14
LEBBIE	S.H.B.	M	UNISWA		S	COMP	1985	2
LEUKHELE	ROBERT	M	TINKHUNDLA	HOME INDUSTRY OFFICER	G	CDSR	1988	15
LITCHFIELD	DOUGLAS	M	MIN. OF WORKS/COMMUNICATIONS		G	MNGT	1989	24
						MNGT	1989	32
						MNGT	1989	42
LOKOTHWAYO	WILLIAM	M	AUDIT DEPARTMENT		G	MNGT	1989	27
						MNGT	1989	33
LOMAHOZA	WELCOME A.	M	SWAZI BANK	SEN. CREDIT ADVISOR	S	MNGT	1986	6
LUBISI	LUCKY	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
LUHLANGA	DONALD	M	RALEIGH FITKIN MEM. HOSPITAL		P	TOT	1988	17
LUKHELE	DAVID M.	M	GOVERNMENT STATISTICS	CENTRAL STATISTICAL OFFICE	G	MNGT	1990	49
						MNGT	1990	51
						MNGT	1990	57
LUKHELE	GABSILE	F	TINKHUNDLA	REGIONAL COMMUNITY DEV.	G	CDSR	1988	15
						CDSR	1990	55
LUKHELE	LEONARD	M	SCOT	PRINCIPAL	G	MNGT	1990	47
						MNGT	1990	50
						MNGT	1990	54
LUKHELE	ZAKHELE W.	M	CENTRAL BANK OF SWAZILAND		S	COMP	1988	16
MABASA	GUGU S.	F	TINKHUNDLA		G	MNGT	1989	26
						MNGT	1989	31
						MNGT	1989	40
MABELESA	ENOCK	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MABELESA	PAULOS	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MABUZA	ANDREAS	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MABUZA	EUNICE N.	F	MIN. OF EDUCATION		G	COMP	1985	2
MABUZA	FAIRLIE J.	M	SD. T.V. BROADCASTING CORP.	FINANCIAL CONTROLLER	S	MNGT	1990	49
						MNGT	1990	51
						MNGT	1990	57
MABUZA	GEORGE	M	SWAZI T.V.		G	MNGT	1989	24
						MNGT	1989	32
						MNGT	1989	42
MABUZA	MANDLA	M	MIN. OF WORKS/COMMUNICATIONS		G	COMP	1986	3
MABUZA	OLGA	F	MIN. OF EDUCATION	CURRICULUM DEVELOPER	G	MNGT	1986	5
MABUZA	PHIWAYINKOSI	M	MIN. OF WORKS/COMMUNICATIONS		G	COMP	1986	3
MABUZA	ROBERT	M	TINKHUNDLA		G	CDJR	1989	20
						CDJR	1989	30
						CDJR	1989	38
MABUZA	SANELE	M	MIN. OF HEALTH		G	COMP	1988	16
MABUZA	TRYPHENA	F	SWAZILAND ELECTRICITY BOARD	ACCOUNTANT REVENUE	S	MNGT	1990	47
						MNGT	1990	50
						MNGT	1990	54
MABUZA	VUSI R.	F	TINKHUNDLA	COMMUNITY DEV. ASSISTANT	G	CDJR	1990	56
MADOLO	ANDREAS	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MADONSELA	JEREMIAH	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MAGAGULA	CYPRIAN	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MAGAGULA	EPHRAIM	M	MIN. OF INTERIOR		G	MNGT	1989	24
						MNGT	1989	32
						MNGT	1989	42

SURNAME	FIRST NAME	SEX	EMPLOYER	POSITION	EMP CODE	COURSE CODE	YEAR	COURSE NUMBER
MAGAGULA	GAGULANI I.	F	WATER & SEWERAGE BOARD	WATER WORKS INSPECTOR	S	MNGT	1986	6
MAGAGULA	HUGH D.	M	MIN. OF EDUCATION	CHIEF INSP. OF PRIM. SCHOOLS	G	HHRD	1987	12
						COMP	1988	16
MAGAGULA	JERRY	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MAGAGULA	K.	M	POSTS & TELECOMMUNICATIONS		S	HHRD	1987	10
MAGAGULA	PHINEAS L.	M	MIN. OF EDUCATION		G	COMP	1985	1
MAGAGULA	S.J.	M	MIN. OF EDUCATION	DEPUTY PRIN. SEC.	G	HHRD	1987	12
MAGAGULA	ZANDILE	F	MIN. OF EDUCATION		G	MNGT	1989	26
MAGONGO	SAMSON	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MAGONGO	STEPHEN	M	TREASURY DEPARTMENT		G	COMP	1990	46
MAGONGO	THEMBI	F	MIN. OF WORKS/COMMUNICATIONS	ASST. SECRETARY	G	MNGT	1986	5
MAGUMBA	GWAITTA	M	MIN. OF AGRICULTURE	AGRICULTURAL OFF. FORESTRY	G	HHRD	1987	13
MAHLALELA	JAMES P.	M	SWAZILAND BOTTLING CO.	BOTTLING MANAGER	P	MNGT	1986	9
MAHLALELA	JUSTICE M.	M	USUTU PULP		P	COMP	1985	1
MAKAMA	TARS	M	MIN. OF INTERIOR	UNDER SECRETARY	G	MNGT	1990	47
						MNGT	1990	50
						MNGT	1990	54
MAKHANYA	STELLA K.	F	VRC		P	COMP	1985	2
MAKHANYE	ABEL	M	MIN. OF EDUCATION		G	COMP	1986	4
MAKHUBELA	BEAUTY	F	RALEIGH FITKIN MEMORIAL HOSP.		P	COMP	1989	25
MAKHUBU	SOPHIE B.	F	MIN. OF HEALTH		G	COMP	1985	1
MALAMBE	EPHRAIM	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MALAMBE	SOLOMON B.	M	WATER & SEWERAGE BOARD		S	MNGT	1989	24
						MNGT	1989	32
						MNGT	1989	42
MALANGWANE	M.B.	M	MIN. OF AGRICULTURE	PRINCIPAL ACCOUNTANT	G	PS	1990	58
MALINGA	AARON	M	TINKHUNDLA	ASST. COMM. DEV. OFFICER	G	CDSR	1988	15
						CDSR	1990	55
MALINGA	Z.M.	M	MIN. OF WORKS/COMMUNICATIONS	PRINCIPAL SECRETARY	G	PS	1989	19
						PS	1989	23
						PS	1990	58
MAMBA	ABSALOM	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MAMBA	AFRICA	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MAMBA	GLORIA	F	COOPERS & LYBRAND		P	COMP	1986	3
MAMBA	GLORY	F	UNISWA		S	COMP	1990	46
MAMBA	MKHULULI	M	MIN. OF WORKS/COMMUNICATIONS		G	COMP	1986	4
MAMBA	NOMSA R.	F	TINKHUNDLA	COMMUNITY DEV. ASSISTANT	G	CDJR	1990	56
MAMBA	OSCAR	M	SWAZI BANK		S	TOT	1988	17
						TOT	1989	22
						TOT	1989	28
						TOT	1989	35
MAMBA	PETROS P.	M	COMMISSIONER OF TAXES	SR. TAX OFFICER	G	MNGT	1986	6
MAMBA	PHINEAS	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MAMBA	RABBIE	M	MHLUME SUGAR CO.		P	TOT	1988	17
MAMBA	ROSE	F	TINKHUNDLA		G	CDJR	1989	30
						CDJR	1989	38
MAMBA	SAMUEL	M	SWAZILAND BUILDING SOCIETY	BANKING HALL CONTROLLER	P	MNGT	1986	8
MAMBA	SINAYE	M	MIN. OF AGRICULTURE	OFF-IN-CHG CROP PROMOTION	G	HHRD	1987	13
MAMBA	VUKANI	M	CENTRAL BANK		S	COMP	1986	3
MAMBA	WILLIAM	M	TINKHUNDLA	REGIONAL SECRETARY	G	MNGT	1989	21
						MNGT	1989	29
						MNGT	1989	36
						MNGT	1990	52

SURNAME	FIRST NAME	SEX	EMPLOYER	POSITION	EMP CODE	COURSE CODE	YEAR	COURSE NUMBER
MANANA	GABRIEL	M	IDM	ASSISTANT REGISTRAR	P	MNGT	1990	47
						MNGT	1990	50
						MNGT	1990	54
MANANA	NICHOLAS	M	POSTS & TELECOMMUNICATIONS	DEPT. MANAGING DIRECTOR	S	MNGT	1990	49
						MNGT	1990	51
						MNGT	1990	57
MANYATSI	JEREMIAH	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MANYATSI	VINCENT T.	M	SWAZILAND BREWERS	TECH. & MGMT. TRAINEE	P	MNGT	1986	8
MANZINI	HERBERT	M	MIN. OF EDUCATION	CHIEF INSP. TEACH ED/CURR DEV	G	MNGT	1986	8
						HHRD	1987	12
MAPHALALA	JOHN	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MAPHALALA	KELLINAH	F	MIN. OF EDUCATION	SENIOR PRINTER	G	MNGT	1986	8
MAPHALALA	NOREEN	F	MIN. OF FINANCE	UNDER-SECRETARY	G	MNGT	1990	47
						MNGT	1990	50
						PS	1990	58
MAPHANGA	THEMBI P.	F	MIN. OF WORKS/COMMUNICATIONS		G	MNGT	1989	26
						MNGT	1989	31
						MNGT	1989	40
MASANGO	MAVELO P.	M	ROYAL SWAZI NAT'L. AIRWAYS	SUPERVISOR	S	MNGT	1986	6
MASEKO	ABEDNEGO T.	M	STANDARD CHARTERED BANK		S	COMP	1988	16
MASEKO	AMBROSE N.N.	M	MIN. OF NATURAL RESOURCES	UNDER SECRETARY	G	MNGT	1989	21
						MNGT	1989	29
						MNGT	1989	36
						MNGT	1990	52
MASEKO	FRANCINA	F	USAID	SEN. VOUCHER EX.	X	MNGT	1986	5
MASEKO	J.M.	M	SWAZILAND BREWERS		P	COMP	1986	7
MASEKO	JOYCE N.	F	TINKHUNDLA	ASST. COMM. DEV. OFFICER	G	CDSR	1988	15
						CDSR	1990	55
MASEKO	NQABA	M	MIN. OF AGRICULTURE	PERSONNEL OFFICER	G	HHRD	1987	13
MASEKO	VIRGINIA	F	MIN. OF EDUCATION		G	COMP	1985	2
MASEKO	ZANDILE	F	TINKHUNDLA	DRIVER/OPERATOR	G	CDJR	1989	20
						CDJR	1989	30
						CDJR	1989	38
						CDJR	1990	56
MASHABA	FIKILE	F	TINKHUNDLA	DRIVER/OPERATOR	G	CDJR	1989	20
						CDJR	1989	30
						CDJR	1989	38
MASINA	ANDREW	M	SWAZILAND BROADCASTING SERV.		G	MNGT	1989	24
						MNGT	1989	32
						MNGT	1989	42
MASINA	G.T.	M	UNISWA		S	COMP	1985	2
MASUKU	CHARLES	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MASUKU	FIKILE S.	F	TINKHUNDLA	ASST. COMM. DEV. OFFICER	G	CDJR	1990	56
MASUKU	GLADYS	F	NAT'L AGRIC. MKTNG. BOARD		S	MNGT	1989	27
						MNGT	1989	33
						MNGT	1989	43
MASUKU	JOHANNES	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MASUKU	PATRICK	M	SWAZILAND BUILDING SOCIETY	MACHINE ROOM CONTROLLER	P	MNGT	1986	9
MASUKU	S.P. AGNES	F	MIN. OF EDUCATION		G	COMP	1985	2
MASUKU	TRUSTY	F	MIN. OF HEALTH		G	TOT	1989	22
						TOT	1989	28
						TOT	1989	35

SURNAME	FIRST NAME	SEX	EMPLOYER	POSITION	EMP CODE	COURSE CODE	YEAR	COURSE NUMBER
MASUNGU	SICELA	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MATHABELA	ANDREAS	M	DEPT. OF REGISTRAR GENERAL		G	MNGT	1989	26
						MNGT	1989	40
MATHUNJWA	MDUDUZI M.	M	UNISWA		S	COM.	1987	14
MATHUNJWA	MURMLY	F	INSTITUTE OF HEALTH SERVICES		G	COMP	1986	3
MATIWANE	DORRINGTON	M	MIN. OF FINANCE		G	COMP	1986	3
MATSEBULA	JOB M.	M	TINKHUNDLA	REGIONAL COMM. DEVELOPMENT OFF	G	CDSR	1988	15
MATSEBULA	NELSON B.	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MATSEBULA	RODGERS	M	MIN. OF AGRICULTURE	TRAINING OFFICER	G	HHRD	1987	13
						TOT	1989	22
						TOT	1989	28
						TOT	1989	35
						MNGT	1989	40
MATSEBULA	STANLEY	M	CENTRAL BANK		S	COMP	1985	1
MATSEBULA	VINCENT M.	M	MIN. OF LABOUR & PUBLIC SERV.	SR STAFF TRNG OFFICER SIMPA	G	COMP	1985	1
						MLPS	1990	45
						MLPS	1990	48
MATSEBULE	MSEBENZI J.	M	TINKHUNDLA	REGIONAL COMM DEV OFFICER	G	CDSR	1990	55
MATSENJWA	JOSEPH	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MATTHEWS	KGOMOTSO R.	F	UNISWA		S	COMP	1987	14
MAVIMBELA	DUMISANI H.	M	MIN. OF COMMERCE	UNDER SECRETARY	G	MNGT	1989	21
						MNGT	1989	29
						MNGT	1989	36
						MNGT	1990	52
MAVIMBELA	OUMA	M	MBABANE DISTRICT CSSN		G	COMP	1986	4
MAVUSO	E.	M	MIN. OF INTERIOR	PRINCIPAL SECRETARY	G	PS	1989	19
						PS	1989	23
						PS	1989	44
						PS	1990	58
MAVUSO	EDGAR Q.	M	MIN. OF HEALTH		G	COMP	1985	1
MAVUSO	KHANYISILE	F	MIN. OF NATURAL RESOURCES	PERSONNEL OFFICER	G	MNGT	1986	5
						TOT	1989	22
						TOT	1989	28
						TOT	1989	35
MAVUSO	N.S. BONGILE	M	DEPT. OF INCOME TAX	COMMISSIONER OF TAXES	G	MNGT	1989	26
						MNGT	1989	31
						MNGT	1989	40
MAVUSO	NANCY	F	SWAZILAND GOVERNMENT	INCOME TAX DEPARTMENT	G	MNGT	1989	24
						MNGT	1989	32
MAVUSO	SIMON	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MAVUSO	SIMON P.	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MAVUSO	THEMBA	M	MIN. OF AGRICULTURE	AGRICULTURAL OFFICER	G	MNGT	1986	5
						TOT	1989	22
						TOT	1989	28
						TOT	1989	35
MAVUSO	VELEBANTFU	M	CENTRAL TRANSPORT ADMIN.	MANAGER	S	MNGT	1990	47
						MNGT	1990	50
						MNGT	1990	54
MAYISELA	DANIEL S.	M	MIN. OF EDUCATION	REGIONAL INSPECTOR OF SCHOOLS	G	COMP	1986	8
MAYISELA	NELSON	M	SYSTEMS HOUSE CO.	COMPUTER PROGRAMMER	P	MNGT	1986	5
MAZIBUKO	ANDREAS S.	M	CENTAL TRANSPORT ADMIN.		S	MNGT	1989	27
						MNGT	1989	33
						MNGT	1989	43

SURNAME	FIRST NAME	SEX	EMPLOYER	POSITION	EMP CODE	COURSE CODE	YEAR	COURSE NUMBER
MAZIBUKO	PATRICK M.	M	TRADE TESTING CENTER		G	TOT	1989	22
						TOT	1989	28
						TOT	1989	35
MAZIBUKO	PETROS	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MAZIYA	LINDIWE	F	MIN. OF INTERIOR		G	COMP	1986	3
MAZIYA	RUDOLPH	M	MIN. OF HEALTH		G	COMP	1990	46
MBAMBO	JOHN	M	MIN. OF HEALTH	DIRECTOR OF HEALTH SERVICES	G	MNGT	1990	49
						MNGT	1990	51
MBELE	SIPHO	M	TINKHUNDLA	SR. COMM. DEV. OFF./PPP COOR.	G	CDSR	1988	15
MBELU	M.	M	MIN. OF EDUCATION	SENIOR EDUCATION PLANNER	G	HHRD	1987	12
MBELU	THOMAS	M	MIN. OF FINANCE	AUDITOR GENERAL	G	COMP	1985	1
						MNGT	1989	21
						MNGT	1989	29
						MNGT	1989	36
						MNGT	1990	52
						PS	1990	58
MBETSE	SAMSON	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MBHAMALI	AMOS	M	MIN. OF AGRICULTURE	UNDER SECRETARY	G	MNGT	1989	21
						MNGT	1989	29
						HHRD	1987	10
MBHAMALI	PETER M.	M	WATER & SEWERAGE BOARD	DIRECTOR	G	MNGT	1989	21
						MNGT	1989	29
						MNGT	1989	36
						MNGT	1990	52
MBHAMALI	SIBONGILE	F	INCOME TAX DEPARTMENT		G	TOT	1989	22
						TOT	1989	28
MBHAMALI	WILLIAM	M	NATIONAL HOUSING BOARD	SENIOR ADMINISTRATIVE OFFICER	S	MNGT	1989	21
						MNGT	1989	29
						MNGT	1989	36
MBHELE	SIPHO D.	M	TINKHUNDLA	SR COMM DEV OFFICER	G	CDSR	1990	55
MBINGO	ALMON	M	MIN. OF LABOUR & PUBLIC SERV.	DIRECTOR	G	PS	1989	44
						MNGT	1990	51
						HHRD	1987	10
MBINGO	J.L.	M	MIN. OF AGRICULTURE	COMMISSIONER FOR CO-OP. DEV.	G	HHRD	1987	13
MBULI	K.	M	MIN. OF LABOUR & PUBLIC SERV.	PRINCIPAL SECRETARY	G	PS	1989	19
						PS	1989	23
MBUYISA	PAULOS	M	TINKHUNDLA	ASST. COMM. DEV. OFFICER	G	CDJR	1989	20
						CDJR	1989	30
						CDJR	1989	38
						CDJR	1990	56
MCFADDEN	A.	M	MIN. OF LABOUR & PUBLIC SERV.	ACTING U.S. TRAINING	G	PS	1989	19
						MLPS	1990	45
						MLPS	1990	48
						MLPS	1990	53
MDLADLA	MUSA	M	MONDI TIMBER		P	TOT	1989	22
						TOT	1989	28
						TOT	1989	35
MDLALOSE	ANASTASIA	F	SWAZILAND POLICE		G	MNGT	1989	27
						MNGT	1989	33
						MNGT	1989	43
MDLOVU	LINDIWE T.	F	TINKHUNDLA	GROUP PROMOTER W.I.D.	G	CDJR	1990	56

SURNAME	FIRST NAME	SEX	EMPLOYER	POSITION	EMP CODE	COURSE CODE	YEAR	COURSE NUMBER
MDLULI	A.M.	M	MHLUME SUGAR CO.		P	COMP	1986	7
MDLULI	ALPHEUS T.	M	CUSTOMS & EXCISE	COLLECTOR OF CUSTOMS	G	MNGT	1986	6
MDLULI	BEN	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MDLULI	R.	M	TINKHUNDLA	PRINCIPAL SECRETARY	G	PS	1989	23
MDZINISO	S.	M	POLICE DEPARTMENT	COMMISSIONER OF POLICE	G	PS	1989	19
MHLANGA	ABSALOM	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MHLANGA	ALBERT	M	GEOLOGICAL SURVEY & MINES		G	MNGT	1990	54
MHLANGA	JOHN	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MHLANGA	JOSEPH	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MHLANGA	MFANISENI	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MHLANGA	STEPHEN	M	SWAZILAND RAILWAYS		S	TOT	1989	22
						TOT	1989	28
						TOT	1989	35
MHLANGA	THEMBI	F	TINKHUNDLA	GROUP PROMOTER W.I.D.	G	CDJR	1989	20
						CDJR	1989	30
						CDJR	1989	38
						CDJR	1990	56
MHLONGO	GIDEON	M	INSTITUTE OF HEALTH SCIENCES		G	COMP	1988	16
MHLONGO	THABI E.	M	MIN. OF EDUCATION		G	COMP	1987	14
MHLONGO	VIKA	M	MANZINI TOWN COUNCIL		S	COMP	1989	25
MKATSHWA	THAB'SILE D.	F	UNISWA		S	COMP	1987	14
MKHATSHWA	J.	M	DEPARTMENT OF DEFENCE	PRINCIPAL SECRETARY	G	PS	1989	19
						PS	1989	23
MKHATSHWA	PAUL	M	MIN. OF AGRICULTURE	SENIOR RESEARCH OFFICER	G	HHRD	1987	13
MKHOMBE	SAM	M	MIN. OF EDUCATION	PRINCIPAL PERSONNEL OFFICER	G	HHRD	1987	12
MKHONTA	A.M.	M	MIN. OF LABOUR & PUBLIC SERV.	SENIOR PERSONNEL OFFICER	G	PS	1989	19
						MLPS	1990	48
						MLPS	1990	53
MKHONTA	C.	M	MIN. OF HEALTH	PRINCIPAL SECRETARY	G	PS	1989	19
						PS	1989	23
						PS	1989	44
						PS	1990	58
MKHONTA	D.	M	MIN. OF LABOUR & PUBLIC SERV.	LOCALISATION UNIT	G	MLPS	1990	45
						MLPS	1990	48
						MLPS	1990	53
MKHONTA	E. SABELO	M	CIVIL SERVICE BOARD		G	MNGT	1989	26
						MNGT	1989	31
						MNGT	1989	40
						COMP	1986	4
MKHONTA	ERIC	M						
MKHONTA	JANE	F	TINKHUNDLA	HANDICRAFTS OFFICER W.I.D.	G	CDJR	1989	20
						CDJR	1989	30
						CDJR	1989	38
						CDJR	1990	56
MKHONTA	MESHACK	M	MIN. OF AGRICULTURE		G	COMP	1986	4
MKHONTA	PATRICK	M	UNISWA		S	COMP	1989	25
MKHONTA	SAMUEL	M	SWAZIBANK		S	MNGT	1989	27
						MNGT	1989	33
						MNGT	1989	13
MKHONTA	Z.Z.	M	TINKHUNDLA	COMM. DEV. TRAINING OFFICER	G	CDSR	1988	15
						TOT	1989	22
						TOT	1989	28
						TOT	1989	35
						CDSR	1990	55
						CDJR	1990	56

SURNAME	FIRST NAME	SEX	EMPLOYER	POSITION	EMP CODE	COURSE CODE	YEAR	COURSE NUMBER
MKHONZA	ADELAIDE	F	ECONOMIC PLANNING		G	COMP	1987	14
MKHUMANE	DUMISANI B.M.	M	TINKHUNDLA	REGIONAL COMM. DEV. OFFICER	G	CDSR	1988	15
						CDSR	1990	55
MKHWANAZI	ALMON	M	UNISWA	DIR. OF DEMS (REPRESENTING VC)	S	PS	1989	19
MKHWANAZI	BAKHOMBISILE	F	MIN. OF JUSTICE	REGISTRAR GENERAL	G	MNGT	1989	24
						MNGT	1989	32
						MNGT	1989	42
MKHWANAZI	HAPPY	F	TINKHUNDLA		G	CDJR	1989	30
						CDJR	1989	38
						CDJR	1990	56
MKHWANAZI	SMANGELE A.	M	CENTRAL BANK		S	COMP	1987	14
MKHWELI	ERIC P.M.	M	ROYAL SWAZI SUGAR CORP.	ESTATE SERVICES SUPERINTENDENT	S	MNGT	1990	57
						MNGT	1990	49
						MNGT	1990	51
MKOKO	T.M.	M	MIN. OF INTERIOR		G	MNGT	1989	26
MKWANAZI	NOZIPHO H.	F	MIN. OF HEALTH		G	COMP	1985	2
MLANGENI	DAVID	M	MIN. OF WORKS/COMMUNICATION	DRIVER/OPERATOR	G	WORK	1987	11
MLIPHA	J.	M	MIN. OF LABOUR & PUBLIC SERV.		G	TOT	1989	22
						TOT	1989	28
						TOT	1989	35
						HHRD	1990	10
MLOTSHWA	JOSEPHINE	F	MIN. OF EDUCATION		G	COMP	1988	16
MNCUBE	JETHRO	M	MIN. OF AGRICULTURE		G	TOT	1989	22
						TOT	1989	28
						TOT	1989	35
						MNGT	1989	40
MNDEBELE	ALFRED	M	USUTU PULP		P	COMP	1986	3
MNDEBELE	COMFORT	M	UNISWA		S	COMP	1985	2
						COMP	1990	46
MNDEBELE	NOMSA	F	UNISWA		S	COMP	1985	2
MNDZEBELE	AUBREY	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MNDZEBELE	J.M.	M	MIN. OF LABOUR & PUBLIC SERV.	DEPUTY COMM. OF LABOUR	G	MLPS	1989	45
						MLPS	1990	48
						HERD	1987	10
MNDZEBELE	MATTHEWS	M	SWAZILAND BREWERS	TRAINING SUPERVISOR	P	MNGT	1986	6
MNEMA	SIBONGILE	F	TINKHUNDLA		G	CDJR	1989	20
						CDJR	1989	30
						CDJR	1989	38
MNGOMEZULU	C.D.	F	RALEIGH FITKIN MEM. HOSP.		P	COMP	1986	7
MNGOMEZULU	ELIAS	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MNGOMEZULU	J.D.	M	S.I.D.C.	ADMINISTRATIVE CONTROLLER	S	PS	1989	19
MNGOMEZULU	P.S.	M	MIN. OF JUSTICE	PRINCIPAL SECRETARY	G	PS	1989	19
						PS	1989	23
						PS	1989	44
MNISI	JACOB	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MOKGOKONG	PIUS S.	M	MIN. OF WORKS/COMMUNICATIONS		G	COMP	1985	1
MONDLANE	MBONGENI	M	SHISELWENI FORESTRY CO. LTD.		P	COMP	1990	46
MORDAUNT	DICK	M	SD. NAT'L HOUSING BOARD		S	MNGT	1989	27
						MNGT	1989	22
						MNGT	1989	43
MOTHA	SPHIWE	F	MIN. OF HEALTH	REG. HEAL. ADMIN.	G	MNGT	1986	5

SURNAME	FIRST NAME	SEX	EMPLOYER	POSITION	EMP CODE	COURSE CODE	YEAR	COURSE NUMBER
MOTSA	AARON S.	M	SEDCO	DEPUTY GENERAL MANAGER	S	MNGT	1990	49
						MNGT	1990	51
						MNGT	1990	57
MOTSA	AMBROSE	M	TINKHUNDLA	ASST. COMM. DEV. OFFICER	G	CDSR	1988	15
						CDSR	1990	55
MOTSA	BOY	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MOTSA	CHRISTABEL	F	MIN. OF AGRICULTURE	PRINCIPAL HOME ECONOMICS OFF.	G	HHRD	1987	13
MOTSA	ISAAC	M	ROYAL SWAZI NAT'L. AIRWAYS	CARGO SUPERVISOR	S	MNGT	1986	6
MOTSA	M.		TINKHUNDLA	LOCAL GOV'T. OFFICER	G	PS	1990	58
MOTSA	NOMVULA	F	MIN. OF EDUCATION		G	COMP	1988	16
MPUNGOSE	FREDA M.	F	TREASURY DEPARTMENT		G	MNGT	1989	27
						MNGT	1989	33
						MNGT	1989	43
MSANE	JOSHUA	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MSIBI	MANDLA	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MSIBI	MA/WELL	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MSIBI	W.	M	MIN. OF LABOUR & PUBLIC SERV.	PRIN. PERSONNEL OFFICER CSB	G	MLPS	1990	45
MSTITSINI	NICHOLAS	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MSWANE	PHILIP	M	SEDCO		S	COMP	1985	1
MTETWA	MATHOKOZA T.	M	SD. NAT'L PROVIDENT FUND	ADMINISTRATION MANAGER	S	MNGT	1989	21
						MNGT	1989	29
						MNGT	1989	36
						MNGT	1990	52
MTETWA	PETER H.	M	MIN. OF JUSTICE	UNDER SECRETARY	G	MNGT	1989	21
						MNGT	1989	29
						MNGT	1989	36
						MNGT	1990	52
						PS	1990	58
MTETWA	R.	F	MIN. OF HEALTH		G	HHRD	1987	10
MTHETHWA	JOSHUA	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MTHETHWA	PHILLIP	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MTHETHWA	ROSEMARY K.	F	MIN. OF HEALTH		G	COMP	1987	14
MTHETHWA	SELULIWE	M	MIN. OF WORKS/COMMUNICATIONS		G	TOT	1989	28
						TOT	1989	35
MTHTHWA	HEZEKIAH	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MTHUPHA	ELLIOT	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MTSETFWA	PHILLIP	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
MTSHALI	ABSALOM	M	MIN. OF AGRICULTURE	PRINCIPAL, CODEC	G	HHRD	1987	13
MTSHALI	MICHAEL	M	SD. BROADCASTING SERVICE		G	TOT	1989	22
						TOT	1989	28
						MNGT	1989	31
						TOT	1989	35
						MNGT	1989	40
MUIR	P.	M	MIN. OF EDUCATION	DEPT. HEAD EXECUTIVE SEC. TSC	G	HHRD	1987	12
MUSI	MUMLY	F	MIN. OF LABOUR & PUBLIC SERV.	PERSONNEL OFFICER	G	COMP	1985	2
						MNGT	1986	5
						COMP	1987	14
						MLPS	1990	53
						HHRD	1987	10
MUSI	PATRICIA	F	UNISWA		S	COMP	1985	2
MYENI	A.	F	MIN. OF EDUCATION	ACTING DIR. ETGPS	G	HHRD	1987	12

SURNAME	FIRST NAME	SEX	EMPLOYER	POSITION	EMP CODE	COURSE CODE	YEAR	COURSE NUMBER
MYENI	CYNTHIA	F	MIN. OF HEALTH		G	COMP	1985	1
MYENI	REUBEN	M	MIN. OF EDUCATION		G	COMP	1986	3
MZIZI	JOSHUA B.	M	UNISWA		S	COMP	1985	2
NCALA	PHINDA	M	SWAZI BANK		S	COMP	1987	14
NDINISA	GEORGE	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
NDLANGAMANDLA	SHAKA	M	USAID		X	COMP	1988	16
NDLOVU	LEONARD	M	UNISWA		S	COMP	1985	1
NDWANDWE	ELIAS	M	MACMILLAN SWAZILAND	PUBLISHING DIRECTOR	P	MNGT	1990	49
						MNGT	1990	51
						MNGT	1990	57
NDWANDWE	SAMUEL	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
NDWANDWE	SIFISO	M	C.A.R.E INTERNATIONAL		P	MNGT	1989	27
						MNGT	1989	33
						MNGT	1989	43
NDZIMANCZE	DOMINIC	M	SWAZILAND DAIRY BOARD	FEEDMILL MANAGER	S	MNGT	1990	50
NDZIMANDZE	AARON	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
NDZIMANDZE	DANIEL	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
NDZIMANDZE	DOMINIC	M	SWAZILAND DAIRY BOARD	FEEDMILL MANAGER	S	MNGT	1990	47
						MNGT	1990	54
NDZIMANDZE	NEHEMIAH	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
NDZINISA	AMBROSE	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
NDZINISA	DOCTOR	M	SD. NAT'L PROVIDENT FUND		S	MNGT	1989	24
						MNGT	1989	32
						MNGT	1989	42
NDZINISA	G.N.	M	MHLUME SUGAR CO.		P	COMP	1986	7
NDZINISA	J.K.	M	SD. NAT'L PROVIDENT FUND		S	MNGT	1989	26
						MNGT	1989	31
NDZINISA	M.	M	MIN. OF LABOUR & PUBLIC SERV.	DIVT	C	MLPS	1990	45
NDZINISA	MICHAEL K.	M	TRADE TESTING CENTER		G	TOT	1989	22
NGADI	S.S.	M	SIMUNYE SUGAR CO.		P	TOT	1988	17
NGCAMPHALALA	ELIJAH M.	M	MIN. OF JUSTICE	DISTRICT REGISTRAR	G	MNGT	1986	8
NGCAMPHALALA	LINDIWE	F	TINKHUNDLA		G	CDJR	1989	20
						CDJR	1989	30
						CDJR	1989	38
NGCOBO	ZIPHO	F	UNISWA		S	COMP	1990	46
NGOBESE	PAUL	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
NGUBENI	J.L.G.	M	USUTU, BHUNYA		P	COMP	1986	7
NGWENYA	ELIJAH	M	MIN. OF WORKS/COMMUNICATIONS	HIGHWAY TECH./MAINTENANCE	G	MNGT	1986	9
NGWENYA	ISAAC	M	RURAL WATER SUPPLY BOARD		S	TOT	1989	22
						TOT	1989	28
						TOT	1989	35
NGWENYA	MAGALELA	M	MIN. OF AGRICULTURE	SR. AGRICULTURAL OFFICER	G	HIRD	1987	13
NGWENYA	REUBEN	M	UNISWA, LUYENGO	WORKSHOP SUPERINTENDENT	S	MNGT	1986	9
NHLAPHO	SIBONGILE	F	MIN. OF LABOUR & PUBLIC SERV.		G	COMP	1986	4
NHLEKO	PHUTUMA	M	MIN. OF WORKS/COMMUNICATIONS		G	COMP	1985	1
NHLENGETHWA	CATHERINE	F	MIN. OF COMMERCE		G	TOT	1989	22
						MNGT	1989	26
						TOT	1989	28
						MNGT	1989	31
						TOT	1989	35
NICOLL	ALEXANDER J.	M	WG LEWIS & COMPANY	MANAGING DIRECTOR	P	MNGT	1990	49
						MNGT	1990	51
						MNGT	1990	57

SURNAME	FIRST NAME	SEX	EMPLOYER	POSITION	EMP CODE	COURSE CODE	YEAR	COURSE NUMBER
NKALA	JOHN S.	M	MALKERNS RESEARCH STATION		G	TOT	1988	17
NKAMBULE	D.	M	INDUSTRIAL HOUSING BOARD	GENERAL MANAGER	S	PS	1989	19
NKAMBULE	ENNET	F	MIN. OF WORKS/COMMUNICATIONS		G	TOT	1989	22
						TOT	1989	28
NKAMBULE	JABULANI	M	MIN. OF LABOUR & PUBLIC SERV.		G	TOT	1989	22
						MNGT	1989	26
						TOT	1989	28
						MNGT	1989	31
						TOT	1989	35
						MNGT	1989	40
						MLPS	1990	53
						HHRD	1987	10
NKAMBULE	JOSIAH	M	YEN SAAN MGTEL	DUTY MANAGER	P	MNGT	1986	6
NKAMBULE	MAPHUMZANA	M	MIN. OF NATURAL RESOURCES		G	COMP	1986	3
NKAMBULE	N.M.	M	MIN. OF AGRICULTURE	UNDER SECRETARY	G	PS	1990	58
NKAMBULE	NBHOJE	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
NKAMBULE	NOAH	M	MIN. OF AGRICULTURE	SR. LAND USE PLANNING OFFICER	G	HHRD	1987	13
						MNGT	1989	21
						MNGT	1989	29
						MNGT	1989	36
NKAMBULE	S'DUDLA	F	MIN. OF WORKS/COMMUNICATIONS		G	TOT	1989	35
NKAMBULE	SAMBOK	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
NKAMBULE	SHADRACK	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
NKAMBULE	SIMON	M	SWAZILAND BUILDING SOCIETY	PERSONNEL ADMIN. MANAGER	P	MNGT	1990	47
						MNGT	1990	50
						MNGT	1990	54
NKAMBULE	WILSON M.	M	SWAZILAND RAILWAY	CHIEF CIVIL ENGINEER	S	MNGT	1989	21
						MNGT	1989	36
NKAMBULE	ZWEBEBA	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
NKONDE	SAMSON	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
NKONYANE	CORDELLIA	F	MIN. OF LABOUR & PUBLIC SERV.		G	COMP	1986	4
NKOSI	LIZZIE F.	F	MBABANE GOV'T. HOSPITAL		G	COMP	1985	1
NKWANYANA	C.	M	MIN. OF AGRICULTURE	CHIEF RESEARCH OFFICER	G	HHRD	1987	13
NOJEKWA	NONHLANHLA B.	F	SWAZI ROYAL INSURANCE CORP	ASST GEN MNGR/CHIEF ACCNT	S	MNGT	1990	49
						MNGT	1990	51
						MNGT	1990	57
NSBANDZE	M.J.	M	MIN. OF EDUCATION	PRINCIPAL SECRETARY	G	PS	1990	58
NSIBANDE	ELIJAH	M	SD. NAT. FIRE & EMER. SERV.	STATION OFFICER	G	MNGT	1986	8
						MNGT	1986	9
NSIBANDE	NONHLANHLA	F	DEPT. OF INCOME TAX		G	COMP	1989	25
NSIBANDZE	AMELIA	F	MIN. OF FINANCE		G	COMP	1985	1
NSIBANDZE	BEN	M	MIN. OF LABOUR & PUBLIC SERV.	HONOURABLE MINISTER	G	MLPS	1990	45
NSIBANDZE	LIPHI	F	MIN. OF EDUCATION		G	COMP	1986	4
NSIBANDZE	M.J.	M	MIN. OF EDUCATION	PRINCIPAL SECRETARY	G	PS	1989	19
						PS	1989	23
						PS	1989	44
NTEZINDA	NAPOLEON M.	M	RURAL WATER SUPPLY BOARD		S	MNGT	1989	27
						MNGT	1989	33
						MNGT	1989	43
NTIWANE	N.D.	M	SWAKI, MANZINI		P	COMP	1986	7
NTOMBINI	JUSTICE M.	M	USUTU PULP CO.		P	COMP	1987	14

SURNAME	FIRST NAME	SEX	EMPLOYER	POSITION	EMP CODE	COURSE CODE	YEAR	COURSE NUMBER
NTSHALINTSHALI	ABEDNEGO	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
NTSHALINTSHALI	CONCILLIA	F	MIN. OF EDUCATION		G	COMP	1985	1
NTSHALINTSHALI	S.G.	M	SEDCO, MBABANE		S	COMP	1986	7
NTSHALINTSHALI	SIPHO	M	MIN. OF AGRICULTURE	SENIOR MEAT INSPECTOR	G	HHRD	1987	13
NXUMALO	ALBERT	M	ROYAL SWAZI NAT'L AIRWAYS		S	COMP	1990	46
NXUMALO	ALPHEOUS	M	SD YOUTH LIFE DEV ORGANISATION	DIRECTOR	P	MNGT	1990	47
						MNGT	1990	50
						MNGT	1990	54
NXUMALO	ANDERSON	M	MIN. OF EDUCATION		G	MNGT	1989	24
						MNGT	1989	32
NXUMALO	DOMINIC M.	M	MIN. OF EDUCATION		G	COMP	1987	14
NXUMALO	DONALD	M	MIN. OF EDUCATION		G	COMP	1986	3
NXUMALO	EUNICE	F	INYONI YAMI S.I.S.		S	MNGT	1989	27
						MNGT	1989	33
						MNGT	1989	43
NXUMALO	H.J.	M	MHLUME SUGAR CO.		P	COMP	1986	7
NXUMALO	JOSIAH	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
NXUMALO	LEONARD	M	MHLUME SUGAR CO.		P	TOT	1988	17
NXUMALO	MAKHOSAZANA	F	RALEIGH FITKIN MEM. HOSP.		P	COMP	1988	16
NXUMALO	NORAH	F				COMP	1986	3
NXUMALO	PHUMZILE	F	TINKHUNDLA	COMM. DEV. OFFICER	G	CDSR	1988	15
						CDSR	1990	55
NXUMALO	RONNIE	M	MIN. OF AGRICULTURE	VETERINARY OFFICER, HHOHHO	G	HHRD	1987	13
NXUMALO	SETEETE	M	UNISWA	ASSISTANT BURSAR	S	MNGT	1986	9
NXUMALO	SONNY	M	SWAZILAND DAIRY BOARD		S	MNGT	1989	24
						MNGT	1989	32
						MNGT	1989	42
NXUMALO	SUSAN	F	MIN. OF COMMERCE		G	COMP	1986	3
NXUMALO	W.	M	MIN. OF AGRICULTURE	SENIOR AGRICULTURAL OFFICER	G	HHRD	1987	13
NXUMALO	WILSON	M	ROYAL SWAZI NAT'L AIRWAYS		S	MNGT	1989	26
						MNGT	1989	31
						MNGT	1989	40
NXUMALO	ZODWA	F	TINKHUNDLA		G	CDJR	1989	20
						CDJR	1989	30
NYONI	THEODORA J.	F	BARCLAYS BANK		S	COMP	1987	14
NYONI	TITUS	M	TINKUNDLA	REGIONAL SECRETARY	G	MNGT	1989	21
						MNGT	1989	29
						MNGT	1989	36
NZUZUA	ENOCK MANDLA	M	MIN. OF EDUCATION		G	COMP	1985	2
OGWANG	B.H.	M	UNISWA		S	COMP	1985	2
OLIVER	H.B.B.	M	CENTRAL BANK	GOVERNOR	S	PS	1990	58
PEFILE	SIMON	M	SWAZILAND BREWERS	GENERAL MANAGER	P	PS	1989	19
PHINDA	PRINCE	M	MIN. OF AGRICULTURE	SR. ANIMAL HUSBANDRY OFFICER	G	HHRD	1987	13
PHUHLAPHI	PRINCE	M	TINKHUNDLA	UNDER SECRETARY	G	PS	1989	19
PUNGWAYO	V.	M	MIN. OF AGRICULTURE	DIRECTOR OF AGRICULTURE	G	HHRD	1987	13
QWABE	MILTON	M	MIN. OF WORKS/COMMUNICATIONS		G	COMP	1985	1
RICHARDS	SAMUEL	M	POSTS & TELECOMMUNICATIONS		S	COMP	1989	25
RIECKER	P.	M	MIN. OF LABOUR & PUBLIC SERV.	DIRECTOR - DIVT	G	MLPS	1990	45
						MLPS	1990	48
SALELWAKO	JABULANE	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
SAMBO	VUSUMUZI	M	MIN. OF NATURAL RESOURCES		G	COMP	1989	25

SURNAME	FIRST NAME	SEX	EMPLOYER	POSITION	EMP CODE	COURSE CODE	YEAR	COURSE NUMBER
SAMKETI	MODERN B.	M	CENTRAL BANK		S	COMP	1987	14
SANGWENI	AMON	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
SHABALALA	JABULANI C.	M	MIN. OF EDUCATION		G	COMP	1987	14
SHABALALA	R.M.	M	MIN. OF AGRICULTURE	UNDER SEC. PERSONNEL ADMIN.	G	HHRD	1987	13
SHABANGU	A.R.	M	MIN. OF FOREIGN AFFAIRS	PRINCIPAL SECRETARY	G	PS	1989	19
						PS	1989	23
						PS	1989	44
SHABANGU	AARON	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
SHABANGU	ALFRED	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
SHABANGU	D.	M	MIN. OF LABOUR & PUBLIC SERV.	SR STAFF TRNG OFFICER SIMPA	G	MLPS	1990	45
						MLPS	1990	48
SHABANGU	ISAAC	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
SHABANGU	ISAAC S.	M	TREASURY DEPARTMENT	ACCOUNTANT GENERAL	G	PS	1989	19
						PS	1989	23
						MNGT	1990	49
						MNGT	1990	51
						MNGT	1990	57
						PS	1990	58
SHABANGU	N.	M	SWD. NAT'L. PROVIDENT FUND	CHIEF EXECUTIVE OFFICER	S	PS	1989	19
						MLPS	1990	45
						MLPS	1990	48
SHABANGU	SAMSON	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
SHELEMBE	JEREMIAH	M	SWAZI CANNERS		P	COMP	1990	46
SHIBA	PHOPHO	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
SHIBE	GEORGE	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
SHONGWE	ADAM	M	UNISWA		S	COMP	1986	3
SHONGWE	ANGELA	F	CIVIL SERV. BD./PERS. OFFICE	PERSONNEL OFFICER	G	MNGT	1986	5
SHONGWE	AUBREY	M	NAT'L. AGRIC./MKTNG. BOARD	EXECUTIVE SECRETARY	S	HHRD	1987	13
						MNGT	1989	21
						MNGT	1989	36
SHONGWE	ELLIOT	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
SHONGWE	HENRY S.	M	SWAZILAND ELECTRICITY BOARD		S	TOT	1988	17
SHONGWE	HERBERT	M	STEEL INTERNATIONAL	FACTORY SUPERVISOR	P	MNGT	1986	6
SHONGWE	JESSIE	F	MIN. OF AGRICULTURE	PRINCIPAL ACCOUNTANT	G	HHRD	1987	13
SHONGWE	MBHO	M	ELMOND COMP SYSTEMS PTY LTD	MANAGING DIRECTOR	P	MNGT	1990	49
						MNGT	1990	51
						MNGT	1990	57
SHONGWE	MUSA M.	M	MIN. OF NATURAL RESOURCES		G	COMP	1985	2
						COMP	1987	14
SHONGWE	OLYMPIA	F	SCOT		G	COMP	1985	2
SHONGWE	PAUL	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
SHONGWE	R.		MIN. OF HEALTH	PLANNING OFFICER	G	PS	1990	58
SHONGWE	STANLEY	M	MIN. OF EDUCATION	SEN. SCH. INSPECTOR	G	MNGT	1986	5
SHONGWE	THEMBA	M	TINKHUNDLA	BUILDING INSTRUCTOR W.I.D.	G	CDJR	1989	20
						CDJR	1989	30
						CDJR	1989	38
						CDJR	1990	56
SHONGWE	VINCENT	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
SHONGWE	WILLIAM	M	MIN. OF EDUCATION		G	COMP	1985	3
SIBANDZE	CLEOPAS	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
SIBANDZE	SAMUEL T.	M	MIN. OF WORKS/COMMUNICATIONS		G	COMP	1985	1

SURNAME	FIRST NAME	SEX	EMPLOYER	POSITION	EMP CODE	COURSE CODE	YEAR	COURSE NUMBER
SIBANYONI	ABEL M.	M	ROYAL SWAZI SUN		P	COMP	1987	14
SIBIYA	A.K.	M	USUTU, BHUNYA		P	COMP	1986	7
SIBIYA	OBADIAH	M	INYONI YAMI S.I.S.	ASSISTANT PERSONNEL MANAGER	P	MNGT	1989	26
						MNGT	1989	31
						MNGT	1989	40
						MNGT	1990	47
						MNGT	1990	50
						MNGT	1990	54
SIBIYA	THOKOZILE	F	UNISWA		S	COMP	1985	2
SIFUNDZA	FIDELIA	F	USUTU PULP CO. LTD.		P	COMP	1990	46
SIHLONGONYANE	N.N.	M	SWAZI BANK, PIGGS PEAK		S	COMP	1986	7
SIHLONGONYANE	WILLIAM	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
SILAULA	SABINA M.	F	UNISWA/LUYENGO		S	COMP	1985	2
SILOLO	ZEPHANIAH	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
SIMELANE	AINEL	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
SIMELANE	ALBERT M.	M	SWAZILAND RAILWAY		S	TOT	1988	17
SIMELANE	AMOS	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
SIMELANE	BERNARD	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
SIMELANE	BHEKITHEMBA	M	VETERINARY STUDENT		G	COMP	1987	14
SIMELANE	CYPRIAN	M	SCOT		G	COMP	1990	46
SIMELANE	DAVID	M	WATER & SEWERAGE BOARD		S	MNGT	1989	27
						MNGT	1989	33
						MNGT	1989	43
SIMELANE	ELTON	M	MIN. OF WORKS/COMMUNICATIONS		G	COMP	1988	16
SIMELANE	GEORGE J.	M	SCOT		G	COMP	1987	14
SIMELANE	J.	M	MIN. OF EDUCATION	PRINCIPAL PERSONNEL OFFICER	G	HHRD	1987	12
SIMELANE	JEREMIAH M.	M	TINKHUNDLA	REGIONAL COMM. DEV. OFFICER	G	CDSR	1990	55
SIMELANE	MALANGENI	M	UNISWA		S	COMP	1986	3
SIMELANE	MEHLUKO	M	TINKHUNDLA	ASST. COMMUNITY DEV. OFFICER	G	CDSR	1988	15
SIMELANE	MNGUNI H.	M	ROYAL SWAZILAND POLICE	DEPUTY COMMISSIONER	G	MNGT	1990	49
						MNGT	1990	57
SIMELANE	NDODA	M	SWD. NAT'L. PROVIDENT FUND		S	COMP	1989	25
SIMELANE	PRECIOUS G.	F	TINKHUNDLA	ASST HOME INDUSTIRES OFFICER	G	CDSR	1990	55
SIMELANE	REUBEN M.	M	CENTRAL STATISTICAL OFFICE		G	MNGT	1989	27
						MNGT	1989	33
						MNGT	1989	43
SIMELANE	SOLOMON	M	MIN. OF EDUCATION	DIRECTOR OF EDUCATION	G	HHRD	1987	12
						PS	1989	19
						MNGT	1990	49
						MNGT	1990	51
						PS	1990	58
SIMELANE	THEMBA L.	M	USUTU PULP CO.	RESEARCH OFFICER	P	MNGT	1986	8
SIMELANE	V.M.	M	UNISWA		S	COMP	1986	7
SIMELANE	VENI	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
SIMELANE	VICTOR	M	MIN. OF EDUCATION	INSPECTOR	G	MNGT	1986	5
SIMELANE	VICTORIA	F	TIBIYO DAIRY PROJECT	ASSISTANT FOREMAN	P	MNGT	1986	6
SIMELANE	WILLIAM	M	SIMUNYE SUGAR CO.		P	TOT	1988	17
SIMPSON	ANGELA	F	MIN. OF EDUCATION		G	COMP	1985	1
SITHOLE	ALFRED	M	STEEL INTERNATIONAL	FACTORY SUPERVISION	P	MNGT	1986	9
SITHOLE	ALTON J.V.S.	M	MIN. OF LABOUR & PUBLIC SERV.	SECRETARY CSB	G	MNGT	1989	21
						MNGT	1989	29
						MLPS	1990	45

SURNAME	FIRST NAME	SEX	EMPLOYER	POSITION	EMP CODE	COURSE CODE	YEAR	COURSE NUMBER
SITHOLE	SOLOMON	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
SITHOLE	YVONNE DUMILE	F	MIN. OF AGRICULTURE		G	COMP	1985	1
STEWARD	DEREK G.	M	AIKEN & PEAT		P	COMP	1988	16
STRATFORD	F.P.		TREASURY DEPARTMENT	ADVISER	G	PS	1990	58
SUKATI	ANDREAS	M	MIN. OF AGRICULTURE	LAND DEVELOPMENT OFFICER	G	HHRD	1987	13
SUKATI	NONHLANHLA A.	F	MIN. OF HEALTH		G	TOT	1989	22
						TOT	1989	28
						TOT	1989	35
SUKATI	OSUART V.	M	MIN. OF HEALTH		G	MNGT	1989	27
						MNGT	1989	33
						MNGT	1989	43
SUKATI	WILSON	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
THEMBA	BOY	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
THEMBE	ABNER T.	M	SD. BROADCASTING SERVICE	DIRECTOR OF BROADCASTING	G	MNGT	1989	21
						MNGT	1989	29
						MNGT	1989	36
						MNGT	1990	52
THRING	M.V.	M	SALES HOUSE, MBABANE		P	COMP	1986	7
THWALA	A.	M	MIN. OF JUSTICE	DIR. OF PUBLIC PROSECUTIONS	G	PS	1989	19
THWALA	AFRICA	M	BARCLAYS BANK		S	MNGT	1989	26
THWALA	BUSILE C.	F	UNISWA		S	COMP	1987	14
THWALA	MARGARET	F	RALEIGH FITKIN MEM. HOSPITAL		P	COMP	1988	16
THWALA	NOMPUMELELO	F	INYONI YAMI S.I.S.	FINANCIAL ACCOUNTANT	P	COMP	1986	4
						MNGT	1990	47
						MNGT	1990	50
THWALA	NONHLANHLA	F	MIN. OF AGRICULTURE		G	COMP	1986	3
THWALA	PRINCESS	F	USUTU PULP		P	COMP	1988	16
THWALA	ROBERT D.	M	MIN. OF INTERIOR	CHIEF IMMIGRATION OFFICER	G	HHRD	1987	13
						MNGT	1989	21
						MNGT	1989	29
						MNGT	1989	36
						MNGT	1990	52
THWALA	ROBERT S.	M	SWAZILAND DAIRY BOARD	DEPUTY GENERAL MANAGER	S	MNGT	1989	21
						MNGT	1989	29
						MNGT	1989	36
						MNGT	1990	52
THWALA	THABSILE	F	TINKHUNDLA	ASST. COMM. DEV. OFFICER	G	CDJR	1989	20
						CDJR	1989	30
						CDJR	1989	38
						CDJR	1990	56
THWALA	VELI	M	USUTU PULP		P	COMP	1988	16
TSABEDZE	ABRAHAM	M	TINKHUNDLA	COMMUNITY DEV. OFFICER	G	CDSR	1988	15
						CDSR	1990	55
TSABEDZE	CLARA J.	F	UNISWA		S	COMP	1987	14
TSABEDZE	JOHN	M	MIN. OF AGRICULTURE	OFFICER-IN-CHG.(MECHANISATION)	G	HHRD	1987	13
TSABEDZE	STANLEY	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
TSELA	NELSON	M	GEOLOGICAL SURVEY & MINES		G	TOT	1989	22
						TOT	1989	28
TSHABALALA	COLIN	M	TINKHUNDLA	HOME INDUSTRY OFFICER	G	CDSR	1988	15
						CDSR	1990	55
TSHABALALA	NOMOUMELELO	F	MIN. OF NATURAL RESOURCES		G	COMP	1986	4

SURNAME	FIRST NAME	SEX	EMPLOYER	POSITION	EMP CODE	COURSE CODE	YEAR	COURSE NUMBER
TSHABALALA	NSTOAKI E.	F	SWAZI DEVELOPMENT BANK		S	COMP	1985	1
TSHABALALA	TREVOR M.	M	MIN. OF WORKS/COMMUNICATIONS	ACTG. PRIN. BLDG. OFFICER	G	COMP	1987	14
						PS	1990	58
TSHABALALA	Z.		MIN. OF WORKS/COMMUNICATIONS	PLANNER	G	PS	1990	58
VILAKATI	AARON	M	GEOLOGICAL SURVEY & MINES	DIRECTOR/COMMISSIONER OF MINES	G	MNGT	1990	49
						MNGT	1990	51
VILAKATI	ABEL	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
VILAKATI	CAIN	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
VILAKATI	DORAH	F	MIN. OF AGRICULTURE	ANIMAL HUSBANDRY OFFICER	G	HHRD	1987	13
VILAKATI	DUDU	F	MIN. OF LABOUR & PUBLIC SERV.		G	COMP	1986	4
VILAKATI	ERIC	M	MIN. OF LABOUR & PUBLIC SERV.	UNDER SECRETARY	G	MLPS	1990	45
						MLPS	1990	48
						HHRD	1987	10
						PS	1990	58
VILAKATI	HERMON S.	M	MHLUME SUGAR COMPANY	PLANT ENGINEER	P	MNGT	1990	51
						MNGT	1990	57
VILAKATI	JAMESON	M	MIN. OF AGRICULTURE		G	MNGT	1989	24
						MNGT	1989	32
VILAKATI	LESTER	M	MIN. OF EDUCATION		G	COMP	1990	46
VILAKATI	PETROS	M	MIN. OF WORKS/COMMUNICATIONS	DRIVER/OPERATOR	G	WORK	1987	11
VILAKAZI	A.	M	MIN. OF NATURAL RESOURCES	DIR. OF GEOLOGICAL SURVEY DEPT	G	PS	1989	19
VILAKAZI	MALACHIA	M	KEIR & COWDER	SENIOR SUPERVISOR	P	MNGT	1986	6
VILAKAZI	MOSES L.	M	UNISWA		S	COMP	1987	14
VILANE	MAVIS	F	SWAZI BANK		S	COMP	1986	7
						MNGT	1989	26
VIRDI	BESSIE	F	UNISWA		S	COMP	1985	2
VUSUMUZI	G.A.	M	CIVIL SERVICE BOARD		G	MNGT	1989	26
						MNGT	1989	31
WEST	G.	M	DEPT. OF ECONOMIC PLANNING	CHIEF ECONOMIC PLANNING OFF.	G	PS	1990	58
XABA	BUYISILE	F	TINKHUNDLA	ASST. COMM. DEV. OFFICER	G	CDJR	1989	30
						CDJR	1989	38
						CDJR	1990	56
ZIKALALA	MICAH	M	MIN. OF EDUCATION		G	COMP	1988	16
ZIYANE	J.	M	MIN. OF LABOUR & PUBLIC SERV.	PRINCIPAL OF SIMPA	G	COMP	1986	7
						PS	1989	19
						MLPS	1990	45
						MLPS	1990	48
						HHRD	1987	10
ZULU	CONSTANCE	F	MIN. OF EDUCATION		G	COMP	1986	3
ZULU	HENRY	M	SWD. NAT'L. PROVIDENT FUND		S	MNGT	1989	27
						MNGT	1989	33
						MNGT	1989	43
ZWANE	ABRAHAM	M	POSTS & TELECOMMUNICATIONS	CORPORATION SECRETARY	S	MNGT	1990	49
						MNGT	1990	51
						MNGT	1990	57
ZWANE	ALMON N.	M	COMMISSIONER OF TAXES	COMPUTER SUPERVISOR	G	MNGT	1986	6
ZWANE	ESAU	M	UNISWA		S	COMP	1986	3
ZWANE	H.L.	M	MIN. OF LABOUR & PUBLIC SERV.	DEPUTY DIRECTOR - DIVT	G	MLPS	1990	45
						MLPS	1990	48
ZWANE	ISABEL	F	INSTITUTE OF HEALTH SCIENCES		G	COMP	1985	1
ZWANE	JULIET	F	SD. BROADCASTING SERVICE	HEAD OF STUDIO	G	MNGT	1986	5

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SURNAME	FIRST NAME	SEX	EMPLOYER	POSITION	EMP CODE	COURSE CODE	YEAR	COURSE NUMBER
ZWANE	KHEYI P.	F	TINKHUNDLA	REGIONAL COMM. DEV. OFFICER	G	CDSR	1990	55
ZWANE	LINDA	M	INDUSTRIAL/VOC. TRAINING		G	MNGT	1989	24
						MNGT	1989	32
						MNGT	1989	42
						HHRD	1987	10
ZWANE	MINAH	F	TINKHUNDLA	ASST. COMM. DEV. OFFICER	G	CDJR	1989	20
						CDJR	1989	30
						CDJR	1989	38
						CDJR	1990	56
ZWANE	MUSA	M	SWAZIBANK		S	MNGT	1989	24
						MNGT	1989	32
						MNGT	1989	42
ZWANE	P.K.	M	TINKHUNDLA	REGIONAL COMM. DEVELOPMENT	G	CDSR	1988	15
ZWANE	PHESHEYA	M	UNSPONSORED			COMP	1988	16
ZWANE	PINKIE	F	UNISWA		S	COMP	1988	16
ZWANE	RAMFORD	M	MANZINI TOWN COUNCIL		G	MNGT	1986	9
						COMP	1987	14
					S	COMP	1985	1
						COMP	1985	1
ZWANE	SIHLE	M	UNISWA	DIR. OF PUBLIC PROSECUTIONS	G	MNGT	1990	51
						MNGT	1990	57
ZWANE	SIPHO	M	MIN. OF JUSTICE	ASST. HOME INDUSTRIES OFFICER	G	CDSR	1990	55
					S	COMP	1986	3
ZWANE	SIPHO M.	M	TINKHUNDLA		S	COMP	1986	7
ZWANE	SISA	M	SIDC			TOT	1988	17
ZWANE	T.	M	INDUSTRIAL HOUSING, MBABANE					

E N D O F R E P O R T

APPENDIX G.

TRADITIONAL SECTOR SPECIALIST

JOB DESCRIPTION

JOB DESCRIPTION

TRADITIONAL SECTOR SPECIALIST

The Traditional Sector Specialist will serve as advisor to the Community Development (CD) and Home Economics (HE) Sections of the Ministry of Agriculture and Cooperatives. He will be responsible for expanding traditional sector training and orientation programs for Chiefs, Chiefs' staffs and councils, members of local development committees and members of womens' organizations. Specifically, he will :

* Work with CD and HE in designing and administering development training/orientation/motivation programs for traditional or local leaders and for rural women's organizations.

* Help monitor and evaluate expanded training programs of CD and HE: provide reports to USAID.

* With the Swazi Community Leadership Advisor train a junior Community Leadership Specialist (CLS) in the planning and administration of traditional leader training.

APPENDIX H.

EVALUATION BY

WORLD EDUCATION/TOTOTO HOME INDUSTRIES

ON RESULTS OF THE

LEADERSHIP AND BUSINESS SKILLS TRAINING

WITH HOME ECONOMICS AND ZENZELE ASSOCIATIONS

World Education

EVALUATION REPORT

ON THE IMPACT OF LEADERSHIP AND BUSINESS MANAGEMENT TRAINING OFFERED TO THE HOME ECONOMICS OFFICERS OF THE MINISTRY OF AGRICULTURE AND COOPERATIVES IN SWAZILAND, OCTOBER 1987 TO NOVEMBER 1989

Report prepared by
Gill Garb, World Education
and
Elvina Mutua, Tototo Home Industries

Swaziland, 26 June - 13 July 1990

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INTRODUCTION

The principal goal of this evaluation is to assess the impact of the leadership and business management training given to Home Economics Officers (HEOs) from the Ministry of Agriculture and Co-operatives (MOAC) between October 1987 and April 1990. The impact of the two tiered approach is examined firstly in terms of its effect on Home Economics extension officers and secondly, on the zenzele women's association whom they trained will be addressed.

A further goal of the evaluation is 1) to follow-up on the activities of the six HEOs selected as business training specialists from the HOme Economics Section of the MOAC who visited Kenya earlier this year to observe programs in savings and loans and 2) to advise on the operation of a credit scheme for zenzele women.

BACKGROUND SUMMARY

In October of 1987, Tototo Home Industries and World Education conducted a joint training of trainers workshop in leadership skills for approximately 30 HEOs of the MOAC. The principal goal of this training was to train HEOs in the principles and practices of participatory methods to facilitate women's group discussions and problem solving.

The objectives of this training were:

1) to train HEOs in leadership skills using a participatory method and to explore techniques for team building and group work in the context of zenzele associations.

2) to train HEOs in how to assist zenzele groups choose suitable community development and income generating projects

3) to provide HEOs with techniques to analyze the level of group competence when identifying group projects

4) to assist HEOs in identifying the kind of technical assistance required by zenzele groups to initiate group projects and to help groups secure the assistance they may require

A year later, in October 1988, Tototo and World Education provided the first part of the second component of the project - introductory training for HEOs in business management skills. The HEOs were trained in the principles and practices of the development and management of micro-enterprises for women's groups. First, the HEOs themselves needed to learn the business skills necessary to assist zenzele associations in developing income generation projects. Second, HEOs learned how to effectively communicate these concepts and skills to rural women. The training -- once again using a participatory methodology -- concentrated on the basic skills necessary to set up a small business.

It was clear that most zenzele associations involved in income generating activities were trying to establish micro-enterprises. They were producing handicrafts, vegetables, school uniforms, cement water jars, etc. but they were not yet organized to operate as a real business or to generate profits. With this in mind, emphasis was placed during the training on the distinction between group and individual businesses, the definition of profit, the basic framework for a business feasibility analysis and SWOT analysis, a Tototo training exercise which analyzes a prospective business in terms of "strength, weakness, opportunity, and threats." From here, the participants explored their own ideas for business activities and developed simple feasibility studies. Also part of the curriculum were the basics of marketing, simple accounting and the costing and pricing of products, while management oriented topics included business planning, understanding the difference between wages and dividends and writing a financial statement.

A substantial amount of training took place in the field with small groups of participants conducting training sessions with zenzele women on selected topics from the program. The participants were accompanied by a trainer to the field and training exercise were then analyzed and refined the following day back at the training center.

By the end of two weeks, all topics essential to establishing a viable micro-enterprise or small business operation had been covered.

During the year between the first business management training workshop in October 1988 and the second business management training workshop in November 1989, the HEOs trained zenzele associations in business skills in all four regions of Swaziland.

The follow-up business training for HEOs took place between the 29th of October and the 17th of November, 1989. The purpose of this second cycle of training was to build on training provided the previous year and to provide HEOs with additional business skills on topics not covered during Phase 1.

Based both on the HEOs own assessment of their training needs and on the trainers' assessment of the business skills training that pilot zenzele associations had received, the training team felt that Phase II training should focus on two main areas where staff needed further strengthening and reinforcement: business analysis and additional technical skills. It was felt that a business analysis approach would help staff better understand the specific needs of individual zenzele groups and the specific problems their enterprises may have run into. Previously taught training exercises, such as SWOT analysis, or the six Ps, were presented this time as analytical tools, and participants learned that they did not always have to "teach" all the business subjects they had learned, but rather they needed to identify a group's individual training needs, using the analytical tools they had mastered.

A reinforcement of the required technical skills was also seen as important and topics such as bookkeeping, the keeping of financial records, costing and pricing, and marketing were revised. New topics included business planning; how to prepare and present budgets; credit control; the life cycle

of a business; competition analysis involving techniques for market identification and penetration.

The methodology used was once more participatory and experiential with written materials kept to a minimum and a lot of use made of role plays, simulation exercises and the development of simple posters and other materials. Each session was evaluated upon its completion -- a technique not only valuable for trainers, to know which sessions were fully understood by HEO participants, but a technique now used constantly by HEOs when presenting business skills training to zenzele members.

The trainers encouraged the HEOs to work in groups on their own and develop lesson plans for training the groups they had visited. The trainees then implemented these in the field with a World Education/ Tototo trainer as observer/ assessor of their efforts. This technique helped develop the participant's confidence and independence as trainers in their own right.

By the end of the Phase II training, HEOs felt much more confident of their general grasp of basic business skills as well as their ability to use some of the techniques they had learned as analytical tools. However, the workshop also, and most importantly, helped the HEOs focus on the need for ongoing training and contientious follow up of zenzele groups involved in micro-enterprise projects, if the program was to be successful. The trainers drew attention to the problems and constraints the Home Economics Section had experienced so far in providing the necessary follow-up to zenzele associations which had already received business training. HEOs were encouraged to use the monitoring and evaluation forms developed during the training to assist them with follow up and the Tototo director suggested that copies of monthly evaluation forms be sent to her for a six month period following the training. This would both motivate the HEOs to keep on top of their groups and allow Tototo to follow the progress of the pilot projects before a final evaluation of the program.

Reports on the Phase II workshop made a number of further recommendations for the successful continuation of the project.

As with the first business workshop, it was clear that although the majority of HEOs could be defined as fully competent business trainees, not all the participants fully grasped the complicated concepts involved in providing this type of training to rural women. It was recommended therefore, that a cadre of business skills specialists be created by the Home Economics section, with one individual being assigned responsibility for each of the four regions, as well as the appointment of a national business management advisor who would supervise the regional specialists and become national coordinator for business skills training in all four regions of Swaziland. HEOs who had demonstrated the best training skills and grasp of business management concepts over the Phase I and II training were identified by the training team for these positions.

It was further recommended that these HEOs visit Kenya for six weeks to observe the monitoring and operation of women's micro-enterprise projects with Tototo in Mombasa, as well as to learn about and observe a number of credit

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and savings programs in operation elsewhere in Kenya, such as The Rural Enterprise Program and programs run by the Kenya Women's Bureau. (The trainers recommended that this team be led by one of the regional supervisors who is probably the strongest business trainer in the country, but owing to her other responsibilities as head of a region, she could not be appointed as a regional business specialist. However, she would act as a valuable resource person for the business specialists on their return from Kenya.)

By the end of the second workshop in business management, the single biggest constraint to proper business training follow-up and successful implementation of this project was seen as the lack of transport for HEOs. Improved transport to all regions was regarded as vital if the program is to succeed in the long run, and a recommendation was made that pilot zenzele projects be selected for training and follow-up that are accessible to HEOs by public transport.

Finally, it was suggested that a follow-up evaluation by Tototo take place six months after the final business management training, to evaluate the impact of the training as a whole on both zenzele associations and HEOs.

The report below is a report on the findings of the evaluation team, made up jointly by Tototo Home Industries and World Education staff.

GOAL OF EVALUATION

The principal goals of the Tototo/World Education evaluation in Swaziland were the following:

1) To carry out an overall evaluation of the impact of the leadership and business management trainings on both the HEOs from the MOAC, and on the zenzele associations who were trained by the HEOs in the field.

2) To follow up on the activities of the six HEO business specialists who visited Kenya earlier in the year and to observe their implementation of savings clubs programs in Swaziland based on the model they had studied in Kenya.

3) To advise on the establishment of a credit system for a revolving loan fund for zenzele associations.

OBJECTIVES

To accomplish the above, the team established three objectives for the two week period in Swaziland:

1) To visit two zenzele associations with pilot business projects in each of the four regions in Swaziland, to assess the impact of both leadership and business management training on the groups.

2) To evaluate the savings club training kit developed by the six HEOs who

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visited Kenya in April of this year and to observe their training and the launching of a number of savings clubs for zenzele associations in the field.

3) To assist the Zenzele Association for Productivity (ZAP), a Swazi women's NGO, affiliated with the Home Economics Section of the MOAC, and the business specialists, in establishing a credit program which can be integrated with the savings clubs currently being introduced to zenzele associations in Swaziland.

METHODOLOGY

In discussions with the Principal Home Economics Officer, it was decided that the team would visit two pilot projects in each of the four regions in Swaziland and interview zenzele association members about the effectiveness of the leadership and business management training they had received over the past three years. This would provide team members with an overview of the project impact in the whole country.

To facilitate the gathering of information, the evaluation team designed two questionnaires. A written questionnaire was prepared for the HEOs which they were requested to complete and return before the team's departure from Swaziland. (In the short time the team were in Swaziland, it would have been impossible to interview all of the HEOs in person. A written response reflecting their reactions to the program seemed the most efficient way of polling HEO opinion.) Regional supervisors were responsible for distributing these and for making sure they were completed and returned.

A more open-ended questionnaire was prepared for use in the field when interviewing zenzele groups themselves about the impact of leadership and business management training. In-depth, informal interviews were conducted with these groups over the two weeks the team spent in Swaziland, using the field questionnaire as a basis for discussion. (Both questionnaires are attached, see Appendix 1 and 2.)

In addition, meetings were set up with the regional supervisors and the business specialists[1] to discuss the follow-up activities of the latter since their return from Kenya, including the introduction of savings clubs and credit to zenzele associations, and the best way to go forward with the small business program as a whole.

Below is a list of all the groups visited in the field, by region, indicating their membership and project activities. Following that is a discussion of our findings. First, a report on the general impact of both the leadership and the business management training and the response of participants to the training. This includes both the HEOs and zenzele association members, as well as a more detailed analysis of the impact on the groups we visited in the field.

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[1] In response to the recommendations made following the second round of business management training, USAID agreed to fund the 6 HEOs identified during the training as business specialists, to visit Kenya for six weeks to observe a variety of credit and savings programs in operation in Kenya.

This is followed by a brief overview and evaluation of the activities of the business specialists since their return from Kenya and a report on discussions which took place with regard to the setting up of a pilot credit program for zenzele women.

Both the positive outcomes and some of the constraints the program has experienced are discussed. A number of recommendations are made with regard to the needs of the Home Economics Section and the necessary steps to be taken to fully and successfully implement this program in the future.

The following table describes the zenzele groups we visited in each region and gives some information about the number of members in the group, the group's income generation activity, and what phase their business is in currently - pre-business, micro-enterprise (m.e.), or business:

Name	Membership	Project	Training	Phase
		Hohho Region		
Ezulwini	12	tailoring	both	business
Arrarat	10	milling machine, piggery	both	business
		Manzini Region		
Ludzeludze	30	tailoring, gardens	both	m.e.
Esikhaleni	20	handicrafts, grinding mill, store/food processing	both	m.e. pre-business
		Lubombo Region		
Asibambasana unbrella org. for 6 groups	±50	market garden	.5 group leadership .5 group both	m.e.
Malindza	± 30	brick-making petrol station	both	business
		Shiselweni		
Zombodze	15	veg. garden, knitting/sewing, school uniforms, handicrafts, consumer shop, parrafin pump	both	business
Mahamba	8	veg. garden, school uniforms	both	m.e. pre-business

On each field visit, the evaluation team was accompanied by the HEO attached to the group and when possible, by the Principal Home Economics Officer. The team met with as many members of the group as were available and had an informal discussion with group members based on the field questionnaire.

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IMPACT

Our overall impression from discussions in the field and from feedback from the HEOs is that over the past three years, there has been a dramatic change in both the concept and organization of zenzele associations in Swaziland as a result of both the leadership and business management training. It was strongly felt however, that the business training would never have been so successful without the leadership training as a basis for subsequant training. In fact, the leadership training alone is seen to have had an unprecedented impact on zenzele women and virtually revolutionized women's associations in Swaziland.

A. Leadership Training

The training, through role plays and group problem solving exercises, was based on a participatory training approach which encourages teamwork and independent decision making and allows learners to assume greater control over their own learning. By developing and controlling their own learning in the workshop, the participants understood they could control and develop their own associations as well.

HEOs had never previously been exposed to participatory training. At first, they resisted this new approach, being familiar with more traditional, hierarchical teaching methods. However, the training team persisted, and the HEOs soon became fully engaged in the new methodology. As a result of this training, HEOs feel more independent and confident of their skills. They have adopted a new approach to working with their groups and the relationship between HEOs and the zenzele women has dramatically changed.

The effect on the zenzele organizations which in turn received leadership training from their HEOs has been equally radical. Many zenzele women explained that although they had been group members for years, they had never really worked together with other women in their groups, or fully understood the concept of group projects until they participated in the training. For the first time, they are truly sharing ideas, exploring new projects as a group and working together to solve common problems.

The training has therefore created stronger groups where individuals now speak out and where group decisions are made and acted on. Zenzele women also no longer wait for their HEOs to solve their problems or make decisions for them. The relationship between the groups and their HEOs has changed to one of collaboration, rather than dependency.

As a result of the training, new groups have been formed and old ones revitalized. Many associations have reorganized their groups and drawn up new constitutions. Some associations have formed themselves into larger umbrella groups in order to work more closely together. The evaluation team visited one such group in the Lubombo region, Asibonisana Lomahasha Association, which is the co-ordinating body for six zenzele associations who have pooled their resources to develop a communal market garden. Other zenzele associations have

been so enthusiastic about the impact of leadership training on their own groups, that they have taken the initiative to independently train neighboring groups who have not yet received training from HEOs. (One group we visited had voluntarily trained five other groups in their region.)

The HEOs and zenzele women who participated in the leadership training are now better able to define their group's problems, plan for their needs and organize group activities. The strengths and organizational skills that both the HEOs and zenzele associations gained from the leadership training, prepared them for the more difficult and technical business management trainings. Similarly, their familiarity with a participatory approach to training facilitated the introduction of the more complex business management training.

The responses of the groups to the leadership training, based on the field questionnaire, is summarized as follows. Individual quotes from the women to illustrate the discussion have been added as footnotes.

The leadership training had a dramatic and revitalizing effect on every group interviewed.[1] Improved decision making and stronger group participation were changes common to all the groups.[2] Better planning for group projects[3] and sharing of skills including improved assignment of tasks was another major impact on almost every group.[4] Several groups pointed out the importance of

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[1]. "The training excited us. It made us aware of our potential, of what we are able to do." (Asibambasana)
"Our whole group was highly motivated after training. We knew we could achieve the things we wanted to." (Arrarat)

[2]. "We work as a team now. Tototo taught us that a 3-legged chair is incomplete." (Asibambasana)
"We have learned to talk to each other and to communicate better as a group." (Esikhaleni)
"Even money is collected with no friction now." (Asibambasana)

[3]. "We have clear objectives now and don't work aimlessly." (Asibambasana)
"We organize our time and plan what we have to do."(Mahamba)
"Before the training, we had collected funds but didn't know how to get started on our project. Now we have built our own shop." (Esikhaleni)

[4]. "Everyone participates now according to their skills." (Ezulweni)
"We have learned to assign responsibility as now we know each other better." (Asibambasana)
"We share the load better according to our individual skills." (Esikhaleni)
"We learned it is important to think about the character of people before electing them to a leadership position."(Asibambasana)

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having a constitution and of electing strong leaders.[5] Every group mentioned their growing sense of independence and that they no longer relied on their HEO to make decisions for them or to get things done.[6] Several groups explained that their new sense of confidence and independence allowed them to do a variety of things they would never have felt capable of doing earlier - such as approaching donors independently for assistance for group projects, dealing confidently with the bank, applying for government permits or for permission for building rights from the chief, asserting themselves more within the community, working out their own budgets, ordering and paying for project supplies, and feeling more confident when explaining their group's activities to men in the community.[7]

B. Business Management Training

As a whole, the two phases of the business skills training have met their objectives. HEOs now have the skills necessary to train and provide ongoing assistance in business management to zenzele groups involved in micro-enterprise development. This component of the training was successful for a number of reasons. Firstly, because of the appropriateness of the methodology used in the training, especially once the HEOs had been exposed to the participatory approach during leadership training. Secondly, because of the enthusiasm and receptiveness of both the HEOs and the zenzele groups. (For a long time, one of the primary objectives of many zenzele associations has been to establish an income generation activity and many zenzele groups expressed interest in this kind of training to their HEOs.) Thirdly, due to the relationship established between the Swazi HEOs and the Tototo trainers. (The

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[5]. "We fine members who are late or who miss meetings." (Arrarat, Ezulwini)
"The group is much more organized and we have set by-laws to safe-guard the group's activities."(Ezulwini)

[6]. "We feel very confident. In fact, we are "chiefs" now. We have knowledge." (Esikhaleni)
"We have a lot of confidence now. We can go to government offices when we need assistance. We managed to get sewing machines from the EEC on our own without depending on our HEO as it was before." (Ezulwini)
"After the training we planned ourselves how to ask the Canadians to help us start our pig project." (Arrarat)(The group received E5,900 from the Canadian High Commission for this purpose.)

[7]. "We went on our own to the Farmer's Foundation in Manzini and they gave us material for fencing." (Asibambasana)
"We do all the business liason for our project by ourselves now, from requesting funding (from the EEC) to organizing building permits and hiring labor". (Esikhaleni)
"We are much stronger - we can even apply for donor funds ourselves." (Zombodze)
"We have made an impact even among men. They need to be prepared if they are coming to talk to us now. We say what we think!"(Zombodze)

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fact that Tototo trainers were other African women who experienced many of the same problems as the participants and who from first hand experience, understand their problems, created a bond and mutual understanding that established an excellent environment for learning. Participants tended to be less inhibited during the workshops and felt free to ask questions. This kind of trainee receptivity and participation is particularly important in teaching business management skills where it is crucial that participants understand all the basic concepts.)

One of the major impacts of the business management training is that many zenzele groups have accepted the need to change the way in which they plan and manage a business operation. Many groups have given up old projects and begun new ones, after first doing a feasibility study and testing their likely markets. Nearly every group we visited now keeps a proper financial statement, can explain the difference between wages and dividends and understands the concept of profit.

Furthermore, most groups make use of a participatory approach when holding their own meeting or planning a project. Many groups use posters or flipcharts to make decisions as they were taught in the training and many groups continue to use evaluation techniques immediately after their meetings or planning sessions, to ensure that all members are satisfied with what the group is intending to do.

The impact of the business management training on the groups we visited in the field can be summarized as follows. All of them felt more confident and competent managing their enterprises. Most of the groups commented on how they had learned the importance of keeping monthly financial records;[8] that they now understood how to calculate a profit margin; that they learned they had to charge for their labor;[9] they learned how to budget properly[10] and how to investigate their "markets."[11]

Most groups spend any profits earned from their businesses on extra food or other household needs. Some groups use profits to reinvest in their businesses, or to buy equipment or materials for their group projects. Most groups, however, still feel that they need additional follow up training in

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[8]. "Book-keeping helps us realize what our day to day expenditures are and at the end of the month we can see what has "eaten" most of our profits." (Ararat group, Hohho)

"Record keeping is the most is the most important impact for our group." Asibambasana, Lubombo)

[9]. "We learned the importance of how to calculate profits and dividends and charge for our labor." (Esikhaleni, Manzini)

[10]. "We have learned how to budget properly, how to calculate a profit margin." (Mahamba, Shiselweni)

[11]. "Marketing taught us that we need to understand local needs and address them. Marketing is not fashion." (Asibambasana, Lubombo)

business management and that "refresher" courses would be helpful. Now that they actually have their businesses in operation, they have "new" questions to ask.

The impact of the business training on HEOs is also evident. As a result of the business management training HEOs gained an enormous amount of self-confidence by mastering important new skills, but even more than this, they gained tremendous motivation. The business training has broadened the scope of HEO activities from essentially domestic areas -- nutrition, food preparation, sewing, child health, etc. -- and redefined their responsibilities. Their knowledge of business skills training and their competence in the use of participatory methods, has not only made other extension officers view HEOs differently, but allowed HEOs to collaborate and integrate their activities into a broader spectrum of other ongoing community development activities. Almost all the HEOs who completed the training said they felt competent to train other extension staff in leadership and business management skills.

With regard to HEO competence in teaching business skills, in her evaluation after the second business management workshop, Mrs. Mutua felt that 75% of the participants understood the business training well but that about 60% were able to pass the information on clearly to their zenzele groups.

Teaching business management is not easy, and not all HEOs can be expected to have a natural flair for business (although a surprising number do!). During the evaluation the World Education/Tototo team decided, in response to recommendations made by the trainers after the second business management workshop six months ago, to create a group of business specialists in the Home Economics section. (See the background section above.) This group should include one HEO as a specialist for each region as well as a national business management advisor. These specialists will, in time, become a core group of business trainers. In the meantime, they operate from their current regional posts and are able to help their colleagues who may require assistance in offering business skills training to their zenzele associations. In particular the business specialists are responsible for providing business training and follow-up of selected pilot organizations in their regions.

FOLLOW-UP ACTIVITIES OF BUSINESS SPECIALISTS

The four regional business specialists, the national business management advisor and their team leader spent six weeks in Kenya in April of 1990 visiting Tototo in Mombasa to observe savings and loans clubs for rural Kenyan women, as well as other credit and savings programs in operation elsewhere in Kenya.

No such savings programs exist for women in Swaziland and it is often difficult, especially for rural women, to borrow money from the bank. This program essentially involves bringing the bank to rural women. Each zenzele group makes its own rules and by-laws with regard to who may join a savings club and what kind of lending the group will sanction. Savings clubs give women the opportunity to contribute very small amounts of money to the fund if that is all they can manage. Members of the club still have the option to

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borrow money, however. This program also benefits individuals who may wish to borrow money as well as the group as a whole. If this program takes off in Swaziland, in the next three years over 6000 women could have access to savings clubs and therefore, to some form of credit.

The Kenya Six - (the nickname given to the business specialists by the HEOs) returned from Nairobi highly motivated and, despite their heavy workloads, determined to introduce savings clubs to zenzele women in Swaziland. They believed that establishing savings clubs within zenzele associations would meet both group and individual needs and assist zenzele women to carry out projects for which, until now, they may not have had sufficient funds.

Working independently, within two months of their return they adapted a savings club training kit to a Swazi context. They translated the material into siSwati, rewrote some of the exercises, pre-tested the kit on two zenzele pilot groups, and based on an evaluation of these trainings, single-handedly produced a siSwati training manual for savings clubs, appropriate for illiterate women (using symbols and color to represent amounts of money.)

During the evaluation team's visit, a savings program was officially launched by two zenzele associations in two different regions- at Mhlaleni in Manzini region and at Malindza in Lubombo region. The team was impressed at how professionally the women had been trained, how well they understood the concept of the program and especially by the commitment, motivation and confidence of the business specialists who set the program up. It was clear that this kind of effort was a result of the skills and self-reliance gained from the leadership and business management trainings.

At a number of review meetings during our visit, the business specialists expressed a sense of frustration at not being able to devote themselves full-time to business management training and to launching the savings club program. They are motivated and enthusiastic about this work, yet with their other responsibilities as extension officers, as well as being scattered throughout the country, they feel it is difficult to maintain momentum and especially to provide the follow-up necessary if these programs are to succeed.

In the long term, the Home Economics Section agreed to make some staffing changes, because it is difficult to change placements within the Ministry quickly. It was agreed that where possible business specialists will be transferred within the next twelve months to facilitate their work in business management training and to enable them to operate more efficiently as a team.

In the meantime, before the evaluation team left Swaziland, plans were made to select one or two zenzele associations as pilot groups in each region, based on the strength of the group and the stage of their income generating activity. If these groups meet certain criteria, they will be given follow-up business training and taught how to operate a savings club program. Each business specialist will be assigned to a specific region from her home base and will co-ordinate with the regional supervisor to carry out business and

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savings club training. SWMDP agreed to fund a training workshop so that the business specialists can offer savings clubs training to other HEOs. Regional HEOs will then be able to follow up on pilot groups established in their regions drawing on advice from the business specialists when necessary. Once the pilot groups are well established, new groups will be selected for training. It was felt that despite the enthusiasm and demand for training from zenzele groups, given the current constraints on transport and the HEO's other project commitments, it is important to begin with a manageable number of groups that can be adequately monitored.

It remains to be seen now, in the face of current transport and coordination difficulties, if the business specialists can maintain their level of energy and commitment. If this is not done, the enormous gains of the past three years for the HEOs and the zenzele associations, will diminish.

PILOT CREDIT PROGRAM

A major impact of the business management training program was the establishment, just over a year ago, of ZAP (Zenzele Association for Productivity) as a local Swazi NGO. ZAP was established primarily to create a revolving loan fund for zenzele women and a committee was appointed in 1989 to work out appropriate guidelines for a credit system for rural women. Initial funding for ZAP has already been raised.

At the time of the evaluation visit, however, the ZAP credit program had not yet been put been put into action. During discussions with the evaluation team, the Principal HEO and the business specialists indicated that they felt that the time was now ripe to launch the credit program. This will expand on the savings club program, by offering zenzele associations with strong groups and well established micro-enterprises, access to larger amounts of credit. The evaluation team advised that the credit scheme should be used cautiously at first, primarily as a training tool, for groups to understand how credit schemes work. If it works well, the ZAP credit fund will expand as zenzele businesses mature and their skills develop.

During regional assessments for pilot group selection for business training and savings club follow up, regional supervisors together with the business specialists will assess which groups would benefit from a credit program. Only groups easily accessible by public transport will be considered initially for ZAP loans, as these groups will need constant follow up.

The current ZAP guidelines will be revised and a new committee selected to manage the fund. A list of projects which are appropriate for this program will be drawn up and submitted to the committee by regional supervisors and business specialists. The ZAP loan committee will make the final decision as to which groups are eligible for credit and will monitor these groups in collaboration with the business specialists. Appropriate business loan application forms (adapted from similar forms used by Tototo), will be drawn up by the business specialists.

The evaluation team feels confident that with careful use of the ZAP fund

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and conscientious monitoring of grantees, zenzele associations will benefit enormously from access to credit.

CONSTRAINTS AND RECOMMENDATIONS

It was generally felt by the evaluation team that the leadership training had an extremely strong and positive impact on zenzele women's associations in Swaziland and was well established among the majority of zenzele groups throughout the country. Similarly, business management training was well received by all the zenzele associations who were trained. It was felt, however, that there has not been sufficient follow up of initial training to ensure the long-term success of newly established micro-enterprises. The evaluation team was particularly concerned about the lack of follow-up after the second business management training workshop. Even the pilot groups identified during the second workshop had not all been followed up after training. The team believes that conscientious follow-up and ongoing evaluation of business management training is vital to capitalize on the benefits of the program to date and to ensure its long term success.

The Tototo and World Education training is the initial step in providing business management skills to rural Swazi women. The difficult task of the long term implementation of this program now faces the Home Economics Section and its staff. The lack of transport available to HEOs remains the single biggest constraint to successful implementation of the program and the team recognizes this constraint as the main reason for the lack of business training follow-up.

It was agreed, however, that despite these difficulties, it is very important to maintain a consistent level of activity and follow-up with regard to business skills training. Until the transportation situation is eased, regular if limited follow up should continue, particularly of selected pilot projects. These groups must be carefully monitored and built up so that they develop successful and viable business operations.

In the meantime, it must be stressed that any assistance that can be given to alleviate the problem of transport will have a huge impact on the ability of the HEOs to successfully carry out this program.

The work of the HEOs and the dramatic results of this program on rural Swazi women has also come to the attention of the Permanent Secretary of the MOAC. During a final debriefing meeting with the Permanent Secretary before the team left Swaziland, he pledged his support to the program, expressed interest in visiting some of the women's income generating projects and promised to assist in whatever way he could with the transport problem. The team felt it was important for the ministry in which this project is housed, to recognize the impact this program has already had, as well as its future potential, and that the ministry should take some responsibility in trying to ease practical problems. The team felt hopeful that with the backing of both the Director of Agriculture and the Permanent Secretary, something may be done to improve the lack of transport currently experienced by the Home Economics Section.

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The evaluation team strongly recommends that the Home Economics Section follow through with management decisions to strengthen the implementation of the business management program. The team recommends that a core group of business trainers be created as soon as possible within the Section. This core group should be co-ordinated by the national business management advisor. The business specialists should be relieved from other responsibilities and allowed to spend most of their time developing business management skills for zenzele women. The business specialist's unit should have primary responsibility for liaising with regional HEOs to organize business training in the field; for following up on business training with zenzele groups who have already received training; and for organizing and monitoring savings club trainings. Members of the unit should have an advisory and monitoring role in the ZAP credit fund. The business specialist unit should be responsible for developing a siSwati training kit in both leadership and business skills. In the long term the specialists may become consultant trainers in their own right, able to share their experience with a wider network of African women.

Tototo has offered to keep in touch with the Home Economics Section on an informal basis and is willing to assist in whatever way they can. One possibility is the provision of further training in credit management to ZAP and to the business specialists in a year's time once the group has tested out current policies and procedures in managing the ZAP loan fund.

CONCLUSION

In concluding this report, both World Education and Tototo wish to pay tribute to USAID and the Swaziland Manpower and Development Project for their ongoing support for this project. We appreciate the fact that USAID chose to fund a program which primarily stressed south-south collaboration and which ultimately has made such a broad impact in Swaziland.

We also want to thank SWMDP for their assistance and support throughout this project. They demonstrated unusual vision and sensitivity to the needs of Swazi women and we appreciate their approach to training and assistance for the Home Economics Section. The establishment of close, open working relations between SWMDP and the Home Economics Section as well as a sense of mutual trust and respect, have contributed in large measure to the success of this three year training program.

Based on the impact of this program on rural Swazi women, World Education and Tototo would like to further expand this approach to training in other southern African countries. Tototo and World Education are currently planning a number of programs in southern Africa, and hope to invite Swazi trainers to co-train with Tototo staff. This further extension of south-south collaboration between African women will help promote a growing network of African partners which both strengthens local capacities and promotes an enriching exchange of information and experience.

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APPENDIX I.

MANPOWER DEVELOPMENT/TRAINING PLANNER

JOB DESCRIPTION

Original Contract period:
15 February 1986-
14 February 1988

TRANSCENTURY CORPORATION

Job Description

JOHN R. KING

Manpower Development/Training Planner

Time Frame: Twenty-four months

Qualifications: Individual should have a minimum of a Master in Public Administration or a Master of Business Administration with experience in human resources development and training. Ability should include the capacity to work with government ministries and private sector employers to assess current and future skill needs, develop plans for meeting these needs principally through training, and show evidence of considerable human relations skills in working with top and middle level management of development ministries and agencies.

Individual should have at least five years practical experience in working with organizations determining current organizational strengths and weaknesses and developing programs to address human development issues. Experience as an administrator in overseas situation would be desireable.

Experience in an African, ex-British colonial administrative system would be most desireable.

Duties:

(1) Carry out a review of current government policies and practices with respect to their current efforts to identify and address human resource development needs within government. Within 90 days after arrival on post would, with the assistance of the project Chief of Party, develop a model approach to human resource development needs identification and a process for creating multiyear ministry specific training plans.

(2) Working with a selected subset of development ministries assist them in developing the capacity to create more effective and rational human resource development plans focusing on those needs that can be met by training, with special attention to the training opportunities that can be addressed by the SWAMDAP project.

(3) Working with the Chief of Party to design and implement training programs that can be provided or supported to meet training needs identified.

(4) Identify policy or procedural constraints on carrying out or establishing effective and efficient human resource development programs and making recommendations to responsible officials as to alternative more desireable policies or procedures.

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(5) Develop the specifications for an initial, basic computer based personnel information system that might be capable of being used widely in the development ministries. With the help of consultants, develop a working model of such a system, and seek its installation in at least three development ministries. The system should be rudimentary in its initial design, but capable of future enhancement.

(6) Design, arrange for and participate in the carrying out of workshops and courses for ministry level training officers so that they become knowledgeable about the human resources development plans approach and can be effective instruments for developing and administering the resultant plans.

(7) Provide advice and assistance to existing in-country training and educational institutions in the design and conduct of training activities to address the human resource development needs identified. To make recommendations regarding special consultative needs that might be addressed by the project.

(8) Establish a liaison with the private sector to provide such assistance as is possible within the project framework to assist them in improving their human resource development efforts. In particular, to work with them in developing training plans that would more fully utilize the training capabilities provided by the project.

Place of Work: The individual will be a technical advisor to the GOS hired by the contractor and responsible to the Chief of Party. He/She would be located in an office in the Ministry of Labour and Public Service. The individual will be expected to cooperate fully with various divisions within this key ministry and with those officials chiefly responsive for training, personnel and human resource development activities within other government ministries and with the private sector institutions.

Extension period:
15 December 1988-14 June 1990

SCOPE OF WORK

TECHNICAL ADVISOR

SWAZILAND MANPOWER DEVELOPMENT PROJECT

MANPOWER DEVELOPMENT/TRAINING PLANNER

MINISTRY OF LABOUR AND PUBLIC SERVICE

he Manpower Development/Training Planner will report to the SWAMDP hief of Party. He will coordinate closely with the In-Country raining Manager, as activities of each of these two long-term echnical advisors will serve to enhance the effectiveness of the ther. Specifically, the Manpower Development/Training Planner will:

1. Within two months of arrival at post prepare a draft strategy statement for clearance by the General Development Officer, USAID, which includes the following:

   (a) A review of the progress to date in establishing a multi-year training plan process within key GOS development ministries, including achievements, as well as constraints which need to be overcome.

   (b) An assessment of further needs for technical assistance or training for officials of ministries which have already participated in the seminar or on Handbook for Human Resource Development.

   (c) In conjunction with MLPS, the identification of additional GOS ministreis and parastals which might be interested in and benefit from participating in the seminar on the Handbook for Human Resource Development, for consideration by GOS and USAID.

   (d) The identification of technical support which can be provided to the Training Officers Group to enhance their roles in establishing the training process.

   (e) The identification of procedures for the maintenance of training skills and processes learned.

   (f) A draft plan, formulated with MLPS, and based on above assessments, to operationalize the multi-year training plan process withing Government, including technical assistance or training to be provided and a schedule of activities.

   (g) The draft strategy will dilineate coordination with In-Country Training Advisor.

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2. Technically support the Training Officers' Group, chaired by MLPS, to increase their effectiveness within their ministries.

3. Carry out follow-up consultations to earlier seminars on Handbook for Human Resource Development, including meetings and 1-2 day workshops with Under Secretaries and Department Heads within the six ministries that participated in previous seminars.

4. Conduct seminars on Handbook For Human Resource Development for other ministries and for parastals as agreed to between USAID and GOS. Provide follow up consultations.

5. Technically assist ministries in refining or drafting ministry-specific mult-year training plans, including the development of a Training Needs Assessment format.

6. Submit a draft final report two months prior to end-of-contract for review by USAID and GOS. The report will detail activities undertaken by the Manpower Development Training Planner, review progress to date in establishing multi-year training planning process, and make recommendations for the future. Incorporating any comments or suggestions received from USAID and GOS, submit final report withing last month of of contract.

7. Any other Duties as mutually agreed upon.