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**EDUCATIONAL POLICY, MANAGEMENT
AND TECHNOLOGY PROJECT**

PROJECT NUMBER 645-0230

**SEMI ANNUAL REPORT
1 AUGUST 1992 - 28 FEBRUARY 1993**

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SECTION I
EXECUTIVE SUMMARY

This report covers a seven month period (1 August 1992 to 28 February 1993) in order to bring the semi-annual report schedule into line with the revised project year that now runs from 1st September to 31st August.

These seven months represented the start of Phase II of the project, a one-year interim period with partially reduced technical assistance. They saw the departure of the first two long-term technical advisers, Dr. Harold Bergsma (Head Teacher Management Training) and Dr. Lily Chu (Guidance and Counselling), leaving three TAs in place. The relevant Ministry of Education units (INSET and ETGPS, respectively) assumed primary responsibility for carrying out the management training and guidance efforts, with on-going support from EPMT.

Highlights of progress during this reporting period include:

- implementation of continuous assessment in Grade 1 for English and maths, beginning with training workshops for head teachers and class teachers,
- development of initial versions of CA materials for Grades 2 and 3 and the start of pilot testing for them,
- commencement of CA materials development for Grades 4 and 5,
- completion of two more six-month CA internships at the University of Massachusetts,
- inauguration of the second head teacher management training cycle with courses in Money Management for the next group of 200 school heads,
- computerization of the Teaching Service Commission personnel records, linking them more directly to the Management Information System,
- increasing use of the MIS by senior MOE officials,
- continued policy and planning support to MOE in critical areas such as projecting enrolment growth and teacher supply or preparation of annual budgets.

SECTION II
PROJECT OVERVIEW

Educational Policy, Management and Technology (EPMT) Project is a collaborative effort between the United States of America, through the U.S. Agency for International Development, and the Government of Swaziland, through the Ministry of Education.

The Project is being implemented with assistance from the Institute for International Research under contract number 645-0230-C-00-0016-00.

Project Background¹

Impressive gains have resulted from investments in education by the Government of Swaziland (GOS) and donors. The school system's capacity has expanded to the point where virtually all Swazis receive some primary education. Since 1968, the percentage of all primary school teachers that meet Swaziland's standard qualifications has increased from about 69% to nearly 100%. According to the 1986 census, about 64% of the adult population is literate. These and other achievements signal that Swaziland has reached a milestone in its efforts to develop strong human resources base, i.e, a minimum level of physical and human infrastructure has been put in place.

In response, the GOS has determined that investments in quality and efficiency are needed to improve the human resource base and cope with expanding enrolments. Key concerns are the rates of repetition and dropout and the high and growing rate of unemployment among school leavers. While not abandoning its commitment to universal primary education, the GOS is concentrating on the need to produce school leavers who can assume productive roles in the formal and non-formal economic sectors. This new focus has been articulated in a comprehensive package of reforms to strengthen the education system's ability to boost students achievement.

The requirement of economic growth and the GOS's timely promulgation of and demonstrated commitment to sound educational policies combine to create an excellent opportunity for profitable development assistance investments. The Educational Policy, Management and Technology (EPMT) project capitalizes on this opportunity. Simply stated, EPMT provides the GOS with technical advice and training required for sustained implementation of reforms already adopted by the Ministry of Education (MOE).

¹ The first three parts of this section are taken from the Project Paper.

The reforms targeted by the EPMT for implementation are key to improving quality and efficiency in the primary education system, i.e., those that enable the system to better diagnose pupils' learning problems, determine how to treat these problems, and increase the relevance of education to the economy. The improvements in quality and efficiency effected by the EPMT will contribute to the establishment of an efficient and high quality human resources base for sustained development and economic growth.

Project Purpose

The Project's purpose is to improve the quality and efficiency of basic education. According to the Report of the National Manpower Survey 1986, about 31% of Swazi skilled workers have educational qualifications that are lower than what their employers deem adequate. High-level management, accounting, and engineering jobs are filled by expatriates. Studies also indicate that only 1/3 of school leavers each year are absorbed by Swaziland's formal sector. Basic education can help address these kinds of labour market inefficiencies and limitations by: (1) producing appropriately and well-trained school leavers needed to increase productivity and expand the country's economic base; and (2) producing quality inputs for higher levels of education and training.

Overall Strategy

EPMT's design strategy was to work with the MOE to identify and develop interventions key to raising pupil achievement. This strategy was the litmus test for determining project activities. Governing it were the principles of effectiveness, institutionalization, and sustainability in the planning and delivery of education.

A strategy focused on raising pupil achievement has two important design implications. First, there must be a clear linkage between any area targeted for improvement and the pupil. Second, this strategy means that project success is measured in terms of improvements, not absolute levels of achievement. Since factors outside of the school organization affect the absolute level of student achievement, e.g., pre-school background and demand for the child's labour, the better yardstick is changes in performance. Accordingly, each of the EPMT end of project status (EOPS) indicators is designed to measure change.

Based on EPMT's purpose, improvements in pupil achievement are to be effected by promoting quality and efficiency in the basic education system. Thus, the agent upon which the project acts is the system, but effectiveness of actions taken will be measured in terms of improvements in student achievement and changes in the system. This approach is a technical and practical necessity since the project cannot act on factors outside of the educational system which affect student performance (e.g., family problems); however, changes in students' achievement are meaningful to determine whether efforts to improve the system have had an impact on the intended beneficiary.

Those indicators used by EPMT that measure changes in the system have direct implications for pupil achievement, i.e., improved availability and quality of material inputs, increases in instructional time devoted to instruction, and improved planning and decision-making.

Project Components

The Continuous Assessment programme, the core project component, is an effort to establish a comprehensive system of testing and remediation in order to improve the quality of teaching and learning in Swaziland's primary schools. All testing will be criterion-referenced (e.g., objective-based) and will provide information that the teacher can use to diagnose learning difficulties and provide appropriate remediation in a timely manner.

Three kinds of tests are being developed: (a) unit tests, (b) end-of-term tests, and (c) end-of-year tests. For the most part, these tests will be administered and scored by the teacher and will be used to guide further instruction. One test per year will be transmitted to the Regional Education Officers (REOs) and the MOE so that higher authorities can diagnose the system's deficiencies, using the achievement test data along with other relevant information such as absenteeism, attrition rates, etc. Two types of remedial materials are being developed to enable the teacher to efficiently manage remediation/enrichment activities even in a large class: (a) programmed tutorials using posters or charts which are self-contained (i.e., specify what to teach and how to teach) and (b) workbooks and learning modules for peer-group learning or self-study.

The second component is training for head teachers. This component has been included because research and experience have made it clear that school principals and headmasters are probably the most important factor in school quality. It is

they who are instrumental in carrying out policy, in assuring that regulations are followed, and, if they do their jobs well, in helping attain a high standard of teaching and learning. The training centre's on intensive professional courses (rather than relatively superficial short workshops) covering four main topics: 1) management of the school's physical and other resources, 2) management of the school's human resources (personnel and human relations), 3) management of money (budgeting, accounting, etc.) and 4) instructional leadership (helping teachers do a better job).

The third component is the development of a Management Information System so that decision-makers in the Regional Education Offices and at MOE Headquarters can have information of practical utility (for example, the achievement data that will emerge from the Continuous Assessment Program) to guide their plans, decisions and actions. The Research and Planning Unit will take an active part in discussing the education system's needs with the operating units of the MOE, and the operating units will take an active role in seeking the kinds of data they need to make effective decisions.

The fourth component is an Organizational Development effort. Studies will be undertaken to identify needs for action in the education system. The findings of these studies will form the basis for seminars and training workshops for educational staff and for recommendations on the structure and organization of the system. Educational staff will also be trained to make use of the improved flow of information emanating from the Management Information System, and in particular to utilize the information flowing from continuous assessment to improve teaching and learning in classrooms.

The fifth component is the development of a Counselling and Guidance program for the primary schools to help parents, students and teachers make more realistic decisions about the future. Its purpose is to develop information that will inform and motivate students realistically about the world of work to which most of them will go from primary school. For example, if many do not go on to higher schooling and cannot be absorbed into jobs in the modern industrial and commercial economy, they will probably benefit most by going into agriculture, or they will need to find jobs elsewhere in the region. In any case, the schools should help to prepare them for the real futures that face them.

All five components are inter-linked with ultimate goal being to improve the effectiveness and efficiency of the system so that enhanced learning can take place

in the classroom and students can be better prepared to enter the world of work. In addition, the project is intended to help MOE achieve some of its identified reform needs. These needs do not stand in isolation and the project activities, therefore, will be integrated into the overall effort of MOE to improve efficiency and effectiveness.

SECTION III

**PROPOSED MODIFICATIONS
TO THE YEAR 4
WORKPLAN**

Revised EPMT End of Project Status Indicators (EOPS)

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

These revised EOPS directly measure achievement of the project purpose. The first EOPS is a measure of efficiency, the second a measure of quality. The other three EOPS are intended to measure achievement of major project objectives that were identified as necessary to overcome binding constraints to the improvement of educational quality.

- 1. The number of children who complete seven years of primary school on time increases from 160/1000 to 200/1000.**

Baseline data. The education system has experienced rapid growth over the past 20 years. There are now twice as many schools, three times as many students and almost four times the number of teachers. Students repeat often and many students leave the system before completing the primary and secondary cycles. Low efficiency ratios characterize the system. These ratios are measures derived from input divided by output. A value of 2.00, for instance, indicates that the educational system is investing (in money, staff, and facilities) twice what it would if the system were completely efficient, whereas a value of 1.00 would be ideal. In 1987, when the project was planned, the efficiency ratio at the primary level was 1.74 and the number of children graduating primary school on time was 160/1000.

Current situation. Derived from the latest published statistics (1990 flow rates applied to 1991 intake), the efficiency ratio in year two of the project was 1.67. The number of children graduating primary school on time increased to 178/1000

at that time.

Strategies for meeting the target. All EPMT project activities are aimed at meeting the target of 200/1000 students graduating primary school on time. Continuous assessment and head teacher management training are expected to have the most direct impact. In order to strengthen the contribution of these two components, organizational development efforts have been more sharply defined in the year four work plan.

In general terms, the aim of organizational development is to build a general management improvement effort leading to improved student achievement and greater efficiency in the use of system resources. The fundamental approach is to help MOE staff use information for practical improvements and thus to enable officials in the education system to improve their performance.

2. Student achievement is improved in Grades 1-7 Maths and English.

Baseline data. No baseline data are available from the Continuous Assessment (CA) Programme at this time. The end-of-cycle examinations conducted by the Swaziland National Examinations Council at the end of Grade 7 have indicated an overall "pass" rate of approximately 75 percent over the past two years. However, it is not clear what the "pass" rates are for Maths and English or whether there has been a conscious attempt to ensure congruency between the skills actually tested in these two areas and the instructional objectives prescribed for this grade.

Current situation. To establish the baseline data for the first grade, end-of-year (end-of-third-school-term) tests for Grade 1 English and Maths were administered to a stratified random sample of 60 Grade 1 classes at the end of the last school year (1992). The test results will be processed and analyzed by the MIS component. The same tests will be used for achievement testing among Grade One pupils all over the country at the end of the current school year (1993)-e.g. after the first year of nationwide implementation of the CA Programme in this grade. The results of this end-of year testing will be compared with the baseline data to determine whether the CA programme has resulted in immediately improved learning among first grade students.

Strategies for meeting the target. The development and training activities carried out prior to the nationwide implementation of the CA programme in the first grade will be continued for the second through the seventh grades. Formative evaluation

data from this first year of CA implementation will be used to feed forward to system improvements as implementation is gradually expanded to the higher grades. At the rate of two grades per year, the programme will be in place in all seven primary grades by 1996, which is the estimated project completion date.

3. Primary and secondary schools are better managed.

Baseline data During 1990-1991, a needs assessment study was carried out to determine management training needs in the system. This needs assessment included a curriculum review of previous management training programs for head teachers and data-collecting visits to 50 schools by teams of inspectors and INSET staff. A final report on the training needs assessment provides detailed information about the status of head teacher training as of that time and lists 36 major categories of needs. One critical area identified was better financial management. No previous training had been carried out in this area, and all head teachers visited reported difficulties with the handling and reporting of money. Other critical needs were identified in the areas of organizational management, personnel management, and instructional leadership.

Current Situation. A complete program, including a full set of training materials, for management training of head teachers has been developed and institutionalized within the In-Service Education and Training Unit of the Ministry of Education. The Ministry of Education has drafted standards for head teachers in Swaziland, and has agreed to make a certificate indicating successful completion of this Head Teachers Management Training Course a requirement for confirmation of any newly appointed head teacher. Two hundred head teachers have already been trained and another 200 have completed 2/5 of their program.

Consultants were employed to carry out formative evaluations to assess the impact of Head Teacher Management Training on actual school management for Cycle One training. Separate evaluations were carried out for each of the P.O.M.I. areas (e.g. Personnel Management, Organizational Management, Money Management and Instructional Leadership). Final reports, giving detailed information, are available for all except Organizational Management (which is now in the process of being compiled). These reports indicate definite positive effects and improvement of school management achieved as a result of the Head Teachers Management Training course.

Strategies to meet the target A system for make-up and qualifying through review materials and special testing is being developed. In addition, beginning February, 1993, monthly 'Open Days' for Cycle One head teachers who completed their training are held at each of the Regional Teachers' centres as follow-up training and guidance to help school heads put their training into practice. Head teachers bring their actual record books, specific problems, etc. and receive group and individual assistance.

After the second group of 200 school heads are trained by August, 1993, a third group of 200 will be trained during project year five. EPMT support to INSET will continue until all head teachers in Swaziland have been offered such training.

4. MOE is using empirically generated data to make policy and planning decisions.

Baseline data. The Research and Planning Unit was in a critical situation at the time the EPMT Project started in August, 1990. Management information was difficult to find. The scattered repositories of information (Central Statistics Office, Teaching Service Commission, Accounts Office, Examinations Council and Central Ministries, to name the principal sources) typically worked in isolation from each other. Senior MOE management were unable to retrieve information on a demand basis and were very skeptical about the reliability of these disparate sources. No central source of information or central monitoring system existed, making it difficult for the Ministry to manage information and establish monitoring systems. The annual school census which MOE traditionally conducted in competition with CSO had ceased to be operative. Records for 1988 had not been entered into a database and lay scattered in various offices.

Current Situation. A core MIS system has been developed and brought into operation. Senior personnel in the MOE and external users routinely seek information from it on different aspects of the educational system. Procedures for collection of data, data entry into the MIS databases and information dissemination have been established. With the help of EPMT-sponsored consultants, the TSC has computerized its personnel records and data entry personnel are updating them. Information from this TSC data base is now routinely incorporated into the MIS.

When the CSO conducts its annual survey of schools in April, it now encloses an MIS update survey, as well. This one-page form is used by schools to report information such as name changes, enrollment projections, school fees schedules

and information on construction and visits by Ministry personnel. Data from the annual update reports from schools are entered into the master MIS data base using personnel trained by the MIS specialist. Information from this annual update is sent to REOs and used in the preparation of reports for both the MOE and external users. A list of information requests appears in Appendix II.

As the first step in incorporating student achievement data into the MIS database, materials have been developed to aid in training first grade teachers and head teachers in how to prepare test data so they can be scored using the Scantron electronic scoring equipment. The MIS specialist has run workshops for head teachers on the use of the Scantron equipment and the process through which nation-wide data will be captured.

Strategies for meeting the target. In the last semi-annual report, a description of the functions of a fully operational MIS was included. Strategies for reaching this position include an emphasis on training, the completion of the mechanical components of the MIS and the co-opting of mid-level managers.

Training will have three foci. First, if an MIS counterpart is appointed by GOS, training for this person will receive high priority as the sustainability of the MIS rests on the existence of this person. Second, REO staff will be trained to use and maintain the Scantron equipment and to access the Schools Profile program which, in turn, will give the REOs easy access to the most current data on schools. The third element of training will be the support provided to INSET and CA. Here, MIS will support the development of training materials and provide direct training to teachers and head teachers on MIS and Scantron.

The completion of the mechanical components of the MIS will include refinement of the data collecting forms, formalizing the data entry initiation procedures and design of the user interface.

Finally, Regional Education Officers, inspectors and other middle managers will be brought further into the information use and dissemination process. They will be offered specialized "training" in the MIS and will be part of ongoing meetings about the best use of information and the most efficient procedures for its dissemination and access.

5. Increased awareness among students of career choices and resources for identifying options.

Baseline data. Before the implementation of the career guidance programme at the Grade 7 level, there was no career guidance for primary schools. Presumably, primary students were not aware of or only had a limited awareness of career choices. The only exceptions were the seventh grade students involved in the pilot test of guidance materials at four schools. In 1992 a baseline data survey was given to head teachers and educational leaders (LITS and DIES) in four regions, to assess their awareness of the needs for career guidance, the availability and use of career resources, and their willingness to implement career guidance programmes in their schools. About 200 responses were collected.

Current situation. Substantial training and upgrading for ETGPS staff has been accomplished. Three guidance officer vacancies have now been filled, two for primary level and one for secondary level. Orientation to career guidance concepts was provided last year to all third-year Primary Teacher's Diploma students at Teacher Training Colleges, ensuring that they will be able to support guidance programmes in their schools. This activity will continue in the future.

Secondary students continue to benefit from enhanced services provided by ETGPS, including improved vocational counselling. Their awareness of career options should be improving. However, primary students must await the introduction of the new Grade 7 Social Studies textbook, which includes a special unit on career guidance, before any national impact is likely to be felt. The introduction of this book has been delayed a second time, to 1995. In the meantime, it is unlikely that any national improvement in awareness of career choices and resource could be measured among primary pupils.

Strategies for meeting the target. The most important strategy for meeting this objective at the primary level is to publish and disseminate the Grade 7 Social Studies textbook as early as possible. The alternative approaches suggested in the Year 4 work plan in the event of a second delay, which has now materialized, have been reexamined and found wanting. Specifically, printing and distributing the guidance unit separately has been rejected by ETGPS as too expensive and too unlikely to receive proper attention from classroom teachers as "supplementary" material. There seems to be no alternative to waiting until 1995. In the meantime, EPMT will continue to support ETGPS staff through training and short-term technical assistance.

SECTION IV
OUTPUTS

1. **Primary headmasters complete 120 hours of school management course.**

Progress prior to reporting period

A training needs assessment was carried out to identify priority areas for curriculum development of the management course. Instructional materials were written and printed for four subject areas: Personnel Management, Organizational Management, Money Management and Instructional Leadership. Instructional teams were selected and trained. One hundred ninety two head teachers (Cycle One) completed approximately 150 hours of training with courses in the four P.O.M.I. areas. All who passed were awarded certificates in June, 1992. Materials were drafted by the Management Training Team to remediate those who didn't pass or who missed some of the training (36 people).

Progress during reporting period

In August the EPMT Technical Adviser completed his contract, and primary responsibility for the continuation of the Head Teacher Management Management Training Programme was assumed by the INSET unit. Two hundred additional head teachers (Cycle Two) were selected and receive two weeks of training, with evaluations, in Money Management in August/September, 1992. An additional 14 trainers (Inspectors, selected head teachers, and INSET lecturers) were identified and trained in money management by a consultant for two weeks in February, 1993, thus increasing the number of qualified trainers in this area. The materials for remediation and for re-testing (qualifying) were refined and re-written. Two hundred seventy five revised trainer's guides and 275 revised trainee's handbooks were printed to be used with Cycle Two head teachers.

2. **Three Teacher Innovation Distribution Centres (TIDCs) established in Big Bend, Mankayane and Mbabane to meet increased demand for instructional support.**

Progress prior to reporting period

Project support to this output consists essentially of procuring commodities to equip three new TIDCs. However, lack of progress in construction constraints this support. MOE secured sites for two of the new TIDCs, at Siphofaneni and Hluti. Identification of a site at Mankayane is fairly well advanced. GOS budgeted funds for fiscal year 1992/93 for the Siphofaneni TIDC. The remaining two TIDCs are planned for funding in FY 1993/94.

Progress during reporting period.

Construction did not begin in September, as originally intended, because the Ministry of Economic Planning and Development decided to withdraw release of budgeted funds on the grounds that work should proceed according to a design previously used in the late '70s. MOE has agreed to this change of plan, but Ministry of Works is unable to locate the original designs. Inter-ministerial discussions are proceeding.

3. Studies of specific issues of basic education in Swaziland.

Progress prior to reporting period.

A preliminary report on the Decision Process Survey was presented to key MOE officials in a series of seminars held between November, 1991, and April, 1992. A study of "Factors Relating to Student Achievement in Swaziland" was completed in April, 1992.

Progress during reporting period.

A new study of the primary school textbook rental scheme as currently operated by MOE is under way. It is expected to provide information on the availability of textbooks in schools, costs and distribution mechanisms. Some 60 schools have been randomly selected; questionnaires were distributed in February, 1993. The work is being undertaken by a researcher from the National Curriculum Centre. The study is supposed to be completed in May.

4. New methods of policy analysis, formulation and implementation based on empirically generated information and research.

Progress prior to reporting period

The School Mapping Study was carried out, and the data originally entered was verified and corrected. The results formed the nucleus of a new MOE Management Information System. The system was expanded with input from a variety of sources, notably the Central Statistics Office. A number of reports have already been prepared for MOE officials and used in policy and planning exercises. The first beneficiary was the capital budget development work. Subsequently the Principal Secretary commissioned reports on the costs of education to parents (school fees) and on teacher supply and demand. The former was completed in February, 1992; work began on the latter in mid-1992.

Progress during reporting period

Work began on computerizing the Teaching Service Commission's personnel records, thereby linking up-to-date teacher data to the MIS. Two consultants completed the initial work ahead of schedule. Therefore, the TSC now is entering data into an operational system.

MIS produced a collection of graphs entitled "Swaziland Education in Pictures." It presents an easy-to-understand overview of pupil population and distribution, as well as teacher qualifications and experience.

Representatives of Research Triangle Institute (North Carolina, USA) and EduSource (South Africa), funded by AID's Project ABEL, demonstrated the APEX model for evaluating the relationships among various education system components. After discussion with the Principal Secretary, it has been agreed to modify the model, originally developed for use in South Africa, for Swaziland. The World Bank has agreed to fund this effort; EPMT will provide technical support through its on-going MIS efforts.

The financing of education is an area that MOE has identified for a more in-depth look, building on the fees analysis previously undertaken. In December, 1992, an education finance simulation model was adapted for the Swazi situation. Project staff were involved with this in collaboration with Mr. Manuel Zymelman of the World Bank. The model has four interlocking parts: a student sub-model, a teacher sub-model, a cost sub-model and a budget-sub model. A teacher training model is also included. Budget, unit costs, enrolments, teacher requirements and primary school output are forecast for a 15-year period. The model provides the overall education budget (including information from the fees study) as well as a budget which reflects the net cost to GOS. This is a unique advance for the eastern and southern Africa region.

As requested by the Principal Secretary, forecasts of teacher requirements and costs are now also available. Shortages of primary school teachers are projected for the remainder of the decade and beyond, unless output from teacher training colleges is increased considerably.

A study of the school furniture situation was commissioned by the Principal Secretary in response to a request from two central ministries: Finance and Economic Planning. It clarifies the present situation, forecasts future

requirements, and makes recommendations concerning the repair and rehabilitation of broken desks and chairs. The report was delivered in February, 1993, saving GOS E200,000 that had been budgeted for the effort and several weeks delay to an important planning decision.

5. Tested English language instructional programme.

Interest in the use of radio to support Swaziland's education system continues to be demonstrated both within MOE (for example, in the career guidance radio programmes now being produced by ETGPS) and from outside agencies (such as the British Council and the Mbabane Rotary Club). Unfortunately, no action has been taken by the Ministry on implementing the recommendations in the report on the successful pilot test of Interactive Radio Instruction in English. Work towards this output, therefore, has been suspended.

6. Increased student time on learning.

Progress prior to reporting period

Achievement of this outcome depends on the interaction among various Project components. Better school management, improved student evaluation, the use of remedial instructional materials in English and Maths, improved decision-making and policy implementation, and a system for tracking student achievement are the principal EPMT-supported activities in this regard. Previous accomplishments include the on-going implementation of a national management training programme for head teachers, development of a continuous assessment system, establishment of a functioning Management Information System, several organizational development initiatives, and staff training in all components.

Progress during reporting period

Further accomplishments were noted in all areas. Details are given throughout this report and highlighted in the Executive Summary.

7. Programme of continuous assessment established in national exams to test skills.

Progress prior to reporting period.

The development, LVR (Learner Verification and Revision using laboratory schools), pilot testing, and revision of Grade 1 end-of-term tests in Maths and English were completed between July, 1991, and July, 1992.

The development of general remedial strategies and techniques for both subject areas, applicable in both lower and upper primary grades, was also completed during this period. In addition, several sample posterized tests, remedial posters, worksheets, and other remedial materials particularly suited to Grades 1 and 2 were developed in both subject areas. The development and LVR of the Grade 2 tests were completed during the same period.

Progress during reporting period

The nationwide implementation of the CA Programme,(e.g., continuous assessment and remediation) was launched in the first grade at the beginning of the current school year (January, 1993). This is the first stage of the establishment of a national programme of examinations to test and strengthen skills in Maths and English.

The three end-of-term tests for Grade 1 English and Maths, which were pilot tested in 1992, have been revised, and the Grade 1 teachers have been trained to administer these centrally-developed tests. They have also been trained on the use of "item specifications" to guide them in writing their own lesson or unit tests in these two subject areas. To assist them in providing remediation in their classes, the teachers have received training in the use of the sample remedial materials both for actual remedial instruction and to serve as exemplars, after which they are to model remedial materials that they will be producing for their own classes.

Five-day regional training workshops were held in January for all the primary school head teachers and Grade 1 teachers to prepare them for their respective roles in the CA Programme. A modularized Handbook on Continuous Assessment and Remediation, developed by the CA staff under the guidance of the CA Adviser, was used at these workshops. This handbook consists of five programmed learning modules with their respective trainer's guides and makes use of peer group learning as the primary mode of training. The modularization of the training materials and the use of peer group learning were designed to: (a) minimize dependence

on lectures, (b) maximize the trainee's involvement in and responsibility for the learning process, (c) maximize the chances that all the teachers and head teachers receive the same quality training, and (d) maximize the efficiency of the training process, given the vast numbers of teachers to be trained, a relatively small corps of trainers, and the relatively short period available for training.

The prototype tests for Maths and English in Grades 2 and 3 have been developed, tried out in the two laboratory schools, and revised for pilot testing in 16 pilot schools. The third-term tests for Grade 2 have been pilot tested and are being revised for implementation next school year. The third-term tests for Grade 3 have been tried out in the lab schools and will be pilot tested among Grade 4 pupils during the first two weeks of March. The first and second term tests for both grades (2 and 3) will be pilot tested in April and August, respectively.

8. Guidance programmes for upper primary and junior secondary schools established.

Progress prior to reporting period

The Project's strategy in this area is to support MOE's efforts to infuse guidance at the upper primary level through the Grade 7 Social Studies curriculum, and to help MOE improve the already-established junior secondary guidance programme through methods such as updating testing instruments and training ETGPS staff. In this regard, National Curriculum Centre staff have been trained in Career Guidance infusion. New guidance materials, developed jointly by ETGPS and NCC, have been pilot-tested, revised and used for training. Workshops for primary school head teachers and trainers have been conducted. Resource materials such as the Career File, Career Interest and Guidance Articles, have been developed and disseminated.

Progress during reporting period

In August the EPMT Technical Adviser completed her contract and returned to the United States. ETGPS conducted classes for students doing the third year of the Primary Teacher's Diploma course at Teacher Training Colleges. These sessions included presentation of the career guidance unit that will be included in the new Grade 7 Social Studies textbook. Plans have been formulated to continue such classes in the future, so that new primary

teachers are well informed about guidance strategies when they enter the system. Resource materials were also distributed to all TTCs. Guidance and Counselling training continued for third-year Secondary Teacher's Diploma students. Two vacant posts for primary school guidance officers and one for a secondary guidance officer were filled. The officers will be based at Regional Education Offices, so that each regional office will have at least one guidance officer.

SECTION V
INPUTS

LONG-TERM TECHNICAL ASSISTANCE

1. Dr. Philip Christensen, Organizational Development Adviser and Chief of Party.

Expended months of service : 18

Remaining months of service: 40

2. Dr. Aida Pasigna, Continuous Assessment Adviser

Expended months of service : 31

Remaining months of service: 5

3. Mr. Cooper Dawson, MIS/OD Adviser

Expended months of service : 12

Remaining months of service: 18

Comments

At the beginning of this period the two NMSU sub-contract TAs, Dr. Harold Bergsma, Management Training Adviser, and Dr. Lily Chu, Career Guidance Adviser, left the country in accordance with the sub-contract agreement. Their term of service with the project had come to an end.

Mr. Cooper Dawson's full-time services will end in August, 1993. However, the revised EPMT contract includes an additional 13 months of part-time service through August, 1996.

SHORT-TERM TECHNICAL ASSISTANCE

1. Dr. Richard Johnson

Dr. Johnson was in Swaziland for two consultancies. From 19 October through 6 November, he worked with Dr. Bill English, consultant, and Mr. Pat Muir, Secretary of the Teaching Service Commission, to computerize the TSC personnel system, which included developing the databases, producing draft data collection instruments and writing the programming for the complete system. It also included converting Treasury data into the appropriate format and installing the database on TSC computers. By the end of the three weeks, the TSC data entry operators had begun inputting data and the system was running successfully.

From 12 October to 15 October and from 9 November to 20 November, Dr. Johnson completed the design of the CA answer sheets. He also completed the development of the CA test scoring system, resulting in a fully functioning data entry program.

2. Dr. William English

From 19 October through 6 November, Dr. English worked with the Teaching Service Commission to design and implement the computerization of their personnel system. He consulted on the format and scope of the systems and worked with Dr. Johnson to design effective procedures for data entry and maintenance.

3. Dr. Jeremiah Gule

Dr. Gule was hired as a consultant in August, 1992, to carry out an evaluation of Cycle One of the Organizational Management Training for Head Teacher Trainers. The report of the evaluation is in the process of being finalized.

4. Dr. Ronald K. Hambleton

Dr. Hambleton, under the University of Massachusetts (Amherst) subcontract, conducted two five-day workshops on test development for the CA pilot schools. The first workshop, held on January 18-22, was for the Grade 4 teachers; the second, held on January 25-29, was for the Grade 5 teachers.

5. Mr. Ron Martin

Mr. Ron Martin, was hired as a consultant in February for the Money Management Training of Trainers workshop. This two week T.O.T. was to train the Head Teacher Trainers on the use of the revised Money Management Manual in preparation for the regional Head Teacher Training workshops.

PARTICIPANT TRAINING

CONTINUOUS ASSESSMENT:

1. Six-month internship programmes in the U.S. Two members of the CA staff were sent on a six-month internship programme to the United States under a subcontract with the University of Massachusetts at Amherst, from September 1992 to February 1993.

The internship programme included (1) test development (e.g., the preparation of item specifications and end-of-term tests for the third grade) with Dr. Ron Hambleton providing guidance and editorial feedback, (2) technical training (e.g, auditing graduate courses relevant to criterion-referenced testing), and (3) a few days' visit to a school system in Amherst. The objectives of these site visits were: (1) to interview education officials and observe how the various school systems continuously assess student progress and how remedial instruction is provided to students with learning deficiencies, and (2) to determine which aspects of their assessment and remediation programmes, if any, have possibilities for adaptation to the Swazi situation.

2. M.A. training in U.S. Miss Ellen Thwala was sent to Ohio University to pursue a Masters Degree programme, starting in the Fall Semester of 1992-1993. Miss Thwala's course work focuses on areas relevant to the continuous assessment programme (e.g., educational testing and measurement, curriculum development, and remedial instruction. She expects to complete her training programme in August, 1994. Candidates for two additional Masters Degree programmes have been identified. Both prospective trainees have sent their applications to three U.S. universities. In order not to unduly deplete the professional resources of the CA Unit during the next project year, the plan is to stagger their training schedules so that one trainee will be sent in the fall semester of 1993-1994 and the second the following year.

CAREER GUIDANCE:

Mr. Vusi Manyatsi and Mrs. Lineo Vilakazi, both Career Guidance Officers, commenced their MA degree programmes at New Mexico State University and Ohio University, respectively, in August, 1992. They are

expected to complete their training programme in July, 1994.

HEAD TEACHER MANAGEMENT TRAINING:

Mr. Israel Simelane, Acting Deputy Director of INSET and Head Teacher Management Trainer, left Swaziland in August, 1992, to pursue a Masters Degree course in Educational Management and Development at New Mexico State University. Mr. Simelane expects to complete his training programme in July, 1994.

IN-COUNTRY TRAINING

CONTINUOUS ASSESSMENT

The following workshops for Continuous Assessment were conducted during this period.

<u>DATES</u>	<u>TRAINING ACTIVITY</u>	<u>DESCRIPTION</u>
Oct. 26 - Nov. 4, 1992	CA workshop for Regional Training Teams	Training of regional trainers
Nov. 27, 1992	One-day seminar for subject panels	Presentation of samples of tests for English and Maths
Jan. 4 - Jan. 15, 1993	Training of primary school head teachers and Grade 1 teachers	Regional training for Grade 1 teachers
Jan. 18 - Jan. 29, 1993	Test development workshops	CA test development workshop for pilot school teachers

1. Training of Regional Trainers. A ten-day residential workshop was conducted by the CA staff and the CA Adviser for the regional training teams. A total of 50 regional trainers were trained from the four school regions. Each team is composed of CA staff (NCC & INSET) and lecturers from INSET, primary inspectors, teacher leaders, selected head teachers, selected subject panel members and selected pilot school teachers. The workshop pilot tested the use of self-contained programmed learning modules and peer group learning (PGL) as the primary mode of training. Both the modules and PGL were found to be effective for the type of training required prior to nationwide implementation of CA, and a consensus was reached by the regional teams to use the same training strategy for the teacher training workshops scheduled for January, 1993.

2. One-day seminar for subject panels. A one-day seminar was held for the English and Maths panels on November 27, 1992. This seminar involved all members of the primary education subject panels and representatives from the national panels. The CA staff displayed samples of the test and remedial materials developed so far, presented a progress report, and answered questions from the panel members. Over 50 panel members, including the Senior Inspector for English, were present. The Senior Inspector for Maths was attending a workshop in Mbabane and was unable to come.
3. Training of primary head teachers and Grade 1 teachers. Five-day regional training workshops were conducted in January to prepare the primary school head teachers and the Grade 1 teachers for the first year of implementation of the CA programme in the schools. Of the 1025 participants, 420 were head teachers and 605 were Grade 1 teachers. Based on the figures obtained from the four regional education officers last November, there are 104 head teachers and 162 Grade 1 teachers who failed to come to the workshop.
4. Test development workshops for pilot school teachers. Two five-day test development workshops were conducted by Dr. Ronald K. Hambleton. The first workshop was attended by the Grade 4 teachers of the 16 CA pilot schools; the second was attended by the Grade 5 pilot teachers.
5. In-house mini-workshops and on-the-job training. The CA Adviser conducted in-house mini-workshops and on-the-job training for CA staff. The ongoing training focused on: general strategies and techniques for remedial instruction in English and Maths, the development and use of posterized programmed materials for testing and remediation, how to write programmed learning modules for training trainers and teachers, how to use peer group learning for training teachers on the basic concepts and processes involved in the implementation of the CA programme, how to conduct Learner Verification and Revision (LVR) activities in the two laboratory schools, and how to conduct pilot testing in the 16 CA pilot schools.
6. Mini-workshop to develop orientation kits for head teachers. Upon the request of the head teachers, and with the assistance of the OD component of the project (through Ms. Sue Grolnic), the CA staff developed an "orientation kit" for the head teachers to use when conducting orientation meetings with the parents of Grade 1 pupils. This kit consists of a short list of guidelines and topic outline for the head

teacher, a one-page handout for the parents describing the CA programme in both English and Siswati, and sample report forms.

HEAD TEACHER MANAGEMENT TRAINING:

The following workshops for head teachers were conducted during this period:

<u>DATES</u>	<u>TRAINING ACTIVITY</u>	<u>DESCRIPTION</u>
Aug. 31-Sep. 11, 1993	Head Teacher Training	Money Management Workshop
Feb. 15-Feb. 26, 1993	Money Management T.O.T.	Training head teacher trainers on the delivery of revised material for Money Management training.

Further details about in-country training under the Head Teacher Management Training Programme can be found in Section IV, "Progress on Annual Work Plan Activities".

INSTITUTE FOR INTERNATIONAL RESEARCH
EXPENDITURES FOR PERIOD
AUGUST 1, 1992 - FEBRUARY 28, 1993

1. Salaries	154,160.09
2. Benefits	47,142.50
3. Overheads	29,999.44
4. Consultant Fees	18,977.04
5. Travel, Transportation, Per diem	72,880.16
6. Allowances	20,046.66
7. Other Direct Costs	18,927.02
8. Equipment & Supplies	8,648.16
9. Training	205,530.77
10. Sub Contracts	118,563.02
11. G & A	74,289.78
	<u>-----</u>
	\$ 769,164.64
	=====

EPMT PROJECT PROPERTY LIST
PURCHASES MADE 1ST AUGUST 1992 - 28TH FEBRUARY 1993

ITEM	SERIAL NUMBER	SOURCE	ORIGIN	QUANTITY	DATE PURCHASED	UNIT COSTS	LOCATION
Scamp UPS & battery pack	9110191 9110191 89207112 89207112 89207111 9207111 9110192 9110192	Swaziland	RSA	4	8/13/1992	\$ 1842.00	1 CA Office Manzini 1 CA Office Manzini 1 COP Office 1 COP Office 1 MIS Office 1 MIS Office 1 CA Office Manzini 1 CA Office Manzini
AS Device switchbox	N/A	USA	USA	1	Oct. 7, 1992	\$ 29.00	MIS Office
Logitech Mouseman	LT072N00989	USA	USA	1	Oct. 7, 1992	\$ 65.00	MIS Office
Norton Utilities	N/A	USA	USA	1	Oct. 7, 1992	\$ 109.00	MIS Office
FC-10 Tape Controller Board	N/A	USA	USA	1	Oct. 7, 1992	\$ 89.00	MIS Office

USA Flex Desk top Computers	9206668 9217044 9217053	USA	USA	3	Oct.7,1992	\$ 1,327.00	TSC Office MOE
USA Flex Key Boards	H 51 38738 H 51 35403 H 51 35444	USA	USA	3	Oct.7, 1992	Part of USA Flex Comp.	" "
CTX Colour Monitors	A 40-22900949 A 40-22900947 A 40-22900946	USA	USA	3	" "	" " "	" "
HP Laser Jet Printer A4 Trays	N/A	USA	USA	4	Oct.7, 1992	\$ 69.00	1 NCC Office 1 Admin Office 1 OD Office
SPSS + DATA Entry	N/A	USA	USA	1	Oct.7, 1992	\$ 285.00	MIS Office
Word Perfect for Windows	N/A	USA	USA	1	Oct.7, 1992	\$ 249.00	MIS Office
Mastering Lotus	N/A	USA	USA	1	Oct.7, 1992	\$ 379.00	MIS Office

D Base 1.5	N/A	USA	USA	1	Oct.7, 1992	\$ 479.00	MIS Office
Career Guidance Video Tapes	N/A	USA	USA	10	Oct.7, 1992	\$ 189.00	ETGPS Office
5 Lbs Viking Postage Scale	N/A	USA	USA	1	Dec.23,1992	\$ 28.79	General Project Office
D Base 1.5 Software	N/A	USA	USA	1	Jan.13,1993	\$ 27.00	MIS Office
Lantasic Software	N/A	USA	USA	1	Jan.13,1993	\$ 75.00	MIS Office
5200 Optical Scanners/ Scores	S-2733 S-2734 S-2736	USA	USA	3	Jan.13,1993	\$ 3640.00	REO Lubcmbo REO Manzini REO Shiselweni

250 MB Memory Tapes	N/A	USA	USA	10	Jan.19,1993	\$ 29.00	MIS Office

GOS Contributions for the period
1 August 1992 - February 28, 1993

Provision of Housing for 2 TAs	E	31,898.00
Provision of offices	E	23,880.00
Office utilities	E	1,660.00
MOE telephones	E	1,780.00
Materials and Supplies	E	9,150.00
Use of photocopier	E	9,170.00
Use of Computer & other equipment	E	21,500.00
Fuel	E	28,122.00
MOE transport costs for workshops etc.	E	53,120.00
Use of facilities of meetings etc.	E	1,420.00
Staff time general	E	163,800.00
Staff time workshops	E	296,600.00
International Travel	E	57,500.00
TOTAL	E	<u>699,600.00</u>
US Dollars		220,694.00

Total Contribution 1 August 1990 - 28 February, 1993

1st 2 Years	E	1,503,692.00
This Period	E	699,600.00
TOTAL	E	<u>2,203,292.00</u>
		=====
	\$	695,045.00

IIR CONTRACT EXPENDITURES
1 AUGUST 1990 - 28 FEBRUARY 1993

<u>Category</u>	<u>Contract</u> <u>Budget</u>	<u>Expenditures</u> <u>to 28/02/93</u>
<u>TECHNICAL ASSISTANCE</u>		
Long Term		
Salaries and Wages	1,372,835	623,259.04
Fringe Benefits	430,259	191,300.72
Overhead	288,761	137,452.57
N.M.S.U. Sub (Bergsma)	183,416	183,332.45
Travel	315,794	220,180.60
Allowances	257,496	124,497.57
Other Direct Costs	269,642	104,887.11
Matl, Supl, & Equip.	129,017	112,009.04
G & A	352,922	184,869.65
TOTAL	<u>3,600,142</u> =====	<u>1,881,788.75</u> =====
Short Term		
Consultants	148,810	65,439.45
N.M.S.U. Sub (Chu)	101,083	96,534.28
U.Mass Sub	223,072	70,891.50
Consultant Travel	310,414	48,609.00
G & A	85,416	31,009.11
TOTAL	<u>868,795</u> =====	<u>312,483.34</u> =====
Total Technical Ass.	4,468.937	2,194,272.04
<u>TRAINING</u>		
Long Term		
In-Country Training	953,138	319,869.12
G & A	103,811	35,165.14
Masters Degree	279,062	57,932.64
G & A	30,263	6,292.12
TOTAL	<u>1,366,274</u> =====	<u>419,259.02</u> =====

SHORT TERM

Umass Sub	94,981	35,272.47
G & A	10,396	3,923.95
Study Tours	56,001	-
G&A	6,071	-
TOTAL	<u>167,449</u>	<u>39,196.42</u>
	=====	=====
TOTAL TRAINING	1,553.723	458,455.44

COMMODITIES

MITCHELL SUB	638,224	193,840.72
G & A	70,136	21,964.94
TOTAL COMMODITIES	<u>708,360</u>	<u>215,805.66</u>
	=====	=====

POLICY STUDIES

CONFERENCES	44,053.00	10,680.85
EXPER.ACTIV.	000.00	000.00
G & A	4,736.00	1,118.80
TOTAL POLICY STUDIES	<u>48,789.00</u>	<u>11,799.65</u>
	=====	=====

TOTAL COSTS	6,759,809.00	2,880,332.85
AWARD FEE	199,884.00	61,542.00

GRAND TOTAL	<u>\$ 6,959,693.00</u>	<u>\$ 2,941,874.85</u>
	=====	=====

PEACE CORPS

During this reporting period one Peace Corps Volunteer completed her services to the project, one volunteer extended her tour and assumed new responsibilities, and two new volunteers arrived.

Ms. Grace Caines completed her work with Head Teacher Management Training and returned to the United States in October, 1992. Ms. Sheila Deevy offered to stay in Swaziland until June, 1993, transferring in January from Management Training to Continuous Assessment.

Also in January, two additional volunteers joined the Ministry of Education in project-related capacities. Ms. Esther Moore began work in the Head Teacher Management Training Office, helping with the implementation of the training programme and other INSET training, and Mr. Dan Smith became part of the Continuous Assessment team.

In Continuous Assessment, Ms. Deevy and Mr. Smith will be assisting in: (a) materials production (e.g., word processing, desktop publishing and other computer applications required to produce the tests and remedial materials developed by the CA instructional designers); (b) creating/updating database files for pilot test data, and training relevant CA staff to do the same; (c) material development and tryout (e.g., reviewing item specifications, tests, and remedial materials, conducting lab school tryouts (Learner Verification and Revision or LVR), pilot testing, and suggesting revisions based on formative data from the lab schools and pilot schools); (d) training (e.g., assisting the professional staff as facilitators during CA workshops); and (e) other tasks as requested by the CA Coordinator and/or the Acting NCC Director.

Peace Corps Volunteer Sue Grolnic continued to act as the MIS Specialist. Ms. Grolnic worked with Messrs. Dawson and Christensen on the combined MIS/OD effort. Specifically she is responsible for the establishment and maintenance of the MIS, including developing procedures for acquiring reliable, timely data and the updating of the MIS databases. She produced reports and provided data and information both for the Ministry and "external" clients, including the government hospital, the fire department, university staff, university students and NGOs. In addition, Ms. Grolnic provided training for MOE personnel and teachers on the MIS and on the use of the Scantron electronic test scoring equipment.

The Ministry of Education and the EPMT Project are fortunate to have the

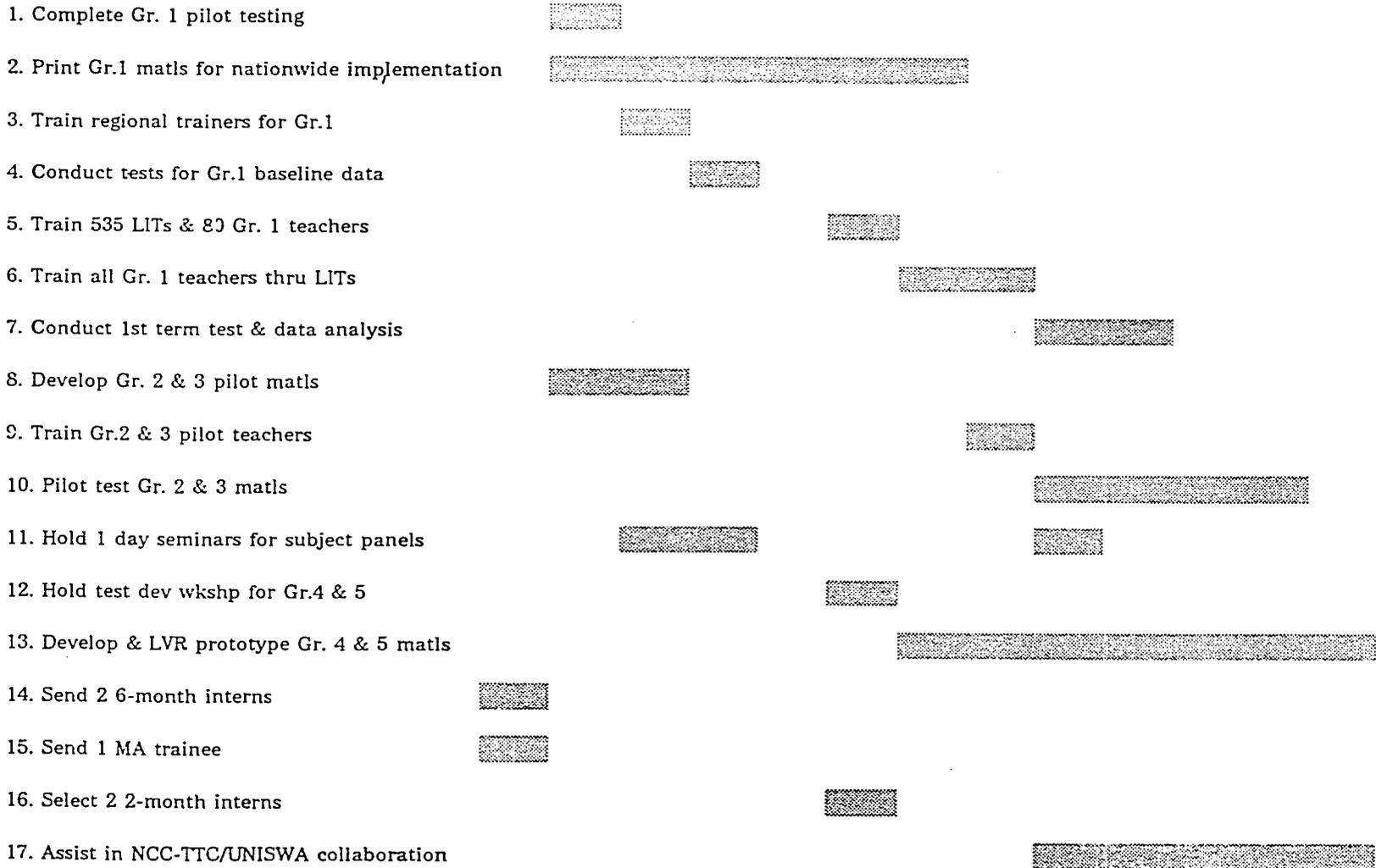
services of these dedicated professionals. Their presence in Swaziland allows the Project to extend substantially its technical assistance beyond the limits imposed by the budget.

SECTION VI

PROGRESS ON ANNUAL WORK PLAN ACTIVITIES

CONTINUOUS ASSESSMENT

AUG 1992 1993
 AUG SEPT OCT NOV DEC JAN FEB MAR APR MAY JUN JUL AUG



CONTINUOUS ASSESSMENT

1. Complete Gr.1 pilot testing.

Accomplished.

2. Print Gr.1 materials for nationwide implementation

In process. Master copies have been prepared and the Ministry of Education has started the tendering process to identify the commercial printer who will be hired to do the printing. The materials are to be delivered by the printer directly to the Regional Education Offices in time to be in the schools by the end of March. The first national testing will be conducted in April.

3. Train regional trainers for Gr.1

Accomplished. Training-of-trainers workshops were held from October 26th through November 4th, 1992. They were attended by training teams organized for each region, composed of CA staff (NCC & INSET), other lecturers from INSET, primary inspectors, teacher leaders, selected head teachers, selected panel members, and selected pilot school teachers. Two activities were added prior to this training: training the CA staff in how to write self-contained programmed learning modules for peer group learning and in how to write trainer's guides. This was designed to maximize quality control of both the instructional content and the training procedures to be used in all CA implementation workshops.

4. Conduct tests for Gr.1 baseline data

Accomplished. Testing was completed during the last two weeks of November, 1992.

5. Train 535 LITS and 80 Gr.1 teachers

Not accomplished. Instead of training the LITS and selected Grade 1 teachers as planned, the regional training teams trained all primary head teachers and Grade 1 teachers. This was decided by the Ministry of Education, with concurrence from the Project Steering Committee, arising from the concern that teachers receive the best initial training possible to minimize the problems anticipated during the first nationwide

implementation of the CA programme. It was agreed that all the head schools and carry out their training responsibilities instead of delegating these to a classroom teacher. It was also agreed that the head teachers would be primarily responsible for training their own teachers, starting with the next two grades scheduled to implement CA in 1994.

6. Train all Gr. 1 teachers through LITS

In process. As explained under task 5 above, Grade 1 teachers and primary head teachers received direct training from the regional trainers, rather than through the LITS. The five-day workshops were held during January in boarding schools in the four regions. However, a number of teachers missed their workshops, so a make-up session is being considered.

7. Conduct first term test and data analysis

Not yet accomplished. To be done in April and May.

8. Develop Gr.2 & 3 pilot materials

Accomplished.

9. Train Gr.2 & 3 pilot teachers

Not yet accomplished. Five-day training workshops have been scheduled as follows: 15th to 19th March for Grade 2 teachers and 22nd to 26th March for Grade 3 teachers.

10. Pilot test Gr 2 & 3 materials

In process. The third term tests for Grade 2 were pilot tested in November, 1992, in third grade classes. Those for Grade 3 were pilot tested in early February, 1993, using beginning Grade 4 pupils. The materials for the first and second terms are still to be pilot tested.

11. Hold one-day seminars for subject panels

Not yet accomplished. Both subject panels (English and Maths) will be invited to one seminar. The date is still to be confirmed.

12. Hold test development workshops for Gr.4 & 5

Accomplished. Workshops were held during the last two weeks of January by Dr. R. K. Hambleton.

13. Develop and LVR prototype Gr.4 & 5 material

In process. This task will continue throughout the remainder of Year 4.

14. Send two 6-month interns

Accomplished. Newman Khumalo and Michael Mhlungu were sent in September to the University of Massachusetts for their 6-month internships. They returned to Swaziland on February 20th.

15. Send 1 MA trainee

Accomplished. Ellen Thwala was sent to Ohio University last fall and is expected to return in August, 1994.

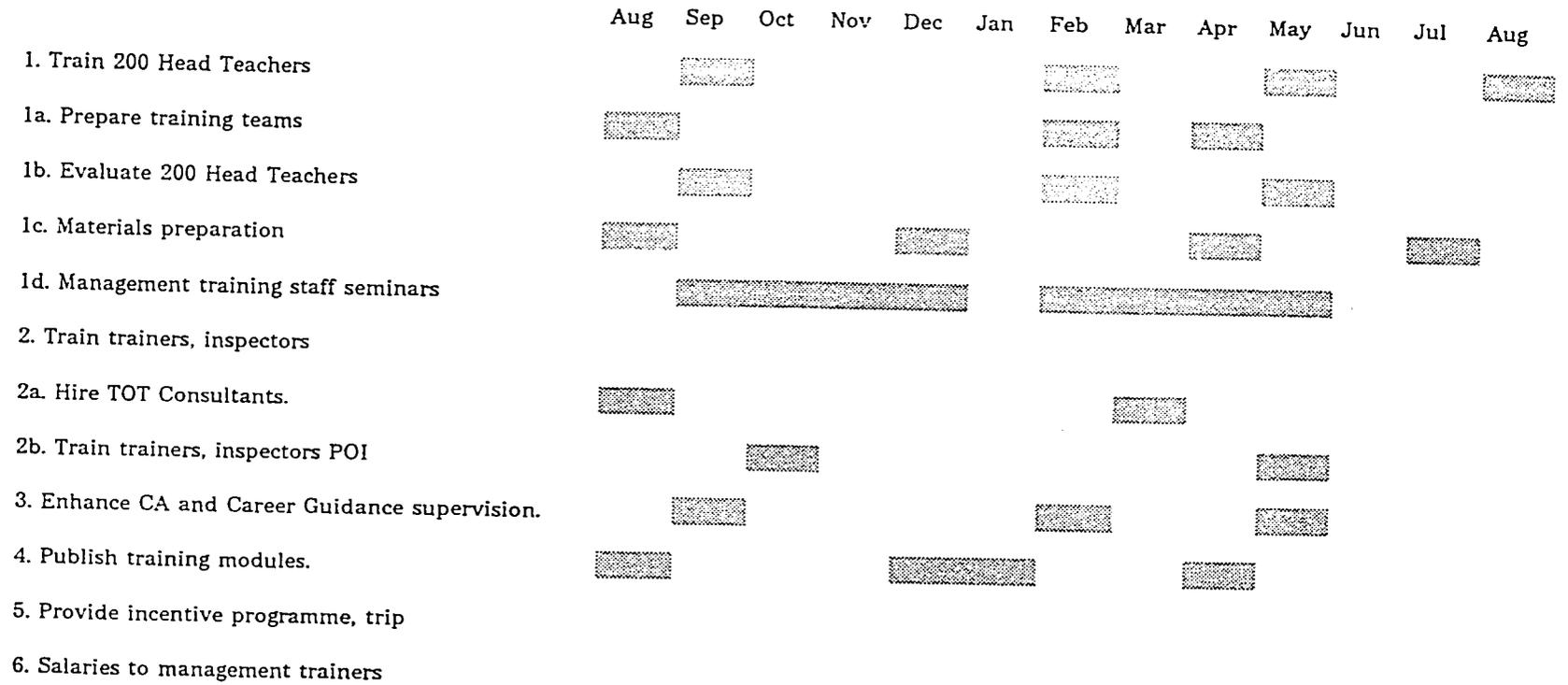
16. Select 2 2-month interns

Accomplished. Busi Nkomo and Dumile Vilakati (CA/INSET staff) left on February 26th and are expected to return at the end of April.

17. Assist in NCC-TTC/UNISWA collaboration

Not yet accomplished. A meeting with representatives of the TTCs and UNISWA is tentatively planned for April 21st. This is a few weeks earlier than the original schedule.

HEAD TEACHER TRAINING



HEAD TEACHER MANAGEMENT TRAINING

1. Train 200 Head Teachers

In process. The training is on schedule. The complete Head Teacher Management course for Cycle Two (200 Head Teachers). Spread over a full year, began with two weeks of training in Money Management in August and September. A training plan for the full year has been posted and is being followed, with slight modifications to fit in with other In-Service Education and Training activities and with other events in the Master Calendar. INSET is supervising and managing the pre-course preparations, including needs assessment, trainer preparation, logistical arrangements, procurement of supplies, and trainee notification and registration. This is being done by the Head Teacher Management Training Team, which now consists of two EPMT Management Trainers plus, the INSET Regional Team Leaders and their logistical coordinators, working under the guidance of a Department Head for Management Training. The Director, INSET, has responsibility for overall supervision and monitoring.

1a. Prepare training teams

In process. Two-day sessions were held prior to the Money Management course for planning and preparation of the training teams. Any additional resources needed (e.g. documents, teaching aids, resource persons) were facilitated.

1b. Evaluate 200 Headteachers

In process. After each sub-module, all trainee head teachers take tests. These tests are marked by the trainers. Individual scores are produced and recorded. New tests which can be machine-scored (by Scantron) have been developed by the Head Teacher Management Training Team for the whole course.

1c. Materials preparation

In process. Materials continue to be revised. The members of the Management Training Team have worked together in the development of test items in the P.O.M.I. areas for Cycle Two, but are also in the process of refining the review study guides for head teachers who may

have to re-take tests due either to having missed or failed, some of the training.

1d. Management training staff seminars

In process. The Head Teacher Management Training Team meets once a week to plan and coordinate activities. These meetings are chaired by the team's head, and attended by the INSET Director.

2. Train trainers, inspectors

In process. A complete Training of Trainers programme has been planned and is being implemented for a group of 14 trainers (inspectors, selected head teachers, and INSET officers) who did not receive, or missed parts of, the original Training of Trainers (T.O.T.) The group participated in the first part of this training with a two-week course on the revised materials for Money Management held in February. Training for inspectors in supervision will take place in June, 1993.

2a. Hire TOT consultants

Accomplished. Mr. Ron Martin was engaged to train trainers in Money Management in February. Arrangements have also been made to hire Dr. Harold Bergsma as a consultant for four weeks during June, 1993. With the assistance of the Head Teacher Management Training Team, he will provide Training of Trainers in Organizational Management and Personnel Management to the new group of trainers.

2b. Train trainers, inspectors P.O.I.

Not yet accomplished. See 2 and 2a.

3. Enhance CA and Career Guidance supervision

In process. INSET has appointed four members of staff to work part-time with the CA Testing Unit in order to fully know and appreciate the CA process. They are thus now fully capable of leading the CA Regional Teams in the infusion of CA to teachers and Head Teachers in the field. They ably demonstrated this during the January CA one-week workshops which were implemented for all Grade 1 teachers and all primary school head teachers. From January, training in CA is being provided at Open Days held monthly at each Regional Teachers' Centre (TIDC) for Local

In-Service Teachers (LITS), and once a month at the Open Days for head teachers. During the training on Instructional Leadership for Cycle One head teachers, ETGPS personnel taught the Career Guidance section and provided information and resources which are available for school heads in the field. Regional presentations on this topic are also being made during Open Days at the TIDCs.

4. Publish training modules

In process. Printing of the revised trainer's and trainee's books (275 of each) on Personnel Management was undertaken in January for training Cycle Two head teachers. An additional 20 copies of the revised books for Money Management were reproduced in February for the Training of Trainers course.

5. Provide incentive programme, trip

In process. Arrangements have been finalized for an educational tour to Zimbabwe for inspectors and INSET staff who were trainers for Cycle One. An agreement was reached among USAID, EPMT, and Ministry of Education to pay the trainer head teachers for training carried out when they are on leave. This is being implemented for Cycle Two training. During the next reporting period, books will be purchased and awarded to the 16 schools from which the trainer head teachers have come.

MANAGEMENT INFORMATION SYSTEM YEAR 3

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	
1. Develop data base update procedures	█												
2. Develop management of info. flow procedures				█									
3. Create generic report generator tools	█												
4. Develop info. flow process for REOs/Inspectors				█									
5 Train Reg. Ed. Office staff							█						
6. Develop procedures for acquisition and management of new data sources			█										
7. Data entry - annual survey		█											
8. Produce Swaziland Education in Pictures	█												
9. Provide input into establishment & management of TSC data base	█												
10. Support training of TSC data entry operators				█									
11. Establish proc.for disseminating TSC data to MIS						█							
12. Dev. tool/procedures for SCANTRON ans. sheet design	█												
13 Train Regional Ed. Offices staff in SCANTRON				█									
14. Monitor SCANTRON scoring of national test							█						
15. Analyze results of national test								█					
16. Generate research-appropriate subjects									█				
17. Manage research study											█		

MANAGEMENT INFORMATION SYSTEMS

1. Develop data base update procedures

Accomplished. Arrangements have been made with TSC to have their data entry operators (trained by the MIS Specialist) do data entry for the MIS. A data entry request form has been produced and procedures for scheduling work have been established.

2. Develop management of information-flow procedures

In process. The procedures have been developed. For many of them, the required forms, etc. have been created. There is a need to work further with REOs and other mid-management level staff to make final plans for information flow.

3. Create generic report generator tools

Not yet accomplished (possible drop). This process has been put on hold until there is a MIS Specialist counterpart. Because the MIS will not be sustainable without such a person, it seems an inappropriate use of time to design user interfaces, etc., until a counterpart is hired.

4. Develop information flow process for REOs and Inspectors

In process. Meetings have been held to discuss the best procedures for gathering test results and disseminating information to REOs and Inspectors. Both REOs and Inspectors have received training in the MIS and Scantron. Meetings are planned for the remainder of the year.

5. Train Regional Education Office staff

In process. Staff in all REOs have been trained in the use of the Schools Profile program. Further training in Scantron use is scheduled for the beginning of the next reporting period.

6. Develop procedures for acquisition and management of new data sources

In process. This is an ongoing process as new data sources are brought on line. For example, after the TSC personnel system was computerized, arrangements were made for regular updates from the TSC data base to the MIS data base. We are now working on acquisition of first grade

student achievement data through Scantron data capture at the end of the first term. Student achievement data will then be captured routinely at the end of each year.

7. Data entry - annual survey

Accomplished. All of the returned surveys from the schools were delivered to the MIS office by the CSO by the end of August. By mid-September all the new data had been entered into the MIS data base.

8. Produce Swaziland Education in Pictures

In process. The graphs or "pictures" have been produced. We now need to assemble them into a format that will be useful to consumers.

9. Provide input into the establishment and management of a TSC data base

Accomplished. The data base was designed and established in October with the help of consultants Johnson and English. (See Inputs.) The data is being updated routinely.

10. Support training of TSC data entry operators

Accomplished. Three data entry operators were trained by the MIS specialist. Initially, the specialist monitored their work. Now she is available to answer questions, to troubleshoot problems and to provide support as needed.

11. Establish procedures for disseminating TSC data to MIS

Accomplished. Data is regularly transferred from the updated TSC data base to the MIS data base.

12. Develop tool/procedures for Scantron answer sheet design

Accomplished. Dr. Johnson completed this phase of his work in October.

13. Train Regional Education Office staff in Scantron

In process. Initial training is scheduled for the third week in March, with a follow-up session in April. All REOs have identified staff to be trained. Training materials are developed.

14. Monitor Scantron scoring of national test

Not yet accomplished. The first national scoring exercise is scheduled for April, 1993.

15. Analyze results of national test

Not yet accomplished. See task 14.

16. Generate research-appropriate subjects

In process. One research project is currently being supported by MIS - a study of the Book Rental Scheme. A second research project is in the early planning stages - a study of teacher behaviours relating to student achievement in classes employing CA.

17. Manage research study

In process. See task 16.

ORGANIZATIONAL DEVELOPMENT

1992
Aug Sep Oct Nov Dec Jan Feb Mar
1993
Apr May Jun Jul Aug

Improving Operations

1. Establish processes for implementing DP study (particularly CA)
2. Prepare plan for 1993 enrolments and teacher supply



Use of Analysis and Research

Preparation of Policies & Procedures

3. Promulgate regulations for certification of heads of school
4. Review factors relating to student achievement
5. Strengthen processes for implementation of continuous assessment & remediation



Extend Organizational

Development Efforts

6. Support preparation of 1993/94 budget
7. Coordinate planning for implementation of budgeted programmes and projects



Create a Movement for Educational Development

8. Plan and develop media campaign
9. Conduct media campaign



ORGANIZATIONAL DEVELOPMENT

1. Establish processes for implementing DP study (particularly CA)

Accomplished. The purpose of this study was to establish how decisions are made and then to assist MOE with implementation of programmes in key decision areas. Subsequently, Decision Process Seminars were held with the objective of identifying critical programmes that would assist MOE to build a more efficient system. Plans of action were developed. Of particular interest to EPMT are those areas that concern project components, hence the emphasis at this point on continuous assessment. The DP seminar's plan of action called for a survey of student performance. In December, 1993, baseline data for Grade 1 were generated and the process for undertaking this work established. The procedures for analyzing continuous assessment records are being developed. This item on the work plan should not require further organizational development input.

2. Prepare plan for 1993 enrolments and teacher supply

In process. MIS data were made available to the Planning Unit to assist with forecasting enrolments for 1993. It would appear that this school year Regional Education Officers were able to support new enrolments without the attendant public outcry (particularly in the media), a common event in recent years. Work on forecasting teacher supply is complete and awaiting further MOE planning action. Support to the latter activity is foreseen in the period May - June, 1993.

3. Promulgate regulations for certification of heads of schools

In process. The regulations have been drafted and discussed at several fora in MOE. The teachers' and headmasters' associations have also participated in discussions. The Chief Inspector (Primary Education) and the Executive Secretary of the Teaching Service Commission have both expressed strong interest in promulgation. It is hoped that the Director of Education will forward the draft to the Attorney General's Office during the next reporting period.

4. Review factors relating to student achievement

Accomplished. Dr. Richard Johnson's study highlights variables directly

related to student achievement, as derived from the 1991 school census. Recommendations were limited to priorities in spending. These priorities have been taken into account and have contributed to executive policy change. Firstly, the widely differing situations from region to region have been recognised and are now featuring in the provision of housing, classrooms and furniture. Secondly, the MOE is now more than ever concerned with improving the use of internal school funds a factor which is also receiving more public media attention. Thirdly, although the MOE itself is not earmarking libraries for special attention, MIS has provided information to Fundza, a non-governmental organization dedicated to supporting the development of school libraries. Lastly, the electrification of schools, although a reality for only a small minority of schools, is under way and now features in the regular capital works programme of the MOE.

5. Strengthen processes for implementation of continuous assessment and remediation

In process. This activity has been brought forward and will extend beyond the next reporting period into year five. The input envisaged is in the form of a campaign to gain the support of parents, head teachers and school personnel. Materials for the first series of parents meetings to be conducted by head teachers has been produced and are expected to be in schools in March.

6. Support preparation of 1993/94 budget

Accomplished. This work has been under way since August and culminated in the Planning and Budget Committee meeting in December, 1992. The budget preparation processes are now fairly well established.

Regional Education Officers participated fully in the process, enhancing their capacities to influence educational development in their regions. This is an obvious area where the Project is reaching down to a lower level of decision makers, empowering them to improve efficiency in the system.

With regard to reduction of disparities, primary education's share of the capital budget is increasing overall. It is estimated that approximately 22% of the budget will go to primary education as opposed to 25% for secondary and 53% for all tertiary institutions (technical/vocational,

university and teacher training). In previous years the percentage spent on primary education has been in the single figures.

Primary teachers' houses, classrooms and school furniture are allocated larger absolute amounts now as compared to the secondary level. This is an indication that priority is being increasingly given to basic education.

MIS data provided by the mapping study has also made it possible to develop a project for the accelerated provision of teachers' houses, focused on geographic disparities and providing a blueprint for allocating resources to disadvantaged areas in the first instance.

The study on school furniture also highlights disparities between schools. The result is a policy recommendation that schools with no furniture and schools with high pupil/desk ratios should receive priority in the allocation of new desks. Rural and remote schools should be assisted with transport to gain access to the repair facility at Emlaladini.

7. Coordinate planning for implementation of budgeted programmes and projects

In process. This work should be completed by beginning of April, when the new fiscal year begins.

8. Plan and develop media campaign

Not accomplished. The Principal Secretary has indicated that it would be preferable to begin a public information campaign with a national symposium on education. Since the symposium itself has been postponed several times, it is deemed prudent at this time to remove the media campaign, and the following item, from the work plan for year four. Instead efforts will be devoted to working with the Principal Secretary on the symposium. In the meantime, a programme to reach all parents of Grade 1 children through school heads is under way in support of continuous assessment.

9. Conduct media campaign

Not accomplished. See task 8 above.

CAREER GUIDANCE

	1992				1993								
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
1. 3 week US study tour - Acting Dir. ETGPS								■					
2. Program. support for study tour strat. support for SA regional guidance workshop								■					
3. Career infusion workshop for LITs									■				
4. 2-week upgrading workshop for ETGPS staff										■			

CAREER GUIDANCE

1. Three week U.S. study tour for Acting Director, ETGPS

In process. Plans for this tour are well advanced. Both the Ministry of Education and USAID have given their consent.

2. Program support for study tour; strategic support for South Africa regional guidance workshop

Not yet accomplished. Scheduled for March.

3. Career infusion workshop for LITS

Not yet accomplished. Scheduled for April.

4. 2-week upgrading workshop for ETGPS staff

Not yet accomplished. Scheduled for April.

SECTION VII

**PROPOSED MODIFICATIONS
TO THE YEAR 4
WORKPLAN**

We propose the following changes to the approved work plans. Revised Gantt charts reflecting these proposals follow.

CONTINUOUS ASSESSMENT

3. Train CA staff to write programmed learning (PL) modules and use peer group learning (PGL) for training.

Add task as shown. Given the large numbers of teachers and head teachers that needed to be trained, the relatively small corps of trainers, and the short period of time available for the initial training workshops prior to CA implementation in Grade 1, it was doubtful whether the traditional lecture method would be the most efficient way to deliver training in the CA Programme. An alternative method had to be found that would enable the trainees themselves to take on a more active role in the training process, thereby optimizing time on task and minimizing dependence on lecturers. Systematically-designed, self-contained training materials would have to be made available to both the trainers and trainees to minimize the likelihood that the CA "message" gets distorted or is quickly forgotten. The PL modules that the CA staff were thus trained to write and the PGL strategy they were trained to use produced encouraging results after being tried out with the regional trainers and, after correcting typographical errors, were used in the implementation workshops last January.

4. Write CA training modules.

Add task as shown. The CA Unit wrote five self-contained programmed learning modules to be used for all CA implementation training workshops. These were organized into a Handbook for Continuous Assessment and Remediation.

7. Train 535 LITs & 80 Gr. 1 teachers

Formely task 5. Revise task to read "Regional Trainers train head teachers and Grade 1 teachers." This corresponds to the modified training strategy explained earlier in this report.

8. Train all Gr.1 teachers through LITs

Formerly task 6. Drop task in accordance with the modified training strategy explained earlier in this report.

18. Assist in NCC-TTC/UNISWA collaboration

Formerly task 17. Revise dates to April. A meeting with representatives of the TTCs and UNISWA is tentatively planned for April 21st. This is a few weeks earlier than the original schedule.

HEAD TEACHER MANAGEMENT TRAINING

1. Train 200 head teachers

Revise dates to add August (1992) and March, and drop February and August (1993). The course for the 200 head teachers in Cycle Two began with a two-week session on Money Management, held during August and September, 1992, as shown in the work plan. The one-week session on Personnel Management, originally scheduled for mid-February, was changed to mid-March in order to accommodate the T.O.T. Money Management course for the new trainers.

1a. Prepare training teams

Revise dates from February to March. The preparation of the training teams changed from February to March, to be in line with the revised training time.

1b. Evaluate 200 head teachers

Revise date from February to March. The evaluation of the head teachers changed from February to March, to be in line with the revised training time.

1c. Materials preparation

Revise date to add January and February. Due to a considerable amount of editing and re-typing in the revision of the training materials, the time spent in this activity was longer than originally estimated. Also, during February the Management Training Team spent some time re-writing tests for machine-scoring (Scantron).

2a. Hire TOT consultants

Revise dates to February and June. Hiring a consultant for Money Management was delayed by the requirement to obtain three bids (see below). Arrangements to hire Dr. Harold Bergsma for the remaining training were postponed one month to better coordinate with the INSET schedule.

2b. Train trainers, inspectors, POMI

Revise task to read "Train trainers, inspectors, POMI". Revise dates to June and July. The first training session, originally scheduled for October, 1992, was postponed because the three bids for a Training Consultant could not be obtained in time to hold the training before exams began in schools. Once exams began, the proposed trainers (inspectors and head teachers) were not available until February, since they participated in CA training in January.

3. Enhance CA and Career Guidance supervision

Revise dates to add October, January, March, April and May, and to drop February. The changes in the Gantt chart show that the amount of time originally planned for this activity actually doubled, indicating an increased commitment and support for Continuous Assessment. In September, during the Money Management Training, time was allocated to orient the participating Head Teachers to Continuous Assessment. During October, all the INSET and inspector trainers participated in a one-week training Regional Training Teams conducting the training of all Grade 1 teachers and all head teachers.

5. Provide incentive programme, trip

Add dates: August (1992), September, March. During the compilation of the work plan, the dates for the educational tour had not been set. It is now planned for 1993. The incentive programme was finalized and came into effect at the beginning of Cycle Two training in August/September, 1992.

6. Salaries to management trainers

Add date: July. This corrects an omission in the work plan.

MANAGEMENT INFORMATION SYSTEMS

4. Develop information flow process for REOs/Inspectors

Revise dates to January - June. The beginning of the process was delayed until the basic data collection and input procedures were established. Meetings with REOs have begun and it is anticipated that by June the REO/Inspector portion of the information loop will be clarified and procedures established.

8. Produce Swaziland Education in Pictures

Revise dates to February - April. The graphs were produced in February and it is anticipated the final product will be available by the end of April.

13. Train Regional Education Office staff in Scantron

Revise dates to March - April. The training was delayed until the first grade teachers were trained in preparing Scantron cards. As the first test of Scantron process will be scoring of the end-of-term tests in April, REO staff training will begin in March.

14. Monitor Scantron scoring of national test

Revise date to April. The first national scoring of tests using the Scantron will take place in April.

15. Analyze results of national test

Revise dates to May - June. The first national testing will be done in April.

17. Manage research study

Revise dates to March - July. The first study, a review of the School Books Rental Scheme, will begin in March.

ORGANIZATIONAL DEVELOPMENT

1. Establish processes for implementing DP study (particularly CA)

Revise task to read "Establish processes for sharing insights derived from various reports." Revise dates to March - August. The original task was limited in its conception. Since the Decision Process Study, much has been accomplished in achieving a greater understanding of the workings of the system as reflected in the Section IV, Outputs under the heading "studies of specific issues of basic education in Swaziland." It is apparent, therefore, that there is now much more to share with officials on the subject of what has already been learned. In consequence, this task has been broadened to accommodate sharing the results of the modelling work undertaken, as well as those of various other studies. In addition, it is hoped that greater insights will lead to greater questioning of other aspects of basic education.

2. Prepare plan for 1993 enrolments and teacher supply

Revise task to read "Assist teacher supply planning." Revise dates to May - August. Enrolments planning and teacher forecasts are completed activities. What remains to be done is to assist the MOE to appreciate the need for increasing teacher supply and to develop plans accordingly.

3. Promulgate regulations for certification of heads of schools

Revise dates to May - June 1993. Continued advocacy, particularly with the Director of Education, is necessary.

5. Strengthen processes for implementation of continuous assessment and remediation

Revise task to read "Support campaign to reach Grade 1 parents, gatekeepers and school personnel." Revise dates to March - August. This activity has been brought forward, but is expected to continue into Year 5, when it will be broadened to reach Grade 2 parents.

8. Plan and develop media campaign

Revise task to read "Plan national symposium." Revise dates to March - April.

9. Conduct media campaign

Revise task to read "Conduct national symposium." Revise date to May.

CAREER GUIDANCE

4. 2-week upgrading workshop for ETGPS staff

Revise date to April - May.

CONTINUOUS ASSESSMENT (YEAR 4, REVISED)

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
1. Complete Gr.1 pilot testing		█										
2. Print & distribute Gr.1 mats for nationwide implementation								█				
3. Train CA staff to write PL module & use PGL for training		█										
4. Write CA training modules		█										
5. Train regional trainers for Grade 1			█									
6. Conduct tests for Gr.1 baseline data					█							
7. Regional trainers train HTs & Gr.1 teachers					█							
8. Conduct 1st term test and data analysis						█						
9. Develop Grade 2 & 3 pilot materials		█							█			
10. Train Gr.2 & 3 pilot teachers								█				
11. Pilot test Grade 2 & 3 materials									█			
12. Hold 1-day seminars for subject panels					█					█		
13. Hold test development workshops for developing workshops for Gr 4 & 5							█					
14. Develop & LVR prototype Gr 4 & 5 mats							█					
15. Send 2 6 months interns		█										
16. Send 1 MA trainee		█										
17. Select 2 2 month interns								█				
18. Assist in NCC-TTC/UNISWA collaboration									█			

HEAD TEACHER MANAGEMENT TRAINING (YEAR 4 REVISED)

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
1. Train 200 head teachers													
1a. Prepare training teams													
1b. Evaluate 200 Head Teachers													
1c. Materials preparation													
1d. Management training staff seminars													
2. Train trainers, inspectors													
2a. Hire TOT Consultants													
2b. Train trainers, inspectors, POMI													
3. Enhance CA and Career Guidance supervision													
4. Publish training modules													
5. Provide incentive programme, trip													
6. Salaries to management trainers													

MANAGEMENT INFORMATION SYSTEMS (YEAR 4, REVISED)

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
1. Develop data base update procedures	██████████	██████████	██████████	██████████	██████████								
2. Develop management of info. flow procedures				██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████
3. Create generic report generator tools		██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████
4. Develop info. flow process for REOs/Inspectors						██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████
5. Train Reg. Ed. Office staff							██████████	██████████	██████████	██████████	██████████	██████████	██████████
6. Develop procedures for acquisition and management of new data sources			██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████
7. Data entry - annual survey		██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████
8. Produce Swaziland Education in Pictures							██████████	██████████	██████████	██████████	██████████	██████████	██████████
9. Provide input into establishment & management of TSC data base	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████
10. Support training of TSC data entry operators			██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████
11. Establish proc. for disseminating TSC data to MIS						██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████
12. Dev. tool/procedures for SCANTRON ans.sheet design		██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████
13. Train Regional Ed. Offices staff in SCANTRON								██████████	██████████	██████████	██████████	██████████	██████████
14. Monitor SCANTRON scoring of national test									██████████	██████████	██████████	██████████	██████████
15. Analyze results of national test										██████████	██████████	██████████	██████████
16. Generate research-appropriate subjects									██████████	██████████	██████████	██████████	██████████
17. Manage research study									██████████	██████████	██████████	██████████	██████████

ORGANIZATIONAL DEVELOPMENT (YEAR 4, REVISED)

Aug Sep Oct Nov Dec Jan Feb Mar Apr May June Jul Aug

Improving Operations

1. Establish processes for sharing insights derived from various reports
2. Assist teacher supply planning



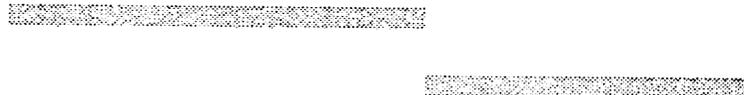
**Use of Analysis and Research
Preparation of Policies & Procedures**

3. Promulgate regulations for certification of heads of school
4. Review factors relating to student achievement
5. Support campaign to reach Grade I parents, gate keepers and school personnel



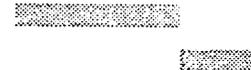
**Extend Organizational
Development Efforts**

6. Support preparation of 1993/94 budget
7. Coordinate planning for implementation of budgeted programmes and projects



Support Preparation and organization of national symposium

8. Plan national symposium
9. Conduct national symposium



CAREER GUIDANCE (YEAR 4, REVISED) Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug

1. 3 week US study-tour - Acting Director ETGPS



2. Program support for study tour, strategic support for SA regional guidance workshop



3. Career infusion workshop for LITS



4. 2-week upgrading workshop for ETGPS staff



SECTION VIII
ISSUES AND RECOMMENDATIONS

CONTINUOUS ASSESSMENT

1. Issue: A number of schools were not prepared for CA implementation during the January workshops because the head teachers and/or Grade 1 teachers did not attend. An estimated 104 head teachers and 162 Grade 1 teachers across the country have not been trained.

Recommendation: Hold special, make-up training workshops for these teachers before the end of Term 1, probably in April.

2. Issue: The CA staff had great difficulty meeting production schedules, particularly since the workload has doubled with the move to a two-grade-per-year development schedule.

Recommendation: The two Peace Corps Volunteers now assigned to the CA Unit should help alleviate this problem. If not, other measures should be considered, especially since the CA Adviser and one of the PCVs will leave Swaziland in a few month's time. One possibility would be to recruit another two-year PCV from January, 1994.

HEAD TEACHER MANAGEMENT TRAINING

3. Issue: The arrangement whereby four INSET CA Team Leaders have been working for the CA Unit two days per week has succeeded in giving them a good understanding of the whole CA process, as well as in providing much-needed assistance to the CA production process. However, the pressures of CA work have necessitated their spending extended periods in CA materials development. This has caused hardships for INSET, which faces its own staffing problems.

Recommendation: Representatives of CA and INSET (for example, Acting Director/NCC, Acting Director/INSET, CA Coordinator, Head Teacher Training Coordinator, CA Adviser) should meet to review the situation and agree a workable schedule for the INSET CA Team Leaders.

4. Issue: As has been pointed out in previous reports, INSET's responsibilities and areas of involvement are increasing. Thus it was recommended that MOE should provide INSET with improved facilities, budgetary responsibility and increased staffing to meet its expanded role. This has not happened, and valuable, trained personnel have been lost to the unit.

Recommendation: MOE and other responsible ministries should give urgent attention to formalizing INSET as a separate responsibility centre, with its own Director and Deputy Director, to bringing its professional staff salaries up to par with the NCC and the Inspectorate, and to appointing INSET counterparts for the Peace Corps Volunteers at the TIDCs.

5. Issue: Whereas the recipients of head teacher management training have been very positive and pleased with the courses that they have received, they have consistently asked for further and/or longer training. This need has been confirmed in the formative evaluation studies of the P.O.M.I. courses.

Recommendation: Training in the field for head teachers should be increased. INSET should investigate the possibility of incorporating this training into its on-going in-service training programme, and MOE should provide the necessary support (including budget and transport) to make this possible.

6. Issue: The Project Agreement includes a Special Covenant (Section 5.2, page 6), which states; "After completion of the study to assess the needs for headmaster training, the Grantee shall adopt and implement appropriate selection criteria and procedures for the appointment of headmasters to their posts." The revised standards for head teachers, which were drafted in 1992 and which would meet this obligation, have not yet been forwarded to the Attorney General for action.

Recommendation: MOE should forward the revised standards to the Attorney General at the earliest possible date.

7. Issue: Another unmet obligation from the Project Agreement concerns the construction of three new TIDCs. EPMT has funds to help equip these facilities, but a condition precedent (Section 4.2, pps. 5-6) requires the following: "Prior to any disbursement of A.I.D. funds under the Grant, or to the issuance of commitment documents pursuant to which disbursement may be made to finance equipment and furnishings for each of the three Teacher Innovation Development Canters (TIDC's) to be developed under the project, the Grantee shall provide, in form and substance satisfactory to A.I.D., evidence that the Grantee has committed sufficient resources, including funds, for the construction of each respective building and evidence that construction has begun." The Amplified Project Description (p. 19) lists "the cost of ... construction

of three TIDCs" as one component of the GOS contribution to the project. Yet it appears that another fiscal year will end in March with no sign of approval for this project, let alone the start of actual construction.

Recommendation: GOS, at the earliest possible date, should solve all remaining problems associated with the construction of new TIDCs, present a realistic time line for their construction, and initiate actual work on at least one new TIDC. If this does not happen in the relatively near future, MOE and USAID should enter into discussions about reprogramming the funds originally allocated for TIDC commodities, and GOS should make alternative plans for meeting its expenditure obligations under the Project Agreement.

MANAGEMENT INFORMATION SYSTEMS

8. Issue: There is no MIS Specialist counterpart. Although the MOE has established that this position should exist and has designated it as a Maths Inspector's post, the position has not been filled. The MOE has indicated for the last four months that the filling of the position was imminent. The MIS Specialist is scheduled to finish in January, 1994. Unless a counterpart is appointed soon, there will be insufficient time for training.

Recommendation: MOE should take urgent steps to complete the hiring process and recruit a suitable MIS Specialist.

CAREER GUIDANCE

9. Issue: It has become clear during this reporting period that the NCC is unlikely to be able to keep to the revised schedule and prepare the new Grade 7 Social Studies textbook for national distribution in 1994. A second delay, until 1995, seems almost inevitable. This will have a serious negative impact on the project's ability to make measurable progress towards its fifth EOPS indicator before EPMT ends in 1996. The alternative strategy proposed in the Year 4 work plan has proven infeasible in practice. The costs of printing and distributing the guidance unit separately would be too high, and the likely impact of the unit in isolation from the new textbook and syllabus too low, to make the effort worthwhile.

Recommendation: MOE should make every effort to distribute the Grade 7 Social Studies textbook at the earliest possible date.

ORGANIZATIONAL DEVELOPMENT

10. **Issue:** More discussion on policy-related issues is necessary. There are two mutually supportive mechanisms in place: a) a growing body of knowledge concerning the growth and behaviour of the education system, and b) regularly scheduled meetings, which do occur.

Recommendation: The MOE should facilitate more discussions at various levels of the system on subjects of a policy nature. The objective should be to provide a forum for mutual-information sharing among senior personnel in MOE as well as contribute towards the policy development process. Greater use should be made of meetings to introduce topics that have been researched recently, analyses that have been undertaken and reports that have been produced. This approach should impact the system by fostering common knowledge of major issues, assessment of various options for the road ahead and, finally the strategies necessary for tackling these issues in a coherent, planned and sustained manner.

11. **Issue:** The MOE lacks consensus on broad goals and strategies.

Recommendations: Every effort should be made to articulate the broad goals within a conceptual framework understood by all in senior decision-making positions. For instance, the central theme of improving student achievement through mastery learning and remediation, using continuous assessment techniques, should be broadly appreciated by all, and every effort should be made to communicate this new initiative to teachers, students and parents.

GLOSSARY

GLOSSARY

CA	Continuous Assessment
CG	Career Guidance
CSO	Central Statistics Office
DIES	District In-Service Educators
DP	Decision Process Study
EOPS	End of Project Status Indicators
EPMT	Educational Policy, Management and Technology Project
ETGPS	Educational Testing Guidance and Psychological Services
GOS	Government of Swaziland
IIR	Institute for International Research
INSET	In-Service Educational Training Unit
LITS	Local In-Service Teachers
MIS	Management Information Systems
MOE	Ministry of Education
OD	Organizational Development
PCV	Peace Corps Volunteer
POMI	Personel Management, Organizational Development, Money Management and Instructional Leadership
REO	Regional Education Office/r
RPU	Research and Planning Unit
TA	Technical Adviser

TIDC	Teaching Innovation Distribution Centre
TOT	Training of Trainers
TSC	Teaching Service Commission
TTC	Teacher Training College
USAID	United States Agency for International Development

APPENDICES

APPENDIX I

**UNIVERSITY OF MASSACHUSETTS
SUB-CONTRACT REPORT**



UNIVERSITY OF MASSACHUSETTS
AT AMHERST

Laboratory of Psychometric and
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DATE: February 17, 1993

TO: Phil Christensen
Chief of Party
EPMT Project

CONCERNING: Six-Month Progress Report (August 1, 1992 to February 28, 1993)

I am pleased to be submitting our six-month progress report (actually seven months, to accommodate a new schedule of report preparations). I have prepared this report a few days before the completion of the time period so that it can be sent with the interns who will be returning to Swaziland tomorrow. As per your request, I have organized the report into two sections: Continuous Assessment and Internship Program. I have also organized the material in each section into two sub-sections: Description of Activities and Recommendations.

Continuous Assessment

Description of Activities

We completed a number of technical activities on the project since August 1 of last year:

1. The last six-month progress report was completed and submitted on August 5, 1992.
2. We completed an analysis of the item response data available on the grade 1 term one tests in the areas of English and mathematics and prepared a report. This report also included an analysis of the test reviews that were prepared by various NCC staff and the EPMT staff. In sum, the tests appeared to be in good shape, and we wrote this in our report submitted in early December.
3. Working closely with the interns, we were able to assist in the completion of multiple drafts of the grade 3 English and mathematics item specifications, tests, and test manuals. This was one of our three major activities in this seven month time period. We met on a regular basis with the interns to edit and revise multiple drafts of the materials. Several drafts were also sent to Swaziland and the final versions (and diskettes) were returned to Swaziland with the interns in February. A related product that was produced in this period was a redesigned report form that was tailored to the grade 3 tests. These report forms are contained in the grade 3 test manuals and should provide a model for the preparation of future report forms.

4. Professor Hambleton conducted two test development workshops for grades 4 and 5 teachers and headmasters in Swaziland from January 18 to 29th. In addition, considerable time was spent prior to the workshops preparing a 55 page handout and overheads, and preparing lecture notes.
5. Considerable time was spent in this period working on the Teacher's Handbook on Testing. After reorganizing the proposed content, I now anticipate the production of six modules. We adopted the same basic format used by Dr. Pasigna in preparing the first three modules. These were submitted to Aida and the continuous assessment staff in October of 1992. We also began work on three additional modules which are scheduled for completion in the summer of 1993. The next three modules will address: preparation and review of performance item specifications, test assembly, and standard setting, and reporting and using test scores.
6. We prepared reviews of the grade 2 English and mathematics terms 1 and 2 tests and manuals, and submitted this review material to the CA staff (through the Swazi interns when they returned to Swaziland at the end of February). During my consultancy in Swaziland, I prepared a review of the term 3 tests and manuals and discussed my review with the staff.

Recommendations

1. We seem to have an effective plan for preparing tests at UMass and it should be continued, essentially as is. Now that we have the process worked out and lots of good examples, the next two interns and the UMass team may be able to produce more than three tests and associated test manuals. I might add that the January workshops produced a considerable amount of material that should be helpful to the first group of two-month interns and to the third group of six-month interns.
2. There is a need to co-ordinate the production of the two handbooks in the works by the continuous assessment staff and the UMass team. We will try to facilitate the co-ordination by revising our materials, whenever possible, to fit the language and style used by the continuous assessment team. To some extent, we have already had our influence through their participation at the testing workshops.
3. The production of lists of mathematics and English objectives should be improved. Grade level lists of objectives should be finalized well in advance of the workshops where they will be needed. It is imperative that the objectives the instructor and workshop participants work with are carefully and clearly written and reflect the best thinking about the objectives at the time of the workshops. I might add that it is a good time too to take an additional look at the existing English and mathematics objectives in grades 1 to 4 to determine the extent to which they describe comprehensive curricula

for the schools. Basically, I think they are fine but they seem uneven in their breadth and there may be gaps such as in the areas of study skills and phonetic analysis in English and problem-solving in mathematics.

4. We continue to recommend that all item specifications, tests, teacher test instructions, and scoring keys, be sent to UMass for review prior to pilot test administrations.
5. Our first three modules should be required reading by CA staff and in-service staff. I am certain that a careful reading of these modules will enhance the quality of the test development work.

After completing this section of the report, I reviewed the four recommendations in my last progress report. Of the four recommendations, two are being adequately handled. Progress coordinating the uses of paper and pencil tests and poster tests seems to be well reflected in the two handbooks. Also, procedures seem to be in place for UMass to review any test materials prior to their use. This process will be helped when we receive an updated schedule as promised at our January 22nd meeting. To-date, we have not had time to update the grade 1 item specifications to reflect positive changes that were made in the grade 3 materials. This activity may need to be delayed now until the next interns arrive in September. Also, we remain concerned that the development of objective lists is proceeding too slowly to influence our workshop content in any significant way.

Internship Program

Description of Activities

I would like to say at the outset that the two Swaziland interns, Newman Khumalo and Michael Mhlungu, were outstanding in every respect and so we could not have been more pleased. They continued the excellent tradition established the previous year by Tim Nsingwane and Concilia Munro. Newman and Michael are hard-working, intelligent, dedicated, constructive, and positive Swaziland professionals who were a joy to work with. They will be missed at UMass but at the same time, both seem ready to assume positions of leadership in the EPMT project.

Let me briefly sketch out our activities:

1. The logistic arrangements for the interns' visit were handled without major problems.
2. The interns arrived in late August, rested for several days at the university hotel, moved into graduate student housing, and remained there until they departed on February 19. Both housing and eating facilities seemed adequate and certainly cost-effective. We were not aware of any problems that arose. On the contrary, our impression was that these arrangements were excellent and should be repeated with subsequent interns, if at all possible.

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3. The interns worked very hard on several activities: (a) production of item specifications, tests, and test manuals for grade 3 English and mathematics, and assisted in the design of report forms, (b) completed two graduate-level courses (Educational Research Methods, Educational Statistics I), (c) completed a reading program in educational testing practices and criterion-referenced measurement, and (d) visited the Connecticut Department of Education to learn about large scale test development, test processing, and reporting. As an extra assignment, they prepared a paper for Swaziland teachers on the topics of test development and test score use.

Recommendations

1. Continue doing what we are doing! The interns were hard-working and capable, and we were well prepared to handle them and their needs.
2. Now that we have a successful internship program in place, we may be able to accomplish more than the production of term tests at one grade level. The next group of interns will have considerable experience and some materials already available from the January 1993 workshops. We may want to set our sights on the production of four or five tests instead of three.

In preparing this section of the report I also reviewed my two recommendations from the previous report. I am pleased to note that both recommendations were more than adequately handled and attention to these recommendations is the reason for the high level of success with the second group of interns.

APPENDIX II

**SAMPLE MIS INFORMATION
REQUESTS**

(Appendix II? - list of information requests)

SAMPLE MIS INFORMATION REQUESTS

<u>Request</u>	<u>Person/institution</u>
Government schools list	Fire department
Randomly selected schools,	Mbabane Govt Hospital, Eye Clinic
Research criteria, design info.	
Randomly selected schools	Mbabane Govt. Hospital
Randomly selected schools	NCC researcher
Schools list	RPU planner
	TSC
	German medical student doing international study
Teacher characteristics	UNISWA faculty member
Research criteria	Student, UNISWA
Enrolment numbers for storm damaged schools	PS,MOE
Desk numbers, pupil/desk ratios	PS,MOE
School fees	Researcher
School libraries	Charitable organization

REPORTS

Update data on schools by district. Sent to REOs.

Desk study.

Profile of Head teachers.