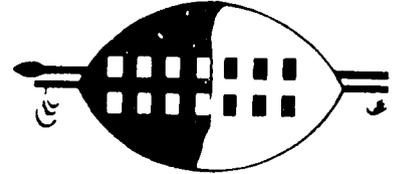


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**FINAL REPORT
OF THE
SWAZILAND PRIMARY CURRICULUM
DEVELOPMENT PROJECT**

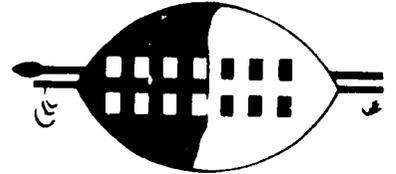


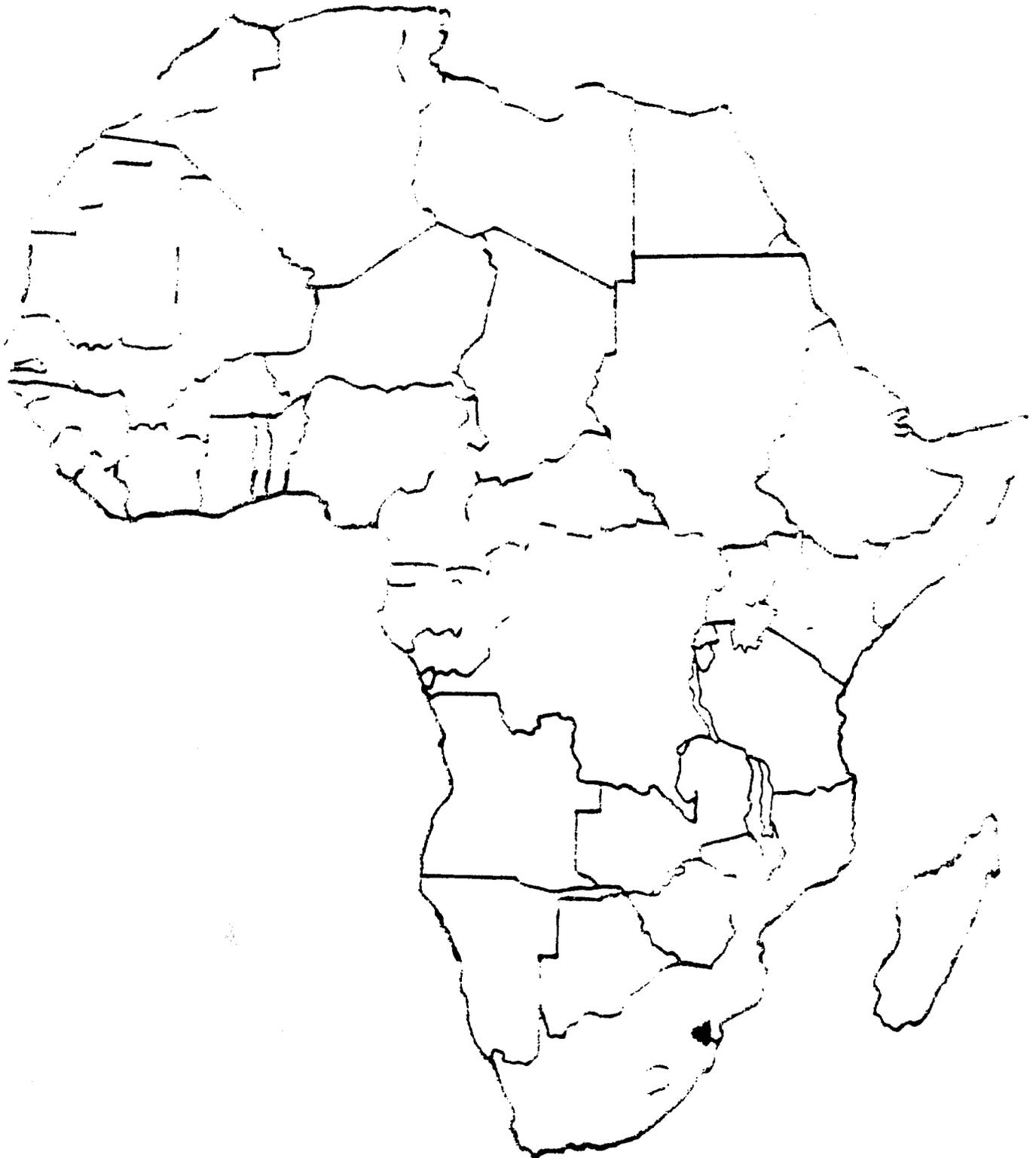
**FINAL REPORT
OF THE
SWAZILAND PRIMARY CURRICULUM
DEVELOPMENT PROJECT**

**SUBMITTED IN COMPLIANCE WITH
CONTRACT AID AFR-c-1172**

**BY THE CONTRACTOR
EASTERN MICHIGAN UNIVERSITY**

FEBRUARY, 1984







EASTERN MICHIGAN UNIVERSITY
OFFICE OF THE PRESIDENT

Siyanivusela nine bekunene.

It has been over eight years since Eastern Michigan University signed the contract with the Agency for International Development and began the Swaziland Primary Curriculum Development Project. During the intervening years, a great deal has been accomplished.

Curriculum textbooks, teacher's guides, handbooks and other educational materials have been developed and are now in use nationwide. We are very proud to have participated in the development of a new curriculum that is relevant to the needs of Swaziland. In particular, we are very proud to have assisted in the development of the first SiSwati texts and in integrating practical subjects into the curriculum.

Educators and support staff have received formal and on-the-job training through the project. This training has ranged from graduate studies in the United States to locally arranged typing classes.

A complex of buildings has been built during the past eight years, including the National Curriculum Center, Production Center, four T.I.D.C.'s and six houses. These buildings are now a part of the educational infrastructure in Swaziland.

Eastern Michigan University has benefited greatly from its association with Swaziland. On the campus, Swazi educators have enhanced the classroom and cultural environment. Faculty members who served as project staff have incorporated this experience into their teaching and research activities.

As the project ends and the last adviser returns to campus, let me assure you that Eastern Michigan University will always welcome its friends from Swaziland.

Ningadzinwa nangemuso

Salani kahle

John W. Porter



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SUPPLEMENT
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**EASTERN MICHIGAN UNIVERSITY
CONTRACTOR'S FINAL REPORT OF THE
SWAZILAND PRIMARY CURRICULUM
DEVELOPMENT PROJECT**

**AGENCY FOR INTERNATIONAL DEVELOPMENT
CONTRACT AFR-c-1172**

INTRODUCTION

This is the final report of the contractor, Eastern Michigan University, for the Swaziland Primary Curriculum Development Project (Afr-c-1172). This report will review the project's main accomplishments, highlight persistent problems and make recommendations for future projects in Swaziland or elsewhere in the world.

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Our sincere thanks to all others who have contributed to this project.

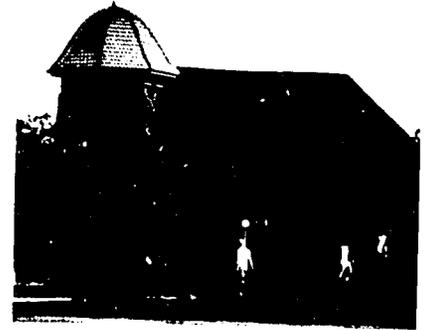
A BRIEF HISTORY OF THE CONTRACTOR: EASTERN MICHIGAN UNIVERSITY

Eastern Michigan University was selected because of its long involvement in teacher education in the United States and overseas.

Eastern Michigan University was established by the State of Michigan in 1849. Its original purpose, as Michigan State Normal School, was to provide instruction "in the art of teaching, and in all the various branches that pertain to a common school education." Michigan State Normal School, later Michigan State Normal College, was the first institution of its kind west of the Allegheny Mountains. It was the sixth normal school founded in the United States.

Eastern Michigan University has had a reputation for excellence and leadership in teacher preparation and in the field of education in general for over 133 years. More than 33,000 Provisional Certificates, 21,130 Life Certificates and more than 16,000 other certificates have been awarded, for a total of more than 70,000. More of Michigan's teachers today are graduates of EMU than of any other institution. New program development has responded to the changing needs of students and society and is grounded in the strength of Eastern Michigan University's history as a teacher training institution. Programs in early childhood education and bilingual-bicultural education are proof of this continuing commitment.

Consistent with its long tradition as a leader in the field, Eastern Michigan University has also committed itself to educational development projects in the Third World and has been active in this arena since the early 1960s. In addition to the Swaziland Primary Curriculum Development Project, EMU has had projects with the People's Republic of China, Venezuela, Pakistan, Somalia, Botswana, and the Yemen Arab Republic.



PROJECT SCOPE OF WORK

Eastern Michigan University's contract with the Agency for International Development (AID) included a two-part scope of work to be implemented by EMU: (A) the establishment of functional systems for curriculum development and (B) counterpart training. Each part will be discussed in turn.

"A. Establishing Functional Systems for Curriculum Development

To achieve the objectives of the project, it is envisaged that the Contractor, under the guidance and direction of the GOS Ministry of Education (MOE), will focus its primary efforts on the development of the skills of the staff of the Primary Curriculum Unit (PCU). The contractor will also be expected to assist the PCU to carry out the following activities:

- 1. Develop and operate a curriculum design and preparation system which includes the design and preparation of prototype materials addressed to national outcomes or educational goals as well as testing and evaluate them prior to large-scale use."*
-

MOE ORGANIZATION

The first step in the development of a curriculum design and preparation system was for the Ministry of Education (MOE) to establish the Primary Curriculum Unit. This was done in 1974.

The Primary Curriculum Unit was initially organized as a part of William Pitcher Teacher Training College. The Director of PCU reported to the Principal of William Pitcher. (Figure 1) in 1978, the PCU was shifted organizationally, so that the Director reported to the Chief Inspector Primary. (Figure 2) The PCU and the Secondary Curriculum Unit (SCU) were combined in 1983. Under the new structure, the Director of PCU has become the Director of the National Curriculum Center (NCC) and reports to the Director of Education. (Figure 3)

STAFF ORGANIZATION

In 1975, the PCU was staffed by five Swazi educators, headmasters and teachers, who were seconded by the MOE. By 1984, the primary curriculum staff at NCC totaled thirty-four including fourteen professional staff members, eight production technicians and an office support staff of twelve.

The staff is organizationally divided into functional divisions including: (Figure 4)

- support staff
- design
- production
- evaluation
- teacher education

All of the staff has received training under the aegis of the project.



FIGURE 1

**ORGANIZATION STATUS
WITHIN THE MOE
1974-1978**

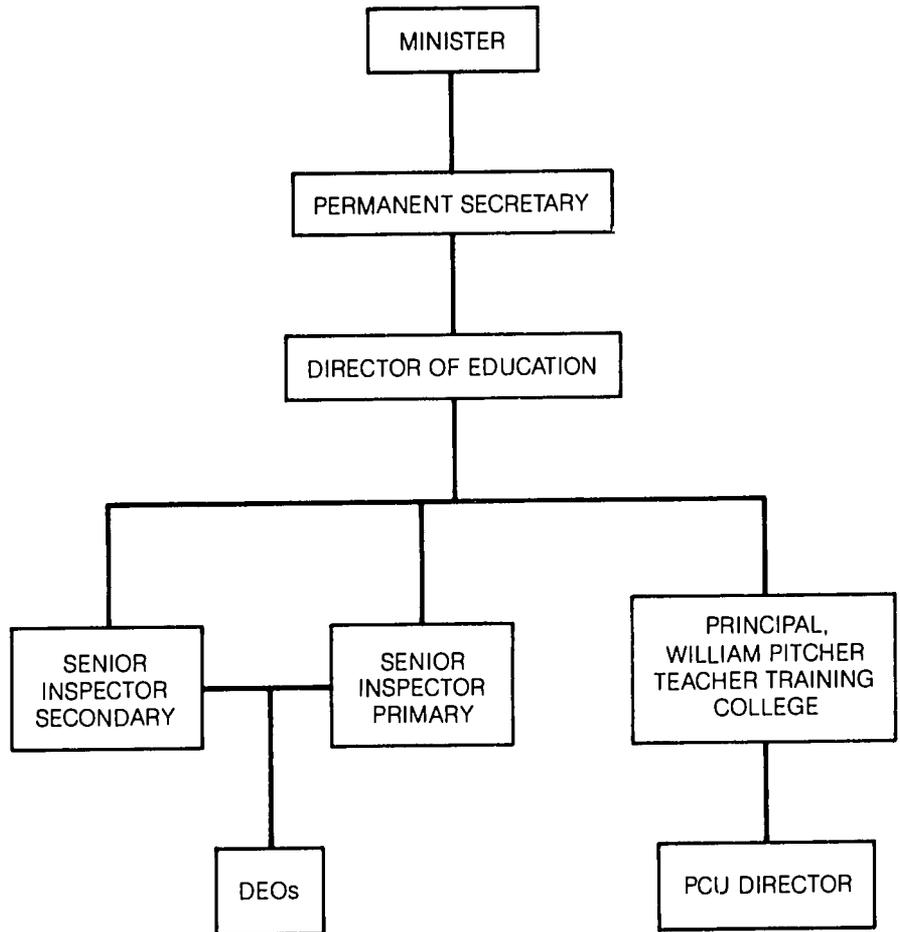


FIGURE 2

ORGANIZATION STATUS
WITHIN THE MOE
1979-1983

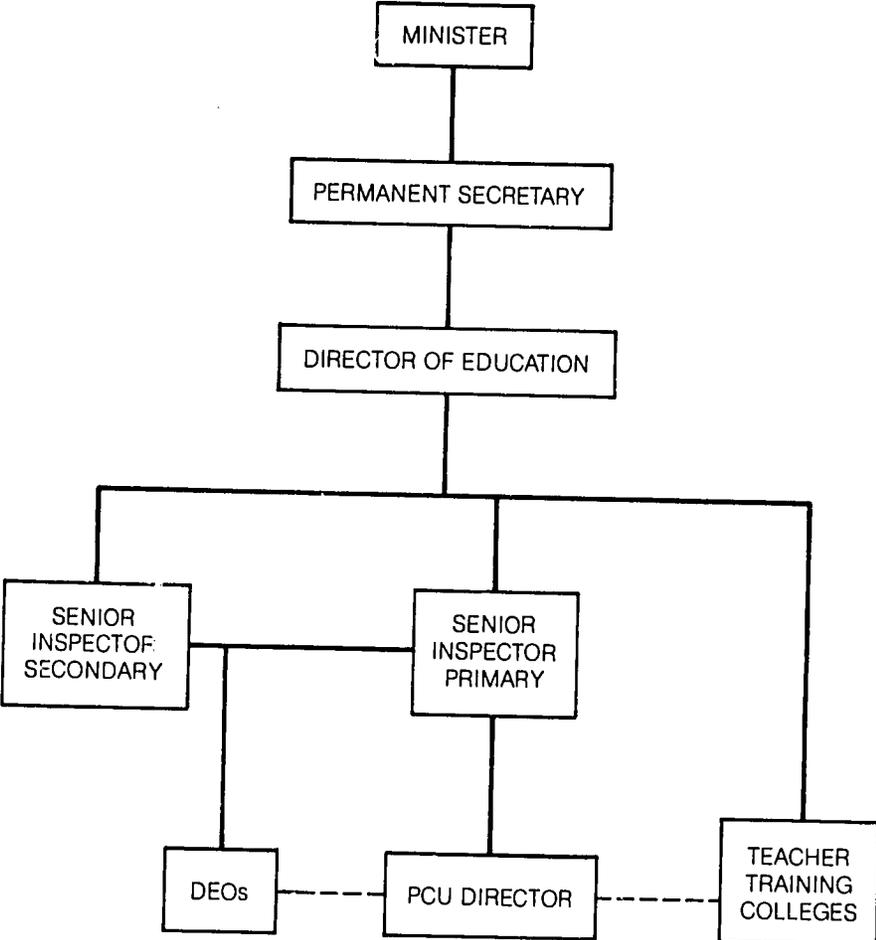


FIGURE 3

**ORGANIZATION STATUS
WITHIN THE MOE
AS OF JUNE 1983**

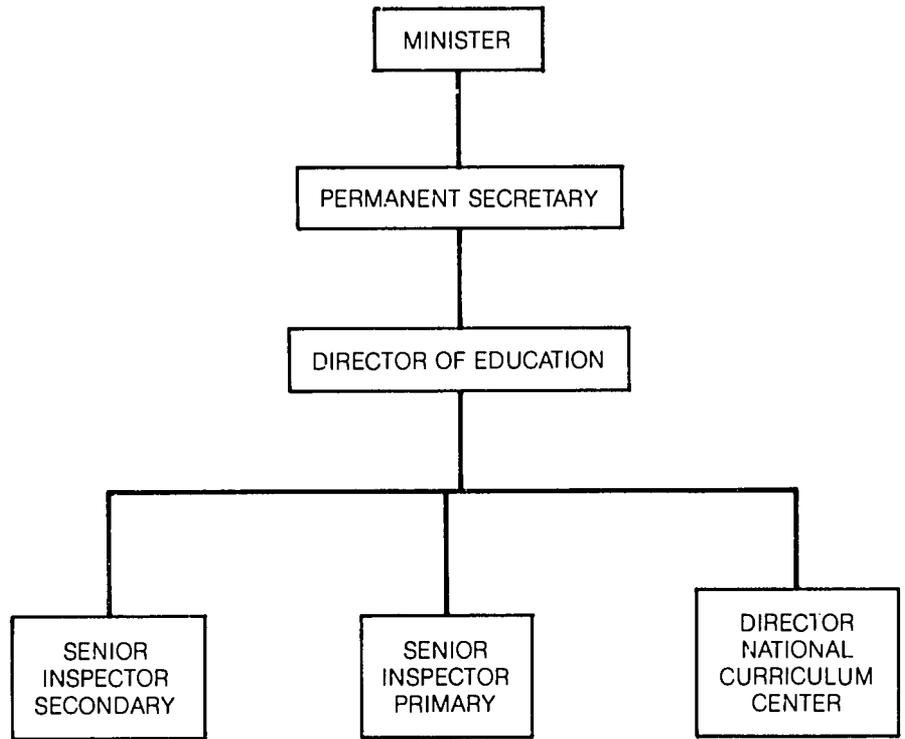
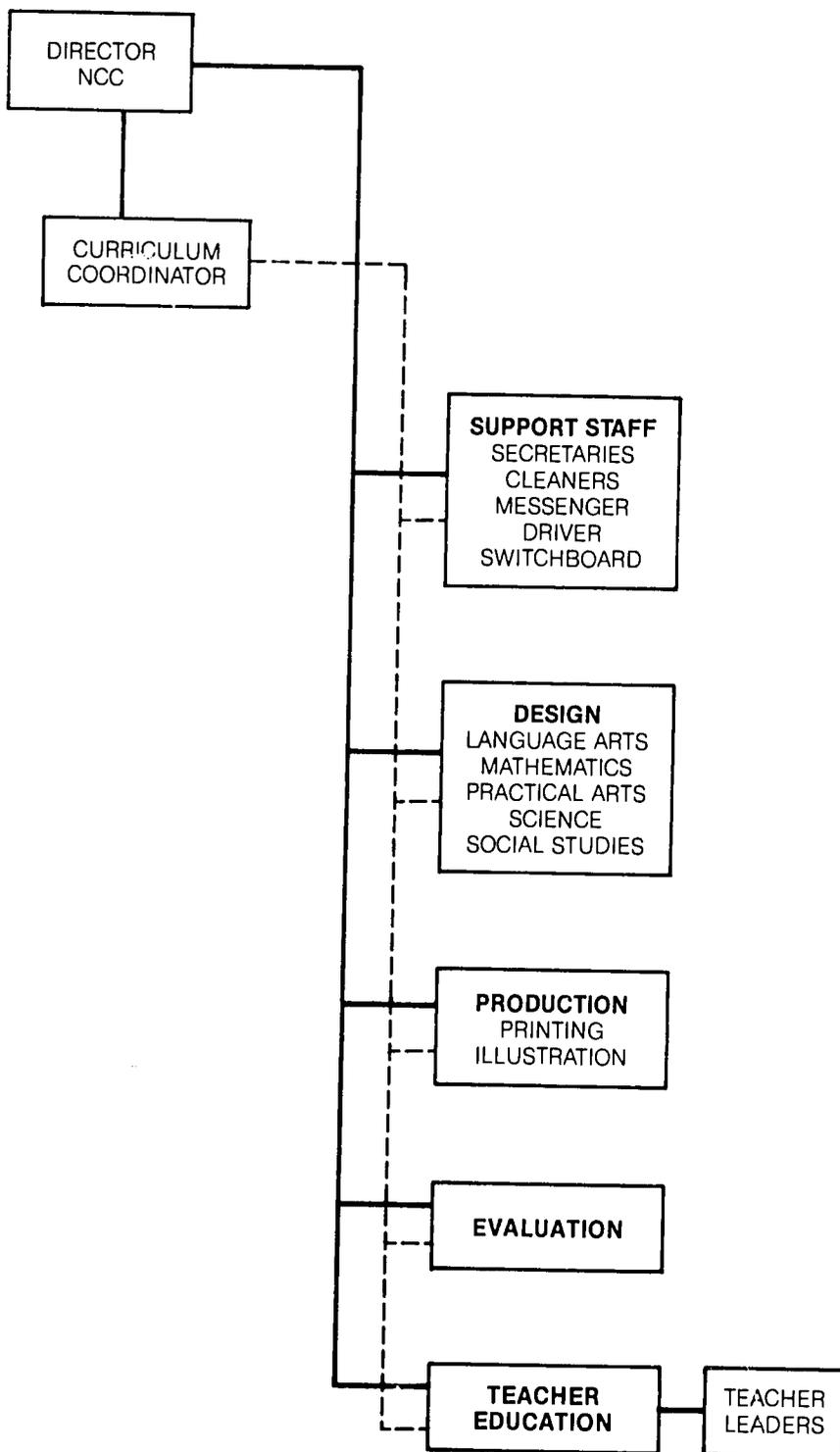
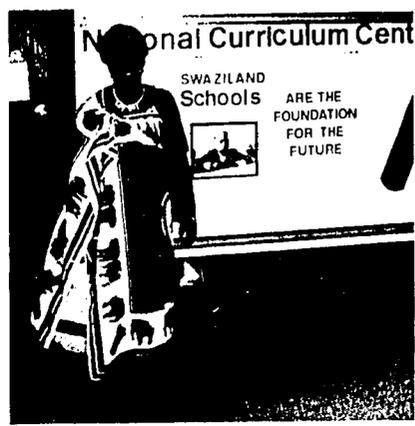


FIGURE 4
NCC ORGANIZATION





Under the guidance of EMU, terms of reference for the entire staff from Director through Messenger were written. (Supplement A) Institutional policies and procedures were implemented to establish administrative leadership and accountability. These included, but were not limited to the following:

- establishing a typing pool,
- developing three-month work projections (expectations) for each component,
- developing of recurrent budget submissions including budget projections for the following two years as well as capital budget submissions,
- providing the MOE with several planning documents including a four-year projection of new posts to be established at PCU,
- providing cost estimates of commercial publication of each grade materials,
- monitoring phone use so that phones are available for official PCU business and not busy with personal calls,
- developing a staff/component display to show interrelationship of components at PCU,
- developing a PCU descriptive display for use in describing the role, purpose and function of PCU,
- developing reporting procedures for each component,
- developing systematic agenda and procedures for staff meetings,
- establishing a sign-out system that allows the receptionist to know the whereabouts of staff,
- holding staff meetings to sort out and determine solutions to long-standing problems and issues,
- establishing regular liaison with MOE through phone contact and meetings,
- holding meetings with civil service staff to relay GOS regulations and expectations,
- monitoring of staff salary payments and taking steps to ensure that individuals receive promised salaries for new degrees, non-paid work and temporary wages,
- writing management reports for all staff and panel meetings,
- establishing procedures for determining specifications for commercial publication of PCU materials.

PHYSICAL PLANT

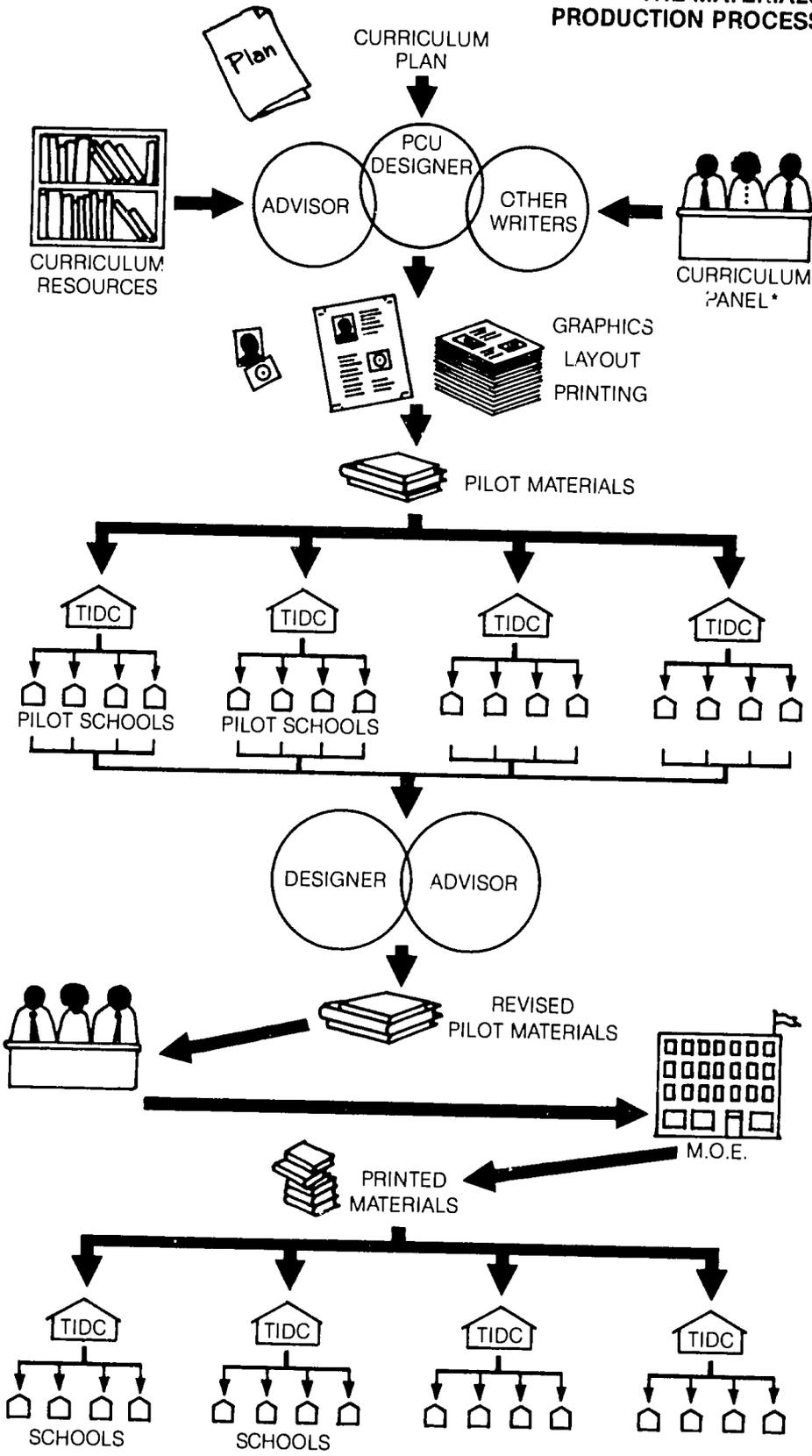
When the PCU began operations in 1974, it was housed in temporary quarters in Manzini. During the first phase of the project, the Chief of Party, Dr. Louis P. Porretta, was heavily involved in the planning of the physical plant. Funds were obtained from the World Bank's Swaziland Project for Education (SPED) to construct the PCU headquarters and a production center adjacent to William Pitcher College as well as Teacher Innovation and Distribution Centers (TIDC) in Siteki, Lubombo; Pigg's Peak, Hhohho and Nhlanguano, Shiselweni. Six EMU staff houses were designed and built during this period with funds provided by USAID. The staff houses were completed in mid-1976; other buildings were completed early in 1977. In 1982, a fourth TIDC was built to replace the earlier one which served the Manzini Region and was at PCU.

BUILDING THE CURRICULUM DEVELOPMENT PROCESS

The curriculum development process established at PCU had two main components: (1) development of curriculum materials to meet the accepted MOE outcomes, and (2) field testing and evaluation of the draft curriculum materials. One of the first tasks for EMU was to assist the MOE in the formulation of Primary School Outcomes. This was done by meeting with parents, teachers, headmasters, ministry officials and politicians. The final "Primary School Outcomes" document, completed in 1976, contained accepted outcomes for each subject in the cognitive, affective and psychomotor domains. (Supplement B) After the establishment of these educational goals, curriculum development was initiated for each subject by grade. The PCU staff was grouped into curriculum teams: Language Arts, Mathematics, Science, Social Studies and Practical Arts. Each PCU subject team worked in close collaboration with a subject panel composed of twelve to twenty area specialists including MOE inspectors, teachers, teacher trainers and university faculty. The panels served as a resource persons and approved syllabi, drafts and final materials. (Figure 5)

FIGURE 5

THE MATERIALS PRODUCTION PROCESS



CONCEPTION-

DESIGN-
PREPARATION

TESTING

REVISION

APPROVAL

PRODUCTION

DISTRIBUTION

USE

*A panel exists for each subject area and contains experts in the field drawn from teachers, professors, inspectors, instructors, etc. Source: Project Paper 1979

EMU ASSISTANCE

During Phase I of the project, EMU had only one curriculum adviser, Dr. Eleanor Killborn, who served as a general adviser for all subject areas. The philosophy underlying the first PROP was that new and relevant instructional materials could be written only by Swazis. Subject-areas specialists were provided by EMU but only as short-term advisers in Language Arts, Mathematics, Science and Social Studies.

Based upon the 1978 external evaluation, the PROP was revised to include long-term advisers in Language Arts, Mathematics, Science and Practical Arts reflecting a philosophical change that called for advisers to work with counterparts in the writing and editing of materials. An emphasis was also placed on using existing materials, particularly from African countries, as a basis for the new materials.

THE CURRICULUM RESERVE LIBRARY

A Curriculum Reserve Library was developed during the second phase of the project. The planning and implementation of this program was supervised by Dr. Morell Boone, Director of EMU's Center of Educational Resources. M. Patrick Kolar served as the coordinating librarian.

The purpose of this special, limited access library collection is to support all the activities of the Curriculum Unit (CU), including curriculum design, production of curriculum materials and operation of the Teacher Innovation and Distribution Centers' (TIDC's) library collections. Also, its purpose is to provide information to others interested in curriculum development activities in Swaziland.

The primary users of this collection are the NCC staff and advisors. Other users include MOE officials and those specifically designated by the Director of the NCC and the principal of the WPTTC.

The Curriculum Reserve Library is housed in a room attached to the Resource Library at William Pitcher Teacher Training College (WPTTC). In addition, space is available in both the "Storeroom" and "Library Workroom" for technical service support of the CRL. Also, each of the four TIDC's has small space provided to house a specialized collection of print and non-print materials.

A trained Library Assistant is responsible for both the WPTTC Resource Library and the CRL. He reports to the Director of the NCC regarding the CRL and to the Principal of WPTTC regarding the Resource Library.

In addition to the Library Assistant, there is a Mennonite volunteer (assigned to WPTTC until August, 1984) who has some library training and some typing capabilities. She will help with the materials processing and keeping watch over the CRL.

The initial collection housed in the CRL contains existing materials already available at the NCC building and new purchases of materials made possible through an allocation of funds from USAID and UNESCO. The approximate 8,000 items are in various formats (e.g., books, prototype material, learning aids, A-V software) and they support the following subject categories.

- a. Language Arts
 1. Curriculum development materials
 2. Content materials
(e.g., dictionaries, language texts, plays and poetry)
 3. Teacher education materials
- b. Social Studies
 1. Curriculum development materials
 2. Content materials
(e.g., geography, political and economic studies)
 3. Teacher education materials
- c. Science
 1. Curriculum development materials
 2. Content materials (e.g., encyclopedias, science texts)
 3. Teacher education materials
- d. Maths
 1. Curriculum development materials
 2. Content materials (e.g., math texts and learning aids)
 3. Teacher education materials
- e. Practical Arts
 1. Curriculum development materials
 2. Content materials
(e.g., arts & crafts, music, home economics, motor skills)
 3. Teacher education materials



- f. General — Professional
 - 1. Design methodology material
 - 2. Teaching strategies materials
 - 3. Evaluation and assessment materials
 - 4. Library Science materials

CURRICULUM QUALITY

Two external evaluations were conducted during the life of the project, 1978 and 1982. Both evaluation teams reviewed the draft and final materials for their relevance to "national outcomes or educational goals."

Both times the new curriculum was judged to be of the high quality and more relevant than existing materials. "All the materials appear to slant towards the presentation of practical skills, attitudes and knowledge required in the Swazi context." (External Evaluation 1982, p. 21)

During the life of the project, requests were made by the MOE to assess the attitudes of teachers towards the new curriculum as well as to assess its educational impact. The Evaluation Component conducted several studies concerning the acceptance of prototype materials in the pilot schools. These included conducting achievement tests at non-pilot and pilot schools as well as attitude surveys. On the whole, the survey results have been very positive. For example, in 1979 identical SiSwati and Mathematics achievement tests were given to grade 1 students from pilot and non-pilot schools. Data from the report shows that pilot school pupils generally achieved higher scores.

In 1980, a survey of grade 1 teachers was conducted to ascertain their attitudes towards SiSwati and science materials. The results of the study demonstrated an overwhelming acceptance of the materials. All of the pilot school teachers reported that the new materials were relevant and that the students benefited from the new materials. (NCC 1981)

END OF PROJECT STATUS: CURRICULUM DEVELOPMENT BY SUBJECT

LANGUAGE ARTS

The Language Arts team was given the task of developing materials for both English and SiSwati. This was an enormous charge as fifty percent of the MOE's primary school scheme is devoted to Language Arts. (Figure 6) Due to the limited staff size, the PCU and EMU decided that the initial focus should be on SiSwati.

SISWATI

SiSwati is taught in the primary schools for one hour each day. By the end of the project, the philosophy and syllabi for grades one through seven had been completed. Materials were in use nationally for grades one through five. Grades six and seven will be distributed in 1985 and 1986 respectively.

The publication of these texts was a source of great pride. The 1982 Evaluation Team noted that "the content of the PCU's SiSwati textbooks is certainly geared toward use in Swaziland. They are the first national textbooks ever produced using the SiSwati Language. This effort represents a major accomplishment in standardizing spelling, sentence structure and the grammar of the language. The introduction of these texts was an important event in Swaziland's short curriculum history." (External Evaluation 1982, p. 20-21)

Status by Grade

Grade 1 (Infused 1980):

Teacher's Guide

Pupils' Books

1. *Asilungele Kufundza* (pre-reader 1982)
2. *Sibane*
3. *Asifundze*

Grade 2 (Infused 1981):

Teacher's Books

1. *Tinsimi* (short stories & tales)
2. Teacher's Guide

Pupils' Book — Jusile

Grade 3 (Infused 1982):

Teacher's Books

1. *Tilandzelo Netibongo* (poetry)
2. Teacher's Guide

Pupils' Books

1. *SiSwati Setfu* (Reader)
2. *Lulwimi* (Language & Grammar)

Grade 4 (Infused 1983):

Teacher's Books

1. *Tilandzelo Netibongo* (poetry)
2. Teacher's Guide

Pupils' Books

1. *Asikhutulisane* (Reader)
2. *Lulwimi* (Language & Grammar)

Grade 5 (Infused 1984):

Teacher's Books

1. *Tilandzelo Netibongo* (poetry)
2. Teacher's Guide

Pupils' Books

1. *Sivivane* (Reader)
2. *Lulwimi* (Language & Grammar)

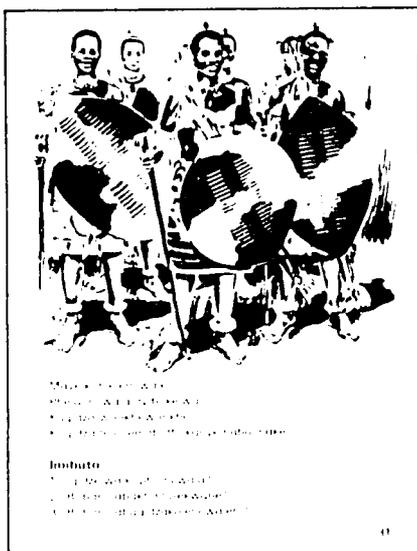


FIGURE 6**MOE SUGGESTED TIME DISTRIBUTION
FOR PRIMARY SCHOOL
BY GRADE AND SUBJECT**

CLASS	MINUTES PER WEEK						
	GR. 1	GR. 2	GR. 3	GR. 4	GR. 5	GR. 6	GR. 7
SiSwati	300	300	300	300	300	300	300
English	420	420	360	360	360	360	360
Maths	300	300	300	300	300	300	300
Science	120	120	150	150	150	150	150
Social Studies	0	0	120	120	120	120	120
Practical Arts	270	270	330	330	330	330	330
Moral Education	90	90	90	90	90	90	90
TOTAL	1500	1500	1650	1650	1650	1650	1650

Grade 6 (Piloting 1982/83, Infusion 1985):

Teacher's Books

1. *Tilandzelo Netibongo* (poetry)
2. Teacher's Guide

Pupils' Books

1. *Tindzaba* (Reader)
2. *Lulwimi* (Language & Grammar)

Grade 7 (Piloting 1983/84, Infusion 1986):

Teacher's Books

1. *Tilandzelo Netibongo* (poetry)
2. Teacher's Guide

Pupils' Books

1. *Tindzaba* (Reader)
2. *Lulwimi* (Language & Grammar)

ENGLISH

English is taught for 90 minutes daily. In grades one and two, it is taught as a second language, and after grade three, it is the primary language of instruction. By the end of the project, the philosophy and the syllabi for grades one through seven had been completed. The final commercially published materials consisted of oral program books, language worksheets, teachers' guides, English readers and wall charts.

Status by Grade

Grade 1 (Infusion 1984):

1. Teacher's Guide
2. Pupils' Book
3. Charts

Grade 2 (Printing 1984, Infusion 1985):

1. Teacher's Guide
2. Pupils' Book

Grade 3 (Piloting 1984, Infusion 1986):

1. Teacher's Guide (Term I)
2. Pupils' Book (Term I)

Grade 4 (Draft 1984, Infusion 1987):

1. Teacher's Guide
2. Pupils' Book

Grade 5 (Draft 1985, Infusion 1988)

Grade 6 (Draft 1986, Infusion 1989)

Grade 7 (Draft 1987, Infusion 1990)

MATHEMATICS

Mathematics is taught for 60-90 minutes daily depending on the grade. (Figure 6) The practical approach that has been used provides for maximum understanding and ease of application to every day life. The philosophy and syllabi for all grades are complete.

Status by Grade

Grade 1 (Infused 1982):

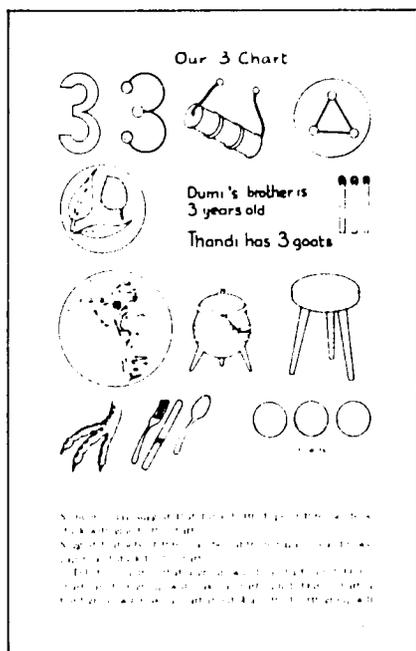
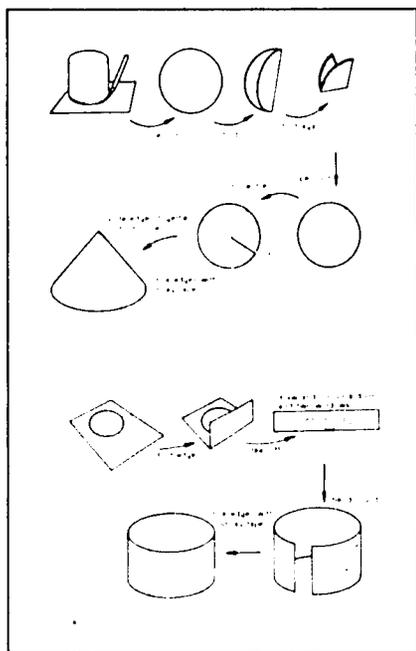
1. Teacher's Guide
2. Workbook

Grade 2 (Infused 1983):

1. Teacher's Guide
2. Workbook

Grade 3 (Infused 1984):

1. Teacher's Guide
2. Workbook



Grade 4 (Printing 1984, Infusion 1985):

1. Teacher's Guide
2. Pupils' Texts

Grade 5 (Pilot 1982/83, Infusion 1986):

1. Teacher's Guide
2. Pupils' Texts

Grade 6 (Pilot 1984, Infusion 1987):

1. Teacher's Guide
2. Pupils' Texts

Grade 7 (Pilot 1985, Infusion 1988)

SCIENCE

The philosophy and syllabi for all grades have been completed. The science texts use many local examples and include health and agricultural concepts. The first grade text is written in SiSwati.

Status by Grade

Grade 1 (Infused 1980):

1. Teacher's Guide
2. Pupils' Workbook

Grade 2 (Infused 1981):

1. Teacher's Guide
2. Pupils' Workbook

Grade 3 (Infused 1982):

1. Teacher's Guide
2. Pupils' Workbook

Grade 4 (Infused 1983):

1. Teacher's Guide
2. Pupils' Textbooks

Grade 5 (Infused 1984):

1. Teacher's Guide
2. Pupils' Textbooks

Grade 6 (Being Published 1983, Infusion 1985):

1. Teacher's Guide
2. Pupils' Textbooks

Grade 7 (Piloted 1983, Infusion 1986):

1. Teacher's Guide
2. Pupils' Textbooks

SOCIAL STUDIES

Social studies is not introduced into the classroom until grade three. Subject philosophy and syllabi are complete for all grades, and the texts utilize many local and African examples. The third grade text is bilingual. In addition to texts for each grade, *A Handbook for Primary School Teachers* was also written and distributed to all primary school classroom teachers.

Status by Grade

Grade 3 (Infused 1982):

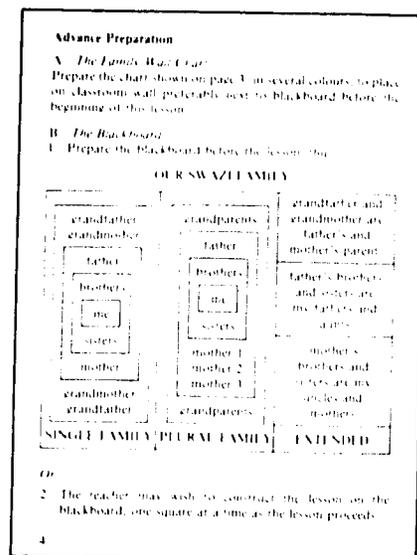
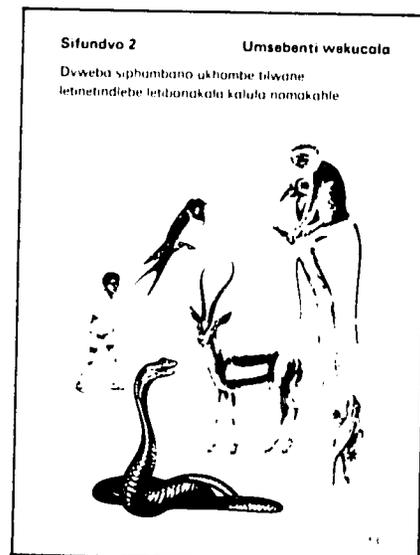
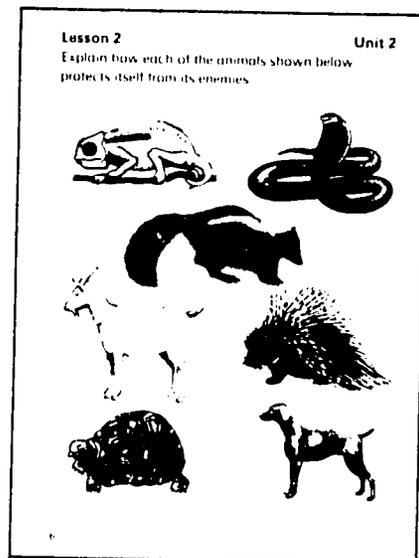
1. Teacher's Guide
2. Pupils' Workbook

Grade 5 (Infused 1984):

1. Teacher's Guide
2. Pupils' Workbook

Grade 6 (Printing 1984, Infusion 1985):

1. Teacher's Guide
2. Pupils' Workbook



Grade 7 (Draft 1984, Infusion 1986):

1. Teacher's Guide
2. Pupils' Workbook

PRACTICAL ARTS

Practical Arts is actually comprised of seven different subjects:

1. Agriculture
2. Arts and Crafts
3. Business and Consumer Education
4. Home Economics
5. Industrial Arts
6. Music
7. Physical Education

Teacher handbooks are written by subject rather than by grade. It should be noted that work did not begin in Practical Arts until December 1981.

Status by Grade

Arts and Crafts (Draft 1983, Infused 1984)

Agriculture (Pilot 1983, Infusion 1985)

Home Economics — includes Consumer Education, Business and Industrial Education (Pilot 1983, Infusion 1986)

Physical Education (Infusion 1987)

Music (Infusion 1987)

Status by Subject Area

Arts and Crafts

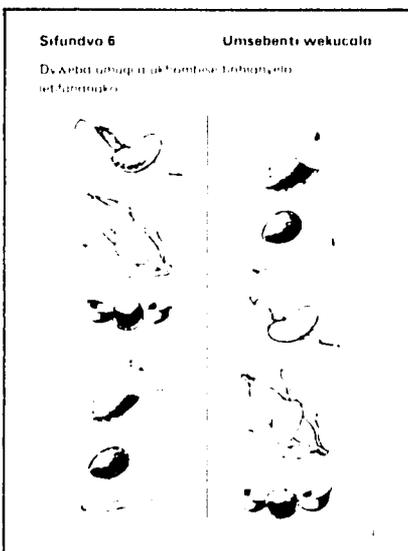
1. Teacher's Resource Book (Pilot 1983) (Infusion 84/85) for Lower Primary (Grades 1-2)
2. Teacher's Resource Book (Pilot 1983) (Infusion 84/85) for Middle Primary (Grades 3-5)
3. Teacher's Resource Book (Pilot 1983) (Infusion 84/85) for Upper Primary (Grades 6-7)

Agriculture

1. Garden and Outdoors (Pilot 83/84) (Infusion 1985) Teacher's Resource Book (Grade 1)
2. Garden and Outdoors (Pilot 83/84) (Infusion 1985) Teacher's Resource Book (Grade 2)
3. Garden and Outdoors (Pilot 83/84) (Infusion 1985) Teacher's Resource Book (Grade 3)
4. Garden and Outdoors (Pilot 83/84) (Infusion 1985) Teacher's Resource Book (Grade 4)
5. Garden and Outdoors (Pilot 83/84) (Infusion 1985) Teacher's Resource Book (Grade 5)

Home Economics (including Consumer Education, Business and Industrial Education)

1. Homemaking Activities (Grades 1-3) (Pilot 83/84) (Infusion 1985)
2. Homemaking Activities (Grade 4) (Pilot 83/84)
3. Homemaking Activities (Grade 5) (Pilot 83/84) (Infusion 1985)
4. Homemaking Activities (Grades 6 and 7) (Pilot 83/84)



"2. Establish and operate a system for the production of prototype materials to be tested in a small number of selected schools and the large scale production of materials for use throughout the country, including undertaking a technical and economic feasibility analysis of possible alternative approaches to carrying out large-scale production under the project."

PROTOTYPE MATERIALS PRODUCTION PHYSICAL PLANT AND EQUIPMENT

A temporary production center was initially in operation by November 1976. The contract purchased E42,570 of equipment, including such items as an offset press, a process camera, binder, collator, platemaker and typewriters.

At the same time, the production center building was being designed and constructed at the PCU site. It was completed and made operational by June 1977.

USAID has continued to provide funds through the contract and other sources for additional and replacement equipment. On-going support for supplies, materials and equipment maintenance has also been funded by the contract.

PRODUCTION CENTER OPERATION

EMU provided long and short term technical assistance for the Production Center in printing, production management and illustrating. For the first six years of the project, an EMU adviser, James McCarron, served as the production coordinator supervising and training staff. A production manual that details all phases of the operation was written. (Supplement C) Inventory control policies and practices were instituted and job descriptions for all staff were written.

The Production Center has sufficient capability to print materials for other Ministries and departments. Over two million impressions are made each year.

LARGE SCALE PRODUCTION

A "technical and feasibility analysis" for the large scale production of materials was undertaken in late 1975 and early 1976 when EMU conducted both a survey of related establishments to ascertain what technical capability existed and an analysis of the national requirements and capability. (Supplement D) The final report, completed in July 1976, found that only two printing establishments had more capability than PCU's own production center. No publishers operated in Swaziland nor was there any local staff trained to run a publishing firm. Existing school texts were obtained from publishers, primarily in the Republic of South Africa, and were sold through commercial book sellers.

The report suggested three options for a large scale publication: (1) an MOE contract with a publisher; (2) establishment of the capability within the government; or (3) commercial publication gradually replaced as the government's capability developed. It was also suggested that texts should be distributed by the MOE through the District Education Officers (DEO) and that all book fees would be collected by the MOE.

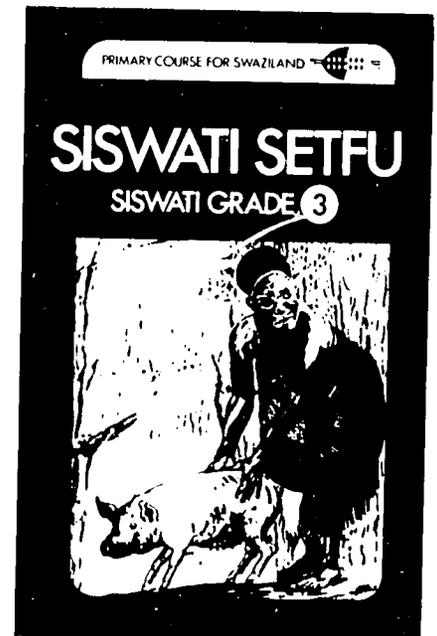


"3. Establish and operate a system for the production and distribution of large scale materials which will include the scheduling and management of distribution from the central Production Center as well as the collection of fees and accounting for receipts."

As a result of the report, the MOE entered into an exclusive contract with MacMillan Publishers, Inc. and established the MacMillan Swaziland National Publishing Company in 1978. One of the reasons for selecting a single publisher, rather than operating on a per item competitive basis, was the size of the student population. Due to the relatively small number of books required, it would not be cost-effective for several publishers to operate in-country. The first MacMillan published texts were delivered in 1979. MacMillan provided numerous services including proof-reading, editing, illustrations, technical advice and writers. Textbooks are now distributed by the DEO as suggested in the 1976 report.



Macmillan Swaziland National Publishing Company



"4. Develop a system for pre-service and in-service training which will prepare teachers and other educators to provide classroom instructions which are consonant with the requirements of the new curriculum, including the coordination of the pre-service program (which is not the primary responsibility of the PCU) and the in-service program (with which the PCU is directly involved)."

TEACHER EDUCATION

EMU provided six person years of technical assistance in Teacher Education. The final adviser's tour ended in November 1981. The Swazi Teacher Education staff has six established positions, two at the PCU site and one at each of the TIDC sites. The Teacher Education unit of the PCU is intended to provide in-service assistance to teachers in pilot schools and conduct orientation feedback and infusion workshops during the contract period. It should be noted that NCC has not been generally involved in the MOE's overall in-service program. A separate UNESCO project, based at William Pitcher College, provides this function. However, the EMU-NCC staff has on occasion been heavily involved in national in-service efforts. For example, in 1982 the staff was active in the planning and implementation of an AID-sponsored series of workshops for primary school headmasters. Virtually all 480 of the primary school headmasters attended two 2-week long workshops. The headmasters were taught about curriculum and teaching methods in general. The staff also used the workshops as a forum for presenting the new curriculum materials and carried out activities to help the headmasters understand the learning strategies and other support materials. These workshops, while extremely beneficial for the headmasters, tended to curtail regular NCC activities and thus interfere with the curriculum development process.

IN-SERVICE

Teacher Innovation and Dissemination Centers

The TIDC's were envisioned as "material distribution and teacher education centers in outlying areas of the country." (Project Paper, July 1979: p. 41). The four centers, built with World Bank funds in each of the nation's four districts, were to serve as accessible teacher support centers.

The TIDC's are used to hold workshops and orientation courses to help the pilot school teachers understand and properly use the new materials.

Workshops held at the TIDC's generally lasted for one or two days. They were organized to serve both as feedback and dissemination sessions. A program schedule from 1979 (Figure 7) illustrates the type of topics discussed at a workshop.



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FIGURE 7

WORKSHOP PROGRAMME

MONDAY, MAY 1: GRADE I TEACHERS
FRIDAY, MAY 19: GRADE II TEACHERS

VENUE: MANZINI TIDC

May 1 Workshop Chairlady: Mrs. C. Munro
May 19 Workshop Chairman: Mr. L. Nkhambule

- 9:00- 9:30 - Opening and Welcoming Remarks
Mr. A. Mkhwanazi, Acting Director, PCU.
 - 9:30-10:00 - Tea
 - 10:00-11:00 - Feedback Session (Maths)
Mrs. M. Mokgokong, PCU.
 - 11:00-12:00 - Introduction to Second Term's Work in Maths
Mrs. M. Mokgokong, PCU.
 - 12:00- 1:00 - Feedback Session (Science)
Mr. P. Bhembe, PCU.
 - 1:00- 2:00 - Lunch
 - 2:00- 3:00 - Introduction to Second Term's Work in Science
Mr. P. Bhembe, PCU.
 - 3:00- 3:15 - Tea
 - 3:15- 4:15 - Feedback Session (SiSwati)
Mrs. T. Mazibuko, PCU.
 - 4:15- 5:15 - Introduction to Second Term's Work in SiSwati
Mrs. T. Mazibuko, PCU.
 - 5:30- 6:30 - Dinner
 - 7:00- 8:00 - English Through Activities
Mrs. L.L. Masuku
 - 8:00- 9:00 - Option Time— Making Teaching Aids
-
- 7:00- 7:30 - Breakfast
 - 7:30 - Departure

The TIDC's have been equipped with audio-visual equipment such as film, slide and filmstrip projectors, tape recorders, overhead projectors and laminators. As a part of the development of the Curriculum Resource Center materials — textbooks, reference books and educational materials — were placed in each center. Procedures were also developed to enable the TIDC's to access the materials of the main Curriculum Resource Center.

MOBILE TEACHER CENTERS

EMU and PCU organized a Mobile Teacher Center (MTC) program in 1980. The mobile centers were developed to overcome some of the logistical constraints of the TIDC's. The MTC was seen as a relatively simple and inexpensive way of bringing new educational materials and ideas to teachers. A typical visit of the MTC began at 9 a.m. and closed at 2 p.m. Learning aides were displayed for teachers, headmasters and others to review at their convenience. During the MTC's first term in operation, January-April, 1981, it made eleven trips throughout Swaziland serving four hundred and ninety-five teachers from one hundred and ninety-nine schools.

PRE-SERVICE TRAINING

The PCU has had extensive contact and conducted a wide range of activities with the Teacher Training Colleges. EMU and PCU staff have given many lectures on a variety of topics including curriculum development, teaching aides, and on specific subjects, e.g. math. Numerous meetings have been held with faculty members from the Teacher Training Colleges and the University to review the organization and content of the new curriculum materials.

A major program took place in January 1982 when the new Ngwane Teacher Training College campus was not completed on schedule. At the request of the MOE, the PCU presented a two-week workshop for two hundred students who were temporarily housed at William Pitcher College. This workshop focused on the curriculum development process and the new curriculum materials.

Such pre-service programs were highly successful and beneficial to future primary teachers. On the other hand, they tended to interfere with the primary responsibilities of the PCU.

"5. Provide for the on-going evaluation of the use of the new curriculum materials which includes the meaningful assessment of student progress and the early identification of teacher/learner problems and the timely determination of the need for modification of curriculum material."

The contractor and PCU have been concerned with three types of evaluations: pilot school achievement tests, primary school leaver exams for the pilot schools and the national examination system. Comprehensive examinations play a major role in the Swazi educational system. They are used as the basis for determining completion of primary (Grade 7), junior secondary (Grade 10) and secondary school (Grade 12). Continuous assessment of students' progress is used as the basis for passing from one grade to the next but not from level to level.

ACHIEVEMENT TESTING

Special achievement tests have been developed and administered for virtually all grades and subjects for which materials have been written. Documents containing sample tests and results have been prepared by the evaluation component for use by the MOE as well as the PCU. (Supplement E)

A review of test results does not conclusively show that pupils in the pilot schools are doing better, but the variance of mean scores within pilot schools was far greater than in non-pilot schools. The high performing pilot schools had mean scores far above any of the non-pilot schools. The difference in the scores within the pilot schools may be due to the non-use or ineffective use of the PCU materials while the high performing pilot schools demonstrated a level of achievement that might be possible for other schools to obtain. (Lederman, 1983, p. 3)

SPECIAL PRIMARY SCHOOL LEAVER EXAMS

Due to the importance of comprehensive examinations in Swaziland, special primary school leaver exams have been prepared for the pilot schools in the subjects where PCU materials were used extensively. This was done in recognition of the differences between the existing and the new curriculum. Tests have been written and administered in SiSwati, Mathematics, Science and Social Studies.

It is expected that having separate tests in these subjects rather than depending on a single general knowledge test as is the current practice will set a precedent that will be adopted for all schools when the infusion process is complete in 1986.

THE NATIONAL EXAMINATION SYSTEM

Three comprehensive examinations are given nationally. Two are locally developed — the Primary School Leaver Examination at the end of Grade 7 and the Junior Secondary Exam at the end for Form 3 (Grade 10). The Cambridge Overseas Ordinary Level Examinations are administered at the end of Form Five (Grade 12).

Presently, the locally developed examinations are norm referenced. Passing standards are based upon the mean scores for all students who take the examination. The subject examinations are written by a two-person team of educators as an auxiliary responsibility. The educators use the existing course syllabus as a guideline. On the other hand, the "0" level examinations have an academic orientation, and systemic pressure to continually improve student "0" level pass rates will hamper efforts to develop a more practical curriculum.

To insure that evaluation is tied to new curriculum objectives and design, Eastern Michigan University proposed the development of the Swaziland Assessment of Educational Progress (SAEP) in the spring of 1983. SAEP would have the following objectives:

1. To improve the curriculum by identifying strengths and weaknesses in the instructional program.
2. To improve student skills by identifying areas in which students need additional instruction.
3. To improve teacher performance by identifying strengths and weaknesses in teachers' skills.



4. To provide specific information to the public about student achievement.
5. To increase public support for the schools by helping the schools articulate their goals and objectives and yield data to suggest the degree to which those objectives are being achieved throughout the country.

A four-step model to develop the program was designed with the assistance of the MOE, Michigan's State Department of Education and EMU. The new program would be criteria referenced linked directly to the new curriculum objectives. Passing standards would be based upon a percentage of correct answers.

"B. Counterpart Training

1. *Formal training. The project includes 13 person-years of US training, 30 person-years of in-country training, and 27 person-months of short term training in Africa during the second four year period. More than half of this training will consist of special training courses for PCU staff members, other MOE personnel selected as writers and senior MOE staff members involved in the curriculum development process. Overseas training is kept at a minimum, and in-country training will be emphasized as a more expeditious and efficient means of training. However, this in-country training in the form of special courses will be of a systematic and formal nature conducted in coordination with an accredited institution to enable participants to earn academic credit where appropriate and desired."*
-

From the inception of the project, the highest priority has been placed on training Swazis to take over the full responsibility of operating the curriculum center. The first project paper stated that "if the curriculum developed under the project is to be of sufficiently high professional standards, then adequate time must be allowed to permit the staff to obtain sufficient training and experience. That is, the emphasis must be training. Therefore, production schedules must be sufficiently flexible to avoid conflicts between these schedules and training or quality . . . If such conflicts should develop, the GOS has agreed that training should be given priority."

The second project paper notes that "The Project's purpose of creating a national capability for the development of primary school curriculum will require a substantial amount of participant training during the second period of the Project, inasmuch as primary curriculum specialists do not exist in Swaziland (other than those trained during period one)" (p. 31).

At the beginning of phase two, a "training plan for the staff of the Primary Curriculum Unit" was prepared by the project staff. (Supplement F) The plan reviewed in detail the training objectives of the project, the structure of American degrees and the differences between the educational systems. In addition, it set forth the requirements for enrolling in in-country courses and for US training.

**FORMAL TRAINING
CLASSES TAUGHT IN SWAZILAND**

The EMU field staff taught thirty courses totaling 765 academic credits in Swaziland. The courses were offered as off-campus courses through the Continuing Education Division. Enrollment was not limited to PCU staff, and educators from the Ministry of Education, District Education Officers, Inspectors, Teacher Trainers and teachers, were encouraged to participate. Many students enrolled in more than one course. In the first phase, fifteen classes were taught for seventy-three students. During the second phase, 222 students enrolled in the same number of classes. (Table 1)

Course evaluations submitted by the students reflect, on the whole, a high regard for the quality of the instruction and the knowledge of the instructors. Student grades ranged from A to D.

These courses provided the opportunity for the students to carry out investigations and projects in areas where problems existed or that were of special interest to the student. Thus, class papers have made substantial contribution towards providing a sound base for future curriculum development and other educational projects. Several compilations of student papers were printed by the PCU in an effort to disseminate the information throughout the country. (Supplement G)



TABLE 1**EASTERN MICHIGAN UNIVERSITY
COURSES TAUGHT
IN SWAZILAND**

COURSE NAME SEMESTER	COURSE NO.	INSTRUCTOR	CREDIT HOURS
Principles of Teaching Winter/Spring 1976	CUR 303	Gex	3
Foundations Winter/Spring 1976	CUR 539	Gex	2
Intro. to Measurement & Eval. Fall 1976	EDP 340	Goines	2
Measurement & Evaluation Fall 1976	EDP 531	Goines	2
Educational Leadership Winter 1977	EDL 562	Gex	2
Use of Books & Library Spring/Summer 1977	EDM 101	Aro	2
Resource Materials for Elementary Spring/Summer 1977	EDM 525	Aro	2
Science in the Elementary School Spring/Summer 1977	BIO 505	Fennel	2
Elementary (Primary) School Science Spring/Summer 1977	ESC 205	Fennel	3
Functional Mathematics Spring/Summer 1977	MTH 101	Johnson	3
Modern Mathematics Content K-6 Spring/Summer 1977	MTH 500	Johnson	2
Programs in Language Arts Spring/Summer 1977	RDG 573	Irwin	2
Approaches to Language Arts Spring/Summer 1977	CUR 312	Irwin	3
Elementary Physical Science Spring/Summer 1977	PHY 211	Thomas	3
Teaching of Physical Science Spring/Summer 1977	PHY 520	Thomas	2
Approaches to Language Summer 1980	CUR 312	Prins	3
Educational Psychology Summer 1980	EDP 302	Ssengoba	3
Development of Curriculum in Swaziland Summer 1980	CUR 478	Samonte	3
Leadership & Power in Education Summer 1980	EDL 683	Kromer	2
Basic Concepts Summer 1980	EDP 502	Ssengoba	2
Selection/Production of Learning Material Fall 1980	EDM 404		3
Elem. Physical Science Fall 1980	PHY 211	Thomas	3

TABLE 1

**EASTERN MICHIGAN UNIVERSITY
COURSES TAUGHT
IN SWAZILAND**

Continued

COURSE NAME SEMESTER	COURSE NO.	INSTRUCTOR	CREDIT HOURS
Seminar— Effect. Comm. Fall 1980	EDL 695	Kromer	2
Independent Study Fall 1980	SFD 698		2
Leadership & Power in Education Fall 1980	EDL 683	Kromer	
Teaching Reading Fall 1980	CUR 310	Prins	3
Functional Mathematics I Winter 1981	MTH 10	Dogbe	3
Principles of Teaching Winter 1981	CUR 303	Merrick	3
Educational Organization Winter 1981	EDL 10	Kromer	2
Teaching of English to Speakers of other Language Spring/Summer 1981	CUR 410	Prins	3
Child Psychology Spring/Summer 1981	EDP 321	Ssengoba	3
School & Community Understanding Spring/Summer 1981	EDL 13	Kromer	2
Principles of Conservation Summer 1982	BIO 224	Allen	4
Special Topics Fall 1982	CUR 478	Metler	3
Explorations of the Universe Winter 1982	AST 203/503	Thomas	3



EMU TRAINING ON-CAMPUS

Twenty members of the curriculum center staff were sent to the United States for further training. Two staff members were sent twice. Fifteen additional educators attended the university under the Southern African Manpower Development Assistance Program (SAMDAF). (Table 2)

PCU staff members were not guaranteed admission to EMU. In fact several people initially identified for further training were denied admission due to poor grades. The eligibility criteria for US training included:

1. Satisfactory performance of assigned tasks at PCU. Where specific measures are available such as, number of visits to pilot schools by teacher leaders, the quality of activities performed in these units, etc., they would be used as much as possible as supplementary measures to make the final evaluation of work performance more comprehensive.
2. Evidence of willingness and ability to learn new skills, insights and information while working, for example, with advisors, Ministry personnel, teachers, etc.
3. Completion in a satisfactory manner of the required number of EMU courses offered in Swaziland and other courses at a college and/or university approved by the advisor as part of the program study.
4. Evidence that the participant will be a positive and favorable representative of Swaziland while abroad.
5. Commitment by the participant to return to PCU upon coming back from the US to work for at least a period of time determined by the terms of agreement between the MOE and the USAID." (Training Plan, 1980-1983)

BACHELOR'S DEGREE TRAINING

The majority of the participants who studied at EMU studied for the Bachelor of Science Degree. Students followed the University's Individualized Interdisciplinary Concentration Program which requires them to meet the University's Basic Study requirements and to design a concentration program in consultation with an EMU faculty member. This program provided students with a course of study appropriate to the training needs of Swaziland since the regular pre-service education degree is tailored to meet Michigan teacher certification requirements.

GRADUATE LEVEL TRAINING

Eight students pursued graduate-level training in the United States. Students were required to follow the regular Master's degree program in their field. Areas of specialization included Teacher Education, Educational Psychology, Measurement and Evaluation, Guidance and Counseling and Educational Leadership. The Director of PCU was sent for studies on two occasions and received the Masters and Specialist degrees in Educational Leadership. The Curriculum Coordinator also received two degrees. He earned his Bachelors Degree at EMU and his Masters Degree in Educational Measurement and Evaluation at Michigan State University.

SPECIAL COURSES AND PROGRAMS

Many participants had the opportunity to conduct research related to important educational issues in Swaziland and in the United States. Faculty members assisted students in developing research projects and activities that would be of maximum value.

A special course in leadership for developing countries was designed by a former Chief of Party, Dr. William Kromer. The course provided an opportunity for participants to discuss methods of utilizing their newly acquired knowledge at home. The Ambassador of Swaziland served as a resource person for the class held during the summer, 1983.

Supplementary educational programs were arranged for the participants by the Campus Coordinator. Students were encouraged to attend regional and national conferences in their field such as the Association for Supervision and Curriculum Development, the American Educational Research Association, the National Conference of Teachers of Mathematics and the Michigan Reading Association. Field trips were arranged to local educational institutions and the State Department of Education. Participants also had the opportunity to meet with school superintendents, principals, the State Superintendent of Education, the President of the State Board of Education, the Dean of the College of Education and the President of the University.

TABLE 2
PARTICIPANTS TRAINED AT
EASTERN MICHIGAN UNIVERSITY

PARTICIPANTS BY CONTRACT PERIOD AND SPONSOR	POSITION	TRAINING PERIOD	DEGREE(S) AWARDED
Phase One:			
Patrick Bhembe	Curr. Spec.	Aug. 1978–Aug. 1979	BS
Alfred Dlamini	Curr. Spec.	Jan.–Dec. 1978	BS
Bernard Dlamini	Prin. Wm. Pitcher Training College	May–Dec. 1976	Inc.
Della Dlamini	Evaluator	June 1977–April 1978	MA
M.S. Dlamini	Teacher Ed.	April 1977–Jan. 1978	died
Leonard Lukhele	Director	June 1978–April 1979	MA
Raymond Magagula	Science Designer	Aug. 1977–Aug. 1978	BS
Simeon Mkhonta	Teacher Ed.	April 1978–April 1979	BS
Peter Mngomezulu	In-Serv. Dir. Wm. Pitcher Teach. Training Center	June 1978–June 1979	BS
Charles Ziyzne	Prod. Tech. I	May–Aug. 1979	non- degree
Phase Two:			
Samuel Dlamini	Teacher Leader	Jan.–Dec. 1982	BS
Albert Dladla	Math Designer	Aug. 1982–Sept. 1983	BS
Zodwa Ginindza	Soc. Studies Des.	Dec. 1980–Dec. 1981	BS
Leonard Lukhele	Director	Dec. 1981–Aug. 1982	Spec.
Olga Mabuza	Language Arts Des.	Sept. 1982–Sept. 1983	BS
Raymond Magagula *	Curr. Coord.	Sept. 1982–Sept. 1983	MA
Fairy Maseko	Science Des.	Sept. 1983–Aug. 1984	BS
Concillia Munro	Lang. Arts Des.	Sept. 1982–Aug. 1983	BS
Josephine Nhlengetfwa	Math Des.	Sept. 1981–Aug. 1982	BS,MA
Leonard Nkambule	Teacher Leader	Jan.–Dec. 1981	BS
Miriam Nxumalo	Teacher Ed.	Jan.–Dec. 1981	BS
Timothy Singwane	Evaluator	Jan.–Dec. 1982	BS,MA
SAMDAP:			
Albert Dlamini	DEO	Jan.–Dec. 1981	BS
Issac Ginindza	Headmaster	Jan.–Dec. 1982	MA
Moroesi Khoza	Manpower Plan.	Jan.–Dec. 1982	MA
Noah Langa	Teacher	Sept. 1981–Aug. 1982	BS
Abel Lukhele	Inspector	Sept. 1981–Aug. 1982	BS
Eunice Mabuza	Lec., WPTTC	Jan.–Dec. 1982	MA
Jonathan Mabuza	Principal	Sept. 1982–Aug. 1983	BS
Abel Makhanye	DEO	Jan.–Dec. 1983	BS
Agnes Masuku	Lec., WPTTC	Jan.–Dec. 1983	BS
Amon Myeni	Lec., WPTTC	Jan.–Dec. 1981	BS
Paul Nhlengetfwa	DEO	June 1981–June 1982	BS
Jacobeth Nkumane	Teacher	Jan.–Dec. 1983	BS
Enock Nzuzza	Headmaster	Jan.–Dec. 1983	BS
Victor Simelane	Inspector	Jan.–Dec. 1983	BS
Jabulile Zwane	Teacher	Jan.–Dec. 1983	BS

*Attended Michigan State University, East Lansing, Michigan

Special graduation ceremonies were held for each group of returning participants. The ceremonies were attended by officials from the Government of Swaziland and the Agency for International Development as well as family and friends. (Supplement H)

The returning students organized an Eastern Michigan University Alumni group with the assistance of the project staff. Mrs. Thuli Nhlengetfwa served as the first President. Mrs. Mary Metler, the Language Arts advisor and an alumna of EMU, served as the Secretary.

EVALUATION OF EMU TRAINING

During the final months of the project, a survey was conducted of the participants who had attended EMU. The purpose of the survey was to ascertain students' attitudes towards the training program.

The population surveyed was the group of Swazi students who had participated in the PCU training program between 1975 and 1983. In all, forty percent of the students responded to a 65 item questionnaire circulated to all former participants (Appendix 1). Because of the size of the sample, the results of the survey are reported directly in percentages. The major findings of the survey are as follows:

All participants considered themselves to have a rural background. Three quarters are male. The age group was mainly in the 35 to 45 year age. Nearly everyone reported themselves as being married. Only one respondent, however, reported being accompanied by a spouse on the training program. The participants' spouses all had more than secondary level schooling.

Prior to admission at EMU, all participants had completed high school level requirements and completed further Teacher Training courses. A great majority (85%) trained in Swaziland institutions. More than half of those who had completed University courses attended institutions outside Swaziland. Slightly less than half of the participants reported having completed some additional form of post-secondary training.

Participation in the academic programs at EMU was fairly evenly split between Science and Arts education programs, 36% and 39% respectively. A minority were involved in specialist or educational administration programs. The quality of instruction was rated by all participants as very good or excellent. The quality of academic advising was rated by a great majority as good.

Most participants felt that the academic preparation they had received in Swaziland was adequate to enable them to tackle the EMU program. Just over half, however, indicated having some difficulty with coursework. Just under a third found the work not difficult while a few had a lot of difficulty. Suggestions for improving the program indicated a need to tailor coursework more closely to job requirements (46%). One third of the participants suggested that course selection should be done in Swaziland. A minority wanted to see the duration of the program lengthened.

The support system of the program was rated as follows: The EMU project staff in Swaziland was considered by three quarters of the group as having been very helpful. Assistance received from OIP was considered by the majority to have been satisfactory. A majority felt that the Ministry had been helpful or very helpful.

After training at EMU, all participants reported that they were working within the education system either as administrators or specialists. Just over half of the respondents reported a position change. In almost every case, this was a promotion.

Asked if they would recommend that another student study at EMU, all participants responded in the positive. Participants felt the training program advanced them academically, enriched them professionally and enhanced their career development. (Appendix 2)

AFRICAN TRAINING

During the second phase of the project a number of participants received training in Africa (Figure 8). Participants were given a certificate of achievement in recognition of completing the course. The majority of the trainees were Production Center staff. They received training in their technical area eg. printing, illustration, typing, at local companies, and in South Africa.

Professional staff training was largely funded by the African Development Bank. Contracted funded training was limited to a three week training seminar in Zambia. Non-contract funded training took place in Kenya.

FIGURE 8
PARTICIPANTS TRAINING
IN AFRICA

Vumisa Zwane	Appollo Printers, Mbabane	October, 1981
William Masina	AM International, Johannesburg	November, 1981
Vumisa Zwane	Swaziland Printing and Publishing Ltd., Mbabane	November, 1982
Ethel Bachman	St. Mary's Secondary School, Manzini (In-Service Library Workshop)	April, 1982
Mary Mokgokong	Curriculum Development Center Lusaka, Zambia	April-May 1982
Stanley Dlamini	Vreni Gaston, Professional Illustrator, Swaziland	April, 1982-March 1983
Kellinah Maphalala	Rita Wignarajah, Manzini (Typing Classes)	July 1982
Bellina Ndzinisa	Rita Wignarajah, Manzini (Typing Classes)	July, 1982-July, 1983
Hamilton Motsa	Swaziland Printing and Publishing Co. Ltd., Mbabane	October, 1983

"2. On-the-job training will be provided by the contractor for all GOS project personnel. Contract advisors must be experienced in and possess the insights required for effective non-directive teaching techniques in keeping with their advisory roles and for maximizing the direct performance by Swazis in project activities."

ON THE JOB TRAINING

On-the-job training was an on-going process throughout the life of the project. Advisors assumed a close collaborative role in working with their counterparts in order to carry out their assigned tasks. Planning, editing and reviewing of curriculum materials, workshops and reports were based upon constant sharing of ideas and expertise.

On-the-job training was necessarily limited to those occasions when Swazi counterparts were on staff. Unfortunately, vacant posts and US training often meant that EMU advisers were without counterparts. (See Table 4)

Local seminars were conducted throughout the project. A sample of topics included:

1. Overview of Teacher Aids and its implications for curriculum development in Swaziland. (Jan Prins)
2. Development of a Science concept and its implications for Primary Curriculum Development. (Clint Thomas)
3. Community Resource in Swaziland and its implications for Primary Curriculum Development. (William Kromer)
4. Copyright laws and the writing of curriculum materials. (Luchi Balarin)

Many lectures and non-credit workshops were also organized. These sessions often took advantage of visitors and African resources. For example, lectures on curriculum development in other African countries, Botswana and Zimbabwe, were conducted. PCU staff members participated in a writing workshop organized by the Science Education Programme for Africa at PCU. The workshop was also attended by science teachers from William Pitcher and Nazarene Teacher Training Colleges.

In March, 1982, the PCU hosted the annual conference of the African Curriculum Organization. This was a major event for all educators in Swaziland, but in particular for the PCU advisers and staff. Several PCU staff members presented papers. The conference also provided an opportunity to display and share curriculum materials.

PRODUCTION STAFF

The Production Center staff was primarily trained on-the-job, the most effective means of training for technicians in this field. The Production Center advisers provided training in all elements of printing from "jogging and loading paper to making many machine adjustments and finally using good judgment on the quality of the finished product." In the end, all technicians were "given a thorough check-out to perform on all equipment in the Center" (McCarron, 1981). Typists and illustrators attended classes locally to increase the level of their skills. Printers were sent to manufacturers' training courses in the Republic of South Africa.



CONTRACT FUNDED STAFF

In order to carry out the scope of work, the contractor supplied over sixty person-years of technical assistance staff. Educational Administration, English, Illustration, Mathematics, Library Science, Evaluation, Production and Social Studies were some of the fields in which specialists were provided. A majority, thirty-five out of fifty-three of all advisers, were regular EMU faculty/staff. Over fifty percent of the long term technical assistance staff were regular EMU faculty members.

STAFF RECRUITMENT

Staff was identified through a variety of means including data base searches (RISE), advertisements in newspapers and professional journals, professional organizations, flyers distributed to colleges and universities, professional conferences and personal contracts.

Recruiting for a long term position was conducted using the following general process. Positions were identified by the project Chief of Party in close consultation with the Ministry of Education and the USAID Mission. A draft job description was sent to campus for review. Faculty members or administrators in a related field were asked to review the job description and scope of work. This process assured that the requirements and educational credentials were appropriate and provided a method of reviewing the feasibility of the scope of work. Suggestions about recruitment sources were also sought at this time. After the position was approved in the field and by AID/Contracts, the job was advertised in the appropriate places. Thus, a position for a Teacher Educator would be distributed to Colleges of Education nationwide. Advertisements were placed in journals such as the *Chronicle of Higher Education*. Professional organizations' placement services were accessed, e.g. ASCD, AACTE, AERA, PDK. If a relevant professional conference were imminent the position was posted as well. University faculty members were asked to suggest potential applicants to be contacted. Of course, an announcement of the position was distributed to faculty members on campus as well.

Applications for positions were reviewed by a search committee. In Teacher Education this committee often included the Head of the Department of Teacher Education and teacher education faculty members who had served overseas and/or in the same specialty area. Based upon their evaluation of the applications, candidates were invited for an interview. Candidates were evaluated according to their experience, credentials, external references and interview. Nominations were sent to the field, generally in rank order. The final staff selection was made by the Ministry of Education and USAID/Mission.

ADDITIONAL ACTIVITIES

EMU advisers did not limit their activities to their professional duties. Most of them exhibited an interest in the Swazi people and culture that extended beyond the work day. Some people attended SiSwati classes. Mr. Clint Thomas served as the Chief Judge of the National Science Fair. Many faculty members used professional contacts to obtain resource materials for the center.

Dr. Martha Irwin, Language Arts Consultant, wrote a book, *Local Stories for Beginning Readers*, based in part upon her experiences in Swaziland. (Supplement 1) Drs. Quirico Samonte and William Kromer developed new courses that incorporated educational concepts and information acquired as a result of their time in Swaziland.

EMU has benefited greatly from its involvement in the project. Those professors who have served on the field teams have grown professionally and have brought back to the campus a wealth of rich experiences and broadening insights. In addition, Swazi educators on-campus have enriched the lives of EMU staff and students alike and have made real contributions to the University's achievement of its own goals. (Table 3)



TABLE 3

CONTRACT FUNDED STAFF

POSITION	NAME	DATES OF SERVICE
Management		
Field Staff		
Chief of Party	Dr. Louis Porretta	1976-1978
	Dr. William Kromer	1978-1981
	Dr. Robert Krebs	1981-1982
	Dr. Irene Allen	1982-1984
Secretary-Swaziland	Firmina Cammleri	1975-1984
Campus Staff		
Campus Coordinator	Dr. Erma Muckinhern	1975-1976
	Dr. Ranjit Bajwa	1977-1978
	Dr. Louis Porretta	1978-1979
	Cynthia Pine	1979-1981
	Dr. Joseph Beard	1981
	Dr. Frank Ehlers	1982
	Martha Reesman	1982-1984
Secretary-Campus	Jane Hays	1979
	Kathy Kehn	1980
	Wilma Sprouse	1981
	Tammy Lay	1982-1984
Field Advisers		
Curriculum Coordinators	Dr. Eleanor Kilbourn	1976-1977
	Richard Merrick	1978-1982
Language Arts Advisers (Long-Term)	Jan Prins	1979-1981
	Mary Metler	1981-1983
Language Arts Advisers (Short-Term)	Marsha Hilton	1977
	Dr. Martha Irwin	1978
	Dr. Martha John	1983
	Dr. Sara Throop	1983
Mathematics Advisers (Long-Term)	Blaise Dogbe	1980-1982
	Dr. David Johnson	1982-1983
Mathematics Advisers (Short-Term)	Dr. Joanne Rankin	1977
	Sally Ross	1977
	Dr. David Johnson	1979
Practical Arts Adviser (Long-Term)	Dr. Irma Allen	1981-1984
Science Adviser (Long-Term)	Clinton Thomas	1979-1984
Science Advisers (Short-Term)	Dr. William Fennel	1977
	Clinton Thomas	1977
	Dr. Donald Phillips	1978
Social Studies Adviser	Dr. Jeffrey Fadiman	1979
Curriculum Resource Center (Short-Term)	Barbara Aro	1977
	Dr. Morell Boone	1981
	Michael Kolar	1981-1982
Evaluation Advisers (Long-Term)	Dr. Valmore Goines	1975-1977
	Dr. Jules Shrage	1978-1981
	Dr. Cora Ssengoba	1979-1981
Evaluation Advisers (Short-Term)	Dr. Warren Williams	1977
	Dr. Edward Lederman	1983



TABLE 3

CONTRACT FUNDED STAFF

POSITION	NAME	DATES OF SERVICE
Production Unit		
Production/Distribution Advisers	Harold Padelford	1975-1976
	Gary Burg	1976
	Frank Petrella	1976-1977
	James McCarron	1977-1982
Illustration Adviser	Harold Drennon	1978-1979
Teacher Education Advisers (Long-Term)	Dr. Stanley Gex	1975-1977
	Dr. Jerome Weiser	1975-1977
	Dr. Richard Crumley	1978
	Dr. Quirico Samonte	1979-1981
Teacher Education Adviser (Short-Term)	Dr. John Mulhern	1978

VISITS BY OFFICIALS FROM EASTERN MICHIGAN UNIVERSITY AND THE GOVERNMENT OF SWAZILAND

During the life of the project, many officials from the University and the government of Swaziland visited one another at their respective sites.

Visits by Swaziland Officials to Eastern Michigan University

The first visit by an official of the government of Swaziland took place just prior to the award of the contract. In July, 1975 J.L.F. Simelane, then Ambassador to the United States from the Kingdom of Swaziland, visited the Eastern Michigan University campus. He was accompanied by several officials from the Agency for International Development.

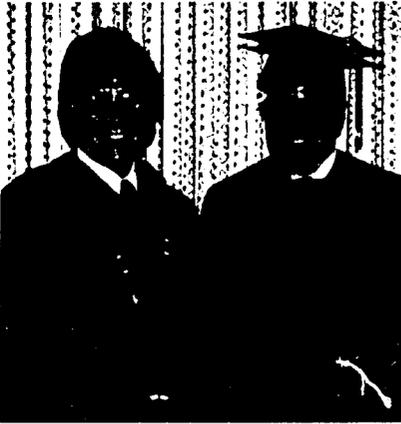
In January, 1977 the University conferred upon Mr. Ephraim Vusa Dlamini, Permanent Secretary of the Ministry of Education, the Honorary Doctor of Education Degree. A special reception was attended by over three hundred guests.

In October, 1979, just prior to commencing phase two of the project, the University was pleased to host Gilbert Mabila, Permanent Secretary of Education, and Stephen Mahlalela, the Director of Education.

The Honorable Senator Canon Siphethe D.P. Dlamini, Minister of Education, visited the campus for the first time in July, 1979. He returned in December, 1982, accompanied by Musa J. Nsibandwe, the Permanent Secretary of Education.

Visits by Eastern Michigan University Officials to Swaziland

Several officials of the University traveled to Swaziland during the life of the project. James Brickley, President of Eastern Michigan University, and Dr. Richard Robb, Chairman of the Board of Regents, visited Swaziland. Dr. Anthony Evans, Executive Vice President of the University was in Swaziland in March, 1978. The final official visit by an officer of the University was in January, 1983 by Dr. Suzanne Fleming, Associate Vice President for Academic Affairs.



PROBLEMS AND RECOMENDATIONS

Previous parts of this report have focused on the accomplishments of the Primary Curriculum Development Project. This final section will address the pervasive problems of the project and make recommendations for their solution. The problems that have been pin-pointed are not, by any means, the only ones that occurred. Several other problems did occur; however, they were often incidental or indicative of a larger problem.

DESIGN

The design of the project was a source of concern from the beginning. "At the outset it was described as a high risk project:

- The fact that instructional materials must be aimed at behavioral outcomes renders it complicated.
- The need to prepare new instructional materials to replace colonial oriented materials makes it complicated.
- The initial shortage of trained Swazi personnel makes it complicated.
- The fact that PCU was created as a new institution which had to find a home within the Swazi educational organization makes it complicated.
- The need to send badly needed staff members away to participant training makes it complicated.
- Above all, the fact that PCU must be in communication with a great number of people and maintain liaison with a number of educational operations makes it complicated." (1978 External Evaluation, p. 48-49)

PROBLEMS

Training vs. Production

Curriculum development as a concept as well as a process was new to Swaziland. None of the Swazi staff had the educational training to write curriculum materials. None of them were college graduates nor did they have writing experience. Many had no tertiary level education at all. Yet from the beginning, PCU was expected to turn out a full year's program in five or six different subjects each year. This would have been a formidable task even for a trained staff. Nevertheless, Swazi staff members were expected to make contributions to materials development and complete their university training at the same time.

Neither AID, MOE or EMU addressed this conflict in a consistent manner. Intervening pressures and personnel changes often contributed to shifts in emphasis and unclear evaluation results.

Recommendations

In the future, the emphasis on training and production needs to be better balanced. The specific responsibility for one or the other must be entirely clear so that it cannot be interpreted differently by the various parties.

It is also unreasonable to expect untrained staff to be fully productive. Thus, it is recommended that the first phase of any project that establishes an institution should consist primarily of training to establish a cadre of locals capable of playing a real and dominant role within the institution.

Finally, project evaluations must have a clear scope of work whether the intent is to review and criticize project design or contractor performance. The scope of work should be mutually agreed upon by all parties. External evaluators should be competent professionals who follow the scope of work using sound methodology.

The U.S. Training Program

The training program was designed within a number of constraints: the level of education of the Swazi staff, the future responsibilities of the staff in Swaziland and a one-year time limitation. Eastern Michigan University observed constraints by allowing the Swazi participants to follow its Individualized Interdisciplinary Major as well as by offering many in-country courses.

The degree program became a source of continued conflict among EMU, the returning graduates and other Swazi educators. The most vocal criticism came from supporters of the British Educational systems at UCS. It should be noted that this conflict is not unique to Swaziland; it has been widely discussed in international development literature.

Recommendation

It is difficult to propose a recommendation that will solve this problem. All of the alternatives would cause other problems. Universities are faced with the choice of providing non-traditional degrees that meet American standards and allow for flexible course work or demanding that students follow the same programs of study as Americans. In the case of the Swaziland Project, if participants had followed the typical undergraduate program in elementary education, they would have earned degrees suitable for teaching in Michigan. Curriculum, as a major field of study, is offered at the Graduate level only.

It must also be stated that the degree granted by EMU is internationally accepted. The returning students have found their education relevant and stimulating.

The best recommendation that can be made is to allow more time for degree training. This would provide the opportunity to complete a traditional bachelor's degree and a specialized master's degree. It would, however, increase costs dramatically and further exacerbate manpower shortages.

Local Staff Manpower Shortages

Throughout the life of the project, the Government of Swaziland has not been able to staff the PCU at the agreed-upon levels. This has been manifested in several different ways. In some cases, posts that were specified in the Grants Agreement were simply not established. Five of the fifteen writer/designer posts and four of the ten Teacher Education posts were never formally created (Table 4). Established posts were often left vacant for extended periods of time. Staff departures often resulted in long-term vacancies. US training also removed staff for an extended period of time and further exacerbated an already difficult situation. Departments were often staffed at less than fifty percent of the specified level. Subject areas, such as Practical Arts, Science and Social Studies, were completely without staff for more than a year. Key posts in Teacher Education, Evaluation and Curriculum Coordination were also vacant for over a year.

Trained staff have also left the PCU. Given the lack of trained personnel in Swaziland, this is not surprising. The most striking example occurred in January, 1983, when the Director of the PCU left only four months after completing his second educational training program in the United States.

Recommendations

Grant agreements need to be realistic and reflect what can be delivered. If staff levels are not and cannot be maintained, then the project outcomes need to be adjusted. For example, production levels in both of the PROPS assumed a full complement of Swazi staff. Yet AID and the MOE both criticized the PCU and EMU for not meeting the PROP production schedules.

Local staff who are sent to the US for training should be obligated to stay in their posts for a two to five year period. Various methods have been used by other countries. In some cases, participants are required to sign a contract to repay the cost of their training should they depart from their post prior to the specified time. In other instances, the MOE has held participants' credentials until the term of service has expired.

TABLE 4

**PRIMARY CURRICULUM UNIT
ESTABLISHED POSTS
1979/80-1982/83**

POST TITLE	ESTABLISHED POSTS					GRANTS AGREEMENT	SHORT FALL
	79/80	80/81	81/82	82/83	83/84		
Management							
Director	1	1	1	1	1	1	0
Writer/Design							
Sr. Curr. Designer	3	3	3	3	3		
Curr. Designer	5	7	7	7	7		
Sub-Total	5	10	10	10	10	15	5
Pilot Testing							
Teacher Educator	—	—	—	—	—	1	
Teacher Leader	4	6	6	6	6	8	
Evaluator	—	—	—	—	—	1	
Sub-Total	4	6	6	6	6	10	4
Production Center							
Senior Printer	1	1	1	1	1		
Printer	—	2	2	2	2		
Assistant Printer	—	4	4	4	6		
Laboratory Asst.	—	1	1	1	1		
Visual Aids Asst.	—	1	1	1	1		
Sub-Total	1	9	9	9	11	7	(2)
Support Staff							
Typist	3	3	3	3	3		
Telephone Operator	—	1	1	1	1		
Librarian	—	—	—	—	1		
Messenger	1	1	1	1	1		
Driver	1	1	1	1	1		
Cleaner	—	—	—	—	6		
Sub-Total	5	6	6	6	13	9	1
Total	19	32	32	32	41	42	8

Grants Agreement uses different titles than Establishments Register.
Provided but carried upon William Pitcher's Establishments Register.

SELECTED BIBLIOGRAPHY

A great many documents and people contributed to this report. Much of the historical information was located in the project's Semi-Annual and Annual Reports that date back to the beginning of the project. Correspondence between the Campus Coordinators and the Chiefs of Party was also very helpful. Former and present staff members of the project helped significantly by clarifying past events.

Following is a partial list of the documents used to compile this report. Many others, far too numerous to list, were utilized.

Agency for International Development Documents

"Contract AID Afr-c-1172 as Amended", 1975-1983

"Project Appraisal Report", 1976

Ibid., 1977-1978

"Swaziland Primary Curriculum Development Project, Project Paper", 1974.

"Swaziland Primary Curriculum Development Project Paper", 1979.

Eastern Michigan University Reports and Documents

_____. "Semi-Annual and Annual Reports", 1975-1983

_____. "End of Tour Reports" by Staff including:

E.G. Dogbe, Harold Drennon, Robert Krebs, Michael Kolar, William Kromer, Edward Lederman, James McCarron, Jan V. Prins, Quirico Samonte, Cora Ssengoba.

Kromer, William, et al, "Training Plan for the Staff of the Primary Curriculum Unit, 1980-1983", May 1980.

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Porretta, Louis P., "Swaziland Primary Curriculum Development Project Assessment", November 1975.

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"End of Year Social Studies Achievement Test — December 1979, Grade III." August 1979.

"Evaluation Report Observation Instrument, Feedback by PCU Materials," 1980.

Primary School Outcomes, 1976.

"PCU Report on Grade 1, Term/Achievement Tests", July 1978.

"Terms of Reference for the Staff of the PCU; Government of Swaziland. Posts plus Annex of Advisors Posts", September 1980.

Other Reports

Dove, Charles and Nathaniel Sims, "Biennial External Progress Evaluation", Pacific Consultants, 1978.

Martin, Carol and William Duff, "Mid-Project External Evaluation for Swaziland Primary Curriculum Development Project", Aurora Associates, 1982.

O'Byrne, Ernest B., Thomas Muller, V. Robert Parkinsan and Louis Porretta, "Regional Educational Assistance to Botswana, Lesotho and Swaziland Feasibility Study — Final Report (abridged), 1970.

_____. American Institutes for Research Final Report, 1975.

APPENDIX 1

EVALUATION SURVEY

SWAZILAND PRIMARY CURRICULUM DEVELOPMENT PROJECT TRAINING PROGRAM

We are conducting an evaluation of the Swaziland Primary Curriculum Development Project in order to find out its effectiveness and impact from the point of view of those who participated in it. Your own views and experiences will form the basis of this evaluation. Hence, your participation is very important because only you can tell us what we need to know about the Project.

Please be assured that this is an anonymous evaluation, and that all the information given to us will be held in strict confidence. No information will be given to anyone that identifies the individual respondent.

Your cooperation and help in this endeavor will be greatly appreciated.

A. Demographic Data

First, I have a few questions about you and your background.

Check One

1. A. Male B. Female

1. _____

2. Where were you born? _____
Place of birth (City or Rural)

2. _____

2a. Did you grow up in the City or Rural area?

A. City B. Rural

3. _____

3. In what year were you born? _____
Year of Birth

4. _____

4. What is your marital status?

A. Single B. Divorced or Separated

C. Widowed D. Married

5. _____

Answer 4a-c if applicable:

4a. How old were you when you first got married?

6. _____

_____ years

4b. Did your wife/husband come with you to the U.S.?

A. Yes B. No

7. _____

4c. How much formal education does your wife/husband have?

8. _____

A. No formal schooling

B. Completed Primary school

C. Completed Junior Secondary school

D. Completed High School

E. More than High School

B. Academic Data

5. When were you at Eastern Michigan University?

9. _____

From _____ to _____
month/year month/year

10. _____

11. _____

12. _____

6. What was your major? _____

13. _____

24. What were the greatest strengths in your training program?

_____ (____) 53. _____
_____ (____) 54. _____
_____ (____) 55. _____

25. Do you feel that the pre-departure orientation that you received prior to your arrival in the U.S. was adequate?

A. Very Adequate B. Adequate
 C. Not Adequate 56. _____

26. How adequate was the orientation you received at EMU when you started at EMU?

A. Very Adequate B. Adequate
 C. Not Adequate 57. _____

27. Please rate each of the following groups with regard to their helpfulness in preparing you for this Project.

	A. Very Helpful	B. Helpful	C. Not So Helpful	
a. Ministry of Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	58. _____
b. Project Staff in Swaziland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	59. _____
c. Project Staff at EMU	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60. _____
d. Fellow Students in Project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	61. _____
e. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62. _____

28. What benefits did you expect from your training at EMU?

_____ 63. _____
_____ 64. _____
_____ 65. _____

APPENDIX 2

PARTICIPANT TRAINING

SURVEY RESULTS

VARIABLES	CODES	NA	A	B	C	D	E	%
1. Sex	A. Male		9					70
	B. Female			4				30
	Total		9	4				100
2. Birth	A. City		1					8
	B. Rural			12				92
	Total		1	12				100
3. Background	A. City		0					
	B. Rural			13				100
	Total			13				
4. Age	A. 1930-39		2					15
	B. 1940-44			5				39
	C. 1945-49				4			31
	D. 1950-55					2		15
	Total		2	5	4	2		100
5. Marital Status	A. Single		1					9
	B. Divorced			0				
	C. Widowed				0			
	D. Married					12		92
	Total							100
6. Marital Age	A. 20		0					
	B. 20-24			4				31
	C. 25-39				4			31
	D. 30 or older					3		23
	N/A	2						15
	Total	2	0	4	4	3		100
7. Accompanying Spouse	A. Yes		1					8
	B. No			11				84
	N/A	1						8
	Total	1	1	11				100
8. Ed. Level of Spouse	A. No Form. Sch.		0					0
	B. Primary			0				0
	C. Secondary				3			23
	D. High Sch.					1		8
	E. High Sch.						8	61
	F. N/A	1						8
	Total	1	0	0	3	1	8	100
9. Attendance at EMU	A. 1975-1978		2					15
	B. 1979-1983			11				85
10.	Total		2	11				100

11., 12. Data Not Available

VARIABLES	CODES	NA	A	B	C	D	E	%
13. Subject Major	A. Science Ed		6					46
	B. Arts Ed.			5				39
	C. Other Spec.				2			15
	Total		6	5	2			100
14. Quality of Advising	A. Excellent		1					9
	B. Very Good			8				62
	C. Good				2			15
	D. Not Good					2		15
	E. Poor						0	
	Total		1	8	2	2	0	100
15. Quality of Instruction	A. Excellent		4					30
	B. Very Good			9				70
	C. Good				0			
	D. Not Good					0		
	E. Poor						0	
	Total		4	9				100
16. Difficulty of Course Work	A. Very Diff.		2					15
	B. Some Diff.			8				62
	C. Not Diff.				3			23
	D. Very Easy					0		
	Total		2	8	3	0		100
17. Assistance From OIP	A. Satisfied		11					85
18.	B. Dissatisfied			2				15
	Total		11	2				100
19. Communication Problems	A. Yes		2					15
	B. No			11				85
	Total		2	11				100
20. Diff. of EMU Courses in Swaziland	A. Very Diff.		0					
	B. Some Diff.			8				62
	C. Not Diff.				3			23
	D. Very Easy					0		
	E. N/A		2					
	Total		2	9	3	0		100
21. Prep. for Career by EMU Prog.	A. Adequate		13					100
	B. Inadequate			0				
	Total		13					100
22. No Response.								
23. Wish to Continue Ed. in U.S.	A. Positive		13					
	B. Negative			0				
	Total		13	0				100
24. No Response.								
25. Present Pos. Title	A. Ed. Adm.		6					46
	B. Ed. Spec.			6				54
	Total		6	7				100
26. Time Pos. Held	A. 1-3 yrs.		10					77
	B. 4-6 yrs.			0				
	C. 7 yrs. & up				3			23
	Total		10	0	3			100
27. Pos. Change Aft. EMU Program	A. Yes		7					54
	B. No			6				46
	Total		7	6				100

VARIABLES	CODES	NA	A	B	C	D	E	%
28. Reason for Change	A. Promotion		6					46
	B. Career Chg.			1				8
	C. N/A	6						46
	Total	6	6	1				100
29. U.S. Training Leading to Promotions	A. Yes		6					46
	B. No			7				54
	Total		6	7				100
30. Reason for Promotion	A. Enhanced Qualific.		5					39
	B. N/A	8						61
	Total	8	5					100
31. Sec. School Program	A. Very Adeq.		4					31
	B. Adequate			7				54
	C. Not Adeq.				2			15
	Total		4	7	2			100
32. Secondary School Education	A. Secondary		13					100
	B. 0 Level			0				0
	C. High Sch.				13			100
33., 34. No Response.								
35. Post High Training Teachers College in Swaziland	A. Attend. without Compl.		0					0
	B. Completed			11				85
	C. Did Not Attend				2			15
	Total			11	2			100
36. Attend. of External Tch. College	A. Attend without Complet.		0					
	B. Completed			3				23
	C. Did Not Attend				10			77
	Total			3	10			100
37. Attendance of Univ. of SD	A. Attended-Did Not Complete		0					
	B. Completed			4				30
	C. Did Not Attend				9			70
	Total			4	9			100
38. Attended Univ. Elsewhere	A. Attended - Without Completion		1					9
	B. Completed			8				62
	C. Did Not Attend				4			30
	Total		1	8	4			100
39. Other Training	A. Attended - Did Not Complete		0					
	B. Completed			6				46
	C. Did Not Attend				7			54
	Total			6	7			100
40., 41. No Response.								
42. Wish to Attend EMU Again	A. Yes		12					92
	B. No			1				9
	Total		12	1				100
43. No Response.								

VARIABLES	CODES	NA	A	B	C	D	E	%
44. Improv. Prog.	A. Relevance of Prog. to Job		6					46
	B. Course Selection In Swaziland				4			20
	C. Advisor Choice				3			23
	D. Lengthen Prog. Time					2		15
	Total		6	4	3	2		100
45., 46., 47. No Response.								
48. Recom. Another Swazi Student to Attend EMU	A. Yes		13	0				100
	B. No		13	0				100
49. Weakness in Train. Prog.	A. Rationalizing Sub. Cont.		5					39
	B. Advisor/OIP Supp. Syst.			3				23
	C. Cultural				3			23
	D. None					5		39
	Total		5	3	3	5		100
50., 51., 52. No Response.								
53. Strengths in Train. Prog.	A. Subj. Content Delivery		8					62
	B. Professional Enrichment			2				23
	C. Prep. in Swaziland				3			23
	Total		8	2	3			100
54., 55. No Response.								
56. Predeparture Orientation Program	A. Very Adequate		2					15
	B. Adequate			9				70
	C. Not Adequate				2			15
	Total		2	9	2			100
57. EMU	A. Very Adequate		2					15
	B. Adequate			8				62
	C. Not Adequate				2			15
	D. N/A						1	8
	Total		2	8	2	0	1	100
58. Helpfulness of Min. of Education	A. Very helpful		5					38
	B. Helpful			7	1			54
	C. Not Very Helpful				1			8
	Total		5	7	1			100
59. Project Staff in Swaziland	A. Very helpful		9					70
	B. Helpful			4				30
	C. Not Very Helpful				0			0
	Total		9	4	0			100
60. Proj. Staff at EMU	A. Very helpful		6					46
	B. Helpful			6				46
	C. Not Very Helpful				1			8
	Total		6	6	1			100

VARIABLES	CODES	NA	A	B	C	D	E	%
61. Helpfulness of Fellow Students	A. Very helpful		5					38
	B. Helpful			6				46
	C. Not So Helpful				1			8
	D. N/A					1		8
	Total		5	6	1	1		100
62. Helpfulness of Other Agencies	A. Very helpful		4					31
	B. Helpful			2				15
	C. Not So Helpful				0			0
	D. N/A					7		54
	Total		4	2	0	7		100
63. Benefits From Training	A. Academic Advance.		6					46
	B. Prof. Advance			8				62
	C. Career Develop.				6			46
	Total		6	8	6			100

64., 65. No Response.