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**EDUCATIONAL POLICY, MANAGEMENT
AND TECHNOLOGY PROJECT**

PROJECT NUMBER 645-0230

**YEAR FIVE WORK PLAN
1 SEPTEMBER '93 - 31 AUGUST '94**

 INSTITUTE
FOR
INTERNATIONAL
RESEARCH

EDUCATIONAL POLICY, MANAGEMENT AND TECHNOLOGY PROJECT

YEAR FIVE WORK PLAN

1 SEPTEMBER 1993 - 31 AUGUST 1994

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SECTION I
EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

The period from 1 September 1993 to 31 August 1994 will mark the fifth year of USAID funding for the EPMT Project and the fourth year of work in Swaziland under the contract with the Institute for International Research. The project is scheduled for completion in August, 1996.

In order to make further progress towards its purpose of improving the quality and efficiency of basic education in Swaziland, the project intends to achieve the following in each of its five components (see Section IV).

- Continuous Assessment: Introduce grade 2 and 3 tests and remedial materials in all schools and prepare for the 1995 introduction of CA in grades 4 and 5 (unless changes are made to this schedule as a result of the mid-project evaluation), upgrade staff capabilities, and further integrate CA into pre-service teacher education curricula.
- Head Teacher Management Training: Under the leadership of INSET, train the remaining 150 primary head teachers and plan for the further development of the programme.
- Management Information Systems: Begin transferring MIS responsibilities to the new counterpart, evaluate and modify the national CA data capture system, and increase the awareness and use of the MIS at headquarters and regional levels.
- Organizational Development: Make information functionally useful in improving the operations of the MOE and of the education system in general, answer practical policy and operating questions, and extend organizational development efforts to the next level of decision-makers.
- Career Guidance: Infuse career guidance to primary educators, upgrade the capability of guidance officers and teachers, incorporate guidance teaching into pre-service teacher training curricula, and train teachers to use career guidance materials.

In order to accomplish its 1993-94 objectives, the EPMT Project will use the services of six full-time and four part-time employees under the IIR contract (see Section V). Four of these employees are expatriates; six are from Swaziland. (A seventh full-time Swazi professional will complete his contract with EPMT in October, 1994.) An estimated 8.22 person-months of short-term

technical assistance will be contributed through approximately 10 consultancies (see Section VI). Twenty-nine training activities are envisaged, of which two involve overseas study for three officers (see Section VII).

This work will require an estimated expenditure of \$1,172,800 in USAID funds through the IIR contract (see Section VII). The Government of Swaziland will contribute an additional E4,529,715, of which E4,003,270 will be cash expenditures under the 1994-95 capital budget (see Section IX).

In order to resolve the key issues affect the project's work, 15 recommendations should be implemented (see Section X).

SECTION II
INTRODUCTION

INTRODUCTION

Project overview. The 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 (MOE). It is being implemented with assistance from the Institute for International Research under USAID contract number 645-0230-C-00-0016-00.

The project's purpose is to improve the quality and efficiency of basic education in Swaziland. To help the Ministry of Education achieve this purpose, EPMT is providing support in five areas:

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

Project phases. Project year 1993-94 represents the start of the fourth and final phase of the EPMT Project. Phase 1, 1989-90, involved preparatory work prior to the arrival of the IIR field team. One important outcome was a successful pilot test of the Interactive Radio Instruction method of teaching English. Phase 2, 1990-92, saw a full complement of five resident technical advisers working with the project components. Phase 3, 1992-93, involved a reduced number of advisers. The Head Teacher Management Training Specialist and the Guidance and Counselling Specialist left the country in August, 1992, having completed their work.

During Phase 3 the Continuous Assessment and Organizational Development advisers are completing their full-time assignments in Swaziland. The CA adviser returns to the United States in August, 1993, although this work plan proposes that she return for three one-month consultancies during 1993-1994. The OD adviser will move to a half-time assignment with the EPMT Project, spending his remaining time working with a World Bank project to develop a policy and planning support system that is closely integrated with EPMT's OD and MIS efforts. This will leave the Chief of Party/MIS Adviser as the only full-time project employee as Phase 4 begins. This final phase will see the role of EPMT become one of providing on-going support and, where necessary, short-term technical assistance for the Ministry's efforts in the five target areas.

Work plan organization. The heart of this annual implementation plan is Section IV, Component Work Plans. It contains five sub-sections, one for each project component. Each component's work plan states the goals (EOPS) targeted by its work, lists the objectives to be achieved during Year 5 in pursuit of those goals, describes the activities to be carried out in order to reach each objective, and summarizes those activities on a Gantt Chart. Activities are numbered with reference to annual objectives. For example, objective 1 under Head Teacher Management Training will be met through activities 1a to 1f. The major issues facing the component are summarized, including recommendations on how they should be resolved.

Following the component work plans are sections summarizing the IIR personnel, short-term consultants, training activities, EPMT financial contributions and GOS capital budget and in-kind contributions necessary to carry out the proposed activities. The last section summarizes the recommendations from all five components. Finally, a glossary of abbreviations used in this document is provided to assist the reader.

SECTION III

**END OF PROJECT STATUS
INDICATORS (EOPS)**

EPMT End of Project Status Indicators (EOPS)

The following EOPS are those proposed in the project amendment under discussion as this plan was being prepared.

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.

SECTION IV
COMPONENT WORK PLANS

CONTINUOUS ASSESSMENT

RELATED PROJECT GOALS (EOPS)

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

YEAR FIVE OBJECTIVES

1. Implement the Continuous Assessment Programme nationwide in the first three grades.
2. Develop, pilot test, and revise materials for grades 4 and 5; begin development of materials for grades 6 and 7.
3. Upgrade the professional capability of CA staff and regional training teams.
4. Further stimulate and support the integration of continuous assessment and remediation concepts/strategies into pre-service teacher education curricula.

YEAR FIVE ACTIVITIES

- 1a. Conduct end-of-year tests to generate baseline data for grades 2 and 3.

To establish baseline data for these two grades, a sample group of approximately 11% of the end-of-year second and third graders will be tested.

- 1b. Train all grade 2 and 3 teachers on CA implementation.

In a test of the capacity of the system to institutionalize training and instructional leadership responsibilities in the head teacher group, all grades 2 and 3 teachers will be trained by their respective head teachers, with assistance from the grade 1 teacher(s) in each school. Grade 1 teachers will also be trained to implement any changes in CA implementation, if any. The regional teams (regional inspectors, NCC, INSET, teacher leaders, and subject panel members) will closely supervise these school-level training activities and provide professional support as needed. The use of the multiplier-effect model by training grade 2

and 3 teachers through their head teachers, will cost the project \$92,598 (with 15% inflation factored in).

Contingency plans: If additional funds can be raised, the grade 2 (approximately 975) and grade 3 (approximately 920) teachers could be trained directly by the regional trainers, as was done with the grade 1 teachers last January. Direct training for only the grade 2 teachers (3 days) will cost \$121,513, which is well within the \$125,000 previously estimated for in-country training in Year 5. Training both the grade 2 teachers (3 days) and the head teachers (1 day) will cost \$139,303, which will require \$14,303 more than the current allocation. Training all the grade 2 and 3 teachers for 3 days and the head teachers for 1 day will cost approximately \$183,000--requiring an additional \$58,000--and training all three groups for 3 days would cost \$202,645 or \$78,000 more than the current allocation.

If additional funds cannot be raised from external sources, the project could consider reducing the scope of CA implementation to one grade per year, for the remainder of the life of the project. (The development of tests and sample remedial materials would still be carried out through grade 7.) Training funds could then be used for direct training up to the fourth grade. Training thereafter could be localised, at which time the teachers, head teachers, and their supervisors shall have had more time to assimilate more firmly the CA concepts and will have become more proficient in implementing CA and remedial strategies. That is, after three more years of implementing, supervising, and monitoring the CA programme, the teachers and their supervisors will have become more seasoned CA practitioners and will thus be more prepared to carry out the training of the rest of the grades locally at the zonal and/or school levels. This strategy of direct initial training, supplemented by regular follow-up training support by the members of the regional teams (primary inspectors, INSET, NCC, and teacher leaders) is likely to result in a stronger, firmer foundation in CA, which is vital to the long-term sustainability of the programme.

1c. Revise, produce, and distribute CA materials.

Test booklets, sample posters and remedial materials, teachers' handbooks, and report forms will be revised, produced and distributed to all grade 2 and 3 teachers.

1d. Introduce the CA programme in grades 2 and 3 in all primary schools.

The CA programme will be expanded from grade 1 to the second and third grades. Implementation during this second year will incorporate changes dictated by formative feedback on the first year's experience in grade 1. (If the Ministry and USAID decide to slow down the pace of CA implementation as discussed in the contingency plans for 1b above, the CA programme would be expanded only to grade 2 this year.)

1e. Continue CA implementation in grade 1.

The CA programme will be in its second year of implementation in all grade 1 classes in the country. Revisions in the CA strategies, if any, will be disseminated to the grade 1 teachers through their respective head teachers.

2a. Complete development of pilot versions of materials for grades 4 and 5.

The pilot versions of the tests will be produced in the following order: third term (end-of-year) tests, first term, and second term. This will allow pilot testing of the end-of-year tests in November of this year. The grade 4 tests will be written by the local staff. The NCC interns will write the grade 5 tests. The sample remedial materials for these two grades will be developed by the local staff after the feedback seminars with the grades 4 and 5 pilot teachers in late May, 1994.

2b. Pilot test end-of-year tests for grades 4 & 5.

In order to obtain formative feedback on the end-of-year tests for these two grades in a timely manner, they will be pilot tested by the CA staff at the end of the current school year rather than at the end of 1994. This schedule will enable the CA Unit to produce the revised versions of these tests on time for baseline data testing in November, 1994.

2c. Train grade 4 and 5 pilot teachers.

Grades 4 and 5 teachers will receive training on how to use item specifications to write their own lesson/unit tests, how to administer the end-of-term tests, how to produce and use remedial materials, and how to provide formative feedback to the CA Unit.

2d. Pilot test grade 4 and 5 CA materials for the first two school terms.

Prototype materials for the first two terms of grades 4 and 5 will be tried out in the laboratory schools, revised, and pilot tested. Based on the results and formative feedback from the pilot schools, materials will be revised for implementation in 1995.

2e. Conduct feedback seminar for grade 4 & 5 pilot teachers.

Results of the pilot testing of grade 4 & 5 materials will be summarized and discussed with the pilot teachers in order to arrive at joint decisions about how these materials should be revised prior to nationwide implementation.

2f. Finalize objectives for grades 6 and 7.

Instructional objectives reflected in existing NCC Maths and English textbooks for grades 6 and 7 will be rewritten in behavioural terms to serve as the basis for test development.

2g. Hold test development workshops for grade 6 and 7 pilot teachers.

Inputs into the development of criterion-referenced tests for these two grades will be solicited from the grade 6 and 7 pilot teachers at these test development workshops. They will be trained in: (a) writing item specifications based on the objectives for each grade and (b) using these specifications for writing test items.

2h. Develop, try out, and revise prototype tests and remedial materials for grades 6 and 7.

Prototype tests and remedial materials will be tried out in the lab schools. Based on formative feedback from the lab schools, these materials will be revised and produced for tryout in the pilot schools. The grade 6 tests will be written by the NCC interns in the United States. The grade 7 tests and the sample remedial materials for both grades will be written by the local CA staff.

3a. Provide 6-month internships in the United States for two NCC/CA staff.

Two NCC/CA staff members will participate in the last six-month internships at the University of Massachusetts in the United States. Unlike the previous interns who wrote tests for only one grade, these last two interns will be responsible for the development of the Maths and English tests for grades 5 and 6. This should ease up the workload of the local CA staff who will be writing the grade 7 tests and the sample remedial materials for all three grades, among other things. The internships will also include a study tour of at least one operational CA system in the U.S.

3b. Provide U.S. Masters Degree programme for NCC/CA staff member.

The professional capabilities of the NCC/CA staff will be further upgraded by providing a Masters degree programme in Educational Testing to Newman Khumalo, NCC evaluator assigned to the CA Unit.

3c. Produce a videotaped CA training package to supplement the implementation modules.

A videotaped CA training package of from 20 to 30 minutes will be produced by the CA Unit. After representations were made by the CA Coordinator on behalf of the Unit, the manager of Swazi TV has agreed to make available the station's editing equipment/facilities, for free. The PCV assigned to CA will be actively involved in these production efforts, with assistance from a professional cameraman.

3d. Retrain regional teams.

To enable the regional trainers to upgrade the training capability of all the primary school head teachers, implementing any changes that may be necessitated by formative feedback from the first year of implementation, all members of the regional teams will be retrained by the CA Unit in an intensive 3-day follow-up workshop.

3e. Retrain head teachers.

To prepare the head teachers to train the grade 2 and 3 teachers in their respective schools on how to implement the CA programme, all head

teachers will be retrained by the regional teams in an intensive 3-day follow-up workshop.

3f. Train CA staff on the design and development of remedial materials suited to grades 4 - 7.

An in-house workshop will be held for CA staff on how to design effective remedial materials for the upper primary grades. Sample materials produced will be based on feedback from the grade 4 and 5 pilot teachers in May, 1994.

3g. Hold one-day seminar for subject panel members.

An all-day seminar will be held for members of the primary and national subject panels for English and Maths. The goals of this seminar will be: (a) to update the panels on the status and progress of development activities of the CA Unit, and (b) to discuss revisions that may be indicated by formative feedback on the first year of nationwide implementation of the CA programme in the first grade.

3h. Train newly-recruited NCC/CA staff.

New staff members will be trained on-the-job by the CA Coordinator and by the short-term consultants: (i) by Dr. Passigna during in-house upgrading mini-workshops in October 1993, and (ii) by Prof. Hambleton during the test development workshops for the grade 6 and 7 pilot teachers in January 1994.

4a. Support NCC/UNISWA and TTC collaboration.

Assistance will continue to be provided to NCC and the pre-service teacher training institutions to ensure the effective integration of CA concepts, methods, and strategies into existing curricula.

ISSUES AND RECOMMENDATIONS

1. Issue: There is a serious concern among the CA staff about the increasing feeling of demotivation among the members of the regional teams--particularly the selected head teachers, pilot school members, and subject panel members--who are expected to train their peers on CA implementation during their holidays without receiving any form of

incentives or remuneration for such work. This feeling seems to have arisen from the fact that head teachers who are engaged in similar training activities under the Head Teacher Management component do receive monetary and other incentives for their services.

Recommendation: USAID should approve payments of daily consulting fees to teachers (but not CA or INSET staff) for any days of annual leave used for CA training (up to a maximum of 20 days per year), on the same basis approved for head teacher trainers.

2. Issue: The CA Unit has lost two staff members--one evaluator who had been assisting the English instructional designers and Mr. T. Singwane, who has been promoted to Acting Director for NCC. This has caused the already overworked CA staff serious problems in meeting development and production deadlines. This problem will get even worse during Year 5 when three staff members (two interns and one Masters degree trainee) will be in the U.S.

Recommendations: This problem can be minimized, if not eliminated, by a number of measures taken in combination: (1) The Ministry should fill the two vacant positions with qualified staff as soon as possible. (2) At least two more trained teachers/head teachers could be seconded to the CA Unit for at least the next six to eight months to help take the CA development activities over the hump. (3) The two six-month interns to be sent to the U.S. should write the English and Maths tests for two grades (grades 5 and 6, terms 1 to 3) rather than for just one grade. (4) Send a request for one more Peace Corps Volunteer who is a qualified primary school teacher, preferably with instructional design skills, to assist tasks related to actual development of tests and remedial materials now being done by the CA instructional designers. Computer skills would be desirable, but not essential. (5) Hire a CA specialist, to be paid out of EPMT funds, for a period of two years. This specialist will assist primarily in the instructional design and development activities.

3. Issue: The CA Unit needs at least four vehicles in order to be able undertake the following activities in a timely manner: (a) pilot testing, (b) baseline data testing, (c) school visitations, and (d) zonal upgrading meetings/feedback sessions with the teachers. The Unit was able to borrow two vehicles from the Central Pool (CP) in Mbabane for about six weeks early this year for the abovementioned purposes. One car was also loaned by the Central Pool to the CA Unit for the month of June.

Recommendation: The Ministry should request the Central Pool of CTA to assign on a long-term basis four vehicles to the CA Unit, preferably two bakkies (or one bakkie and one sedan), one van (Kombi) and one 4-wheel drive pick-up truck with a covered canopy at the back.

4. **Issue:** The Acting Director of NCC and the CA Coordinator have expressed their concern that the Ministry will soon be expecting NCC/CA to prepare for the implementation of the nine-year basic education programme based on CA. The CA staff will then be expected to assist in upgrading the other subject specialists at NCC to enable them to produce CA materials for their respective subject areas (Social Studies, Science, Siswati, etc.).

Recommendation: In order to enable the CA Unit to meet the expectations of the Ministry under the nine-year basic education programme without adversely affecting development activities under the EPMT Project, the four INSET/CA staff members should be asked to start developing CA materials for other subject areas. The staff concerned would be developing materials for their areas of specialization--i.e., D. Vilakati and N. G. Dlamini for Social Studies, J. Fakudze for Science, and B. Nkomo for Siswati. The two days per week that these four staff members were to assist in Maths and English can be covered by the new CA staff, the CA specialist, and the additional PCV that will be requested for the Unit.

YEAR 5 GANTT CHART FOR C.A.

Activity	1993			1994								
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
4.Integrate CA into pre-service teacher education curricula												
4a.Support in NCC - TTC/UNISWA collaboration												

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HEAD TEACHER MANAGEMENT TRAINING

RELATED PROJECT GOALS (EOPS)

1. The number of children who complete seven 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.
5. Increased awareness among students of career choices and resources for identifying employment options.

YEAR FIVE OBJECTIVES

1. Enhance the leadership and management skills of 150 additional head teachers (Cycle 3). (This should comprise the rest of the country's primary head teachers who have not received training to date.)
2. Further develop the Head Teacher Management Training Programme.

YEAR FIVE ACTIVITIES

- 1a. Provide management training course for head teachers.

Using the existing regional teams, INSET will supervise and manage the pre-course preparations including revision and printing of materials, trainee notification and registration. The training teams will use machine-scored testing, where appropriate. The regional training teams will conduct training programs following the format established during Cycles 1 and 2.

- 1b. Prepare training teams.

Prior to each training period, a short training and planning workshop will be implemented for the training teams to ensure efficiency and high quality training. The training teams will be prepared to: (i) implement training using appropriate methods and strategies; (ii) be conversant with materials and concepts; (iii) be able to respond to trainee questions (e.g. policy and other issues) through clarification activities.

1c. Evaluate 150 head teachers.

INSET will prepare tests, and train and supervise the training teams in evaluating the trainees' performance at the end of each module. The Unit will also continue to systematically mark, record and report test results for purposes of awarding certificates at the end of Cycle 3. Tests will be reviewed to ensure that they adequately measure performance in the base (priority) areas.

1d. Prepare training materials.

The existing training modules will be revised and coded into base (priority) areas and supportive module areas in order to allow more in-depth training in the priority areas. Each Team Leader, working with his/her Logistical Coordinator, will prepare the necessary materials for each training session, including visual aids, handouts, flip charts, projectors, etc.

1e. Hold management training staff seminars.

INSET's Management Training Team will meet on a regular basis to ensure that management problems are met, and that planning and monitoring of all training activities occurs.

1f. Award certificates.

On the basis of performance on tests in all four P.O.M.I areas, certificates will be printed and awarded to the successful trainees.

2a. Establish a regular programme for remediation and re-testing for head teachers who miss or fail some of the training.

Short-answer tests already developed will be utilized to establish minimum competency levels for each of the modules. Those who fall below standard in certain competency areas will be identified, and opportunities for remediation provided through INSET. (These will be a combination of individual study of Review Guides and remediation workshops.) Remediation and testing will be scheduled on a regular basis.

2b. Enhance Career Guidance, Continuous Assessment, and Clinical Supervision in Schools.

The modules which have been developed will be used during training as base or priority areas.

2c. Develop a programme for INSET to systematically continue to train all new head teachers.

Upon completion of Cycle 3, a course of study and appropriate materials have to be selected and new tests developed to enable INSET to systematically continue training all new head teachers on an in-service basis. (This activity can be facilitated through a three-week consultancy.)

2d. Print training books.

Trainers' Guides and Trainee Handbooks will be printed for each POMI area (a total of 1200 training books).

2e. Hold follow-up workshops (Open Days).

Monthly follow-up workshops (Open Days) will be held at the TIDCs for head teachers who have gone through the course.

ISSUES AND RECOMMENDATIONS

1. Issue: Experience gained from using the training materials for two cycles has led to the realization that there is a need to reduce the amount of material which is presently being covered.

Recommendation: It is suggested that the modules be reviewed and priority areas identified. Then, a revised table of contents could indicate the base or priority modules, and the others as supplementary modules.

2. Issue: With the need to provide follow-up to the Head Teacher Management Training (as pointed out in the formative evaluations), and with increasing training for CA, INSET staff are under a lot of pressure and working solidly through school holidays. Their pay scale is still below that of their colleagues at NCC and at the inspectorate, and this is a source of discontent. INSET is losing its most experienced, trained personnel, and this works against sustainability.

Recommendation: The Ministry should give priority to correcting this discrepancy.

3. Issue: The lack of a permanent training venue is a very real constraint in organizing the training. Much time and effort is expended in finding training venues, especially during the school terms. Also, the cost of facilities is fast increasing, and INSET is even being charged for the use of Teacher Training College facilities. Transporting trainers, food, materials, etc., also requires reliable transport.

Recommendation: Positive action needs to be taken to find a venue which is regularly available for in-service courses, specifically for the Head Teacher Management Course. Also more logistical support, including at least two new vehicles, needs to be provided to facilitate the work of the training teams.

4. Issue: As more training is provided for the Inspectorate, there is a need for INSET to clarify its role in this regard.

Recommendation: The recommendations from the Supervision Model Workshop should be closely studied to clarify INSET's role and its interaction with the Inspectorate.

5. Issue: There is a need to strengthen INSET to create the institutional capacity required to adequately perform all its training tasks, including Head Teacher Management Training and Continuous Assessment.

Recommendation: Provide INSET with badly needed resources, e.g. support staff (including a typist, an accounts officer, and a driver), two vehicles, and four professionals based in the regions, to be counterparts to the Peace Corps Volunteers.

6. Issue: The present Director of INSET will soon be departing, and the post per se has still not been created. Unless this is rectified immediately, INSET will be left without a Head. Furthermore, the Unit has still not been established as a separate responsibility centre. This creates a hardship in the operation of the Unit.

Recommendation: The post of INSET Director should be created immediately and the position filled promptly.

7. Issue: The Ministry had decided that once it was successfully established, the Head Teachers Management Training Course would be incorporated into the standards for Heads of Schools. These standards have been drafted and reviewed within the ministry. Their implementation is an obligation under the EPMT Project Agreement.

Recommendation: The standards should be forwarded as soon as possible to the Attorney General's Office for confirmation.

8. Issue: The EPMT Project does not have funds to extend management training to heads of secondary schools, but there is a great need for this training. Many secondary head teachers have already applied to take the course.

Recommendation: Funds should be sought, either as additional funds from USAID or from the Ministry of Education, so that this training can be carried out for all head teachers in the country.

9. Issue: The TIDCs are being used more and more. The number of Open Days has doubled from last year. CA tests are being distributed and collected there. Teachers from all grades are continuously seeking assistance and using the facilities. At the same time, the equipment is getting old and some of it needs to be replaced.

Recommendation: Funds should be set aside to replace the TIDC computers as soon as possible, and for replacement and purchase of other equipment (e.g. scanners and duplicating machines).

MANAGEMENT INFORMATION SYSTEMS

RELATED PROJECT GOALS (EOPS)

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

YEAR FIVE OBJECTIVES

1. Begin transfer of MIS responsibilities to MIS counterpart.
2. Evaluate and modify national data capture process.
3. Increase the awareness/use of the MIS at headquarters and regional levels.

YEAR FIVE ACTIVITIES

- 1a. Provide on-the-job and local training.

The MIS Specialist will assume responsibility for providing on-the-job training for the counterpart. The counterpart will be enrolled in locally offered courses in those applications where this seems most appropriate.

- 1b. Assign partial responsibility for the MIS to the counterpart.

The MIS counterpart will assume responsibility for data entry and the updating of data bases.

- 2a. Evaluate current system.

Hold meetings with REO staff and REOs on the realities of the current process.

- 2b. Develop modified plan.

Based on the mid-project evaluation, design a modified plan. Emphasis will be on producing a system that allows for the most timely input and dissemination of data.

2c. Implement national data capture.

Using the new or revised plan, capture data from year-end testing of Grade One students in Maths and English.

3a. Continue Understanding Information Seminars.

The seminars on Understanding Information will continue. Emphasis will be on increasing the use of graphical elements, tables, etc. in the presentations of MOE staff and on increasing their understanding of the underlying data and interpreting the "information" displayed through these graphical elements.

3b. Design and implement improved access to system.

Design an easy-to-use "front end" for the MIS system, to make it easier to retrieve information and produce reports.

3c. Deliver a bimonthly report that focuses on one issue.

As a way to increase awareness of MIS, to improve the use of information in the Ministry and to bring specific topics to the attention of MOE personnel, a report focusing on one critical issue will be produced regularly.

3d. Update Schools Profile program and provide training to REO staff/Inspectorate on use.

Using 1992 CSO data, update Schools Profile program and distribute it to the REOs. Hold training sessions in each Regional Education Office to continue acquainting staff with the program and its use.

3e. Manage research.

Continue to provide management input into Book Rental Scheme study. Work with UNISWA faculty and others to develop research relating to student achievement and teacher behavior.

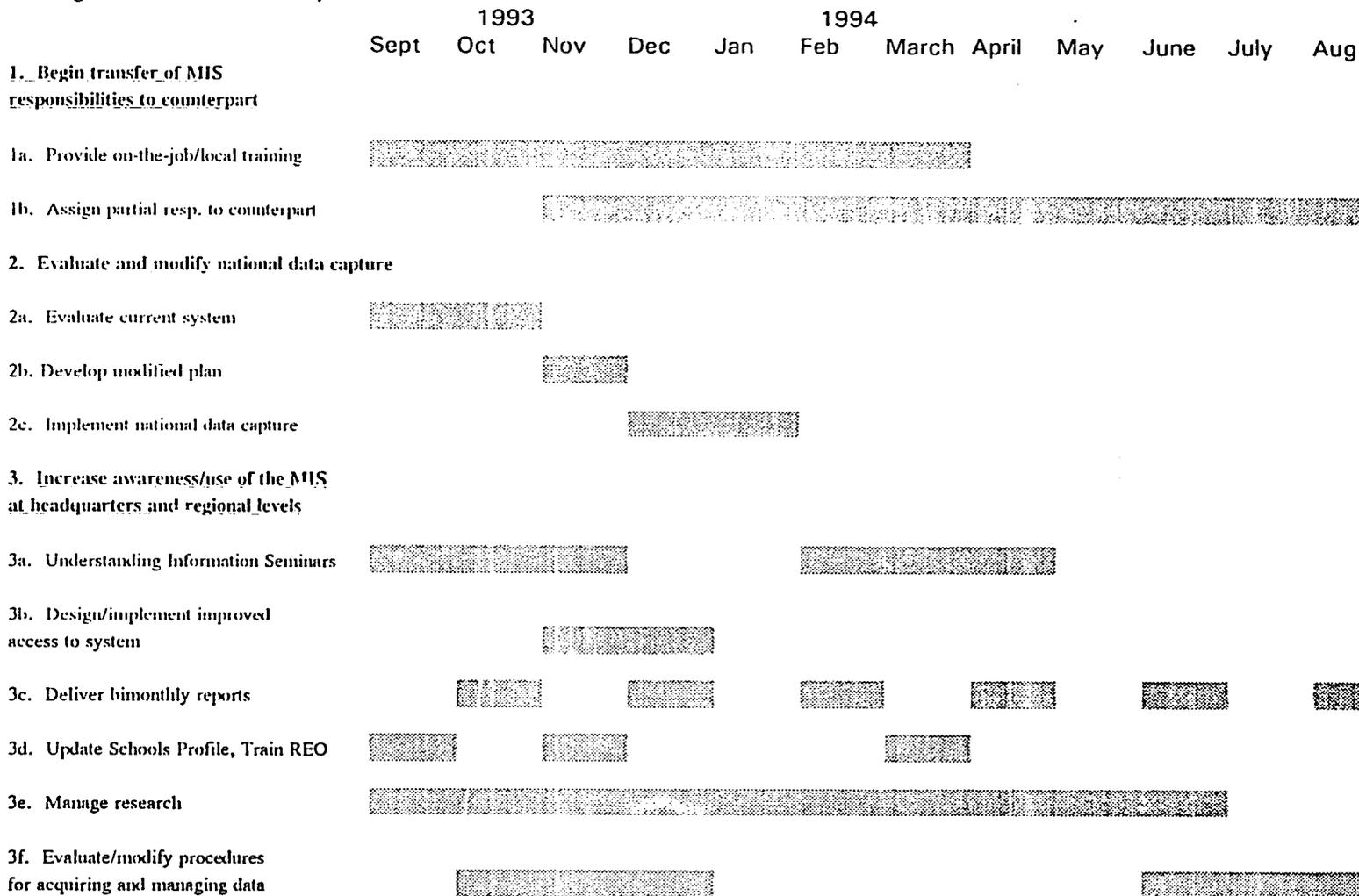
3f. Evaluate and modify procedures for acquiring and managing data.

Working with counterpart, evaluate current data acquisition, storage and maintenance procedures. Modify as appropriate.

ISSUES AND RECOMMENDATIONS

None.

Management Information Systems



ORGANIZATIONAL DEVELOPMENT

RELATED PROJECT GOALS (EOPS)

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

YEAR FIVE OBJECTIVES

1. Make information functionally useful in improving the operations of the MOE and of the education system in general.
2. Answer practical policy and operating questions for the preparation of policies and procedures.
3. Extend organizational development efforts to the next level of decision-makers (REOs, Inspectorate, Financial Controller's Office and Teaching Service Commission).

YEAR FIVE ACTIVITIES

- 1a. Support the MOE symposium on education policies.

Assistance in planning, topic development and organization will be given. The symposium preparatory process initiated in Year Four will continue to be supported to ensure that presentations have the depth required to capture sensible policy directions for the future. It is intended that the symposium feed directly into the macro-economic framework presently being formulated by Government and that it provide the MOE with development strategies that complement the framework.

- 2a. Support intensive training in policy support systems and institutional development.

Assistance will be given to MOE to institute a policy support unit of some 3-4 people. To institutionalize policy support MOE will require the transfer of a number of skills, some of them generic, others quite specialized. These skills relate to i) the practice of educational planning and policy analysis, ii) the development of various models, iii) the general understanding of the policy support paradigm (including cognizance of communications and marketing principles), and iv) sound

knowledge of how to conduct research, design surveys and analyze data. A policy support training programme will be implemented in conjunction with MOE's policy support project recently initiated with World Bank/Research Triangle Institute assistance. In addition to formal training, informal training will be conducted, to involve numerous other stakeholders in the design and development of the policy support tool (with the aim of removing barriers between stakeholders, while building a broad coalition of common interest), and to ensure that those closely involved in the technical aspects *learn by doing* (i.e. shoulder-to-shoulder training).

2b. Support workshop on policy support tool.

The draft version of the policy support tool will be shared with counterparts in a workshop situation. The aim will be to introduce people to the process, to facilitate a sense of ownership and to get feedback on the design and operation of the canned version of the tool and to begin using the tool to assess policy options.

2c. Finalize policy support tool.

The final version of the tool will be tested under various scenario conditions.

2d. Support research studies using data routinely collected.

Assistance will be given to research activities carried out by various individuals. The focus of research will be strictly held to those areas concerned with quality and efficiency in the system.

2e. Complete study on text book rental scheme.

Analytical work on data collected and write-up of the report will be completed for presentation to the Principal Secretary.

3a. Support preparation of the 1994-95 budget.

Assistance will be given to the staff directly involved in preparing documentation: REO's, the RPU and the Financial Controller. The Organizational Development consultant will also assist MOE staff to work

with the Ministry of Economic Planning on the structure and the extent of the budget and with the Ministry of Works on building capacity.

3b. Support monitoring activities.

The budget process also involves monitoring implementation of existing budgets. Monthly coordination meetings (with Ministry of Works and Ministry of Economic Planning and Development, and all involved sections of MOE, including REO's) are held during which progress is noted project by project. The historical data built up from 1989/90 to date (1993/94) will be reviewed for a possible study on the physical capacity of the education system.

ISSUES AND RECOMMENDATIONS

None.

ORGANIZATIONAL DEVELOPMENT

1993

1994

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

1. Make information functionally useful in improving the operations of the MOE and of the education system in general

1a Support the MOE symposium on education policies

2. Answer practical policy and operating questions for the preparation of policies and procedures

2a. Support intensive training in policy support systems and institutional development

2b. Support workshop on policy support tool

2c. Finalize policy support tool

2d. Support research studies using data routinely collected

2e. Complete study on text book scheme

1993

1994

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

3. Extend Organizational Development efforts to the next level of decision makers

3a. Support preparation of the 1994-1995 budget



3b. Support monitoring activities



CAREER GUIDANCE

RELATED PROJECT GOALS (EOPS)

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

YEAR FIVE OBJECTIVES

1. Infuse career guidance to primary educators.
2. Upgrade the capability of guidance officers and teachers.
3. Support ETGPS in teaching guidance at TTCs and incorporating guidance into pre-service teacher training curricula.
4. Train teachers to use career guidance materials.

YEAR FIVE ACTIVITIES

- 1a. Provide infusion workshops in four regions.

Career guidance will be continuously infused to primary educators by the ETGPS staff. This will be achieved through providing infusion workshops to teacher leaders at four regional TIDCs. The ETGPS staff have been trained to provide such training. They will be the trainers for these workshops. There will be one workshop at each of the four regions for about 40 teacher leaders. This activity is to be coordinated with INSET and the workshops will be given during INSET Open Days in April.

- 2a. Hold training workshops for ETGPS staff.

A consultant will conduct a one week up-grading workshop for about 10 ETGPS staff.

- 2b. Support the SARCCO conference.

A consultant will help organize, coordinate and conduct part of the workshops in the SARCCO (Southern African Regional Career Counselling) Conference to be held in June 1994. This will be a

conference for the counsellors in the Southern African region to establish networks and to exchange materials and resources developed by each other.

3a. Infuse guidance into teacher training programmes.

ETGPS will carry on with the task of teaching guidance at TTCs and incorporating guidance into pre-service curricula.

4a. Support primary teacher training.

ETGPS will, in conjunction with NCC, train primary social studies teachers to use career guidance material when it is implemented in the 7th grade.

4b. Develop guidance materials for Grade 4-6.

ETGPS will, in conjunction with NCC, prepare and try out careers materials for Grade 4, 5 and 6.

ISSUES AND RECOMMENDATIONS

None.

CAREER GUIDANCE

1993
Aug Sep Oct Nov Dec Jan Feb Mar Apr 1994
May Jun Jul Aug

1. Infuse career guidance to primary educators.

1a. Provide infusion workshops in four regions



2. Upgrade the capability of guidance officers and teachers

2a. Hold training workshop for ETGPS staff



2b. Support the SARCCO conference



3. Support ETGPS in teaching guidance at TTCs and incorporating guidance into pre-service teacher training curricula.

3a. Infuse guidance into teacher training programmes



4. Train teachers to use career guidance materials

4a. Support primary teacher training



4b. Develop guidance materials for Grades 4-6



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SECTION V
IIR PERSONNEL

The Institute for International Research personnel to implement the project during the fifth year (from 1st September 1993 to 31st August 1994) are:

IIR Headquarters staff:		Level of effort in person/months:
Principal Investigator	Paul Spector	0.69
Program Assistant	Mani Sangaran	6.00
 Field Staff:		
Chief of Party	Phil Christensen	12.00
OD Specialist	Cooper Dawson	6.00
CA Specialist	Aida Pasigna	3.00
 Local Staff:		
Administrative Assistant	Ray Maseko	12.00
Project Secretary	Phyllis Mncina	12.00
Head Teacher Trainers	Mathembi Dlamini	1.00
	Queeneth Ginindza	12.00
CA Specialist	To be recruited	12.00
Gardener	Joseph Sihlongonyane	12.00

SECTION VI
ANNUAL CONSULTING SCHEDULE

Component	Consultant	Duration	Period	Purpose
Continuous Assessment	Dr. Aida L. Pasigna	1 month	October, 1993	Revision of CA implementation strategies, follow-up TOT workshops, supervision of production of CA training video tape, training of new CA staff
MIS	Dr. Rick Johnson	1 month	November/December, 1993	Design MIS "front end," support TSC
Continuous Assessment	Dr. Ronald. K. Hambleton	2 weeks	January 29, 1994	Test development workshops for Gr.6 & 7 pilot teachers
Head Teacher Training	Dr. Irma Allen	3 weeks	March, 1994	Develop in-service programme for training new head teachers
General	Dr. Paul Spector	3 weeks	March, 1994	Inputs to project assessment and planning from the Principal Investigator

Continuous Assessment	Dr. Aida L. Pasiona	1 month	Mid-March to Mid-April, 1994	Revision of CA implementation handbook (language simplification), supervision of production/completion of CA training video tape, training CA staff on design of remedial materials for Grade 4, planning
MIS	Dr. Rick Johnson	1 month	March/April, 1994	Modify or re-design national data capture system
Guidance & Counselling	Dr. Lily Chu	3 weeks	May-June, 1994	Staff upgrading, conference support
Continuous Assessment	Dr. Aida L. Pasiona	1 month	June, 1994	CA workshop on design of remedial materials for Grade 5 planning
Organizational Development	Local	4 weeks	To be determined	Research support
Organizational Development	Local	2 weeks	To be determined	Policy support

SECTION VII
ANNUAL TRAINING SCHEDULE

CONTINUOUS ASSESSMENT

TYPE OF TRAINING	PARTICIPANTS	DURATION	DATES
MA Training	Newman Khumalo	18 - 24 Months	August, 1993 to August, 1995
Six-month CA internships	2 NCC/CA staff: Cynthia Hlophe Hibajane Shandomo	6 months	September, 1993 to February, 1994
Seminars for English & Maths subject panels	Primary and national subject panels for Maths & English	1 day	September, 1993
Training of Trainers workshop for CA regional trainers	Regional training teams	3 days	October, 1993
Regional upgrading workshops for head teachers	All head teachers of primary schools	3 days	January, 1994
Test development workshops	Grade 6 & 7 pilot teachers	10 days	January, 1994
Training of grade 2 & 3 teachers on CA	All grade 2 & 3 teachers	3-5 days	February, 1994
Training of pilot teachers on CA	Grade 4 & 5 pilot teachers	10 days	March, 1994
In-house workshop on designing remedial materials for upper primary grades	CA staff	10 days	March & June, 1994

HEAD TEACHER MANAGEMENT TRAINING

TYPE OF TRAINING	PARTICIPANTS	DURATION	DATES
Planning session	Trainers	2 days	July 29-30, 1993
Money Management Training	150 Head teachers	2 weeks	August 30 - September 10, 1993
Head teacher follow-up workshops	Head teachers	1 week	February 7 -11, 1994
Head teacher follow-up workshops	Head teachers	1 week	March 7 - 11, 1994
Planning session	Trainers	2 days	March 17 - 18, 1994
Personnel Management	150 Head teachers	1 week	March 28 - April 1, 1994
Head teacher follow-up workshops	Head teachers	1 week	April 11 - 15, 1994
Planning session	Trainers	2 days	April 21 - 22, 1994
Organizational Management	150 Head teachers	1 week	May 2 - 6, 1994
Instructional Leadership	150 Head teachers	1 week	May 9 - 13, 1994
Head teacher follow-up workshops	Head teachers	1 week	June 13 - 17, 1994
Head teacher follow-up workshops	150 Head teachers	1 week	July 11 - 15, 1994
Head teacher follow-up workshops	150 Head teachers	1 week	August 8 - 12, 1994

MANAGEMENT INFORMATION SYSTEMS

TYPE OF TRAINING	PARTICIPANTS	DURATION	DATES
MIS, School Profile	REO Staff	4 x 1 day	To be determined
Computer applications	TSC data entry supervisor	2 x 3 weeks	To be determined
Computer applications	MIS counterpart	2 x 4 weeks	To be determined

GUIDANCE AND COUNSELLING

TYPE OF TRAINING	PARTICIPANTS	DURATION	DATES
Primary school career guidance infusion	Teacher leaders	1 day per region	April, 1994
In-service training	7th Grade Social Studies	1 day per region	April, 1994
ETGPS staff upgrading	10 ETGPS staff members	2 weeks	May, 1994
SARCCO conference	50 participants from Southern African countries	1 week	June, 1994

SECTION VIII
EPMT CONTRACT BUDGET

NOTES ON THE EPMT CONTRACT BUDGET

The enclosed spreadsheet shows the currently approved and proposed revised budget for USAID's contract with the Institute for International Research to carry out support to the Ministry of Education under the EPMT Project.

The total amount authorized by the U.S. Congress for EPMT is \$6,900,000. USAID currently estimates that it will spend \$445,000 of this money during the project outside of the IIR contract. This means that IIR can only count spending \$6,455,000. However, the current contract between USAID and IIR is for \$6,959,693. In other words, it is necessary to cut \$504,693 from the current contract in order to re-balance the budget.

The proposed budget exceeds this goal by achieving savings of \$582,376. In spite of this, it adds substantial short-term technical assistance to the amount previously approved, including an extra three months of time for Dr. Aida Pasigna (to a total of six months over the three years) and payments to teachers who carry out Continuous Assessment training during their annual leave (on the same basis as the payments that have been made to teachers training for the Head Teacher Management Training Programme). However, in order to balance the budget all funds for furnishing the three new TIDCs have been dropped, as have funds for training secondary head teachers in Year 6.

Furthermore, this budget assumes the current CA strategy of having Grade 2 and 3 teachers trained at their schools by head teachers and Grade 1 teachers. As this work plan is being prepared, a mid-project evaluation is being completed. It is likely to recommend that the pace of CA implementation be slowed to one grade per year, and that class teachers be trained directly by regional teams, not by head teachers. The minimum cost for implementing this recommendation will be an additional \$179,763 over three years. This would reduce the savings for the entire project budget to \$402,612, \$102,081 less than necessary.

In other words, although the proposed budget is balanced, it will not be sufficient to implement the key recommendation expected from the mid-project evaluation. That will require that an additional \$102,081 be found, either from new funding or from further savings in the overall budget.

EPMT Year 5 Budget

Category	Life Proj Expenditures	Year 4 April Bud	Year 4 Expm Projection	Year 5 April Bud	Year 5 Units	Year 5 New Budget	Year 6 April Bud	Year 6 Units	Year 6 New Budget	Year 7 April Bud	Year 7 Units	Year 7 New Budget	Life Proj New Budget	Life Proj April Bud	Life Proj Difference
1. Salaries, Wages, Benefits															
A. Salaries and Wages															
Total Home Office Salaries	\$79,288	\$36,892	\$21,365	\$34,661	6 69	\$28,058	\$32,114	6 69	\$29,461	\$24,733	4 00	\$16,489	\$162,187	\$195,214	\$33,027
Total Field Staff Salaries	\$524,091	\$214,182	\$197,871	\$135,501	19 92	\$141,287	\$129,567	17 92	\$141,151	\$102,641	13 19	\$112,927	\$971,334	\$757,690	(\$13,644)
Total Local Hire Salaries	\$76,435	\$59,797	\$45,505	\$52,119	58 50	\$45,852	\$10,643	48 00	\$40,431	\$31,420	24 00	\$27,877	\$202,001	\$219,931	\$17,930
Total Salaries & Wages	\$679,724	\$311,071	\$264,741	\$222,281	85 11	\$217,727	\$192,324	72 61	\$211,044	\$158,793	41 16	\$157,293	\$1,335,523	\$1,172,835	\$162,688
B Fringe Benefits															
Demonstr (on Home Office Salaries)	\$26,307	\$12,411	\$7,187	\$11,660		\$9,439	\$10,803		\$9,911	\$9,320		\$5,547	\$54,195	\$65,305	\$11,110
Fringe (Field Staff Salaries)	\$124,168	\$72,118	\$66,564	\$45,581		\$49,370	\$49,586		\$47,483	\$34,528		\$37,999	\$124,651	\$120,061	(\$4,590)
Local Hire	\$8,363	\$11,011	\$9,479	\$12,498		\$11,249	\$7,392		\$10,076	\$7,765		\$7,129	\$19,735	\$44,892	\$5,157
Total Fringe Benefits	\$209,438	\$105,540	\$83,230	\$69,739		\$69,057	\$67,781		\$67,470	\$50,880		\$50,675	\$198,581	\$230,258	\$111,677
2. Overhead															
Domestic (Home Office Salaries & Benefits)	\$14,221	\$14,263	\$8,250	\$13,401		\$10,848	\$12,416		\$11,370	\$9,562		\$6,375	\$66,271	\$79,040	\$12,769
Foreign (Field Staff Salaries & Benefits)	\$113,916	\$17,158	\$43,711	\$29,913		\$11,764	\$29,622		\$11,181	\$22,674		\$24,346	\$212,735	\$209,721	(\$3,014)
Total Overhead	\$128,137	\$31,421	\$51,961	\$43,314		\$22,612	\$42,038		\$22,551	\$32,236		\$30,721	\$279,007	\$298,761	\$19,754
3. Consultants	\$69,311	\$40,498	\$21,471	\$75,056	29 82	\$47,322	\$6,106	11 60	\$16,845	\$17,136	11 98	\$21,740	\$155,547	\$148,809	(\$6,738)
4. Travel & Transportation	\$272,215	\$150,021	\$102,891	\$125,518		\$102,765	\$90,362		\$82,409	\$77,173		\$97,811	\$580,944	\$628,230	\$47,286
5. Allowances	\$140,481	\$46,774	\$43,784	\$37,481		\$40,047	\$31,382		\$16,426	\$30,628		\$19,152	\$267,052	\$255,475	(\$11,577)
Total Office Supplies, Travel Fees & DRA		\$46,774		\$49,653		\$50,407	\$54,399		\$55,171	\$42,117		\$42,103			
Policy Studies & Research		\$8,343		\$8,343		\$8,175	\$8,343		\$3,427	\$8,343		\$3,427			
6. Other Direct Costs	\$128,619	\$49,661	\$37,792	\$54,204		\$48,582	\$59,413		\$58,598	\$46,860		\$45,530	\$311,527	\$313,695	\$2,168
7. Equip., Materials & Supplies	\$109,078	\$7,500	\$7,179	\$7,500		\$10,814	\$6,000		\$9,333	\$4,090		\$7,333	\$138,758	\$129,617	(\$9,141)
Long-Term															
In-Country Training	\$401,078	\$215,833	\$264,689	\$199,667		\$197,436	\$163,500		\$109,488	\$125,090		\$122,461	\$997,635	\$953,135	\$44,500
Consulting & Contracting		\$2,333		\$2,333		\$11,805	\$2,333		\$0	\$0		\$0			
Management Information Systems		\$0		\$0		\$3,509	\$0		\$2,000	\$0		\$0			
Hotel Food & Training		\$109,500		\$72,333		\$89,513	\$36,167		\$0	\$0		\$0			
Commission Assessment		\$125,000		\$125,000		\$125,599	\$125,000		\$106,498	\$125,090		\$122,461			
Master's Degrees	\$30,371	\$69,143	\$117,175	\$69,143		\$72,200	\$69,143		\$46,350	\$69,143		\$32,613	\$270,828	\$279,062	\$8,234
Master's Program Fees	\$30,371	\$69,143	\$117,175	\$69,143		\$68,200	\$69,143		\$42,350	\$69,143		\$30,613			
Tuition on Master's Programs	\$0	\$0	\$0	\$0		\$4,000	\$0		\$4,000	\$0		\$2,000			
Total Long-Term Training	\$493,449	\$104,976	\$381,864	\$268,809		\$275,636	\$232,643		\$158,838	\$194,143		\$157,074	\$1,225,926	\$1,288,201	\$62,275
Short-Term															
Utman's Sub (on Home Office Salaries)	\$0	\$0		\$0		\$0	\$0		\$0	\$0		\$0			
State Travel	\$7,597	\$18,667		\$18,667		\$18,667	\$18,667		\$18,667	\$0		\$0			
Total Short-Term Training	\$7,597	\$18,667	\$10,129	\$18,667		\$18,667	\$18,667		\$18,667	\$0		\$0			
B. Training	\$501,046	\$323,643	\$391,991	\$287,476		\$292,303	\$251,310		\$177,505	\$194,143		\$157,074	\$1,225,926	\$1,288,201	\$62,275
UBass (CA, short term technical assistance)	\$70,892	\$54,349	\$54,349	\$54,349		\$54,349	\$54,349		\$54,349	\$0		\$0	\$223,072	\$223,072	\$0
Mitchell Group (Commodities)	\$202,865	\$159,972	\$11,557	\$158,972		\$160,000	\$158,972		\$0	\$0		\$0	\$262,865	\$630,224	\$367,359
UBass (CA, international)	\$53,711	\$24,933	\$44,705	\$24,933		\$24,933	\$24,933		\$5,161	\$0		\$0	\$94,981	\$94,981	\$0
New Mexico State (Bilingual/Chu)	\$279,867	\$0	\$0	\$0		\$0	\$0		\$0	\$0		\$0	\$279,867	\$284,500	\$4,633
9. Subcontracts	\$607,335	\$238,254	\$140,611	\$238,254		\$139,282	\$238,254		\$59,519	\$0		\$0	\$860,785	\$1,240,777	\$379,992
10. G&A	\$313,548	\$143,379	\$123,324	\$119,897		\$111,168	\$104,953		\$82,564	\$66,331		\$65,898	\$604,144	\$663,751	\$59,607
Total Costs	\$3,178,952	\$1,466,067	\$1,240,684	\$1,225,959		\$1,136,699	\$1,073,155		\$844,225	\$678,240		\$673,817	\$6,177,433	\$6,759,809	\$582,376
11. Award Fee	\$77,882	\$40,724	\$40,724	\$36,101		\$36,101	\$36,101		\$36,101	\$36,103		\$36,103	\$199,884	\$199,884	\$0
Total	\$3,256,834	\$1,506,791	\$1,281,408	\$1,262,060		\$1,172,800	\$1,109,256		\$880,326	\$714,353		\$709,920	\$6,377,317	\$6,959,693	\$582,376
Targets													\$6,455,000		\$504,693

SECTION IX
ANNUAL GOS INPUTS

SUMMARY OF GOS "IN KIND"
INPUTS FOR YEAR 5

1.	Provision of housing for 1 T.A.	E 13,501
2.	Repair of houses	1,500
3.	Provision of offices for 1 T.A., Administrative Assistant, Project Secretary and Peace Corps Volunteer	15,525
4.	William Pitcher houses for C.A. and Management Training Units	23,184
5.	Office utilities	4,140
6.	Use of computers and equipment	6,000
7.	Use of MOE vehicles	40,250
8.	Replacement phase for 5 project vehicles	31,000
9.	Use of facilities for meetings	15,755
10.	Staff time (counterparts, meetings, workshops)	362,020
11.	Office supplies	11,500
12.	Communications	2,070

GRAND TOTAL: E 526,445

MINISTRY OF EDUCATION 1994-95 CAPITAL BUDGET
ESTIMATED GOVERNMENT OF SWAZILAND CONTRIBUTIONS TO EPMT PROJECT
REVISION B (8 JULY 1993)
(all figures in emalangen)

ACTIVITIES	PERSONNEL:		TRAVEL:	SUBTOTAL:	MATERIALS	EQUIPMENT	CONSTRUC.	TOTAL
	PEACE COR ALLOW	TRAVEL: IN-CNTRY						
CONTINUOUS ASSESSMENT								
Pilot test Grade 6&7		17200			17200			
Baseline data Gr 4&5		25000		1000	26000			
Grade 1-3 imp, Gr 4&5 intro		18000			18000	1463300		
Retrain regional teams		6500			6500			
Retrain head teachers		15000			15000			
Train Gr 4&5 tchrs thru H/Ts		20000			20000	140000		
Overseas training			26000		26000			
Peace Corps: 12 mths x	18000							
Subtotals	18000				128700	1603300		1750000
HEAD TEACHER TRAINING								
Train 150 heads		86250			86250			
Prepare training teams		3200			3200	2000		
Prepare training materials						2000		
Follow-up workshops		20000		30000	50000			
Overseas train			6500		6500			
Subtotals					145950	4000		149950
MANAGEMENT INFORMATION SYSTEM								
Peace Corps:12 mths	9000							
Computer equipment						67150		
Subtotals	9000					67150		76150
CAREER GUIDANCE								
Career infusion workshop		1000			1000			
Upgrading workshop		220			220			
SARCCO conference				2000	2000			
Support to TTCs				3000	3000			
Train prim. Soc. Stud. tchrs		1000			1000			
Overseas train			13000		13000			
Subtotals					20220			20220
ORGANIZATIONAL DEVELOPMENT								
Meetings and studies		4200		750	4950	3000		
Subtotals					4950	3000		7950
OTHER PROJECT-RELATED ACTIVITIES								
Construct TIDCs						322000	1610000	
Project management		3000			3000	13000		
Fuel proj. vehicles		51000			51000			
Subtotals					54000	13000	322000	1610000
TOTALS	27000				353820	1623300	389150	1610000
								4003270

SECTION X
SUMMARY OF RECOMMENDATIONS

SUMMARY OF RECOMMENDATIONS

Recommendations to MOE

1. To minimize problems caused by staff shortages in the CA Unit, fill the two currently vacant positions with qualified staff as soon as possible, second at least two more trained teachers or head teachers to the CA Unit for the next six to eight months, have the last two six-month interns in the U.S. write the English and Maths tests for two grades, and request one more Peace Corps Volunteer who is a qualified primary school teacher to assist with the development of CA tests and remedial materials.
2. Request the Central Pool of CTA to assign on a long-term basis four vehicles to the CA Unit, preferably two bakkies (or one bakkie and one sedan), one van (Kombi) and one 4-wheel drive truck with a covered canopy at the back.
3. Ask the four INSET/CA staff members to start developing CA materials for other subject areas in preparation for the nine-year basic education programme.
4. Review the Head Teacher Management Training modules and identify priority areas. A revised table of contents could then indicate the base or priority modules, and the others as supplementary modules.
5. Give priority to correcting the discrepancies in the pay scale of INSET staff.
6. Take positive action to find a venue which is regularly available for in-service courses, specifically for the Head Teacher Management Training Course. Also, more logistical support, including at least two new vehicles, needs to be provided to facilitate the work of the training teams.
7. Closely study the recommendations from the Supervision Model Workshop to clarify INSET's role and its interaction with the Inspectorate.
8. Provide INSET with badly needed resources, e.g. support staff (including a typist, an accounts officer, and a driver), two vehicles, and four professionals based in the regions, to be counterparts to the Peace Corps Volunteers.
9. Create the post of INSET Director immediately and fill the position promptly.
10. Forward the revised standards for heads of schools to the Attorney General's office for confirmation.

11. Seek funds to extend management training to secondary school heads in Year 6.

12. Set aside funds to replace the TIDC computers as soon as possible, and to replace or purchase other equipment for the TIDCs (e.g. scanners and duplicating machines).

Recommendations to USAID

13. Approve payments of daily consulting fees to teachers (but not CA or INSET staff) for any days of annual leave used for CA training (up to a maximum of 20 days per year), on the same basis approved for head teacher trainers.

14. To minimize problems caused by staff shortages in the CA Unit, hire a CA specialist, paid out of EPMT funds, for two years to assist primarily in instructional design and development activities.

15. Seek funds to extend management training to secondary school heads in Year 6.

SECTION XI

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
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
NCC	National Curriculum Centre
OD	Organizational Development
PCV	Peace Corps Volunteer
POMI	Personnel Management, Organizational Development, Money Management and Instructional Leadership
REO	Regional Education Officer
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