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EDUCATIONAL POLICY, MANAGEMENT

AND TECHNOLOGY PROJECT

PROJECT NUMBER 645-0230

**SEMI ANNUAL REPORT
1 MARCH 1994 - 31 AUGUST 1994**

EDUCATIONAL POLICY, MANAGEMENT AND TECHNOLOGY PROJECT

SEMI-ANNUAL REPORT

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SECTION I
EXECUTIVE SUMMARY

The period covered by this report (1 March 1994 to 31 August 1994) saw the signing of the Amended Project Grand Agreement between the Governments of Swaziland and the United States and of the revised contract between USAID/Swaziland and the Institute for International Research. These documents formalized alterations to EPMT objectives and strategies that had already been developed in response to the mid-project evaluation and added additional resources to the budget for carrying them out. The resulting changes are reflected throughout this report.

One consequence was the addition of another resident technical adviser under the EPMT Project. Ms. Susan Grolnic, who began work in January as a Training Consultant to the Continuous Assessment Unit, accepted a long-term position in July that will extend her services to the Ministry of Education until January, 1996. Her appointment is a direct result of the Project's efforts to implement recommendations from the mid-project evaluation to strengthen the training process for Continuous Assessment and Head Teacher Management Training.

Highlights of progress in each component during this reporting period include:

- the continued national implementation of Continuous Assessment in Grades 1 and 2,
- a successful workshop to train CA and NCC staff in the development of remedial materials for Grade 3,
- the awarding of certificates to 129 successful graduates of Cycle 3 of the Head Teacher Management Training Programme, completing training for all primary school heads in the country,
- the assumption of increasing responsibilities by the MIS Counterpart, and
- a successful National Education Symposium at which the "Imfundvo" policy support model was used effectively.

SECTION II
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.

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

Project Background¹

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

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

The requirement of economic growth and the GOS's timely promulgation of and demonstrated commitment to sound educational policies combine to create an excellent opportunity for profitable development assistance investments. The Educational Policy, Management and Technology (EPMT) project capitalizes on this

¹The first three parts of this section (Project Background, Project Purpose and Overall Strategy) are taken from the EPMT Project Paper.

opportunity. Simply stated, EPMT provides the GOS with technical advice and training required for sustained implementation of reforms already adopted by the Ministry of Education (MOE).

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

Project Purpose

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

Overall Strategy

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

A strategy focused on raising pupil achievement has two important design implications. First, there must be a clear linkage between any area targeted for improvement and the pupil. Second, this strategy means that project success is measured in terms of improvement, not absolute levels of achievement. Since factors outside of the school organization affect the absolute level of student achievement, e.g., pre-school background and demand for the child's labour, the better

yardstick is changes in performance. Accordingly, each of the EPMT end of project status (EOPS) indicators is designed to measure change.

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

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

Project Components

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

The second component is training for head teachers. This component has been included because research and experience make it clear that school principals and headmasters are probably the most important factor in school quality. It is they who are instrumental in carrying out policy, in assuring that regulations are followed, and, if they do their jobs well, in helping ensure a high standard of teaching and learning. The training centres on intensive professional courses (rather than relatively superficial short workshops) covering four main topics: 1) management of the school's physical and other resources, 2) management of the school's human resources (personnel and human relations), 3) management of money (budgeting, accounting, etc.) and 4) instructional leadership (helping teachers do a better job).

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

The fourth component is an Organizational Development effort. Studies are being undertaken to identify needs for action in the education system. The findings of these studies will form the basis for seminars and training workshops for educational staff and for recommendations on the structure and organization of the system. Educational staff will also be trained to make use of the improved flow of information emanating from the Management Information System, in particular through computer-based planning models.

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

All five components are inter-linked with ultimate goal being to improve the effectiveness and efficiency of the system so that enhanced learning can take place in the classroom and students can be better prepared to enter the world of work. In addition, the project is intended to help MOE achieve some of its identified reform needs. These needs do not stand in isolation and the project activities, therefore, will be integrated into the overall effort of MOE to improve efficiency and effectiveness.

Modifications to the Project Design

In July, 1993, a mid-project evaluation was carried out by two specialists from the United States. As a result, several changes were made to the project design. Chief among these were the following:

- Work in the Guidance and Counselling component was deemed to have been successfully completed. Remaining funds for this component were reallocated to other project components.
- Increased emphasis was placed on training under the Continuous Assessment component. The pace of CA development and implementation was slowed from two grades per year to one grade per year, and some training and support activities through a sub-contract with the University of Massachusetts were terminated early. Using the additional resources thereby made available, a new, enhanced training strategy was developed. Plans were made to field a new resident technical adviser to support CA training, subject to additional funding from USAID.
- The Head Teacher Management Training Programme was officially extended to a fourth annual cycle in order to train all secondary school heads.
- Greater emphasis in the MIS and OD components was placed on the effective utilization of data by MOE staff.

SECTION III
PROGRESS TOWARDS
END-OF-PROJECT STATUS
INDICATORS

EPMT END OF PROJECT STATUS INDICATORS (EOPS)
REVISED JULY, 1994

1. Number of students graduating on time from Grade 3 increased from the 1989 base figure of 462 per 1,000 Grade 1 student entrants.
2. All grade 1-4 teachers are applying CA to teaching Maths and English and have the skills and understanding to apply CA to other subjects.
3. There is a sufficient core of personnel (trainers and administrators) who are familiar with and committed to CA to expand CA methods to other subjects in Grades 1-4 and all subjects in Grades 4-7 after the Technical Assistance ends.
4. Head teachers in the country have the skills and understanding to manage their schools effectively.
5. MOE using empirically generated data to make policy and planning decisions.
6. Increased awareness among students of career choices and resources for identifying employment options.

These EOPS directly measure achievement of the Project's purpose. The first EOPS is a measure of system efficiency. The other five EOPS are intended to measure achievement of major project objectives that were identified as necessary to overcome binding constraints to the improvement of education quality.

1. **Number of students graduating on time from Grade 3 increased from the 1989 base figure of 462 per 1000 Grade 1 student entrants.**

Baseline data. Swaziland's education system has experienced rapid growth over the past 20 years. There are twice as many schools, three times as many students and almost four times the number of

teachers. Low efficiency ratios² characterize the system. Students repeat often and many students leave school before completing primary and secondary cycles. Using 1989 rates of progression, the efficiency ratio was 1.82 and the number of children graduating primary school on time was 165/1000. The same ratio of 1.44 and the number of children graduating from Grade 3 on time was 462 per thousand entrants in Grade 1³.

Current situation. Derived from the latest published statistics (1993 flow rates applied to 1994 intake), the efficiency ratio in Year 5 of the project for all seven grades in the system is 1.61. The number of children graduating primary school on time increased to 175/1000⁴. This indicates there is improvement on both baseline figures, an increase in efficiency in Year 5 from 1.82 to 1.61, and in the number of children graduating on time from 165/1000 to 175/1000.

In the lower grades the efficiency ratio is 1.43, virtually unchanged from the baseline figure. The number of children graduating from Grade 3 on time actually decreased to 435/1000. This situation (no significant increase in efficiency and a decrease in the proportion of students graduating Grades 3 on time) can be explained by the fact that the average duration of study for graduates increased, while the average duration of study for drop-outs decreased. In other words dropouts spent less time in school before dropping out.

Fluctuations from year to year are routinely observed and should be assumed. This is largely because many factors, both of an educational and social nature (such as the cost of education to the family relative to economic trends), have an effect on progression rates. It should be recognised, therefore, that the EPMT Project is responsible for only a few elements (albeit important) that contribute to the overall

² The efficiency ratio is a measure derived from input divided by output. A value of 2.00, for instance, indicates that the education system is investing twice what it would if the system were completely efficient (in terms of money, staff, facilities), whereas a value of 1.00 would be ideal.

³ This baseline figure has been changed from previous reports in order to reflect the first 3 years of schooling and thus conform to the revised EOPS.

⁴ The project will continue to report on the full primary cycle as well as Grades 1-3, since all components, with the exception of Continuous Assessment, are expected to impact on primary education as a whole.

development of primary education. Furthermore, data trends over time can be obscured by substantial variability from year to year.

It should also be noted that improvements in efficiency at this level are more closely linked to the application of continuous assessment techniques. Given the fact that CA was only introduced to Grade 1 teachers in 1993, we can expect changes in the rates of progression to be reflected in the data collected in March, 1994, at the earliest. Official release of this data is expected by the end of 1994, so it will be reported in a subsequent semi-annual report.

Strategies for meeting the target. All EPMT project activities are aimed at improving the efficiency of the primary school system. Continuous assessment and Head Teacher Management Training are expected to have the most direct impact. Reforming the manner in which children are assessed should contribute towards assisting teachers to identify children with learning problems (diagnostic testing) in order to provide these children with remediation. This should produce, in time, reductions in both repetition and drop-out rates. Improving the management capabilities of head teachers should contribute towards enhancing the learning environment for children and creating more effective schools.

The MIS and OD components, on the other hand, will have more general impact on improved management effort, leading to better student achievement and greater efficiency in the use of system resources. These two components are charged with the responsibility to provide key decision-makers with information critical to sound policy development. The aim is to help MOE staff use information for practical improvements and thus to enable officials in the education system to correct the performance of the system as measured by this EOPS.

2. All Grade 1-4 teachers are applying CA to teaching Maths and English and have the skills and understanding to apply CA to other subjects.

Baseline data. In 1990, prior to the commencement of EPMT support for Continuous Assessment, no CA system existed nor were any primary teachers familiar with CA principles and techniques.

Current situation. Continuous Assessment is now operating in Grades 1 and 2 throughout the country. In January, 1993, Grade 1 teachers were trained in CA methodology in a five-day residential workshop. In January, 1994, Grade 2 teachers received training in CA methodology in another five-day residential workshop. The emphasis in this latter workshop was on preparing the teachers to use CA methodology in their classrooms from the first day of school.

In February, 1994, the first of a series of zonal follow-up sessions were held for both 1st and 2nd Grade teachers. These are designed to help teachers deal with problems they encounter in their classrooms and to introduce more CA methods and materials.

A workshop for Grade 1 and Grade 2 teachers who had not attended previous workshops was held in April, 1994. With the completion of this workshop, the majority of 1st and 2nd Grade teachers have now been exposed to at least five days of CA training. Zonal follow-up sessions continue. They are being used to introduce teachers to new materials and concepts and to answer teachers' questions about implementing CA in their classrooms.

Strategies for meeting the target. The focus of the direct training to teachers has been shifted from trying to be inclusive to providing teachers with practical skills that can be applied in their classrooms from the beginning of the year. Regional workshops at the beginning of each year are followed by a series of zonal follow-up sessions to which teachers can bring their problems and where new information, materials and ideas can be disseminated.

A systematic observation scheme is being developed. When implemented, it will offer a vehicle through which CA staff, RTT members, inspectors and others can see for themselves what is "working" and what is not. Training, materials, etc., will be modified based on the data from these observations.

3. There is a sufficient core of personnel (trainers and administrators) who are familiar with, and committed to, CA to expand CA methods to other subjects in Grades 1 - 4 and all subjects in Grades 5 - 7 after the Technical Assistance ends.

Baseline data. Before the plan to introduce CA methodology into Swazi classrooms was developed beginning in 1990, there were no Swazis with the skills or experience to accomplish this.

Current situation. In the past two years, a CA Unit of the NCC has been established. Its members are instructional designers. It is supported by the addition of three part-time INSET trainers. These personnel received extensive training in CA from Dr. Aida Pasigna, the first CA Technical Adviser. Regional Training Teams have also been established. Members attend an annual five-day residential training workshop on CA methods and participate in the annual collection of baseline data.

Head teachers have had both residential and periodic half-day training sessions in CA. The CA Unit updates Maths and English panel members annually and holds seminars for staff of the Teacher Training Colleges.

Ms. Sue Grolnic has been providing technical assistance on training to the CA Unit since January, 1994. In fact she actually began this work in 1993, as a result of the mid-project evaluation, while still a Peace Corps Volunteer assigned to the MIS Office. In August, 1994, the Training Adviser position, which Ms. Grolnic continues to fill, was upgraded from a short-term consultant to a long-term resident adviser.

Strategies for meeting the target. Regular training will be scheduled for head teachers, inspectors, and staff from the TTCs. In the future, Regional Training Team members will receive "two-tier" training. In the first year, they will attend a five-day workshop aimed at increasing their understanding of CA and how it can be implemented in the classroom. In the second year, they will attend a three-day workshop aimed at improving their training techniques. RTT members will participate in the systematic observation scheme so they will have first-hand knowledge of how successful (or unsuccessful) their training of teachers has been.

4. Head teachers in the country have the skills and understanding to manage their schools effectively.

Baseline data. During 1990 - 1991, a needs assessment study was carried out to determine management training needs in the system. This needs assessment included a curriculum review of previous

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

Current situation. Arrangements for the training of secondary head teachers are under way, and the training is to commence in January, 1995. It is expected to cover all secondary school head teachers in just one cycle. Primary school head teachers who could not complete certain modules in Cycle 3 are expected to join the fourth cycle training. The completion of the fourth cycle will mean that all head teachers in both primary and secondary schools will have been trained in all four P.O.M.I. areas (Personnel Management, Organizational Management, Money Management and Instructional Leadership). However, the standards for certifying head teachers still hang in the balance, in terms of being approved for implementation.

Strategies for meeting the target. The training of secondary school head teachers will be implemented through INSET and will be fully supported by the EMPT Project. However, the staffing and institutionalization of INSET remains a great concern which needs to be urgently addressed in order for the department to function at its optimal level. Open days for the previous cycles will continue to be facilitated by INSET through their regional monthly meetings.

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

Baseline data. The Research and Planning Unit was in a critical situation at the time the EPMT Project started in August, 1990. Management information was difficult to find. The scattered repositories of information (Central Statistics Office, Teaching Service Commission, Accounts Office, Examinations Council, and Central Ministries, to name the principal sources) typically worked in isolation from each other. Senior MOE management were unable to retrieve information on a demand basis and were very sceptical about the

reliability of these disparate sources. No central source of information or central monitoring system existed, making it difficult for the Ministry to manage information and establish monitoring systems. The annual school census which MOE traditionally conducted in competition with CSO had ceased to be operative. Records for 1988 had not been entered into a database by 1990 and lay scattered in various offices.

Current situation. A core MIS has been developed and brought into operation. Senior personnel in the MOE and external users regularly seek information from it on different aspects of the education system. Procedures for collection of data, data entry into the MIS databases and information dissemination have been established. With the help of EPMT-sponsored consultants, the TSC has computerized its personnel records and data entry personnel continue to update them. Information in the TSC database is now incorporated into the MIS. When the CSO conducts its annual survey in April, it now encloses an MIS update survey as well. Information from this annual update is sent to REOs and used in the preparation of reports for both the MOE and external users. A list of information requests appears in Appendix I.

Strategies for meeting the target. The first priority continues to be the training of the MIS counterpart. The goal is to have the counterpart assume increasing responsibility for the MIS. The second focus of training is at the regional level. Training in the use of the Schools' Profile will be completed when the REOs have been provided with upgraded computers. The third focus of training will be to support ongoing work on the Imfundvo Model: paying attention to updating the model's datasheets and establishing sub-models to prepare the data for use in the model. In addition, ongoing work will continue to support policy analysis and the preparation of policy-related documents. This will have the benefit of increasing understanding of the implications of data provided by the MIS itself and ensure that data collection, storage and dissemination is supply-driven.

Efforts will continue to make the MIS as accessible as possible. These will include continued meetings with regional personnel, particularly the REOs and Inspectors, on improving information flow to/from the MIS. MIS data will continue to be used for supporting decisions concerning capital expenditure allocations.

Increased emphasis has been placed on verification of the existing MIS database, prompted by the "Imfundvo" model currently in place at the MOE. The MIS Specialist and Counterpart have both been involved in providing and verifying the data necessary for this model. Efforts to compare, and act on, any discrepancies between the MIS data, the TSC data, the Treasury data, and the CSO office data are under way.

An initiative to create a research-conscious environment for the MOE and some of its various constituent parts (primary schools, National Curriculum Centre, tertiary institutions) will be strengthened. This is perceived to be an important aspect of learning about what is taking place in the classroom and thus informing decision-makers who need to make appropriate policy and planning decisions.

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

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

Current situation. The July, 1993, the EPMT mid-project evaluation of the EPMT Project determined that the objectives of the Career Guidance component had been substantially accomplished and recommended that no further resources be expended by EPMT in support of this work. A new primary guidance unit has been completed and is awaiting implementation as part of the new Grade 7 Social Studies textbooks to be distributed in 1995. Grade 7 teachers have already received preliminary training in preparation for the introduction of this unit. The Educational Testing, Guidance and Psychological Services (ETGPS) Unit is now fully staffed. Many of its officers have been trained with the Project's help, including two who earned Master's degrees in the United States. Orientation to career guidance concepts continues to be provided to students at Teacher

Training Colleges on an on-going basis. Secondary students are also benefitting from the enhanced services that ETGPS can now provide. Their awareness of career options is improving.

Strategies for meeting the target. Due to the post-evaluation decision to reprogramme funds from the Career Guidance component to other Project work, no further EPMT-supported activities are planned.

SECTION IV
OUTPUTS

1. All head teachers trained in effective school management.

Progress prior to reporting period

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

In August, 1992, the primary responsibility for the continuation of the Head Teacher Management Training Programme was assumed by the INSET Unit. In preparation for Cycle Two, all course materials were revised and fourteen more trainers (inspectors, selected secondary head teachers and INSET lecturers) were trained in all four P.O.M.I. areas. An additional 215 primary head teachers were then trained and awarded certificates in August, 1993.

Progress during reporting period

Cycle 3 of Head Teacher Management Training was completed successfully. One hundred twenty-nine head teachers received approximately 150 hours of training in the four P.O.M.I. areas. All who passed were awarded certificates in a ceremony held at The George Hotel on July 29, 1994. Three head teachers who did not pass will be remediated. Those who missed some of the training will be invited for training during the fourth cycle to complete their work.

Consultants were hired to revise the modules in the four components for use by both primary and secondary schools. This exercise was financed from Project funds. However, final copies of the manuals have not been printed as yet.

Open Days for Cycles 1 and 2 have been scheduled. Cycle 3 head teachers will be drafted in into the Open Days soon.

2. CA system developed for Maths and English.

Progress prior to reporting period

The development, LVR (Learner Verification and Revision, using laboratory schools) and pilot testing of Grade 1 end-of-term tests in Maths and English were completed between July, 1991, and December, 1992. The development of general remedial strategies and techniques for both subject areas, applicable in both lower and upper primary grades, was also completed during this period. In addition, several sample posterized tests, remedial posters, worksheets, and other remedial materials for use in Grade 1 were developed for both subject areas.

Final revisions to Grade 2 materials were completed in December, 1993. The development of specific remedial strategies and techniques for Grade 2 Maths and English was also completed by this time. In addition, several sample posters for Grade 2 testing and remedial work were developed in both subjects.

The Grade 3 end-of-term tests were revised for implementation in 1995. Prototype tests for Grade 4 Maths and English were tried out in the laboratory schools and revised for pilot testing in pilot schools. Work has started on the Grade 5 objectives and item specifications.

Progress during reporting period

Work continued on the clarification of lesson and unit objectives. The CA staff worked with members of the English Panel on the revision of the Grade 1 textbook, emphasizing the need for clearer lesson objectives. Work was begun on the establishment of a systematic approach to test development for the Unit. As the number of tests produced increases each year, it becomes more and more important to have workable procedures for test development in place.

A workshop was held in June to train staff in developing Grade 3 remedial materials. It was led by Dr. Aida Passigna, the previous Technical Adviser for CA. Pilot testing of Grade 4 tests was completed. Work continues on finalizing Grade 5 objectives, but it has not yet been completed.

3. Sustainable CA programme implemented nationally.

Progress prior to reporting period

The nationwide implementation of the CA programme (e.g., continuous assessment and remediation) was launched in Grade 1 at the beginning of 1993. It was extended to Grade 2 in January, 1994, at the beginning of the school year. In accordance with the mid-project evaluation's recommendation, the programme will now be extended one grade at a time instead of two as originally planned.

Information about how CA fits into the overall plans for education in Swaziland was detailed at the National Education Symposium, which was attended by educationists and national leaders.

In order to prepare all Grade 1 teachers and head teachers for the first year of nationwide implementation, five-day regional training workshops were held in January, 1993. These workshops were conducted by regional teams consisting of the Inspectorate, the CA Unit, INSET, teacher leaders, subject panel members, and selected head teachers and pilot teachers. Approximately 85 percent of the target population were reported to have attended the workshops. Make-up workshops conducted by the regional training teams brought the number of trained staff up to an estimated 95 percent of the country's teachers and head teachers. However, subsequent investigations suggested that actual attendance was not as high as these percentages indicate and/or that new teachers, untrained in CA, who were transferred to Grade 1 diluted the percentage of trained teachers.

A modularized Handbook on Continuous Assessment and Remediation, developed by the CA staff under the guidance of the CA Adviser, was used in the January, 1993, workshops. The Handbook consisted of five programmed learning modules with their respective trainers' guides, making use of peer group learning as the primary training mode.

The fundamental CA training strategy was revised and strengthened on the basis of the mid-project evaluation recommendations. Using this improved model, five-day regional training workshops were held in January, 1994, for all Grade 2 teachers in the country to prepare them for the second year of nationwide implementation. A half-day

upgrading workshop was also held for all primary school head teachers. Approximately 64% of the Grade 2 teachers and 80% of the head teachers attended.

The workshops focused on the three main issues of CA: testing, remediation/enrichment and record keeping. The emphasis was on curricular objectives that would be covered during the first term of the school year. This gave the teachers a chance to prepare practical materials for their own use during the term. Participants also received training in the use of item specifications for preparing their own tests; providing remediation; and using objective-specific progress reports, achievement records and student-parent report forms. Teachers left the workshops with test items for objectives to be covered in the first month of the school term, plus remedial strategies and materials for those objectives likely to require extra attention.

Although the handbook previously developed was used again as the main reference source, the training process was more varied and its emphasis more practical. The revised strategy calls for regular half-day follow-up workshops at the zonal (sub-regional) level to extend the skills gained during the five-day workshop and apply them to material to be covered in subsequent months of the year. Further training was also provided to head teachers and Regional Training Team members.

Two members of the CA unit have received Master's degrees in relevant fields at American universities. Two more CA specialists, plus the Director of the NCC, have undertaken six-month internships through the University of Massachusetts; one of the Master's candidates also completed an internship prior to returning to UMass for his degree. Two INSET/CA trainers have been given two-month internships at UMass. A third INSET/CA trainer began a Master's degree programme in August.

Progress during reporting period

The CA unit staff have begun attending a series of training sessions geared to improving their training skills. The training materials for teachers were revised to make them more readable and useful to classroom teachers on the job. Work was begun on a management plan for the CA Unit to enable it to meet the increasing demands of a growing system. Discussions were begun with the Director of NCC about the integration of CA into the overall work of the Curriculum

Centre. An initial version of a video tape showing CA methods being used in Swazi classrooms was produced. This tape will be modified and should be available for use during training workshops in January, 1995.

Work has begun on the revision of the training materials for trainers. Plans are underway for a three-day training workshop on improving training skills for experienced Regional Training Team members. New inspectors received three days of CA training. In addition, Grade 1 and 2 teachers who had missed the initial training were offered a make-up workshop in April.

Initial plans were drawn up for a systematic formative evaluation process involving ongoing observation in classrooms. Data collected during these observations will lead to modifications in the training of trainers and teachers as well as changes in materials.

CA staff members participated in a week-long seminar on CA at Nazarene Teacher Training College and attended a one-day seminar on "Issues in CA Implementation" conducted by the Training Adviser.

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

Progress prior to reporting period

The physical capacity of the education system was surveyed in mid-1991 by conducting a census of all schools. This survey (the School Mapping Study) also established the database for the MIS. A report on the Decision Process Survey was presented to key MOE officials in a series of seminars held between November, 1991 and April, 1992. A study of "Factors Relating to Student Achievement in Swaziland" was completed in April, 1992 and an analysis of the school furniture situation was completed in February, 1993. In late 1992, Project-sponsored consultants computerized the TSC personnel records, thereby linking up-to-date teacher data to the MIS. A study of the primary school text book rental scheme was initiated in 1993. In May, 1993, a new initiative was undertaken with World Bank/RTI support. Work on the development of a policy support tool was begun. In collaboration with the Analysis, Research & Technical Support group (ARTS) of the Africa Bureau of USAID and the World University Service of Canada (WUSC), a workshop on qualitative research methods was

conducted in January, 1994. Three classroom-based research projects were under way in three rural primary school classrooms.

Progress during reporting period

The text book study is still in the data analysis stage. Development of the "Imfundvo" policy simulation model was completed during the reporting period, in time for extensive use during the National Education Symposium in May, 1994. Testing of the model in different situations is presently under way and will continue into the next reporting period. The classroom-based research activities are progressing well and are on schedule. Support and interest continues to be shown by those responsible for conducting the ARTS-assisted workshop. A 40-page booklet entitled *Imfundvo Eswatini* was written and first released at the National Education Symposium. It covers the full spectrum of education activities in Swaziland, and is now being used as a general reference work on the system.

5. Primary Guidance programmes established.

The Project's strategy in this area has been to support MOE's efforts to infuse guidance at the upper primary level through the Grade 7 Social Studies curriculum, and to help MOE improve the already established junior secondary guidance programme through methods such as updating testing instruments and training ETGPS staff. The mid-project evaluation judged that this strategy had been largely successful, and that sufficient work had been completed in this component. Consequently, remaining EPMT funds for Career Guidance were reprogrammed and further work on this output was suspended.

SECTION V
INPUTS

LONG-TERM TECHNICAL ASSISTANCE

1. Dr. Philip R. Christensen, Chief of Party/Instructional and Information Systems Specialist.

Expended months of service : 36

Remaining months of service : 24

2. Mr. A. Cooper Dawson, Organizational Development Adviser⁵

Expended months of service : 24

Remaining months of service : 12

3. Ms. Susan R. Grolnic, Training Adviser⁶

Expended months of service: 1

Remaining months of service: 19

⁵ Mr. Dawson assumed the Organizational Development Adviser position in March, 1992, working on a full-time basis until August, 1993. It became a half-time position in September, 1994 and, under the revised contract, will continue as a half-time position until the Project ends in August, 1996.

⁶ Ms. Grolnic began work in late July, 1994, as the new long-term resident Training Adviser, having completed her short term consultancy in this area. The long-term position is scheduled to last a total of 20 months.

SHORT-TERM TECHNICAL ASSISTANCE

Dr. Aida Pasiona

Dr. Pasiona provided short-term consulting services to the CA Unit for three weeks from May 30 to June 17, 1994, inclusive. Her objective was to train the CA staff in remedial materials development.

Ms. Susan Grolnic

Ms. Grolnic was a consultant to the CA Unit from January to August, 1994 (when she assumed the new, long-term Technical Adviser position). She assisted the CA Unit in its training programme by supervising during the zonal follow-up workshops for Grade 1 and 2 teachers. She also helped in updating their training handbook at a workshop held in June from the 27th to the 29th June, 1994, and in the Training of Inspectors workshop from August 15th to 17th, 1994.

PARTICIPANT TRAINING

Continuous Assessment

Newman Khumalo (NCC/CA) left Swaziland on August 20, 1993, to pursue a Master's Degree in Educational Research and Evaluation at the University of Massachusetts at Amherst. (Mr. Khumalo had earlier attended a six-month internship programme at the same university.) Mr. Khumalo returned to Swaziland in July, 1994, having successfully completed his course of studies.

Ms. Jabulisile Fakudze left Swaziland on 18th August, 1994, to pursue a two-year Master's Degree programme in Curriculum and Instruction at Ohio University.

Career Guidance

Mr. Vusi Manyatsi and Ms. Lineo Vilakazi, both Career Guidance Officers, commenced their Master's Degree programmes at New Mexico State University and Ohio University, respectively, in August, 1992. They have both completed their studies successfully. Ms. Vilakazi returned to Swaziland in December, 1993, and Mr. Manyatsi returned in June, 1994.

Head Teacher Management Training

Mr. Israel Simelane, Acting Deputy Director of INSET and Head Teacher Management Trainer, left in August, 1992, to pursue a Master's degree course in Educational Management and Development at New Mexico State University. Mr. Simelane returned to the country in December, 1993, after successfully completing his programme.

IN-COUNTRY TRAINING

Continuous Assessment

The following workshops were conducted for Continuous Assessment during this period

DATE	TRAINING ACTIVITIES	DESCRIPTION
March 14-18, 1994	CA pilot school teachers	Development of remedial materia
March 28-31, 1994	Grade 1 and 2 zonal follow-ups	Follow-up workshops for Grade 1 and 2
April 25-30, 1994	CA pilot school teachers	Feedback workshops on CA implementation
June 20-24, 1994	Grade 1 and 2 zonal follow-ups	Follow-up workshops for Grade 1 and 2
June 27-29, 1994	CA staff	Training design workshop
July 1, 1994	Grade 4 pilot school teachers	Feedback sessions and training
July 18-29, 1994	Grade 1 and 2 zonal follow-ups	Follow-up workshops for Grade 1 and 2
August 12, 1994	Training of CA staff	Revision of training modules
August 15-17, 1994	CA training	Training of new inspectors

Head Teacher Management Training

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

DATE	TRAINING ACTIVITY	DESCRIPTION
March 17-18, 1994	Training of trainers	Workshop preparation
March 28-April 1, 1994	Head teacher training	Personnel Management
May 2-13, 1994	Head teacher training	Organizational Management, Instructional Leadership
August 1-12, 1994	Training of trainers	Money Management (Cycle 4)

**ACTUAL & PROJECTED GOS CONTRIBUTIONS TO THE EPMT PROJECT
AS OF AUGUST, 1994**

DESCRIPTION	Year 2 Actual (E)	8/91-1/92 Actual (E)	2/92-7/92 Actual (E)	8/92-2/93 Actual (E)	3/93-8/83 Actual (E)	9/93-2/94 Actual (E)	3/94-8/94 Actual (E)	3/94-8/94 Actual (\$)	Cummul. Totals (E)	Cummul. Totals (\$)	9/94-2/95 Projected	3/95-8/95 Projected	9/95-2/96 Projected	3/96-8/96 Projected	Project Life Totals (E)	Project Life Totals (\$)
EA Housing	72,000	36,000	41,400	31,898	31,898	36,683	16,746	\$5,981	266,625	\$95,223	18,341	18,341	21,092	21,092	345,491	\$123,390
Offices																
Space	32,760	17,880	21,880	23,880	23,880	25,074	27,462	\$9,809	172,816	\$61,720	27,462	36,208	30,208	34,739	295,433	\$105,512
Furniture	3,000	860	1,220	1,660	2,220	4,347	3,287	\$1,174	16,594	\$5,926	3,376	3,376	3,892	3,892	31,110	\$11,111
Telephone	2,731	1,300	1,670	1,780	2,050	2,678	2,777	\$992	14,986	\$5,352	2,852	2,852	3,451	3,451	27,592	\$9,854
Postage*	0	0	0	0	0	0	0	\$0	0	\$0	0	3,162	3,162	3,636	9,960	\$3,557
Office equipment	44,109	34,600	11,530	65,670	24,470	25,694	32,361	\$11,558	238,834	\$85,298	28,140	32,361	32,361	37,215	368,911	\$131,754
Printing materials*	0	0	0	0	133,278	128,000	473,890	\$169,245	735,168	\$262,560	448,890	1,480,924	1,480,924	1,984,068	6,129,974	\$2,189,276
Materials & supplies	10,400	1,760	8,250	9,150	4,700	5,576	5,744	\$2,051	45,520	\$16,257	6,291	7,245	7,245	8,320	74,601	\$26,643
Meeting facilities	1,500	3,500	1,520	1,420	1,080	1,134	1,242	\$444	11,396	\$4,070	1,242	1,242	1,354	1,499	16,683	\$5,958
Transport & travel																
Travel claims*	13,170	14,530	12,200	53,120	189,480	189,480	240,198	\$85,785	712,178	\$254,349	208,868	191,964	191,964	131,490	1,436,464	\$513,023
Fuel	5,350	15,390	19,237	28,122	36,042	48,259	49,670	\$17,739	203,070	\$72,525	48,514	54,384	58,463	62,672	427,103	\$152,537
International*	0	0	0	57,500	38,950	38,950	47,565	\$16,988	182,965	\$65,345	45,300	4,600	4,600	10,664	248,129	\$88,618
Staff time																
General	64,092	20,864	8,700	163,800	128,500	171,729	200,160	\$71,488	757,615	\$270,577	187,107	238,617	238,617	262,217	1,684,173	\$601,490
Workshops	121,576	142,000	278,100	296,600	341,090	444,099	452,728	\$161,689	2,268,193	\$809,355	477,935	228,643	262,809	302,231	3,537,811	\$1,263,504
PCV salaries*	9,648	9,648	11,700	11,700	10,725	10,725	15,525	\$5,545	79,671	\$28,454	13,500	10,350	10,350	5,952	119,823	\$42,794
Furniture	17,500	12,936	0	0	0	0	0	\$0	30,196	\$10,784	0	0	0	0	30,196	\$10,784
Period totals																
Emalangeni	399,206	500,768	417,407	746,300	968,363	1,132,428	1,569,355				1,517,818	2,308,259	2,350,422	2,873,128		
Dollars	\$142,574	\$178,846	\$149,074	\$266,536	\$345,844	\$404,439	\$560,484	\$560,484			\$542,078	\$824,378	\$839,436	\$1,026,117		
Cumulative totals																
Emalangeni	399,206	899,974	1,317,381	2,063,681	3,032,044	4,164,472	5,733,827		5,733,827		7,251,645	9,559,904	11,910,325	14,783,454	14,783,454	
Dollars	\$142,574	\$321,419	\$470,493	\$737,029	\$1,082,873	\$1,487,311	\$2,047,795	\$2,047,795			\$2,047,795	\$2,589,873	\$3,414,261	\$4,253,688	\$5,279,805	\$5,279,805

NOTES

All figures emalangeni unless otherwise noted.

Exchange rate used = \$1.00 = E2.80 (as per Project Agreement).

Items marked with an asterisk (*) are primarily covered by the GOS capital budget.

Remaining items are primarily in kind contributions.

Col B - Year 2 of project was first year of field work under contract.

Col E - This period included 7 months.

INSTITUTE FOR INTERNATIONAL RESEARCH
EXPENDITURES FOR PERIOD
MARCH 1994 - AUGUST 1994

1.	Salaries	108,997.47
2.	Benefits	36,764.14
3.	Overhead	30,483.21
4.	Consultant fees	17,392.97
5.	Travel, Transport, Per Diem	28,746.71
6.	Allowances	21,794.01
7.	Other Direct Costs	11,840.70
8.	Equipment and Supplies	2,442.02
9.	Training	71,666.95
10.	Sub-Contracts	10,650.35
11.	G & A	36,754.12
TOTAL		<u>\$ 377,532.59</u>

IIR CONTRACT EXPENDITURES
1 AUGUST 1990 - 31 AUGUST 1994

Category	Contract Budget	Expenditures to 31/08/94
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Technical Assistance

Long Term

Salaries and Wages	1,360,446	938,178.81
Fringe Benefits	454,753	294,732.39
Overhead	327,894	205,953.39
N.M.S.U. Sub. (Bersma)	183,416	183,332.45
Travel	436,067	309,238.36
Allowances	342,118	183,568.32
Other Direct Costs	304,990	159,537.98
Malt, Suppl, & Equip	174,861	113,321.10
G & A	392,780	258,898.85
Subtotal	4,283,163	2,646,761.48

Short Term

Consultants	170,359	110,618.53
N.M.S.A. Sub	96,534	96,534.28
U. Mass Sub	70,892	76,608.14
Consultant Travel	50,289	48,609.00
G & A	42,524	36,526.19
Sub-total	430,598	368,896.14

TOTAL TECHNICAL ASSISTANCE	4,407,923	3,015,657.62
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TRAINING

Long Term

In-Country Training	1,195,281	616,612.46
G & A	130,974	68,201.20

Master Degree	269,092	165,120.48
G & A	29,486	17,911.32
Subtotal	<u>1,624,833</u>	<u>867,845.46</u>

Short Term

U. Mass. Sub.	87,186	87,185.82
G & A	9,554	9,551.36
Study Tours	7,597	7,596.81
G & A	832	823.50
Subtotal	<u>105,169</u>	<u>105,157.49</u>

TOTAL TRAINING 1,730,002 973,002.95

Commodities

Mitchell Sub	223,358	208,375.61
G & A	24,475	23,540.52
TOTAL COMMODITIES	<u>247,833</u>	<u>231,961.13</u>

Policy Studies

Conference	13,877	10,680.85
Exper. Activ.	0	0.00
G & A	1,521	1,118.80
Total Policy Studies	<u>15,398</u>	<u>11,799.65</u>

TOTAL COSTS	\$6,401,156	\$4,232,376.34
AWARD FEE	199,884	112,369.69
GRAND TOTAL	<u>\$ 6,601,040</u>	<u>\$4,344,746.03</u>

PEACE CORPS

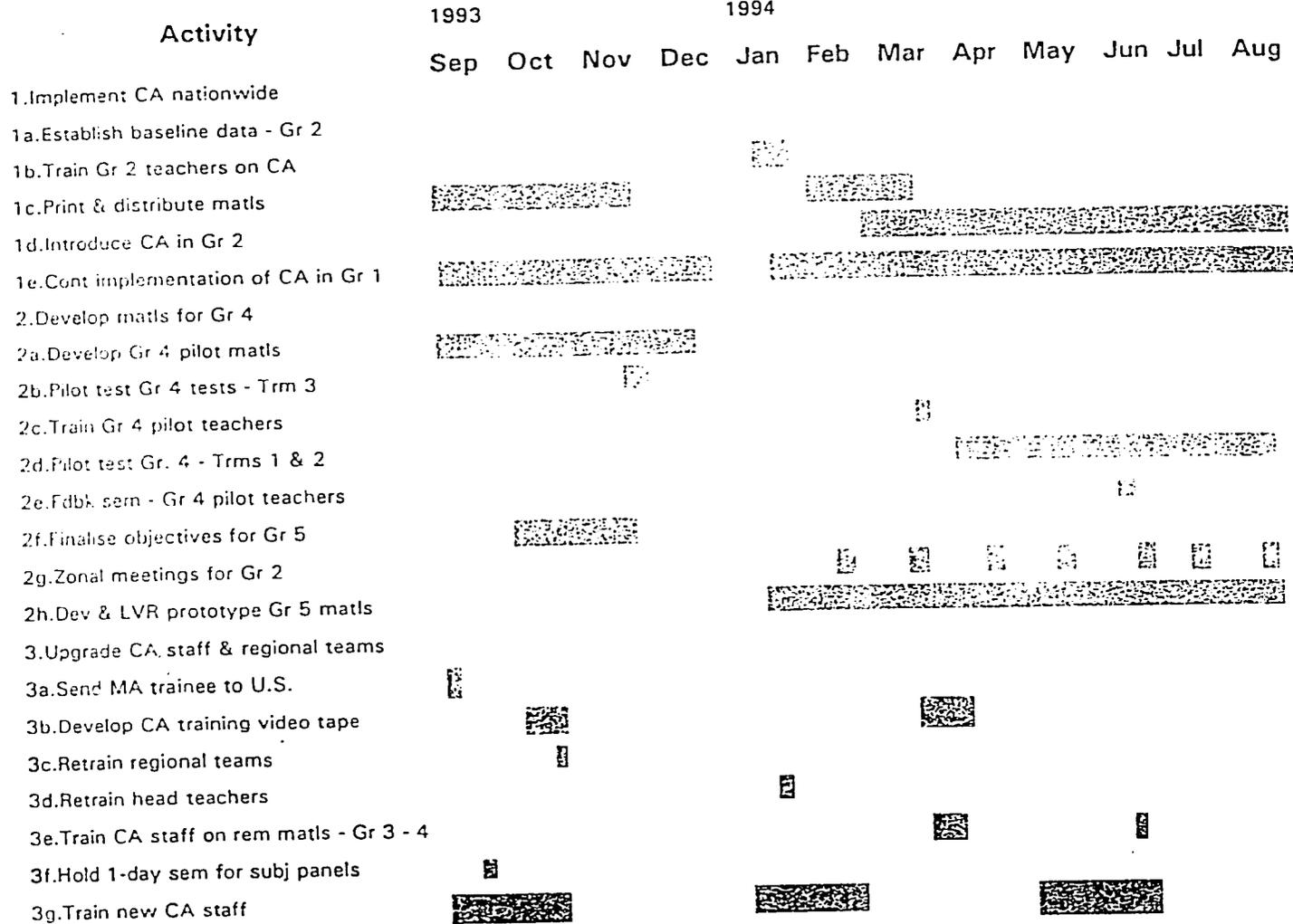
In the Continuous Assessment Unit, Peace Corps Volunteer Dan Smith continued to assist with materials production (word processing, desktop publishing, and other computer applications required to produce the tests and remedial materials developed by the CA instructional designers), database filing (creating and updating database files for pilot test data, and training the typist/secretary to do the same), try-out of CA materials (lab school testing and pilot schools), training (working with the professional staff as a facilitator during CA workshops and feedback seminars, and preparing specialized training materials such as videotapes), and other tasks requested by the CA Coordinator (including writing draft item specifications and other testing material).

In the Management Information System Office, PCV Steve Lewis continued to help by providing on-the-job training and support to the MIS Counterpart, improving the MIS, supporting the Imfundvo modelling effort, producing reports on demand for MOE officers, training MOE staff at Headquarters and in the regions, and providing technical support to project-related computer systems.

SECTION VI

**PROGRESS ON ANNUAL
WORKPLAN ACTIVITIES**

YEAR 5 GANTT CHART FOR C.A.



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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												■

CONTINUOUS ASSESSMENT

Objective 1: Implement the Continuous Assessment programme nationwide in the first two grades.

1a. Conduct end-of-year tests to generate baseline data for Grade 2.

Accomplished. The tests were administered and results collected. They are still awaiting data entry and analysis.

1b. Train all Grade 2 teachers on CA implementation

Accomplished. Five-day regional training workshops were conducted in January to prepare Grade 2 primary teachers for the second year of CA implementation in the schools. Approximately 600 teachers were trained. Based on MIS statistics, this means that about 300 teachers did not attend. Approximately half of these attended a five-day make-up workshop in April.

1c. Revise, produce, and distribute Grade 2 CA materials

Accomplished. End-of-year Grade 2 tests were completed for the baseline testing exercise at the end of the 1993 school year. Term 1 and 2 tests for Grade 1 and 2 Maths and English were distributed through REOs, as planned.

1d. Introduce the CA programme in Grade 2 in all primary schools

Accomplished. Initial training sessions were held, zonal follow-up workshops were inaugurated, and students sat for end-of-term tests in Maths and English in Terms 1 and 2.

1e. Continue CA implementation in Grade 1

Accomplished. CA materials are being distributed this year for both Grades 1 and 2. Untrained Grade 1 teachers were invited to a five-day make-up workshop in April, and all Grade 1 teachers were invited to zonal follow-up sessions beginning in February.

Objective 2: Develop, pilot test, and revise materials for Grade 4 and begin development of materials for Grade 5.

2a. Complete development of pilot versions of materials for Grade 4

Accomplished. Production of all materials has been completed.

2b. Pilot test end-of-year tests for Grade 4

Not accomplished. This activity has been postponed until November, 1994.

2c. Train Grade 4 pilot teachers

Accomplished. The training was held in April, 1994.

2d. Pilot test Grade 4 CA materials for the first two school terms

Accomplished. Term 1 materials were completed in April, Term 2 in August.

2e. Conduct feedback seminars with Grade 4 pilot teachers

Not accomplished. The seminar will be held when results of the data analysis are received from MIS.

2f. Finalize objectives for Grade 5

In process. Work has begun on this task, but it will not be completed until later in 1994.

2g. Conduct zonal follow-up training sessions for Grade 2 teachers

Accomplished. A series of zonal workshops began in February with separate sessions for Grade 1 and Grade 2 teachers. Additional sessions took place in March, June and July. However, further zonal workshops were cancelled due to other pressures on the CA staff.

2h. Develop, try out, and revise Grade 5 prototype tests

Not accomplished. Term 1 will be ready by February, 1995. Objectives are completed; work is underway on item specifications and the tests themselves.

Objective 3: Upgrade the professional capability of the CA staff and regional training teams.

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

Accomplished. Newman Khumalo completed his Master's programme at the University of Massachusetts and returned to Swaziland. In addition, Jabu Fakudze, an INSET trainer working with the CA Unit, left in August for a Master's programme at Ohio University.

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

In process. The tape is now scheduled for completion in time for use at the residential training workshop for Grade 3 teachers in January, 1995.

3c. Retrain regional teams

Accomplished. A five-day residential workshop was conducted in October, 1993, by the CA staff and the CA Training Adviser for the 65 members of the Regional Training Teams. The sessions focused on actual writing of good test items from given item specifications, remedial instruction and improvising remedial materials, enrichment activities, and record-keeping. The regional teams were taught to use the same training strategies in the January workshops.

3d. Retrain head teachers

Accomplished. Head teachers were offered a half-day workshop in January to review the materials and concepts presented to Grade 2 teachers. Approximately 80 percent of the target head teachers attended.

3e. Train CA staff on the design and development of remedial materials suited to Grade 3 and 4

Accomplished. In October, 1994, Dr. Aida Passigna conducted in-house training for the CA Unit and other NCC staff on general strategies and techniques for remedial instruction in English and Maths, the development of remedial materials, and the development and use of posterized programmed materials for testing and remediation. Her work focused on Grade 2. She returned in June, 1994, to provide the same type of training around Grade 3 materials.

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

Accomplished. A one-day seminar was held for the English and Maths panels on November 26, 1993. The CA staff gave an update of the progress with CA and answered questions from panel members. More than 40 panel members were present, including the Senior Inspectors for English and Maths.

3g. Train newly-recruited NCC/CA staff

Accomplished. A new Training Adviser, Sue Grolnic, began a consultancy in January to help the CA Unit strengthen its training programme. Although there are no new CA staff members at this time, a upgrading programme for current staff members is now in place.

Objective 4: Further stimulate and support the integration of Continuous Assessment and remediation concepts/strategies into pre-service teacher education curricula.

4a. Support NCC/UNISWA and TTC collaboration

Accomplished. A three-day workshop organized by INSET was conducted by the CA staff for a total of 101 teacher educators from Teacher Training Colleges and the University. The workshop introduced the self-contained programmed training modules and peer-group learning as the primary mode of training. In addition, CA staff participated in a week-long seminar on CA at the Nazarene TTC..

HEAD TEACHER TRAINING

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

1. Enclose the leadership and management skills of 150 additional head teachers (Cycle 3).

1a. Provide management training course for head teachers

1b. Prepare training teams

1c. Evaluate 150 Head Teachers

1d. Prepare training materials

1e. Hold management training staff seminars

1f. Award certificates

2. Further develop the Head Teacher Management Training Programme

2a. Establish a regular programme for remediation and re-testing

2b. Enhance Career Guidance, CA and Clinical Supervision in schools

2c. Develop programme to train all new head teachers

2d. Print training books

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

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HEAD TEACHER MANAGEMENT TRAINING

Objective 1: Enhance the leadership and management skills of 150 additional head teachers (Cycle 3).

1a. Provide management training course for Head Teachers

Accomplished. Cycle 3 began with the successful training of 120 head teachers in Money Management. One week was held in December, the second in January. Personnel Management was taught in March, with Organizational Management and Instructional Leadership following in May. The completion of this training suggests that all primary school head teachers now have the necessary skills to manage their schools effectively and efficiently.

1b. Prepare training teams

Accomplished. A one-day planning session for Money Management was held in September, 1993, and a similar session for the remaining three courses in February, 1994. Training of trainers for Cycle 4 began in August, 1994, with a two-week workshop on Money Management led by Dr. Anderson Nxumalo of UNISWA.

1c. Evaluate 150 Head Teachers

Accomplished. All Cycle 3 head teachers were evaluated at the end of each course. Three head teachers failed one or more course exams and will sit the exams again in October and November after they have done remedial work.

1d. Prepare training materials

Accomplished. Necessary revisions to the Trainers' and Trainees' Guides for Cycle 3 were specified for all four POMI areas. Subsequently, a major effort was undertaken to revise all training materials for use with secondary schools. By the end of this reporting period all revisions had been made, but the revised Trainers' and Trainees' Guides were still being edited prior to being printed for use in Cycle 4 (beginning with the January, 1995, training in Money Management).

1e. Hold management training staff seminars

Partially accomplished. The seminars continued during the reporting period, although the heavy workload at INSET meant that they did not always take place monthly.

1f. Award certificates

Accomplished. Certificates were awarded to 129 successful Cycle 3 participants at a ceremony at the New George Hotel on July 29, 1994.

Objective 2: Further develop the Head Teacher Management Training Programme.

2a. Establish a regular program for remediation and re-testing for Head Teachers who either miss or fail some of the training

Accomplished. Study materials were prepared and sent to Cycle 1 and 2 head teachers scheduled to take remediation tests. In some cases these head teachers had to take the tests in all four management areas. Of 15 head teachers requiring remediation, seven passed, two failed, and six did not write the tests. Three additional teachers required remediation after Cycle 3.

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

Accomplished. These areas were addressed in the Management Training courses and through special Open Day presentations.

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

Not accomplished. The need to revise all training materials for use with secondary schools consumed the time and consultancy resources originally allocated to this task. Consequently, it has been carried forward to Year 6 as Activity 2c.

2d. Print training books

Accomplished. The reprinting of textbooks for the POMI components has been completed on schedule for the training of head teachers.

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

Accomplished. Regional Head Teacher Management Training Open Days were held at the four TIDCs during the second week of each month. These in-service events were designed to address areas where head teachers feel the need for more training or support.

Management Information Systems

1993

1994

Sept Oct Nov Dec Jan Feb March April May June July Aug

1. Begin transfer of MIS responsibilities to counterpart

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

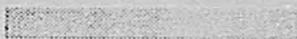
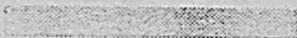


1b. Assign partial resp. to counterpart



2. Increase awareness/use of the MIS at headquarters and regional levels

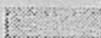
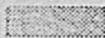
2a. Understanding Information Seminars



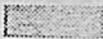
2b. Design/implement improved access to system



2c. Deliver bimonthly reports



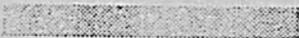
2d. Update Schools Profile, Train REO



2e. Manage research



2f. Evaluate/modify procedures for acquiring and managing data



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MANAGEMENT INFORMATION SYSTEMS

Objective 1: Begin transfer of MIS responsibilities to Counterpart.

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

Accomplished. The MIS Counterpart received on-the-job training throughout the year. He also completed a five-week, full-time course in Introduction to Computers (covering the basics of WordPerfect, Lotus, and dBase IV) and spent a week training with an Education MIS department in South Africa. The Head of the TSC Data Entry Unit is receiving on-the-job training in dBase programming and has completed a dBase programming course in Botswana. She is contributing substantially to the MIS programming work.

1b. Assign partial responsibilities to Counterpart

Accomplished. The MIS Counterpart assumed full responsibility for providing data for the National Education Symposium, which he did with great success. The Counterpart is currently working with the MIS Specialist on the development of the program to present 1994 data on schools to Regional Education Offices.

Objective 2: Increase awareness/use of the MIS at headquarters and regional levels.

2a. Understanding Information Seminars

Not accomplished. No information seminars were held during this period. As substitute activities, the MIS has been used to supply the data driving the Imfundvo model, which is in use by the MOE as a means of understanding the policy and planning implications of the data provided by the MIS itself. MIS data has also been used to direct capital expenditure allocations.

2b. Design/implement improved access to system

Accomplished. Access to the MIS system for the new educational policy model has been expanded and refined.

2c. Deliver bimonthly reports

Not accomplished. The press of other demands on the MIS prevented the preparation of these reports.

2d. Update Schools Profile, Train REOs

In process. The Counterpart is currently redesigning the Schools Profile program and its associated procedures. Training of REOs has been delayed by the late delivery of new computers for the Regional Education Offices. However, the computers have now been received and the MIS Unit is awaiting delivery of the last of the new printers. At that point, hopefully before the end of 1994, training of REOs can begin.

2e. Manage research

Accomplished. The MIS worked with the MOE and the World University Service of Canada to present a workshop on qualitative research and has provided support as required to the three resulting research projects. MIS also recommended changes in format and procedure for a Research and Planning Unit project to collect data on students with disabilities, although none of these recommendations were accepted.

2f. Evaluate/modify procedures for acquiring and managing data

Accomplished. The MIS has modified the procedure for data collection from the CSO. This MIS Office has eliminated the steps during which many of the survey questionnaires appear to be lost.

ORGANIZATIONAL DEVELOPMENT

1993

1994

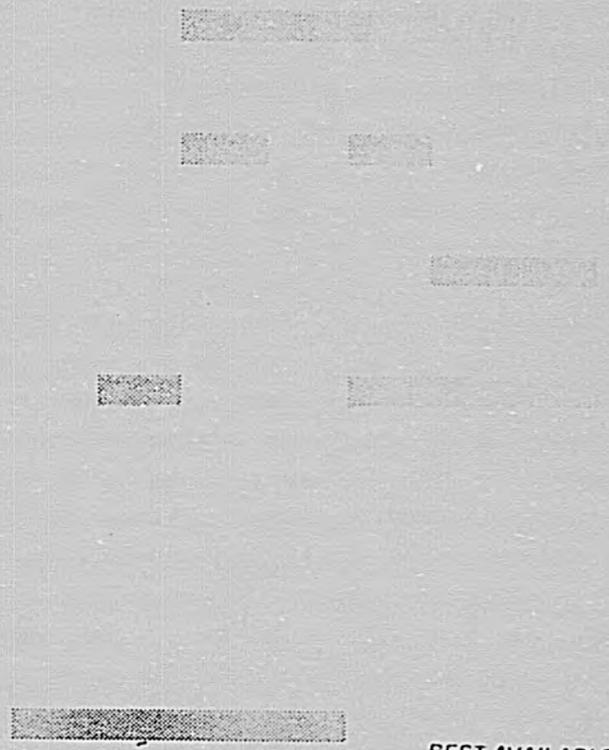
Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug

Support the Development of processes designed to bring about policy dialogue and policy change in MOE.

- 1a. Support interactive training in policy support systems and institutional development
- 1b. Support activities on policy support system planning & policy assessment
- 1c. Analyze policy support tool use tool to explore policy options and develop workshop strategy
- 1d. Conduct a series of "Educational Issues Workshops"
- 1e. Support the ICF symposium on education policies

Enlarge the role of REOs in MIS, particularly those aspects relating to physical infrastructure planning and budget preparation

- 2a. Support preparation of the 1994-1995 budget



51

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Programs for computer modeling
and skills related to assessing,
analyzing and applying data to problem
solutions

50 Provide on-the-job training



52

51 Skills development



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This activity is now being perceived as ongoing, ensuring that the model becomes a regular part of Ministry of Education policy analysis and decision making. Consequently, many meetings and informal demonstrations of the model have taken place during the reporting period, with a wide variety of participants. These include donor representatives visiting the MOE on mission and representatives of other Government ministries (namely, Finance and Economic Planning and Development). For this reason, this work will continue into the next reporting period.

1c. Finalize policy support tool. Use tool to explore policy options and develop workshop strategy.

Accomplished. The policy support tool was finalized in May, 1994. As noted under activity 1b above, further "workshopping" will be accomplished in both formal and informal settings. Plans are presently being made to demonstrate the model at the forthcoming Conference on Swaziland's Socio-Economic Development at the University (September, 1994).

1d. Conduct a series of "Educational Issues Workshops"

Accomplished. The first in this series of workshop was held on 11 November, 1993. The theme was "Education and the World of Work." In May, 1994, as part of the build-up to the National Education Symposium, workshops were held covering two additional topics: Basic Education and Assessment vs. Examinations. A fourth topic concerning pre-vocational education was dropped as part of this series. It is likely to be taken up more comprehensively as a post-Symposium activity with the active involvement of ODA and technical and vocational institutions.

1e. Support the MOE symposium on education policies

Accomplished. The Symposium was supported by USAID through EPMT technical assistance and funds from non-EPMT sources. Final expenditures were in the region of E150,000. Some 300 people, including Members of Parliament, attended at the Royal Swazi Sun Convention Centre. The programme, consisted of an overview of the education system, financing of education, basic education, assessment and examinations, and

education and the world of work. Group discussions covered three topics: "what will education be like in the year 2020?", "what are the problems facing education today?", "how do we ensure that every child has an opportunity for schooling?". A second round of discussions asked participants to establish priority actions to improve the education system. The Prime Minister opened the three-day programme and the Minister of Education, assisted by the Principal Secretary for Economic Planning and Development, closed the proceedings. The "Imfundvo" model was used extensively, with computer-driven slides leading each presentation. Response in the media was very favourable with many articles highlighting the need for improving the quality, efficiency and effectiveness of the education system. The Ministry of Education has been highly commended for its decision to share the problems of education in Swaziland with community at large, and for the presentations generated.

2b. Strengthening use of data for monitoring purposes

Accomplished. Data from MIS is routinely being used for budget preparation. It assists planners to determine schools for new construction as well as to indicate project implementation status. More objective criteria are now being used to identify schools for various physical facilities.

2c. Enlarging the role of REOs

In process. As REOs learn to rely more on the computerized data base at their disposal, so will their role in planning and policy development be enlarged. Already decisions concerning the provision of physical facilities are being based more and more on objective criteria (e.g. pupil/classroom ratios, teacher/house ratios, etc.) rather than other, less appropriate measures.

3a. Provide on-the-job training

Accomplished. The adviser and consultants working on "Imfundvo" model provided "shoulder-to-shoulder" training to the counterpart MIS Specialist.

3b. Skills development

Accomplished. A visit to the Education Foundation in Johannesburg was arranged for the counterpart MIS Specialist. This took place in early August, 1994. He was introduced to the staff of the policy support unit at the Foundation and briefed on the functioning of their EMIS, conducting discussions on what factors lead to the success of an EMIS and how it can be utilized by both senior and junior staff. Finally, he met staff in the Geographic Information System Unit. The Counterpart also met the specialist responsible for systems design and analysis and learned how to construct relational databases. He described the visit as "an eye opener (which) gave me a broader picture of what to aim for." Although conceding how well organized and efficient the Foundation is, he acknowledged that the Swaziland MOE's MIS is "far ahead" of theirs. In conclusion, this proved to be a very useful visit as he has been invited to participate in a Harvard University workshop to be conducted at the Foundation in January, 1995.

GLOSSARY

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CA	Continuous Assessment
CG	Career Guidance
COP	Chief of Party
CSO	Central Statistics Office
DIES	District In-Service Educators
DPS	Decision Process Study
EMIS	Educational Management Information System
EOPS	End of Project Status Indicators
EPF	Educational Policy Framework
EPMT	Educational Policy, Management and Technology Project
ETGPS	Educational Testing, Guidance and Psychological Services
GOS	Government of Swaziland
HTMT	Head Teacher Management Training
IIR	Institute for International Research
INSET	In-Service Educational Training Unit
LITS	Local In-Service Teachers
MEPD	Ministry of Economic Planning and Development
MIS	Management Information System
MOE	Ministry of Education
NCC	National Curriculum Centre

NDS	National Development Strategy
OD	Organizational Development
PCV	Peace Corps Volunteer
POMI	Personnel Management, Organizational Development, Money Management and Instructional Leadership
PS	Principal Secretary
PTD	Primary Teacher's Diploma
REO	Regional Education Officer
RPU	Research and Planning Unit
RTT	Regional Training Team
STD	Secondary Teacher's Diploma
TA	Technical Adviser
TIDC	Teaching Innovation Distribution Centre
TNA	Training Needs Assessment
TOT	Training of Trainers
TSC	Teaching Service Commission
TTC	Teacher Training College
USAID	United States Agency for International Development
WUSC	World University Service of Canada

APPENDIX I
SAMPLE INFORMATION REQUESTS