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**EDUCATIONAL POLICY, MANAGEMENT
AND TECHNOLOGY PROJECT**

PROJECT NUMBER 645-0230

**SEMI-ANNUAL REPORT
1 FEBRUARY 1992 - 31 JULY 1992**

EDUCATIONAL POLICY, MANAGEMENT AND TECHNOLOGY PROJECT

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SECTION I
EXECUTIVE SUMMARY

The period covered by this report (1 February to 31 July 1992) marks the end of the EPMT Project's second year of work in Swaziland. It also marks the end of what might be called the first phase of the project's activities: support for multiple innovations with full staffing in all components. Phase Two, which begins on September, 1992 and will last one year, will see reduced long-term technical assistance targeted at three components still under development: continuous assessment, management information systems and organizational development. Phase Three, beginning in September, 1993, and lasting through the end of the project, will be characterized by minimal long-term technical assistance, augmented by shorter consultancies, in support of the Ministry of Education's efforts to institutionalize and sustain each innovation.

Highlights of progress during this reporting period include:

- pilot testing of continuous assessment tests for Terms 1 and 2 of Grade 1,
- extension of continuous assessment materials development in English and Maths to Grades 2 and 3 tests and remedial materials,
- completion of six-month internships in the United States by two continuous assessment specialists, and selection of two new interns plus four Masters candidates for training beginning during the next project year,
- final work on over 1,200 pages of original instructional materials for training head teachers,
- completion of the first cycle of head teacher management training, comprising approximately 150 classroom hours, by 192 primary head teachers, 156 of whom succeeded in all four courses,
- further progress in the development of a management information system, including development of working links with the Central Statistics Office, work on a draft continuous assessment system, updating of the schools profile and training of Regional Education Office staff,
- presentation of numerous career guidance training workshops and completion of new resource materials, including a jobs file, training articles and counselling booklets,
- completion of the Decision Process Study process.

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 a strong human resources base, i.e. a minimum level of physical and human infrastructure has been put in place.

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

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

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

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

Project Purpose

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

Overall Strategy

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

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

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

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

Project Components

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

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

The second component is training for head teachers. This component has been included because research and experience have made it clear that school *heads* are probably the most important factor in school quality. It is they who are instrumental in carrying out policy, in assuring that regulations are followed, and, if they do their jobs well, in helping attain a high standard of teaching and learning. The training 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 (organizational management), 2) management of the school's human resources (personnel and human relations), 3) management of money (budgeting, accounting, etc.) and 4) instructional leadership (helping teachers do a better job).

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

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

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

All five components are interlinked with the 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 project activities, therefore, are integrated into the overall effort of MOE to improve efficiency and effectiveness.

SECTION III

**PROGRESS TOWARDS
END OF PROJECT STATUS
INDICATORS**

Revised EPMT End of Project Status Indicators (EOPS)

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

N.B.

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

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

Baseline data. The education system has experienced rapid growth over the past 20 years. There are now twice as many schools, three times as many students and almost four times the number of teachers. Low efficiency ratios characterize the system today. Students repeat often and many students leave the system before completing the primary and secondary cycles. Calculated from annual flow rates, the efficiency ratio at the end of 1988 was 1.84. This is a measure derived from input divided by output and reflects high drop-out as well as unlimited repetition. In 1987 the number of children graduating primary school on time was 160/1000. For 1988, the figure was 163/1000.

Current Situation. The efficiency ratio derived from the most current data is 1.59, indicating a significant improvement in the system. In the past, efficiency ratios have been seen to fluctuate from a high of 1.92 to a low of 1.67, with no discernable trend in time being evident, suggesting that the situation should be closely monitored in subsequent years before definitive conclusions concerning improvement can be drawn.

Strategies for meeting the target. All EPMT project activities are aimed at meeting this target, with continuous assessment and head teacher management training expected to have the most direct impact. Beyond these strategies, various management and organizational improvements were suggested in the previous semi-annual report. These are still current and will continue to receive attention from decision makers.

A research project under MIS auspices will be designed to establish what it takes, and how long it takes, to acquire basic skills in reading and mathematics in Swazi schools. This will involve examining teaching/learning processes in schools which produce good results as well as schools which perform badly. Factors affecting achievement will be studied for their impact on children completing seven years of primary education.

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

Baseline data. The Swaziland Primary Certificate examinations given at the end of Standard 5 are the only national measure of pupil achievement at present.

This a norm-referenced test designed to select pupils for entry to secondary education. The annual pass rate is around 80% of candidates who sit for the examination.

Current Situation. Baseline data for Grade 1 is being established. The first grade end-of-year (Term 3) tests in English and Maths will be administered to a stratified sample of Grade 1 leavers from 23rd November through 4th December, 1992. Approximately 15 percent of the 535 primary schools in the country will be tested -- approximately 80 schools with around 120 classes and 5,000 pupils. These schools will have teachers and pupils who have not have any prior exposure to the CA programme. This testing exercise will be used to generate the baseline data for Grade 1. The first comparison using these baseline data will be done with the results of the end-of-year testing to be conducted among the Grade 1 leavers at the end of next school year (November - December 1993), after the schools have completed the first year's nationwide implementation of the Continuous Assessment Programme.

Strategies to meet the target. The basic continuous assessment strategy consists of three major activities: (a) The teachers will be taught how to construct good criterion-referenced lesson and unit tests using standard item specifications developed by the CA staff. (b) The CA staff will develop end-of-term tests to be used in all the schools to provide standard instruments for measuring student achievement. (c) The CA staff will develop remedial materials and procedures and train teachers in their use.

Another strategy for improving student performance is through the head teacher management training programme. Impact will be created through improved instructional leadership in schools by head teachers.

3. Primary and secondary schools are better managed.

Baseline data. A needs assessment was carried out during 1990-91, including visits to 50 schools and a curriculum review of previous training programmes for school heads. The Final Report on the Training Needs Assessment provides detailed information about the status of head teacher training as of that time, including 36 major categories of needs. One critical need identified by this process was better financial management. No previous training had been done in this area, and all schools visited were experiencing trouble with the reporting and handling of money. Additional needs were identified in the areas of instructional leadership, personnel management and organizational management.

Current Situation: All training documents have been produced. These include the Money Management Training Guide, which received considerable revision in this period from Mr. Martin, the consultant. The other books (Personnel Management, Instructional Leadership and Organizational Management) have all been revised after having been used in training. They have been put into a new format which includes for each area a Trainer's Guide and a Trainee's handbook. The testing and evaluation for these have been revised as well. For purposes of evaluation during training, tests have been re-written and put in short-answer form to be marked using the Scantron system. Qualifying tests in each of the POMI areas have been completed and put on file in computers and made available to INSET for use with the remediation programme. Heads who need remediation will receive additional instruction. After such instruction the qualification examination will be used to indicate their level of learning. (It was decided in the Standards Committee that INSET should set one written essay examination paper in addition to the short-answer examination, and that such a paper should be developed for each of the four POMI areas to be added to the short-answer qualifying examination.)

Two hundred head teachers have been trained now during Cycle One in four areas. More than eighty percent passed or completed this course. Of those who failed or were unable to complete, more than half failed in only one of the POMI areas. An awards ceremony was held on June 24th, when trainees received their certificates.

Strategies to meet the target The complete training programme has now been developed. INSET staff have been involved as team leaders, logistic coordinators and trainers. Materials are in place ready for INSET to use during Cycle Two. The Ministry of Education has drafted standards for head teachers in Swaziland which support the training put on by INSET in the sense that certification received by all new head teachers will be a requirement for them to be confirmed in their posts. An incentive system for all trainers has been approved and will be implemented starting with Cycle Two.

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

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

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

Current situation. A core MIS is now operational. Senior personnel in the MOE, and external users, routinely seek information from it on different aspects of the educational system. A list of information requests appears in Appendix II.

During this reporting period two major activities were commissioned by the Principal Secretary and Director of Education respectively: an analysis of fees paid by parents to schools (derived from mapping project data) and a forecast of teacher requirements in future years (derived primarily from CSO data).

Strategies for meeting the target. When fully operational, the MIS will have three major functions: the collection of data from sources both inside and outside the MOE, the management of data bases to ensure the integrity of the data, and the facilitation of the flow of information, both from and to the MIS as well as among planning, policy and operational decision makers (REOs, Inspectors, the PS and the Director).

Data input into the MIS will be of two types: data bases from other data collecting agencies (CSO, TSC, Ministry of Finance and the Exams Council, for example) and data generated by the annual school survey, continuous assessment and evaluations by inspectors. Data collection procedures will include schedules for data requests and returns, descriptions of operational relationships between MIS and the data-generating agencies, and procedures through which data collection agencies can improve the efficiency of their data. For example, if TSC and an REO report conflicting data on teacher postings or positions, MIS will inform each agency of the discrepancies.

MIS will manage a collection of core data bases, in which will be maintained data on schools (physical plant, pupil data and costs/fees data); teachers (position, posting salary grade, training, subject area(s) currently teaching); and pupil achievement. Moreover, MIS will support the management of other data bases of other agencies.

Having ensured the quality of the data, MIS's role will be to provide directly and indirectly the information needed by decision makers. It will provide information in the form of reports and analyses to the PS and the Director, both in response to requests and in an on-going format. It will analyze CA data and

deliver information based on this analysis to the REO's, the PS and Director and facilitate the flow of CA information between REO's, the schools, the Exams Council and the Ministry.

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

Baseline data. Before the implementation of the career guidance programme at the Grade 7 level, there was no career guidance for primary schools. Presumably, primary students were not aware of or only had a limited awareness of career choices. The only exception were the seventh grade students who were involved in the pilot test of guidance materials in four schools: Mbasheni Primary, St. Theresa Primary, Siteki Central Primary, and Ngwane Practising Schools.

Current situation. A baseline data survey was given to head teachers and educational leaders (LITS & DIES) at four regions prior to career guidance workshops, to assess their awareness of the needs for career guidance, the availability and the use of career resources, and their willingness to implement CG programme in their schools. About 200 responses have been collected.

The Head Teacher Management Trainers were trained during a Management Training Career Guidance workshop. These trainers in turn, trained head teachers in four regional workshops. Furthermore, the ETGPS staff and the TA jointly conducted CG workshop in the four regions for teacher leaders (LITS & DIES). The same survey was then given to head teachers and teacher leaders after they had attended the workshops. About 200 responses have been collected. The results have been tabulated and given to the evaluation consultant, Dr. Magagula.

Strategies for meeting the target. Workshops designed for head teachers and educational leaders have been conducted at four regions. During the workshop, participants learned the importance of career guidance in this country, and the components and approaches of the career guidance programme. They also had some hands-on experience in using the resources developed and devising ways to introduce career concepts in their own schools. From this point on, the work of upgrading teachers will fall primarily on ETGPS, with continuing support from EPMT wherever possible. The most important intervention is a new Grade 7 Social Studies textbook containing a special career guidance section drafted with assistance from the CG Technical Advisor. It is currently scheduled for national introduction in 1994.

SECTION IV

OUTPUTS

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

Progress prior to reporting period.

Regional training teams were selected and trained. Instructional materials were written and printed for three of the four subject areas: Money Management, Instructional Leadership and Personnel Management. Training was provided to the first group of 200 head teachers in two subjects: Money Management and Instructional Leadership.

Progress during reporting period.

One hundred ninety two head teachers completed approximately 150 hours of training with courses in Personnel Management and Organizational Management. Evaluations indicate that 36 of these participants will need to repeat some of the sections because they did not pass. Material has been prepared for INSET to remediate these people with distance education study guides and materials, and/or the use of guides in conjunction with brief inservice courses at INSET to be followed by a qualification examination which will be short-answer and essay in format.

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

Progress prior to reporting period.

Project support to this output consists essentially of procuring commodities to equip the three new TIDCs. Lack of progress in their construction constrains such support, however. MOE resolved the questions about management authority for the TIDCs and chose three sites for the new ones: Siphofaneni, Hluti and Mankayane. Construction plans were prepared.

Progress during reporting period.

Construction plans for the TIDC at Siphofaneni proceeded. The Ministry of Works prepared design drawings, the GOS budgeted funds for the fiscal year 1992/93 for the project and construction is scheduled to begin in September, 1992. Buildings are expected to be complete before the end of March, 1993. Two additional TIDCs are planned for GOS funding in FY 1993/94.

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

Progress prior to reporting period.

A preliminary report on the Decision Process Survey was presented to key MOE officers in November, 1991. A follow-up meeting in December failed due to poor attendance. At the PS's request, work began on a new study of the costs and financing of primary and secondary education in Swaziland.

Progress during reporting period.

The final decision process study seminar was held on 13th April, 1992 and a report of all proceedings was subsequently produced. A problem-oriented and participatory approach was applied to the manner in which the seminars were conducted. Inefficiency in the education system was recognised as the core problem. Conversely, participants recognized that the overall goal of the system is to improve learning achievement in schools. In order to reach this goal an efficient system is necessary. Five main activity areas were targeted for future priority attention: effective education planning, review and modification of curricula based on remediation and continuous assessment, improved implementation of the school facilities programme, a review of teacher requirements and increased management competence of heads of administrative units.

During this reporting period two major studies were commissioned by the Principal Secretary and Director of Education respectively: an analysis of fees paid by parents to schools (derived from mapping project data) and a forecast of teacher requirements in future years (derived primarily from CSO data). A third study, "Factors Relating to Student Achievement in Swaziland," was prepared by a consultant, Dr. Rick Johnson, using MIS data. It was supported with funding from AID's Project ABEL.

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

Progress prior to reporting period.

The School Mapping Study was carried out, and the data originally entered was verified and corrected. The results were incorporated into the MOE Management Information System. On the basis of this expanded MIS, various reports were prepared for MOE officials and used in policy and planning exercises, Perhaps the most important area affected by these reports was the capital budget.

Progress during reporting period.

Work began on developing a simple spreadsheet model for forecasting teacher requirements for the year 2000. CSO and Mapping Project data have been used for this exercise. The Principal Secretary and the Director of Education are particularly interested in the outcome. Preliminary forecasts indicate that the stock of qualified primary school teachers will be less than present levels in eight years' time if present trends continue. At secondary level more work needs to be done to streamline policies concerning pupil-contact hours for teachers and thereby possibly increasing the present low pupil/teacher ratios.

Analysis of the costs of education to parents was undertaken. A report has been produced and is awaiting fuller discussion with the Principal Secretary, who commissioned the report. It is intended to extend this analysis to a broader look at the implications of various policy options using a World Bank-developed educational finance stimulation model. Appropriate data is presently being assembled.

5. Tested English language instructional program.

No action has been taken by the MOE on implementing the recommendations in the report of the successful pilot test of Interactive Radio Instruction in English. Work towards this output, therefore, has been suspended.

6. Increased student time on learning.

Progress prior to reporting period.

Achievement of this outcome depends on the interaction among various components. Better school management, improved student evaluation, the use of remedial instructional materials in English and Maths, improved decision-making/policy implementation and a system for tracking student achievement are the principal Project-supported activities in this regard. Previous accomplishments include the successful inauguration of national management training for head teachers, design of a continuous assessment programme, staff training for both Head Teacher Management Training and Continuous Assessment components, establishment of a preliminary Management Information System, and the first Organizational Development study (the Decision Process Survey).

Progress during reporting period.

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

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

Progress prior to reporting period.

End-of-term tests for Grade 1 (English and Maths) were completed in two alternate formats. Worksheets and practice exercises for remediation were drafted. Lab school tryouts of the posterized version of tests were carried out. Work on Grade 2 & 3 test and remedial materials began (ahead of schedule). Orientation seminars for the English and Maths subject panels were held. The first two members of the NCC Continuous Assessment staff began their internships in the United States, through the University of Massachusetts.

Progress during reporting period.

The first and second term tests for English and Maths have been pilot tested. The third term test, which is also the end-of-year test, was subjected to in-house tryouts and expert appraisals by the CA staff, the pilot school faculty, the short-term consultant on criterion-referenced testing, and the CA Adviser. The tests were then revised based on this formative evaluation exercise and finalised for administration at the end of this school year to establish baseline data for Grade 1. The prototype versions of the Grade 2 tests have been completed. These will undergo some learner verification and revision (LVR) in their lab schools and be improved for pilot testing. The item specifications for Grade 3 are being written.

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

Progress prior to reporting period.

The Project's strategy in this area is to support MOE's efforts to infuse guidance into the upper primary level through the Grade 7 Social Studies curriculum, and to help MOE improve the already established junior secondary guidance programme through methods such as updating testing instruments and training ETGPS staff. In this regard NCC staff were trained in Career Guidance infusion. New guidance materials, developed jointly with NCC, were pilot-tested, revised, and used in additional training workshops.

Progress during reporting period.

The Career Guidance component conducted a number of workshops during the reporting period. These workshops were structured sequentially in that they gradually required more responsibility and involvement from the ETGPS staff, to the degree that some workshops were jointly conducted by the TA and the staff and some presentations were conducted by the staff themselves. The intent was to enhance the sustainability of the Career Guidance programme so that it can be taken over by the ETGPS staff at the end of the project. In addition, in order to support the Career Guidance programme the ETGPS staff and the TA jointly developed several major resources such as the Career File, Career Interest and Guidance Articles.

SECTION V
INPUTS

LONG-TERM TECHNICAL ASSISTANCE

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

Expended months of service: 11

Remaining months of service: 47

2. Dr. Harold Bergsma, Management Training Adviser

Expended months of service: 24

Remaining months of service: 0

3. Dr. Aida Pasiona, Continuous Assessment Adviser.

Expended months of service: 24

Remaining months of service: 12

4. Dr. Lily Chu, ETGPS Adviser.

Expended months of service: 12

Remaining months of service: 0

5. Mr. Cooper Dawson, MIS Adviser.

Expended months of service: 5

Remaining months of service: 7

Comments:

During this reporting period in March, Mr. Roy Thompson, Organizational Development Adviser and Chief of Party took early retirement for health reasons.

After Mr. Thompson's retirement, Dr. Philip Christensen was appointed as Chief of Party after having acted in this position since late October 1991, when Mr. Thompson fell sick.

Mr. Thompson's unexpected resignation created a vacant post. After consultations between IIR, USAID and the Ministry of Education, it was decided that Dr. Christensen should take over the Organizational Development Adviser post and Mr. Cooper Dawson take over the MIS activities. Mr.

Dawson was appointed on March 17th, 1992 as MIS adviser until August, 1993.

SHORT-TERM TECHNICAL ASSISTANCE

The following consultants worked on the project during this reporting period.

1. Dr. Richard Johnson

Dr. Johnson returned to Swaziland and worked a total of 3 weeks, from 10th February to 28th February. He arranged printing of answer sheets in two colours with close registration; briefed staff on ways of demonstrating annual test answering for a CA workshop scheduled in March; prepared a set of WP51 macros to automate the lay-out and printing of answer sheets; wrote a program in Clipper 5 language to process test results at the REO level; prepared two demonstration programmes to show the interface capabilities of the Scantron with the computer; and provided some hardware and software support for the project in Manzini and at the MOE in Mbabane.

2. Mr. Ron Martin

Mr. Ron Martin, was a consultant for the Money Management revision of text books. The work plan called for him to revise the content and the format of the text on Money Management and to revise the evaluation section so that it is in multiple-choice short answer format. The material has been revised and is now being put on computer file for Cycle Two.

3. Dr. Jeremiah Gule

Dr. Jeremiah Gule, was a consultant for the Money Management Formative Evaluation. He has completed his study using eighth trained data collectors who have visited 20 trained and untrained schools. The report indicates that trained heads are more aware of changes needed in how to handle funds, that they are in some cases already beginning to re-do their financial records and that they have indicated their appreciation for the materials which are references for them to improve how they handle funds. The untrained heads, on the other hand, had limited awareness about technicalities of money handling and a low standard of compliance to standard Ministry regulations regarding money handling.

4. Dr. Cisco Magagula

Dr. Cisco Magagula, consultant for Personnel Management Formative Evaluation, has completed his study using eight field evaluators who also visited 20 trained and twenty untrained schools. The study revealed that teachers of trained heads are more likely to be cooperative in their approach and are aware of the need to involve staff in decision making in the school as compared to untrained schools.

5. Dr. Anderson Nxumalo

Dr. Anderson Nxumalo has completed his consultancy in Instructional Leadership Formative Evaluation. His report indicates that teachers of schools which had trained heads were trying to create changes to incorporate teachers in instructional planning as compared to the untrained schools.

PARTICIPANT TRAINING

CAREER GUIDANCE:

Two Career Guidance officers (Ms. Lineo Vilakazi and Mr. Vusi Manyatsi) have been admitted into MA programmes in Career Guidance and Counselling at Ohio State University and New Mexico State University, respectively. They will be commencing their studies in the fall of 1992.

CONTINUOUS ASSESSMENT:

1. Six-month internships in the U.S. Two members of the CA staff Mr. Newwman Khumalo and Mr. Michael Mhlungu, were selected for the next internships starting in the fall semester (U.S. school calendar) and are scheduled to leave on the 2nd of September. Their internship programme includes writing the end-of-term tests for Grade 3 under the guidance of Dr. Ron Hambleton, auditing two graduate courses relevant to criterion-reference testing and Swaziland's CA programme, and site visits/observation tours of at least one school system implementing or managing continuous assessment.
2. M.A. training in U.S. The primary candidate, Miss Ellen Thwala, has been admitted into a Master of Education programme at Ohio University. She will take courses in educational measurement and instructional development. Miss Thwala's training programme will be designed to prepare her to make significant contributions to the Ministry's CA programme in particular and the primary education system in general when she returns to the CA Unit after her training.

HEAD TEACHER MANAGEMENT TRAINING:

Mr. Israel Simelane, Acting Deputy Director of INSET, and Head Teacher Management Trainer, was admitted at New Mexico University for a Masters Degree Course in Educational Management and Development. Mr. Simelane will commence his duties in August, 1992. On completion of his studies, Mr. Simelane will resume his duties at INSET and continue with the Head Teacher Management Training programme, which will, by the time be the complete responsibility of the Ministry of Education.

IN-COUNTRY TRAINING

<u>Dates</u>	<u>Training Activities</u>	<u>Description</u>
Feb 3-7	Upgrading workshops for ETGPS staff and teachers	Career Guidance techniques
March 3	Career Guidance workshop for Head Teacher TOTs	Orientation and activities in Career Guidance
March 9-13	Upgrading workshop for ETGPS staff and teachers	Resources in Career Guidance
April 1-7	Career Guidance workshop for teacher leaders in four regional TIDCs	Orientation and activities in Career Guidance
May 4-15	Career Teachers' workshop	Career Guidance techniques, resources, and others

1. Regional Education Tour.

An education tour to study the Botswana guidance program was conducted February 10-14 for the six ETGPS staff and the Technical Adviser. Discussions were held between ETGPS and Botswana MOE's Guidance Division, and field visits were made to examine the operation of Botswana's primary, junior high and secondary schools' guidance programmes. A detailed report on this educational tour was submitted.

2. Initial training workshop for pilot school head teachers and Grade 1 teachers.

Twenty-four Grade 1 teachers and head teachers of the 16 pilot schools selected for the CA programme attended the initial five-day training workshop on test administration, scoring, and remedial instruction for Grade 1. They were given practice on how to administer the end-of-term tests using student answer booklets and teacher instruction booklets, as well as how to administer posterized programmed teaching materials for remedial work in Grade 1. They were also asked for their input and "expert appraisal" of the third-term tests for English and Maths. Attendance was very satisfactory (98 percent).

3. Test development workshops for Grades 2 and 3.

The head teachers and Grade 2 and 3 teachers of the 16 CA pilot schools, the regional inspectors, and NCC's teacher leaders were trained in test development during two five-day workshops from 29th June to 10th July, 1992. The workshop consultant was Dr. Ronald Hambleton of the University of Massachussetts under a sub-contract with IIR. On-the-job training on posterized testing and remedial instruction was provided to the CA staff (6 from NCC and 4 from INSET). The training included how to conduct lab school tryouts and how to improve the materials based on formative data (LVR or Leaner Verification and Revision).

4. One-day training workshop for teacher leaders and pilot test data collectors.

A one-day training workshop was conducted to enable the CA staff and the teacher leaders to assist the testing of the first term tests in English and Maths. Since the staff had previous training on similar tests during the March workshops (Item No.1 above), it was felt that a short refresher session during the day that the test materials were to be distributed to the different data collectors would be sufficient preparation for the first pilot testing exercise in April.

The following workshops for headteachers were conducted during this period.

1. Personnel Management - 10-14 February, 1992 (191 participants)
2. T.O.T. Organizational Management - 2-6 March, 1992 (32 participants)
3. Organizational Management - 30th March - 3rd April, 1992 (191 participants).
4. Award Ceremony - June 24th, 1992 (250 participants)

EPMT PROJECT PROPERTY LIST
PURCHASES MADE DURING 1ST FEB '92 - JULY 31ST, 1992 PERIOD

ITEM	SERIAL NUMBER	SOURCE	ORIGIN	QUANTITY	DATE PURCHASED	UNIT COSTS	LOCATION
Mousemen	LT 491 C00098 LT 391 C07613 LT 012 N03001 LT 391 C03405 L7 012 N03002	USA	USA	5	06-13-1992	\$ 59.00	1 Project Secretary 1 COP 1 Bergsma INSET 1 ETGPS office 1 Admin Assistant
Laser Jet Printer HewletPackard	RA 9-063752	USA	USA	1	06-13-1992	\$ 1500.00	Pasigna CA Office Manzini
Hitachi VCR	10935582 10935999 10935556 10936014	USA	JAPAN	4	03-09-1992	\$ 490.00	Pasigna CA Office Manzini
Sony Monitors Colour	1052459 1052184 1087537 1070219	USA	JAPAN	4	03-09-1992	\$ 500.00	Pasigna C.A. Office Manzini
National VHS Camera Recorder	E 112173 CD E 104319 CD E 112240 CD E 104271 CD	USA	JAPAN	4	03-09-1992	\$ 850.00	Pasigna CA Office Manzini
Audio visual storage mover cabinets	N/A	USA	USA	5	04-15-1992	\$ 382.00	4 CA Office 1 INSET Office

ITEM	SERIAL NUMBER	SOURCE	ORIGIN	QUANTITY	DATE PURCHASED	UNIT COSTS	LOCATION
Binding Machine	8A28424	USA	USA	1	05-13-1992	\$ 308.00	Pasigna CA Office Manzini
Sellotape Dispensors	N/A	USA	USA	1	05-13-1992	\$ 78.00	CA Office Manzini
AntiGlare Screens	N/A	Swaziland	USA	4	06-05-1992	\$ 18.00	1 COP Office 1 INSET Office 1 CA Office 1 MIS Office
Print switch Devices	N/A	USA	USA	2	03-09-1992		MIS Office

GOS CONTRIBUTION FOR THIS PERIOD
1ST FEBRUARY 1992 - JULY 31ST, 1992

-	Provision of housing for TA's	E	41,400.00
-	Provision of offices	E	21,880.00
-	Office Utilities	E	1,220.00
-	MOE Telephones	E	1,670.00
-	Materials & Supplies	E	8,250.00
-	Use of duplicating machine	E	8,810.00
-	Use of computers & other equip.	E	2,720.00
-	Fuel	E	19,237.00
-	MOE transport cost for w/shops	E	12,200.00
-	Use of facilities for meetings	E	1,520.00
-	Staff time general	E	8,700.00
-	Staff time workshops	E	278,100.00
	TOTAL:	E	396,897.00
	U.S. Dollars	\$	141,174.00

Total contributions 1 August 1990 - 31 July 1992.

	1st 1.5 years	E	1,106,792.00
	This period	E	396,897.00
			<hr/>
		E	1,503,692.00
			<hr/> <hr/>
		\$	537,032.00

INSTITUTE FOR INTERNATIONAL RESEARCH
EXPENDITURES FOR PERIOD

1. Salaries	136,696.99
2. Benefits	40,012.46
3. Overheads	28,987.62
4. Consultant Fees	17,695.16
5. Travel, Transportation, Per diem	30,654.07
6. Allowances	25,620.07
7. Other Direct Costs	30,241.68
8. Equipment & Supplies	1,310.44
9. Training	102,561.11
10. Sub Contracts	136,906.00
11. G & A	59,158.85

	\$ 637,236.05
	=====

IIR CONTRACT EXPENDITURES
1 AUGUST 1990 - 31 JANUARY 1992

<u>Category</u>	<u>Contract</u> <u>Budget</u>	<u>Expenditures</u> <u>to 1/31/91</u>
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TECHNICAL ASSISTANCE

Long Term

Salaries and Wages	885,578	335,401.72
Fringe Benefits	259,641	104,145.75
Overhead	191,234	78,465.39
N.M.S.U. Sub (Bergsma)	183,663	132,363.88
Travel	324,220	128,380.41
Allowances	45,330	78,830.84
Other Direct Costs	194,398	55,718.41
Matl, Supl, & Equip.	105,505	104,671.32
G & A	255,651	111,272.40

TOTAL

	2,445,320	1,129,250.12
	=====	=====

Short Term

Consultants	65,525	28,767.25
N.M.S.U. Sub (Chu)	147,203	59,301.92
U.Mass Sub	223,072	10,388.51
Consultant Travel	134,524	26,319.21
G & A	58,672	14,023.12

TOTAL

	555,050	138,800.01
	=====	=====

Total Technical Ass.	3,083.183	1,268,050.14
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TRAINING

Long Term

In-Country Training	720,000	88,563.50
G & A	85,104	10,091.62
Masters Dgree	279,228	1,247.00
G & A	33,011	147.40

TOTAL

	1,117.403	100,049.52
	=====	=====

SHORT TERM

Umass Sub	94,980	17,469.96
G & A	11,227	1,994.16
TOTAL	<u>106,207</u>	<u>19,464.12</u>
	=====	=====
TOTAL TRAINING	1,223.610	119,513.64

COMMODITIES

MITCHELL SUB	638,223	104,878.17
G & A	75,438	12,321.40
TOTAL COMMODITIES	<u>713,661</u>	<u>117,199.53</u>
	=====	=====

POLICY STUDIES

CONFERENCES	10,000.00	10,000.00
EXPER.ACTIV.	000.00	000.00
G & A	1,182.00	1,045.00
TOTAL POLICY STUDIES	<u>11,182.00</u>	<u>11,045.00</u>
	=====	=====

TOTAL COSTS	5,031,636.00	1,515,808.31
AWARD FEE	203,869.00	42,707.00

GRAND TOTAL	<u>\$ 5,235,505.00</u>	<u>\$ 1,558,515.00</u>
	=====	=====

PEACE CORPS

The project benefited from technical assistance provided by three Peace Corps Volunteers during the reporting period. Ms. Grace Caines and Ms. Sheila Deevey continued their work with the Head Teacher Management Training Programme, providing valuable inputs such as training and supervising staff members, organizing training logistics, writing instructional modules, delivering training sessions for head teachers, facilitating communications, evaluating trainees and keeping accounting records. They have been instrumental in setting up a computer system to input all of the instructional modules and preparing a photo-ready copy for the training modules in Instructional Leadership, Personnel Management and Organizational Management.

INSET has proposed that the Ministry request one new volunteer, beginning work in January, 1993, to carry on when Ms. Caines and Deevey complete their periods of service later this calendar year.

In the MIS component, Ms Sue Grolnic worked with Messrs Dawson and Christensen through the Ministry's Research and Planning Unit. She provided specialized technical assistance in the areas of system design and implementation, report generation, data collection and analysis, and training. Her presence was particularly important in light of the absence of an MIS specialist in the Planning Unit and the sudden assumption by Dr. Christensen of Chief of Part duties. It ensured that the MIS services on which senior Ministry decision makers are increasingly relying have been delivered without interruption, and that work on further developing the Management Information System has continued.

Unfortunately, efforts to place a fourth Peace Corps Volunteer in Continuous Assessment were unsuccessful. After the first candidate failed the initial Peace Corps training programme, a second trainee was identified. He did not complete the training program either. Peace Corps has agreed to try again to find suitable assistance for Continuous Assessment with its next intake. The hope is that a CA volunteer could be deployed to for two years from January, 1993.

SECTION VI

**PROGRESS ON ANNUAL
WORK PLAN ACTIVITIES**

CONTINUOUS ASSESSMENT (YEAR 2, REVISED)

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

1. Develop Gr 1 tests & remedial materials. 
2. Survey remediation needs Gr 2. 
3. Develop Gr 2 test and remedial materials. 
4. Develop Gr 3 test and remedial materials. 
5. Identify 16 pilot schools. 
6. Conduct seminars for math & Eng subject panels. 
7. Coordinate and plan with TTCs and UNISWA. 
8. Train Gr 1 pilot school teachers. 
9. Pilot test Gr 1 materials. 
10. Send two interns for U.S. training. 
11. Hold workshop on DTP for CA Unit.
12. Conduct test development workshop (Gr 2 & 3). 
13. Select staff for internships. 
14. Select a staff member for M.A. in U.S. 

CONTINUOUS ASSESSMENT

1. Develop Grade 1 tests and remedial materials.

Accomplished. The Maths and English tests for Grade 1 were completed in February this year. The development of item specifications and prototype tests for Grade 2 was completed during a five-day workshop for Grade 2 teachers and head teachers from the CA pilot schools. These tests have been assembled and are ready for illustrations, after which they will be tried out (in-house and/or in the lab schools) before they are sent to the pilot schools. Sample remedial materials for Grade 1 have been developed based on the teacher surveys conducted the previous year. More remedial materials, based on actual pilot test results and feedback from the first few months of implementation, will be developed in Year Three. Sample remedial materials for Grade 2 will be developed after the first two term tests have been tried out in the pilot schools.

2. Survey remediation needs in Grade 2.

Not accomplished. The CA staff agreed that instead of interviewing the teachers during the test development workshops, a better strategy would be to wait for the lab school tryouts and pilot testing for this grade to reveal actual learning difficulties among the pupils. These will guide the development of remedial materials for the grade. In the meantime, sample remedial posters developed for Grade 1 can be used for training purposes.

3 & 4. Develop Grade 2 and 3 test and remedial materials.

Accomplished. The prototype tests for Grade 2 have been completed. These will undergo lab school (LVR) or in-house tryouts and be revised before they are used in the pilot schools. Test development for Grade 3 has started with the five-day workshop for Grade 3 teachers, also attended by the Regional Inspectors and NCC's teacher leaders, in mid-July. The tests will be finalized by the two UMass interns who will work with Dr. Ron. Hambleton starting in early September. All three term tests should be ready for illustration by December. The remedial materials are being drafted by the CA staff in Manzini.

5. Identify 16 pilot schools.

Accomplished during previous reporting period.

6. Conduct seminars for Math and English subject panels.

Accomplished during previous reporting period.

7. Coordinate and plan with TTCs and UNISWA.

Accomplished during previous reporting period.

8. Train Grade 1 pilot school trainers.

Accomplished. Two training workshops were held for the pilot school faculty: March 16th to 19th for the head teachers and March 23rd to 27th for the Grade 1 teachers. The training focused on how to use the first grade Maths and English end-of-term tests, the remedial materials, and the reporting forms. During these two workshops, the CA Adviser also pilot-tested a training module on how to use posterized tests to find out whether a "peer group learning module" would be an effective alternative to the lecture mode of training head teachers and teachers. The pilot test showed highly positive results, as indicated by evaluation questionnaires filled out by the participants themselves and by the level of participation that was observed among the participants during the group learning sessions using the module.

9. Pilot test Grade 1 materials.

Partially accomplished. The first and second-term tests for Maths and English have been pilot tested in the 16 CA pilot schools. Data entry of the pilot test results was undertaken by the MIS component, supported by TSC. A floppy disk containing the data entries has been delivered to Dr. Ron Hambleton for analysis. Due to time constraints, the third-term tests could not be pilot tested. Instead, the CA staff conducted an in-house tryout and "expert appraisal" to determine what revisions might be required before the third-term tests can be used nationwide. Results of this exercise were reviewed by Dr. Hambleton and Dr. Pasigna and revisions were undertaken in the tests. Additional inputs to the revision process were obtained from the head teachers and Grade 1 teachers of the pilot schools who participated in the March workshops (described in Activity No. 8 above).

10. Send two interns for U.S. training.

Accomplished during previous reporting period.

11. Hold workshop on Desktop Publishing for CA Unit.

Accomplished during previous reporting period.

12. Conduct test development workshop (Grades 2 & 3).

Accomplished. The two workshops were successfully conducted in late June and early July (29th June to 3rd July for Grade 2; 6th to 10th July for Grade 3). The teacher-participants all came from the 16 CA pilot schools. The first workshop (for Grade 2 teachers) was also attended by the pilot school head teachers. The regional inspectors and teacher leaders were invited to the second workshop (for Grade 3 teachers). Both workshops produced usable item specifications and test items for the two grades, which the CA staff organized, refined, and converted into the prototype versions of the end-of-term tests. This enabled the staff to complete the Grade 2 tests and start developing the third grade tests (which will be finalized by the next two interns leaving for the U.S. in early September).

13. Select staff for internships.

Accomplished. Two members of the CA staff have been selected for the next two six-month internships: Newman Khumalo and Michael Mhlungu. Their exit papers and round-trip air fare are being processed by MOE with assistance from project staff in the EPMT Field Office. They are scheduled to leave on September 2nd.

14. Select a staff member for M.A. training in U.S.

Accomplished. Miss Ellen Thwala, the primary candidate for CA, has been admitted for a Master of Education programme at Ohio University. She will take courses relevant to her work as a test designer and evaluator with the CA staff (e.g., educational measurement and remedial instruction). She is scheduled to leave in mid-August to enable her to take part in the orientation programme that the university is organising for new students.

HEADMASTER TRAINING

(YEAR 2, REVISED)

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
1. Plan, design, schedule training.												
2. Write training modules.												
3. Print, distribute materials.												
4. Organise, monitor regional teams.												
5. Coach trainers: tryouts.												
6. Make and mail announcements.												
7. Produce and distribute newsletter.												
8. Register trainees, cycle one.												
9 Train Inset: module development, computers.												
10. Train regional trainers.												
11. Conduct POMI Headteachers course.												
12. Evaluate training.												
13. Revise, publish material.												
14. Finalise INSET turnover.												
15. Select/process participant												
16. Develop formative evaluation plan.												
17. Coordinate and plan with TTCs and UNISWA.												
18. Procure supplies.												
19. Order training publications.												

HEAD TEACHER MANAGEMENT TRAINING

1. Plan, design and schedule training.

Accomplished. Planning with INSET for the training programme occurred and a training plan was designed. This training plan was posted in the management training office and at INSET and was followed during the training cycle. Regional Education Officers and the Steering Committee were informed about the training schedule, and it was duly entered in the Master Calendar. Planning for development of the training materials was challenging because it involved as many as 16 persons who were making inputs into the curriculum and were writing modules. Coordination of this effort resulted in the completion of the books for training, their revision and reformatting for Cycle Two.

2. Write training modules.

Accomplished. One Money Management training book was produced and used. Six books were produced for the rest of the areas (Personnel Management, Organizational Management and Instructional Leadership). These were used for training. Revisions have been made on all of these and all have been edited twice. New evaluation systems were designed and written which allow for machine scoring using a Scantron machine. This system will allow the training teams more time to prepare and train because of time savings which will occur in not having to read and hand-mark thousands of test items each training session.

3. Print and distribute modules.

Accomplished. One thousand six hundred and eighty books were printed and distributed to trainers and trainees. All were used in the first training cycle. About 200 books in total remain on file and are being used for various purposes, including the formative evaluation programme.

4. Organize, monitor regional teams.

Accomplished. Regional teams were monitored and functioned well under INSET guidance.

5. Coach trainers: tryouts.

Accomplished. Trainers received training and coaching during the first half year. Informal coaching occurred during training.

6. Make and mail announcements.
Accomplished. For each training course during the cycle, announcements were mailed to 250 persons.
7. Produce & distribute newsletter.
Accomplished. One newsletter was printed during the second part of the year and sent to trainers.
8. Register trainees, cycle one.
Accomplished. Records were maintained on all trainees in regard to their grades, their attendance and on all financial matters related to the budget for the training. Filing systems were set up for paper copy and computer disk copies were made for all modules.
9. Train INSET in module development, computers.
Accomplished during previous reporting period.
10. Train regional trainers.
Accomplished during previous reporting period.
11. Conduct POMI Head Teacher Course: Cycle One.
Accomplished. The training programme was planned, carried out and evaluated.
12. Evaluate training.
Accomplished. Evaluation reports have been made and presented to the Steering Committee and the Chief of Party. INSET has reviewed the evaluations. All tests have been revised into a machine-scored format (Scantron) and a qualifying test developed for INSET.
13. Revise, publish material.
Accomplished. All materials have been revised, entered into the computer and copies made ready for publishing for Cycle Two.

14. Finalize INSET takeover.

Accomplished. Meetings have been held with the INSET Director about handing over primary training responsibility. Documents have been drawn up indicating what plans were made. Recommendations were made which may enhance the management of the EPMT Head Teacher Training office staff and their functions. The Director of INSET will assume leadership for Management Training on Aug. 1, 1992.

15. Select and process overseas participant trainees.

Accomplished. Israel Simelane, an INSET Lecturer, was placed at New Mexico State University and will begin a Masters programme in Educational Management and Development in August of 1992.

16. Develop formative evaluation plan.

Accomplished. A plan to evaluate all four courses was developed. Three out of four parts of the formative evaluation plan have been completed. The fourth part, on Organizational Management, has been contracted to Dr. J. Gule. Work started in late July. This work will be completed in September of 1992 because school holidays have intervened, making the visits to 40 schools impossible during this reporting period. Reports for the other three evaluations have been submitted and accepted. Their recommendations have been noted and INSET will utilize them in future training. One suggestion already made in the Standards Committee was to include a section in Organizational Management about the role and function of professional organizations in Swaziland. INSET can assign staff to research this area and write appropriate training modules.

17. Coordinate and plan with TTCs and UNISWA.

Accomplished. Informal meetings have occurred, although formal meetings have not taken place during the second half of this year. Three UNISWA faculty of education lecturers are involved as consultants and are making inputs at various meetings informally. INSET may plan to formalize ways to plan with tertiary institutions in the future.

18. Procure supplies.

Accomplished during previous reporting period.

19. Order training publications.

Accomplished during previous reporting period.

MANAGEMENT INFORMATION SYSTEMS

1. Complete the mapping database.

Accomplished during previous reporting period.

2. Disseminate database and train in use.

Accomplished. The dissemination of the database was completed and reported in the previous semi-annual report. During this reporting period Regional Education Officers were visited in all four regions and initial exposure to computer applications for use of the schools profile was achieved. More intensive training in the use of the database itself is planned for next year.

3. Make illustrative graph/chart annual report.

Not accomplished. Although the information is available in draft form in the database, design and publication for dissemination was not completed during this reporting period. The activity is carried forward to August 1992.

4. Present findings to MOE administration.

Accomplished. A list of reports indicating purpose and officials requesting information is available in Appendix II. The Principal Secretary commissioned two major analyses during this period; a study of the costs of education to parents (fees) and the preparation of a model for forecasting teacher supply.

5. Produce CSO-linked questionnaire.

Accomplished. The questionnaire has been included in the 1992 annual survey undertaken by CSO. The distribution of the questionnaires took place later than originally planned (end of March). In spite of the delay, the process is back on track with approximately 75% of questionnaires already returned by schools via CSO.

6. Develop database update procedures.

Partially accomplished. The CSO-linked database update procedures are under way. More systematic procedures are planned to be introduced next year. The TSC-linked data base is yet to be established, and is awaiting

final approval of the TSC. In the meantime three TSC staff are being trained in data entry procedures while assisting with the entry of continuous assessment data.

7. Write draft continuous assessment system.

Partially accomplished. Progress has been achieved in drafting aspects of the continuous assessment system. Sample assessment sheets have been drafted. Programmes to interface with the Scantron have also been prepared. More work on this aspect of the MIS is planned for next year when data from the Continuous Assessment component is expected to become available.

8. Trial test CA MIS at regional offices.

Not accomplished. This activity will be carried over to next year when data from the CA component becomes available. Data entry is presently being done centrally in the RPU.

9. Provide on-the-job training and formal training to MOE colleagues.

Partially accomplished. On-the-job training in computer knowledge was undertaken in Lubombo Regional Education Office for all appropriate staff. It is planned to continue this work in three remaining regions. Staff of the Teaching Service Commission were trained in data entry for continuous assessment. This activity has facilitated immediate CA data entry needs in spite of the lack of data entry staff in the RPU, while at the same time providing necessary skills for staff in advance of setting up the TSC data base. No training could be provided to an MOE specialist because no such post existed during the year.

10. Survey MIS across MOE.

Partially accomplished. MIS for the MOE is a complex web of data and information flows, as demonstrated in Appendix III. The mapping database is in place, interfacing with the CSO is underway and data has been obtained from the Examinations Council in useable form. Continuous Assessment and TSC databases remain to be established and linked to the overall MIS. These latter activities will be undertaken next year.

11. Update overall MIS programme.

Accomplished. The schools profile has been updated with new information from the CSO. The teacher database has also been updated following the resolution of many anomalies found in TSC records.

CAREER GUIDANCE (YEAR 2, REVISED)

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
1. Advise on ETGPS roles & conduct monthly seminars.	[Shaded]											
2. Conduct staff upgrading training workshops						[Shaded]		[Shaded]				
3. Conduct Career Guidance teacher training workshop.										[Shaded]		
4. Visit Botswana Career Guidance Office with ETGPS staff.			[Shaded]									
5. Select and process candidate for overseas training.		[Shaded]					[Shaded]				[Shaded]	
6. Train NCC staff in Career Guidance infusion.	[Shaded]	[Shaded]		[Shaded]								
7. Field-test Career Guidance materials.			[Shaded]									
8. Train education leaders to use CG materials through INSET.									[Shaded]			
9. Incorporate Career Guidance into Head Teacher Management Training.					[Shaded]							
10. Include Career Guidance in TTCs, UNISWA curriculum.									[Shaded]			
11. Coordinate with TTCs, UNISWA.			[Shaded]									
12. Edit and print job files.											[Shaded]	
13. Revise and print training manuals.											[Shaded]	
14. Print counselling booklets.												[Shaded]

CAREER GUIDANCE

1. Advise on ETGPS roles & conduct monthly seminars.

Accomplished. The monthly seminars were conducted on Feb. 25, March 27, April 13, and June 22. During these seminars, staff identified topics to be included in the upgrading workshops and discussed their own roles and duties in the workshops. These seminars served as a forum for the exchange of information and ideas related to the planned activities. There has been frequent interchange and coordination between the TA and the Acting Director of ETGPS to plan for the workshops and programmes, and to deal with personnel problems that occurred from time to time.

2. Conduct staff upgrading training workshops.

Accomplished. These workshops were conducted Feb. 3 - 7 for one week, and March 9 - 13 for another week. The first one covered Techniques for Career Guidance (including Testing and Measurement), and the second Resources for Career Guidance. The participants were the six staff members at ETGPS and four selected guidance teachers. Both workshops were well received; the participants were motivated and enthusiastic. During the first workshop, the participants decided that they needed resources such as the Career File and wanted to take a part in the production of them. During the second workshop, participants actively worked on the production of the Career File, revised the Aptitude Test, and studied the Career Interest Inventories such as the Self-Directed-Search and the Career Quest. These workshops were used to prepare the ETGPS staff to teach the guidance teachers in the annual May workshop.

3. Conduct Career Guidance teacher training workshop.

Accomplished. This activity was conducted in May 4-15 at Ngwane Teacher Training College for about 100 guidance teachers from across the country. The programmes were jointly conducted by the ETGPS staff and the TA, as well as selected community resources such as the Family Life Association, the National AIDS Prevention Centre, and the Business Management Extension Programme. The workshop was very well attended, and the participants reacted very favourably. The newly published resources such as the Career File, Career Interest and Guidance Articles were distributed to the participants and used in the workshop.

4. Visit Botswana Guidance Office with ETGPS staff.

Accomplished. The ETGPS staff and the TA visited the Guidance Office in the Botswana MOE Feb 10 - 14. Discussions were held and programme information and resources exchanged between the counterparts of the two countries. There were also field visits to the University of Botswana to see their pre-service training programme in guidance, and to the primary, junior secondary and senior secondary schools to examine their guidance programmes in operation.

5. Select and process candidates for overseas training.

Accomplished. Lineo Vilakazi has been accepted by the Ohio University and Vusi Manyatsi by New Mexico State University.

6. Train NCC staff in Career guidance infusion.

Accomplished during previous reporting period.

7. Field-test Guidance material.

Accomplished during previous reporting period.

8. Train education leaders to use Career Guidance materials through INSET.

Accomplished. During INSET April Open Days, teacher leaders were trained to use Career Guidance materials and to conduct Career Guidance activities in each of the four regions (Hhohho Region, April 1; Lubombo Region, April 2; Manzini Region, April 6 and Shiselweni Region, April 7). In each region, the number of participants ranged from 30 to 50. The contents of the workshops and the teaching manuals were the same as used by the Head Teacher TOT workshop conducted on March 3. However, during these INSET workshops the ETGPS staff were the presenters and the TA merely provided support. These workshops were well presented and the responses from the participants were positive. INSET has expressed its interest in having ETGPS staff conducting Career Guidance workshops for their teacher leaders next year.

9. Train lecturers for Career Guidance pre-service teacher training.

Not accomplished. See task 11.

10. Include Career Guidance in TTCs, UNISWA curriculum.

Not accomplished. See task 11.

11. Coordinate with TTCs, UNISWA.

Not accomplished. The ETGPS Department at MOE has agreed to assume an active role in the implementation of the above three activities in the next three years. The Department will include these in its departmental annual plans. In place of the above mentioned three activities, the Career Guidance component has developed two modules, one on Orientation to Career Guidance and one on Activities of Career Guidance, for the Head Teacher Management training manuals. Furthermore, a Head Teacher TOT training workshop was conducted on March 3rd to about 30 Head Teacher Trainers and ETGPS staff. These trainers and ETGPS staff have since conducted the same CG workshop for other educators using the same manuals.

12. Edit and print job files.

Accomplished. During the March ETGPS upgrading workshop, the participants actively identified jobs that are available in the Kingdom, collected information about these jobs and produced job files for the Career File. The TA edited these, and the Career File was printed in May, just in time to include it in the guidance teachers' workshop. The printed Career File has three parts. The first part contains general job information such as how to plan a career, how to find a job, how to learn and study, how to write dossier, how to conduct an interview, and how to survive a new job, among others. These articles will provide guidance teachers and students with some general background about the process of career planning. The second part contains specific job descriptions. Each job has a separate sheet (or two) about its classification, work performed, working conditions and qualifications, and job opportunities in the country. This part contains descriptions of about 100 jobs that can be found in Swaziland. The third part is a simple job dictionary, designed primarily for primary school pupils. However, junior and senior students may also find it useful because it provides simple definitions for various jobs. This Career File is very much a Swazi production effort as many Swazi staff worked together to make it a reality. However, it needs to be pointed out that the job information and job descriptions need to be updated periodically to include all jobs available in the Kingdom, and to provide the most current information about the job market. Therefore, this Career File should be considered

as the first step in a continuous process toward the development of career information for this country.

13. Revise and print training materials.

Accomplished. The Counselling Articles was printed in May and was also just in time to be used for the guidance teachers' workshop. The 38 articles collected here are adopted from more than one hundred Professional Articles by Chronical Publications. The staff of the ETGPS examined the original articles and selected these 38 that, in their judgement, are relevant and suitable for Career Guidance in the Kingdom of Swaziland. This publication will continuously be used by the ETGPS for future training workshops.

14. Print counselling booklets.

Accomplished. The Career Interest was printed in May and was also used for the Guidance Teachers' workshop. This booklet includes all the career interest resources that will be used in Swazi schools. The Career Walk was revised and field-tested in Swazi schools; it will be part of the 7th grade Social Studies curriculum. The Career Quest was also revised and tested with Swazi students; it will be used in the Career Guidance classes for junior secondary students. The Self-Directed-Search was adopted from the SDS South African version and will be used in the Career Guidance classes for senior secondary students.

ORGANIZATION AND MANAGEMENT

1. Administer and manage the project.

Accomplished as of July, 1992.

2. Prepare GOS contribution budget.

Accomplished during previous reporting period.

3. Prepare annual work plan budget.

Accomplished during previous reporting period.

4. Plan and hold special seminars.

Accomplished. MOE and USAID agreed that EPMT should support a series of seminars on topics of interest to the Ministry rather than holding one larger conference for the sake of having a meeting. During this reporting period two further seminars took place on 13th and 28th April. The result was a project planning matrix, based on the Decision Process Study, aimed at improving learner achievement and education system efficiency.

5. Process second-year consultancies.

Accomplished as of July, 1992. For a list of consultants provided during this reporting period, see Section V (Inputs).

6. Identify, process and place MA students.

Accomplished. Four candidates were selected and placed in MA programmes in the United States. See Section V (Inputs) for details. This puts the overseas participant training programme back on schedule.

7. Procure equipment for Testing (CA) Unit and TIDCs.

Partially accomplished. All approved equipment was procured for the CA unit and other project components. Funds for TIDC construction were allocated by GOS in the current capital budget. If construction of the first TIDC begins on schedule, it will be possible to begin procuring commodities for it next year.

has been sent to all concerned. EPMT will support these efforts as required.

14. Resolve policy issues.

Accomplished as of July, 1992.

GLOSSARY

CA	Continuous Assessment
EOPS	End of Project Status
EPMT	Educational Policy, Management and Technology Project
ETGPS	Educational Testing, Guidance and Psychological Services
GOS	Government of Swaziland
IIR	Institute for International Research
INSET	Inservice Training
MIS	Management Information Systems
MOE	Ministry of Education
OD	Organizational Development
REO	Regional Educational office/r
RPU	Research and Planning Unit
TA	Technical Adviser
TIDC	Teaching Innovation Distribution Centre
TOT	Training of Trainers
TSC	Teaching Service Commission
TTC	Teacher Training College
USAID	United States Agency for International Development
LITS	Local Inservice Teachers
DIES	District Inservice Educators
CG	Career Guidance
CSO	Central Statistical Office

APPENDICES

APPENDIX I

UNIVERSITY OF MASSACHUSETTS
SUB-CONTRACT REPORT



UNIVERSITY OF MASSACHUSETTS
AT AMHERST

Laboratory of Psychometric and
Evaluative Research

Hills House
Amherst, MA 01003
(413) 545-0262

FROM: Ronald K. Hambleton, PI *RKH*
EPMT Project, UMass Subcontract

DATE: July 30, 1992

TO: Phil Christensen
Chief of Party
EPMT Project

CONCERNING: Six-Month Progress Report (February 1, 1992 to July 31, 1992)

I am pleased to be submitting our UMass six-month progress report. As per your request, I have organized the report into two main sections: Continuous Assessment and Internship Program. Within each section, I have organized the material into two sub-sections: Description of Activities and Recommendations.

Continuous Assessment

Description of Activities

A number of activities were completed on the project since February 1 of this year:

1. The last six-month progress report was completed and submitted on February 14, 1992.
2. Correspondence took place with the Chief of Party concerning a work plan for the next two years. Several letters were prepared in response to proposals and questions raised by the Chief of Party. The result is that the UMass team of test developers is very clear on expectations through the end of January of 1993 and are generally clear on project activities through the end of July of 1993.
3. We participated in two weeks of teacher training in March on the topic of pilot test administrations. Mr. Malaka spent three weeks in Swaziland conducting parts of these workshops and participating in the preparations. He also prepared an evaluation report of the workshops.
4. Mr. Malaka and myself spent time in Amherst preparing workshop materials and his presentations prior to his departure for Swaziland.
5. In February we completed another draft of the grade one English and mathematics item specifications, six tests, and six teacher test instruction booklets. The products were a joint effort of the UMass team and the interns. UMass provided direction and technical assistance to the two interns who produced the first

drafts of nearly all of the test materials. We also put together several possible score report forms and prepared a small section in the teacher test instruction booklets on test scoring and test score interpretations. I was quite pleased with the term three materials: These materials received intensive review and revisions. We were told that these materials would be pilot-tested first. The other materials were in good shape; however, another draft or two would be desirable in the future.

6. We are proceeding on the Teacher's Test Development Handbook. Mohapi Malaka and Russell Jones were hired to spend time this summer preparing several modules. We anticipate preparing six modules over the next two years. We have adopted the same format used by Dr. Pasigna in preparing her module on poster tests.
7. Three days were spent by the PI preparing a July workshop outline and related materials for the workshop. New materials were necessary because (1) we revised the goals and outline of the earlier workshops, (2) these new workshops were for teachers at grades two and three, and (3) there was a basic need to simplify the workshop materials from the previous year. A less complex evaluation form was also prepared.
8. A 28-page report was prepared by Malaka, Jones, and myself in which we modelled the development, critique, and rewrite of eight grade one item specifications (four performance and four objective item specifications, half in English and the other half in mathematics). This document was used in the two July test development workshops.
9. Professor Hambleton spent 18 days in Swaziland accomplishing four goals: (1) conducting two five day test development workshops for grades two and three teachers, headmasters, and inspectors, (2) preparing an evaluation report of the workshops, (3) working on year three planning with project staff, and (4) meeting with the new interns to discuss their goals and activities, and logistics for their trips to the United States.

Recommendations

1. After we have completed the grade three test materials in December of 1992, the UMass team along with the interns should go back and make appropriate revisions to the grade one material. Since the grade one material has been serving as a model for persons working on the project, we want to be sure that this material reflects our most current thinking and ideas about preparing item specifications, tests, and teacher test instructions. I am certain we will improve our testing approaches with the grade three testing materials.
2. Additional time must be spent in the next few months on the topic of test assembly. To what extent should poster presentations and other modes of presentation be used to minimize the cost of testing? There is also the matter of collecting student answers and how this activity may interact with grade level, subject, and even objectives within a test.

Possibly there will be time in the fall to produce two variations on the grade three test materials. Both approaches could be tried out with the grade three pilot test administrations.

3. Grade level lists of objectives should be finalized well in advance of the workshops where they will be needed. It is imperative that the objectives the instructor and workshop participants work with are carefully and clearly written and reflect the best thinking about the objectives at the time of the workshops.
4. All item specifications, tests, teacher test instructions, and scoring keys, should be sent to UMass for review prior to pilot test administrations.

After completing this section of the report, I reviewed the recommendations made in my last progress report. Six recommendations were offered. Of the six recommendations, I think four were accepted (1,2,3,6). As for the other two, I must stress again that I need to have edited lists of objectives to properly prepare for upcoming workshops. Numerous problems were created in these last two workshops because the objectives were in an unfinished state. Workshop participants should have access to the best written objectives that are possible. Also, I would like to see drafts of any tests, and teacher instructions, and scoring keys prior to any test administrations. We had a major hand in preparing the grade one tests. Still, I think we could have offered a few useful suggestions once we saw the proposed artwork. It appears that the grade two tests are going to be tried out without our review. I did see the grade two term one mathematics test and teacher instructions but I would like UMass to review all tests, manuals, and scoring keys, prior to any pilot-test administrations.

Internship Program

Description of Activities

1. In the first three weeks of this reporting period the interns completed their work and returned home. Though the time was short, a considerable amount of work was accomplished in this time period. The interns spent three days working with the Connecticut Department of Education, two days with a school department in upper New York State, and five days with the school department of Washington, DC. They had an opportunity to observe school district and state departments constructing and using criterion-referenced tests to monitor instruction and evaluate programs. The most successful of the visits was with the Connecticut Department of Education. Here, we received excellent co-operation and the sorts of work Connecticut was doing, notably performance testing, was closely related to the interests and concerns of the interns.
2. During the first three weeks of February the interns also worked hard to make final revisions to the test materials. We wanted the interns to return to Swaziland with corrected drafts and diskettes so that the work could continue on the tests in Swaziland without delays.

3. Based on the recommendation of all parties concerned (the Center for International Education, IIR, and the PI), the PI took over the responsibilities for the internship program. This change was initiated in May. It was not functional to have the Center for International Education at UMass responsible for the logistical, cultural, and social support, and the PI responsible for the technical program of the interns. It was confusing for the interns and inefficient.
4. Preliminary arrangements have been made for the arrival of the two new interns. Plans have been made for them to stay on the UMass campus in a residence hall for graduate students. Their goals and activities for the six months of interning at UMass are clear (production of grade three test materials, attendance at two or three relevant graduate-level courses, and visits to one state department of education, and one testing agency). They have already been assigned an office by the School of Education which is next door to the PI, and regularly scheduled meetings have been arranged for Tuesday afternoons.

Recommendations

1. Provisions must be made in the budget for travel to a state department of education and a testing agency. Currently there is only \$600 (approximately) for each intern. This amount needs to be doubled.
2. Interns should arrive in Amherst around September 2, 1992 with updated grade three English and mathematics objectives, grade level instructional materials, and copies of workshop materials produced during the summer by grade three teachers and inspectors.

In preparing this section of the report I also reviewed my recommendations from the previous report. I am pleased to note that five of the six recommendations have been accepted and the sixth (item 2 in the earlier report and the first part of recommendation 1 above) has been discussed, and I am sure the matter will be resolved in the early fall.

APPENDIX II

MIS REPORTS DURING PERIOD

**Management Information System Reports
as of 31 August, 1992**

Date	Description	Requested by	Circulation	Database(s)
04-12-91	Profile of Primary and Secondary Schools in Swaziland showing enrolments, repeater rates, pupil-teacher ratios, last MOE visit, fees, access to school, latrines, classroom buildings, condition of buildings, books, pupil-class ratios and construction activities, by region	Regional Education Officers (REOs), Planning Unit	Planning Unit, Regional Education Officers	Mapping Study, CSO data
05-12-91	Projected teacher housing requirements and costs	PS	PS, Director, Under Secretary, Executive Secretary Teaching Service Commission (TSC), President, Swaziland National Association of Teachers (SNAT)	Mapping Study 20-09-91, CSO Data and Budget Data

05-12-92	Capital Budget Monitoring Report	Under Secretary, Chairman, Capital Budget Implementation Committee (C-BIC)	Under Secretary, x 20 Members C-BIC	Ministry of Education Reports, Ministry of Works Reports
06-12-91	Profile of Primary and Secondary Schools in Swaziland showing enrolments, repeater rates, pupil-teacher ratios, last MOE visit, fees, access to school, latrines, classroom buildings, condition of buildings, books, pupil-class ratios and construction activities, all schools alphabetically	Planning Unit and Mapping Project	Principal Secretary (PS), Director, Under Secretary, Executive (TSC), Financial Controller, Planning Unit, MIS and major donors to mapping study: USAID, WFP and UNICEF	Mapping Study, CSO Data
13-12-91	Pupil-Desk Ratio in Swaziland Schools, showing the number of pupils per desk	Financial Controller	Under Secretary, Financial Controller and Capital Budget Implementation Committee	Mapping Study

16-12-91	Secondary & Primary Schools' List: addresses, telephone numbers and names of Heads, also showing nos of pupils and teachers and CSO Code, Pay Code and Enumeration Area	Director of Education, Chief Inspectors and Planning Unit	PS, Director, 3 x Chief Inspectors, 3 x Planning Unit, MIS, 13 x Senior Inspectors, 4 x Regional Education Officers (REOs) and Central Statistical Office	Mapping Study CSO Data
17-12-91	Summary of numbers of teachers and houses, in ascending order ranging from schools with no houses	Under Secretary, Chairman of Capital Budget Implementation Committee (C-BIC)	Under Secretary, x 20 Members Capital Budget Implementation Committee, including REOs, MIS	Mapping Study
17-12-91	Number of toilets in use in schools	Under Secretary, Chairman, C-BIC	Under Secretary, x 20 Members of C-BIC, including REOs, MIS	Mapping Study
31-12-91	Secondary schools with pupil-teacher ratios <22	PS	PS, Director, 3 x Chief Inspectors, MIS	Mapping Study, CSO Data
03-01-92	Visits to schools by Educational Personnel	Chief Inspector, Secondary	Chief Inspectors, x 4 REOs, MIS	Mapping Study

03-01-92	Secondary school enrolment projections 1991 - 2000	PS	PS, Director, Chief Inspectors, MIS	1990 CSO Data
05-01-92	Estimates of intake into Form 1	PS	PS, Director, Chief Inspectors	1990 CSO Data
06-01-92	Schools, Pupils and Teachers 1985 - 1990	Planning Unit	Planning Unit, Educansult Prevocational Education Study	1990 CSO Data
08-01-92	School list by pay-code	Planning Unit	Planning Unit, MIS	Mapping Study
08-01-92	1992/93 budget allocation by sub-sector (%)	Under Secretary, Chairman C-BIC	PS, Director, Under Secretary, Financial Controller, x 20 Members C-BIC	Budget Data
09-01-92	Information on schools in the same general area as Elunyaweni Primary School	Planning Unit	Minister for Education, Planning Section, MIS	Mapping Study
14-01-92	List of Teachers in Swaziland Schools, by school	Executive Secretary TSC		Mapping Study
14-01-92	List of Teachers in Swaziland Schools, Alphabetically	Executive Secretary TSC		Mapping Study

15-01-92	Capital Budget Monitoring Report	Under Secretary, Chairman C-BIC	Under Secretary, x 20 Members C-BIC	MOE Reports, MOW Reports
17-01-92	Qualifications of teachers by qualification level, age, citizenship and sex	PS	PS, MIS	Mapping Study
20-01-92	Estimates of Intake into Form IV	PS	PS, Director, Chief Inspectors	1990 CSO Data
24-01-92	Draft policy statement on conditions for participation in heads of schools training programme, profile of heads of schools	Advisor, Headmaster Training Programme, Director of In-Service Training	Advisor, Headmaster Training Programme, Director, In-Service, MIS	Mapping Study
20-02-92	Fees Charged by Schools - 1991	PS	PS	Mapping study
15-03-92	Fees Charged by Schools - 1991 Update	PS	PS COP, EPMT	updated mapping study
24-04-92	The cost of education in Swaziland, an initial review	PS	PS Dir. of Ed. COP, EPMT HRDO, USAID	updated mapping study
29-06-92	Fees Charged by Schools - 1991, Summary of costs to parents	PS	PS Dir. of Ed. COP, EPMT HRDO, USAID	updated mapping study
29-06-92	Building fees charged by schools - 1991	PS	PS COP, EPMT	updated mapping study

APPENDIX III

MIS OVERVIEW

MIS (end of project)

POLICY
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