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1990

**Educational Policy, Management
and Technology Project**

Project Number 645-0230

**Semi-Annual Report
for the period
1 August 1990 - 31 January 1991**

EDUCATIONAL POLICY MANAGEMENT AND TECHNOLOGY PROJECT

PROJECT NUMBER 645-0230

SEMI ANNUAL REPORT FOR THE PERIOD

1 AUGUST 1990 - 31 JANUARY 1991

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SEMI-ANNUAL REPORT FOR
PROJECT PERIOD 1 AUGUST 1990 TO 31 JANUARY 1991.

Organisation and Management.

Introduction:

The Educational Policy, Management and Technology Project began officially on 1 August 1990. Four long term advisors were nominated by the Institute of International Research :

Mr Roy Thompson	Chief of Party
Dr Rick Johnson	Management Information Systems Advisor
Dr Harold Bergsma	Management Training Advisor
Mrs Aida Pasigna	Continuous Assessment Advisor

These nominees were accepted by USAID and after completing preparatory arrangements the team assembled in Swaziland in mid August 1990.

House keeping arrangements in Swaziland were completed by the end of August and at the beginning of September team members moved into the offices allocated to them in the Ministry of Education and in INSET and NCC in Manzini.

A local Administrative Assistant and a Project Secretary were appointed and began work in mid September. Accounting, and administrative procedures were set up and initial procurements for project operation were undertaken.

Late in September, the Chief of Party was able to turn his attention to the Organisation and Management component of the project .

Planned Activities

The Work Plan which was in itself a major activity envisaged the following activities within the Organisation and Management component during the first six months of the project.

1. Settling in and setting up Administration and Project Management.
2. Steering Committee meetings.
3. Preparation of Annual Work Plan, Life of Project Plan and Budget.
4. Technical Assistance team meetings.
5. Inaugural Conference
6. Processing of consultancies.
7. Processing continuous assessment interns.
8. MOE senior staff seminars.
9. Project Advisory Committee meetings.
10. Specifications for equipment for project office, Testing Unit, ETGPS and Management Training.
11. Input into school mapping exercise.
12. Quarterly and semi annual reports.
13. Decision Process Study.

Accomplishments

1. Settling In and Setting up Administration

Most of August 1990 was spent on housing and organisational matters relating to project vehicles and temporary residence and initial contacts with Ministry officials.

Technical Assistance team members occupied their offices in early September and began their planning meetings with their counterpart staff.

An Administrative Assistant and a Project Secretary were hired in September and office procedures were developed. Unfortunately Mrs Margaret Kirk, the Administrative Assistant resigned at the end of December 1990 as her husband was being posted to Botswana. Mr Leonard Mtetwa was hired as a replacement in mid-January 1991.

2. Steering Committee meetings

An initial meeting of a Steering Committee with the Director of Education, Mr S. Simelane as chairman and the Educational Development Officer, USAID, Mr Patrick Fine and the Chief of Party, EPMT Project, Mr Roy Thompson, as members, was held on 13th September.

It was agreed that meetings would be held every other Monday at 11.00 a.m. For various reasons, the meetings were not always held as scheduled, but eight meetings were held during the period.

In December, the membership of the Committee was expanded to include all Technical Assistance Team members and their counterparts. The meetings proved very useful as developments and constraints related to project components were discussed comprehensively.

3. Preparation of the Annual Work Plan, Life of Project Plan and Budget.

These submissions were due to be presented to USAID within 90 days of the Chief of Party's arrival in Swaziland.

The preparation of the documents proved to be an arduous task interrupted as it was by planning for the Inaugural Conference. However, despite computer problems, lack of computer expertise and power outages the documents were completed and submitted on the last of the 90 days.

The work plans were approved by the Ministry of Education and by USAID but by the end of January 1991, the budget had still to be approved. The major hold up was related to the insistence of USAID that continuous assessment consultancies be done by the University of Massachusetts through a sub-contract.

4. Technical Assistance team meetings

The T.A. team met formally every other week to discuss management matters and developments within the components of the project. The discussions kept all team members abreast of developments and constraints in components other than their own and facilitated necessary co-ordination between activities.

5. Inaugural Conference

The Inaugural Conference was held at the Convention Centre, Royal Swazi Sun from 22nd to 24th October, 1990. Over eighty educationalists attended together with representatives from the Ministry of Economic and Planning and the Ministry of Labour and Public Service. The Principal Secretary, Ministry of Education, Mr M.J. Nsibande, the Acting U.S. Ambassador, Mr Roger Carlson and the IIR Principal Investigator, Dr Paul Spector addressed the participants and the conference was officially opened by Chief Siphon Shongwe, the Minister for Education.

Fruitful group discussions were held about each of the components of the project and a series of conference recommendations were drawn up.

The conference report and recommendations were circulated to USAID, senior Ministry officials and participants in January 1991.

6. Processing of Consultancies

A schedule for year 1 consultancies was attached to the Annual Work Plan.

During the reporting period the following consultants were processed and performed the indicated duties:

1. Dr Lily Chu

Spent 2 weeks in Swaziland in October 1990 holding discussions with the staff of ETGPS and drawing up plans for future consultancies, She also attended the Inaugural Conference and was rapporteur for one of the discussion groups.

She started her second consultancy on 25th January, 1991 which will run until 19th April, 1991. During this consultancy she will carry out guidance and counselling workshops for the staff of ETGPS, the staff of the three Teachers Colleges and regional staff.

The objective of these workshops will be to develop a core of guidance and counselling trainers.

During the consultancy Dr Chu will also assist ETGPS in the selection of candidates for M.A. courses in guidance and counselling.

2. Miss Joanne Capper

Miss Capper carried out a consultancy in November, 1990. She was the principal lecturer on a workshop on Criterion Referenced Testing mounted for staff of NCC, INSET and regional inspectors.

Her consultancy was extended for a week so that she could work with Aida Pasiona, the Continuous Assessment Advisor on the development of a CRT training handbook.

3. Dr Mike Molenda

Dr Molenda carried out a consultancy in January, 1990. He was principal lecturer on a two week workshop on remediation for NCC and INSET staff.

4. Dr Vic Cieutat

Dr Cieutat had been contracted to arrive in Swaziland in late January to carry out a consultancy on the Decision Process Study. Because of travel restrictions imposed because of the Gulf War he was unable to come.

It was then decided to use a local consultant at a later date. Final reports of the first three named consultants form part of this report.

7. Processing Continuous Assessment Interns

It was intended to send two of the professional staff of the proposed Testing Unit to U.S. for 6 month internships with an organisation using continuous assessment.

As no Swazi staff for a Testing Unit had been appointed by the end of the reporting period, no action had been taken on this item.

8. MOE Senior Staff Seminars

A series of seminars for senior staff were planned for presentation and study of important issues related to the project.

The first of these seminars was called to study the draft of the Annual Work Plan in October 1990. It was followed by two further seminars in early December to approve the final Work Plan.

Further such seminars are planned to study the conference report and recommendations, the results of the Management Training TNA survey, the report of the Decision Process Study and the results of the Mapping Exercise.

9. Project Advisory Committee meetings

It was planned to form a high level Project Advisory Committee which would be chaired by the Principal Secretary which would include the USAID Director, the Dean of the Faculty of Education at UNISWA, REO's and College Principals and representatives of the Ministry of Economic Planning and the Ministry of Labour and Public Service. This committee would advise on policy and strategy for the project. Unfortunately the committee had not met by the end of the reporting period because of other commitments of members.

10. Specification for equipment for project office, Testing Unit, ETGPS and Management Training.

Some equipment for the project office, the Testing Unit and Management Training was procured in October. The Project Office was equipped with two computers and a laser printer, whilst the Testing Unit and Management Training were each provided with a computer and a common laser printer and photo-copier. Some teaching equipment was also supplied for common use (including an overhead projector).

Specifications for further equipment were in the process of being drawn up at the end of the reporting period and a visit from Doris Martin, a representative of Multi services International, the procurement sub-contract, who was to give advice on ordering, was awaited.

The study which will combine the interviews, simulated issues and critical incidents will cover senior officials of the Ministry of Education, regional staff, staff of NCC, INSET and Teachers Colleges the Headmasters and sample teachers and chairman of school committees of 100 schools.

11. Input in to School mapping Exercise.

A school mapping exercise is planned to provide the Ministry with accurate information about the schools in terms of location, classes, teachers, classrooms and other facilities, the state of repair of buildings and the potential for expansion.

This exercise which is to be jointly funded by UNICEF, WFP, USAID and the Ministry's Special Fund is in the planning stage. A pilot exercise was carried out in November, 1990 and the instrument was then refined. At the end of the period work was going on in the preparation of an accurate school list as the basis for the exercise.

12. Quarterly and Semi-Annual Reports

A first quarter report was prepared and submitted to the Ministry of Education and USAID in November 1990.

13. Decision Process study

Instruments for this study have been designed and will be tested and refined before the study commences. It was intended to start in late January 1991 but travel restrictions prevented the selected consultant, Dr Vic Cieutat from travelling to Swaziland. It was then decided to use a local consultant, Dr Malangeni Simelane. At the end of the period processing of his appointment was about to commence.

Constraints

The major constraints concerning Organisation and Management have all been concerned with personnel. There have been no real constraints in terms of facilities and finance although an inordinate amount of time was spent when the project team arrived in such matters as organising housing and ordering furniture and appliances, registering vehicles and obtaining the various permits the team required in order to function.

The project had internal staff problems as the person selected for project secretary refused the post because of the salary offered and the selected Administrative Secretary only stayed for 3.5 months because her husband obtained a post in Botswana.

Towards the end of the period the Chief of Party was due to go for a hernia operation .

Ministry of Education operational staff problems are mentioned under the relevant components, but a concern which needs to be mentioned here is the low and irregular attendance of participants at workshops. Workshops are not cost-effective if few people attend for the whole workshop especially when expensive consultants have been brought in especially to run the workshops. Moreover, top up workshops have to be arranged.

The other personnel problem concerns the continuous assessment consultancies. It was originally intended to sub-contract the University of Massachussets to provide the short-term assistance, but a disagreement arose over how this assistance was to be rendered. At the end of the period negotiations were still going on between UMASS and IIR. In the meantime the amended budget submitted with the Annual Work Plan was not approved by USAID.

Management Information Systems

Introduction:

The major objective of the TA is to develop and implement a MIS that will provide data on student achievement and school system characteristics to enable the Ministry of Education to monitor policy implementation and effectiveness. The success of this component will be measured by the extent to which the MIS data are actually used in administrative decisions.

Planned Activities:

Ten activities were planned for the first six months of the project. Most of them concentrated on determination of the present situation and the requirements for the future. The tasks are taken from the Annual Work Plan approved by the Ministry of Education and USAID, and retain the same numbering.

1. Identify information currently available within the system.
2. Analyze methods and timeliness of processing information.
3. Find out how information is disseminated and used.
4. Determine the prospective audience and additional requirements.
8. Revise data collection instruments and procedures.
9. Draft illustrative tables, charts, and reports.
10. Prepare estimates of the future school-age population.
14. Give on-the-job MIS training to colleagues.
16. Provide MIS assistance, coordinate w/EMPT.
17. Coordinate activities with other donor organizations.

Accomplishments:

A great variety of information was located within the system, but of an extremely uneven quality. The TA conducted a comprehensive review of computer files, program source listings, and printed reports of the past eight years. He spoke at length with present and former MOE employees who offered valuable insights into sources, uses, and value of management data. He also looked at the annual educational statistics reports dating from 1943.

One of the findings was that in recent years the Research Planning Unit (RPU) has made sporadic attempts to collect annual information from the schools. So does the Statistics Office (CSO). The CSO gathers information under an Act of Parliament which gives them legal recourse when someone fails to provide timely information. The MOE has no such power, but chafes at the speed with which the CSO releases statistics. In the past, the RPU has made a few forays into the field to collect its own information. The results, while more timely, differed from the CSO's as a consequence of having been collected at a different time in the school year. The variances led to some ill will. Worse yet, the respondents had a serious reporting burden as about 90% of the content overlapped between the two questionnaires.

The TA met with the Director of the CSO on six occasions to assess the production of educational statistics, and improve the working relationships. In the final meeting, the RPU Acting Director, Elphas Dlamini agreed with the CSO Director on a cooperative effort to reduce duplication of statistics and improve accuracy. The CSO will add a single page to their questionnaire to cover the specific additional information which the MOE requires. Other information will be obtained from the Teaching Service Commission as outlined later in this report.

The prospective audience for management information appears to fall into three general classes: central administrative staff who need overall information on the status and future of the school system, the Regional Education Officers who need more specific data on conditions at each individual school, and an amorphous audience with special one-time questions. An example of the latter is the Feeder Roads Project which required information on estimated teacher use of remote roads.

About 20 illustrative tables and charts were prepared from the available statistics and given to the P.S. and other interested parties. The most important ones were associated with estimates of the future school-age population, a part of the policy study on the education system's physical capacity. The MIS specialist prepared estimates of the primary and secondary school population to the end of the century. He obtained an unpublished document from the Census Office detailing projections of population growth based upon the 1986 census, and used it to estimate the school-age population to the year 2000. The decrease in family size is compensated for by the increased fetal survival leading to a substantial increase in the number of children requiring schooling.

Assuming that the present promotion, repetition and dropout rates continue, he was able to calculate school population figures. Unless the efficiency of the educational system improves markedly (as is expected under the project goals), almost a quarter of a million primary students will be flooding the facilities by decade end.

During the past six months new equipment and software has been spread throughout the project components. The MIS specialist gave some instruction on its use, but comprehensive training will not take place until the second half of the first project year.

The PS requires a school mapping to be done this project year--the last one was in 1986 and suffered from some serious deficiencies. The mapping will be a complete stocktaking of all primary and secondary institutions in the country, including data on such items as catchment area, school construction, student access to library books, and curriculum. EPMT Project funding will be augmented by UNICEF, WFP, the Special Projects Fund at the MOE, and the MOE itself. The first phase of the exercise--the tryout of forms at 50 schools--was carried out in conjunction with the work of the Headmaster Training TA. The second phase is scheduled for late February through early May, with the report and database to be completed before the end of May.

Constraints:

The main constraint is the enormous time and energy which must be spent in relatively unfruitful meetings and preparing limited use reports. Countless hours are spent discussing what should be done and why it can't be done, when the actual tasks could be accomplished in a fraction of the time spent talking about them. A significant finding which arose from reviewing a half-century of documents is that the same problems being considered today were being considered in the early 1940's and the same discussions about what should be done are being repeated. No doubt our grandchildren will continue the process.

The second constraint is the demand placed upon the RPU for information with no personnel allocated for the tasks. The MOE request information daily, but no posts exist for computer personnel of any type. Exacerbating the problem is the lack of progress in filling the two vacant posts in the RPU. Little, if anything, has been done although the vacancies existed long before the Project began. The implications for the MIS are profound: no viable data collection/entry or sophisticated programming is likely to exist within the RPU in the foreseeable future.

Thus the efforts of the TA will be turned toward building close links with other departments which have the capacity and the requirement to collect data. Within the RPU, attention will be placed upon the consolidation, management and use of information for planning and administration. Links to the CSO have already been mentioned, and others are being forged.

An example of this approach is the work of the TA with the Teacher Service Commission (TSC) to improve their operations. For the past four years the TSC staff have been using a Sperry computer with six terminals running Unix with only a tape streamer for output; three previous consultants judged the system completely worthless although it had been purchased on the advice of a fourth consultant. The three TSC computer staff had entered about a dozen of the 7000+ teachers into the system, but the odds for ever having a workable system were close to zero.

To increase the odds, the TA arranged for a local computer firm to lend the TSC a microcomputer, obtained a data file of all the teachers in the country from a PCV at Treasury, and began writing a teacher personnel system for the TSC. Assuming that the system fulfills their needs, they will maintain the database and keep it current. Thus the RPU need only take a copy of the database from time to time and perform their analyses; there is no need for the RPU to engage staff and obtain equipment on their own.

If the first constraint, the deluge of paperwork and meetings already overwhelming the TA, can be overcome and the second constraint of personnel can be sidestepped, then the MIS will be able to provide accurate and timely information on which administrative decisions can be based.

Continuous Assessment

A. Planned Activities

As reflected in the workplan, the following activities were planned for the first six-month period.

1. Establish the Testing Unit.
2. Review objectives for Grade 1 Maths and English.
3. Train staff on criterion-referenced testing.
4. Conduct survey of remediation needs of Grade One classes through the teachers.
5. Develop sample tests and remedial materials.
6. Identify laboratory school.
7. Start development of CRTs and remedial materials for Grade 1 English and Maths.
8. Train teacher trainers in the design of CRTs and remedial materials for Grade 1 English and Maths.

C. ACCOMPLISHMENTS

Training workshops. Two training workshops were conducted for the curriculum designers and teacher trainers: one on the design and development of CRTs and a second one on remediation strategies and the design of remedial materials for small groups and individuals. Two short-term consultants were invited to assist in the conduct of the workshops: Dr. Joanne Capper (CRT) and Dr. Michael Molenda of Indiana University (instructional design/remediation).

Sample test specifications/items and remedial materials.

The participants of the two workshops mentioned above produced some sample materials for Grade 1: test specifications, test items, and programmed remedial materials.

Teachers' Handbook. The first draft of the teachers handbook on test development was produced during a special writers workshop attended by selected members of NCC, Inset, and the inspectorate. This is to be edited, tried out, and pilot tested before it is used to train Grade 1 teachers in the use of test/domain specifications for writing test items which will become part of an "item bank" for the Grade 1 unit and term tests in English and Maths.

Survey of remediation needs of Grade 1 pupils. Data have been collected concerning the remediation needs of Grade 1 pupils in 50 schools as perceived by their teachers. The survey was conducted by the Training Needs Analysis (TNA) data collection team of the Management Training component. Approximately 100 more survey questionnaires were sent to Siteki upon the request of its REO.

Temporary CA office. Permission has been granted to use one of the USAID/MOE houses in the William Pitcher area as a temporary office to be shared by the staff expected to be assigned to the Continuous Assessment and the Management Training components of the Project. Some furniture (office desks, tables, chairs, file cabinets, and bookcases) have also been provided by the Ministry of Education as requested through the office of Undersecretary G. Kunene.

Management Training for Headmasters

Introduction

The management training component for training headmasters was initiated during the first six months through a number of activities. Primarily, this period was one during which initial planning occurred both with the MOE, and with educators in meetings and conferences. A work plan was drawn up and submitted. A model for training was discussed in the Inaugural Conference, Advisory Committee, Inset meetings, and with Counterparts. This led to the development of four models which were presented to Inset for discussion. One of the four was selected which was felt to utilize available manpower well, which was flexible in regard to times for training, and which included all four regions as training sites (as opposed to training in one central location). Other activities included the development of materials to train data collectors, the training of a team of 16 data collectors from among Inset and the Inspectorate Staff, completion of a data collection exercise in 50 schools, the analysis of the data, and the design of an instrument which is to be mailed to all the country's headmasters.

The above activities focus on the major target for the first half year, that is, to complete an assessment of needs for training which was field specific. Additionally, a major target was to establish a functional working team who would become the group who would help draw up and design the curriculum, and put on the training in the regions. This related to the target of training these trainers in appropriate methodology, and use of effective materials. Another target was to set up the syllabus for training, and develop modules for training based on this to support future training.

Planned Activities

The Work Plan lists the following activities for the first six month period.

Interviews and general tasks. This will include visits to various institutions to interview educators about teacher training in general and Headmaster training. Documents such as syllabi are to be collected, as well as, other published materials related to Headmaster training. This includes TOT training and Management Training workshop documents printed by the MOE and other groups in Swaziland. Other private management training firms are to be interviewed with a view to obtaining information about management training related to accounting and money management.

Conduct Training Needs Survey. This will include formulation of survey questions, based on a review of related documents, and based on discussions of need with Inset counterpart staff. A study will be designed which will have two parts: first, a data collection survey in the field in which a team will visit representative schools; second, on the basis of this information the development of an instrument (Training Needs Assessment) to survey all the Headmasters in the country; third, to summarize and analyze this information in order to pinpoint the stated needs of training, as related to skills, knowledge, and needs on the job.

Brief MOE on Needs. This will include dialogue with the MOE in planning meetings, the initial inaugural conference, with counterparts, inspectors and teachers in the schools. Needs related to staffing, training patterns and dates, equipment, office space, transportation and the like, will be communicated on a regular basis.

Set Priorities for Workshops and Plan for These. This will involve setting up training sessions with the data collection team, the staff team (including PCV staff and counterparts), and the development of materials and venues for each.

Develop Training Materials. This will involve designing materials for each workshop and training session. Materials will be used from available texts, shelf materials, and new materials will need to be obtained or produced. Materials for the data collection training will need to be developed from printed documents available in-country, as related to management training and headmaster training.

Select off-shelf materials. This will require a perusal of available documents for immediate and future use.

Develop new materials. This will require the development of training guides, data collection guides, training needs assessment instruments, and reports on analysis of data.

Accomplishments

Interviews and General Tasks

In order to become acquainted with the Swaziland educational system, and understand the curriculum of the schools, teacher training colleges, and university, a number of planned visits were made to institutions to interview educators, observe teaching, review syllabi, and review documents previously developed by other training projects. To this end, three training colleges were visited, five primary schools, the university Faculty of Education, the N.C.C., Inset, and four TIDC's. Additionally, regular meetings were held with the MOE in Work Plan sessions, as well as, in Advisory Committee meetings, and in meetings with the counterpart staff at Inset on a weekly or daily basis. Counterpart relationships were formalized by memoranda through the MOE. Other general tasks included finding an office and settling into it, ordering materials and supplies for future training, ordering equipment, setting up office spaces in the USAID row houses at Manzini for the PCV staff, and assisting with logistics in the Manzini area in administration (including purchasing, driving, getting licenses and necessary permits for electricity, water, telephone etc.). The Annual Plan section on management training was completed along with its budget and submitted. Two bids for management training in the handling of money and accounting were received, and a third firm is being asked to also submit a bid. It was felt that local consultants in money management should be utilized in order to provide training which is relevant to the needs of headmasters, and which takes into account the regulations of Swaziland ministries.

2. Conduct Training Survey in the Field

A field Data Collection exercise was planned and carried out. This involved preparation of training materials, which included interview questions to be asked in the four POMI areas, and other course materials. Sixteen data collectors were trained in a workshop. These then dispersed, and visited 50 school sites, interviewed teachers, school committees and headmasters. The data they collected was returned, processed, analyzed, and tabulated. An Interim Report, "Management Training Needs for Swaziland's Headmasters" was written and distributed. A Training Needs Assessment instrument (TNA) was designed, and reviewed by Inset staff and data collectors. The draft of the TNA instrument to be sent out to Headmasters was produced and reviewed by the Counterpart. It was decided, because of the Christmas vacation, to bring the data collection team members together on February 1st, to review the TNA Survey Instrument before sending it out to Headmasters. The address labels for all Headmasters was entered on the computer. Draft copies are now ready for duplication when necessary revisions have been entered after the Data Collection Team has had an opportunity to review the TNA.

4. Training Plans and Workshops

Four training models were developed and presented to Inset, and to the Advisory Committee. A training model was selected which would allow 200 trainees to receive instruction in a given annual cycle. Such training would occur in this model, during some of the holiday time, and during some school time. The model envisioned training to occur in each of the four regions by training teams of at least four persons each (See Appendix A). Workshop dates were set and agreed upon. These were submitted and included in the Annual Calendar (See Appendix B).

4. Develop Training Materials

Materials for the Data Collection training were produced. A trial Module in Instructional Leadership, "Student Centered Instruction", was developed along with related course materials including overhead slides, hand-outs, charts, and chalk board work. The consultant tried out this module in four different regional training sites, with 87 teachers and headmasters who came for Inservice training. The training modes were different at each site. Lecture and board work, discussion\lecture and printed materials, use of overheads and discussion, and group work with discussion and use of posters were all utilized. The latter, that is using group work with discussions and using charts and posters, appeared to produce the best affective response, and the best written response on the evaluation. One training session on development of training materials has been held with the PCV staff.

5. Select Shelf Materials and Order Books

A list of books to purchase was made after many books were reviewed. Off-shelf materials were reviewed with a view to using some of these materials in module development later on.

Constraints

Appointment of a Working Team

In a number of meetings, decisions were made that the MOE would approve and appoint four administrator\teachers to the Inset staff to work on providing leadership in the four areas of management training (POMI). To date, these persons have not been designated for this work and appointments have not been made. On the completion of the data collection and the TNA, there will be the need for a team to be established to work on the scope and sequence of the curriculum for the training program, a need to develop a Syllabus for each course, a need to develop training modules for each of the courses, and a need to receive training in basic

methods of teaching related to the modules. Additionally, this group will need to assist in the development of regional teams for training, send out notices and register the trainees, establish venues and arrange for logistic support for such training. There is a need to appoint team members to the Management Training Team who can work full time on this work.

Application of Selection Criteria to Trainers Appointed

Job descriptions were developed for the four management trainers. These descriptions outlined skills and training deemed necessary and important for these individuals who would become management training leaders in the Inset, where no Lecturers presently appointed have Headmaster experience, or formal administrative or management training. The recent decisions by the MOE to appoint two Primary Headmasters to the Inset, who are "trainable", may represent a significant restraint in regard to providing leadership and strengthening the Inset for work in the future after the Project work is over. The criteria set in the work descriptions envisioned persons of high calibre who would command respect of their Inset counterparts and headmasters, and who could provide leadership based on education and successful experience.

Management Training in Handling Monies

The model for training headmasters envisioned at least one person in the team of four to be appointed who would have successful experience and training in the handling of money. Such a person would be a valuable asset to Inset and the training team in the development of curriculum, coordinating training, and advising others in the Inset. The appointment of two trainable primary headmasters to the team may be a problem unless they are suitably qualified. Management training in accounting and handling money will be an area that needs to receive special attention and be staffed by a very well qualified professional within Inset.

HEADMASTER MANAGEMENT TRAINING

CYCLE ONE

AUG.1991 to Aug 1992

-02-

TRAINING TIME TOTAL:125 hours	Sept. 8-13 Holiday 1 Aug/Sept. '91 (1 wk =25 hrs)	Oct. 20-25 3rd.School Term (1 wk =25 hrs)	Jan. 6-17, '92 Christmas New Year (2wks=50 hrs)	Ist.School Term (1 wk=25 hrs)	
TRAINING TOPICS	INSTRUCTIONAL LEADERSHIP	PERSONNEL MANAGEMENT	MONEY AND FINANCIAL MGT.	ORGANIZATIONAL MGT.	
Training Team: 1 mgt.trnr.Inset 1 Inset lecturer 1 TOT regional 1 mgt trn.plus 1	HOOHOO. 25	25 25	25 25	25 25	Two classes per regio
Same team composition	SHISELWENI 25	25 25	25 25	25 25	"
Same team composition	LUEOMBO 25	25 25	25 25	25 25	"
Same team composition	MANZINI 25	25 25	25 25	25 25	"

Team effort
utilized

200 trainees
per course

"

"

"

16 lecturers x
5 weeks = 80 p.w=
20 person months

PLUS

20 person months
in planning,

Curriculum development

and materials preparation = 160 person months in 4 years of training

PROJECT DATES FOR TRAINING - 1991

WHEN	WHAT	WHO	WHERE
February	T.N.A. Meeting on Interim Report	Inset plus EPMT team	William Pitcher science wing
February 4 - 8	xerox, fold, stamp mail report	two people from Inset - EPMP team	Inservice building
February 15 - March 10	Develop workshop materials	EPMT team	Inset/NCC new office
February 28	Report Summary	EPMT team	Inset/NCC new office
March 1 - 7 approx.	Money Management proposal	EPMT team	*****
March 18 - 23	Curriculum module production trng. work	Trainers (16) EPMT team UNISWA lecturers	William Pitcher College
May approx.	Module Development	Inset plus EPMT team	George Hotel
June 17 - 27	Field Training Methods	Trainers (16)	George Hotel
July 22 - 26	Budget and Organization management	Trainers (16)	George Hotel

Stur

Guidance and Counselling

Introduction

During the first half year of project operation, the counselling and guidance of the EPMT Project has had two separate consultancies which totalled 4 weeks. These two consultancies had very specific scopes of work. The first consultancy occurred between October 15 to 26, 1990 with the intention to initiate the coordination for the component, to develop and establish communication in the MOE, and to begin counterpart relationship with the Department of Educational testing, Guidance and Psychological Services. The second consultancy occurred between November and December, 1990 and its sole objective was to review, select and collect career guidance, counselling and testing materials. This report was therefore based on the activities conducted and information collected from these two consultancies.

Planned Activities

1. To initiate planning with the director of ETGPS in MOE
2. To establish counterpart relationship in ETGPS and review staffing and their roles in relationship to REO
3. To visit 3 TTCs to discuss counselling training curricula
4. Discuss and establish with the Director and MOE the means for recruitment of two persons for M.A. degree training.
5. To attend the inaugural meeting of the project
6. To collect, examine and select career guidance materials, tests, professional articles and journals.

Accomplishments

1. Contacts were established within MOE within ETGPS. The functions and activities of ETGPS were examined. The roles of the staff in ETGPS were also available.
2. The consultant visited REO offices and reviewed their functions and resources available.
3. The consultancy visited 3 TTCs and surveyed their functions and resources available.
4. The means for recruiting and selecting 2 persons for M.A. training were established with ETGPS.
5. The consultant attend the inaugural meeting of the project, provided assistance to the ETGPS team in discussion sessions and wrote summary report.

6. The consultant reviewed a number of publications by ETGPS, MOE, Swaziland Commerce and Industry Departments, Tests used and collected in ETGPS.
7. The consultant attended a one-day Annual Career Guidance Conference sponsored by the Vocational Service Committee of the Swaziland Rotary Club.
8. The following materials were collected: 4 selected U.S. universities M.A. programs and application information; 8 career tests; 6 job description handbooks; 7 career curriculum packages; 6 career guidance professional journals; and 2 professional article packages (primary and secondary each).

Constraints

1. Time obviously is the major constraint for the operation of the Counseling and Guidance component in the EPMT Project. During the first half year, this component has had the service of only one consultant for one month. Furthermore, this limited time was scattered throughout the first half year, resulted in a lack of continuity and smooth functioning. Unlike other components of these EPMT Project, there is no long term staff assigned for the Counseling and Guidance. Not only was this a constraint for this first half year, it will likely remain as a major constraint for the efficacy of counselling and guidance operation throughout the project.
2. Another constraint existed in the Counseling and Guidance component relates to its absence of clearly defined philosophy, goals, objectives and directions. There is a definite need to clarify these before moving further along into the second half year of the project.

REPORT OF CAREER GUIDANCE CONSULTANCY

DR LILY CHU
OCTOBER 27, 1990

A. DURATION OF CONSULTANCY

From October 10, 8 a.m. to October 28, 6 p.m., for 13 working days (not counting weekends)

B. SCOPE OF WORK

1. Initiate planning for the counseling component with the director of ETGPS in MOE. The role and structure of ETGPS will be reviewed with the director and staff.
2. Establish counterpart relationship and review staffing and their roles in relationship to the REO and the services to be performed.
3. Visit 3 TTCs with the Director to discuss counseling training curricula and the planning for changes and new implementations.
4. Discuss and establish with the Director and MOE the means for recruitment of two persons for M.A. degree training
5. Attend the organizational conference components, provide leadership in discussion sessions and in summarization of the work sessions.
6. Begin collecting of printed documentation of studies done for counseling in Swaziland.
7. Write summary draft report of the consultation prior to departure.

C. ACTIVITIES PERFORMED AND SUMMARIES OF FINDINGS :

The scope of work listed in B was carried out by the following activities. The findings for each activity were also summarised.

1. Throughout the duration of the consultancy, frequent contacts were established with the ETGPS in the MOE. Its roles, functions, structures and activities were reviewed; its direction, needs, and perceived obstacles were discussed.

ETGPS current director Annie Myeni is on leave of absence for two years. The acting Director is Mrs Dela Nsibandé.

She has a staff of four. Their names, titles and functions are:

Mr Khizitho Simelane, Measurement Officer, Senior high teacher with advanced training in measurement.

Mr Vusi Manyatsi, Guidance Officer: also officer for Manzini and Hhohho regions, Senior high teacher with training in guidance.

Mr Jomo Manana, Guidance Officer for Shiselweni region, senior high teacher with training in guidance.

Ms. Nomsa Lukhele, Guidance officer; also Officer for Lubombo Region, Senior high teacher with training in guidance.

SUMMARY:

ETGPS currently conducts the following activities:

- 0 Give Career Aptitude Test to 8th (about 10,000) and 11th about (3,600) students annually. This test, DAT (Differential Aptitude Test), is a widely used ability test in the States for career guidance. Each high school, has assigned one or two regular teachers as Career Teachers depending on the size of the school. These Career Teachers receive a small bonus of (E 400/year) and are trained through workshops to interpret results of the test and to provide career guidance to the students.
- 0 talk to 11th and 12th grade students about careers, if transportation can be arranged.
- 0 Provide limited individual counseling and guidance to students.

Among these three teacher training colleges, only William Pitcher Education College trains secondary as well as primary teachers; Nazarene and Ngwane Education Colleges only train primary teachers. Currently, only the secondary educational students have a 16 hours career counselling block in their education curriculum.

For the primary educational students, although a counselling block was included in their education course syllabus, it is not taught due to the lack of qualified lecturers.

SUMMARY:

All three teacher training colleges would like to see the counseling and guidance block taught to both primary and secondary educational students. They wanted more assistance in staffing this component. They also would like to have in-service training in counseling and guidance to all their regular lecturers.

4. The means for recruiting and selecting two persons for M.A. training in Counseling and Guidance in the States in 1991, and another two persons in 1993 were discussed with the MOE.

SUMMARY:

The current four staff in ETGPS are tentatively identified and nominated as the candidates for M.A. training. A consultant will assist with the U.S. university applications and coordinate with USAID; will also monitor these four persons programs of study.

5. The consultant attended the Inaugural Conference held October 23 and 24 in Mbabane; provided assistance to the ETGPS team in discussion sessions, and wrote summary report based on five work teams' comments and suggestions.

SUMMARY:

The consultant met educational leaders in the country, interacted with other professionals and gained a broader perspective of the EPMT project. The specific suggestions for the career guidance component are attached at the end of this paper.

- o Teach Career Guidance as a part of the Education course in William Pitcher College of Education to secondary Education students. This Career Guidance component is about once a week for 80 minutes for a total of 16 hours in a year, taught during the last year of the teacher training.
- o Conduct workshops and perform consultation to Career Teachers in high schools about 1 to 2 times a year.
- o Facilitate the Annual Career Guidance Conference sponsored by the Vocational Services Committee of the Rotary Club.

- o Produce and update Continuing Education Hand Book which lists all the tertiary and technical/ vocational institutes in the country, along with entry requirements, career opportunity, salary structure, application information.
 - o Publish Forum Career Guidance Bulletin. This bulletin provides various career information, counseling tips and self knowledge suggestions. Although it is scheduled to appear 3 times a year, often only 1 volume is actually produced.
2. The consultant visited REO located in Mbabane and talked to Mr Os. Mkhabela, Ms. Jessie Mahlalela and Ms. Elizabeth Nxumalo, who are Teacher Leaders in Teacher Innovation and Distribution Center. The guidance activities are conducted by MOE. The consultant also visited ROE located in Nhlngano and talked to Mr. Sipho Dlamini, a Teacher Leader in Teacher Innovation and Distribution Center.

There is no guidance teacher in this center. However, a Guidance Teacher has been assigned and will come soon, after the housing arrangement is completed.

SUMMARY:

Currently there is no differentiation between MOE and REO in terms of Career Guidance activities. Regional career activities are conducted by the ETGPS staff in the MOE. REO

assists in the trade fairs, career days etc. arrangement which are organized by MOE and carried out in community halls.

3. The consultant visited three teacher training colleges. All three principals were away attending conferences. Deputy Principals and Education Department Heads were interviewed and consulted.

The consultant reviewed the following publications:

- o Publications produced by ETGPS:

Continuing Education Handbook: A Guide for School leavers.
Jan. 1987; Jan. 1991.

Guidance Aptitude Test and Administration Manual, undated.

Forum: Career Guidance Bulletin, Oct. 1988: April, 1989;
Oct. 1989; March 1990.

Self -Awareness: A Course in Personal and Career Development
For grade 8. Curriculum and Teacher's Guide, 1988

- o Publication by MOE

Proceedings of the Second Annual Conference on Teacher Education. August 25 - 29, 1988

- o Teacher Training Colleges' education course syllabi

Syllabus for a course in Career Education: Guidance and Counseling at Teachers Colleges in Swaziland
(one for primary education and one for secondary education, with detailed schedule and outlines)

- o Publication by the Swaziland Ministry of Commerce, Industry and Tourism:

A Review of Commerce and Industry, 1990 Edition.

- o References in Counseling, Career guidance and Management:

Development and Managing your School Guidance Program.
American Association for Counseling and Development, 1988.

Career Counseling: Applied Concepts of Life Planning (3rd ed.)

V.G. Zunker, Brooks/Cole Publishing Co. 1990.

Using Assessment Results for Career Development (3rd ed>)
V.G.Zunker, Brooks/Cole Publishing Co. 1990.

Career Education Cookbook: K thru 6 Career development Ideas and Activities. D. Hodges, Learning Publications, 1979.

- o Reviewed tests collected/used in ETGPS:

Trade Aptitude Test Battery (by Institute for Psychological and Edumetric Research)

Swaziland Behavioral Assessment Test

Academic Interest Inventory (by Dr. Myeni, ETGPS)

Swaziland Post-graduate aptitude Test (ETGPS)

Test of "G" - Culture Fair (by Institute of Personality and Ability Testing)

School and College Ability Test (by Educational Testing services)

Differential Ability (by the Psychological Corp.)

Reading Placement Test (by Comparative Guidance and Placement Program)

Written English Expression Placement Test (by Comparative Guidance and Placement program.)

7. The consultant completed the report prior to departure.
8. In support of the assigned scope of work, the consultant attended a full day Annual Career Guidance Conference sponsored by the Vocational Service Committee of the Swaziland Rotary Club. The business and man-power training leaders of the community presented the job opportunities and qualifications needed for banking, computers, small business entrepreneurship, sugar industry, secretarial and public services, accountancy, vocational and commercial training (VCCTIM).

SUMMARY:

There are very few jobs openings at the professional level in Swaziland at the present time. Furthermore, these professional or semi-professional positions tend to be highly competitive and require extensive education and training, usually beyond high school diploma. The average Swazi high school leavers really have an extremely limited chance of obtaining professional, semi-professional or even technical jobs in the existing business and industry settings. Two-thirds of

Swazi students who leave school by grade seven have no chance of further education or formal employment; they face a job prospect that is even bleaker.

As described by EPMT Project Implementation Paper (1989), there are insufficient numbers of formal-sector jobs available, resulting in a mismatch between the aspirations of Swazi youth and the realities of the economy. Because the majority of Swazi students have set as their goals advanced academic degrees, and the Swazi educational system has geared toward academic training and book knowledge, it is difficult to attract students to more practical, vocationally-oriented subjects upon which the growing manufacturing sector will depend.

D. SUGGESTIONS:

This consultant makes 5 major suggestions in conducting Career Guidance services in Swaziland:

1. Since its inception in the States at the turn of the century, career Guidance has undergone significant changes in philosophy, methods, emphasis and orientation. While it started as the primary focus of school guidance and counseling, career guidance is now one of a plethora of school guidance and counseling services. Furthermore, the current approach of career guidance has moved away from the traditional approach of developing in students, specific job skills, to a more encompassing life planning.

Career life planning encompasses a much broader perspective in that it allows for change of direction as individuals' needs change and/ or as situations and circumstances cause change. Career life planning provides the means to manage change and thus allows greater opportunity for fulfillment in life. One of the main purposes of career life planning is to develop skills with which individuals can learn to control their futures. Through career life planning, individuals learn to center their attention on carefully laid plans and on those variables which they have control. The current economic situation in Swaziland is such that there are a limited number of formal-sector jobs available. Most students leave primary school having little notion of what to do next, or how to pursue the vague idea of obtaining some kind of livelihood. It is important that the career guidance provided not be geared toward particular jobs which for all we know, may change or may be non-existent for the students.

Rather, it should be geared toward the development of initiatives, work habits, sense of responsibility, motivation, decision making skills related to problem solving and life planning. Self knowledge and interpersonal relationship, as well as knowledge of socio-cultural forces around us in this era of rapid social and economic change should be the emerging emphasis of career guidance for students.

This position is in line with the direction set forth by the education authority of Swaziland. A recent report of the special committee to study pre-vocational education specified that education should be as non-specialized (general) as possible as a means of providing employment, mobility and adaptability. In addition, school curriculum and methods must have a positive influence on student attitudes toward the world of work and occupation choices. It further specified that a diversified curriculum should be offered to cater to children's different talents and aptitudes, and that vocational and psychological guidance should be offered at the upper level of the primary system.

2. The ETGPS in the MOE has very limited staffing and resources. The career guidance functions that have evolved tend to be mechanistic and singular in focus. Testing secondary students whose number approaches 10,000 each year consumes much of their time and resources. DAT (Differential Aptitude Test) is the major instrument used, which has been widely used and researched in the States. It has been found to possess good validity in predicting academic success, however, its validity in vocational success has yet to be established (Zunder, Using Assessment result for Career Development, 1990.)

All except one of the tests collected /used by ETGPS are measurements of abilities, geared for additional education/training beyond high schools. Even the only interest inventory is used for academic interest rather than career interest. It seems rather wasteful to spend a large part of ETGPS' resources on only 5% of the high school graduates who actually go on to post-high school education or training.

Currently ETGPS has not used interest inventory in its career guidance. Career guidance which is based completely on abilities is an outdated form of career guidance. This consultant suggests that the current test, procedures, and career guidance based on them be reviewed and revised.

3. Counseling and guidance is a new concept in Swaziland. As suggested in the Inaugural meeting, the first step to take is to sensitize teachers, parents, and administrators to what counseling is all about. Information sharing about and "de-mystifying" counseling are necessary at this initial stage. ETGPS publishes Forum: Bulletin of Career Counseling 1 to 2 times a year. This consultant thinks Forum can be an excellent vehicle to communicate to teachers, headmasters and parents about the goals and objectives of career guidance. Funding should be allocated to improve its production and circulation.

4. A cost efficient way to implement career counseling may be the utilization of the multiplying mode, e.g., training of trainers. All three teacher training colleges express enthusiastic support for in-service training for their lecturers, both at primary and at secondary levels. The Swaziland University is another potential site. There are a number of well developed materials in the States for this kind of in-service workshop. In South Africa, the Institute

for Psychological and Edumetic Research, under the Human Science Research Council, located in Pretoria, has developed a number of tests which may be suitable for use in Swaziland.

The modified DAT developed by AIR Manpower Training Project in West Africa in the 1970, may prove to be culturally more relevant to Swazi youth than DAT. Using existing tests or curricula would be more cost efficient than developing them from the start.

5. Career guidance in Swaziland should serve as a linkage between students and the world of work. Career counselors should coordinate with agriculture, home economics, vocation educators as well as business and industry leaders in the community to implement 4-S, job fair, career days, site visits and arrange for speakers to talk to students and parents. Based on available documents produced by department of Labour, Commerce, and Planning, information on job opportunity and requirements should be published in a Job Description Manual.

The importance of agriculture as a viable career option should be stressed.

E. SUGGESTED GUIDANCE ACTIVITIES:

1. Writing articles and assisting in the publication of Forum, in order to use Forum
 - a) as a communication network for career guidance.
 - b) to introduce methods and materials in career guidance to teachers, administrators, parents, and community at large .
2. Test materials development, by updating aptitude test and including interest inventory, with ETGPS staff.
3. In-Service Workshops to train Career Teachers to interpret test results and to provide guidance.
 - a) in-service for ETGPS staff
 - b) in-service for Career Teachers in high schools
4. In-Service Workshop for Primary Educational Teachers about school counseling and guidance, with emphasis on career guidance.
 - a) collect workshop materials
 - b) select materials suitable for Swazi culture
 - c) conduct in-service workshops for lecturers in three teacher training colleges.
 - d) provide consultation of ETGPS staff in teaching Career Guidance block to educational students in these colleges.

5. Selection of 4 candidates for MA training in the States for Counseling and Guidance.
 - a) Selection and identification of candidates
 - b) Coordination with USAID
 - c) Designing the programs of studies
 - d) Provision of logistic support
6. Conducting annual career conference with ETCPS
 - a) Planning the meeting
 - b) Coordinating the meeting
 - c) Provison of logistic support
 - d) Monitoring the meeting
 - e) Assisting the publication of program proceedings
7. Interfacing with Agriculture, Vocational Teachers, Regional Education Officers, ETGPS staff and community business and industrial leaders in conducting 4-S, Career day Fair, and field trips to local business and industry sites.
8. Coordinating with Labour Department, Ministry of Commerce and Industry, MOE Planning Department, business and industry sectors to develop job reference materials for career guidance in schools.

F. SITES VISITED AND PERSONNEL CONTACTED;

- o USAID (October 15 and 26)
 - Max Walton, Executive Officer
 - Latticia Diaz, General Development Officer
 - Patrick Fine, Educational Development Officer

PURPOSE: for arrival and departure briefing, for consultancy coordination.

- o Teacher Training Colleges (October 17)
William Pitcher Coolege of Education
Abel Lukhele, deputy Principal
Lephlina Sikhondze, Head of Education

Nazarene College of Education: (October 17th)
H.Shongwe, deputy principal (no show)
Dorothy Terry, Head of Education

Ngwane Coolege of Education: (October 18th)
Leornard Nkambule, deputy Principal
Ruby Ndlangamandla, head of Education

PURPOSE: to inquire about the current career guidance training, resources, staffing, perceived obstacles and needs.

- o Annual Career Conference sponsored by the Rotary Club (Oct. 19th)
David Price, President of Rotary Club
C.Thom, Committee Chair of Rotary Club Vocational Services
Dane Stanley, manpower training and Planning, Barclays Bank
Mr Oostergetel, Business Machines Group, Computers
Mr Shongwe, principal, Vocational and Commerce Training Institute
P.J.Van Blokland, professor, Agricultural Finance
Mr Ndzinisa, sugar Industry
Mrs Martin Dunn, Secretarial and Social Services

PURPOSE: to become acquainted with the business and industry community of Swaziland, and to learn the employment prospect of the country.

- o Regional Educational Offices (October 15 and 18) Mbabane Office:
O.S. Mkhabela, Jessie Mahlalela, Elizabeth Nxumalo
Nhlanguano Office:
Sipho Dlamini

PURPOSE: To examine resources available and to interview regional officers about career guidance.

- o Educational Testing, Guidance and Psychological Services (ETGPS) (October 15 to 26)
Dela Nsibande, Acting Director
Khizitho Simelane, Measurement Officer
Vusi Manyatsi, Guidance Officer; also officer for Manzini and Hhohho Regions
Jomo Manana, Guidance Officer; also officer for Shiselweni Region

PURPOSE: To establish linkage, to assess ETGPS current roles, functions, structure, staffing, activities and needs.

- o Ministry of Education (MOE) (October 15 to 26)
 - M.J. Nsibande, Permanent Secretary
 - Solomon Simelane, Director of Education
 - Goodman Kunene, Under Secretary
 - Dr B. Dlamini, Head, Examination Council
 - J.V. Dlamini, Acting Head, N.C.C.
 - Israel Simelane, In-Service Unit
 - Cooper Dawson, Planning Advisor

PURPOSE: to familiarize with the educational structure and to coordinate with the MOE.

TRIP REPORT
CONTINUOUS ASSESSMENT WORKSHOPS
AND HANDBOOK DEVELOPMENT
OCTOBER 26 THROUGH NOVEMBER 28, 1990

To: Roy Thompson, Chief of Party, EPMT Project

From: Joanne Capper, Consultant
Institute for International Research, Inc

Two major tasks were accomplished during this assignment:

- 1) training of selected MOE staff in continuous assessment and criterion-referenced testing strategies, and
- 2) development of a draft handbook to be used in training others in test development.

Training

From October 29 through November 9, a two-week workshop was conducted for selected staff of the National Curriculum Center, the William Pitcher Teacher Training College, the Examination Unit, and a senior inspector from the MOE.

From November 12 through 16 another group of educators received a one-week workshop. This group included regional inspectors, staff from the In-service and Examinations Units, a senior inspector, and teacher leaders. Four Peace Corps Volunteers attended briefly during the second session, but were also participating in Peace Corps training. They will need to attend another session at a later time if they will be expected to work with continuous assessment.

Topics covered in both sessions included the following:

- What is Continuous Assessment
- What is Criterion-Referenced Testing and how will it be used in Swaziland's Continuous Assessment efforts ?
- Differences between Norm-Referenced Testing and Criterion Referenced Testing.
- Circular and instructional validity
- Reliability
- Item specifications--what are they, why do we write them and how do we use them ?
- Item types
- Rules for writing item stems and distracters
- Passing scores
- Using tests results

In both sessions, the participants were introduced to each of the topics through a brief lecture, but most of the learning accomplished by having them write item specifications and items, individually and in small groups.

Participants also devoted considerable time to learning how to critique and revise specifications and items. Because the first session was twice as long as the second, this group received much more time actually developing specifications and items.

In both sessions, the attendance of some of the participants was sporadic. Apparently, the announcements regarding the workshops were delayed and most participants received notice less than one week before the session --in some cases only two days before the workshop. Many had other commitments which they felt obliged to meet--such as subject--matter panel meetings. Transportation was also a problem, particularly for participants from the Examinations Council in Mbabane.

Workshop Results

Writing item specifications and test items is an intellectually rigorous task that demands precision and attention to detail. Not everyone is situated to this task. Although some of the participants may never become fully adept at test development, I believe all participants now have a fairly clear understanding of continuous assessment and the role of criterion-referenced testing in accomplishing the goals of continuous assessment. I think all understand the basic principles of specification-writing and most understand the importance of, and strategies for, ensuring a tight linkage between curriculum, instruction and assessment. Several of the participants will do quite well at test development and will be excellent trainers for subsequent workshops. In fact, three of the participants in the first workshop assisted in training in the second workshop and did quite well.

As one would expect, the group who attended the two-week session developed a far more solid understanding of the topics covered. Those who attended the one-week session were only able to develop an awareness and general understanding of the topics, but could not be considered skilled in the principles of criterion-referenced test development. Any participants who will be expected to actually develop tests or conduct training will need further training.

Development of a Continuous Assessment Handbook

From November 20 - 28, I worked with Aida Paigna and selected staff to develop a handbook that could be used in subsequent training and test-development efforts. The staff were selected on the basis of their distinguished participation in the workshops. Three were from the NCC, two were from the In-service Unit, and another an inspector.

These individuals were provided with copies of materials which I had brought with me on various aspects of criterion-referenced testing. They spent the first half-day and evening reading these materials. We then met, prepared an outline, and each person selected a topic on which they would write. Aida Pasigna and I served as resources and editors. At the time of my departure, a first-draft of the document had been prepared, critiqued, and was in the process of being revised.

Issues and Recommendations

Teacher Workshops: Over the next five years of the project, every primary level teacher will receive one week of training in continuous assessment. In the project design, it was intended that teachers would prepare both test specifications and test items for each lesson in the English and Mathematics textbooks for their grade level. Although not every teacher would develop a test for every lesson, they would all develop or critique tests for several lessons. At the end of the training sessions for all teachers in one grade, a complete set of English and Maths lesson tests would have been developed for that grade.

The plan also included that the specifications and items produced by the teachers would be "cleaned up" and pilot-tested by the Testing Unit and would be printed and distributed to each teacher in that grade. Therefore, every grade one (two, three, etc.) teacher would have a complete set of lesson tests and these would be the same across all grade (one, etc.) teachers. In addition, the tests would be certain to measure what is contained in the curriculum.

The rationale for having teachers write specifications during the workshops is that the process requires that they engage in a fine-grained analysis of the content upon which the specifications are based. This analysis generally causes teachers to develop a far greater understanding of the content than they previously held and is therefore likely to increase their ability to teach that content.

Therefore, the anticipated benefits of having teachers write specifications is to improve the quality of teaching and learning in classrooms.

However, based on the results of the two workshops held during this consultancy, there is some question as to whether the teachers will be able to absorb the amount of information required to prepare specifications during a one-week session.

Participants from both the two-and one-week sessions met with Aida Pasigna and myself on November 27 to discuss this issue. I anticipated that the discussion would center around whether or not teachers would develop specifications and items or would write items to already-prepared specification (to be prepared by the Testing Unit).

However, a third alternative was suggested and urged for by several of the participants at this meeting. Some believe that teachers would prefer to have the workshop provide an introduction to test-development strategies, but that the actual development of lesson tests would be done by the teachers when they return to their classrooms. They believe that teachers would prefer to develop their own test.

Others in the group (including myself) believe that teachers are already overburdened and would prefer to prepare the tests during the workshops and have the completed and formatted tests given to them to use as a final product. (This latter option does not preclude teachers from developing other tests if they so chose.)

One of the primary purposes of the continuous assessment effort is to systematize assessment in Swaziland. The EPMT project paper found that "Classroom level examinations at the primary level are not administered on a consistent or systematic basis. Although teachers are expected to assess their students regularly, this is determined by the individual teacher. Since a student's score in the teachers's record book is not based on a common measure, it is impossible to ascertain comparisons across classroom or schools."

If teachers are left to develop lesson on their own time, the comparability and systematicity of a continuous assessment system will not be present. Moreover, it is quite likely that many of the teachers won't even develop the tests. If they don't develop tests, or develop poor-quality tests, their students will not benefit from continuous assessment, and probably will not be provided remediation since teacher won't have tests to measure whether or not the students have mastered what they have been taught.

I believe it is very important that the lesson tests be developed during the continuous assessment workshop as originally intended. I can understand that it may not be possible to teach teachers to write specifications and items in a one-week session, but they should at least write items to existing specifications produced by the Testing Unit.

My preference, however, is still to have the teachers write specifications and I think that several steps can be taken to simplify and streamline the earlier workshops so that this can be communicated effectively to the teachers. Although I am not certain that this will work, I do think it is worth trying in order to derive the benefits of the content analysis in which teachers would engage. This process actively engages teachers in advanced levels of analytical thought and thus enhances their cognitive, academic, and pedagogical knowledge and skills. In addition, teachers are engaging in sophisticated, professional dialogues with their colleagues.

They are likely to learn substantial amounts from each other as they discuss what they teach. It is anticipated that this professional dialogue will also contribute to increased diligence and excellence on the part of teachers. There is almost no other time that teachers actually sit down and talk to each other about the content they teach, how they teach it, and how the students learn or do not learn that content. It would be a shame to lose this opportunity.

It may be worth conducting a small-scale survey of the target teachers to determine their preference regarding preparation of tests during the workshops or preparation on their own time. It would probably be useful to develop two or three lesson tests based on the existing instructional materials to show the teachers when they are being interviewed since they may be intimidated by tests they have not seen. If the teachers do indicate that they prefer to develop their own tests, then considerable follow-up needs to be done to see if they actually develop the tests and to determine the comparability of tests across teachers and the match with curriculum.

Instructional Materials: Another related issue is the quality of the instructional materials. During the two continuous - assessment workshops, the participants were required to develop specifications and items to the existing English and Mathematics instructional materials. We discovered several problems with the materials.

In many of the lessons, it is not clear what is supposed to be taught. This is particularly true in the English materials. No objectives are provided and the lessons often contain inadequate and/or unclear directions for the teachers and students. In addition, in the English materials, there is nowhere in the book that one can look to find out what is taught throughout the book or where it is taught. The table of contents simply lists phrases like, "Vusi goes to the store" or "Dumisa feeds the chickens."

There is nowhere in the book you can go to find out on which pages students are taught prepositions, or verbs, etc.

This will make it very difficult to develop tests that measure what is contained in the curriculum, since it is not really clear what is contained in the curriculum. Even if the test writers are able to sift out what they think the lesson is teaching, it is likely that there are multiple interpretations among teachers and students. This means that if you develop a test based on what you think the lesson is supposed to be, it may be what the teacher is teaching. Therefore the test will not be instructionally valid.

I'm not sure what the solution to this problem is short of revising the textbooks. I am aware that Mathematics books are being revised and versions I have seen are a substantial improvement.

REPORT OF CONSULTANCY
LILY CHU
NOVEMBER TO DECEMBER , 1990

Between November and December, 1990, I was authorized by IIR to conduct a two week consultancy in order to collect, examine and select career guidance materials in following areas:

- a) U.S. Universities Career Guidance Programs leading to M.A. degree.
- b) Career Guidance Tests and Instruments
- c) Job Description Handbooks
- d) Computer Packages used in Career Guidance
- e) Curriculum Materials in Teaching Career Guidance
- f) Resource Journals and Books

This report will describe the results of my consultancy in the above mentioned areas.

A. A computer search of all U.S. universities offering master degrees in career guidance or with an emphasis on career guidance yielded 35 universities. This information detailing the programs and entrance requirements of these 35 universities was examined. Four universities were selected based on the strength of their programs as well as some practical concerns such as climate, cost of living, size of the university and other cultural factors which may be important to Swazi students. These four universities are; New Mexico State University, Colorado State University, California State, Sacramento, and California State, Fresno. The graduate catalogues, application forms of these four universities, as well as GRE, and TOFEL materials have been collected

B. Career Guidance Tests and Instruments;
After reviewing a number of tests and instruments in career guidance, the following materials were purchased:

- 16 Personality Factors
- Using Personality Tests in Testing
- Minnesota Multiphasic Personality Test
- Self Directed Search (Original)
- Occupational Finders
- Self Directed Search (South African Version), to be purchased in South Africa
- Chronicle Career Quest Form S
- Chronicle Career Guest Form L

C. Job Description Handbooks:

- Career Briefs
- Occupational Reprints
- Guide for Occupation Exploration
- Occupational Projects & Training Data
- Occupational Outlook Handbook
- New Mexico Manpower Development

D. Computer Packages in Career Guidance:

C-Lect produced by chronicle Career Publications and GIS produced by Guidance Information Service were studied. Because EPMT project is in the process of examining the need for a IBM-PC for the Department of ETGPS in the MOE, no computer package has been purchased as of this writing. However, information has been obtained which will facilitate the purchase of a computer package if\when EPMT decides to install a IBM-PC in ETGPS.

E. Curriculum Materials in In-service and Teaching:

The following materials were purchased after examining all the relevant and available materials in the U.S. market.

Activities with Occupational Outlook Handbooks for elementary students
Junior high students
senior secondary students
Career Development based on PBTE
includes 8 booklets
Risks & Rewards in Entrepreneurship
Primer of Exemplary Strategies
Developing Basic Skills for Dropouts
Decision & Problem Solving
Teachers Manual for Decision & Problem solving

F. Resource Journals and Books in Career Guidance:

Based on Swazi needs, the following materials were purchased:

Professional Articles (elementary)
Professional Articles (secondary)
J. of Cross Cultural Psychology (2 years)
J. of counselling & Development (2 years)
The School Counsellor (2 years)
Career Guidance
Using Assessment Results
Development of Guidance & Counselling
J. of Multicultural Counseling & Development (2 years)
Guidepost (2 years)
The Career Development (2 years)

G. AIR West Africa Tests:

I contacted Pat Shettel at AIR to obtain testing materials developed in West Africa during the 1970s. I was especially interested in the West African version of DAT because it would be more culturally relevant to use with Swazi students. However, only three documents were identified. They are listed below. Ms. Shettel sent me the first one listed. I am still in the process of locating the other two.

Cieutat, V.J. Test development and research: West African Examination Council. 1965-68

Cieutat, V.J. Cross-cultural test development and research. 1969

Snider, J.G. Aptitude tests for West Africa. 1972

January 19, 1991

Trip Report of: **Michael Molenda**
Indiana University

Period of service: Dec. 28, 1990 - Jan. 20, 1991

EPMT PROJECT
Manzini, Swaziland

Part I. Substantive Report

Activities Completed

My primary assignment was to plan, prepare, and conduct a workshop in collaboration with Aida L. Pasigna--Remediation Workshop--held in Manzini at the George Hotel, January 7 - 17. Details of these activities are reported in the Chronological Report.

Outcomes of the Activities Completed

1. The Remediation Workshop was successfully conducted as planned, with Dr. Pasigna and I working closely together, sharing the planning and presenting responsibilities. There were 28 participants registered for the workshop, including the senior inspector for Maths and three lecturers from William Pitcher College, in addition to the anticipated personnel from the NCC. As is discussed below, the inservice trainers took part only in the first week, and several others left at some point during the workshop due to various time conflicts. On the last day there were only 8 participants present, two of whom left an hour before the closing (for a meeting in Johannesburg). The six participants who were present at the very end completed a workshop evaluation form. The data are reported below. Further evaluations from other participants will be gathered and reported later by Dr. Pasigna.

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Summary of Participant Evaluations. Following is a summary of the responses of the six workshop participants present at the last hour of the final day of the workshop:

- a) The objectives were...(5=clear, 1=unclear)...Avg.: 4.83
- b) Learning activities were...(5=very interesting, 1=dull).....Avg.: 4.67
- c) Scope was...(5=adequate, 1=inadequate).....Avg.: 4.00

d) Overall, the workshop was... (5=excellent,
1=poor).....Avg.: 4.50

e) What benefits have you gained from the workshop?

"I learned skills of...constructing objectives [3]

...instructional analysis
(goal analysis, concept
analysis, hierarchical
and procedural analysis) [3]

...designing remedial materials
(Prog. Learn. & Prog. Teach.) [4]

...curriculum design in general [3]

...evaluation [1]

...learner analysis [1]

...domains of learning" [1]

"...also has given me a deeper insight into what is involved
in Continuous Assessment as a whole. Given me confidence to
face the future in Curriculum Development, etc."

f) Do you feel that you have acquired the skills you need to
develop good remedial materials?

Yes [6]

g) What things would you change?

"Generally OK...would keep a lot the same..." [2]

"More time on producing remediation materials" [2]

"Pay particular attention to use of Programmed
Learning modules for group tutoring in a
teacher-independent mode." [1]

"I would do very little lecturing and have more
discussions--first in large group then in
smaller groups." [1]

"Most enjoyed today's activity (groups working
together to conduct formative evaluation)" [1]

"Explanations were clear and adequate..." [1]

"Follow up (after workshop) to give more practice in using the skills acquired..." [1]

2. During the workshop the participants were regularly engaged in practice exercises that got them applying the workshop theories and principles to real-life problems related to the actual Swazi curriculum and school conditions. During the workshop they developed:

- Instructional analyses (goals and subordinate skills) for English and Maths lessons
- Performance objectives for the selected English and Maths topics
- Criterion test items for the stated English and Maths objectives
- Prototype Programed Teaching (PT) materials for the chosen objectives
- Learner verification tryout data, testing the prototypes developed.

3. Aida Pasigna and I, working in close collaboration, have now developed a large set of materials that will make this workshop replicable--over 30 paper handouts and 60 overhead transparencies.

Constraints

Number of participants. A total of 28 individuals registered for and attended the first days of the workshop, but numbers dwindled after that, especially for the second week: 16 were present on the first Friday, but only 10 attended the following Monday and 8 on the final day. These losses were largely anticipated because of conflicting obligations of the participants. For example, the inservice staff members were required to conduct residential workshops themselves all over the country during the second week. Further, several others were scheduled to attend other training sessions. For example, several of the English specialists had a Macmillan Publ. workshop in Johannesburg during the second week.

In addition to these scheduled absences other sporadic absences were occasioned by duties such as NCC staff meetings and meetings of the curriculum designers with the Macmillan representative. These absences were not particularly a problem for the instructors, rather they pose a problem for Dr. Pasigna as she attempts to pick up the loose threads with the absentees, to assure that requisite training is completed by all those who need it.

Quality of participation. In general, participants were a bit grudging about devoting their "holidays" to additional training. Considered as teachers, they expect to have teachers' holidays. Nevertheless, the participants did get involved with good spirit whenever group activities were called for.

In my judgment, about a dozen participants were consistently and overtly enthusiastic about the workshop (including some such as Irma Allen who had to leave early), another half dozen were moderately enthusiastic, and another half dozen were quite passive.

Recommendations

1. CA project deadlines. It is clear that the CA project is lagging behind its benchmarks, and it is equally clear that the cause is the lack of staffing as promised by the Ministry of Education. Without staff, not much more can happen. Dr. Passigna is already stretched far beyond the call of duty and simply cannot continue to do the work of an entire team.

2. Workshops for those absent. The skills taught in the Remediation Workshop are critical for the achievement of the CA project goals. This means that all those who were absent at this month's workshop--either because of other commitments or because the person simply hadn't been appointed yet--will have to be trained at an additional workshop--at the expense of Dr. Passigna, who is already over-committed.

3. Follow-up training. After all relevant personnel have received the initial Remediation Workshop training, most will need follow-up training specific to their own realm of work. This follow-up training must take place on-the-job and it will require intensive work, that is something on the order of full time for a whole working week.

Trip Report of: Michael Molenda
Indiana University

Part II. Chronological Report

Friday, Dec. 28 TRAVEL

10:30 a.m. Leave Bloomington via limo
1:40 p.m. Lv. Indianapolis
5:05 p.m. Lv. Chicago to Frankfurt

Saturday, Dec. 29 TRAVEL

8:55 a.m. Arrive Frankfurt
9:20 p.m. Leave Frankfurt

Sunday, Dec. 30 TRAVEL

9:00 a.m. Arrive Johannesburg
4:05 p.m. Lv. Johannesburg
4:50 p.m. Ar. Manzini, Swaziland
6:20 p.m. Check in at Ezulwini Sun Hotel, Ezulwini Valley

Monday, Dec. 31

Morning: Work at hotel, organizing materials brought from Indiana and reading background materials provided by Dr. Passigna.

Afternoon: Travel to Mbabane with Passigna to work on arrangements for Remediation Workshop.

Tuesday, Jan. 1

Morning: Remediation Workshop planning at Continuous Assessment (CA) project offices. With Passigna, develop first draft of workshop schedule. [Work interrupted by power failure.]

Afternoon: Continue workshop planning at hotel. Prepare texts of Day 3 handouts and transparencies.

Wednesday, Jan. 2 <non-working day>

LOCAL HOLIDAY (Incwala) as declared by King Mswati III.

Visit Lobamba with Passigna to see Incwala ceremony.

Thursday, Jan. 3

Morning: Drive to Mbabane with Passigna for meetings with EPMT Project Chief of Party and with USAID acting head.

Afternoon: Return to Manzini for meeting with Meshack Mabuza, Director of National Curriculum Centre (NCC). Continue workshop materials development with Passigna; complete Day 2 handouts and transparencies.

Friday, Jan. 4

Morning: Drive to Mbabane with Passigna. Work with Passigna and Roy Thompson at EPMT offices; then meeting with Ministry of Education Principal Secretary.

Afternoon: Errands in Mbabane, completing logistical arrangements for Remediation Workshop. Then return to Ezulwini to check out of Ezulwini Sun Hotel and move to George Hotel in Manzini. [TDY house not furnished yet.]

Saturday, Jan. 5

Morning: Work with Passigna at CA offices on workshop materials; prepare final Workshop Schedule and Day 1 handouts and transparencies.

Afternoon: Continue above work at CA offices.

Sunday, Jan. 6

Morning: Work with Passigna at CA offices on workshop materials; prepare Pre-Workshop Needs Assessment questionnaire and handouts and transparencies for Days 4 and 5.

Afternoon: Continue above work at CA offices.

Monday, Jan. 7 REMEDIATION WORKSHOP, Day 1, at George Hotel

8:30 - 10:30 a.m. Begin REMEDIATION WORKSHOP with Registration, Opening Remarks, and Pre-Workshop Needs Assessment

11 - 1:00 Overview and Basic Concepts

2 - 4:00 Systems Approach to Instructional Design
Basic Principles of Instructional Design

Tuesday, Jan. 8 Workshop, Day 2

8:45 - 10:30 a.m. Learner Analysis

11 - 1:00 Goal Analysis, Domains of Learning

2 - 4:00 Subordinate Skills Analysis: Hierarchical and
Procedural Tasks

Wednesday, Jan. 9 Workshop, Day 3

- 8:45 - 10:30 a.m. Subordinate Skills Analysis: Cluster and
Concept Analysis
11 - 1:00 Teaching a Concept Lesson
2 - 4:00 Practice in conducting instructional analysis

Thursday, Jan. 10 Workshop, Day 4

- 8:45 - 10:30 a.m. Critique and review participants'
instructional analyses
11 - 1:00 Writing Performance Objectives
2 - 4:00 Practice in writing performance objectives
matched with instructional analyses

Friday, Jan. 11 Workshop, Day 5

- 8:45 - 10:30 a.m. Continue practice writing performance
objectives
11 - 1:00 Criterion Measures
2 - 3:00 Practice in writing criterion test items
matched with performance objectives
[3 - 4:00 Participants attend NCC staff meeting at George Hotel.]

Saturday, Jan. 12 <non-working day>

Rest and touring (Mlilwane and Pigg's Peak)

Sunday, Jan. 13

Morning: Work at George Hotel; prepare lecture notes for Day 6

Afternoon: Work with Passigna at CA offices planning Days 6-9,
organizing handouts, and preparing new handouts and
transparencies for Day 6

Monday, Jan. 14 Workshop, Day 6

- 8:45 - 10:30 a.m. Participants continue writing criterion test
items, then critique and review them
11 - 1:00 Instructional Methods
Matching Methods with Types of Learning
2 - 4:00 Correctives--Diagnostic-Prescriptive Approaches (ALP)
Programmed Learning Modules (ALP)

Tuesday, Jan. 15 Workshop, Day 7

- 8:45 - 10:30 a.m. Formats for Remediation (ALP)
Review features of Programmed Learning
modules
11 - 1:00 Special Correctives for English
Demonstrate Programmed Teaching (PT)
2 - 4:00 How to...and Practice in Designing PT

Wednesday, Jan. 16 Workshop, Day 8

8:45 - 10:30 a.m. Participants complete designing prototype
PT materials
11 - 1:00 Formative Evaluation Procedures
Planning and Conducting Evaluation Tryouts
2 - 4:00 Practice in planning and conducting evaluation
tryouts; analyze data and prepare reports
Summary; Evaluation of Workshop by participants

Thursday, Jan. 17

Morning: Travel to Mbabane with Passigna for debriefing with
EPMT Chief of Party.

Afternoon: Sort out workshop materials at CA project offices;
prepare all workshop equipment and materials
for next repetition.

Friday, Jan. 18

Morning: Drive to Mbabane for debriefing at USAID.

Afternoon: Return to Manzini, debrief and wrap up logistical
details with Passigna at CA offices.

Saturday, Jan. 19 TRAVEL DAY

3:25 p.m. Leave Manzini
5:55 p.m. Leave Johannesburg for Zurich

Sunday, Jan. 20 TRAVEL DAY

5:30 a.m. Arrive Zurich
11:20 a.m. Leave Zurich
8:19 p.m. Arrive Nashville
9:04 p.m. Leave Nashville
11:12 p.m. Ar. Indianapolis Int'l Airport, limo to Bloomington

Monday, Jan. 21

1:00 a.m. Arrive at home in Bloomington

REMEDICATION WORKSHOP
7-17 JANUARY 1991

GENERAL OBJECTIVE:

To enable workshop participants to design appropriate remediation materials for use in primary schools in Swaziland following a systems approach.

SPECIFIC OBJECTIVES:

To enable the workshop participants to do the following in small groups and individually:

- o Specify performance objectives for a given lesson or unit in a textbook used in Swazi primary schools, preferably in Grade 1 English and Maths.
- o Use hierarchical analysis to derive the learning tasks and subtasks from an instructional goal.
- o Identify examples of the different domains/types of learning according to Gagne and Briggs.
- o Identify the type of learning involved in a given lesson or instructional goal from the Swazi curriculum.
- o Select appropriate instructional strategies for given instructional goals/objectives.
- o Use the programmed teaching approach to tutor a small group of "learners" (members of his/her group).
- o Use programmed learning modules for group tutoring in a teacher-independent mode.
- o Write a sample remediation lesson using the programmed teaching format.
- o Critique workshop products (e.g., statement of objectives, analyses, sample remediation lessons) using criteria consistent with systematic instructional design principles and procedures.

REMEDIATION WORKSHOP
7-17 January 1991
Manzini, Swaziland

Coordinators:

Dr. Michael Molenda, Indiana University, USA
Dr. Aida Pasiona, EPMT Project

DAILY SCHEDULE

Monday, Jan. 7...Day One

8:30 - 8:45 Registration

8:45 - 9:00 Welcome and Opening Remarks
 Mr. M. B. Mabuza
 Director, National Curriculum Centre

9:00 - 10:30 WORKSHOP SESSION

 Pre-workshop needs assessment

 Overview of workshop: topics and objectives

10:30 - 11:00 T E A B R E A K

11:00 - 1:00 WORKSHOP SESSION

 Some basic concepts

 Role of remediation in continuous assessment

 Issues in the management of remediation (and
 enrichment)

1:00 - 2:00 L U N C H B R E A K

2:00 - 4:00 WORKSHOP SESSION

 Systems approach to instructional design:
 A model

 Basic principles of instructional design

Tuesday, Jan. 8...Day Two

8:45 - 10:30 WORKSHOP SESSION

Goal analysis

Domains of learning (Gagne & Briggs)

10:30 - 11:00 T E A B R E A K

11:00 - 1:00 WORKSHOP SESSION

Learner analysis

Diagnosing learning difficulties,
esp. in English and Maths

1:00 - 2:00 L U N C H B R E A K

2:00 - 4:00 WORKSHOP SESSION

Instructional analysis

Hierarchical analysis

Procedural analysis

Wednesday, Jan. 9...Day Three

8:45 - 10:30 WORKSHOP SESSION

Instructional analysis

Cluster analysis

Concept analysis

Teaching a concept lesson

10:30 - 11:00 T E A B R E A K

11:00 - 1:00 WORKSHOP SESSION

Conducting subordinate skills analysis

1:00 - 2:00 L U N C H B R E A K

2:00 - 4:00 WORKSHOP SESSION

Practice applying instructional analysis

Thursday, Jan. 10...Day Four

- 8:45 - 10:30 WORKSHOP SESSION
- Performance objectives
- Specifying POs using the ABCD format
- 10:30 - 11:00 T E A B R E A K
- 11:00 - 1:00 WORKSHOP SESSION
- Practice in specifying objectives
using the ABCD format
- 1:00 - 2:00 L U N C H B R E A K
- 2:00 - 4:00 WORKSHOP SESSION
- Practice in writing and critiquing
performance objectives
- Developing objectives-based
(criterion-referenced) measures

Friday, Jan. 11...Day Five

- 8:45 - 10:30 WORKSHOP SESSION
- Selecting instructional strategies
- 10:30 - 11:00 T E A B R E A K
- 11:00 - 1:00 WORKSHOP SESSION
- Matching methods with objectives
- 1:00 - 2:00 L U N C H B R E A K
- 2:00 - 4:00 WORKSHOP SESSION
- Exemplars of efficient, effective instruction
- Practice in selecting appropriate strategies
and developing materials

Monday, Jan. 14...Day Six

8:45 - 10:30 WORKSHOP SESSION
Selecting remediation strategies

10:30 - 11:00 T E A B R E A K

11:00 - 1:00 WORKSHOP SESSION
Developing remediation for different purposes
Generic remediation strategies
Remediation strategies for English
Remediation strategies for Maths

1:00 - 2:00 L U N C H B R E A K

2:00 - 4:00 WORKSHOP SESSIONS
Design of remedial materials: tutoring

Tuesday, Jan. 15...Day Seven

8:45 - 10:30 WORKSHOP SESSION
Design and use of remedial materials: games

10:30 - 11:00 T E A B R E A K

11:00 - 1:00 WORKSHOP SESSION
Design and use of remedial materials: games

1:00 - 2:00 L U N C H B R E A K

2:00 - 4:00 WORKSHOP SESSIONS
Exemplars of appropriate remedial materials
Criteria for critiquing, editing, revising remedial materials

Wednesday, Jan. 16...Day Eight

8:45 - 10:30 WORKSHOP SESSIONS

Practice in designing remedial materials:

Concept learning

10:30 - 11:00 T E A B R E A K

11:00 - 1:00 WORKSHOP SESSION

Practice in designing remedial materials:

Skills training

1:00 - 2:00 L U N C H B R E A K

2:00 - 4:00 WORKSHOP SESSION

Management of remediation/enrichment
in the classroom

Thursday, Jan. 17...Day Nine

8:45 - 10:30 WORKSHOP SESSION

Conducting formative evaluation

Basic concepts

Procedures

10:30 - 11:00 T E A B R E A K

11:00 - 1:00 WORKSHOP SESSION

Conducting formative evaluation

Diagnosing revisions based on
evaluation data

1:00 - 2:00 L U N C H B R E A K

2:00 - 4:00 WORKSHOP SESSION

Summary: What have we learned?

Questions & answers

Post-workshop evaluation

Section 3

Recommendations

The successful implementation of the project and its future institutionalisation depends on the provision of sufficient and competent Swazi staff.

By the end of the reporting period none of the operational components of the project had been provided with the necessary staff. Individual counterparts to technical advisors had been designated but these were only available for consultation as they all had other full-time operational duties.

The effect of the lack of operational staff has been that some training has taken place but we cannot be sure that the persons who have received training will eventually work on the project.

Some operational development has taken place in Management Training and in compiling data for the Management Information Systems but operational development in continuous assessment in particular is virtually at a standstill.

In Guidance and Counselling, the scope of the development required is only just beginning to be realised and cannot be achieved without new staff being appointed to ETGPS.

The major recommendation is that the Ministry of Education be encouraged to fill vacant posts and pursue the creation of new posts with greater conviction.

The posts which need to be filled or created are as follows:

Research and Planning Unit	-	2 vacant posts
INSET	-	2 vacant posts
NCC	-	7 new posts
ETGPS	-	3 new posts

A related recommendation is that the specific targets laid down for year 1 of the project be re-examined in view of the delays caused by lack of Swazi staff.

Further recommendations are:

1. That consideration be given to providing a long term technical advisor for guidance and counselling and that a training technical advisor be appointed to work with INSET on all aspects of training related to the project.

2. That a secretary be provided from project funds to work on the continuous assessment and management training components which besides lacking professional staff, have no support staff which results in the technical advisors spending considerable time in word processing and photocopying .

3. That the Ministry of Education makes an urgent decision about where the three new TIDCs are to be located and the order of priority for building them.

Section 4
Budget

<u>Category</u>	<u>Contract</u> <u>Budget</u>	<u>Expenditures</u> <u>to 1/31/91</u>
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Long Term

Salaries and Wages	\$838,481	\$115,714.69
Fringe Benefits	245,391	\$ 36,180.70
Overhead	191,334	\$ 30,331.90
N.M.S.U. Sub (Bergsma)	183,663	\$ 15,302.18
Travel	225,750	\$ 59,569.89
Allowances	47,600	\$ 48,796.43
Other Direct Costs	87,495	\$ 16,963.73
Matl, Supl, & Equip.	106,505	\$ 58,986.02
G & A	227,146	\$ 39,977.71

TOTAL	2,153,365	421,823.25
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Short Term

Consultants	65,525	\$ 14,965.00
N.M.S.A. Sub (Chu)	78,257	\$ 0.00
U.Mass Sub	223,072	\$ 0.00
Consultant Travel	134,524	\$ 12,340.32
G & A	58,672	\$ 2,853.41

TOTAL	555,050	30,158.73
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Total Technical Ass.	2708,415	451,981.98
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TRAINING

Long Term

In-Country Training	720,000	\$ 7,535.68
G & A	85,104	\$ 787.47
Masters Degree	279,288	\$ 0.00
G & A	33,011	\$ 0.00

TOTAL	1,117.403	8,323.15
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SHORT TERM

NWRE Sub	94,980	\$ 0.00
G & A	11,227	\$ 0.00
TOTAL	<u>106,207</u>	<u>0.00</u>
TOTAL TRAINING	<u>1,223,610</u>	<u>8,323.15</u>
Grand Total	<u>3,932,025</u>	<u>460,305.13</u>