

**SWAZILAND EDUCATIONAL POLICY,  
MANAGEMENT AND TECHNOLOGY  
PROJECT  
FINAL EVALUATION**

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## Acronyms and Abbreviations

CA	Continuous Assessment
CAII	Creative Associates International, Inc.
CG	Career Guidance
COP	Chief of Party
CSO	Central Statistics Office
DIES	District In-Service Educators
EOPS	End of Project Status indicators
EPMT	Educational, Policy, Management and Technology Project
ETGPS	Educational Testing, Guidance and Psychological Services unit
ETSC	Education and Training Sector Committee
GOS	Government of Swaziland
HTMT	Head Teacher Management Training
IIR	Institute for International Research
INSET	In-Service Education Training unit
LITS	Local In-Service Teachers
MIS	Management Information Systems
MOE	Ministry of Education
NCC	National Curriculum Center
NERCOM	National Education Review Commission
OD	Organizational Development
ODA	Overseas Development Administration
PCV	Peace Corps Volunteer
POMI	Personnel Management, Organizational Development, Money Management and Instructional Leadership
PP	Project Paper
PS	Principal Secretary
QWG	Quality Working Group
REO	Regional Education Office
RPU	Research and Planning Unit
RTI	Research Triangle Institute
RTT	Regional Training Team
SCOT	Swaziland College of Technology
SNAT	Swaziland National Association of Teachers
TA	Technical Advisor
TIDC	Teacher Innovation and Distribution Center
TL	Teacher Leader
TOT	Training of Trainers
TSC	Teachers Service Commission
TTC	Teacher Training College
UNICEF	United Nations Children's Education Fund
UNISWA	University of Swaziland
USAID	United States Agency for International Development

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## Executive Summary

### Introduction

The goal of the Educational Policy, Management and Technology Project (EPMT) is to establish an efficient and high quality human resource base for sustained development and economic growth in Swaziland. The project purpose is to improve both the quality and the efficiency of basic education. It is designed to achieve this purpose by providing support in five areas:

1. Continuous Assessment (CA) -- To introduce a comprehensive system of mastery learning, testing and remediation into all primary schools;
2. Head Teacher Management Training (HTMT) -- To provide specialized training for all school heads to equip them better to manage their schools and improve the quality of education therein;
3. Management Information Systems (MIS) -- To give decision-makers accurate, useful information about the education system on which they can base effective policies and plans;
4. Organizational Development (OD) -- To carry out research and strengthen the operation of the Ministry of Education (MOE); and
5. Career Guidance -- To help students make more realistic decisions about their futures.

As the mid-term evaluation of this project pointed out, "By any standards, this is an enormously ambitious project, attempting to bring about change at every level of Swazi education, from the way teachers teach to the way principals administer to the way policy is formed to the way students find jobs." The project ran from 1990 to 1996 at a cost of about \$11 million in U.S. and Swazi support.

Building on two previous USAID-funded education projects -- one in curriculum design, the other in teacher training -- EPMT represents the last bilateral American assistance in education to Swaziland for some time to come, the result of USAID's move to a regional office in Botswana and its de-emphasis of educational support in Southern Africa. In many ways, EPMT is an appropriate capstone to more than 20 years of USAID support to education in Swaziland.

## Findings

The EPMT project has produced a long list of impressive project outputs or educational inputs. Two key areas of activity were training and the production of educational materials:

### Training

- 6 individuals, 2 from INSET, 2 from the CA unit, and 2 from ETGPS have received Masters degrees from U.S. universities.
- 7 individuals, 2 from INSET, 3 from the CA unit, and 1 each from ETGPS and MIS have gone to the U.S. on internships or study tours.
- More than 4,500 school personnel, including all teachers grades 1-4 and all primary and secondary school head teachers, have received almost 46,000 days of training, including 25,847 days of training in CA, 18,375 days of training in HTMT and 1,692 days of training in guidance.
- 121 trainers have been trained through TOTs and are presently being used to conduct in-service teacher training in CA, HTMT and guidance.

### Materials Production

- The CA unit has produced 144 separate publications including pilot tests and tests for all three terms along with teacher instructions, item specifications and objectives for Math and English, grades 1-4; pilot tests, item specifications and objectives for Math and English, grade 5; math and English posters, grade 1; remediation and enrichment materials for Math and English, grade 1; an item bank for Math and English, grade 3.
- The HTMT component has published a four-volume set of training materials totaling more than 1,000 pages for the training of head teachers in Personnel Management, Organizational Management, Money Management and Budgeting and Instructional Leadership.
- The ETGPS unit of the MOE has produced 6 kinds of guidance materials (books, units and lessons) for use in the primary and secondary schools of Swaziland. In the primary schools, a career guidance unit has a permanent place in the grade 7 social studies text.

It would not be an exaggeration to say that EPMT has had a profound impact on Swazi education, especially in the primary schools where CA has begun a process that may change forever the way teachers evaluate children. At its most effective, CA can move the center of

gravity in a classroom from the teacher to the student, from teaching to learning. Ultimately, CA can change the culture of a school from one of testing, where children are primarily judged and ranked, to one of assessment, where children are given a chance to progress through a series of objectives to greater and greater mastery. EPMT has opened up the possibility for this transformation to take place in Swazi schools.

As to sustainability, the evaluation team found each of the project components to be viable with existing Swazi expertise and resources. While additional outside assistance would be useful, it is not necessary; it would be especially unfortunate to incur foreign debt at commercial rates to finance those basic educational activities such as CA that should be integrated into normal school operations and budgeted under recurrent expenditures. Moreover, the anticipated (and actual) grants in aid from UNICEF and ODA will serve as a bridge from USAID support to self-reliance.

The major weaknesses of EPMT, in the opinion of the evaluation team, stemmed more from the basic design of the project than from its implementation. In many of the project components there was a bias in favor of high-tech, top-down approaches to educational change:

- In CA, for the first three years prior to the mid-term evaluation, the emphasis was on test design by experts and "data capture" nation-wide to change teacher behavior via education managers in MOE, without ever conducting a needs assessment with the teachers themselves.
- The MIS component collected macro-level data but failed to manage information about its own project, such as test results following the implementation of CA. Ironically, a project dedicated to continuous assessment did not continuously assess its own performance.
- The OD component helped organize high-level conferences and blue-ribbon panels of experts but it failed to improve communication or foster cooperation and shared decision-making among working units of its own project, such as between INSET and the CA unit.

In fairness, it must be reemphasized that these "failures" were primarily the result of faulty design. There was no monitoring and evaluation function or TA build into the project. This must be considered a serious flaw in a project designed to change teacher behavior and student learning.

Finally, the absence of a pre-service teacher education emphasis in the project, when changing teaching methods is the essence of CA, is a glaring oversight with serious implications. First, the sustainability of CA is weakened when teacher-training institutions do not include CA in their syllabi or when their faculty are not well versed in its application. And second, the burden and cost to in-service training of teachers is greatly increased, as in-service is forced to play catch-up each year to educate new teachers as they enter the schools. This is not to imply that in-service

training is not vitally important to bring about classroom change but to suggest that it should not be burdened with the added responsibility of training all new teachers.

In spite of these original design flaws, however, EPMT overall has been a very successful project, in the opinion of the evaluation team. Each of the project's components has taken root and, with the continued support of MOE, will grow. In the end, this project will have made a profound difference in the quality of education in Swaziland.

## **Recommendations**

The following recommendation are designed to improve the sustainability and the quality of project components after the project has ended. They are listed by component but not in order of priority. Some of these recommendation are not new and for a variety of reasons have not been implemented yet. Thus it is assumed that most, if not all, of these recommendations cannot be implemented in the short- or even medium-term.

### **Continuous Assessment:**

- As the cost of printing is becoming prohibitively expensive, it is recommended that the CA unit take the following steps: (1) For grades 1 and 2, continue the present effort to put test items on durable posters wherever possible, using lamination or Tyver paper as warranted; (2) For grades 3-7, focus materials development efforts on item banks for grades 4-7. (3) Training should be organized for teachers on test construction using the item bank developed for grade 3 and item banks to be developed for grades 4-7 with the goal that in the not too distant future the great majority of tests will be constructed by individual teachers using the item banks and not by any central authority. This goal is in line with the movement towards decentralization and school-based management.
- As the most efficient way to introduce CA to teachers is through pre-service education, (although the in-servicing of teachers concerning CA will also be necessary for the foreseeable future), it is recommended that the MOE, in particular the Chief Inspector for Primary Education and the Chief Inspector of Curriculum Development and Teacher Education, convene the appropriate parties within the TTCs and the CA unit with the objective of immediately revising the curriculum of the TTCs to incorporate CA. The goal will include the changing of the syllabus of the TTCs so the teaching of CA is officially acknowledged and therefore must be taught to all pre-service teachers in Swaziland.
- As the division between those who produce materials and those who teach the use of these materials in in-service training is an unnatural, and even dysfunctional, division, it is recommended that, to the greatest extent possible, the functions of

INSET, the CA unit and NCC, be merged following the general principle that those who produce the materials should be the ones who do in-service training. While the O.D.A./MOE plan for the future is to de-centralize in-service training to the REOs with the idea that the production of materials and in-service training would both occur in the TIDCs, there is a danger that the CA unit and NCC would be left in isolation in Manzini. The Chief Inspector for Curriculum Development and Teacher Education and the new director of NCC should monitor the regionalization process to prevent further division between the functions of developing materials and the in-service training of teachers to use these materials.

- Although the EPMT project originally intended to collect data on the effectiveness of the CA program on learning outcomes in the primary school classrooms of Swaziland, resources were re-allocated toward the direct training of teachers and thus efforts to collect such data have been sporadic over the life of the project. If CA is to be sustained in the future, it is recommended that the CA unit develop a functioning evaluation and monitoring division within the NCC. One task of this evaluation division would be to practice the principles of continuous assessment on the CA program itself -- that is to evaluate the effectiveness of the implementation of CA with the aim of maximizing its impact on Swazi education.

#### Head Teacher Management Training:

- INSET should add a section on Back-to-Work Plans to each of the HTMT modules. At the end of each training course, participants should design a Back-to-Work Plan. An exercise in writing clear, measurable performance objectives should be part of the planning exercise. Such a plan would serve as a guide to each trainee for applying good management practices back at work. The performance objectives in the plan would serve as standards for the trainee to measure performance and progress against. The plans could serve as the basis for follow-up work with Head Teachers by INSET trainers. Researchers could also use the plans as part of school management studies, collecting the objectives Head Teachers had set for themselves, measuring the success of teachers in achieving their own objectives (client-centered evaluation), and assessing more general management needs in the schools by identifying objectives not listed by teachers or not achieved when listed.
- INSET should initiate a research program, in collaboration with UNISWA and perhaps a management training organization, to monitor the changes in school management over time. A specific focus on the relationship between training inputs and behavioral outputs should be part of this research agenda. (Using Back-to-Work Plans as a nexus between training and practice is one way to do this; using pre-tests and post-tests is another.)

- INSET, when planning management monitoring and research activities, should involve all tertiary education institutions, including the TTCs, drawing in both the faculty and students as active participants.
- INSET should also work closely with NCC staff and the CA Unit when monitoring and evaluating the Instructional Leadership Module of HTMT. Personnel from all of these functions should participate in any research dealing with instructional issues.
- An innovative and effective way to conduct research in schools is to use teachers as researchers or as partners in research with outside researchers. With instructional matters, the teacher is the basic source of information, i.e., the teacher's behavior is the subject under study. The advantage of having teachers study their own behavior as researchers is that they are laying the groundwork for changing their behavior as teachers. Behavioral change often begins with the same observed data that researchers use. An outside consultant could be brought in to help develop the "teacher-as-researcher" idea.
- INSET should redesign the POMI final exams to make them more reflective of the management skills taught in HTMT. The exams should also include higher order questions (asking for application, analysis, synthesis and judgment) and use a greater variety of question formats beyond the multiple-choice questions now being used. The number of exams needed to be read is not so great that short essay questions and even longer analyses of, say, case studies could not be included. To examine skills development, some form of observation beyond paper and pencil tests would have to be included; here the Back-to-Work Plan is especially useful. Indeed, the written exams for POMI could be eliminated entirely if Back-to-Work Plans were followed-up at the school level.
- INSET should initiate a dialog with UNISWA, the TTCs and appropriate MOE departments concerning the ultimate disposition of HTMT and Head Teacher certification, with the aim of institutionalizing and regularizing the training and certification process.

Management of Information Systems and Organizational Development:

- The GOS should regularize the MIS position in MOE.
- To encourage the development of a data-oriented culture in MOE, MIS and OD should reach out to the rest of the Ministry, perhaps in the form of half-day workshops run either by themselves or others they have brought in.

- MIS should increase its contacts with the REOs and the schools to plan teaching- and learning-oriented data collections, with the aim of helping MIS focus more attention on micro-level data and to draw regional officers and teachers into the process of information retrieval and analysis. This process would make it possible for MIS to support the monitoring and evaluation functions of MOE by serving as a repository of classroom information. It would also serve the purpose of moving the center of gravity of MIS slightly away from the capital.
- MIS should join forces with UNISWA and other educational institutions to plan a research agenda for MOE to produce specialized and focused information.

#### Career Guidance:

- As not all grade 7 teachers have received training in the use of the new grade 7 social studies text, it is recommended that the ETGPS work with INSET to specifically invite all grade 7 teachers who have not received the training to "open days" set aside for such training.
- As secondary guidance teachers need good career guidance materials as much as primary teachers, it is recommended that the MOE budget money for the periodic printing of career guidance materials for secondary students as recommended by the ETGPS.
- As a unit on career guidance is more effective than the "infusion" of career guidance concepts into texts, it is recommended that career guidance units be incorporated into the grades 4-6 social studies texts as they are revised. Guidance activities developed for social studies teachers handbooks grades 4-6 could provide the basis for the textbook revisions.

#### Lessons Learned

- If a project is attempting to change behavior that is deeply-ingrained, or trying to change the "culture" of an organization, then a long-term project is needed --at least six years. Because the EPMT project was designed as a long-term project, originally for five years and subsequently extended to six, it was able to bring about sustainable change. If the EPMT project had been any shorter, lasting change would have been impossible.
- Flexibility, both on the part of USAID and the contractor (in this case IIR), is necessary to allow projects to grow "organically". It is rare that project designers can anticipate and predict how projects will evolve. It is therefore necessary for

both USAID and contractors to allow for changes and shifts of emphasis within a project in order to adapt to the changing realities that impact on the original project design. The success of the EPMT project is a result of such flexibility and willingness to diverge from the initial project design.

- "Front-loading" a long-term project, that is concentrating technical assistance in the first half of a project, works best when the original TAs are available for short-term consultancies during the latter half of the project. The EPMT project benefitted from the fact that several key people were available to the project over a period of several years. The original TAs, as well as two Peace Corps volunteers, were involved with the project after their original terms of service were complete.
- Education projects such as EPMT that attempt basic, system-wide change should include a monitoring and evaluation function to conduct formative evaluation throughout the life of the project. Ideally, a full-time position for a TA in monitoring and evaluation would be incorporated in the project design. At the very least, the MIS function in such projects should place a high priority on managing information on the project itself and should encourage an upward flow of information as well as downward.
- Education projects attempting to change teacher behavior, especially fundamental behavior as required with CA, should make preservice teacher education an integral part of the project. It is perhaps the most direct way to institutionalize the change and it solves the problem of in-service training attempting to educate a constant annual influx of new teachers.
- Top-down approaches can lead to the use of inappropriate technology, as was the case with the Scantron "data capture scheme" in EPMT. When teachers are used as the primary data collectors, and they have not been included in the design of the scheme and do not know how the scheme will benefit them, they will tend to be reluctant collectors, especially when the process is time-consuming.
- Top-down attempts at behavioral change at the school level are inefficient and often alienating of teachers, the very people who should be most involved.

## Section 1 -- Background

This report represents the findings of the final evaluation of the Swaziland Educational Policy, Management and Technology Project (645-0230), jointly funded by the United State Agency for International Development (USAID) and the Government of Swaziland (GOS). Begun in 1990, the Project was originally scheduled to run for five years and to be completed on August 15, 1995. However, in 1992 the Project Paper was amended to extend the project by one year to August 15, 1996 and to revise the End of Project Status Indicators (EOPS).

Following the mid-term evaluation of 1993, the Project Paper was amended once again to revise the EOPS and to increase the funding for the Project. The total cost of the EPMT Project is now approximately \$11,001,240, with USAID contributing \$7,102,000, GOS \$3,699,240 and U. S. Peace Corps \$200,000. As of May 1996, the GOS had already exceeded its agreed-to contribution by \$19,248.

The prime contractor for the Project is the Institute for International Research of Rosslyn, VA, with sub-contracts going to the University of Massachusetts, Amherst, New Mexico State University and the Mitchell Group to provide training and consulting services in Swaziland and in the U. S.

### The Educational Setting

Since independence in 1968, the Swazi education system has expanded dramatically. The number of primary schools has grown from 358 to 526, with the number of students increasing from 62,108 to about 190,000. At the secondary level, the enrollments have expanded even faster, from about 6,000 to almost 50,000. Today, the gross enrollment ratio is 100 percent at the primary level, about 50 percent at the secondary. These figures compare favorably with middle-income countries around the world, and they exceed the figures for almost all other countries on the African continent. Access to education in Swaziland is excellent and constantly improving.

Equity within the system is also good. The number of girls at all levels is either equal to or greater than the number of boys, and rural children have the same access to schools as urban children. In fact 83 percent of the schools are in rural areas, where only 75 percent of the population live, leading to a lower student-teacher ratio in the rural areas than in cities. Overall, the ratio of primary students to teachers is about 33 today, compared to 45 at the time of independence. According to the 1986 census, 64 percent of the adult population is literate, a figure that will almost certainly go up given the expansion of education over the past 25 years. All in all, Swaziland's investments in education have laid the foundation for a strong human resource base nationwide.

At the same time, however, the internal efficiency of the Education system leaves much to be desired. Dropout and repetition rates remain high, with less than 70 percent of children completing the seven-year primary cycle, i.e., almost 34 percent drop out. It takes almost 12 years on average for a student to complete the 7 years of primary school and 6 years to complete the 3 years of secondary school. Each year 26 percent of all primary school students are required to repeat their grade.

Such inefficiencies are hard to sustain with a population growth rate of about 3 percent, which produces increasingly large intake classes each year at every level. Moreover, the education budget, which absorbs about 30 percent of government expenditures, is under severe constraints, precipitated by increasing GOS budget deficits over the past few years. In fact a freeze on the number of teaching posts is now in effect. Clearly, there is a need, for both educational and financial reasons, to reduce the dropout and repetition rates -- through improved instruction, school management and educational planning. It is precisely these objectives that the EPMT Project was designed to address.

### **Project Goals and Objectives**

The goal of EPMT is to help establish an efficient and high quality human resource base for sustained development and economic growth in Swaziland. The Project purpose is to improve both the quality and efficiency of basic education. Building on two previous AID-funded projects -- the Primary Curriculum Project, 1975-1984, conducted by Central Michigan University, and the Swaziland Teacher Training Project, 1984-1989, conducted by Ohio University -- EPMT has focused its efforts in five areas:

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

## **End of Project Status Indicators**

The EOPS for the project, keyed to the 5 major components of the project, are as follows:

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

## **Evaluation Strategy and Methodology**

This evaluation mission was conducted by Creative Associates International, Inc. of Washington, D. C., under contract with USAID. The mission team consisted of Dr. Leon E. Clark, professor of sociology and director, International Training and Education, American University, and Dr. Robert P. Pearson, former professor of education at Swarthmore and Lafayette Colleges. Both team members investigated all components of the Project, often jointly, but Dr. Pearson was primarily responsible for writing Section 2: Continuous Assessment and Section 5: Guidance and Counseling, while Dr. Clark, team leader, was responsible for the overall design of the study and for writing the other sections of the report.

According to the "Statement of Work" (Annex A), the main purpose of this final evaluation "will be to focus on the contribution made by the Educational Policy, Management and Technology Project to basic education reform in Swaziland." More specifically: "The evaluation team will review project activities and progress to determine the extent to which the Ministry of

Education has improved the quality and efficiency of basic education. To as great an extent possible, the evaluation will report, in quantifiable terms, on the end of project status (EOPS) INDICATORS." The team was also asked to "report on measures that need to be taken to strengthen basic education reform" and to "provide recommendations to the emerging education reform group (in effect a long-term strategy working group)."

The evaluation team spent 6 weeks in Swaziland, from June 2 to July 12, 1996. Prior to arrival, team members reviewed project documents and met with officials and consultants of IIR in Washington. The team leader also held additional meetings with IIR and met with USAID officials and a visiting group from the Swazi MOE, viz., the Principal Secretary, the Chief Inspector for Primary Education, and the EPMT Chief of Party.

During the first week in Swaziland, the team held extensive meetings with USAID and MOE officers and with EPMT Project staff. (See Annex B for a detailed "Daily Schedule" of activities for the six-week mission.) Also during this first week, a rough plan of future activities was sketched out and presented to the Principal Secretary of MOE, the Project COP and USAID. As part of this plan, two weeks were devoted to visiting primary school classrooms and REOs in all four regions of Swaziland. (See Annex C for "CA Classroom Observation Schedule for Visiting IIR Evaluators.")

The team completed its visit to one region, Lubombo, on June 9-11, but before it could visit the second region on its schedule, Hhohho, a nationwide teachers' strike began and lasted until the sixth week of the mission, making it impossible to visit schools in three of the four regions. While there is no substitute for actual classroom observation, the team was able to use the extra time to interview more individuals and more groups than otherwise would have been possible. (See Annex D for a list of "Key Persons Interviewed.")

The methodology used by the team consisted of structured, semi-structured and open-ended interviews; focus group discussions; direct observations; and analysis of case study material (Project documents), Project-produced classroom and teacher materials, GOS documents and reports, commissioned studies and general background material relevant to education in Swaziland. (See Annex E for "Interview Questionnaires.")

A first draft of this report was presented to USAID/Swaziland on July 8 and discussed with the USAID Acting Director, the USAID Project and General Development Officer and the EPMT Chief of Party. A more detailed meeting was held at USAID with the same group on July 9 to further discuss the report and make changes. The report was revised and five copies of the final draft were given to USAID on July 11. Copies were also given to MOE and the ODA team. Before leaving Swaziland on July 12, the evaluation team met with the Deputy Chief of Mission, U. S. Embassy, and the PS of MOE to discuss the major findings of the report.

## Structure of the Report

This report consists of an Executive Summary, five substantive Sections on the background and substance of the project evaluated, one Section on Lessons Learned, and a group of Annexes relevant to the project and the evaluation process.

The Executive Summary presents: (1) a distillation of the evaluation findings; (2) a list of Recommendations in support of sustainability; and (3) a list of Lessons Learned which may be of value in future projects.

Section 1: Background describes the history and purpose of the Project, briefly analyzes the educational setting of Swaziland, and explains the modus operandi of the evaluation team.

Sections 2-5 assess the five components of the EPMT Project. Each section is divided into four parts: Implementation -- a description of the basic elements of the component; Effectiveness -- an assessment of the contributions of the component and its performance vis-a-vis its EOPS; Sustainability -- an analysis of the forces working for and against sustainability; and Recommendations -- proposals for sustaining and further developing the component.

Section 6: Lessons Learned attempts to extract from the experiences of the EPMT Project a set of observations that may have relevance to similar projects.

## Section 2 -- Continuous Assessment

### Implementation

In 1985 a National Education Review Commission (NERCOM) in its report on the status of education in Swaziland concluded that the government's goal of maximizing school attendance had been achieved in quantitative terms, but there still existed a need to increase the quality of instruction. One area of concern was the efficiency of the system; sizeable numbers of students were repeating grades or dropping-out of school altogether.

In addressing this need for quality, the NERCOM report recommended that "remedial instruction, diagnostic testing and continuous assessment be introduced" as a means to promoting efficiency. Thus, in USAID's 1989 project paper which led to the creation of the EPMT project, continuous assessment was made "the centerpiece of the project's strategy."

Over the life of the project continuous assessment was to be implemented in two subjects, English and Math, in grades 1 to 7. These subjects were chosen "because employers have identified them as essential subjects to the labor market." If properly implemented, CA would enable teachers to identify students who were unable to accomplish stated learning objectives; they then could remediate these students in time for them to pass the end-of-term tests. Such timely remediation would significantly reduce drop-out and repetition rates thus making the system more efficient. In addition, enrichment activities for the more able students would reduce boredom and increase learning outcomes.

The original project design envisioned a five year project starting with the development and pilot-testing of assessment materials in 1990-91. Following this period of pilot-testing, CA would be introduced at the rate of two grades per year with the completion of grades 6 and 7 by 1995. Because of delays in project implementation, such as the non-assignment of counterpart staff, the Life of Project in 1992 was extended by one year to the summer of 1996.

As was eventually pointed out by the Mid-Term Evaluation, the original conception of the CA component of the project was too ambitious in scope and was far too dependent on sophisticated technology. Instead of seeing CA primarily as a means of changing teacher behavior in the classroom, a goal which from the start would have demanded a project emphasis on the training of teachers, an attempt was made to create a data collection system that would allow for the evaluation of the curriculum by means of a systematic analysis of test results. Through the automatic scoring of thousands of end-of-year tests by Scantron optical scoring machines, problem areas in the curriculum could theoretically be identified and appropriate measures taken, such as necessary revisions of the objectives, changes in the methods used to teach towards those objectives, or even the replacement of specific test items. In addition, unrealistic judgments were made as to what the classroom teachers actually needed to know, and some of the initial

workshops and materials produced on test construction and item specification were far too advanced, both in concept and in English usage, for the needs and education level of most Swazi primary school teachers.

As a result of this overly ambitious project design, and in particular because of the uproar caused by the attempted introduction of Scantron scoring machines as a means to grade tests in Swaziland, the essence of CA, which at the core has to do with how children are taught in the classroom, was in danger of being lost in confusion about peripheral issues, such as the nature of item specifications or state of the art data collection.

The Mid-Term evaluation, however, put the EPMT project on a new track and recommended that there be a radical re-allocation of resources from other parts of the project (such as OD and career guidance) to the CA component so that the necessary direct training of teachers could be accomplished. The technological, top-down emphasis on test production thus shifted to a bottom-up emphasis on the training of classroom teachers. Early attempts to make teachers sophisticated test designers gave way to more practical classroom skills. Training materials, such as the Continuous Assessment and Remediation Handbook, were revised, and Training of Trainers workshops were given to teach regional training teams how to use practical and participatory methods of training.

It was now recognized that all of Swaziland's primary school teachers would have to be trained directly by trainers versed both in CA theory and practice and in effective training methodologies. It was further decided, in accordance with a key Mid-Term Evaluation recommendation, that given the amount of training of teachers necessary that CA could only be introduced at a rate of one grade per year. From this point forward, the emphasis in the CA component of the project shifted from materials production to direct and intensive training of teachers in yearly and zonal follow-up trainings (although a sizeable amount of materials, including tests, item specifications, and remediation and enrichment materials, still had to be produced on a regular basis). In accordance with this new emphasis and increased work load, a full-time technical advisor for training was added to the EPMT staff to work with the CA unit. In addition the original TA, whose contract had expired during the summer of 1993, was invited to return six times over the last three years of the project to help train retired teachers and others in the development of remedial and enrichment materials.

The new focus of the CA component of the EPMT project was now on the practical application of continuous assessment in the classroom, specifically the training of teachers in three basic areas: testing; remediation and enrichment; and record keeping. The initial training for each new grade of teachers (sequentially grades 1,2,3 and 4 over the life of the project) was to be conducted in a five-day period in January of each year with the possibility of six half-day, follow-up sessions during the year offered in one of five zones in a particular region. In this way teachers could bring practical, classroom-derived questions about CA to experienced trainers on a regular basis throughout each year and in subsequent years.

The emphasis on direct training, combined with the large numbers of teachers that needed to be trained (over 3500 in grades 1-4), demanded the recruitment and training of Regional Training Teams (RTT's) well-versed in both CA theory and practice as well as participatory training methodology. Each regional team was comprised of a variety of trainers recruited from the NCC, INSET, the Inspectorate, Teacher Leaders, Subject Panel members, Pilot Teachers as well as UNISWA or TTC lecturers. Starting with an original TOT group of 50, over the life of the project 140 trainers have been given a minimum of five days of training. As of the present time, there are 60 trainers currently active on the Regional Training Teams.

The large amount of training needed to accomplish EPMT goals in both CA and the Head Teacher Management Training components necessitated a division of training labor between the body designated for in-service training (INSET) and the CA unit. As INSET was understaffed, and its director-to-be studying in the U.S., and as INSET was involved in the sizeable job of providing Head Teacher Management Training to 535 primary school head teachers and close to 200 secondary school head teachers, there was no alternative than to in effect create a second in-service training unit to carry on the enormous job of CA training. Thus, the CA unit, originally conceived of as primarily a materials production unit, had to recast itself as a training unit (which was quite appropriate as they had developed all the CA materials) and then recruit, train, and monitor the Regional Training Teams.

In addition, the CA unit was forced to take on the mission of promoting CA throughout the educational system, and as the importance of CA could not be reduced to a few sound bytes, its promotion involved training more than just classroom teachers. For CA to become institutionalized, it had to become a way of thinking for everyone in education, at all levels of the system. Thus, CA training programs were set up not only for classroom teachers but for head teachers, inspectors and subject matter panel members, and informational programs were necessary to inform parents, secondary school head teachers, the press, the Swaziland National Association of Teachers (SNAT) and others as to what CA was and why its implementation was an important improvement over traditional teaching/learning methods in Swaziland.

By the Spring of 1995 a CA planning retreat was organized to identify the steps necessary to assure a sustainable CA program after the completion of the project in July of 1996. While the CA program was on target according to the revised schedule of implementation set after the Mid-Term evaluation, CA would only be operational in grades 1-4 in English and Math, while the hope was that the momentum of the project would at the least carry the incorporation of CA into all primary school subjects grades 1-7, and eventually into the secondary schools. Three of the most important areas necessary to sustainability as outlined by the planning conference were: (1) the incorporation of CA training into pre-service teacher education programs, (2) the development of remediation and enrichment materials, and (3) the development of item banks for teacher use in test construction.

For reasons that are unclear, perhaps because project designers felt that work with the TTCs had already been accomplished through the Ohio project, involvement of the TTCs in the

teaching of CA to pre-service teachers had been left out of the EPMT project. In April, 1993 discussions were held on the need for CA training in pre-service education with TTC and UNISWA representatives. The need for TTC involvement with CA was again pointed out in Recommendation #10 of the Mid-Term Evaluation: "Additional efforts are needed to get appropriate continuous assessment procedures and techniques included in the pre-service courses offered by the education departments of the TTCs." Subsequently, in August of 1993, a workshop was held for TTC and UNISWA faculty on CA, but as of the March, 1995 CA planning retreat nothing had been done at the tertiary level to include CA officially in the teacher education curriculum.

As a result of the planning retreat, one last attempt was made in June of 1995 to get the TTCs more substantially involved in teaching the principles of CA to prospective teachers. A meeting was convened at the Mountain Inn with representatives of various tertiary institutions, the MOE, the CA unit and EPMT staff. After a presentation on CA by the CA unit and a general discussion, it was decided that, in general, CA should be included in the pre-service curriculum, but that further discussions would be necessary to decide exactly how. It was left to the CA unit to arrange meetings with each of the tertiary institutions to develop specific plans for changing the syllabus governing the content of pre-service teacher education, a process upon which all TTCs would have to agree before submitting the changes to UNISWA for approval. As of this writing, these follow-up meetings have not been scheduled, and CA is taught at the TTCs only on a minimal and ad hoc basis.

As recognized at the March, 1995 planning retreat, for CA to work in the classroom teachers must be able to not only assess pupil progress but be able to remediate those who are not able to accomplish the objectives. And while the slower students are being remediated, something has to be done with the students who have attained the objectives -- hence the need for enrichment materials. While work had been done on remediation and enrichment materials in 1993 and 1994, in 1995 production of materials began in earnest when the original TA to the CA unit and a colleague were brought in to work with a group of retired teachers to produce remediation and enrichment materials (grades 1 and 2) for publication.

The third key area necessary for the sustainability of CA as identified by the March, 1995 retreat was the need for the creation of item banks for each grade for teacher use in test preparation. The cost of preparing tests once CA was adopted in all grades and subjects would become prohibitively expensive. For this reason, the day had to be envisioned when teachers would have to prepare the majority of tests themselves, and in order to do so they would need item banks to draw on. Accordingly, a third TA was hired in November of 1995 and March of 1996 to train a group of third grade teachers to write items. As of this writing, approximately 300 satisfactory items for grade three English and Math have been produced for publication, and the CA unit has been trained to continue with the development of items for the other grades.

## Effectiveness

There are three revised EOPS for Continuous Assessment. They will be discussed in sequence.

1. The number of students graduating on time from Grade 3 increased from the 1989 figure of 462 per 1,000 Grade 1 student entrants.

The latest figures for 1995 indicate the number of students graduating on time from Grade 3 to be 496/1000, an increase over the 1994 rate of 471/1000. This indicates a slow, but steady improvement over the 1989 rate of 462/1000. The degree to which this improvement is due to CA is unknown, as there are many variables which affect student learning.

There are other data which show that the education system as a whole is becoming more efficient. In 1989 the efficiency ratio of primary school students graduating on time was 1.82 or 165/1000. In 1994 the efficiency ratio was 1.63 (189/1000), and in 1995 the efficiency ratio was 1.60 (196/1000). In addition, repetition rates for grade 1 children in 1994 dropped from 19.7% to 17%, and from 1994 to 1995 the drop-out rate decreased in grade 1 from 6.2% to 2.8% and in grade 2 from 4.5% to 1%. While these figures cannot be attributed solely to the EPMT project, it is reasonable to assume that the massive amount of training of teachers and head teachers in the project (almost 26,000 teacher days of training in CA for teachers grades 1-4, and over 18,000 training days in HTMT for head teachers) has had some effect on the efficiency of the Swazi educational system (see # 3 below).

There is also some evidence that increased learning in the classroom is taking place as a result of CA. A July, 1996 TA report entitled "Technical Assessment of Classroom Impact of the Continuous Assessment Program" analyzes test data collected sometimes systematically and sometimes sporadically over the last three years of the project. While baseline data collected prior to the introduction of CA in grades 1-4 is quite adequate, end-of-year CA-based examinations were collected in a less systematic way. As a result, the size of the data sets varies considerably for the exams collected, ranging from 2,410 grade 1 math tests collected in 1992 to only 97 grade 1 math tests collected in 1995.

After considerable massaging of the data, the TA was able to come to some tentative conclusions about learning increases after the introduction of CA in grades 1 and 2 (see Annex G). In grade 1 Math, the median score rises from 34 to 37 from 1992 to 1994 with the number of students achieving mastery (80%) rising from 36% in 1992 to 40% in 1993 to 51% in 1994 (Figure 1). In grade 1 English mean scores rise from 19 in 1992 to 24 in 1994 while the proportion of cases in the two highest score categories increases from 12% in 1992 to 29% in 1993 to 34% in 1994 (Figure 2). Results from grade 2 Math (Figure 5) and English (Figure 6) show similar increases in mean scores and in proportions of student scores at the high end of the score distribution. While not absolutely conclusive, these findings suggest that the introduction

of CA into the grades 1 and 2 classrooms of Swaziland has made a difference in learning outcomes of students.

2. All Grade 1-4 teachers are applying Continuous Assessment (CA) to teaching Math and English and have the skills and understanding to apply CA to other subjects.

As of the End of Project all 3530 teachers grades 1-4 (including 1105 grade 1 teachers, 875 grade 2 teachers, 850 grade 3 teachers and 700 grade 4 teachers) have received at least five full days of training in the implementation of CA in the classroom, and the vast majority of them have attended half-day "zonal" follow-up trainings offered near their schools six times a year. It thus can be said with assurance that all grade 1-4 teachers have received enough training to adequately apply CA methods to Math and English as presently required and to apply these methods to other subjects as well. The evidence that teachers are in fact doing so is spotty.

The most comprehensive survey of the use of CA in Swazi primary schools was a study conducted in 1995 by six researchers from the CA unit, the National Curriculum Center (NCC) and the In-Service Education and Training Unit (INSET) funded by UNICEF. The researchers visited sixty schools (12%) and observed 180 teachers. Their results indicate that more than half the teachers observed taught toward clearly-defined objectives. Only about 25%, however, were using item specifications to construct their own tests, and in general teachers were assessing their students less frequently than required by the principles of CA. Teachers also were conducting remediation and enrichment activities less frequently than prescribed by a CA approach. This evaluation confirmed the CA unit's feeling that teachers needed more help with test construction and remediation which led to the production of Remediation and Enrichment Handbooks and the development of the first item bank in 1996.

Anecdotal evidence also suggests that CA is being used in Math and English grades 1-4 throughout Swaziland, and, in some cases, in other subjects as well. In preparation for developing the item bank, a TA to the EPMT project visited two schools in each of the four regions and interviewed a total of 13 teachers. All were attempting to use CA in their classes with varied degrees of success. Those with large classes had the most trouble, primarily in the areas of conducting enough diagnostic testing, doing adequate remediation with slow learners, and keeping records clear and up-to-date. The teachers confirmed the sense of the CA unit that they needed remediation materials and item banks to help them with the implementation of the CA program.

Although the evaluators writing this report were prevented by the current teacher's strike from visiting three of the four regions, they were able to visit three primary schools in the Lubombo Region during their second week in Swaziland. The first school visit was arranged, but the second two schools were visited unannounced. In all three schools the evaluators found CA being used in English and Math classes, and in two cases found teachers who had expanded the use of CA to all their subjects. While the teachers voiced the same kinds of problems with CA mentioned by others (too large classes, class management problems associated with remediation

activities, unaccustomed record keeping, and difficulties finishing the syllabus because of time spent on remediation) it was clear the teachers were using CA, even though it meant more work for them. Indeed, it seemed as though their use of CA brought home to them the fact that their classes were indeed too large. It was as if prior to CA they saw their class as one big, amorphous mass unrelated to actual numbers of children. The use of CA, however, forced them to see each child as an individual with his own, unique way of learning. The experience of seeing the mass break down into individuals made the teachers realize, some perhaps for the first time, how large their classes actually were!

The teachers interviewed indicated a real understanding of CA as evidenced by the following quotes: "Under the old system we didn't know the specific problems of each student and who to remediate," Head Teacher, teaching 4th grade at Lonhlupheko primary; "I would like to stay with my class all the way to grade 7. I don't know whether other teachers will know my children or care about them the way I do," 1st grade teacher, Lonhlupheko primary; "CA has helped me know where to start, helps me see my aim. In the past my teaching was not so clear," 3rd grade teacher, Tshaneni primary; "With CA I can now see what the weaknesses are in each child. Before I never gave end of unit tests," 2nd grade teacher, Tshaneni primary.

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

There is absolutely no question that there is "a sufficient core of personnel. . .who are familiar with and committed to CA to expand CA methods to other subjects. . .after the TA ends." Over 4400 separate individuals have been trained in CA, the vast majority having had a minimum of five days of training each, by a cadre of well-trained trainers from the CA unit or one of its Regional Teams (RTTs). The following is a list of categories of people trained followed by the amount of training stated in training days:

3,530	Teachers, grades 1-4	20,477	training days
135	Teachers, grades 5-6	975	training days
535	Head Teachers	2,525	training days
20	Inspectors	140	training days
50	Subject Matter Panels	200	training days
10	CA team	220	training days
140	Regional Training Teams	1,310	training days
4,420	separate individuals	25,847	total training days

There is no doubt that the critical mass of people necessary to carry on the implementation of CA at least to grade 7 in all subjects has been adequately trained to do so. The CA unit and the Regional Training Teams are well prepared to carry on the training of grade 5-7 teachers in the next three years as scheduled. In addition, key administrators, such as the Head Teachers and

Inspectors, have all received the necessary training. Furthermore, key personnel in the MOE, such as the Chief Inspector for Primary Education, have shown their commitment to CA (see **Sustainability** section below).

## Sustainability

Forces which promote the sustainability of the CA component of the EPMT project are as follows:

- Not only have 535 primary head teachers received at least five days of training on CA from the CA unit, but all head teachers also receive training on CA during the Head Teachers Management Course (POMI). Module 3 (pp. 143-196) of the Instructional Leadership section is entitled "Role of Head Teacher in Managing Continuous Assessment and Remediation Practices in the School". As all new head teachers must take this course, all head teachers should understand their obligation to promote the use of CA in their schools. In two of the three schools visited by the evaluators, the head teachers proved themselves most knowledgeable about CA and were actively promoting it within their schools. One of the head teachers had a sign up on her office wall informing her teachers of the upcoming zonal follow-up trainings on CA in June and September.
- Key personnel in the MOE have defended and promoted CA, most importantly the Chief Inspector for Primary Education, Mr. E. Dlodlu, who has publicly stated: "I am the standard bearer for CA."
- The development of materials (see Annex F) is definitely sufficient for the maintenance of CA in the future. The CA unit has produced pilot tests and tests for all three terms along with teacher instructions, item specifications and objectives for Math and English Grades 1-4. In addition, they have produced pilot tests, item specifications and objectives for Math and English Grade 5. Additional materials developed include: Math and English posters for Grade 1; Remediation and Enrichment materials for Math and English Grade 1 and Math Grade 2; an item bank for Math and English, Grade 3. Not only has this material been published, its existence indicates the knowledge and skills extant within the CA unit to allow it to continue with the production of tests and materials for grades 6 and 7.
- On a scale of 1-10, with 1 being low and 10 being high, Sue Grolnic, the Technical Advisor to the CA project, gave CA an 8.5 rating as to its sustainability. While there still are some rough spots to iron out regarding the cost of producing tests, printing the tests, and getting the tests to the teachers on time, she feels the CA unit is basically functioning on its own now without need of her assistance. She stated that during 1994 she worked with the CA unit in Manzini at least 3 days a week, in 1995 two and a half days a week, and in 1996 about once a week. This, she feels, indicates that the unit can now work on

its own as evidenced by its recent production of item specifications and objectives for English and Math (1995) and the grade 1 Math and English posters (1996).

- In a memo to the Director of NCC dated June 24, 1996, the Senior Planning Officer in the Ministry of Education provides the CA unit with the amount of money it requested for 1996/97 for the "continuation of EPMT activities" including Continuous Assessment Workshops and Materials Production. This memo demonstrates the continued commitment of the MOE to CA after the close of the EPMT project.
- At this point in time, the only system being used in English and Math grades 1-4 in the primary schools of Swaziland is CA. All materials and in-service training available to teachers are CA-based. While many teachers graduating from the TTCs are not as well-versed in CA as they should be, they are forced to learn the system when they start teaching through in-service training.
- To a certain extent, Swaziland is now seen as a leader in the development of CA in Southern Africa. Members of the CA unit have been consultants on CA to Namibia, have given a research paper on CA in Botswana, and have received queries on CA from Lesotho, Zambia and Uganda. This cannot help but bring prestige to the MOE in Swaziland for its promotion of CA.
- In Our Children First, Education and Training Development Strategy, a paper prepared by the "Education and Training Sector Committee" of the **National Development Strategy** dated March 15, 1996, under Quality of Education 3.1, it states as a recommendation "that Continuous Assessment be used throughout the entire school system." Similarly, in the MOE's Quality Working Group document "Improving the Quality of Primary Education in Swaziland" dated September 25, 1995, it is stated on p.16 that one of their goals for 1995-2000 is that "80-90% of teachers use continuous assessment methods".
- The EPMT project Steering Committee, which was very active over the life of the project, will stay in existence in the form of the MOE's "Basic Education Steering Committee". Since the members know and believe in CA, they will be able to promote its continued implementation in the future.
- The \$1.8 million British O.D.A. project, as designed, dovetails with the EPMT project. The O.D.A. project has committed itself to providing technical assistance towards the implementation of CA in Science, grades 1-7. Furthermore, the emphasis of the O.D.A. project on school-based, in-service training and the improvement of school management practices (including classroom management) should reinforce the change of emphasis from teaching to learning which is at the heart of the CA program. The O.D.A. team has shown its willingness to learn about the CA component of the EPMT project and to adapt its own program to the present situation in Swaziland.

- UNICEF has pledged \$700,000 to the continued implementation of CA in the primary schools of Swaziland. At present, it has not been determined exactly how this money will be spent, but a number of possibilities have been mentioned including support for CA in the Social Studies, support for printing expenses, the financing of trainings, and support for research.

Forces gravitating against the sustainability of CA are as follows:

- Unless the CA unit and the MOE become very creative, and they both are aware of this potential problem, the cost of producing end-of-term and end-of-year tests may become prohibitively expensive as CA advances to grades 5, 6 and 7. One projection, which assumes an inflation rate of 15%/year, estimates that the cost of printing tests and materials will come to E8,774,780 by the year 2003 when there will be 233,000 students in grades 1-7. If this were deemed to be unaffordable, CA, as it is presently practiced, could not continue. However, if such expenditures were seen as necessary and warranted by the MOE, then they might choose to spend such an amount of money on the printing of tests produced by the CA unit.
- There is a great problem getting tests printed in enough time to get them out to the schools for scheduled examinations. Cumbersome rules and regulations pertaining to "the tendering process" cause printing delays no matter how organized the CA unit is in submitting the tests for printing. When teachers don't get the tests on time, the practice and perceived usefulness of CA comes into question.
- The Swaziland National Association of Teachers (SNAT) has been opposed to the introduction of CA because they claim it causes more work for the teachers without an increase in pay. While efforts have been made to include SNAT in the CA movement, and presentations have been made to its membership, the body, at least officially, maintains its opposition to CA.
- While the ratio of students to teachers in the primary school classes in Swaziland has been decreasing, and while the MOE plans to continue the re-deployment of teachers to bring down the average class size even more, the continued existence of some large classes will make the application of CA in those classes difficult. When there are over 40 students in a class, given the fact that many classrooms are quite small, teachers find it difficult to split their classes into groups for remediation and enrichment activities, something necessary to the implementation of CA. In addition, the large classes demand a great deal of record-keeping, something tangible for the teachers to complain about and SNAT to pick up on.
- The CA program has not, in any significant way, been introduced into pre-service teacher education in Swaziland. While there have been several meetings

between the CA unit and TTC representatives, and everyone in theory appears to agree that the TTCs should be teaching CA to pre-service teachers, an action plan outlining exact steps to take to include CA in the curriculum of the TTCs (in particular in the TTC syllabus) has yet to be developed. Until the TTCs are producing teachers competent in CA, the CA unit and INSET will always be playing catch-up by having to train teachers in CA through in-service rather than pre-service training (although some in-service in CA will continue to be necessary even after CA becomes part of the pre-service curriculum).

- An unproductive rivalry has developed between the CA unit and INSET. As originally conceived, NCC (and subsequently the CA unit) was to develop materials while INSET did the in-service training. Due to the pressures of training thousands of teachers to use CA at a time when INSET was understaffed, the CA unit quite naturally began organizing and giving CA training. Thus, a second in-service training unit was born. While many attempts have been made to forge cooperation between these two training units, there is at present tension between them, and no INSET people work in the CA unit any more. In the short run things can no doubt continue as they are, but as INSET grows in numbers and influence with the evolution of the O.D.A. project, the original notion of NCC and the CA unit producing materials and INSET being the sole in-service training unit may yet come to pass. While there may be enough people in INSET to do a certain amount of CA training, it is doubtful whether on their own they could train and promote CA to the degree the CA unit and its 60 regional trainers can do at present. And even if INSET were capable of replacing the CA unit and its RTTs in the training arena, the intrinsic structural problem of having materials developers isolated from the in-service trainers would not have been addressed or solved. Such inter-unit tension and structural confusion is not useful in the promotion and implementation of CA.
- A weakness in the implementation of CA to date has been the lack of a sustained research component. By collecting data over time, the positive effect of CA on learning outcomes could be proved. Such data are needed to counter critics of CA who claim its implementation causes too much work for unproven results.

The overall impression of the evaluation team is that the forces supporting the sustainability of CA outweigh the forces opposed. In all probability, CA has been institutionalized to the point where there is no turning back. The recommendations outlined below address four of the most serious forces counteracting the long term sustainability of CA.

## Recommendations

- As the cost of printing is becoming prohibitively expensive, it is recommended that the CA unit take the following steps: (1) For grades 1 and 2, continue the present effort to put test items on durable posters wherever possible, using lamination or Tyver paper as warranted; (2) For grades 3-7, focus materials development efforts on item banks for grades 4-7. (3) Training should be organized for teachers on test construction using the item bank developed for grade 3 and item banks to be developed for grades 4-7 with the goal that in the not too distant future the great majority of tests will be constructed by individual teachers using the item banks and not by any central authority. This goal is in line with the movement towards decentralization and school-based management.
  
- As the most efficient way to introduce CA to teachers is through pre-service education, (although the in-servicing of teachers concerning CA will also be necessary for the foreseeable future), it is recommended that the MOE, in particular the Chief Inspector for Primary Education and the Chief Inspector of Curriculum Development and Teacher Education, convene the appropriate parties within the TTCs and the CA unit with the objective of immediately revising the curriculum of the TTCs to incorporate CA. The goal will include the changing of the syllabus of the TTCs so the teaching of CA is officially acknowledged and therefore must be taught to all pre-service teachers in Swaziland.
  
- As the division between those who produce materials and those who teach the use of these materials in in-service training is an unnatural, and even dysfunctional, division, it is recommended that, to the greatest extent possible, the functions of INSET, the CA unit and NCC, be merged following the general principle that those who produce the materials should be the ones who do in-service training. While the O.D.A./MOE plan for the future is to de-centralize in-service training to the REOs with the idea that the production of materials and in-service training would both occur in the TIDCs, there is a danger that the CA unit and NCC would be left in isolation in Manzini. The Chief Inspector for Curriculum Development and Teacher Education and the new director of NCC should monitor the regionalization process to prevent further division between the functions of developing materials and the in-service training of teachers to use these materials.
  
- Although the EPMT project originally intended to collect data on the effectiveness of the CA program on learning outcomes in the primary school classrooms of Swaziland, resources were re-allocated toward the direct training of teachers and thus efforts to collect such data have been sporadic over the life of the project. If CA is to be sustained in the future, it is recommended that the CA unit develop a functioning evaluation and monitoring division within the NCC. One task of this evaluation division would be to practice the principles of continuous assessment on

the CA program itself -- that is to evaluate the effectiveness of the implementation of CA with the aim of maximizing its impact on Swazi education.

### **Section 3 -- Head Teacher Management Training**

The mid-term evaluation of EPMT in 1993 declared that HTMT seemed to be "well on the way to becoming a permanent feature of Swazi education." It further said, "Of all the components of EPMT, the HTMT is perhaps the most sustainable and promises to have the most immediate impact on the efficiency of Swazi schools." However, the evaluation also pointed out that several issues remained unresolved, and it went on to make a series of recommendations. This final evaluation attempts to trace developments in HTMT over the past three years and to assess its strength at the end of the Project.

#### **Implementation**

By mid-term the HTMT had virtually completed the Project Outputs for this component of the Project. Specifically, it had: (1) conducted a nationwide assessment in the schools to identify key management needs; (2) designed and published four training modules (totaling more than 1,000 pages) for the four areas identified in the needs assessment, namely, Personnel Management, Organizational Management, Money Management and Budgeting, and Instructional Leadership, referred to collectively as POMI; (3) trained 400 primary school Head Teachers and a group of secondary Headmasters for five weeks in POMI; (4) trained teams of eight in each of the country's four regions to conduct POMI training; and (5) designed four exams (and four sets of study questions) to be used as POMI final exams and potentially as Head Teacher qualifying exams.

Since the mid-term all other primary Head Teachers have received five weeks of POMI training, bringing the total to about 530, and almost 200 secondary Headmasters have received the same training. Each year a five-week course is offered in each region for new Head Teachers and Headmasters. Moreover, INSET trainers conduct "Open Days" two days a month in each region to meet with Head Teachers to discuss management issues. Finally, the POMI training modules have been revised, most particularly the one on Money Management and Budgeting.

#### **Effectiveness**

The EOPS for this component, as stated in the "Scope of Work" for the final evaluation, simply calls for: "The head teachers [to be] trained in four management components." This has been accomplished. However, the EOPS as stated in the Project Paper Amendment of 1994 is as follows: "Head teachers have skills and understanding to manage their schools effectively." If this latter EOPS is taken as the standard -- and the evaluation team made that choice on the grounds that the former EOPS is really a Project Output or an educational input -- then it is questionable whether the HTMT has achieved its ultimate objective.

Unfortunately, the Project did not conduct any school-level studies to determine the management practices of Head Teachers following HTMT. Nor did the HTMT component have any back-to-work management plans built into its training modules to be used as performance standards. Head Teachers did have to pass end-of-module tests, but these tests did not assess skills and, given the self-evident nature of most of the multiple choice questions on these tests, it is doubtful that the tests measured understanding. Technically, most questions on these tests do not rise above Level 1 (recall, recognition) on Bloom's Taxonomy of Cognitive Objectives. Understanding is Level 2. A truly useful test in this case would have gone to Level 3: Application, Level 4: Analysis, Level 5: Synthesis and Level 6: Judgment. One TA in the Project, to illustrate the lack of validity in the HTMT tests, took one of the tests without going through any of the training and scored 95 out of 100. (See Annex H for one example of the HTMT tests, "Qualifying Examination in Instructional Leadership.")

INSET is currently distributing a questionnaire to Head Teachers to determine their management practices. (See Annex J.) The instructions for this questionnaire suggest that teachers are being asked about their Head Teacher's practices -- a useful method that can be cross-checked for reliability -- but the questionnaire itself is addressed to Head Teachers. A self-reporting mechanism of this type will not measure skills and will not collect verifiably accurate information on practice. (See Annex J for the questionnaire on "Assessing Head Teachers.")

Unfortunately, the evaluation team was not able to conduct its own assessment of Head Teacher practices because of the teacher strike. Thus, in the absence of concrete, reliable evidence, it is not possible to determine whether the EOPS for HTMT has been achieved.

There is anecdotal evidence, however, that HTMT may be having some effect. Project TAs and INSET personnel point out that cases of embezzlement of school funds have disappeared from the front pages of local newspapers, and the EPMT COP also reports that fewer cases of absenteeism and male teachers taking advantage of female students are now being reported.

At the same time, these same informants say there are problems with the quality of the training and with some of the content of the modules. In the absence of actual training evaluations or school-based research on current management practices, there is no way to assess these opinions and no way to determine the real value or usefulness of HTMT.

## **Sustainability**

In general it would seem that the mid-term evaluation's observation that HTMT is "well on the way to becoming a permanent feature of Swazi education" is still true. There are several factors that would tend to support sustainability. They would include the following:

- INSET trainers now have about three years' experience with HTMT and say they are comfortable with it.

- INSET personnel consider HTMT to be a permanent part of their annual agenda.
- MOE is committed to retaining HTMT, according to MOE officials interviewed.
- The recurrent costs associated with HTMT are not high and seem manageable within the MOE budget.
- The new British Overseas Development Administration (ODA) project will focus much of its attention on INSET and school management issues; this should provide an added boost to HTMT for the next three years.

Those conditions that would tend to work against sustainability would include the following:

- MOE has failed to fulfill its obligation under the Project Agreement to establish selection criteria for Head Teachers; thus management standards have not been mandated by policy.
- Successful completion of HTMT is not required for appointment or certification as a Head Teacher; in effect HTMT has not been institutionalized within MOE.
- INSET does not have an HTMT monitoring and evaluation system in place; it is therefore not in a strong position to demonstrate the effectiveness of HTMT.
- INSET does not have a collaborative arrangement to conduct research with UNISWA or any other institution; it is therefore not in a position to prepare studies on school-level management practices.
- INSET depended on two American consultants to revise its training modules as late as April 1996; its ability to make its own revisions remains undemonstrated.

## **Recommendations**

The following recommendations are offered in the interest of increasing the sustainability and improving the quality of HTMT. Some are drawn from the recommendations of the mid-term evaluation (those still valid and not implemented yet); some are variations or further developments of mid-term recommendations; and some are new.

The recommendations are not listed by category or in any order of priority.

- INSET should add a section on Back-to-Work Plans to each of the HTMT modules. At the end of each training course, participants should design a Back-to-Work Plan. An exercise in writing clear, measurable performance objectives should be part of the planning exercise. Such a plan would serve as a guide to each trainee for

applying good management practices back at work. The performance objectives in the plan would serve as standards for the trainee to measure performance and progress against. The plans could serve as the basis for follow-up work with Head Teachers by INSET trainers. Researchers could also use the plans as part of school management studies, collecting the objectives Head Teachers had set for themselves, measuring the success of teachers in achieving their own objectives (client-centered evaluation), and assessing more general management needs in the schools by identifying objectives not listed by teachers or not achieved when listed.

- INSET should initiate a research program, in collaboration with UNISWA and perhaps a management training organization, to monitor the changes in school management over time. A specific focus on the relationship between training inputs and behavioral outputs should be part of this research agenda. (Using Back-to-Work Plans as a nexus between training and practice is one way to do this; using pre-tests and post-tests is another.)
- INSET, when planning management monitoring and research activities, should involve all tertiary education institutions, including the TTCs, drawing in both the faculty and students as active participants.
- INSET should also work closely with NCC staff and the CA Unit when monitoring and evaluating the Instructional Leadership Module of HTMT. Personnel from all of these functions should participate in any research dealing with instructional issues.
- An innovative and effective way to conduct research in schools is to use teachers as researchers or as partners in research with outside researchers. With instructional matters, the teacher is the basic source of information, i.e., the teacher's behavior is the subject under study. The advantage of having teachers study their own behavior as researchers is that they are laying the groundwork for changing their behavior as teachers. Behavioral change often begins with the same observed data that researchers uses. An outside consultant could be brought in to help develop the "teacher-as-researcher" idea.
- INSET should redesign the POMI final exams to make them more reflective of the management skills taught in HTMT. The exams should also include higher order questions (asking for application, analysis, synthesis and judgment) and use a greater variety of question formats beyond the multiple-choice questions now being used. The number of exams needed to be read is not so great that short essay questions and even longer analyses of, say, case studies could not be included. To examine skills development, some form of observation beyond paper and pencil tests would have to be included; here the Back-to-Work Plan is especially useful.

Indeed, the written exams for POMI could be eliminated entirely if Back-to-Work Plans were followed-up at the school level.

- INSET should initiate a dialog with UNISWA, the TTCs and appropriate MOE departments concerning the ultimate disposition of HTMT and Head Teacher certification, with the aim of institutionalizing and regularizing the training and certification process. \*

## **Section 4 -- Management of Information Systems and Organizational Development**

The mid-term evaluation made the following observation: "While the MIS and OD components of EPMT are listed separately in project documents, they have become so closely related in project implementation that it seems logical, if not necessary, to discuss them in tandem." This observation remains true today, at the end of the project.

Indeed, the EOPS for MIS -- "MOE is using empirically-generated data to make policy and planning decisions" -- seems to stand for OD as well, as no separate EOPS is given for OD in the revised Project Paper of 1992 and 1994. However, the Project Paper of 1994 still lists OD as a separate component of the project with the objective "to support research and strengthen the operation of the Ministry of Education." However, the PP goes on to say that MIS and OD work as a unit: "OD facilitates the use of the MIS as a tool in bringing about policy dialogue and policy change within MOE and transfers planning and policy development skills to MOE officials."

The following discussion will assume MIS and OD work in tandem, with MIS supplying the technical computer skills and OD focusing on the politics and decision-making of policy and planning. When appropriate and useful, these components will be analyzed separately.

### **Implementation**

Since 1991 the MIS has assisted with or initiated a number of data collection and data processing activities, including among others: a decision-process study; a school mapping study; a report on the educational status of women and children; a study on the book rental and distribution scheme; and a study on school furniture. It has also systematized and computerized employment information on teachers for the Teaching Service Commission and cooperated each year with the Central Statistical Office in conducting the annual school census. In effect, MIS has served as the coordinating point of a triangle, bringing national education data from CSO into MOE and organizing TSC data for easy access.

In addition, MIS has benefitted from an education planning computer model brought in by RTI, Inc. under a grant from the World Bank. This has made it possible to run projections on education variables and to print graphics for presentation purposes. In effect, MIS has become a repository of education information with MOE.

During this same period of time, OD has used these data to inform MOE and the wider public of important educational issues. It has also participated in or organized a number of workshops and conferences to bring leaders together to discuss national education policy, the most notable being the 1994 Nation Education Symposium where 400 prominent people met to study education issues (presented with MIS-RTI data and graphics) and to support MOE efforts at reform. OD, primarily in the person of the current COP (who was the former OD TA), has been involved in

a number of planning groups and thus responsible, at least in part, for the reports produced by the groups. These groups, all at the cutting edge of educational thought in Swaziland, include: The Quality Working Group, the Education and Training Subcommittee of the National Development Strategy process, and the newly-conceived Education Reform Committee. While EPMT has not funded all of these activities, it has actively participated in them, sometimes instigated them and often helped find outside funding to support them.

### **Effectiveness**

In terms of the EOPS for MIS, there is no question about MOE "using empirically-generated data to make policy and planning decisions." To what extent this is true is hard to tell. Certainly, every MOE official interviewed said that MIS was now an indispensable part of MOE. They all said they used MIS data, but when asked for specific requests they had made, only one could cite an example. When asked what information they would like to have that they do not have now, none could give an example.

The claim that MIS is "demand-driven" is still to be demonstrated in the opinion of the evaluation team, with the one notable exception: teachers and others asking for personnel information from TSC. A number of people, including three MIS specialists, cited the TSC example. It should also be pointed out, however, that MIS is used extensively in budget preparations; such use could also be called "demand driven."

The mid-term evaluation pointed out that "The next step in trying to foster an empirically-oriented organizational culture in MOE -- the next step after creating a data-rich environment -- is to create demand for information, in effect to stimulate felt needs among MOE officials for information when clarifying issues, setting priorities, solving problems or forming policy." There is little evidence that this has been done, that is, workshops, seminars or other forms of outreach have not been pursued by MIS within MOE. Not one chief inspector in MOE has a computer in his office, and more than one said they would like MIS to teach them how to access data. The current (but last and soon-to-depart) MIS TA said that outreach was one area where MIS might have done a better job.

An attempt was made late in the project to install computers in the Regional Education Offices and train people to use them. In Manzini, the person trained has been transferred and the computer sits idle. In two other regional offices the computers do not work. Information on the fourth office was not available. Because of the teachers' strike, the evaluation team was not able to visit all of the regional offices. But clearly there is a need to (1) spread the influence of MIS beyond MOE headquarters and (2) begin to collect data from sources other than CSO. In short, MIS needs to reach out to the regions and to collect data from the regions.

Within MOE the attempt to transfer computer skills to Swazi personnel working in MIS has been less than fully successful. The head of MIS has not, by his own admission, managed to learn

enough to take over fully when the American TA leaves. When the evaluation teams asked the head of MIS to demonstrate the RTI model, he was not able to do so because of some problem with his computer. He did say the faster computer in the adjoining room, where one of his colleagues works, was better suited to the model. The problem there, however, was with the software; he or his colleague had sent a fax to one of the RTI consultants for help but had not received a reply.

The good news is that one of the programmers in the MIS department, who used to work in the TSC office, has moved to MIS and shown an aptitude for using the model and working with other data bases. She may be able to take up the slack.

The effectiveness of the OD component is best demonstrated by the number of conferences held and policy working groups formed, although EPMT cannot claim to be solely or even principally responsible for these activities. After 1994 the OD component was also charged, according to the Project Paper of 1994, with the responsibility to "assist in supporting classroom-based qualitative research projects in the Swazi schools, particularly those research projects which are related to CA evaluation." An American consultant was brought to Swaziland for one week to conduct a workshop on qualitative research techniques. Out of that workshop came a formative evaluation study of CA in 60 schools, conducted by the CA Unit and funded by UNICEF, and three other studies conducted by Swazi teachers and Canadian volunteers who looked at teaching practices in primary schools, not at CA.

What faults the evaluation team found in MIS and OD effectiveness lay more in the design of these components (and by extension the project) than in their execution. It has been difficult to evaluate the components of this project because of a lack of empirical evidence on results. The material and training inputs of the project are enormously impressive (and documented) but the outputs of actual teacher behavior and students learning are essentially unknown and of course undocumented. The MIS component worked at the macro-level with CSO and TSC data but it failed to collect information on its own project. For some inexplicable reason, for example, pre-tests were given to Grades 1-4 and collected but post-tests administered after the implementation of CA were left to collect dust in schools, REOs and project offices. And from those tests that were collected, many of the scores were not entered by the three people assigned to that task, with no apparent consequence.

Ironically, a project dedicated to continuous assessment did not continuously assess its own performance.

Similarly, the OD component, which organized high-level national conferences on educational policy, failed to develop its own organization, the project. For example, it failed to facilitate communication and cooperation between the CA Unit and INSET, even though in theory and in MOE policy the long-term success of CA, i.e., its dissemination through the training of teachers, rests largely with INSET. Indeed, relations between these two units deteriorated during the life

of the project, to the point where no members of INSET were working with the CA unit by the end of the project.

The reason for these "failures" is that MIS and OD were never conceived of as handmaidens to CA at the classroom level; if they were concerned with teaching and learning, it was only at the highest levels of policy and planning. It is not by chance, presumably, that the project is titled "Educational Policy, Management and Technology," suggesting a high-tech, top-down approach to educational change.

Perhaps the most dramatic illustration of this project orientation, as originally conceived, is the notion of a "national data capture" scheme whereby results from CA would be collected, sent to MOE and analyzed to find out which objectives students were learning or not learning. The results would then be fed back into the educational system. The rationale for this scheme was described in the project proposal as follows:

If the patterns of scores are aggregated by class and subject, the head teacher can determine which classes may have an excess of slow or fast learners, which teachers appear not to provide the remedial attention that may be necessary. Then the head teacher knows these teachers may need coaching, or additional teaching assistance, or supplemental teaching materials ...At the national level, when test scores are aggregated by schools, districts, and regions, education managers can determine which teacher educational institutions and training programs are weak and in what ways. Moreover, they can begin to determine which instructional programs and specific materials, or even head teachers and inspectors are associated with persistent or widespread patterns of errors. (Proposal, p. 26, as quoted in the Final Report monograph of IIR)

EPMT followed this philosophy for the first three years of the project without once conducting a needs assessment of teachers, or doing a task analysis of head teachers, or determining the communication flows between MOE and the schools -- or more importantly, the lack of communication flows from teachers upward. This top-down approach seems to ignore much of what is known about school improvement and change, and it overlooks some of the more current concepts in development theory, e.g., participatory assessment, client consultation, and stakeholder involvement.

To repeat, this failure is one of project conception, not execution.

## **Sustainability**

The factors which would support the sustainability of MIS or OD would include the following:

- The Research and Planning Unit of MOE sees MIS as an important and permanent part of the RPU.

- All other departments in MOE see great value in MIS and assume that it is in the Ministry to stay.
- There is one full-time manager for MIS and one other person working for MIS in the RPU; there are also two other persons working on MIS in the TSC.
- OD, as defined by the project, will be supported by the continued existence of the Quality Working Group, the new Education Reform Group, and the Basic Education Group, which will replace the EPMT Steering Committee and oversee the activities of the ODA project.

Those factors which could work against sustainability would include:

- The GOS has not established a post for MIS in MOE, failing to comply with one of the covenants of the EPMT project agreement. Without a regularized position, MIS is less than well institutionalized in MOE.
- The current head of MIS is a mathematics person and does not see a clear career path for himself in MIS, i.e., he perceives MIS as a Planning function while his line of promotion now is in Education.
- The MIS personnel were dependent on the MIS TA for solving problems or planning work until the end of the project. How they will function on their own is an open question. They are also dependent on RTI for guidance in using the RTI model.
- The current EPMT COP, who plays a pivotal role in both MIS and OD, may not continue to play this role in the future.

## **Recommendations**

The following recommendations are offered not only in the interest of sustaining MIS and OD as they now exist but also to help MIS and OD become more supportive of work in the schools, including the further development of CA.

- The GOS should regularize the MIS position in MOE.
- To encourage the development of a data-oriented culture in MOE, MIS and OD should reach out to the rest of the Ministry, perhaps in the form of half-day workshops run either by themselves or others they have brought in.

- MIS should increase its contacts with the REOs and the schools to plan teaching- and learning-oriented data collections, with the aim of helping MIS focus more attention on micro-level data and to draw regional officers and teachers into the process of information retrieval and analysis. This process would make it possible for MIS to support the monitoring and evaluation functions of MOE by serving as a repository of classroom information. It would also serve the purpose of moving the center of gravity of MIS slightly away from the capital.
  
- MIS should join forces with UNISWA and other educational institutions to plan a research agenda for MOE to produce specialized and focused information.

## Section 5 -- Career Guidance

### Implementation

Prior to the start of the EPMT project there was virtually no career guidance provided to primary or junior secondary students in the Swaziland school system. Only in the last five pages of the 1985 MacMillan seventh grade social studies textbook was the topic of what students might do after leaving school addressed, and this text does little more than list various job possibilities. Furthermore, the Educational Testing, Guidance and Psychological Services (ETGPS) unit of the Ministry of Education, the unit responsible for providing career guidance materials and training to social studies teachers, was understaffed and in great need of additional training. Accordingly, the original project design called for upgrading the ETGPS unit and the means by which it provided career guidance information to students by:

(1) increasing the number of staff in the ETGPS unit from four to seven. Of these seven, four were to be sent to the United States for training to the Master's degree level in Guidance. In addition, the ETGPS unit was to receive on-the-job training from a short-term technical advisor to be hired by the EPMT project. Once the education and training of the unit was complete, four of the staff were to be re-located to the four Regional Education Offices (REOs).

(2) developing, with the aid of a technical advisor, a variety of career guidance materials for use by primary and junior secondary social studies teachers in Swaziland.

(3) training teachers in Swaziland in the use of these new materials.

### Staff Training

The training of the ETGPS staff was accomplished in two ways: participant training in the U.S. and on-the-job training by the EPMT technical advisor for guidance. As a result of the EPMT project, two ETGPS staff received Master's degrees in the U.S., one at New Mexico State University and the other at Ohio University (see Annex K). In addition, the unit head spent three weeks in the U.S. on a study tour.

The EPMT technical advisor for guidance was in residence in Swaziland from 1991-1992 and in addition provided short term consultancies in 1990 and 1995. During this period she was able to provide extensive on-the-job training for the ETGPS staff in Swaziland augmented by an educational tour to Botswana to examine guidance programs at the primary, secondary and tertiary levels.

## Career Guidance Materials

With the assistance of the technical advisor, the following guidance materials have been developed by the ETGPS unit and the National Curriculum Center (NCC) during the life of the EPMT project.

Grade Seven Social Studies Textbook In the 1994 edition, Unit 3 is devoted to career guidance. Seven lessons allow students to complete a "career walk" through twelve different career areas.

Grade Three Social Studies Textbook In the 1996 revision of this textbook, guidance material will be "infused" into the text, not as a separate unit but in terms of the occupations mentioned (e.g. self-employed people) and in the elimination of past gender stereotyping in the occupations mentioned.

Career File This reference book is divided into three parts: (1) general job information, including stories of Swazi entrepreneurs, plus information on job applications, resumes and interviews, (2) information on minimal education levels for one hundred jobs in Swaziland categorized according to twelve different interest groups, (3) an alphabetical listing of 100 jobs. Each job description is specific to Swaziland, and a mix of skilled and unskilled jobs is included.

Career Interest This book is intended for students from upper primary through high school. It enables students to investigate their interests as a means to identifying possible job choices.

Counseling Articles The staff of the ETGPS unit selected these 38 articles for use by junior secondary and high school guidance personnel in Swaziland. Topics such as career counseling, AIDS prevention, student support groups and disabled students are included.

Career Education Lessons This is a collection of guidance activities in a lesson plan format prepared by third-year students in secondary education at the William Pitcher TTC for Swaziland secondary schools, Forms I to V.

The above-listed materials have been pilot-tested, and are used in the training of teachers and head teachers. The original printing of all of these materials (with the exception of the third and seventh grade textbooks) has been used up. Career Interest and Career File are in the process of being re-printed with EPMT funds.

## Training

During 1991 and 1992 a series of guidance workshops were convened for a variety of groups including lecturers from TTCs, Teacher Leaders, NCC staff, and Social Studies Panel members.

In addition, steps were taken to institutionalize the practice of training Head Teachers in the concepts of career guidance. Four hours of training in career guidance have been included in Module 5 of the Instructional Leadership manual of the Head Teachers Management Training course (HTMT), a course required for all primary and secondary head teachers in Swaziland. It is intended that this module will enable head teachers to monitor career guidance activities in their schools.

Four hours of guidance training by a member of the ETGPS staff has also been incorporated into the third year of pre-service education at the TTCs for primary schools. Examples from the 7th grade social studies textbook are used in this training.

Workshops have also been held by ETGPS staff for selected grade 7 social studies teachers in conjunction with regular in-service training days offered by INSET.

As a result of the great deal of work accomplished by the guidance component of the EPMT project prior to the Mid-Term evaluation, the Mid-Term evaluators felt that all the inputs to the guidance component necessary to achieve the EOP goal were in place by July of 1993. The evaluators thus recommended that any remaining resources earmarked for guidance be re-allocated to the CA component of the project. As a result, only two (instead of four) ETGPS staff were sent to the U.S. for Masters degree level training.

As had been planned from the early days of the project, the TA for guidance returned to Swaziland in the Fall of 1995 to provide short term follow-up services to the ETGPS staff. In addition to individual consultations with each of the 7 members of the ETGPS staff, the TA held a two day workshop for 20 secondary guidance staff (5 from each region) and spent three days in Manzini working with a regional ETGPS staff member in developing career guidance activities for social studies teachers' handbooks, grades 3-6. It was hoped that some of these activities would be incorporated into the new social studies textbooks for students grades 3-6 as they are revised over the next few years.

## **Effectiveness**

The End-of-Project-Status (EOPS) indicator for the guidance component of the EMPT project is "an increased awareness among students of career choices and resources for identifying employment options." As a result of the mid-term evaluation in July of 1993, it was decided that this End-of-Project-Status had been substantially achieved. Although the main vehicle for reaching

the goal of the project, the revised Grade 7 Social Studies textbook, had not as yet been published, it was felt that all major inputs towards this goal had been accomplished. The ETGPS staff had been trained, a variety of guidance materials had been produced, the revision of the grade 7 social studies book was complete, and the mechanism for the training of key groups of people, such as the Head Teachers and the pre-service teachers, was in place. For these reasons it was decided to re-allocate the remaining funds for career guidance to other components of the EPMT project, in particular the Continuous Assessment (CA) component. It was assumed that the recommendation in the mid-term evaluation ("The ETGPS needs to ensure that plans are fully developed for providing assistance to grade 7 teachers on the teaching of the career awareness units when the introduction of the new grade 7 social studies textbook actually occurs.") would occur in due course, once the textbooks were published and in use in grade 7 classrooms.

This assumption has in part proven correct. The revised textbook is in use in all the primary schools, and a majority of the 7th grade teachers have been trained in the use of this well-designed and innovative material (approximately 61%). However, there is no hard evidence that there is "increased awareness among students of career choices." It is possible that this goal has been reached. Almost all the inputs necessary to achieve this goal have been provided including materials production and a fair amount of training of key personnel, but as the guidance component of the EPMT project was considered basically complete in 1993, no qualitative or quantitative studies have been carried out in the last three years to prove that the EOPS has been achieved. It was the intent of the writers of this evaluation to visit randomly selected grade seven classrooms to see what anecdotal evidence there was for the EOPS, but the nation-wide teachers' strike during weeks two, three and four of the final evaluation prevented such visits.

## **Sustainability**

Some of the forces supporting sustainability would include:

- The unit on career guidance in the grade 7 social studies book is excellent and will continue to be printed and taught for the foreseeable future.
- The ETGPS staff has been trained off and on over a period of four years by the TA for the guidance component (she was resident in Swaziland for one year, 1991-92 and provided short term consultancies in 1990 and 1995). In addition, two of the staff have received Masters degrees in the U.S.
- A great many people, including the ETGPS staff, head teachers, TTC lecturers, social studies panel members, INSET staff, NCC staff, Teacher Leaders, secondary school guidance teachers and grade 7 social studies teachers, have received training from the TA and the ETGPS staff on the principles of guidance, and in particular career guidance. In all 654 individuals have received 1692 days of training.

- Some excellent career guidance materials have been developed and widely distributed including Career Interest, Career File, and Counseling Articles.
- Steps have been taken to develop career guidance activities for inclusion in grades 3-6 social studies teacher handbooks, as well as "infusing" career guidance concepts into the grade 3 social studies textbook.

Some of the forces working against sustainability would include:

- Not all of the grade 7 social studies teachers have been trained in how to teach Unit 3 of the new textbook. While approximately 61% of the teachers have received some training, there has been difficulty in getting the remaining grade 7 teachers to attend "open-day" training sessions advertised by the ETGPS and INSET.
- Now that the EPMT project is coming to a close, it is uncertain whether or not the MOE will budget money for the publication of the secondary career guidance materials, e.g. Career Interest and Career File. Some 2000 copies have recently been printed with EPMT funds, but future printing of these materials remains in doubt.
- The curriculum developers in NCC did not include a separate unit on career guidance in the recently revised edition of the grade 3 social studies text. Instead they chose to "infuse" some career guidance concepts into the text by such means as abolishing gender stereotyping in career selection. While this needs to be done, the total effect is not as strong as the inclusion of a separate unit on career guidance.

The overall impression of the evaluation team is that the forces supporting sustainability far outweigh the forces opposed. However, the following recommendations are intended to help ensure attainment of the EOPS that "there is increased awareness among students of career choices and resources for identifying employment options".

### **Recommendations**

- As not all grade 7 teachers have received training in the use of the new grade 7 social studies text, it is recommended that the ETGPS work with INSET to specifically invite all grade 7 teachers who have not received the training to "open days" set aside for such training.

- As secondary guidance teachers need good career guidance materials as much as primary teachers, it is recommended that the MOE budget money for the periodic printing of career guidance materials for secondary students as recommended by the ETGPS.
  
- As a unit on career guidance is more effective than the "infusion" of career guidance concepts into texts, it is recommended that career guidance units be incorporated into the grades 4-6 social studies texts as they are revised. Guidance activities developed for social studies teachers handbooks grades 4-6 could provide the basis for the textbook revisions.

## Section 6 -- Lessons Learned

- If a project is attempting to change behavior that is deeply-ingrained, or trying to change the "culture" of an organization, then a long-term project is needed --at least six years. Because the EPMT project was designed as a long-term project, originally for five years and subsequently extended to six, it was able to bring about sustainable change. If the EPMT project had been any shorter, lasting change would have been impossible.
- Flexibility, both on the part of USAID and the contractor (in this case IIR), is necessary to allow projects to grow "organically". It is rare that project designers can anticipate and predict how projects will evolve. It is therefore necessary for both USAID and contractors to allow for changes and shifts of emphasis within a project in order to adapt to the changing realities that impact on the original project design. The success of the EPMT project is a result of such flexibility and willingness to diverge from the initial project design.
- "Front-loading" a long-term project, that is concentrating technical assistance in the first half of a project, works best when the original TAs are available for short-term consultancies during the latter half of the project. The EPMT project benefitted from the fact that several key people were available to the project over a period of several years. The original TAs, as well as two Peace Corps volunteers, were involved with the project after their original terms of service were complete.
- Education projects such as EPMT that attempt basic, system-wide change should include a monitoring and evaluation function to conduct formative evaluation throughout the life of the project. Ideally, a full-time position for a TA in monitoring and evaluation would be incorporated in the project design. At the very least, the MIS function in such projects should place a high priority on managing information on the project itself and should encourage an upward flow of information as well as downward.
- Education projects attempting to change teacher behavior, especially fundamental behavior as required with CA, should make pre-service teacher education an integral part of the project. It is perhaps the most direct way to institutionalize the change and it solves the problem of in-service training attempting to educate a constant annual influx of new teachers.
- Top-down approaches can lead to the use of inappropriate technology, as was the case with the Scantron "data capture scheme" in EPMT. When teachers are used as the primary data collectors, and they have not been included in the design of the

scheme and do not know how the scheme will benefit them, they will tend to be reluctant collectors, especially when the process is time-consuming.

- Top-down attempts at behavioral change at the school level are inefficient and often alienating of the very people you are trying to change.

Annex A

Statement of Work

ATTACHMENT I

STATEMENT OF WORK

BACKGROUND:

USAID/Swaziland authorized a six year, \$6,900,000 grant to the Government of Swaziland for the Educational Policy, Management and Technology (EPMT) Project on August 15, 1989. The EPMT project contributes to the achievement of the Mission's second strategic objective to "Increase the number of Swazis who effectively direct, manage and participate in national development." The original goal of the project was to establish an efficient and high quality human resource base for sustained development and economic growth in Swaziland. The purpose was to improve the quality and efficiency of basic education.

The EPMT project was designed to achieve this purpose by providing support in five areas: (1) Continuous Assessment - to design and introduce a comprehensive system of testing and remediation for English and mathematics in all seven grades into all primary schools; (2) Head Teacher Management Training - to provide specialized training for all school heads so they are better equipped to manage their schools and improve the quality of education therein; (3) Management Information Systems - to give decision-makers accurate, useful information about the education system on which they can base effective policies and plans; (4) Guidance and Counselling - to help students make more realistic decisions about their futures; and (5) Organizational Development - to carry out research and strengthen the operation of the Ministry of Education. The Institute for International Research (IIR) was selected through an open and competitive process to implement the project. IIR's field team arrived in Swaziland in August 1990.

Based on the mid-term evaluation conducted in June and July 1993, the Project Paper was amended in June 1994 to: 1) revise the end of project status (EOPS); 2) increase funding of the life of project to \$7,102,000; and 3) amend project description.

As a result of the mid-term evaluation, the CA component was changed significantly. Continuous assessment is a systematic process for ongoing evaluation and remediation of pupils. Because teachers would have a plan for evaluating and remediating students, the number of students who would drop out or repeat a grade would be decreased, thus improving the efficiency of the educational system.

The initial project paper called for the introduction of CA into grades 1 - 7 during the life of the project. The mid-term evaluation, recognizing the complexity of the task, recommended reducing the targeted grades to 1 - 4, a recommendation that was accepted by the Ministry and USAID. The original focus of CA on math and English was retained.

A second recommendation of the mid-term evaluation was that emphasis be switched from materials design and development to training. In response, a Training Technical Advisor was hired and the training for all personnel was revamped. The new emphasis was on the practical implementation of CA in the classroom and the attendant skills needed by teachers, head teachers and supervisors to achieve and support this outcome

In 1995 a CA planning retreat was held. It focused on the future of CA and what would be required before the close of the project to help insure its sustainability. Two areas were identified as needing extra support: 1) Remediation and Enrichment materials were unavailable locally and 2) teachers were having trouble writing good test items. In response to these needs two new projects were undertaken with the support of EPMT.

The first project was the production of remedial and enrichment materials for classroom teachers. A cadre of retired educators were hired and they have written materials for grade one and are currently working on materials for grade 2. Two consultants were hired to train and support this cadre and to edit the materials.

The second project was the development of an item bank containing valid test items that would be used by teachers for lesson and unit tests. A consultant was hired. Working with 2 members of the CA Unit who are trained in evaluation techniques, he designed an item bank. It is predicted that a complete set of items for grade 3 will be available to teachers by the close of the project and items for grade 4 will be in the process of being entered into the bank.

A monograph covering all aspects of the project is in preparation. The monograph will describe project activities extensively and anecdotally. The objective of the monograph is to capture the experiences over time which have enabled project implementers to move the project to the point that it has reached today in its bid to reform and change the basic education system in Swaziland. Starting from the notion that all projects have their successes and failures, it is intended that the monograph will record these. It will also present for scrutiny the underlying reasons for the successes and failures described, and it will assess the long-term sustainability of project-initiated reforms. In addition, an assessment will be made of USAID's involvement in educational development since the early 1970's.

#### DESCRIPTION OF PLANNED ACTIVITY:

Based on the work undertaken to date on the monograph, the final evaluation will need to focus less on the mechanics of implementation and more on the relationship between project inputs and outputs.

The purpose of this final evaluation will be to focus on the contribution made by the Educational Policy, Management and

Technology Project to basic education reform in Swaziland. The evaluation will document the quantitative changes, where possible, in all of the above mentioned project components. The evaluation will be conducted in Swaziland from late April through early June, 1996.

ARTICLE I. Title

Educational Policy, Management and Technology Project  
Number 645-0230  
Impact Evaluation

ARTICLE II. Objective

To assess the impact of project-initiated and/or -supported changes made in the basic education system, especially the contribution made to improving the efficiency of the overall basic education system.

The team should work in a participatory manner, involving all actors in the various project components, in order to share conclusions that may lead to strengthened post-project implementation of reforms initiated and supported by the project.

ARTICLE III. Scope of Work

The evaluation team will review project activities and progress to determine the extent to which the Ministry of Education has improved the quality and efficiency of basic education. To as great an extent possible, the evaluation will report, in quantifiable terms, on the end of project status (EOPS) indicators, specifically assessing:

the number of students graduating on time compared to the 1989 base figure;

how well the teachers in Grades 1 - 4 are applying CA to teaching Mathematics and English;

the core personnel (including curriculum developers, administrators and trainers) who are familiar with and committed to CA;

the head teachers trained in four management components;

the use of empirically generated data to make policy and planning decisions; and

the awareness of students of career choices and resources for identifying employment options.

In addition to reporting on the indicators, the evaluation team will report on measures that need to be taken to strengthen basic education reform. Specifically, the team should meet with the

quality working group, an outcome of EPMT's organizational development work. In addition, the team should provide recommendations to the emerging education reform group (in effect a long-term strategy working group).

The Ministry of Education, with the assistance of the British Overseas Development Agency (ODA), is initiating an in-service training program for primary education improvement which includes a component for training of head teachers in more depth. The evaluation team should provide recommendations for post-project education development activities to be undertaken by the in-service unit in Manzini.

#### EVALUATION TEAM

The Contractor will recruit a two person team consisting of an Education Management Specialist (Team Leader) and a Continuous Assessment/Testing Specialist. The Contractor is encouraged to find qualified consultants in Swaziland or Southern Africa. Should consultants be selected from the U.S. they will consult with the IIR Principal Investigator, Dr. Paul Spector, and the writer(s) of the Monograph at IIR prior to coming to Swaziland. If the consultants are from the Region they will consult with the IIR field representative.

#### EDUCATION MANAGEMENT SPECIALIST (TEAM LEADER)

Qualifications: A graduate degree in education management or related field is required. The team leader should be an experienced educator who has proven leadership in school management, education policy development and implementation, and instructional leadership at senior levels. S/he should have experience leading evaluations of donor funded projects. The leader must be knowledgeable in educational quality and efficiency issues. Knowledge of Southern African educational systems is desirable.

Duties and Responsibilities: The team leader will have overall responsibility for producing an evaluation report in conformance with this Scope of Work. S/he will be responsible for delivering the evaluation report to USAID/Swaziland in accordance with the schedule specified herein. Specifically s/he will:

- 1) Provide a descriptive analysis of the project's achievements and current status of project-initiated changes;
- 2) Assess the impact of three project components, specifically the head teacher management training program, the management information system, and organizational development. The EMS will examine the role of the USAID funded National Education Symposium of May 1994 in informing the decision making process.
- 3) Comment on the project's efforts to introduce a qualitative research ethic in the basic education system, specifically work

arising out of USAID/Washington's sponsorship of a training specialist to introduce qualitative research concepts and techniques;

- 4) Brief the USAID project and evaluation officers at least once a week;
- 5) Coordinate and supervise the work and writing of the other team member; and
- 6) Incorporate preliminary findings and any necessary changes into a draft report.
- 7) Incorporate these findings into a final report to be submitted to USAID prior to departure from Swaziland.

CONTINUOUS ASSESSMENT/TESTING/GUIDANCE SPECIALIST:

Qualifications: This individual should hold a graduate degree in education or a related field and have proven expertise in in-service teacher training. S/he should demonstrate experience and knowledge in working with continuous assessment programs including criterion referenced testing. S/he must be experienced in educational development programs, knowledge of mastery learning, instructional systems design and research in a developing country context. This person should have experience in conducting project evaluations. Knowledge of southern African educational systems is desirable.

Duties and Responsibilities: This specialist will be responsible for evaluating the viability and impact of the continuous assessment and career guidance components. Specifically s/he will:

- 1) Evaluate the effectiveness of the training for teachers by interviewing and/or observing teachers in grades 1 - 4 in rural and urban schools to assess the degree to which CA has been implemented. The focus of the evaluation should be on the skills the teachers say they have, the skills that teachers demonstrate and impediments they identify which prevent them from implementing CA as they understand it. If areas of weakness are found, the evaluator will review the training process to identify where the weaknesses were and suggest ways it could be improved to enhance teacher skills in these areas.
- 2) Evaluate the effectiveness of training for head teachers by interviewing head teachers to determine their understanding of: CA, their role as instructional leaders in their schools in supporting CA in the classrooms and their roles in educating parents in the rationale for and implementation of CA in their school. Where deficiencies are discovered, make suggestions for ways that training can be improved to enhance head teacher understanding of CA.

3) Evaluate the effectiveness of training of Inspectors in CA by interviewing Inspectors to ascertain their concept of CA and their role in supporting it. Identify any problems and suggest ways for improving the training, as needed.

4) Evaluate the effectiveness of the training of trainers by interviewing members of the Regional Training Teams and the CA Unit. Emphasis should be on what skills they have gained and in which skills they require further training.

5) Assess the degree to which the CA Unit has been able to satisfactorily complete its assigned tasks during the life of the project. Assess the degree to which the CA Unit will have the ability to continue these tasks after project support ceases. These tasks fall into 3 major categories:

A) Test development: The CA Unit is responsible for the production of end-of-term tests for all grades in which CA is being implemented. This includes the writing of test terms, the assembly of tests with appropriate illustrations, etc., the contracting for printing and delivery of tests.

B) Because of the limited capacity of the in-service department (INSET), the CA Unit was required to take on the responsibility for providing training for teachers and trainers of teachers, Regional Training teams, head teachers, inspectors and others. We anticipate that no further training of trainers will take place as the final training conducted under EPMT support included teachers from upper primary grades. CA Unit staff will continue to have the responsibility to support the Regional Training teams who do sub-regional and regional training of teachers. The CA Unit staff designs and implements these training sessions.

C) Materials development: The CA Unit is responsible for the development and writing of Remedial and Enrichment materials. Currently, a cadre of retired educators is doing the writing, but the Unit is responsible for planning for continuation of the writing and distribution of these materials. They also work with the rest of the National Curriculum Centre (NCC) in revising texts in English and math to identify behavioral lesson objectives.

6) The Guidance component, while an important part of the overall project, was of more limited scope than the other components, and therefore we anticipate EMS will spend considerably less time evaluating this component. The guidance component supported the design of career guidance materials for the grade 7 social studies text and strengthened the professional skills of the unit staff. The EMS will interview the unit staff, pupils and teachers to determine if students now know more about career options and use this information to make informed choices.

ARTICLE IV. Reports

The Contractor will produce a final evaluation report of the Educational Policy, Management and Technology Project in accordance with this scope of work. A final draft evaluation report will be submitted to USAID prior to the departure of the evaluation team leader.

One week prior to its departure, the team will hold a joint briefing with the Government of Swaziland (GOS) and USAID to present its findings and ensure that the draft contains no errors of fact or omission. USAID will review this draft, and if necessary, provide additional comments to the Contractor to be used in compiling the final draft report. The Contractor will provide USAID with 5 copies of this final draft report which will include The final report will include an Executive Summary and a summary of evaluation findings, conclusions and recommendations in conformance with A.I.D.'s Project Evaluation Summary format. Twenty copies of the final evaluation report will be sent to USAID/Swaziland from the contractors' headquarters no later than 15 days after departing Swaziland.

Below is an illustrative schedule for planning purposes:

<u>WORKDAYS</u>	<u>SCHEDULE OF ACTIVITIES</u>
Day 1	Team member/s consult with IIR;
2	Team member/s depart U.S.;
3	Team member/s arrive Swaziland;
4-9	Orientation and introductions, outline descriptive section of evaluation, draw survey sample, and conduct desk review of relevant documents;
10-15	Conduct interviews with MOE personnel from its appropriate units, and begin school visits;
16-21	Continue interviews and begin drafting descriptive sections of evaluation;
22-27	Complete draft of descriptive sections;
28-33	Finalize draft report and present findings to GOS and USAID;
34-39	Incorporate any comments or changes made by GOS and USAID into a final draft report and submit 5 copies to USAID;
40	Team member/s depart Swaziland.

55

(no later than 15 days after departure from Swaziland)  
20 copies of Final report sent to USAID/Swaziland

ARTICLE V. Relationships and Responsibilities

The evaluation team will work under the supervision of the USAID Project and General Development Officer (assisted by the FSN Project Manager and by the Evaluation Officer in the USAID Program Office).

ARTICLE VI. Terms of Performance

Work will commence in Washington on or about May 16, 1996, in Swaziland on or about May 20, 1996 and be completed on or about June 30, 1996.

ARTICLE VII. Work Days Ordered

A total of 37 working days will be authorized: one working day in Washington and 36 working days in Swaziland (based on a six day work week).

ARTICLE VIII.

- A. Duty Post: Swaziland
- B. Language: English
- C. Logistical Support: USAID/Swaziland will make available all pertinent documents related to the EPMT project. USAID will also provide office space, office equipment and will assist the Contractor in securing hotel accommodation and renting a car. Consultants will be expected to drive. Valid U.S. drivers licenses are required.

USAID will assist the Contractor in making preliminary appointments with relevant Government of Swaziland (GOS) and project personnel.

**Annex B**

**Daily Schedule**

## EPMT Evaluation Team

### Daily Schedule

June 3-July 12, 1996

#### WEEK 1

##### Monday

June 3

A.M.

Meet with USAID personnel: Jack Royer, Acting Director; Valencia Msibi, Program Specialist; and Lessiah Nkambule, Project Manager.

P.M.

Meet with Cooper Dawson, EPMT Chief of Party; Sue Grolnic, Training Specialist; and Steve Lewis, MIS.

##### Tuesday

June 4

A.M.

Meet with Mr. M. E. Vilakazi, Principal Secretary; Mr. Solomon Similane, Director of Education; and Mr. Cooper Dawson.

P.M.

Read Project documents.

##### Wednesday

June 5

A.M.

Visit National Curriculum Center and Continuous Assessment Unit in Mansini. Meet with Ms. Concilia Munro, Director of CA Unit, and with other staff members of the CA Unit.

P.M.

Read Project documents.

##### Thursday

June 6

A.M.

Meet with Mr. Don Foster-Gross, Project and General Development Officer, USAID.

Meet with Sue Grolnic.

P.M.

Read Project documents.

##### Friday

June 7

A.M.

Plan tentative six-week schedule in USAID office; hold discussions with Don Foster-Gross and Sue Grolnic.

P.M.

Type schedule and submit copies to the Principal Secretary, MOE, Don Foster-Gross and Cooper Dawson.

**Saturday**

June 8 A.M. Read Project documents.

**Sunday**

June 9 P.M. Drive to Siteki.

**WEEK 2** [Activities this week will focus on Continuous Assessment, including classroom observations and meetings with teachers and others.]

**Monday**

June 10

A.M. Meet with Concilia Munro and two staff members of the C.A. Unit, an REO representative, and Tim Nsingwane, ex-director NCC, now an Education Manager of the Mhlume Sugar Co. and its schools (3 primary, 1 secondary). After discussion of C.A. visited the Tshaheni Primary School, conducting class observations of the use of C.A. in grades 1,2,3 and 4 followed by a discussion of C.A. with a group of teachers, one from each grade.

P.M. Reviewed project documents. Organized notes.

**Tuesday**

June 11

A.M. Visited Lubumbo Central Primary School in Siteki. Interviewed Ms. Lovey Mbingo Head Teacher, and conducted observations of grades 1,2,3 and 4. Interviewed teachers in grades 1,2,3,4 on their use of C.A. Examined graded first term tests and student progress reports.

Visited Lonhlupheko Primary School. Interviewed Ms. Mellen Gama, Head Teacher and conducted observations of grades 1,2,3 and 4. Interviewed teachers in grades 1,2,3,4 on their use of C.A. Reviewed C.A. records.

P.M. Returned to Mbabane. Reviewed project documents. Organized notes.

**Wednesday**

June 12

A.M. Met with Sue Grolnic to discuss C.A.

P.M. Work at USAID.  
Meet with Joel Aronson re MIS and item bank.

**Thursday**  
June 13

A.M. Plan Weeks 3 & 4 Work Plan concerning interviews for OD, MIS, Guidance, HTMT and C.A.

Lunch Dr.Hank Healey, Research Triangle Institute

**Thursday**  
June 13

P.M. Meeting, Mr. Alan Sail, Mr. Vusi Kunene, MOE Planning Unit

**Friday**  
June 14

A.M. Re-Plan Week 3 (due to Teacher Strike)

P.M. Meet with British ODA team.

**Saturday**  
June 15

A.M./P.M. Write up field notes; review documents.

**Sunday**  
June 16

P.M. Meeting with Dr. Aida Passigna

**WEEK 3**

**Monday**  
June 17

A.M. Meeting Mr. Cranmer Magagula, Chief Inspector Secondary Education

Meeting Ms.Siborigile Kunene, Programmer, Teacher Service Commission

Set up Tuesday, Wednesday meetings at MOE Work at USAID

P.M. Meeting British O.D.A. team

**Tuesday**  
June 18

A.M. Meeting with Concilia Munro and CA Unit staff

Meeting with writers of remediation and enrichment materials (retired teachers)

P.M. Meeting with Mr. Israel Simelane, Acting Director, INSET

**Wednesday**  
June 19

A.M. Meeting Mr. Bernard Dlamini, Chief Inspector Curriculum Development and Teacher Training

Meeting with Mr. Jabu Shabalala, MIS

Meeting Mrs. Della Nsibande, Head, Department of Educational Testing, Guidance and Psychological Services (ETGPS) MOE

	P.M.	Work at USAID
<b>Thursday</b> June 20	A.M.	Meeting with Mr. Don Foster-Gross Work at USAID
	P.M.	Work at USAID
<b>Friday</b> June 21	A.M.	Work at USAID Meeting with Mr. Don Foster-Gross, Mr. Cooper Dawson, Ms. Sue Grolnic, Dr. Hank Healey, Research Triangle Institute
	P.M.	Work at USAID
<b>Saturday</b> June 22	A.M./P.M.	Organize notes; review documents.
<b>Sunday</b> June 23	A.M./A.M.	Forester Arms Hotel, with Dr. Aida Passigna, Ms. Sue Grolnic, Mr. Alan Grihault, ODA team.
<b>Week 4</b>		
<b>Monday</b> June 24	A.M.	Meeting with Mr. Elmoth Dlodlu, Chief Inspector Primary Education, MOE  Meeting with Mr. Daniel Owen, World Bank, and Mr. Rajan Mathew, Dept. of Sociology, UNISWA re study on "Client Consultation on Quality of Education in Primary Schools"
	P.M.	Work at USAID. Plan interviews rest of week.
<b>Tuesday</b> June 25	A.M.	Visit REO Manzini, TIDC office. Review 7th grade social studies text revised through EMPT  Meeting with Mr. Elliot Shongwe, Principal, Nazarene TTC
	P.M.	Meeting all seven members of CA Unit Meeting Mr. Nkambule, Acting Director NCC
<b>Wednesday</b> June 26	A.M.	Meeting with Quality Working Group: Mr. E.Dlodlu, Mr. Vusi Kunene, Mr. Elliot Shongwe, Mr. Israel Simelane, Mr. M. Hlophe

P.M. Meeting with Steve Lewis, MIS  
Meeting with Ms. Lindiwe Zwane, Guidance, REO  
Manzini

**Thursday**  
June 27

A.M. Meeting Steering Committee, EMPT  
P.M. Meeting Mr. Jabulane Shabalala, MIS  
Read documents, organize notes

**Friday**  
June 28

A.M. Begin writing draft final evaluation  
P.M. Party for Sue Grolnic at the house of Don  
Foster-Gross including EPMT staff, the C.A.  
Unit and O.D.A. personnel  
Meeting with Mr. Cooper Dawson, COP

**Saturday**  
June 29

A.M. Writing of draft final evaluation  
P.M. Writing of draft final evaluation

**Week 5**

**Monday**  
July 1

A.M. Writing of draft final evaluation  
P.M. Writing of draft final evaluation

**Tuesday**  
July 2

A.M. Meeting Mr. Pat Muir, TSC  
Meeting Ms. Sue Grolnic, EPMT  
Meeting Ms. Della Nsibande, ETGPS  
P.M. Writing of draft final evaluation

**Wednesday**  
July 3

A.M. Meeting INSET staff: Mr. Israel Simelane, Mr.  
Reuben Sibiyi, Mr. Mathembi Dlamini, Ms.  
Tryphinah Ginindza, Ms. Dumile Vilakati,  
Ms. Jabu Fakudze, Ms. Nqobile Gwebu, Ms. Agnes  
Masuku, Ms. Busi Nkomo, Mr. Peter Dlamini

P.M. Writing of draft final evaluation

**Thursday**  
July 4

A.M. Writing of draft final evaluation

P.M. Writing of draft final evaluation

**Friday**  
July 5

A.M. Writing of draft final evaluation

P.M. Writing of draft final evaluation

**Saturday**  
July 6

A.M./P.M. Writing of draft final evaluation

**Sunday**  
July 7

A.M./P.M. Writing of draft final evaluation

**Week 6**

**Monday**  
July 8

A.M. Meeting Mr. Jack Royer and Don Foster-Gross,  
USAID, and Mr. Cooper Dawson, COP

P.M. Writing of draft final evaluation

**Tuesday**  
July 9

A.M. Writing of draft final evaluation

P.M. Meeting with Jack Royer and Don Foster-  
Gross, USAID, and Mr. Cooper Dawson, COP.

**Wednesday**  
July 10

A.M./P.M. Free day

**Thursday**  
July 11

A.M./P.M. Re-working of final draft evaluation

**Friday**  
July 12

A.M. Meeting at U.S. Embassy  
Meeting with Principal Secretary, MOE

Annex C

CA Classroom Observation



## CA Classroom Observation Schedule for Visiting Evaluators

SUNDAY, JUNE 9		TRAVEL TO SITEKI HOTEL
MONDAY, JUNE 10	7 A.M.	LEAVE FOR CLASSROOM OBSERVATION AND MEETING WITH TEACHERS AT A LUBOMBO SCHOOL.*
	AFTERNOON	RETURN TO SITEKI HOTEL
TUESDAY, JUNE 11	7 A.M.	CLASSROOM OBSERVATION AND MEETING WITH TEACHERS AT A LUBOMBO SCHOOL.
	AFTERNOON	RETURN TO MOUNTAIN INN
WEDNESDAY, JUNE 12		FREE DAY
THURSDAY, JUNE 13	7 A.M.	LEAVE FOR CLASSROOM OBSERVATION AND MEETING WITH TEACHERS AT A HHOHHO SCHOOL.
	AFTERNOON	RETURN TO MOUNTAIN INN
FRIDAY, JUNE 14	7 A.M.	CLASSROOM OBSERVATION AND MEETING WITH TEACHERS AT A HHOHHO SCHOOL.
	AFTERNOON	RETURN TO MOUNTAIN INN
SUNDAY, JUNE 16		TRAVEL TO NHLANGANO SUN
MONDAY, JUNE 17	7 A.M.	LEAVE FOR CLASSROOM OBSERVATION AND MEETING WITH TEACHERS AT A SHISELWENI SCHOOL.
	AFTERNOON	VISIT NGWANE TEACHER TRAINING COLLEGE
TUESDAY, JUNE 18	7 A.M.	CLASSROOM OBSERVATION AND MEETING WITH TEACHERS AT A SHISELWENI SCHOOL.
	AFTERNOON	RETURN TO MOUNTAIN INN
WEDNESDAY, JUNE 19		FREE DAY
THURSDAY, JUNE 20	7 A.M.	LEAVE FOR CLASSROOM OBSERVATION AND MEETING WITH TEACHERS AT A MANZINI SCHOOL.
FRIDAY, JUNE 21	7 A.M.	CLASSROOM OBSERVATION AND MEETING WITH TEACHERS AT A MANZINI SCHOOL.

\*DETAILED SCHEDULE WITH SPECIFIC SCHOOLS LISTED WILL FOLLOW.

Annex D

Key Persons Interviewed

## PERSONS INTERVIEWED

### U.S. AID/Swailand

Mr. Jack Royer, Acting Mission Director  
Mr. Don Foster-Gross, Project and General Development Officer  
Ms. Lessiah Nkambule, EPMT Project Manager

### Ministry of Education

Mr. M.E. Vilakazi, Principal Secretary  
Mr. Solomon Simelane, Director of Education  
Mr. Alan Sail, Planning Unit  
Mr. Vusi Kunene, Planning Unit  
Mr. Cranmer Magagula, Chief Inspector, Secondary Education  
Ms. Siborigile Kunene, Programmer, Teacher Service Commission  
Mr. Bernard Dlamini, Chief Inspector, Curriculum Development  
and Teacher Training  
Mr. Jabulane Shabalala, MIS  
Ms. Della Nsibande, Head, Department of Educational Testing,  
Guidance and Psychological Services  
Mr. Elmoth Dlodlu, Chief Inspector, Primary Education  
Mr. H.S. Nkambule, Acting Director, NCC  
Mr. Malcusy Hlophe, Teacher Leader, REO Manzini  
Mr. Elliot Shongwe, Principal, Nazarene TTC  
Mr. A.L.K. Ginindza, REO/Manzini  
Ms. Lindiwe Zwane, Guidance, REO/Manzini  
Quality Working Group  
Mr. Peterson Dlamini, Ngwane TTC  
Mr. Pat Muir, TSC

### Educational Policy, Management and Technology Project

Mr. Cooper Dawson, COP  
Ms. Sue Grolnic, EPMT Technical Advisor  
Dr. Aida Pasigna, consultant  
Dr. Joel Aronson, consultant  
Mr. Steve Lewis, MIS  
Steering Committee, EPMT

### Continuous Assessment Unit

Ms. Concilia Munro, Coordinator  
Ms. Cynthia Hlope, English  
Ms. Happiness Luhlangu, Maths  
Mr. Michael Mhlungu, Maths  
Ms. Hiba Shandomo, English  
Mr. Newman Khumalo, Evaluator  
Ms. Ellen Thwala, Evaluator  
7 Retired teachers writing remedial/enrichment materials

**In-Service Training Unit**

Mr. Israel Simelane, Director  
Mr. Reuben Sibiya  
Mr. Mathembi Dlamini  
Ms. Tryphinah Ginindza  
Ms. Dumile Vilakati  
Ms. Jabu Fakudze  
Ms. Ngobile Gwebu  
Ms. Agnes Masuku  
Ms. Busi Nkomo  
Mr. Peter Dlamini

**Research Triangle Institute**

Dr. Hank Healey

**Primary Schools**

Mr. Tim Nsingwane, ex-Director NCC, Education Manager Mhlume  
Sugar Co.  
Teachers grades 1-5, Tshaheni Primary School  
Ms. Lovey Mbingo, Head Teacher Lubumbo Central Primary School  
Teachers grades 1-4, Lubumbo Central Primary School  
Ms. Mellen Gama, Head Teacher Lonhlupheko Primary School  
Teachers grades 1-4, Lonhlupheko Primary School

**ODA Team**

Mr. Ray Williams, Mr. Ian Collingwood, Ms. Isobel  
Roberts, Mr. Alan Grihault, Ms. Judy Woodings .

Annex E

Interview Questionnaires

General Questionnaire

Interview Schedule

Continuous Assessment

1. From your point of view, what are the advantages of CA?
2. What are the disadvantages?
3. How do you see the future of CA?
4. On the following scale, choose a number.

1	2	3	4	5	6	7	8	9	10
CA will be gone in 5 yrs.									CA is here to stay

5. What are forces supporting CA?
6. What are the forces against CA?
7. If you could make one change to improve CA, what would it be?

MIS and OD

1. Have you ever requested information from MIS? What was it for?
2. If you could get any information you wanted from MIS, what would it be?
3. How has MIS helped you make decisions?
4. How secure would you say MIS is in the MOE Planning Unit? Choose one number on this scale.

1	2	3	4	5	6	7	8	9	10
Extremely Insecure									Extremely Secure

TEACHER QUESTIONNAIRE

Interview Schedule

1. Are students learning more because of CA? Explain.
2. Are you a better teacher because of CA? Explain.
3. If there was one thing you could change about CA, what would it be?
4. What are the advantages of CA?
5. What are the disadvantages?
6. What do you do now in the way of assessing students and teaching them that you did not do before CA?
7. Did you ever have your own form of CA that you used in the past?
8. How many days training did you get in CA?
9. Do you get any help with CA in your school? What kind? From whom?
10. On this scale, what number would you choose?

1	2	3	4	5	6	7	8	9	10
I really dislike CA									I really like CA

Annex F

CA Materials

## Materials Produced by CA Unit 1991-1996

Pilot Test Grade 1 English, Term 1, 1992  
Pilot Grade 1 English Teacher's Instructions, Term 1, 1992  
Pilot Test Grade 1 Maths, Term 1, 1992  
Pilot Grade 1 Maths Teacher's Instructions, Term 1, 1992  
Pilot Test Grade 1 English, Term 2, 1992  
Pilot Grade 1 English Teacher's Instructions, Term 2, 1992  
Pilot Test Grade 1 Maths, Term 2, 1992  
Pilot Grade 1 Maths Teacher's Instructions, Term 2, 1992  
Pilot Test Grade 1 English, Term 3, 1992  
Pilot Grade 1 English Teacher's Instructions, Term 3, 1992  
Pilot Test Grade 1 Maths, Term 3, 1992  
Pilot Grade 1 Maths Teacher's Instructions, Term 3, 1992

Grade 1 English Test, Term 1, 1993  
Grade 1 English Teacher's Instructions, Term 1, 1993  
Grade 1 Maths Test, Term 1, 1993  
Grade 1 Maths Teacher's Instructions, Term 1, 1993  
Grade 1 English Test, Term 2, 1993  
Grade 1 English Teacher's Instructions, Term 2, 1993  
Grade 1 Maths Test, Term 2, 1993  
Grade 1 Maths Teacher's Instructions, Term 2, 1993  
Grade 1 English Test, Term 3, 1993  
Grade 1 English Teacher's Instructions, Term 3, 1993  
Grade 1 Maths Test, Term 3, 1993  
Grade 1 Maths Teacher's Instructions, Term 3, 1993

Pilot Test Grade 2 English, Term 1, 1993  
Pilot Grade 2 English Teacher's Instructions, Term 1, 1993  
Pilot Test Grade 2 Maths, Term 1, 1993  
Pilot Grade 2 Maths Teacher's Instructions, Term 1, 1993  
Pilot Test Grade 2 English, Term 2, 1993  
Pilot Grade 2 English Teacher's Instructions, Term 2, 1993  
Pilot Test Grade 2 Maths, Term 2, 1993  
Pilot Grade 2 Maths Teacher's Instructions, Term 2, 1993  
Pilot Test Grade 2 English, Term 3, 1993  
Pilot Grade 2 English Teacher's Instructions, Term 3, 1993  
Pilot Test Grade 2 Maths, Term 3, 1993  
Pilot Grade 2 Maths Teacher's Instructions, Term 3, 1993

Grade 1 English Test, Term 1, 1994  
Grade 1 English Teacher's Instructions, Term 1, 1994  
Grade 1 Maths Test, Term 1, 1994  
Grade 1 Maths Teacher's Instructions, Term 1, 1994  
Grade 1 English Test, Term 2, 1994  
Grade 1 English Teacher's Instructions, Term 2, 1994

Grade 1 Maths Test, Term 2, 1994  
Grade 1 Maths Teacher's Instructions, Term 2, 1994  
Grade 1 English Test, Term 3, 1994  
Grade 1 English Teacher's Instructions, Term 3, 1994  
Grade 1 Maths Test, Term 3, 1994  
Grade 1 Maths Teacher's Instructions, Term 3, 1994

Grade 2 English Test, Term 1, 1994  
Grade 2 English Teacher's Instructions, Term 1, 1994  
Grade 2 Maths Test, Term 1, 1994  
Grade 2 Maths Teacher's Instructions, Term 1, 1994  
Grade 2 English Test, Term 2, 1994  
Grade 2 English Teacher's Instructions, Term 2, 1994  
Grade 2 Maths Test, Term 2, 1994  
Grade 2 Maths Teacher's Instructions, Term 2, 1994  
Grade 2 English Test, Term 3, 1994  
Grade 2 English Teacher's Instructions, Term 3, 1994  
Grade 2 Maths Test, Term 3, 1994  
Grade 2 Maths Teacher's Instructions, Term 3, 1994

Pilot Test Grade 3 English, Term 1, 1994  
Pilot Grade 3 English Teacher's Instructions, Term 1, 1994  
Pilot Test Grade 3 Maths, Term 1, 1994  
Pilot Grade 3 Maths Teacher's Instructions, Term 1, 1994  
Pilot Test Grade 3 English, Term 2, 1994  
Pilot Grade 3 English Teacher's Instructions, Term 2, 1994  
Pilot Test Grade 3 Maths, Term 2, 1994  
Pilot Grade 3 Maths Teacher's Instructions, Term 2, 1994  
Pilot Test Grade 3 English, Term 3, 1994  
Pilot Grade 3 English Teacher's Instructions, Term 3, 1994  
Pilot Test Grade 3 Maths, Term 3, 1994  
Pilot Grade 3 Maths Teacher's Instructions, Term 3, 1994

Pilot Test Grade 4 English, Term 1, 1994  
Pilot Grade 4 English Teacher's Instructions, Term 1, 1994  
Pilot Test Grade 4 Maths, Term 1, 1994  
Pilot Grade 4 Maths Teacher's Instructions, Term 1, 1994  
Pilot Test Grade 4 English, Term 2, 1994  
Pilot Grade 4 English Teacher's Instructions, Term 2, 1994  
Pilot Test Grade 4 Maths, Term 2, 1994  
Pilot Grade 4 Maths Teacher's Instructions, Term 2, 1994  
Pilot Test Grade 4 English, Term 3, 1994  
Pilot Grade 4 English Teacher's Instructions, Term 3, 1994  
Pilot Test Grade 4 Maths, Term 3, 1994  
Pilot Grade 4 Maths Teacher's Instructions, Term 3, 1994

Grade 1 English Test, Term 2, 1995

Grade 1 English Teacher's Instructions, Term 2, 1995  
Grade 1 Maths Test, Term 2, 1995  
Grade 1 Maths Teacher's Instructions, Term 2, 1995  
Grade 1 English Test, Term 3, 1995  
Grade 1 English Teacher's Instructions, Term 3, 1995  
Grade 1 Maths Test, Term 3, 1995  
Grade 1 Maths Teacher's Instructions, Term 3, 1995

Grade 2 English Test, Term 2, 1995  
Grade 2 English Teacher's Instructions, Term 2, 1995  
Grade 2 Maths Test, Term 2, 1995  
Grade 2 Maths Teacher's Instructions, Term 2, 1995  
Grade 2 English Test, Term 3, 1995  
Grade 2 English Teacher's Instructions, Term 3, 1995  
Grade 2 Maths Test, Term 3, 1995  
Grade 2 Maths Teacher's Instructions, Term 3, 1995

Grade 3 English Test, Term 2, 1995  
Grade 3 English Teacher's Instructions, Term 2, 1995  
Grade 3 Maths Test, Term 2, 1995  
Grade 3 Maths Teacher's Instructions, Term 2, 1995  
Grade 3 English Test, Term 3, 1995  
Grade 3 English Teacher's Instructions, Term 3, 1995  
Grade 3 Maths Test, Term 3, 1995  
Grade 3 Maths Teacher's Instructions, Term 3, 1995

Grade 2 English Test, Term 1, 1996  
Grade 2 English Teacher's Instructions, Term 1, 1996  
Grade 2 Maths Test, Term 1, 1996  
Grade 2 Maths Teacher's Instructions, Term 1, 1996

Grade 3 English Test, Term 1, 1996  
Grade 3 English Teacher's Instructions, Term 1, 1996  
Grade 3 Maths Test, Term 1, 1996  
Grade 3 Maths Teacher's Instructions, Term 1, 1996

Grade 4 English Test, Term 1, 1996  
Grade 4 English Teacher's Instructions, Term 1, 1996  
Grade 4 Maths Test, Term 1, 1996  
Grade 4 Maths Teacher's Instructions, Term 1, 1996

Pilot Test Grade 5 English, Term 1, 1996  
Pilot Grade 5 English Teacher's Instructions, Term 1, 1996  
Pilot Test Grade 5 Maths, Term 1, 1996  
Pilot Grade 5 Maths Teacher's Instructions, Term 1, 1996

Grade 1 Item Specifications and Objectives, English, 1992  
Grade 1 Item Specifications and Objectives, Maths, 1992  
Grade 2 Item Specifications and Objectives, English, 1992  
Grade 2 Item Specifications and Objectives, Maths, 1992  
Grade 3 Item Specifications and Objectives, English, 1992  
Grade 3 Item Specifications and Objectives, Maths, 1992  
Grade 4 Item Specifications and Objectives, English, 1994  
Grade 4 Item Specifications and Objectives, Maths, 1993  
Grade 4 Item Specifications and Objectives, Maths, 1995  
Grade 5 Item Specifications and Objectives, English, 1995  
Grade 5 Item Specifications and Objectives, Maths, 1995

Grade 1 Maths and English posters 1992

Remediation and Enrichment Handbook, English, Grade 1, 1996  
Remediation and Enrichment Handbook, Maths, Grade 1, 1996  
Remediation and Enrichment Handbook, Maths, Grade 2, 1996  
Grade 1 Maths and English Posters, 1996

Item Bank, Grade 3 Maths, 1996  
Item Bank, Grade 3, English (in progress), 1996

Consultancy to the BES Project Report, 1996

Formative Evaluation of the CA Programme: A Pilot Study Report, January 1995

Formative Evaluation of the Continuous Assessment Programme in Swaziland, August 1995

Annex G

# CA Impact Evaluation Graphs

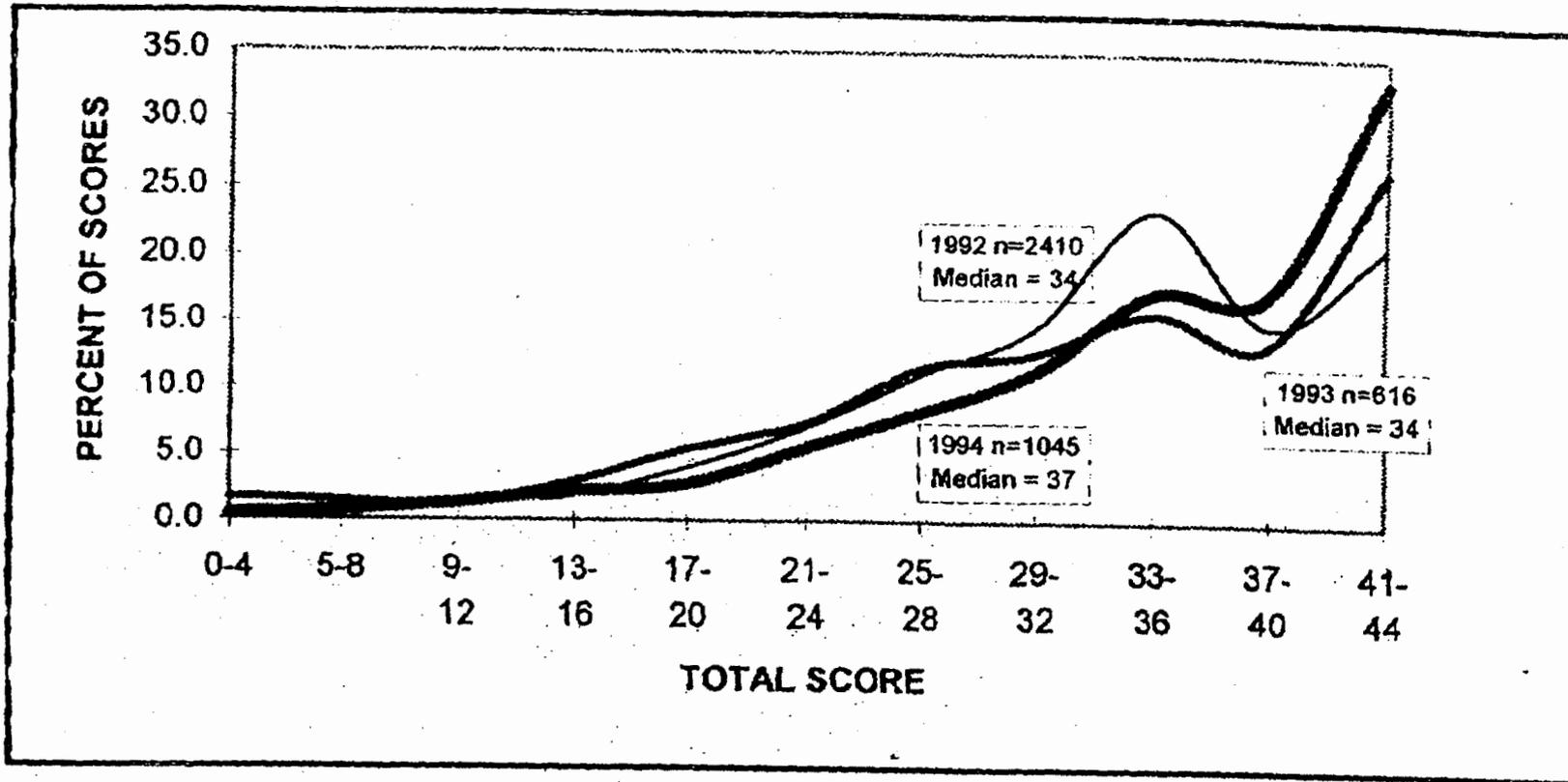


Figure 1. Distribution of End of Year Scores  
Grade One Maths -- 1992, 1993 and 1994

AP

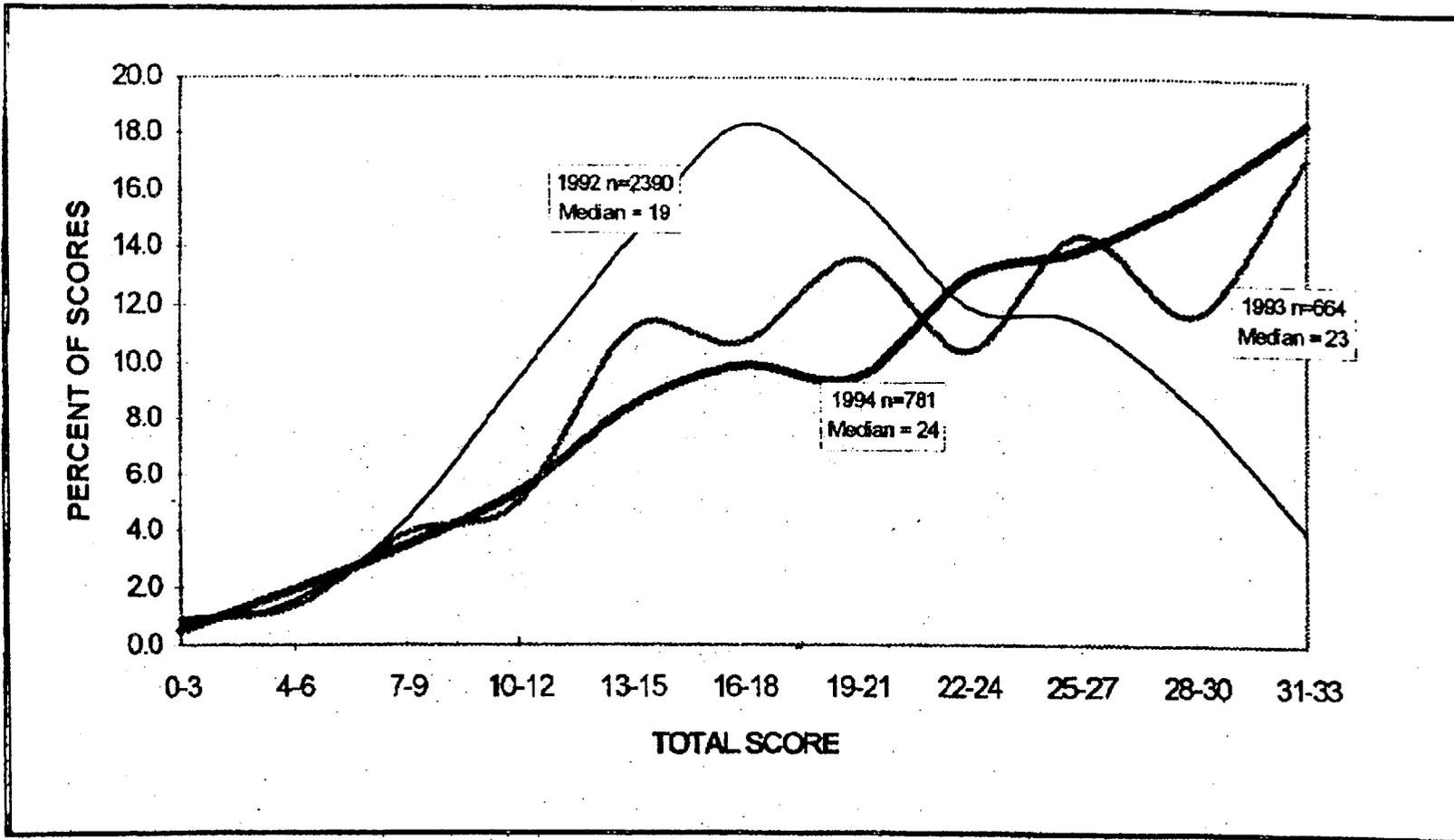


Figure 2. Distribution of End of Year Scores  
Grade One English -- 1992, 1993 and 1994

NA

JUL-02-96 TUE 10:43

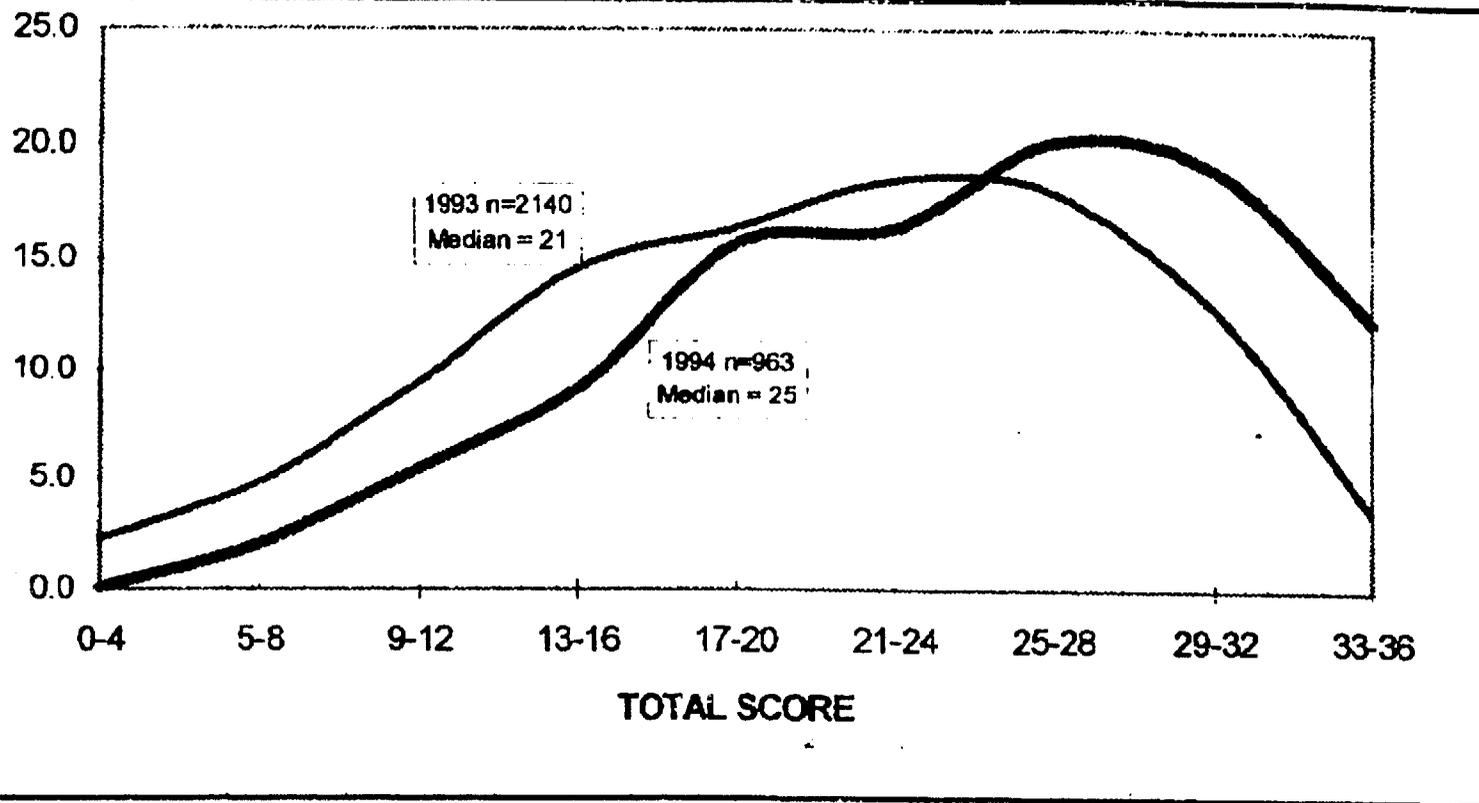


Figure 5. Distribution of End of Year Scores  
Grade Two Maths -- 1993 and 1994

P. 06

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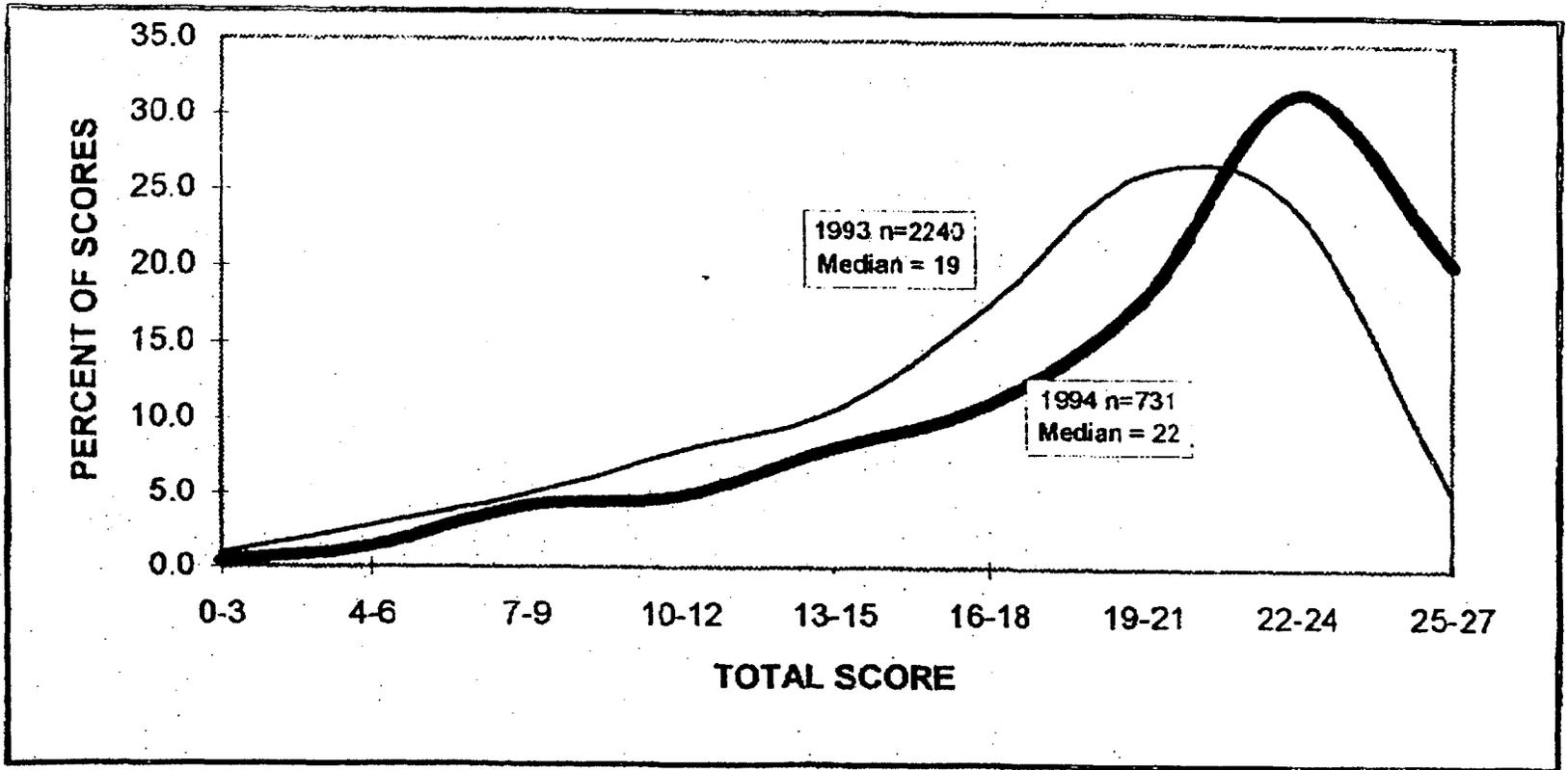


Figure 6. Distribution of End of Year Scores  
Grade Two English -- 1993 and 1994

10

Annex H

HTMT Test

22

# QUALIFYING EXAMINATION IN INSTRUCTIONAL LEADERSHIP

## Head Teacher Management Training

### INSTRUCTIONS:

Put your name and the date at the top of the answer sheet.

This examination is a multiple choice type .

An answer sheet is provided to mark in your responses.

It will be to your advantage to mark **every** question.

The test Instructional Leadership has a time limit of **ONE HOUR**.

The results of this examination will be made known to you in within one month of the date you took the examination. You will be notified by mail.

### START THE TEST NOW

1. One major aim of Instructional Leadership Training is:
  - a. to help teachers perform better
  - b. to see that Head Teacher assign staff to classes and design relevant time tables.
  - c. to make instructional leadership experiential for the teachers.
  - d. to develop new skills and knowledge, and to reinforce already existing skills.
  
2. The person who has the ultimate responsibility of assigning classes and other responsibilities in a school situation is:
  - a. the Inspector
  - b. the Head Teacher
  - c. the School Committee
  - d. Regional Educational Officer
  
3. One **major** consideration that must be considered when performing the task of staffing is:
  - a. to listen to what the school committee has to say.
  - b. the input from the staff members
  - c. the school size and the number of students and streams
  - d. the number of hours students are in school

4. Staffing can be defined as:
  - a. agreements of the administration and staff
  - b. personnel assigned to the duties of an organization
  - c. teachers and non teachers working together for a common cause
  - d. teachers deciding which class they want to teach
  
5. The school's most important resource is:
  - a. school property
  - b. the teacher
  - c. the student
  - d. school fees
  
6. What do we mean by Realia?
  - a. written materials
  - b. visual aids
  - c. actual objects
  - d. a reality
  
7. An enquiry approach means:
  - a. to provide materials or information and distribute it
  - b. to explore materials or information and come up with answers
  - c. to work alone on material or information and share with a team
  - d. to ask questions based on material and information.
  
8. How many types of time tables are there in a school system?
  - a. one type
  - b. three types
  - c. five types
  - d. seven types
  
9. Time tables are important for the scheduling of the school. They are designed and drawn during which of the following times:
  - a. when ever the teacher has time
  - b. when a teacher is transferred
  - c. before schools open
  - d. once every five years

10. A Composite Time Table refers to:
  - a. time allocation
  - b. the commencement and closing of school
  - c. the combination of all classes
  - d. All of the above
  
11. Extra curricular activities are activities:
  - a. not normally taught in the classroom but are important part of the curriculum.
  - b. done for winning events
  - c. prize gaining activities
  - d. performed by students to win favors for the schools
  
12. Extra Curricular and Intra curricula activities help students develop certain skills such as:
  - a. resource skills
  - b. working skills
  - c. collaboration skills
  - d. high thinking skills
  
13. Collaboration can be defined as:
  - a. setting out objectives
  - b. working together, taking risk , hard work
  - c. finding out what resources you have
  - d. developing a plan of action
  
14. Head Teachers should keep a systematic method of checking schemes of work, preparation books and progress records because:
  - a. it makes them look good when they are inspected
  - b. records and information can be easily retrieved
  - c. they are required to do so by the MOE
  - d. they have a management responsibility



15. The daily preparation book of each class must be checked and signed by the Head Teacher or Department Head to show that the content in it is approved . The content must include which of the following items:
  - a. work done by the students
  - b. instructional procedures
  - c. date of the lesson
  - d. all of the above
  
16. The role of the Head Teacher in **record keeping** for Continuous Assessment is to do which of the following:
  - a. encourage teachers to teach the students
  - b. monitor progress of the students
  - c. provide accurate information to teaching staff .
  - d. all of the above
  
17. Curriculum can be defined as:
  - a. designing materials for teaching
  - b. teaching techniques and approaches
  - c. all that is taught in the school.
  - d. all of the above
  
18. Head Teachers can help their staff develop and update curriculum by doing which of the following:
  - a. plan with them
  - b. support their ideas
  - c. budget to support Instruction
  - d. all of the above
  
19. The most effective teaching method with pupils sighted by curriculum researchers is:
  - a. lecture type
  - b. group work
  - c. memorizing facts for testing purposes
  - d. individualized learning

20. Lecture Method as an instructional measure is most suitable for:
- primary pupils
  - secondary pupils
  - college and university students
  - B and C
21. The major purpose of the Question and Answer method in instruction is to:
- stimulate thought and check understanding.
  - to keep the students busy
  - to save time for the teacher
  - to get students to talk
22. Lesson planning has many functions. One of the main function is to:
- keep the students active and quiet
  - keep track of the teacher's ideas and classroom activities in order to plan for future lessons
  - share the information with other teachers
  - none of the above
23. The Evaluation process in lesson planning is done to ensure that:
- the teacher knows when he/she has achieved the objectives of the lesson.
  - the teacher knows which students are in need of help
  - the teacher has an opportunity to make changes in his/her lesson
  - all of the above
24. One of the major roles of the Head Teacher in lesson planning is to:
- report teachers to the school committee when they neglect their duties.
  - provide support and resources for the teachers
  - reprimand teachers who fail to plan lessons
  - to check to see if the teacher is doing his/her work

25. One of the most important things that occur with clearly defined objectives is that:
- a. it makes the teacher proud of his/her work
  - b. the students are kept on task
  - c. better instruction takes place for students
  - d. all of the above
26. Writing objectives is said to be as easy as the ABCD:
- A - stands for the Audience
  - B - stands for the Behavior
  - C - stands for the \_\_\_\_\_
    - i. consistency
    - ii. children
    - iii. condition
  - D - stands for the degree
27. Useful functions of well written objectives are as follows:
- a. could be used in identifying the success and failure of the students.
  - b. they encourage teachers to share ideas
  - c. they must be knowledgeable in writing objectives
  - d. none of the above
28. Clinical Supervision is a method whereby:
- a. the teacher comes to the Supervisor for expert help
  - b. the supervisor shows up in the classroom and visits the teacher unannounced
  - c. the supervisor is involved with the teacher in a helping relationship to share ideas and concerns.
  - d. all of the above

29. There are four stages in the process of clinical supervision. They are as follows:
- i. the pre observation conference
  - ii. classroom observation
  - iii. analysis and strategy session
  - iv. \_\_\_\_\_
    - a. Lesson planning
    - b. Lesson presentation
    - c. Post observation
    - d. collecting data
30. When providing feedback to a supervisee, the supervisor should:
- a. write up a report and put it in the teachers file without letting the teacher see the report.
  - b. write notes in the teachers preparation book.
  - c. file a report listing the findings and send a copy to the R.E.O.
  - d. none of the above
31. Student Centered education applies to an approach to schooling that:
- a. allows the students to learn what ever they wish in the class
  - b. recognizes the importance of matching content and methods of students learning.
  - c. allows for the students to receive a given set of rules for memorization and practice.
  - d. allows for a formal approach in which the teacher acts as an instructor, and stands in front of the class and exercises firm control over the pupils.
32. Child psychologists in studying the developmental stages of children found that:
- a. everyone reaches maturity at the same time in their life
  - b. everyone reaches maturity at a different time in their life
  - c. each individual develops physically and mentally at the same rate
  - d. none of the above

33. One of the main characteristics of Teacher Centered education is:
- a. the teacher trains the students in skills that are within capabilities of their stage of development
  - b. teacher selects what the students learn, the methods by which they learn and the pace at which they learn
  - c. the teacher recognizes and responds to the changing characteristics that distinguishes the different ages of the students.
  - d. teacher recognizes the child's capability and rewards him
34. Continuous Assessment is a process in the school system for:
- a. improving access to education in the school
  - b. replacing all the examination systems in the schools
  - c. formative evaluation procedure which can be used for finding out the overall gains that a learner has achieved.
  - d. monitoring what is done by teachers in the classroom as they teach the students
35. Continuous Assessment is concerned with which the following:
- a. improving and making relevant the school curriculum
  - b. improving the quality of education through the teacher education program.
  - c. improving the internal efficiency of the system
  - d. helping every student become a successful learner
  - e. all of the above
36. The present MOE Examination System consists of:
- a. providing tests to students at the end of each term
  - b. examinations set by experts chosen from subject panels
  - c. internal and external examinations
  - d. all of the above.

37. Remediation is a process whereby the teacher:
- a. helps students overcome learning deficiencies
  - b. monitors students work and keep this information in the preparation book
  - c. provides students with feedback about their learning
  - d. gives tests to students at the end of each term
38. The word " monitoring" means to:
- a. keep track of inputs and outputs
  - b. keep records and store information securely
  - c. check o progress of students
  - d. all of the above
39. In order for CA to be implemented and sustained effectively, head teachers should:
- a. make sure books are available
  - b. monitor and supervise the process
  - c. send reports to REO's office
  - d. all of the above
40. Lesson and Unit test items are test questions based on:
- a. the subject matter taught per unit
  - b. individual lessons and on the unit
  - c. teachers evaluations from previous lessons
  - d. all of the above
41. Terminal tests items are test questions that will be administered to the students at the end of each:
- a. term
  - b. week
  - c. year
  - d. lesson

42. The reporting of CA results by the Head Teachers will occur at three levels:
1. at the class level
  2. at district level and
  3. at \_\_\_\_\_ level
    - a. NCC
    - b. Regional
    - c. School
    - d. national
43. The role of head teachers in the implementation of remedial strategies in schools are:
- a. supervision and administering of remedial tests
  - b. discuss with staff how remediation tests can be developed.
  - c. keep all test results properly secured
  - d. all of the above
44. Some of the remedial activities that can be implemented in schools are:
- a. development of a remedial plan
  - b. carrying out the plan
  - c. analyzing test results
  - d. all of the above
45. One general aim of IN-SERVICE education/ staff development is to:
- a. help teachers develop professional competence skills and relevant knowledge.
  - b. give teachers a chance to get away from the class room and socialize with other teachers.
  - c. motivate teachers to teach students.
  - d. all of the above
46. Agencies which commonly provide In-Service education and training for teachers are:
- a. teachers Centers
  - b. examination Bodies
  - c. correspondence Institutions
  - d. all of the above

47. The word " Empowerment " means:
- having the staff members obey and not participate in the decision making process.
  - involving staff in continuous dialogue and discussion
  - having a sense of power to make decisions and choices, by having to act independently
  - having an opportunity to do what ever you want in the organization without reporting to any one.
48. An activity people engage in. It involves all parties working together to change their original direction into a new direction for action. This activity can be seen as:
- coercion
  - compromise
  - cooperation
  - collaboration
49. Some of the major INSET activities may include:
- special courses and workshops
  - open days at Teacher centers
  - infusion of nationally developed materials
  - all of the above
50. Steps to be taken when conducting a workshop:
- prepare materials ahead of time
  - know content and concepts to be presented
  - involve participants by asking questions and get feedback from them.
  - all of the above

Annex J

# Assessing Head Teachers

ASSESSING HEAD-TEACHERS IN IMPLEMENTATION OF  
INSTRUCTIONAL LEADERSHIP SKILLS IN SWAZILAND PRIMARY  
SCHOOLS.

QUESTIONNAIRE:

The Ministry of Education and INSET are preparing ways to improve how Head Teachers provide services to all teachers in Swaziland. In order for INSET to design specialized training for this it is important to get your in-put as a teacher about your perceptions of how Head Teachers interact with you at the school level.

It will take you a few minutes to fill in this questionnaire.

Please fill in answers to each of the items below. Be honest about what you write. Your identity will remain unknown. You will return the questionnaire in the self-addressed envelope already stamped, to the Co-ordinator of INSET. Do not write your name or any identifying information on this form.

Please respond to all the questions below. Put a tick on the appropriate response.

SECTION A.

Background Information about Head Teacher

1. Sex:                      Male \_\_\_\_\_                      Female \_\_\_\_\_
2. Qualifications: PTC \_\_\_    PTD \_\_\_    BED \_\_\_    OTHERS (specify) \_\_\_\_\_

as

3. Teaching Experience before appointment to position of Head teacher;

0-5 years \_\_\_\_\_

6-10 years \_\_\_\_\_

11-15 years \_\_\_\_\_

16 + years \_\_\_\_\_

4. Number of years as Head Teacher.

0-5 years \_\_\_\_\_ 6-10 years \_\_\_\_\_

11-15 years \_\_\_\_\_ 16 + years \_\_\_\_\_

5. Do you teach any grade(s)

No \_\_\_\_\_ Yes \_\_\_\_\_

If yes, provide the following information;

Grade(s) \_\_\_\_\_

Subject(s) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Total number of periods: \_\_\_\_\_

6. Do you have a Deputy Head in your school? No \_\_\_ Yes \_\_\_

If yes, which responsibilities do you share with your deputy ? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. If your school has more than one stream

Please indicate the number of streams in each grade

Grade 1 \_\_\_\_\_

Grade 2 \_\_\_\_\_

Grade 3 \_\_\_\_\_

Grade 4 \_\_\_\_\_

Grade 5 \_\_\_\_\_

Grade 6 \_\_\_\_\_

Grade 7 \_\_\_\_\_

8. What is your school enrolment? \_\_\_\_\_

9. Number of teachers in your school \_\_\_\_\_

10. Indicate number of teachers who are

(i) Qualified \_\_\_\_\_

(ii) Unqualified \_\_\_\_\_

SECTION B

Administrative Procedures

1. What are the school goals this year in;

Testing? \_\_\_\_\_

Class visits \_\_\_\_\_

Syllabus coverage \_\_\_\_\_

Discipline \_\_\_\_\_

Any other \_\_\_\_\_

---

---

2. How often do you hold staff meetings?

Once a term \_\_\_\_ Twice a term \_\_\_\_

Three times a term \_\_\_\_ Four times a term \_\_\_\_

3. Who suggests staff meetings?

H/T \_\_\_\_ D.H/T \_\_\_\_ Teachers \_\_\_\_ All of you \_\_\_\_

4. Tick the administrative books that you have in your School?

a) Admission Register \_\_\_\_ b) Log book \_\_\_\_

c) Stock book \_\_\_\_ d) Punishment book \_\_\_\_

e) School Committee Minutes Book \_\_\_\_ f) Parents Minutes Book \_\_\_\_

g) Time book \_\_\_\_\_ h) Inventory Book \_\_\_\_\_

Any other \_\_\_\_\_

---

5. What is the deadline for scheming the years work? \_\_\_\_\_

6. How often do you inspect;

a) Scheme books \_\_\_\_\_

b) Preparation books \_\_\_\_\_

c) Daily attendance registers \_\_\_\_\_

7. Do you demand some of the books which have not been submitted to you for checking? Yes \_\_\_\_\_ No \_\_\_\_\_

### SECTION C

#### Class Visitation

1. Do you visit classes No \_\_\_\_\_ Yes \_\_\_\_\_ If no explain why \_\_\_\_\_

If yes what do you look for \_\_\_\_\_

Comment; \_\_\_\_\_

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2. Do you plan with the teacher before visiting? No \_\_\_ Yes \_\_\_

If No, why? \_\_\_\_\_

Comment: \_\_\_\_\_

Do you stick to the plan made before observation? No \_\_\_ Yes \_\_\_

3. How often do you expect a teacher to conduct tests for his/her class?

\_\_\_\_\_  
\_\_\_\_\_

4. During your observation, do you concentrate on what you and the teacher decided on during your pre-conference or do you look for other things? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Do you meet with the teacher after your observation ?

Yes \_\_\_ No \_\_\_

If yes, explain what you do \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. State problems encountered in visiting classes. \_\_\_\_\_

\_\_\_\_\_

SECTION D

1. Do you provide textbooks

a) before schools open. No \_\_\_\_\_ Yes \_\_\_\_\_

b) during the term. No \_\_\_\_\_ Yes \_\_\_\_\_

Give reasons for your response \_\_\_\_\_

2. Do you provide teaching aids

a) before schools open. No \_\_\_\_\_ Yes \_\_\_\_\_

b) during the term. No \_\_\_\_\_ Yes \_\_\_\_\_

Give reason for your response \_\_\_\_\_

3. Do you have a system of collecting feedback from the teachers on curriculum implementation

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, describe the system of collecting the feedback \_\_\_\_\_

If yes how \_\_\_\_\_

If no, state reasons \_\_\_\_\_

4. How do you send the feedback to the National Curriculum Center. \_\_\_\_\_

\_\_\_\_\_



**Annex K**  
**Participant Training**

*10/2*

## ANNEX K

### PARTICIPANT TRAINING

#### NCC/Continuous Assessment

1. Mr. Tim Nsingwane 6 month internship at the University of Massachusetts
2. Ms. Concilia Munro 6 month internship at the University of Massachusetts
3. Mr. Newman Khumalo 6 month internship at the University of Massachusetts
4. Mr. Michael Mhlungu 6 month internship at the University of Massachusetts
5. Ms. Ellen Thwala M.A. in Measurement and Instructional Development at Ohio University
6. Mr. Newman Khumalo M.A. in Educational Research and Evaluation at the University of Massachusetts

#### Head Teacher Management Training (INSET)

1. Mr. Israel Simelane M.A. in Educational Management and Development at New Mexico State University
2. Ms. Busi Kromo 2 month internship at the University of Massachusetts
3. Ms. Dumile Vilakati 2 month internship at the University of Massachusetts
4. Ms. Jabu Fakudze M.A. in Measurement and Instructional Development at Ohio University

#### Guidance

1. Ms. Lineo Vilakazi M.A. in Guidance and Counseling at Ohio State University
2. Mr. Vusi Manayatsi M.A. in Guidance and Counseling at New Mexico State University
3. Ms. Della Nsibande Study tour of the U.S.
5. Six ETGPS staff Study tour to Botswana

#### Management Information Services/Organizational Development

1. Mr. Jabu Shabalala Short course on Management of Project Cycles at the Academy of Educational Development, Washington D.C.