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**EDUCATIONAL POLICY, MANAGEMENT
AND TECHNOLOGY PROJECT**

PROJECT NUMBER 645-0230

**SEMI ANNUAL REPORT
1 SEPTEMBER 1993 - 28 FEBRUARY 1994**

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TABLE OF CONTENTS

SECTION I :	Executive Summary	Page 1
SECTION II :	Project Overview	Page 3
SECTION III :	Progress towards End-of-Project Status Indicators	Page 9
SECTION IV :	Outputs	Page 16
SECTION V :	Inputs	Page 24
	Long Term Technical Assistance	Page 25
	Short-Term Technical Assistance	Page 26
	Participant Training	Page 27
	In-Country Training	Page 28
	GOS Contributions	Page 30
	IIR Expenditures for the Period	Page 31
	IIR Contract Expenditures	Page 32
	Peace Corps	Page 35
SECTION VI :	Progress on Annual Work Plan Activities	Page 36
	Continuous Assessment	Page 39
	Head Teacher Training	Page 44
	Management Information System	Page 47
	Organizational Development	Page 51

SECTION VII :	Proposed Modifications to the Year 5 Work Plan	Page 54
GLOSSARY :		Page 56
APPENDIX I:	Sample MIS Information Requests	Page 59

SECTION I
EXECUTIVE SUMMARY

The period covered by this report (1 September 1993 to 28 February 1994) marked the beginning of Phase III of the EPMT Project. With the departure of Dr. Aida Pasiona, the resident Continuous Assessment Technical Adviser, only one full-time Technical Adviser, Dr. Philip Christensen, remained in Swaziland. Mr. Cooper Dawson continued working as EPMT's Organizational Development Specialist on a half-time basis, with additional technical support to CA through consultancies from Dr. Pasiona and Ms. Susan Grolnic. The Ministry of Education assumed ever-increasing responsibility for sustaining the innovations being supported by EPMT.

The other major development during this time was the beginning of efforts to implement recommendations made in the mid-project evaluation. The Steering Committee revised the Year 5 work plan, USAID and MOE agreed on substantial changes in the project budget in order to support CA teacher training and management training for secondary head teachers, work in the Career Guidance component was brought to a successful conclusion, and efforts were begun to revise the EPMT contract to reflect post-evaluation priorities.

Highlights of progress during this reporting period include:

- the extension of national Continuous Assessment implementation to Grade 2,
- strengthening of the CA teacher training programme,
- inauguration of the third Head Teacher Management Training cycle, which will complete training for all primary school heads,
- on-the-job training for the MIS Counterpart, an important element to ensuring the system's sustainability after the Project concludes, and
- the positive reception, within MOE and from other GOS ministries, of the initial work on the "Imfundvo" planning model being supported under the Organizational Development component.

SECTION II
PROJECT OVERVIEW

The Educational Policy, Management and Technology (EPMT) Project is a collaborative effort between the United States of America, through the U.S. Agency for International Development, and the Government of Swaziland, through the Ministry of Education.

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

Project Background¹

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

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

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

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

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

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

Project Purpose

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

Overall Strategy

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

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

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

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

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

Project Components

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

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

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

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

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

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

Modifications to the Project Design

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

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

SECTION III

**PROGRESS TOWARDS
END-OF-PROJECT STATUS
INDICATORS**

EPMT End of Project Status Indicators (EOPS)

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

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

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

Baseline data. The education system has experienced rapid growth over the past 20 years. There are now twice as many schools, three times as many students and almost four times the number of teachers. Low efficiency ratios characterize the system today. Students repeat often and many students leave the system before completing the primary and secondary cycles. In 1987, when the project was planned, the efficiency ratio was 1.74 and the number of children graduating primary school on time was 160/1000. The efficiency ratio is a measure derived from input divided by output. A value of 2.00, for instance, indicates that the educational system is investing twice what it would if the system were completely efficient (in terms of money, staff, facilities, etc.), whereas a value of 1.00 would be ideal.

Current situation. Derived from the latest published statistics (1992 flow rates applied to 1993 intake), the efficiency ratio in Year Four of the project was 1.60. The number of children graduating primary school on time increased to 183/1000 at that time.

Strategies for meeting the target. All EPMT project activities are aimed at meeting the target of 200/1000 students graduating primary school on time. Continuous assessment and head teacher management training are expected to have the most direct impact. In order to strengthen the contribution of these two components, organizational development efforts were more sharply defined in the Year Four work plan.

The MIS and OD components, on the other hand, were designed to have a more general effect on a management improvement effort, leading to improved student achievement and greater efficiency in the use of system resources through providing key decision-makers with information critical to sound policy development. The aim is to help MOE staff use information for practical improvements and thus to enable officials in the education system to improve the performance of the system as measured by the EOPS.

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

Baseline data. Baseline data on the performance of Grade 1 pupils were collected at the end 1992, prior to the national introduction of Continuous Assessment, in a stratified random sample of 60 classes. Parallel tests will be administered in the same classrooms at the end of 1993 to Grade 1 pupils who have experienced the first year of CA. At that time it will be possible to analyze the test results and produce reports on the 1992 baseline and the 1993 comparative results. In the meantime, the only baseline available is provided by the Primary School Leaving Examination, which indicated an overall "pass" rate of approximately 75% for the first two years of the Project. However, it is not clear what the "pass" rates are for Maths and English, or whether there has been a conscious attempt to ensure congruency between the skills actually tested in these two subjects and the instructional objectives prescribed for each grade.

Current situation. In the absence of results from the CA testing process described above, no empirical data are available yet on the current situation in regards to student achievement in Grades 1 to 7 Maths and English.

Strategies for meeting the target. The basic strategy for meeting this EOPS is the effective national implementation of Continuous Assessment. Additional support is being provided from the Head Teacher Management Training Programme, especially through the Instructional Leadership course. As a result of EPMT's mid-project evaluation, the pace of CA implementation is being slowed to one grade per year so that additional time and resources may be allocated to CA teacher training. This means that 1994 will see the introduction of CA to Grade 2 Maths and English. By the time the EPMT Project finishes in 1996, CA will have reached Grade 4. After that time it will be the Ministry of Education's responsibility to complete implementation in Grades 5 to 7 and, if it so desires, to expand the programme to other subject areas.

3. Primary and secondary schools are better managed.

Baseline data. During 1990 - 1991, a needs assessment study was carried out to determine management training needs in the system. This needs assessment included a curriculum review of previous management training programmes for head teachers and data-collecting visits to 50 schools by teams of inspectors and INSET staff. A final report on the training needs assessment provides detailed information about the status of head teacher training as of that time. It lists 36 major categories of needs. One critical area identified is better financial management. No previous training had been carried out in this area, and all head teachers visited reported difficulties with the handling and reporting of money. Other critical needs were identified in the areas of organizational management, personnel management, and instructional leadership.

Current situation. Two training cycles have been completed, and a third is in process. Arrangements for the training in Personnel Management have been made to meet the needs for the course, which is to commence on March 14, 1994. Planning for the other two courses in Organizational Management and Instructional Leadership has already been done, and these courses will be taught in the first two weeks of May, 1994. This will mark the end of management training for primary school head teachers, which has addressed the areas identified by the needs assessment study mentioned above.

Draft standards for certifying head teachers were submitted to the Principal Secretary for Education for his recommendations, and the final proposal will then be forwarded to the Attorney General for enactment. Preparations for hiring a consultant to help revise the modules so that they fit the secondary school structure are underway. This consultant will be hired and paid from project funds. Open Days for Cycle One head teachers are on schedule. Cycle Two head teachers will start their Open Day workshops in the new GOS financial year (April 1st, 1994).

Strategies meet the Target

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

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

Baseline data. The Research and Planning Unit was in a critical situation at the time the EPMT Project started in August, 1990. Management information was difficult to find. The scattered repositories of information (Central Statistics Office, Teaching Service Commission, Accounts Office, Examinations Council, and Central Ministries, to name the principal sources) typically worked in isolation from each other. Senior MOE management were unable to retrieve information on a demand basis and were very sceptical about the reliability of these disparate sources. No central source of information or central monitoring system existed, making it difficult for the Ministry to manage information and establish monitoring systems. The annual school census which MOE traditionally conducted in competition with CSO had ceased to be operative. Records for 1988 had not been entered into a database and lay scattered in various offices.

Current situation. A core MIS has been developed and brought into operation. An MOE MIS Counterpart is now working in the Research and Planning Unit. Senior personnel in the MOE and external users seek information from it on different aspects of education system.

Procedures for collection of data, data entry into the MIS databases and information dissemination have been established. With the help of EPMT-sponsored consultants, the TSC has computerized its personnel records and data entry personnel continue to update them. Information in the TSC database is now incorporated into the MIS.

When the CSO conducts its annual survey in April, it now encloses an MIS update survey, as well. This one-page form is used by schools to report information such as name changes, enrolment projections, school fees schedules and information on visits by MOE personnel and construction. This additional survey data sheet has been redesigned for inclusion with the 1994 CSO annual survey. It requests the additional information that will be used to update the baseline school mapping survey from 1991. In addition, more detailed information has been requested on enrolment. Data from the annual update reports are entered into the master database using personnel trained by the MIS specialist. Information from this annual update is sent to REOs and used in the preparation of reports for both the MOE and external users. A list of information requests appears in Appendix I.

Strategies for meeting the target. The first priority continues to be the training of the MIS Counterpart. This training consists primarily of on-the-job training provided by the MIS Specialist, but will also include local applications courses as needed. The Counterpart has already completed one five-week, full-time course. The goal is to have the Counterpart assume increasing responsibility for the MIS over coming year. The second focus of training will be at the regional level. Training in the use of the School Profiles will be completed when the REOs have been provided with acceptable computers. These computers are currently on order through the Ministry of Finance. Workshops on "Understanding Information" for the MOE staff will be resumed during the next semi-annual period.

Efforts to make the MIS as accessible as possible will continue. These will include continued meetings with regional personnel, particularly the REOs and Inspectors, on improving information flow to and from the MIS. Beginning in the next semi-annual period, a bi-monthly report will be prepared by the MIS personnel and distributed to MOE management, REOs, Inspectors, INSET, NCC and others, as appropriate. Each report will focus on one topic and is intended to demonstrate the quality, quantity and value of the data and information available through the MIS.

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

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

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

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

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

SECTION IV
OUTPUTS

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

Progress prior to reporting period

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

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

Progress during reporting period

Cycle Three of Head Teacher Management Training was scheduled to begin in August, 1993, but was delayed by the national election process in Swaziland. Instead, it commenced in December, 1993, with the two-week Money Management course, which was successfully completed. Since almost all of the primary head teachers from the Lubombo region had already been trained, Cycle Three training was scheduled to take place in the remaining three regions only, with the few untrained Lubombo primary school heads joining their colleagues in the Manzini region. The last three courses are scheduled for March and May, 1994. The remaining INSET staff have struggled to ensure that the programme goes on as scheduled, but manpower requirements remain a cause for concern, particularly with the departure of four staff members.

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

Project support to this output consisted essentially of procuring commodities to equip three new TIDCs. However, given long construction delays, a decision was taken to reprogramme project funds originally earmarked for equipment purchase. Instead, intensified training in the Continuous Assessment component of the project will be supported. Therefore, all work on this output has been suspended.

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

Progress prior to reporting period

A preliminary report on the Decision Process Survey was presented to key MOE officials in a series of seminars held between November, 1991, and April, 1992. A study of "Factors Relating to Student Achievement in Swaziland" was completed in April, 1992. A new study of the primary school text book rental scheme was initiated in 1993. Sixty schools were randomly selected for the study. This latter work is incomplete.

Progress during reporting period

The text book study is currently in the data analysis stage. A new initiative to change the modalities of operation for this output was begun during this reporting period. In collaboration with the Analysis, Research and Technical Support Group (ARTS) of the Africa Bureau of USAID and the World University Service of Canada (WUSC), a workshop on qualitative research methods was conducted in January, 1994. To date three proposals for classroom-based research have been developed and work is continuing in three rural primary school classrooms. Six teachers are working partnership and hope to complete their research in October, 1994.

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

Progress prior to reporting period

The School Mapping Study was carried out and the data originally entered was verified or corrected. The results form the nucleus of the MOE MIS. The system was expanded with input from a variety of sources. A number of reports have been prepared for MOE officials and used in policy and planning exercises. In late 1992, Project-sponsored consultants computerised the TSC personnel records, thereby linking up-to-date teacher data to the MIS. In early 1993, forecasts of teacher requirements and costs were developed. A study of the school furniture situation was completed in February, 1993. A series of monthly workshops on "Understanding Information" was instituted by MIS personnel for MOE staff. MIS personnel provided technical assistance and management support for a study of the Book Rental Scheme being conducted by a member of NCC.

Representatives of Research Triangle Institute (North Carolina, USA) and EduSource (South Africa), funded by AID's Project ABEL, demonstrated the APEX model for evaluating the relationships among various education system components. The model has been adapted to meet Swaziland's particular needs. Additionally, in late 1992 a World Bank education finance simulation model was adapted for Swaziland's needs through the efforts of project staff, in collaboration with a World Bank representative.

An MIS counterpart was hired by the MOE, helping to ensure the sustainability of the MIS.

Progress during reporting period

A qualitative research workshop held in January represented a successful cooperative effort between MOE, USAID and the World University Service of Canada. Nine research proposals were initiated during the workshop, and one of them is currently in the final stages of the MOE approval process.

The baseline data for the Grade One Mathematics Continuous Assessment programme has been entered, verified, and corrected.

Entry of baseline English test results is complete, and verification has been started. Entry of second year (first year with CA) Grade One Mathematics test results has begun.

Verification of the TSC data base is continuing. Data from the CSO for 1992 was transferred to MIS computers in February, 1994, just after CSO completed work on it. Data for 1993 is expected to be available during March, 1994, representing almost a full-year improvement. MIS is working with CSO to try to improve the turn-around time even more for 1994. In previous years, MIS capture of the returned educational survey page sent with the CSO survey has been a serious problem. The MIS will monitor this process very closely this year and attempt to generate a working cooperative procedure with the CSO.

The MOE has just demonstrated the educational policy model, titled "Imfundvo," that has been developed with support from Research Triangle Institute (North Carolina, USA). Much of the work done by MIS during the last two months of this period has been oriented towards collecting and verifying the data driving this model.

5. Tested English language instructional programme.

Interest in the use of radio to support Swaziland's education system continues to be demonstrated both within MOE (for example, in the career guidance radio programs now being produced by ETGPS) and from outside agencies (such as the British Council and the Mbabane Rotary Club). Unfortunately, no action has been taken by the Ministry on implementing the recommendations in the report on the successful pilot test of Interactive Radio Instruction in English. Work towards this output, therefore, has suspended.

6. Increased student time on learning.

Progress prior to reporting period

Achievement of this outcome depends on the interaction among various Project components. Better school management, improved student evaluation, the use of remedial instructional materials in English and Maths, and improved decision-making and policy implementation are the principal EPMT-supported activities in this regard. Previous accomplishments include the on-going implementation of a national management training programme for head teachers, development and

initial implementation of a continuous assessment system, establishment of a functioning Management Information System, several organizational development initiatives, and staff training in all components.

Progress during reporting period

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

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

Progress prior to reporting period

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

Prototype tests for Maths and English in Grades 2 and 3 were developed, tried out in two laboratory schools, revised for pilot testing, and pilot tested in 16 pilot schools. Revisions were specified on the basis of pilot test results. Development of sample remedial materials for Grade 2 started.

Prototype tests for Grade 4 were written. Work began on Grade 5 tests and item specifications.

Training. In order to prepare all Grade 1 teachers and head teachers for the first year of nationwide implementation, five-day regional training workshops were held in January, 1993. These workshops were conducted by regional teams consisting of the Inspectorate, the CA Unit, INSET, teacher leaders, subject panel members, and selected head teachers and pilot teachers. Approximately 85 percent of the target population were reported to have attended the workshops. Subsequent make-up workshops conducted by the regional training

teams brought the number of trained staff up to an estimated 95 percent of the country's teachers and head teachers. However, subsequent investigations suggested that actual attendance was not as high as these percentages suggest and/or that new teachers, untrained in CA, who were transferred to Grade 1 diluted the percentage of trained teachers.

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

Implementation. The nationwide implementation of the CA programme (e.g., continuous assessment and remediation) was launched in Grade 1 at the beginning of 1993. This was the first step towards establishing a national programme of examinations to test skills in Maths and English.

Progress during reporting period

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

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

Training. The fundamental CA training strategy was revised and strengthened on the basis of the mid-project evaluation recommendations. Using this improved model, five-day regional training workshops were held in January, 1994, for all Grade 2 teachers in the country to prepare them for the second year of nationwide implementation. A half-day upgrading workshop was also held for all primary school head teachers. Workshops were conducted by teams drawn from the CA Unit, NCC curriculum developers, Teacher Training College lecturers, INSET, the Inspectorate, teacher leaders and selected

teachers from pilot schools and subject panels. Approximately 64% of the Grade 2 teachers and 80% of the head teachers attended.

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

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

Implementation. The nationwide implementation of the CA programme in Maths and English was extended to Grade 2 in January, 1994, at the beginning of the school year.

8. Guidance programs for upper primary and junior secondary schools established.

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

SECTION V
INPUTS

LONG-TERM TECHNICAL ASSISTANCE

1. Dr. Philip R. Christensen, Management Information Adviser and Chief of Party.

Expended months of service	:	30
Remaining months of service	:	30

SHORT-TERM TECHNICAL ASSISTANCE

Dr. Aida Pasiona

Dr. Pasiona provided short-term consulting services to the CA Unit for four weeks from 11 October to 5 November, 1993, inclusive. Her primary objective was to train CA and NCC staff in the development of remedial and enrichment materials, especially those for Grade 2. She also provided support to the October Training of Trainers workshop.

Ms. Susan Grolnic

Ms. Grolnic began a short-term consultancy on 10 January, 1994, with the objective of helping the CA Unit strengthen its training programme. Her initial assignment was to work with the January training workshops for Grade 2 teachers and the refresher workshops for head teachers.

PARTICIPANT TRAINING

CONTINUOUS ASSESSMENT

Newman Khumalo (NCC/CA) left Swaziland on August 20, 1993, to pursue a Masters Degree programme in Educational Research and Evaluation at the University of Massachusetts at Amherst. Mr. Khumalo had also attended a six months internship programme at the same university.

CAREER GUIDANCE

Mr. Vusi Manyatsi and Ms. Lineo Vilakazi, both Career Guidance Officers, commenced their Masters Degree programmes at New Mexico State University and Ohio University, respectively, in August, 1992. They are continuing their studies.

HEAD TEACHER MANAGEMENT TRAINING

Mr. Israel Simelane, Acting Deputy Director of INSET and Head Teacher Management Trainer, left in August, 1992, to pursue a Masters Degree course in Educational Management and Development at New Mexico State University. Mr. Simelane expects to complete his studies in July, 1994.

IN-COUNTRY TRAINING

CONTINUOUS ASSESSMENT

The following workshops were conducted for Continuous Assessment during this period.

<u>DATE</u>	<u>TRAINING ACTIVITIES</u>	<u>DESCRIPTION</u>
Nov. 2-3, 1993	Remedial materials design workshop	Developing Gr. 2 remedial material
Nov. 26, 1993	One-day seminar for subject panels	Upgrading on materials preparation and implementation
Jan. 10-21, 1994	Training of Gr. 2 teachers	Regional training Gr. 2 teachers
Feb. 1-4, 1994	Upgrading workshop for head teachers	Upgrade headteachers on Gr. 2 training
Feb. 14-25, 1994	Grade 1 and 2 zonal follow-ups	Follow-up workshops zonally for Gr. 1 and 2

HEAD TEACHER MANAGEMENT TRAINING

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

<u>DATE</u>	<u>TRAINING ACTIVITY</u>	<u>DESCRIPTION</u>
Sept. 17, 1993	T.O.T planning	Money Management
Sept. 20-24 and Sept. 29-Oct. 3, 1993	Head teacher training	Money Management (Shiselweni region only)
Oct. 26, 1993	Training of trainers	Remediation and testing workshop
Dec. 13-24, 1993	Head teacher training	Money Management
Feb. 25, 1994	T.O.T. planning	Personnel Management

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

DESCRIPTION	Year 2 Actual (E)	8/91-1/92 Actual (E)	2/92-7/92 Actual (E)	8/92-2/93 Actual (E)	3/93-8/83 Actual (E)	9/93-2/94 Actual (E)	9/93-2/94 Actual (\$)	Cummul. Totals (E)	Cummul. Totals (\$)	3/94-8/94 Projected	9/94-2/95 Projected	3/95-8/95 Projected	9/95-2/96 Projected	3/96-8/96 Projected	Project Life Totals (E)	Project Life Totals (\$)
TA Housing	72,000	36,000	41,400	31,898	31,898	36,683	\$13,101	249,879	\$89,243	15,949	18,341	18,341	21,092	21,092	344,694	\$123,105
Offices							\$0	0	\$0							
Space	32,760	17,880	21,880	23,880	23,880	25,074	\$8,955	145,354	\$51,912	27,462	27,462	30,208	30,208	34,739	295,433	\$105,512
Utilities	3,000	860	1,220	1,660	2,220	4,347	\$1,553	13,307	\$4,753	2,935	3,376	3,376	3,882	3,882	30,758	\$10,985
Telephone	2,731	1,300	1,670	1,780	2,050	2,678	\$956	12,209	\$4,360	2,480	2,852	2,852	3,451	3,451	27,295	\$9,748
Postage*	0	0	0	0	0	0	\$0	0	\$0	0	0	3,162	3,162	3,636	9,960	\$3,557
Office equipment	44,509	34,600	11,530	65,670	24,470	25,694	\$9,176	206,473	\$73,740	28,140	28,140	32,361	32,361	37,215	364,690	\$130,246
Printing materials*	0	0	0	0	133,278	128,000	\$45,714	261,278	\$93,314	448,890	448,890	1,480,924	1,480,924	1,984,068	8,104,974	\$2,180,348
Materials & supplies	10,400	1,700	8,250	9,150	4,700	5,576	\$1,991	39,776	\$14,206	5,470	6,291	7,235	7,235	8,320	74,327	\$26,545
Meeting facilities	1,500	3,500	1,520	1,420	1,080	1,134	\$405	10,154	\$3,626	1,242	1,242	1,242	1,304	1,499	16,683	\$5,958
Transport & travel							\$0	0	\$0							
Travel claims*	13,170	14,530	12,200	53,120	189,480	189,480	\$67,671	471,980	\$168,564	208,868	208,868	191,964	191,964	131,490	1,405,134	\$501,834
Fuel	6,350	15,390	19,237	28,122	36,042	48,259	\$17,235	153,400	\$54,786	43,192	48,514	54,384	58,463	62,672	420,625	\$150,223
International*	0	0	0	57,500	38,950	38,950	\$13,911	135,400	\$48,357	45,300	45,300	4,600	4,600	10,664	245,864	\$87,809
Staff time							\$0	0	\$0							
General	64,062	20,664	8,700	163,800	128,500	171,729	\$61,332	557,455	\$199,091	174,053	187,107	238,617	238,617	262,217	1,658,066	\$592,166
Workshops	121,576	332,000	278,100	296,600	341,090	444,099	\$158,607	1,813,465	\$647,666	477,935	477,935	228,643	262,809	302,231	3,563,018	\$1,272,506
PCV salaries*	9,648	9,648	11,700	11,700	10,725	10,725	\$3,830	64,146	\$22,909	13,500	13,500	10,350	10,350	5,952	117,798	\$42,071
Furniture	17,500	12,698	0	0	0	0	\$0	30,196	\$10,784	0	0	0	0	0	30,196	\$10,784
Period totals																
Emalangeni	399,206	500,768	417,407	746,300	968,363	1,132,428				1,495,416	1,517,818	2,308,259	2,350,422	2,873,128		
Dollars	\$142,574	\$178,846	\$149,074	\$266,536	\$345,844	\$404,439	\$404,439			\$534,077	\$542,078	\$824,378	\$839,436	\$1,026,117		
Cummulative totals																
Emalangeni	399,206	899,974	1,317,381	2,063,681	3,032,044	4,164,472		4,164,472		5,659,888	7,177,706	9,485,965	11,836,387	14,709,515	14,709,515	
Dollars	\$142,574	\$321,419	\$470,493	\$737,029	\$1,082,873	\$1,487,311	\$1,487,311	\$1,487,311	\$2,021,389	\$2,563,466	\$3,387,845	\$4,227,281	\$5,253,398		\$5,253,398	

NOTES

All figures emalangeni unless otherwise noted.

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

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

Remaining items are primarily in-kind contributions.

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

Col. E: This period included 7 months.

INSTITUTE FOR INTERNATIONAL RESEARCH
EXPENDITURES FOR PERIOD
SEPTEMBER 1993 - FEBRUARY 1994

1.	Salaries	87 976.05
2.	Benefits	29 371.86
3.	Overhead	18 984.31
4.	Consultant fees	13 960.96
5.	Travel, Transportation, Per Diem	14 070.00
6.	Allowances	10 717.22
7.	Other Direct Costs	20 232.60
8.	Equipment and Supplies	2 031.61
9.	Training	143 507.98
10.	Sub-Contracts	3 520.64
11.	G & A	37 336.89
		<u>\$ 381 710.12</u>

IIR CONTRACT EXPENDITURES
1 AUGUST 1990 - 28 FEBRUARY 1994

<u>Category</u>	<u>Contract Budget</u>	<u>Expenditures to 28/02/94</u>
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TECHNICAL ASSISTANCE

Long Term

Salaries and Wages	1,372,835	841,627.67
Fringe Benefits	430,259	264,142.54
Overhead	288,761	181,327.23
N.M.S.U. Sub (Bergsma)	183,416	183,332.45
Travel	315,794	280,506.69
Allowances	275,496	161,015.42
Other Direct Costs	269,642	135,202.52
Matl, Supl, & Equip	129,017	111,632.42
G & A	352,922	234,936.13

SUB-TOTAL	3,600,142	2,393,723.07
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Short Term

Consultants	148,810	87,842.47
N.M.S.A. Sub (Chu)	101,083	96,534.28
U. Mass Sub	223,072	70,891.50
Consultant Travel	310,414	48,609.00
G & A	85,416	33,437.58

SUB-TOTAL	868,795	337,314.83
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TOTAL TECH. ASSIST.	4,468,937	2,731,037.90
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TRAINING

Long Term

In-Country Training	953,138	533,983.30
G & A	103,811	58,375.11
Masters Degree	279,062	153,736.94
G & A	30,263	16,677.34
SUB-TOTAL	1,366,274	762,772.69

Short Term

U. Mass. Sub	94,981	87,185.82
G & A	10,396	9,551.36
Study Tours	56,001	7,596.36
G & A	6,071	826.50
SUB-TOTAL	167,449	105,157.49

TOTAL TRAINING	1,533,723	867,930.18
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COMMODITIES

Mitchel Sub.	638,224	203,441.90
G & A	70,136	23,005.71
TOTAL COMMODITIES	708,360	226,447.61

POLICY STUDIES

Conferences	44,053	10,680.85
Exper. Activ.	000	00.00
G & A	4,736	1,118.80
	48,789	11,799.65

TOTAL COSTS	6,759,809	3,837,215.34
AWARD FEE	199,884	88,566.00
<u>TOTAL</u>	<u>6,959,693</u>	<u>3,925,781.34</u>

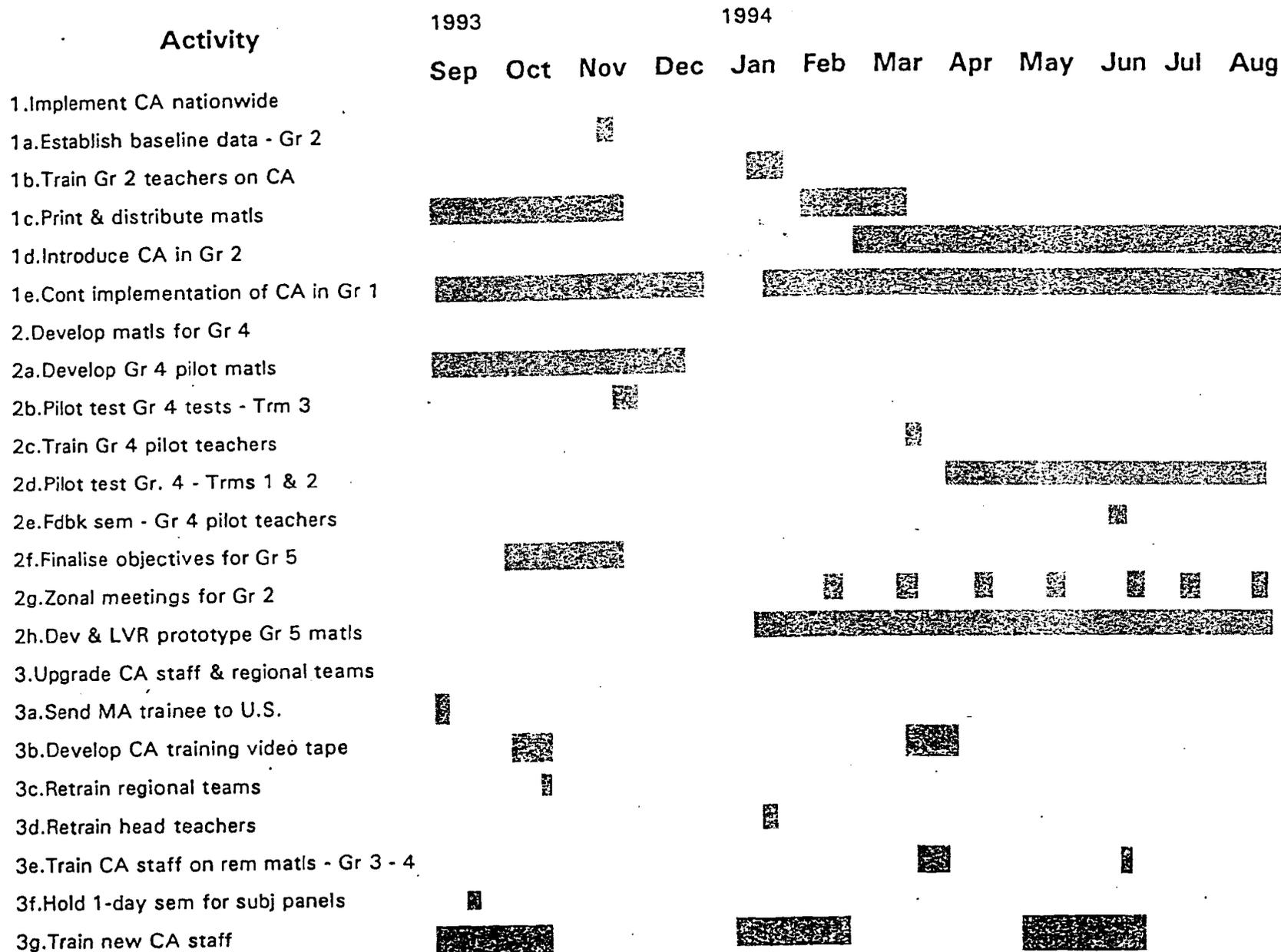
PEACE CORPS

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

In the Management Information System Office, PCV Sue Grolnic completed her term of service in December, 1993. She was replaced in January, 1994, by PCV Steve Lewis, whose duties during a two-year term will include providing on-the-job training and support to the MIS Counterpart, improving the MIS, supporting the Imfundvo modelling effort, producing reports on demand for MOE officers, training MOE staff at Headquarters and in the regions, and providing technical support to project-related computer systems.

SECTION VI
**PROGRESS ON ANNUAL
WORKPLAN ACTIVITIES**

YEAR 5 GANTT CHART FOR C.A.



YEAR 5 GANTT CHART FOR C.A.

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

RM

CONTINUOUS ASSESSMENT

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

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

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

1b. Train all Grade 2 teachers on CA implementation

Accomplished. Five-day regional training workshops were conducted in January to prepare Grade 2 primary teachers for the second year of CA implementation in the schools. Approximately 600 teachers were trained. Based on MIS statistics, this means that about 300 teachers did not attend. Consideration is being given to holding additional introductory training for Grade 1 and 2 teachers who are still untrained.

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

In process. End-of-year Grade 2 tests were completed for the baseline testing exercise at the end of the 1993 school year. Camera-ready copy for Term 1 tests has been submitted to the printers.

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

In process. Initial training sessions have been held, zonal follow-up workshops have been scheduled and preparations are underway to deliver the Term 1 tests by March.

1e. Continue CA implementation in Grade 1

In process. CA materials are being distributed this year for both Grades 1 and 2. Grade 1 teachers began attending zonal follow-up sessions beginning in February.

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

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

In process. Term 1 tests should be ready by the end of March, 1994.

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

In process. The first term tests have been completed. Term 2 and 3 tests remain to be prepared.

2c. Train Grade 4 pilot teachers

Scheduled for March.

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

Scheduled to begin in April.

2e. Conduct feedback seminars with Grade 4 pilot teachers

Scheduled for June.

2f. Finalize objectives for Grade 5

Scheduled to begin in March.

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

In process. Thirty-six zonal follow-up workshops were held in the month of February, 1994. These were the first in a series of zonal workshops scheduled throughout the year to reinforce and extend the training provided in January. A number of teachers who had not participated in the January training attended zonal follow-ups in February.

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

In process. Objectives are completed; item specifications and the tests themselves remain to be completed.

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

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

In process. Newman Khumalo is enrolled in a Master's programme at the University of Massachusetts.

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

In process. The tape is now scheduled for completion in December, 1994.

3c. Retrain regional teams

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

3d. Retrain head teachers

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

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

In process. In October Dr. Aida Pasiona conducted in-house

training for the CA Unit and other NCC staff on general strategies and techniques for remedial instruction in English and Maths, the development of remedial materials, and the development and use of posterized programmed materials for testing and remediation. Her work focused on Grade 2. More training is anticipate for Grade 3 materials.

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

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

3g. Train newly-recruited NCC/CA staff

In process. A new Training Adviser, Sue Grolnic, began a consultancy in January to help the CA Unit strengthen the training programme.

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

4a. Support NCC/UNISWA and TTC collaboration

In process. A three-day workshop organized by INSET was conducted by the CA staff for a total of 101 teacher educators from Teacher Training Colleges and the University. The workshop introduced the self-contained programmed training modules and peer-group learning as the primary mode of training. The CA staff continues to work with teacher trainers on infusing CA into pre-service teacher training curricula.

HEAD TEACHER TRAINING

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

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

1a. Provide management training course for head teachers



1b. Prepare training teams



1c. Evaluate 150 Head Teachers



1d. Prepare training materials



1e. Hold management training staff seminars



1f. Award certificates



2. Further develop the Head Teacher Management Training Programme

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



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



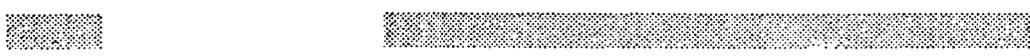
2c. Develop programme to train all new head teachers



2d. Print training books



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



HEAD TEACHER MANAGEMENT TRAINING

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

1a. Provide management training course for Head Teachers

In process. Cycle 3 began with the successful training of 120 head teachers in Money Management. Personnel Management is scheduled for March, with Organizational Management and Instructional Leadership following in May.

1b. Prepare training teams

Accomplished. A one-day planning session for Money Management was held in September, 1993, and a similar session for the remaining three courses in February, 1994. Additional resources for the preparation of training teams will be provided when and if needed.

1c. Evaluate 150 Head Teachers

In process. All Cycle 3 head teachers were evaluated at the end of the Money Management course. Additional evaluations will be carried out after each remaining course.

1d. Prepare training materials

Accomplished. Necessary revisions have been specified to the Trainers' and Trainees' Guides for all four POMI areas.

1e. Hold management training staff seminars

In process. The seminars are continuing, although the heavy workload at INSET means that they do not always take place monthly.

1f. Award certificates

Scheduled for July.

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

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

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

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

In process. These areas are addressed in the Management Training courses and through special Open Day presentations.

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

Scheduled for March.

- 2d. Print training books

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

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

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

MANAGEMENT INFORMATION SYSTEMS

Objective 1: Begin transfer of MIS responsibilities to Counterpart.

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

In process. The Counterpart is receiving on-the-job training. He has completed a course in Introduction to Computers at Damelin Computer School. The course was a five-week, full-time course that covered the basics of WordPerfect, Lotus, and dBase IV.

1b. Assign partial responsibilities to Counterpart

In process. The Counterpart has been involved in producing reports for MOE management and the private sector. He has assumed partial responsibility for supervision of the TSC data entry section.

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

2a. Understanding Information Seminars

Not yet accomplished. No information seminars were held during this period. The next information seminar will be held during the coming semi-annual period.

2b. Design/implement improved access to system

Accomplished. Access to the MIS system for the new educational policy model was expanded and refined during this period.

2c. Deliver bimonthly reports

Not yet accomplished. The MIS is in the process of preparing the first of the bimonthly reports. It will be on "Enrolment" and will be completed by March 31.

2d. Update Schools Profile, Train REOs

In process. Data for the 1992 school year was received by the MIS at the end of February and is currently being processed. 1993 data is promised for late March and will be combined with the 1992 data before the Schools Profile is updated. A working link between the MIS and the CSO/Education has been established and should allow better tracking for the 1994 survey returns. Computers for the REOs are now seriously overdue from the Treasury Computing Centre, and must be received before REO training can begin.

2e. Manage research

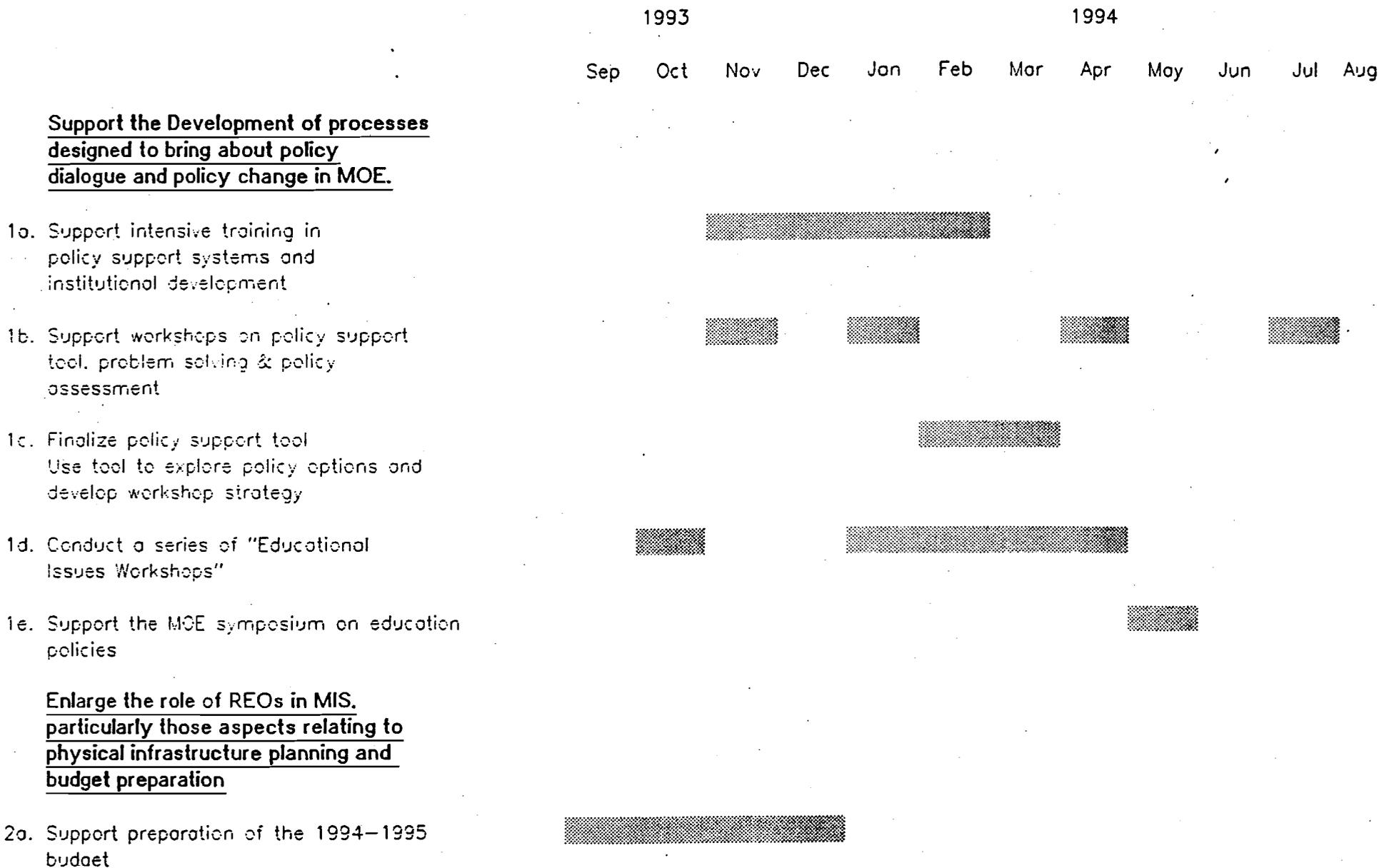
In process. The MIS worked with the MOE and the World University Service of Canada to present a workshop on qualitative research. To date, one research proposal has been received by the Ministry.

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

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

1-06-93

ORGANIZATIONAL DEVELOPMENT



BEST AVAILABLE COPY

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

2b. Strengthening use of data for monitoring purposes

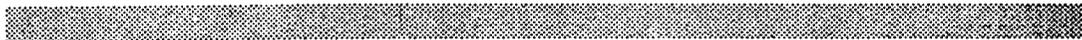


2c. Enlarging the role of REOs

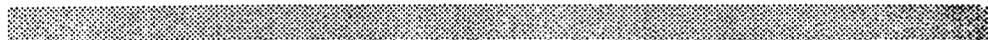


Begin transfer of computer modelling and skills related to assessing, analyzing and applying data to problem solutions

3a. Provide on-the-job training



3b. Skills development



ORGANIZATIONAL DEVELOPMENT

Objective 1: Support the development of processes designed to bring about policy dialogue and policy change in MOE.

1a. Support intensive training in policy support systems and institutional development

In process. The "Imfundvo" Model is being developed by the Ministry of Education as a policy support tool. It is the major component of a developing policy support system which will be institutionalized through training on two levels: training of the technicians responsible for manipulating the system and training of the users of the system (i.e. decision-makers). During the reporting period, the model was in the development stage and, therefore, training was limited to that of training technicians.

1b. Support workshops on policy support, problem solving and policy assessment

In process. A workshop was held at the Ezulwini Sun in November, 1993. A multi-sectoral group was invited, including representatives from the Ministry of Education, the Ministry of Economic Planning and Development (MEPD) and the Ministry of Labour and Public Service. The workshop focused on modelling as a policy support tool, the importance of dialogue among the main stake-holders and on showing the model in its early stages of development (for feedback and future direction). A further workshop was held on 23 February 1994, involving only the Macro-Economic Unit of MEPD. A more developed version of the "Imfundvo" was shared with them and the MEPD macro-economic model (being developed with GTZ assistance) was described. The aim of the meeting was to find out how the two modelling exercises could be linked in the context of the preparation of the National Development Strategy (NDS) and the Economic Policy Framework (EPF).

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

Not yet accomplished. The policy support tool is expected to be finalized during the forthcoming reporting period, after which the

tool will be used continuously to explore policy options on a number of fronts.

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

In process. The first in a series of five to six workshops was held on 11 November, 1993. The theme was "Education and the World of Work". Representative from various Government ministries and the private sector were invited. This was another collaborative effort, with support from the United Nations Development Programme (UNDP) through the Ministry of Economic Planning and Development. Technical support was provided by United Nations Development Organization (UNIDO), the International Labour Organization (ILO) and the University of Swaziland (UNISWA). The key-note address was given by a leading industrialist and member of the local employer's federation. The outcome of the workshop will feed directly into the National Education Symposium and eventually into the National Development Strategy, presently coordinated by MEPD.

1e. Support the MOE symposium on education policies

In process. The MOE has determined that the National Education Symposium should be held in the first week of May, 1994. "Issues" workshops, the Imfundvo model and the publishing of a booklet "*Imfundvo eSwatini*" (the latter supported by the United Nations Children's Fund - UNICEF) are all preparatory activities for the NES. At the present time funds for the Symposium are being sought from alternative sources, including USAID.

Objective 2: Enlarge the role of REOs in MIS, particularly those aspects relating to physical infrastructure planning and budget preparation.

2a. Support preparation of the 1994-1995 budget

Accomplished. This year the budget preparation exercise was severely delayed by the central ministries, who in turn were affected by the 1993 national election process and late appointment of a new cabinet. Deficit spending by Government is a major source of concern, with reduced construction activities anticipated.

2b. Strengthening use of data for monitoring purposes

In process. Data from MIS is routinely being used for budget preparation and assists planners to determine the location of schools for new construction projects. REOs will be included more directly in the process when a related exercise in MIS gets under way on a more systematic footing.

2c. Enlarging the role of REOs

Not yet accomplished. As REOs learn to rely more on the computerized data base at their disposal, their role in planning and policy development will be enlarged.

Objective 3: Begin transfer of computer modelling and skills related to assessing, analyzing and applying data to problem solutions.

3a. Provide on-the-job training

In process. The adviser and consultants working on the "Imfundvo" model are presently providing "shoulder-to-shoulder" training to the Counterpart MIS Specialist in the Ministry of Education. Research and Planning Unit planners are also included from time to time.

3b. Skills development

In process. See 3a.

SECTION VII

**PROPOSED MODIFICATIONS
TO THE YEAR FIVE WORK PLAN**

The Year 5 work plan was modified by the EPMT Steering Committee in response to the recommendations in the mid-project evaluation. The Gantt charts and progress reports in Section VI are based on the modified work plan. No further modifications are required or proposed at this time.

GLOSSARY

GLOSSARY

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

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

APPENDIX I
SAMPLE INFORMATION REQUESTS

**SAMPLE MIS INFORMATION REQUESTS
during reporting period**

Request

Person/Institution

List of teacher salaries by district	Private Sector
Permanent/temporary teachers	UNISWA
Dropouts by level and sex	UNISWA
Time students travel to school	PS/MOE
Availability of Form 1 placements for Standard 7	Undersecretary /MOE
Pupil/classroom ratios	WUSC
Extensive data on teachers, enrolment, and schools	Policy Model/MOE
Information on water facilities at rural schools	Rural Water Project
School lists	William Pitcher
School lists	Hhohho REO Office