

**Swaziland**

**Educational Policy, Management and Technology Project**

**Project Number 645-230**

**Work Plan and Budget**

**Year Two**

**1 August 1991 to 31 July 1992**

# EXECUTIVE SUMMARY

Included in this document are the Work Plan and Budget for the second year of the Institute for International Research's (IIR) contract number 645-0230 for the implementation of the USAID/GOS Educational Policy, Management and Technology Project for the period of 1st August 1991 to 31st July 1992.

## List of Sections

- Section I. Description of project components  
Outline of tasks from first year  
Tasks carried over to year 2  
Charts showing the year's proposed activities in each component
- Section II. Summary of activities by component and relationship to contract targets
- Section III. Recommendations
- Section IV. Month by month schedule of activities  
Description of activities with project and local costs  
Summary of costs by categories
- Section V. Consulting schedule for year 2
- Section VI. Training schedule for year 2, local and overseas
- Section VII. Personnel  
List of IIR staff working on Project during second year
- Section VIII. End of project indicators and verification
- Section IX. Comprehensive contract budget for Year 2
- Section X. Summary of required GOS inputs for year 2
- Section XI. Appendices

## **Section I. Description of project components**

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

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

The second component is the further development of the Management Information System so that decision-makers in the REO's and in the MOE can have information of practical utility (for example, the achievement data that will emerge from the Continuous Assessment Program) to guide their plans, decisions and actions. We envisage that 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 that the operating units will take an active role in seeking the kinds of data they need to make effective decisions.

The third component is an organisational development effort. Studies will be 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 organisation of the system. Educational staff will also be trained to make use of the improved flow of information emanating from the Management Information System, and in particular to utilise the information flowing from continuous assessment to improve teaching and learning in the classrooms.

The fourth component is training for Headmasters. This component has been included because research and experience have made it clear that Principals and Headmasters are probably the most important factor in school quality. It is they who are most instrumental in carrying out policy, in assuring that regulations are followed, and if they do their jobs well, in helping to attain a high standard of teaching and learning. We plan to develop intensive professional

courses rather than relatively superficial short workshops. The training will cover four main topics: 1) Management of the school's physical and other resources such as assistance offered resources-personnel and human relations; 2) Management of the school's human resources-personnel and human relations; 3) Management of money-budgeting, accounting, etc., and 4) Instructional leadership to help teachers do a better job.

The fifth component is the development of a Counselling and Guidance program for the primary schools to help parents, students and teachers to make more realistic decisions about the future. The plan 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 most 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.

Improvements in management at control levels and in the schools, and the improvements in the information base for decision making, will help to make the system more responsive to the needs of the schools and of society at large.

The continuous assessment system will help teachers to establish students strengths and weaknesses and by remedial work improve learning. Career guidance will ensure that learning is related to life after school.

The coordination of components so that they provide support for each other and make a maximum combined impact is an important objective of the project.

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 must, therefore, be integrated into the overall effort of MOE to improve efficiency and effectiveness.

**Section I. Outline of tasks from first year**

The charts for the previous year are shown in the following order:

Organisation and Management

Management Information System

Continuous Assessment

Headmaster Training

Guidance and Counselling

NOTE: Dark portions show tasks not carried out or completed.

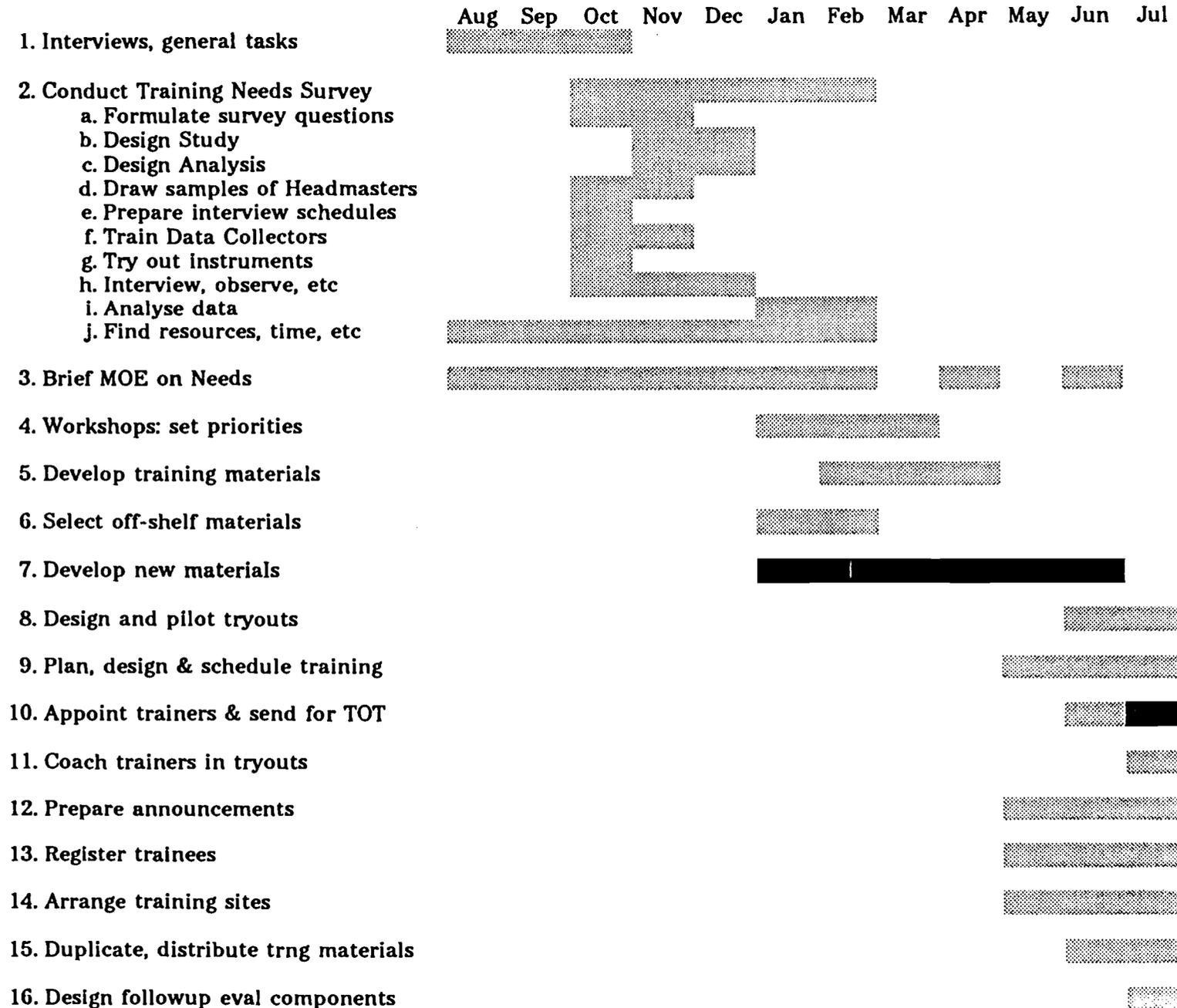




**CONTINUOUS ASSESSMENT - YEAR 1**

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
1. Establish Testing Unit		█										
2. Discuss assessment strategy w/MOE			█									
3. Review objectives (Gr 1 math & Eng)			█									
4. Train staff on CRT				█	█	█	█	█	█	█	█	█
5. Train staff on remediation						█	█	█	█	█	█	█
6. Survey tchrs, HMs on CA thru TNAs			█									
7. Develop sample tests/remed materials				█	█	█						
8. Identify laboratory school						█	█					
9. Develop materials for teacher workshops									█	█		
10. Train Trainers/Insp in CRT				█								
11. Train Headmasters in CRT							█					
12. Train Trainers/Insp in remediation									█			
13. Train Headmasters in remediation										█		
14. Train Grade 1 teachers in CRT										█		
15. Train Grade 1 teachers in remediation										█		
16. Develop math & Eng tests, Gr 1				█	█	█	█	█	█	█	█	█
17. Develop remedial materials, Gr 1						█	█	█	█	█	█	█
18. Place 2 persons in internships								█	█	█		
19. Carry out first series of pilot workshops										█	█	

## HEAD TEACHER TRAINING - YEAR 1



**GUIDANCE AND COUNSELING - YEAR 1**

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
1. Become familiar with current system	█											
2. Discuss goals, concepts & org. principles w/MOE		█										
3. Develop activity, strategy and plans		█										
4. Plan domestic & overseas training program			█									
5. Design overseas training program					█							
6. Select participant training candidate						█						
7. Prepare paperwork, arrange program						█						
8. Design domestic workshop											█	
9. Hold discussions w/business leaders											█	
10. Plan conference for guidance personnel & bus. ldrs.											█	
11. Develop jobs manual											█	
12. Survey business for data periodically											█	
13. Develop procedure for school/business relations											█	
14. Develop curriculum					█							
15. Infuse primary into Forum publication						█						
16. Design inservice workshop for TTC lecturers						█						
17. Plan workshop for TTC lecturers							█					
18. Hold workshops									█			
19. Collect tests					█							
20. Field test tests									█			
21. Brief MOE on progress in activity		█							█			█
22. Write annual reports												█

## **Section I. Tasks carried over to year 2**

### **Organisation and Management**

The project office was set up in September 1990 and local staff were hired. Accounting systems and office procedures were established. During the year the project was supported by timely organisational and material inputs.

An Inaugural Conference to explore the implications of the project was held. Working relationships were established with the Ministry of Education officials and regular meetings of the Steering Committee were held to discuss developments and issues.

Two staff seminars were held at which the plans for the development of the project were approved and the theme, "Enhanced Learning", was explored.

A research study on the decision process was undertaken to identify the problems which hampered the decision process.

Three tasks have been carried over to the second year. The first is to "identify and process M.A. students." (Task 9). Two members of the Educational Testing Guidance and Psychological Services (ETGPS) were to be selected for M.A. training in the U.S.A. during year 1. There were only three possible candidates on ETGPS staff: one was not considered suitable and the other two were nominated. USAID rejected one and only the remaining candidate, Ms. Nomsa Lukhele was considered.

She was provisionally placed at the University of Colorado and the University of the District of Columbia pending the results of her GRE and TOEFL tests. She did not take TOEFL until the 12th July. It is still hoped that if she scored well enough in TOEFL she will be accepted for the fall intake at one of the two universities.

The second task to be carried over is the "decision process study." (Task 11). The decision process study was delayed until May 1991 because of travel restrictions. A local consultant, Dr. M. J. Simelane, was contracted to work on this study, instead of the originally planned intranational consultant. By the end of year 1 all the data and information for Phase 1 of the study had been collected and a draft report was being written.

Phase 2 which covered the schools had been conducted by a postal survey. Over three hundred schools had returned the completed survey instrument. These were awaiting collection and analysis at the end of the year.

The third task was that of convening the "Project Advisory Committee." (Task 18). An attempt was made to establish a project advisory committee in February 1991. The committee was to be chaired by the Principal Secretary, Ministry of Education and its membership was to be composed of representatives from the Ministry of Education, UNISWA, Ministry of Labor and Public Service, Ministry of Economic Planning, Ministry of Works, and USAID. Due to commitments of the members the meeting did not take place and later on the Principal Secretary retired.

There will be a need for this committee during Year 2 as the project becomes fully operational. The composition of the committee will be reviewed to ensure that it represents the major Ministries and organisations whose input into the project will be essential for successful development.

### **Management Information System**

Most of the tasks of the first year were carried out on schedule. Requirements for an MIS were identified, and a rudimentary system has been set up. The Research and Planning Unit (RPU) apparently will never have the personnel nor the authority to collect school data directly on an annual basis. Consequently the MIS design is becoming that of an educational data coordination/exchange approach, with data feeding back and forth between the RPU and the Central Statistics Office (CSO), the Teacher Service Commission (TSC), and the Computer Centre (CC). The RPU consolidates the data and provides management and other interested parties with both raw data and summary statistics. The method of operation, therefore, depends more on cooperation and a free exchange of data among various governmental organisations than on what was envisaged in the previous annual workplan.

Five tasks in the MIS component either continue in the second year, or remain to be done. Each will be discussed in turn.

The first task, "5. Assess methods for conducting continuous assessment, including data entry," has slipped at least a year as a result of the modification of the CA schedule. However, a mark scanner and sample of draft answer sheets have been obtained. The actual pilot test of programmes and procedures will be conducted in the forthcoming year in conjunction with the CA component.

The second task, "9. Draft illustrative tables, charts, and reports," took place last year, and will continue in 1992. A criterion of an effective MIS is the provision of easily-understood summaries of information. The TA has developed a variety of report formats, and will continue to do so. These serve as a pattern for the MIS counterpart, should one ever be designated, as well as provide summary information in the meantime.

The third task, "12. Present findings, of statistics collated from various sources," has been partially accomplished, but remains as a significant assignment for the coming year. An example from the previous year is the pupil-teacher ratio which came under scrutiny. The King spoke of the need for a more favourable ratio, and the media picked up the story. In response, the TA produced detailed listings of all schools in the country with their respective ratios. As a consequence of reviewing the widely disparate ratios across the schools, the P.S. instructed the REOs to attempt to correct the imbalance, and report back to him. The P.S. retired without taking any further action.

The major effort for the coming year will be the presentation of findings arising out of the mapping exercise. The exercise, completed in the first year, was a complete stocktaking of all primary and secondary institutions in the country. Included were data on such items as catchment area, school construction, student access to library books, and curriculum. Data entry will be completed in August and findings will be presented later in this calendar year.

The fourth task, "15. Assist in identifying an individual for formal MIS Training," was not accomplished. Only two of the four positions in the RPU are occupied at present, and both persons already have an MA and neither is appropriate for the MIS position but do not have computer interests. Therefore nothing could be done in identifying an individual. There is such a slight chance that the situation will change that the task was deleted from the list for the coming year.

The fifth task, "17. Coordinate activities with other donor organisations," is another task which extends across the yearly workplans. Last year four donors cooperated in financing the mapping exercise. Next year efforts will be made to continue in obtaining assistance in funding some of the policy changes arising out of the MIS findings.

### **Continuous Assessment**

The CA Unit (referred to as "Testing Unit" in earlier documents) was finally established in mid-June, 1991 with the appointment by the Ministry of seven new staff to NCC. The Unit consists of 4 curriculum designers (two each in Maths and English), the Evaluation Head who is also the CA coordinator, and two evaluators. The support staff consists of two part time typists and a part time illustrator from NCC. The CA Coordinator and one English curriculum designer are being sent on the first 6-month internships in the U.S. from September through February 29th 1992.

The CA staff have received training in criterion-referenced testing and in the development of programmed remedial materials. Other trainers who have received similar training include: lecturers from INSET and WPC, regional inspectors, teacher leaders. The Senior Inspectors for

Maths and English also attended some of the training workshops. A survey and interviews were also conducted among Grade 1 teachers to determine the skill areas in Maths and English in which they think the Grade 1 pupils might need remedial help. The development of the first set of remedial materials will be based on the survey and interview data.

The pilot testing of training procedures and materials (including a "teachers handbook") was carried out in July during two training workshops for a total of 92 selected Grade 1 teachers and head teachers from the four regions. Two laboratory schools and 16 pilot schools have been tentatively selected by the CA staff and the REOs and regional inspectors will be asked to review the choices in their respective regions.

CA tasks 11 and 14 were partially carried out, with 46 head teachers and 46 Grade 1 teachers trained in the development of domain specifications and criterion-referenced testing. As indicated in the proposed amendment to the project benchmarks, the proposed CA tasks Nos. 13, 15, 16, 17, 18, and 19 in the Gantt chart for the first year were carried over to Year Two of the project. Most notable of these tasks are the development of Grade 1 tests and remedial materials and the training of Grade 1 teachers in their use. The inability of the Ministry of Education to assign the necessary professional and support staff to the CA component of the project has been the major constraint during the first year. In spite of this, the training of the NCC staff and the teacher trainer group was carried out, since these two groups would sooner or later be involved in the implementation of the CA programme and would need the training. Of the seven people eventually assigned to the CA Unit in July 1991 five had already attended training workshops in CRT remediation. The two new members will receive on-the-job training to bring them up to the level of the other five.

### **Headmaster Training**

In order to implement the headmaster training, four regional training teams have been appointed in Year 2, consisting of a team leader to be appointed from INSET staff, a logistic Coordinator from INSET staff and four to six trainers nominated by four REOs from among Inspectors and Head Teachers who already have had TOT training. These teams will each train 50 Head Teachers per region for a total of 200 annually in all component areas of POMI. INSET will be responsible for the supervision and organization of these regional teams.

The training materials will consist of modules in each of the four components which will be developed by INSET staff and the Management Training team during year two and revised as necessary annually based on the Formative Evaluation of Training Plan (FETP) in year two. Each year beginning year two will be termed a Training Cycle. Cycle one will start in August 1991, and each cycle begins in August thereafter.

INSET will maintain a complete library of all modules produced and will be the clearinghouse for organizing the production, printing and distribution of these during cycle two, 1992, in conjunction with EPMT Project staff.

Annual consultation from a senior U.S. management training expert will be planned for two months of each year during cycles two through four (year 3, 4 and 5) in order to provide advice on formative evaluation module revision, training of trainers in areas of POMI, and advising INSET on implementation process concerns.

The FETP will be summarized during year 5 of the project in a formal report by a consulting management training expert.

The Instructional Leadership component will be offered to all 400 primary Head Teachers during cycle 1 and 2, and be scheduled in January of 1993 for cycle 3 for the remaining 160 Primary Head Teachers. The Instructional Leadership component will place emphasis on management and supervision of CA testing in Maths and English in primary schools. Each group of 200 head Teachers will receive training in all four P.O.M.I. areas each cycle. See attached chart in Appendix B.

Cycles 3 and 4 (1993 and 1994) will be devoted primarily to Secondary Head Teachers management training, since UNISWA Faculty of Education is now showing much interest in its in-service functions to be involved with the EPMT project in training; avenues to create linkages will be explored in cycle 2 (1992) with a view to formalization of ways to involve them with such training to augment or provide assistance to the already functioning regional teams.

Activities planned for the first year Head Teacher Training Component were carried out, though a number of revisions were made throughout the year. First, the national Training Needs Assessment which consisted of two parts; a fifty school needs assessment and second a national written survey to all headmasters. Second, a draft syllabus was drawn up based on needs established in the field with Head Teacher. This in turn went through a revision process, was finalized and became the basis of the development of modules. Third, training was provided for the field data collectors and for the regional training teams each consisting of 5 - 6 Head Teacher and Inspectors who have had TOT training previously. These were trained in the content of Money Management and in Methodology of training. Fourth, a consultant in Money Management training was hired and training was put on two weeks for trainers. Fifth, materials were developed for these to put on the training to 200 Headmasters in cycle one. Sixth, books and shelf materials were ordered. A training library was set up. Seventh, equipment and hardware including computers, training equipment, furniture and office materials were ordered. Eighth, meetings were held regularly with INSET staff to begin to establish leadership roles and

get people appointed to head up the regional teams, as well as get these involved in writing modules for each of the POMI areas. Ninth, two Head Teacher were appointed to INSET to help with the training program.

In spite of the progress listed above, two areas of carry over remain. The first of these was task 10 "appoint TOT." This was largely a consequence of the late appointment of two Headmasters to the Inset staff and there will be a need to provide catchup training for them. Four of these people had been requested, who would all have degrees. Two were appointed leaving us short also, the decision not to recruit on the team building and leadership building process in INSET.

The second task to be carried over is #7 "develop training materials." Because of existing duties in other in-service training areas at INSET the Management Training team will need to improve the way it liases with INSET in order to enhance effective team work particularly on module development. They will need to work on means to enhance personnel development at INSET to support the Headmaster training program in the second year in order for INSET to take over this program in Year 3.

#### **Guidance and Counselling**

The Career Guidance component was only served by one consultant for about four months during the first project year. Despite this limitation, most of the tasks outlined in the schedule were completed. In summary, during the first project year, this consultant established cooperative relationship with ETGPS at MOE, started pre-service teacher training at three TTCs, implemented in-service teacher training at INSET, began to develop training manuals and job files, and conducted a two-week in-service upgrading training seminar for the staff at ETGPS.

As a result of the modest level of consultancy in the first year, numerous tasks were carried over to year 2. The first group of them is tasks 4,5,6, and 7. During the first project year, two candidates were selected from ETGPS for U.S. master degree training. However, USAID only approved one--Ms. Nomsa Lukhele. Her applications to New Mexico State, Colorado State and to take GRE and TOEFL were sent out on March 1, 1991, the day when we received USAID's approval. However, there were only two dates when TOEFL could be taken in Swaziland during the first project year, in December 1990 and in July 1991. Ms. Nomsa Lukhele took her TOEFL on July 12 and this delayed her admission to U.S. universities. At the present time, NMSU has rejected her

admission, Colorado State and Washington D.C. College, a school we applied for her after NMSU's rejection, are waiting for her TOEFL for the final decision. If she is accepted by either one of these two graduate schools, we will process her PIOP immediately. We intend to continue the activity and send one candidate for US master degree Career Guidance training next year.

Activities dealing with business sectors in the country were not carried out because the scope of work was revised and approved by the EPMT Steering Committee.

**Section I. Charts showing Year 2's proposed activities in each component.**

The tasks and schedules for the Year 2 are shown in the following order:

Organisation and Management

Management Information System

Continuous Assessment

Head Teacher Training

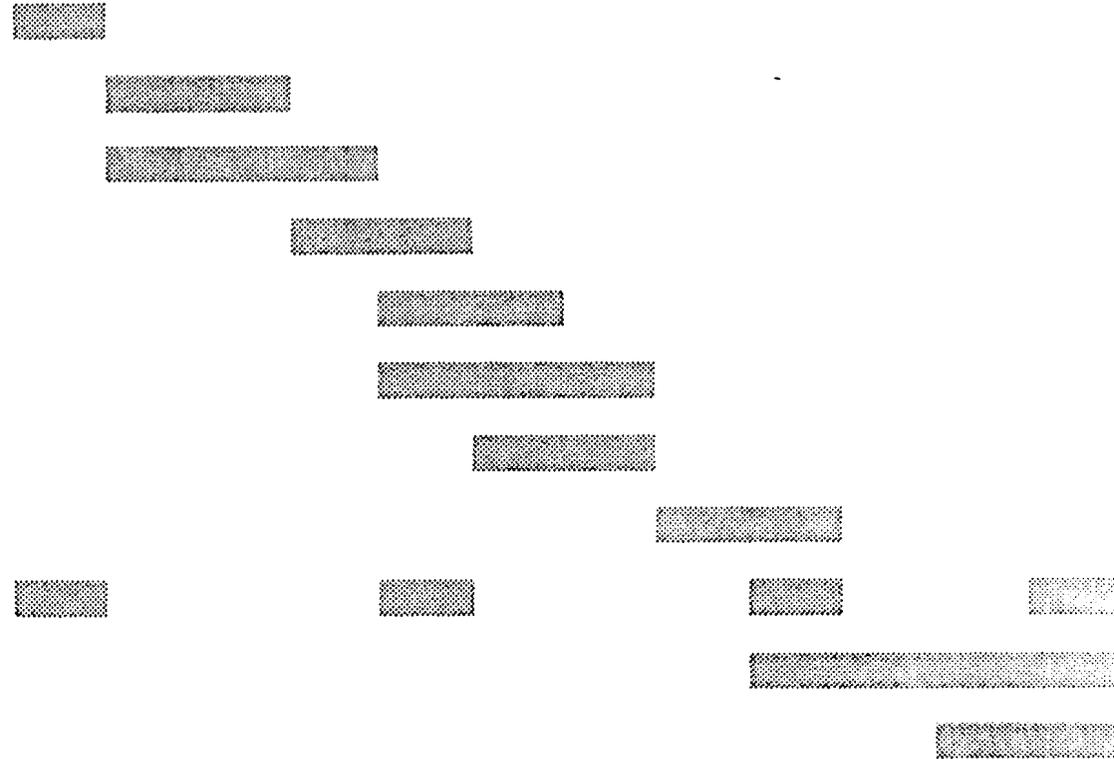
Guidance and Counselling



**MANAGEMENT INFORMATION SYSTEM**

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

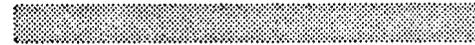
1. Complete the mapping database.
2. Disseminate database & train in use.
3. Make illustrative graph/chart annual report.
4. Present findings to MOE administration.
5. Produce CSO-linked questionnaire.
6. Develop database update procedures.
7. Write draft continuous assessment system.
8. Trial test CA MIS at regional offices.
9. Provide OJT and formal training to MOE colleagues.
10. Survey MIS across MOE.
11. Update overall MIS programmes.



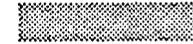
**CONTINUOUS ASSESSMENT**

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

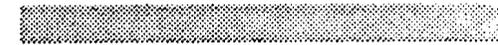
1. Develop Gr 1 tests & remedial materials.



3. Survey remediation needs Gr 2.



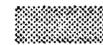
3. Develop Gr 2 test and remedial materials.



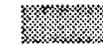
4. Develop Gr 3 test and remedial materials.



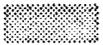
5. Identify 16 pilot schools.



6. Conduct seminars for math & Eng subject panels.



7. Coordinate and plan with TTCs and UNISWA.



8. Train Gr 1 pilot school teachers.



9. Pilot test Gr 1 materials.



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



11. Hold workshop on DTP for CA Unit.

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



13. Select staff for internships.



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



**HEAD TEACHER TRAINING**

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

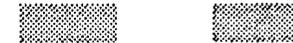
**CAREER GUIDANCE**

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

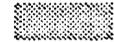
1. Advise on ETGPS roles & conduct monthly seminars.



2. Conduct staff upgrading training workshops



3. Conduct Career Guidance teacher training workshop.



4. Visit Botswana Career Guidance Office with ETGPS staff.



5. Select and process candidate for overseas training.



6. Train NCC staff in Career Guidance infusion.



7. Field-test Career Guidance materials.



8. Train education leaders to use CG materials through INSET.



9. Train lecturers for CG pre-service teacher training.



10. Include Career Guidance in TTCs, UNISWA curriculum.



11. Coordinate with TTCs, UNISWA.



12. Edit and print job files.



13. Revise and print training manuals.



14. Print counselling booklets.



**Section II. Summary of activities by component and relationship to targets**

**Organisation and Management**

Objectives

-To provide effective managerial and administrative support to project activities.

-To work with MOE in identifying improvements needed in the system and in devising ways to achieve improvement.

-To coordinate with other Ministries and Organisations which have an input into the project.

-To organise staff development activities to improve performance.

**O.M. TARGET: 1 Submit annual implementation plan by August 31.**

**NARRATIVE:** The annual implementation (work) plan will be drawn up by the technical assistance team after discussion with Swazi counterparts and presented to MOE and USAID for approval.

SUMMARY OF ACTIVITIES:

1.0 Administer and manage project.

1.1 Liase with USAID - developments, approvals, contract amendments.

1.2 Liase with MOE - GOS contributions, developments, approvals.

1.3 Liase with IIR - funding, participant training, supplies & equipment consultants.

1.4 Manage the office and accounts.

**O.M. TARGET: 2 Place two members of the testing (C.A.) staff into 6 month internships with U.S. institutions using continuous assessment.**

**NARRATIVE:** Two members of the NCC staff working on continuous assessment will be selected in consultation with the C.A. Advisor and sent to UMASS in the fall of 1993 for a program which will include attachments and courses at UMASS.

**SUMMARY OF ACTIVITIES:**

2.0 Identify candidates.

2.1 Draw up internship programme.

2.2 Obtain approvals from UMASS, MOE, Ministry of Labour & Public Service and USAID.

2.3 Prepare P.I.O.P.

2.4 Arrange medicals.

2.5 Obtain air tickets and visas.

**O.M. TARGET: 3 Place two participants in M.A. programs in the United States in education administration and /or career guidance.**

**NARRATIVE:** As only one participant was selected for an M.A. program in Year 1, it is intended to nominate three persons (with alternatives) for M.A. programs. As suitable candidates in educational administration are lacking and as only one person in ETGPS is a possibility it is intended to nominate candidates from other units working with the project, particularly NCC and INSET.

SUMMARY OF ACTIVITIES:

- 3.0 Identify, process and place M.A. students.
  - 3.1 Identify candidates - MOE units with T.A. advise.
  - 3.3 Arrange GRE and TOEFL exams.
  - 3.4 Obtain approvals from GOS and USAID.
  - 3.5 Prepare P.I.O.P.
  - 3.6 Arrange moduals.
  - 3.7 Obtain air tickets and visas.

O.M. TARGET: 4 Procure equipment and materials for first TIDC

NARRATIVE: A new TIDC is to be constructed at Siphofaneni in Lubombo region to cater for schools which are far away from Siteki. Planning for the TIDC is underway and equipment, supplies, and vehicles will be procured by the project as soon as construction is well under-way.

SUMMARY OF ACTIVITIES:

- 4.0 Procure equipment, supplies, and vehicles for TIDC.
  - 4.1 Identify needs.
  - 4.2 Prepare lists and specifications.
  - 4.3 Submit for MOE and USAID approval.
  - 4.4 Forward to sub-contractor.

4.5 Receive and distribute.

**O.M. TARGET: 5 Procure equipment for testing (C.A.) unit**

**NARRATIVE:** Equipment for the testing unit was ordered and procured in Year 1. However, some supplementary items of equipment are required and in addition NCC's printing unit equipment needs to be augmented so that some of the continuous assessment materials can be produced by them. In particular, one offset printing machine needs to be repaired or replaced.

**SUMMARY OF ACTIVITIES:**

5.0 Process and procure equipment and supplies for testing (C.A.) unit and NCC printing unit.

5.1 Consolidate order for supplementary equipment and supplies.

5.2 Clear order with USAID.

5.3 Place order with sub-contractor.

5.4 Receive and distribute.

**O.M. TARGET: 6 Hold annual education conference**

**NARRATIVE:** An educational conference will be held in late October 1991. The theme of the conference will be 'Improving the efficiency of the Educational System'. The background material for the conference will be drawn from the findings of the decision process study.

The participants in the conference will be government ministries servicing MOE, MOE and its constituent organisations, UNISWA and staff associations.

It is expected that indicators for testing improvements will be defined by the conference.

**SUMMARY OF ACTIVITIES:**

6.0 Plan annual conference.

6.1 Arrange venue and facilities.

6.2 Prepare agenda and hand-outs.

6.3 Invite participants.

6.4 Hold conference.

**O.M. TARGET: 7 Carry out at least one study in support of policy development.**

**NARRATIVE:** Early in the year a Research Council will be formed in the Ministry of Education to consider and prioritise studies to be carried out to provide essential data and information for policy and management reform.

The project will assist the ministry to plan and commission at least one of these studies and will work closely with the commissioned researchers in the development of the study/studies.

**SUMMARY OF ACTIVITIES:**

7.0 Organise second research study.

7.1 Refine plans and instruments.

7.2 Carry out study.

7.3 Analyse results and prepare report.

7.4 Report back to Research Council.

7.5 Hold senior staff seminar.

O.M. TARGET: 8 Seek resolution to policy issues.

NARRATIVE: The smooth development of the project will from time to time require policy issues to be considered and changes to be implemented and publicised by MOE.

SUMMARY OF ACTIVITIES:

8.0 Draw the attention of MOE to the issue.

8.1 Advise on action required.

8.2 Assist MOE to implement and publicise action.

## Management Information System

### Objectives

-To strengthen the management and operation of the Research Planning Unit.

-To fill the two vacant posts in the RPU, with at least one of the persons suitable for advanced MIS training.

-To continue work towards a smoothly operating MIS that draws from a wide variety of data sources.

-To increase the visibility and the usefulness of the MIS within the entire educational system.

**MIS TARGET: 1 A Management Information System for the MOE in place and being used.**

**NARRATIVE:** The Advisor is to develop and implement an MIS that will provide data on student achievement and school system characteristics to enable the MOE to monitor policy implementation and effectiveness. The success of this component will be measured by the extent to which the MIS data are actually used in administrative decisions.

### SUMMARY OF ACTIVITIES:

1.0 Complete the central education database and ensure its use.

1.1. Complete the mapping database.

1.2 Disseminate the database and train potential users.

1.3 Make an illustrative graph/chart annual report.

1.4 Present the findings to MOE administration.

**MIS TARGET: 2 The MIS is continuously updated from appropriate sources.**

**NARRATIVE:** The links to other MOE departments, the EPMT CA component, and other agencies is to be strengthened such that all information is current. The addition of CA data to the system will allow the association of achievement data with other variables for use in making policy decisions and assessing their effects.

**SUMMARY OF ACTIVITIES:**

2.0 Strengthen the timeliness of the MIS.

2.1. Produce a CSO-linked questionnaire.

2.2 Develop database update procedures.

2.3 Write a draft continuous assessment system.

2.4 Trial test the CA MIS at Regional Education Offices.

2.5 Survey MIS across the entire Ministry of Education.

2.6 Update the overall MIS programmes.

**MIS TARGET: 3 Personnel at the MOE are trained in MIS procedures.**

**NARRATIVE:** Those individuals most closely associated with the MIS are to have training for use of the system, for interpretation of data, and for assessing the validity and timeliness of the information.

**SUMMARY OF ACTIVITIES:**

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

## Continuous Assessment

### Objectives

-To develop the professional capabilities of the continuous assessment unit.

-To develop, pilot, revise and print Grade 1 criterion referenced tests and remedial materials.

-To begin the development of Grades 2 and 3 criterion referenced tests, and remedial materials.

-To assist teacher training institutions to develop continuous assessment training programmes for pre-service training.

**C.A. TARGET: 1 Complete development of grade 1-2 Maths and English tests.**

**NARRATIVE:** This target was carried over from the targets for Year One, mainly because of the 10-month delay in the appointment by the Ministry of the professional staff required to make the CA Unit operational. The development of Grade 3 tests and remedial materials will also be started although this activity is listed under the targets for Year 3.

### SUMMARY OF ACTIVITIES:

1.1 Develop Gr. 1 materials (tests and remedial materials). The materials development will include Learner Verification and Revision (LVR)--i.e., tryout of prototype materials in two laboratory schools in Manzini which were selected for this purpose, revision, and pilot testing in 16 selected schools (4 schools in each region). The pilot versions of the term tests will be administered in the pilot schools at the end of each term in 1992. The remedial materials will be self-contained and will be based on the remediation priorities expressed by Grade 1

teachers in interviews and questionnaire responses resulting from a survey conducted from December 1990 to 1991.

1.2 Hold training workshop for the CA staff on desktop publishing using Version 3 of Ventura. This will be a two-week workshop that will include training in the use of various graphics software that will enable the staff to efficiently produce illustrations for use in the tests and remedial materials that will be pilot tested in the first grade 1992.

1.3. Hold test development workshops for Grades 2 and 3. Selected Grades 2 and 3 teachers (12 for each grade level from each region) will be trained in the development of domain specifications and test items for their respective grades. The one-week workshop for each grade will be production-oriented. Workshop products will be used as inputs into the drafts and final versions of the tests to be prepared by the CA Unit.

1.4 Conduct a survey of remediation needs in Grade 2. Approximately 50 teachers from each region will be asked to fill out a questionnaire indicating the skill areas/lessons in Grade 2 Maths and English in which they found from past experience to be the most difficult for the pupils to learn using existing materials and methods. A number of teachers will be interviewed to clarify and serve as a validity check for the questionnaire responses.

1.5 Develop Grade 2 materials. The CA staff will start the development of domain specifications and tests in March 1992 using formative evaluation data from the tryouts (LVR and pilot testing) on the relative success of test formats used in Grade 1 to feed forward to the types of tests to be developed for the first two terms of Grade 2. A workshop on CRT development in July 1992 for 12 selected Grade 2 teachers is expected to produce domain specifications and tests for the third term. Remedial materials will be based on findings from the survey conducted among the Grade 2 teachers.

1.6 Develop Grade 3 materials. The development of Grade 3 tests will begin with a test development workshop in July 1992 for 12 selected Grade 3 teachers in each region. As with the previous grade levels, the tests will be tried out in lab schools and pilot schools.

1.7 Identify 16 pilot schools. A tentative list of pilot schools was drawn up by the CA Coordinator and the Teacher Educator of NCC in June 1991. This list will be sent to the Regional Education Officers and Regional Inspectors for them to review and to either confirm the

choices or suggest changes. The schools finally selected will be visited and the cooperation of the head teachers solicited through the Ministry of Education before the list is finalized.

1.8 Conduct two one-day seminars for subject panels for Maths and English in October and in January. The purpose of the seminars in October is to orient the subject panels to the CA programme and to review the objectives prepared by the CA staff for the two subjects. At the seminars in January each subject panel will be briefed on the use of domain specs in Criterion-Referenced Testing, how the Grade 1 tests will be administered and scored, and how the domain specifications, test items, and remedial materials for the two subject areas in Grade 1 are to be used.

1.9 Meet with TTCs and UNISWA every two months. The CA component, together with the four other components of the EPMT Project, will establish linkages with the TTCs and UNISWA, through regular meetings to be organized by the Ministry and the Project team. The goal is to ensure that these institutions will provide preservice teacher education that will prepare prospective teachers to implement the Ministry's continuous assessment programme when they graduate and join the other teachers in the field.

**C.A. TARGET: 2 Carry out testing specifications and remediation training for grade 1 and 2 English and Maths teachers.**

**NARRATIVE:** The training of teachers will take place in four stages. First, 12 selected teachers from each region will be trained to write domain specifications and test items for the grade in both English and Maths. Second, teachers from a total of 16 schools (4 per region) will be trained to administer and score the tests and use remedial materials produced by the CA Unit. Third, 10-12 selected teachers (including the pilot school teachers) will be trained to become trainers of all the other teachers in the grade. Only the first two stages shall have been completed in Year 2. This is because pilot testing, which is a necessary stage in the development process, was not provided for in the original project paper, and will require at least one year for each grade level. (However, to "speed up" the process Grades 2 and 3 will be pilot tested simultaneously in Year 3.)

## SUMMARY OF ACTIVITIES:

2.1 Train Grade 1 pilot teachers. A total of 16 pilot teachers (4 from each region) will be trained in the use of the tests and remedial materials. Two 5-day workshops will be held for this purpose--two days to be devoted to the use of the term tests, and three days to the use of self-contained materials for remediation of small groups of students.

2.2 Pilot test Grade 1 tests and remedial materials. The pilot testing for Grade 1 will be done in 1992. Formative evaluation data will be collected on regular basis from the pilot schools by the Teacher Leaders of the National Curriculum Centre and feedback given to the CA Unit to be used as the basis for revising and improving the materials before they are sent to all the schools for implementation.

C.A. TARGET: 3 Place two members of the testing staff in 6-month internships with U.S. educational institutions using continuous assessment.

NARRATIVE: After meetings in early April with Dr. Ron Hambleton at the University of Massachusetts at Amherst, the CA Advisor met with the NCC Director to agree on the appropriate person(s) from among the proposed CA staff who should go on the first internship(s). After a number of meetings, it was decided that Mr. Tim Nsingwane, the CA Coordinator, and Mrs. Concilia Munro, an English curriculum designer, will be sent in the fall, to be at Amherst not later than the first week of September 1991. The identification of staff and processing of travel-related documents for Year 3 internships will be done during the last quarter of this year.

## SUMMARY OF ACTIVITIES:

3.1 Send two interns to the U.S. These internships will be managed by the University of Massachusetts under a subcontract with the Institute for International Research. The Evaluation Head and CA Coordinator of the National Curriculum Centre, Mr. Timothy Nsingwane, and an English curriculum designer, Mrs. Concilia T. Munro, will be sent on the first batch of internships to start on September 1, 1991 through February 29, 1992. (See Appendix \_\_\_ for the internship programmed agreed upon by the two interns, the UMass consultants, the NCC Director, and the CA Advisor.)

3.2 Select staff for 1993 internships. Two of the CA staff will be selected in March to be sent to the University of Massachusetts on the second six-month internship programme. As in the previous year, the specific activities for this programme will be agreed upon by the participants, UMass, the NCC Director, and the CA Advisor. (If the recommended changes (see last part of this workplan) one or two INSET staff who will be assigned to work closely with the NCC-CA staff will also be selected to go on two-month internships.)

**C.A. TARGET: 4 Place two participants in MA programmes in the United States in educational measurement and instructional design.**

**NARRATIVE:** The proposed reallocation of MA-level participant training that had initially been allocated to the career guidance component will include one position for a participant from the CA component. One person (and an alternate) will be identified for this position.

**SUMMARY OF ACTIVITIES:**

4.3 Select one staff member for M.A. level training in the U.S. One member and an alternate will be selected and recommended for long-term participant training, preferably in Educational Measurement and Instructional Systems Design. The identification and processing of the candidates will be completed at least six months before the start of the fall semester of 1993. The criteria for selection will include full time assignment to the Continuous Assessment Unit, demonstrated ability to produce quality products for use in the CA Programme, and scholastic and other qualifications that meet U.S. university standards for admission into a graduate programme.

## **Headmaster Training**

### Objectives

-To implement a quality management training program for thirty-two trainers and two hundred Head Teachers in the country.

-To establish 4 operational training teams under the leadership of INSET who will put on the management training programme.

-To receive approval and support MOE for a Management Training reward system, and begin implementation.

-To receive approval and support from the MOE for a policy statement on appointment and retention for Head Teachers which will be based on successful completion of a training programme and begin implementation.

**H.T. TARGET: 1 Plan, Design and Schedule Training**

**NARRATIVE:** The model for training utilizes both holiday time and time during school terns.

#### SUMMARY OF ACTIVITIES:

1.1 A chart showing total training activities for the year has been developed and put into master calendar.

1.2 Venues for training 200 people have been booked and regional training teams have been trained.

1.3 Regional training teams will receive periodic new training and monitoring of their activities throughout the year

**H.T. TARGET: 2 Write Training Modules**

**NARRATIVE:** Training Modules will be developed by the team throughout the year. About 32 Modules will be written, tested and printed.

**SUMMARY OF ACTIVITIES:**

2.1 Modules will be packaged for the 4 regional teams to use with 200 Head Teacher trainers.

2.2 Modules will be used by training teams, evaluated and up-dated as needed.

**H.T. TARGET: 3 Print and Distribute Materials**

**NARRATIVE:** Modules for the four POMI Areas will comprise a total training book, including a Trainers Guide of about 200 pages.

**SUMMARY OF ACTIVITIES:**

3.1 Printing will be done through local printing contractors.

3.2 The four INSET staff will join the team to work on this production and distribute the materials to the regional teams.

**H.T. TARGET: 4 Organize, Monitor Regional Teams**

**NARRATIVE:** Thirty two Swazi educators have been trained to become regional trainers. INSET is providing the leadership role for these teams.

**SUMMARY OF ACTIVITIES:**

4.1 Logistic Coordinators are the two new Head Teacher appointees, plus two new hire persons who will join the EPMT team/

**H.T. TARGET: 5 Coach Trainers**

**NARRATIVE:** Each Regional team will receive regular training and monitoring during training.

**SUMMARY OF ACTIVITIES:**

5.1 Visits by the team to each Region will be made four times during the training cycle.

**H.T. TARGET: 6 Announcements**

**NARRATIVE:** A system of keeping trainees and trainers well informed about venues, times and training requirements will be established.

**SUMMARY OF ACTIVITIES:**

6.1 A newsletter will be put out quarterly to be mailed to 250 persons.

6.2 Regional team leaders will be responsible for keeping terms informed.

6.3 INSET will meet regularly to plan activities for management training.

**H.T. TARGET: 7 Newsletter**

**NARRATIVE:** A newsletter about training is being produced to keep all informed about accomplishment and plans.

**SUMMARY OF ACTIVITIES:**

7.0

**H.T. TARGET: 8 Record Keeping System and Registrations**

**NARRATIVE:** A formal registration process will be established for all 200 trainees. Each Head Teacher will be given a number. Records of progress on each individual's work will be kept on a computer file.

**SUMMARY OF ACTIVITIES:**

8.1 A computerized data bank on all trainees will be established.

8.2 Each trainee will have a data file established showing training completed, level of attainment, attendance and completion

8.3 A Mailer label system by computer will be set up

**H.T. TARGET: 9 Train INSET in Module Development**

**NARRATIVE:** Each of the four INSET staff assigned to management training will be taught how to write modules.

**SUMMARY OF ACTIVITIES:**

9.0 Each INSET person will work approximately 2 days a week at the Management Training Officer to produce and revise Modules.

**H.T. TARGET: 10 Train Regional Trainers**

**NARRATIVE** The regional trainers will be trained in all four POMI areas for a total of 120 hours of training. Training workshops will be put on four times during the year.

SUMMARY OF ACTIVITIES:

10.0

H.T. TARGET: 11 POMI Head Teacher Course: Cycle One

NARRATIVE: The central thrust of this work is the training of 200 Head Teachers in cycle one.

SUMMARY OF ACTIVITIES:

- 11.1 The course consists of 120 hours of training in four POMI areas.
- 11.2 Training will be put on by regional teams.
- 11.3 The Syllabus will be the basis for the content aspects of the training.
- 11.4 Regular evaluation of training will occur and sa report will be written at year's end.

H.T. TARGET: 12 Evaluate Training

NARRATIVE: Trainers and trainees will be evaluated regularly using a formative evaluation methodology.

SUMMARY OF ACTIVITIES:

- 12.1 Results of Evaluation will be used to revise materials and training techniques.

H.T. TARGET: 13 Revise, Publish Material

NARRATIVE: Revised training materials will be filed, published and distributed.

SUMMARY OF ACTIVITIES:

13.0

**H.T. TARGET: 14 Finalize Inset Takeover**

**NARRATIVE:** Inset will take over responsibility for Head Teacher training starting Year 3.

14.1 Organizational planning sessions will be set up to work with INSET to assure major responsibility for Management training C

**H.T. TARGET: 15 Select/Place Overseas Participant Trainee**

**NARRATIVE:** One person will be selected from INSET to be sent for MA training in Educational Administration and Management with an emphasis in finance.

**SUMMARY OF ACTIVITIES:**

15.0

**H.T. TARGET: 16 Develop Formative Evaluation Plan**

**NARRATIVE:** A plan for evaluating the effectiveness of the training during the life of the project will be drawn up with INSET staff, the MOE Accounts Department and the Research and planning unit.

**SUMMARY OF ACTIVITIES:**

16.1 One Consultant in Money Management Administration will work with the MOE Accounts Department and Research and Planning unit to establish an on-going Formative evaluation plan which would track Head teachers and their actual work performance and contrast these to an untrained group over the life of the project.

16.2 One consultant in Organizational and Personnel Management will work with appropriate agencies to establish a formative evaluation plan during the life of the project.

16.3 One consultant will work with appropriate agencies to establish an Instructional Leadership formative Evaluation plan for the life of the project.

- 16.4 Three two-week consultancies for each of the above consultants will be scheduled :
- o Money Management Formative Evaluation during the period of september to December
  - o Instructional Leadership Evaluation during the period of December 1991 to March 1992.
  - o Personnel and Organizational Management Evaluation during the period of April to June 1992.

16.5 The Master Formative Evaluation Plan will be written by the Management Training Advisor by the end the second year.

**H.T. TARGET: 17 Coordinate and Plan with UNISWA/TTC**

**NARRATIVE:** Coordinating meetings will be held with TTC and UNISWA Faculty of Education to explore avenues of involving their faculties in management training particularly for Secondary Head Teachers.

**SUMMARY OF ACTIVITIES:**

17.1 Secondary Head teachers will be trained during Year 4 of the project and inputs form TTC and UNISWA may be considered as possible means to augment the training of the regional teams.

**H.T. TARGET: 18 Procure Supplies for Head Teacher training program**

**NARRATIVE:** Basic equipment to support Head Teacher Management Training will be ordered and put to use. Material and supplies will be ordered and made available. A professional library of reference materials will be ordered and set up for use by those writing modules.

**SUMMARY OF ACTIVITIES:**

18.0

**H.T. TARGET: 19 Training Publications**

**NARRATIVE:** Suitable professional Journals will be ordered and made available.

**SUMMARY OF ACTIVITIES:**

19.0

## **Guidance and Counselling**

### Objectives

-To upgrade ETGPS staff through training, monthly workshops, and an educational tour to the Botswana Career Guidance Center.

-To infuse career guidance into primary social studies curriculum through training of curriculum designers and panalists, field testing the curriculum, and training of teacher leaders to use the materials.

-To select and process 1 candidate for M.A. training in the U.S.

-To print training manuals, counseling booklets and job files.

**C.G. TARGET: 1 Coordinate with ETGPS:**

#### **NARRATIVE:**

The team consists of the Acting Director and five staff at ETGPS. All of the staff have their background and experience with secondary schools. We need to add to the department the three promised positions in order to conduct primary career guidance.

#### SUMMARY OF ACTIVITIES:

1.1 Advise on roles and conduct monthly seminars. The TA will review the current operations and functions of ETGPS and advise on operational changes. There will be a monthly ETGPS meeting during which a seminar will be conducted.

1.2 Conduct staff upgrading training workshops. One workshop on testing and measurement will be conducted in December 1991. Another workshop on career guidance techniques has been scheduled for two weeks in March, 1992. Eight staff at ETGPS and seven local teachers will be trained on the methods and practices of career guidance.

1.3 Conduct career guidance teacher training seminar. This training will be given in May, 1992 during the school break. One five-day-training for approximately 50 career guidance teachers will be held at each of the four regions. We intend to train all 200-220 career guidance teachers.

1.4 Plan activities and strategies. The TA will coordinate the training schedule, contents, strategies and logistics with ETGPS.

1.5 Visit Botswana Career Guidance Office. We plan to visit Botswana Career Guidance Office to examine their testing system and career guidance delivery methods.

**C.G. TARGET: 2 Prepare overseas training candidate/s**

**NARRATIVE:** As stated earlier, we will continue to prepare two candidates for U.S. Master's degree training.

**SUMMARY OF ACTIVITIES:**

2.1 Select candidate. We plan to start in September, 1991 to select two candidates, with one serving as an alternative, for U.S. master training. The application for TOEFL has to be sent out before October 1 for the November testing date.

2.2 Design training plans. Program of studies will be designed in Feb. and March of 1992. Applications to U.S. graduate schools will also be processed.

2.3 Process papers and applications. Upon acceptance into U.S. graduate schools, candidates' PIOPs will be processed.

**C.G. TARGET: 3 Coordinate with NCC.**

**NARRATIVE:** The CA will coordinate with NCC to institutionalize the career guidance materials into primary curriculum.

**SUMMARY OF ACTIVITIES:**

3.1 Train NCC staff in career guidance. NCC staff of 2 social studies curriculum designers will be trained to produce career guidance curriculum materials. A group of approximately 20 social studies panelists will be trained in a two-day workshop in November 1991 workshop.

3.2 Develop curriculum for primary schools. Career Guidance materials will be developed for Primary social studies curriculum through Career Guidance Infusion model.

3.3 Carry out experimental career guidance activities in the pilot schools. One rural and one school in Manzini will be selected for pilot testing.

3.4 Disseminate materials through INSET. Teacher leaders will be trained during the Open Days of INSET.

**C.G. TARGET: 4 Coordinate with TTCs and UNISWA.**

**NARRATIVE:** The TA will serve as a liaison person to coordinate between EPMT and teacher training institutions.

**SUMMARY OF ACTIVITIES:**

4.1 Train lecturers for pre-service teacher training. Lecturers at three TTCs and UNISWA will be trained on how to teach career guidance to student teachers. The training will take place on campuses of these institutions, Nazarene and William Pitcher may be combined. We plan to conduct the training in February, 1992 for three sessions per campus with 60 anticipated total lecturers.

4.2 Include career guidance in curriculum. The TA will work with the Teacher Training Curriculum Committee to include career guidance into the regular curriculum.

**C.G. TARGET: 5 Develop job files.**

**NARRATIVE:** The TA will coordinate the development of job files.

**SUMMARY OF ACTIVITIES:**

5.1 Collect job information. Job information will be collected. Information collected from South Africa and Botswana will be included.

5.2 Edit job files. The TA will acquire Desk Publishing skills in November, 1991. She will edit the job information collected.

5.3 Print job files. Job files will be printed.

5.4 Disseminate job files. Job files will be distributed to ETGPS, NCC, REOs, three TTCs, UNISWA, Primary and Secondary schools.

**C.G. TARGET: 6 Develop training manuals.**

**NARRATIVE:** Training manuals for ETGPS, Career Guidance Teachers, TTCs lecturers will be developed.

**SUMMARY OF ACTIVITIES:**

6.1 Revise training manuals. Training manuals that have been developed will be assessed and revised.

6.2 Edit training manuals. The TA will edit the training manuals.

6.3 Print training manuals. The manuals will be printed.

6.4 Disseminate training manuals. Training manuals will be distributed to the proper organizations

**C.G. TARGET: 7 Develop counseling booklets.**

**NARRATIVE:** Counseling booklets for Primary and Secondary schools have been collected during the first year. They will be printed during this second year.

**SUMMARY OF ACTIVITIES:**

7.1 Edit counseling booklets. The T.A. will edit these collected booklets.

7.2 Print counseling booklets. One volume of primary and one column of secondary counseling booklets will be printed.

7.3 Disseminate counseling booklets. One copy of primary counseling booklet will be distributed to each of the primary schools. One copy of secondary counseling booklet will be distributed to each of the secondary schools.

### **Section III. Recommendations**

#### **1. Recommendations for USAID**

*i. Extend the long-term consultancy for continuous assessment.*

The CA component has not been able to meet its major targets mainly because the Ministry of Education failed to provide the professional staff required. It was not until almost a year later (July 1991) that seven additional staff were finally appointed to the National Curriculum Centre which enabled the NCC Director to assign a six full time and three half-time staff to the CA Unit. Because of this delay, important CA benchmarks have been amended and the implementation schedule for continuous assessment in grade 1 will have to be delayed until 1993.

*ii. Reallocate the M.A. training in the U.S. to include one training programme to be allocated to one of the staff members of the CA Unit.*

The M.A. programmes allocated to the career guidance component cannot be fully utilized in that department because of the lack of qualified staff. The opportunity for long-term participant training should therefore be extended to other components of the project, including the CA component which has five members who are qualified for such training.

*iii. Expand the internship programme to include two-month internships for the INSET staff who will be assigned to assist the NCC-CA staff in training the teachers in the use of tests and remedial materials.*

The four INSET lecturers who have been assigned to assist in the CA training programme for teachers have been asked to report to the CA office every Monday and Tuesday to participate in the development of tests and remedial materials. The on-the-job training that they will receive with the CA staff and their close professional interaction with them will help prepare them to deliver the training themselves, rather than simply act as organizers and facilitators during the teacher training workshops.

*iv. Include a two-month observation tour by the NCC Director, M.B. Mabuza, of a number of educational institutions in the U.S. who are using or managing continuous assessment.*

The leadership of the CA staff at NCC naturally falls on the shoulders of the NCC Director. It

would therefore be appropriate to ensure that he is aware of how CA programmes outside of Swaziland are being implemented and how he may be better prepared to manage CA infusion in the country when it is time for its full implementation. Exposure to other CA programmes would be an invaluable experience for the NCC Director.

*v. Contract consultants to devise an effective formative evaluation system for Management Training*

In order to carry out a Formative Evaluation Plan for the Management Training, we are proposing that three consultants come to Swaziland at or soon after the times training occurs in the four P.O.M.I. areas. These three consultants would provide technical advice or Formative Evaluation for:

1. Money Management and Budgeting Plan
2. Instructional Leadership Plan
3. Personnel and Organizational Management Plan (combined)

Out of these three consultations will emerge an overall plan for Formative Evaluation for the life of the project for Management Training. These will be drawn together and combined into a master FETP. The consultant for Instructional Leadership Formative Evaluation Plan will liaise with the T.A. on this plan and assist in its completion. This same consultant who is a management specialist can provide continuity during the last few years of the project with additional consultations. This person can also provide on-going advice on other aspects of the project and assist, through consultation to maintain the goals and targets which INSET will be attempting to meet after the T.A. leaves.

*vi. Offer incentives to encourage Head teachers to participate actively in the Management Training course.*

In order to motivate Head Teacher trainees to perform at optimal levels in training; a motivational/reward system should be established tied to performance during training. This should consist of two types of rewards. First, to the top 5% of each training cycle an educational tour in the USA should be awarded. Second, to the top 10% of each cycle a voucher for E 200 should be awarded for their respective schools to purchase educational materials such as maps, dictionaries, reference books, agricultural equipment, etc. Third, the names and schools of each person so awarded should be published.

vii. *Increase the number of Masters programmes so that Continuous Assessment and In-service staff can be included.*

The Continuous Assessment staff will have to continue the implementation of the system after the advisor has departed. It is essential that the staff members who will be responsible for supervising the production of tests and remedial materials, have a thorough grounding in Continuous Assessment.

The In-service staff will be responsible for the on-going Continuous Assessment and Head Teacher Training. This will require effective management and administrative skills. Some members of staff should be offered courses to develop these skills.

## 2. Recommendations for GOS

*i. The staff of the Research and Planning Unit should be strengthened*

The vacancies in the existing establishment should be filled immediately and extra posts should be applied for. The Unit requires at least four effective planners, two researchers, a computer expert, and two computer operators.

*ii. Increase the staff of ETGPS*

ETGPS is presently concerned only with High School guidance and with administering aptitude tests at the Form 3 and 5 levels. It is intended to introduce guidance and counselling into the upper Primary and Junior Secondary levels. This will require extra supervisory staff who will need to be specially trained for this level of guidance and counselling.

MOE should actively pursue the creation of those new guidance office posts.

*iii. Decide on the place of INSET in the system*

INSET does not exist officially. MOE needs to make decisions about its place in the system, to pursue the creation of an effective hierarchical establishment, to embark on a capital programme in order to provide the unit with adequate working space and to provide the unit with adequate transport to carry out its nation wide activities.

*iv. Establish criteria for the selection of Head Teachers*

The Head Teacher Management Training being developed will provide existing Head Teachers with training in the skills required for effective management of their schools. Consideration should be given to making the passing of this course a pre-requisite for confirmation in the post for future Head Teachers. The course could be offered at teacher's colleges as pre-service training and as in-service training through INSET and/or SNAT.

*v. Explore the possibility of using the SNAT in-service organisation as a supplement to INSET for training teachers in the philosophy of Continuous Assessment, how to administer, score and record tests, and how to use remedial materials.*

*vi. Integrate the Project activities into the overall activities of the Ministry.*

The components of the project were planned to help the Ministry introduce policy and management reforms which had been identified by commissions and studies set up by the Government of Swaziland.

The development of these reforms should be seen as integrated activities of the Ministry rather than as an add-on project. This requires that the technical advisors be treated as part of Ministry teams rather than as forming a separate unit outside the mainstream of Ministry activities.

**Section IV. Month by month schedule of activities  
Description of activities with project and local costs  
Summary of costs by categories**

**Organisation and Management**

<u>Month:</u>	<u>Budget</u>	<u>Items</u>	<u>Target</u>	<u>Benchmarks</u>	<u>GOS(E)</u>	<u>For:</u>
<u>August 1991</u>						
1.0 Administer and manage the project.	5000	security, project supprt salaries, TA, supprt	1	timely inputs for smooth running of project	4000	personnel, supplies, office, fuel, services
2.0 Prepare GOS contribution budget.			1	timely submission of budget	1000	staff time
3.0 Prepare Annual Work Plan and Budget.	2500	per diems TA team	1	timely submission of plan-budget	1000st aff time	
4.0 Complete decision process study	750	consul tant's fee	7	completion of first draft of report	-	-
5.0 Hold Steering Committee Meetings				timely discussion of developments and issues	250	staff time

September 1991

1.0 Administer and manage project	5000	security, project supprt salaries, TA supprt	1	timely inputs for smooth running of project	4000	staff time, office supplies, fuel services
2.0 Prepare GOS contribution budget			1	timely submission of budget	1000	staff time
3.0 Plan annual conference			6	timely organisation of conference	500	staff time
4.0 Identify, process and place MA students	100	communications	3	3 candidates identified and approved and formally placed	200	staff time
5.0 Research Council meetings						
6.0 Complete decision process study	750	consultnt fees	7	completion of phase 1 report, analysis of phase 2 (schools) returns		
7.0 Hold Steering Committee meetings			1	timely discussion of development and issues	250	staff time

October 1991

1.0 Administer and manage the project	5000	security, project supprt salaries, TA supprt	1	timely imputs for smooth running of project	4000	staff time, office supplies, fuel services
2.0 Plan and hold annual conference	7000	materials, accom- modations & food	6	Recommendations for improving effectiveness of system. Indicators for measurement	16000	staff time, travel claims
3.0 Process second year consultants			1	timely arrangements to support CA and MT training		
4.0 Identify, process, and place MA students			3	three candidates documented		
5.0 Complete decision process study	750	consultnt fees	7	phase 2 report		
6.0 Hold Steering Committee meetings				timely discussion of developments and issues	250	staff time
7.0 Hold Project Advisory Committee meetings	400	lunch	1	inter-organisational coordination and cooperation	1300	staff time

November 1991

1.0 Administer and manage the project	5000	security, project supprt salaries, & TA supprt	1	timely imputs for smooth running of project	4000	staff time, office supplies, fuel services
2.0 Prepare and distribute conference report			1	participants receive report prior to follow up action		
3.0 Prepare quarterly report			1	MOE and USAID notified of project progress		
4.0 Hold Steering Committee meetings			1	timely discussion of developments and issues	250	staff time

December 1991

1.0 Administer and manage the project	5000	security, project supprt salaries, & TA supprt	1	timely imputs for smooth running of project	4000	staff time, office supplies, fuel services
2.0 Process second year consultancies			1	timely arrangements to support MIS, CA, MT, and research study		

3.0 Hold Steering Committee meetings			1	timely discussion of developments and issues	250	staff time
4.0 Hold meetings with Teacher Education Institutions	500	lunch	1	set up curriculum and training coordination procedures	1000 400	staff time, travel claims
5.0 Hold Project Advisory Committee meetings	400	lunch	1	inter-organisational and inter-ministerial issues debated		
<u>January 1992</u>						
1.0 Administer and manage project	5000	security, project supprt salaries, & TA supprt	1	timely inputs for smooth running of project	4000	staff time, office supplies, fuel services
2.0 Process second year consultancies			1	timely arrangements to support MT evaluation		
3.0 Process and procure equipment and supplies for Testing (CA) Unit	200 60000	communications equipment, suppl	5	effective operation of Testing Unit		
4.0 Hold MOE staff seminar				improving effectiveness of education system	2500	staff time, travel claims
5.0 Research Council meeting				approve research study plans	400	staff time

6.0 Organise second research study	300	con- sultnt fees	7	effective preparation for study	400	staff time
7.0 Hold Steering Committee meetings				timely discussion of developments and issues	250	staff time

February 1992

1.0 Administer and manage the project	5000	secur- ity, projct supprt salar- ies, & TA supprt	1	timely imputs for project support	4000	staff time
2.0 Prepare semi annual report			1	MOE and USAID notified of project progress		
3.0 Hold Steering Committee meetings			1	timely discussion of developments and issues	250	staff time
4.0 Hold meetings with Teacher Education institutions	500	lunch	1	set up curriculum and training coordination procedures	1000 400	staff time, travel claims

March 1992

1.0 Administer and manage the project	5000	secur- ity, projct supprt salar- ies, & TA supprt	1	timely imputs for project support	4000	staff time
---------------------------------------	------	--	---	--------------------------------------	------	------------

2.0 Process second year consultancies			1	timely arrangements to support MT evaluations and MOE staff development		
3.0 Research Council meeting			7	monitor research study development	400	staff time
4.0 Organise second research study	750	consult fees, enumerator fees	7	data collection	500	staff time
	3000					
5.0 Hold Steering Committee meetings			1	timely discussion of developments and issues	250	staff time
<u>April 1992</u>						
1.0 Administer and manage project	5000	security, project support salaries, & TA support	1	timely inputs for project support	4000	staff time
2.0 Procure equipment and supplies for TIDCs	80000	equipment, books, materials	3	procurement of adequate equipment for effective operation of TIDCs	100	staff time, transport
	36000	vehicles(2)				

3.0 Hold MOE staff seminar (2 days)	1000 500	lunch con- sult fees		improved management techniques	5000	staff time
4.0 Organise second research study	750	con- sultnt fees	7	collation and analysis of data		
5.0 Hold Steering Committee meetings				timely discussion of developments and issues	250	staff time
6.0 Hold meeting with Teacher Education institutions	500	lunch	1	develop curriculum and training integration	1000 400	staff time travel claims
7.0 Conduct Project Advisory Committee meetings	400	lunch	1	inter- organisational and inter-ministerial issues debated	2600 500	staff time, travel claims
<u>May 1992</u>						
1.0 Administer and manage project	5000	secur- ity, project supprt salar- ies, & TA supprt	1	timely inputs for project support	4000	staff time
2.0 Process second year consultancies			1	timely arrangement to support CA training		
3.0 Identify and place MA students			3	finalise all arrangements for MA participants		
4.0 Convene Research Council meeting			7	Approve draft report of study	400	staff time

5.0 Organise second research study	750	con- sultnt fees	7	preparation of final report		
6.0 Prepare quarterly report			1	MOE and USAID notified of project progress		
7.0 Identify and process CA interns			2	2 candidates prepared for fall internships		
8.0 Hold Steering Committee meetings			1	timely discussion of developments and issues	200	staff time
					180000	NCC and INSET vehicles

June 1992

1.0 Administer and manage project	5000	sec- urity, project supprt salar- ies, & TA supprt	1	timely inputs for project support	4000	staff time
2.0 Hold MOE staff seminar (1 day)	500	lunch	1	basic agreement on work plan for year 3	2600	staff time
3.0 Hold Steering Committee meeting				timely discussion of developments and issues	250	staff time
4.0 Hold meeting with Teacher Education institutions	500	lunch	1	develop curriculum and training integration	1000 400	staff time, travel claims

5.0 Conduct Project Advisory Committee meeting	400	lunch	1	inter-organisational and inter-ministerial issues debated	2600 500	staff time, travel claims
--	-----	-------	---	---	-------------	---------------------------------

July 1992

1.0 Administer and manage the project	5000	sec- urity, project supprt salar- ies, & TA supprt	1	timely imputs for project support	4000	staff time
2.0 Convene Research Council meeting			7	receive 2nd study report, identify 3rd research study	400	staff time
3.0 Prepare annual report			1	MOE and USAID notified of achievements and consultants during year 2		
4.0 Hold Steering Committee reports			1	timely discussion of developments and issues	250	staff time

## Management Information System

<u>Month:</u>	<u>Budget</u>	<u>Items</u>	<u>Target</u>	<u>Benchmarks</u>	<u>GOS(E)</u>	<u>For:</u>
<u>August 1991</u>						
1.0 Complete the mapping database.			1	a complete database in machine readable format	260	supplies
2.0 Provide OJT and formal training to MOE colleagues.	1000 400	soft- ware course	3	two colleagues conversant in WordPerfect	815	personnel
<u>September 1991</u>						
1.0 Disseminate database & train in use.	50	disks	1	a copy in every REO, in MOE, at USAID, etc.	1200 115	personnel supplies
2.0 Make illustrative graph/chart annual report.	65	paper	1	complete draft report	115	supplies
<u>October 1991</u>						
1.0 Disseminate database & train in use.			1			
2.0 Make illustrative graph/chart annual report.			1			
<u>November 1991</u>						
1.0 Make illustrative graph/chart annual report.			1			
2.0 Present findings.	65	paper	1	document presented to at least 20 administrators	1400 115	personnel supplies
3.0 Provide OJT and formal training to MOE colleagues.	4800	con- sultnt	3	NCC, INSET, ETGPS staff trained in DTP	2000	personnel

December 1991

1.0 Present findings.			1			
2.0 Produce CSO-linked questionnaire.	1000	soft-ware	2	700 copies of additional page	200	personnel
3.0 Develop database update procedures.			2	update manual		
4.0 Provide OJT and formal training to MOE colleagues.	500	trng mtlis	3	two colleagues conversant in dBase/Clipper	815	personnel

January 1992

1.0 Produce CSO-linked questionnaire.			2			
2.0 Develop database update procedures.			2			
3.0 Write draft continuous assessment system.	9180	con-sultnt	2	software, hardware, procedures	1200 300 300	personnel transport materials

February 1992

1.0 Develop database update procedures.			2			
2.0 Write draft continuous assessment system.			2			

March 1992

1.0 Trial test CA MIS at regional offices.	300	disks paper	2	at least one person at each REO capable of operating system	1500 300	personnel transport
--	-----	----------------	---	---	-------------	------------------------

April 1992

1.0 Trial test CA MIS at regional offices.			2			
2.0 Provide OJT and formal training to MOE colleagues.	1000	soft-ware	3	two colleagues conversant in spreadsheets	815	personnel

3.0 Survey MIS across the MOE.		2	compendium of equipment, software, skills	1500	personnel
--------------------------------	--	---	---	------	-----------

May 1992

1.0 Survey MIS across the MOE.		2			
--------------------------------	--	---	--	--	--

June 1992

1.0 Survey MIS across the MOE.		2			
--------------------------------	--	---	--	--	--

2.0 Update overall MIS programmes.	15000	scan- trons	2	equipment, software installed, system updated	1200 300	personnel supplies
------------------------------------	-------	----------------	---	--	-------------	-----------------------

July 1992

1.0 Provide OJT and formal training to MOE colleagues.			3	two colleagues conversant with entire MIS	1500	personnel
---	--	--	---	---	------	-----------

2.0 Survey MIS across MOE			2			
---------------------------	--	--	---	--	--	--

3.0 Update overall MIS programmes.			2.			
------------------------------------	--	--	----	--	--	--

## Continuous Assessment

<u>Month:</u>	<u>Budget</u>	<u>Items</u>	<u>Target</u>	<u>Benchmarks</u>	<u>GOS(E)</u>	<u>For:</u>
<u>August 1991</u>						
1.0 Develop Gr 1 tests & remedial materials.	3000	materials & supplies	1	complete development of grade 1-2 Math and English tests	16500 550	counterpart staff time, computer & printer, communication
2.0 Send two interns for U.S. training.	20	materials & supplies	3	place two members of testing staff in 6-month internships with US educational institutions using continuous assessment	20000 50	round trip air fare, communication
<u>September 1991</u>						
1.0 Develop Gr 1 tests & remedial materials.	200	materials & supplies	1	complete development of grade 1-2 Math and English tests	10500 200	counterpart staff time, computer & printer, communication
2.0 Identify 16 pilot schools.	50	materials & supplies	1	introduce term Math & English tests in grade 1	6000 200	counterpart staff time, computer & printer, communication
3.0 Select staff member for M.A. in U.S.	20	materials & supplies	4	place one participant in M.A. programme in the U.S.	1000 50	counterpart staff time, communication

October 1991

1.0 Develop Gr 1 tests and remedial materials.	100 materials & supplies	1	develop grade 1-2 Maths & English tests and remedial materials	10000 150 50	counterpart staff time, computer & printer, communication
2.0 Conduct seminars for Maths & Eng subject panels.	300 materials & supplies, lunch & teas	1	complete development of grade 1-2 Maths & English tests and remedial materials; introduce term Maths & English tests and remedial materials	600 150 60	counterpart staff time, computer & printer, communication; overhead projector
3.0 Meet with TTCs & UNISWA.	150 materials & supplies	1	develop linkages with teacher education institutions; prepare to train teachers in the use of CRTs and programmed remedial materials to improve learning among primary schoolchildren	500 200 50 150	counterpart staff & lecturers/faculty time, computer & printer, communication; overhead projector
4.0 Laboratory school tryout/learner verification and revision (LVR) of tests and remedial materials.	2000 materials & supplies; printing of posterized remedial mat'ls	1	complete development of grade 1-2 Maths & English tests and remedial materials; introduce term Maths & English tests in Gr 1	5000 150 50 750	counterpart staff time, computer & printer, communication, lab school teachers' time, transport

November 1991

1.0 Develop and LVR Gr 1 tests & remedial materials.

200	materials & supplies; printing of poster-sized remedial materials	1	complete development of grade 1-2 Maths & English tests and remedial materials; introduce term tests in Gr 1	12000	counterpart staff & lab
				3300	school teachers' time,
				200	computer & printer,
				100	communication

2.0 Conduct survey on remediation needs for Grade 2.

500	materials & supplies	1	complete development of grade 1-2 Maths & English tests and remedial materials; introduce term tests in Gr 1	1000	counterpart staff and
				3000	teachers' time,
				100	computer & printer,
				200	communication,
				250	transport

3.0 Hold workshop on desktop publishing for CA Unit.

800	materials & supplies; software; lunches & teas	1	complete development of grade 1-2 Maths & English tests and remedial materials; introduce term tests in Gr 1	3000	counterpart staff time, computer & printer, communication, overhead projector
-----	--	---	--	------	---

December 1991

1.0 Print pilot version of Gr 1 Maths & English tests & remedial materials.	3000 materials & supplies; printing by commercial printer	1	complete development of grade 1-2 Maths & English tests and remedial materials; introduce term Maths & English tests and remedial materials in Gr 1	16500 counterpart staff time; 100 computer & printer; 50 communication, production 100 equipment
2.0 Complete survey on remediation needs in Gr 2.	200 materials & supplies	1	complete development of grade 1-2 Maths & English tests and remedial materials	3000 counterpart staff & teachers' time, 100 computer & printer, 50 communication, 50 transport
3.0 Meet with TTCs & UNISWA.	50 materials & supplies	1	develop linkages with teacher education institutions; prepare to train prospective teachers in the use of CRTs and programmed remedial materials to improve learning among primary schoolchildren	2000 counterpart staff & lecturers/faculty time, 50 computer & printer, 30 overhead projector, 50 communication

January 1992

1.0 Conduct seminars for Maths & Eng subject panels.

150 materials & supplies; lunch & teas

1

complete development of grade 1-2 Maths and English tests and remedial materials; introduce term Maths & English tests and remedial materials for Gr 1

16500 counterpart staff & subject panel's time,  
350 transport, computer &  
150 printer, communication, overhead projector

2.0 Train pilot school teachers.

9500 materials & supplies; short-term consultant  
1700 per diem,  
300 car rental & RT  
5000 air fare;  
5000 participant room & board

2

carry out testing specifications and remediation training for Gr 1 English and Maths teachers

10000 counterpart staff & teachers' time;  
1000 transport; computer & printer; communication, overhead projector

February 1992

1.0 Meet with TTCs & UNISWA.	50 materials & supplies, lunch & teas	1	prepare to train prospective teachers in the use of CRTs and programmed remedial materials to improve learning among primary school children	2000	counterpart staff time, lecturers/faculty time, computer & printer, communication, overhead projector
2.0 Pilot test Gr 1 tests and remedial materials for English and Maths.	1000 materials & supplies	1	complete development of grades 1-2 Maths & English tests and remedial materials; introduce term Maths & English term tests in Gr 1	2000	counterpart staff time, teachers' time, transport, communication
3.0 Select staff for internships in U.S. educational institutions using/managing CA.	50 materials & supplies	3	place CA staff in 6-mo (& 2-mo) internships in the U.S.	36000 500 50	counterpart staff time; communication

March 1992

1.0 Develop Gr 2 tests and remedial materials.

500 materials & supplies

1

complete development of grade 1-2 Maths and English tests

15000 counterpart & staff time,  
150 computer & printer,  
50 communication,  
50 production equipment

2.0 Pilot test Gr 1 tests and materials.

200 materials & supplies

1

complete development of grade 1-2 Maths & English tests and remedial materials;  
introduce term Maths & English tests in grade 1

1500 counterpart staff time,  
7800 teachers' time,  
100 computer & printer,  
50 communication,  
500 transport

April 1992

1.0 Develop Gr 2 tests and remedial materials.

100 materials & supplies

1

complete development of grades 1-2 Maths & English tests and remedial materials

14000 counterpart staff time, lab sch teachers' time, communication,  
150 computer & printer

2.0 Meet with TTCs & UNISWA.	50 materials & supplies	1	develop strategy for greater involvement by teacher education institutions in in-service training on CA concepts & processes	2000 counterpart staff time, lecturers/faculty time, communication, computer & printer, overhead projector
------------------------------	-------------------------	---	--	--

3.0 Pilot test Gr 1 materials.	100 materials & supplies	1	complete development of grades 1-2 Maths & English tests and remedial materials	1500 counterpart staff time, pilot teachers' time, communication
--------------------------------	--------------------------	---	---	--

May 1992

1.0 Develop Gr 2 tests and remedial materials.	200 materials & supplies	1	complete development of grade 1-2 Maths & English tests and remedial materials	14000 counterpart & staff time; 200 computer & printer; 100 communication
--	--------------------------	---	--	---

June 1992

1.0 Develop Gr 2 tests and remedial materials.	50 materials & supplies	1	complete development of grade 1-2 Maths & English tests and remedial materials	14000 counterpart & staff time; 150 computer & printer; 50 communication
--	-------------------------	---	--	--

2.0 Meet with TTC's & UNISWA.	50 materials & supplies	1	prepare to train prospective teachers in the use of CRTs and programmed remedial materials for use in primary grades	2000 counterpart & staff time; lecturers/faculty time, 50 communication, overhead projector
3.0 Pilot test Gr 1 materials.	100 materials & supplies	1	complete development of grade 1-2 Maths & English tests and remedial materials	1500 counterpart staff time; 50 communication, 500 transport
<u>July 1992</u>				
1.0 Develop Gr 2 materials.	100 materials & supplies	1	develop grade 1-2 Maths & English tests and remedial materials	14000 counterpart staff time, 50 computer & printer, communication, production equipment
2.0 Develop Gr 3 materials.	200 materials & supplies		develop grade 3 Maths & English tests and remedial materials	18000 counterpart staff time, 150 computer & printer, 50 communication, production equipment

3.0 Pilot test Gr 1 materials.	300 materials & supplies	1	complete development of grade 1-2 Maths & English tests and remedial materials; introduce term Maths & English tests in grade 1	15000 counterpart staff time, teachers' time, 150 computer & printer, communication, 500 transport
4.0 Conduct test development workshop (Gr. 2 & 3).	3000 materials & supplies; 4760 short-term consultants' per diems, 1100 car rental & RT 20000 air fare; 13000 participant room & board	2	carry out testing specifications and remediation training for Gr 2-3 English and Maths teachers (100 from each grade)	6500 counterpart staff & teachers' time; 3000 transport; computer & printer; communication, overhead projector

## Head Teacher Training

<u>Month:</u>	<u>Budget</u>	<u>Items</u>	<u>Target</u>	<u>Benchmarks</u>	<u>GOS(E)</u>	<u>For:</u>
<u>August 1991</u>						
1.0 Write modules	200	materials	1		1600	staff time
2.0 Print materials	5000	200 sets of module	3	200 set of modules printed		
3.0 Coach trainers	2785	workshop supprt misc.	4		6000 1500	staff time transport.
4.0 Prepare announcements	50	paper stamps printg	6			
5.0 Produce newsletter	180	materials stamps etc.	7			
6.0 Register trainees	50	mail regist forms	8	200 trainees registered		
7.0 Duplicate materials	300	35 sets of TOT moduls	3	35 sets of materials printed		
8.0 Train INSET staff	200	seminr	9		3200	staff time
9.0 Training of trainers	1392	workshop misc.	10		800	transport

September 1991

1.0 Write modules	200	module pro- ductn	2		1600	staff time
2.0 Train 200 Head Teacher	22428	logis- tical supprt	12	200 HMs trained money management	66000 900 1500 7800	staff time trng site office transport
3.0 Print materials	2500	200 sets moduls	4	200 sets modules printed		
4.0 Car rentals	1120	4 cars for re- gional teams	12			

October 1991

1.0 Training of trainers	1392	work- shop supprt	11		1500	office
2.0 Train 200 Head Teachers	22428	logis- tical	12	200 HMs trained budget management	66000 900 7800	staff time trng. site transport
3.0 Revise & print training materials	2700	220 module books, 35 TOT guides	12			
4.0 Coach trainers	2785	logis- tical supprt wrkshp food	4			

5.0 Register trainees	200	paper stamps etc.	8		6000	staff time
6.0 Develop formative evaluation (Money Management)	200	materials, conslt cost			1000	staff time
	12200					

November 1991

1.0 Training of trainers	2785	logistical supprt	10	TOT completed instructional leadership	6000 1500	staff time transport
2.0 Revise training materials	200	lunchs materials, paper	12		1500	office

December 1991

1.0 Train INSET staff	200	lunchs	9	TOT completed personnel MGT	6000 1500	staff time transport
2.0 Training of trainers	2785	logistical supprt	10		6000 1500	staff time office

January 1992

1.0 Car rentals	1120	4 cars	5			
2.0 Training of 200 Head Teachers	44856	200 Head Teachr	11	200 HMs trained instuctional lead. and personnel	132000 1500 1800 7800	staff time office trng. site transport
3.0 Cycle one		logis-tics				

4.0 Develop formative evaluation (Instructional Leadership)	200 12200	mater- ials, conslt cost	12	FETP draft for money management, instuuctional leadership completed	1000	staff time
<u>February 1992</u>						
1.0 Produce newsletter with INSET	100	mater- ials, stamps etc.	8		1500	office
2.0 Prepare mailers	100	200 mailrs	6			
<u>March 1992</u>						
1.0 Revise & print materials	2200	moduls	1	200 sets of modules printed		
2.0 INSET seminars	200	12 staff membra	9		1500	office
3.0 Training of 200 Head Teachers	22428	logis- tical supprt	11	200 HMs trained organizational management	66000 900 7800 1500	staff time trng. site transport office
<u>May 1992</u>						
1.0 Develop Formative Evaluation Training Plan	220	print FETP	12	FETP printed		
2.0 Training of 200 Head Teachers	22428	logis- tical supprt	11	200 HMs trained instructional leadership	66000 900 1500 7800	staff time trng. site office transport
<u>June 1992</u>						
1.0 Train INSET staff	220	seminr for 12	9		1200 1500	staff time office

July 1992

1.0 Produce newsletter	100	materials stamps etc.	7		
2.0 Two additional Swazi staff members (full year) Guidance and Counselling				19200 1500	salaries office

August 1991

1.0 Review functions and monthly seminars	50	board lodgng suppl- ies	1	400	staff time and trng. site
2.0 Coordination with NCC	20	pro- ductn	3	200	staff time and trng. site
3.0 Train NCC staff	120	board lodgng pro- ductn	3	400	train 2 NCC staff staff time and trng. site
4.0 Develop training manual	150	pro- curmnt	6	60	office

September 1991

1.0 Coordinate with ETGPS			1	200	staff time & office
2.0 Review functions and monthly seminar	50	board lodgng suppl- ies	1	400	staff time & office
3.0 Develop training manuals	450	pro- curmnt	6	60	office
4.0 Revise training manuals	50	pro- ductn	6		

5.0 Overseas training			2		
<u>October 1991</u>					
1.0 Coordinate with ETGPS			1		200 staff time office
2.0 Review functions and monthly seminar	50	board lodgng supplies	1		400 staff time
3.0 Educational tour of Botswana CG centre	4366	board lodgng	1	visit Botswana with ETGPS staff	160 transport
4.0 Experimental activities	300	supplies	3	pilot testing of CG materials	
5.0 Develop career files	200	pro-curmnt			
6.0 Collect job information	200	pro-curmnt			
<u>November 1991</u>					
1.0 Coordinate with ETGPS			1		200 staff time office
2.0 Review ETGPS functions	50	board lodgng supplies	1		400 staff time
3.0 Plan activities			1		100 staff time office
4.0 Coordinate with NCC			3		200 staff time
5.0 Train NCC staff and strategies	760	board lodgng	1	train 20 social studies panelists	
6.0 Collect job information	50	pro-curmnt	5		

7.0 Develop counseling booklets	50	pro- curmnt	7		
<u>December 1991</u>					
1.0 Coordinate with ETGPS			1	200	staff time office
2.0 Review ETGPS functions	50	board lodgng suppl- ies	1	400	staff time office
3.0 Plan activities and strategies			1	100	staff time office
4.0 Design training plans			1	30	staff time
5.0 Develop curriculum for primary	100	suppl- ies	3		
<u>January 1992</u>					
1.0 ETGPS monthly seminar	50	board lodgng	1	200	staff time office
2.0 ETGPS staff training	1516	board lodgng	1	3000	staff time transport train ETGPS staff of seven for 1 wk
3.0 Plan activities and strategies			1	100	staff time office
4.0 Coordinate with TTCs & UNISWA	50	suppl- ies	4	100	staff time
5.0 Edit job files	50	suppl- ies	5	100	staff time
6.0 Revise training manuals	150	suppl- ies	6		

February 1992

1.0 ETGPS monthly seminar	50	board lodgng suppl- ies	1		200	staff time office
2.0 Plan activities and strategies			1		100	staff time office
3.0 Design training plans	50	suppl- ies	2			
4.0 Train lectures at TTCs and UNISWA	150	board lodgng suppl- ies	4		300	staff time and trng. materials
5.0 Design training manuals	100	suppl- ies	6			

March 1992

1.0 Monthly seminar	50	board lodgng suppl- ies	1		200	staff time office
2.0 Train ETGPS staff	3032	board lodgng	1	train ETGPS staff of seven for 2 wks	6000	staff time
3.0 Process paper and applications	50	suppl- ies	2			
4.0 Coordinate with TTCs and UNISWA			4		100	staff time
5.0 Include Career Guidance in TTC Curriculum	50	suppl- ies	4		100	staff time
6.0 Revise training manuals	50	suppl- ies	6			
7.0 Edit training manuals	50	suppl- ies	6			

April 1992

1.0 ETGPS monthly seminar	50	board lodgng suppl- ies	1		200	staff time office
2.0 Develop curriculum materials for Primary schools	50	suppl- ies	3	primary social studies curriculum revised with CG infusion		
3.0 Carry out experimental career guidance activities with INSET	400	board lodgng	3			
4.0 Training to include career guidance in TTC curriculum	1000	board lodgng suppl- ies	4		30000	staff time workshop site
5.0 Review training manuals	50	suppl- ies	6		100	staff time
6.0 Edit training manuals	50	suppl- ies	6			
7.0 Edit counseling booklets	50	suppl- ies	7			

May 1992

1.0 Coordinate with ETGPS	50	board lodgng suppl- ies	1		200	staff time office
2.0 Conduct staff training for Career Guidance teacher	8000	board lodgng	1		55000	staff time trng sites

June 1992

1.0 Coordinate with ETGPS	50	board lodgng suppl- ies	1		200	staff time office
---------------------------	----	----------------------------------	---	--	-----	----------------------

2.0 Develop job files	100	suppl- ies	5	
3.0 Print job files	3500	pro- ductn	5	400 job files printed
4.0 Print training manuals	3500	pro- ductn	6	400 manuals printed
5.0 Develop counseling booklets	100	suppl- ies	7	
6.0 Print counseling booklets	3500	pro- ductn	7	400 counseling booklets printed

July 1992

1.0 Coordinate with ETGPS	50	suppl- ies	1		200	staff time office
2.0 Prepare overseas trainees			2	1 candidate to U.S. for Master training	100	staff time Section V. Consulting schedule for year 2, local and overseas.

**Section V. Consultancy Schedule for Year 2**

Component	Possible Consultant	Duration	Period	Purpose
1. Organisation and Management	Dr. M.J. Simelane	2 weeks	19-31 August 1991	Decision Process Report
2. Organisation and Management	Dr. M.J. Simelane	2 weeks	1-14 September 1991	Decision Process Study
3. Management Training	Dr. Robert Wright (NMSO)	2/3 weeks	1-28 October 1991	Formative Evaluation (Money Management)
4. Continuous Assessment	Mr. Kevin Braim	2 weeks	4-16 November 1991	Desk Top Publishing (CA Staff)
5. Guidance, Mngmnt. Trng.	Mr. Kevin Braim	1 week	18-22 November 1991	Desk Top Publishing (INSET, NCC, ETGPS)
6. Management Training	Dr. Elaine Jarchow (Univ. of Nevada)	2/3 weeks	1-28 January 1992	Formative Evaluation Instructional Leadership
7. Management Information System	Dr. Rick Johnson	3 weeks	2-24 January 1992	Continuous Assessment
8. Organisational Management	Dr. M.J. Simelane	4 months part time	January-May 1992	2nd Research Study
9. Continuous Assessment	Dr. Ron Hambleton (Mr. L.M. Malaka)	2 weeks	3-15 February 1992	Test Administration, Remediation

10. Management Training	Mr. Ron Martin (local)	1 week	6-10 April 1992	Money Management
11. Organisational Management	local consultant	2 days	21-22 April 1992	Management Techniques
12. Management Training	Dr. Keith McNeil (NMSU)	2/3 weeks	4-22 May 1992	Personnel and Organisational Management Formative Evaluation
13. Continuous Assessment	Dr. Ron Hambleton Mr. L.M. Malaka	2 weeks	6-17 July 1992	Grade 2 and 3 Teacher Developers

**Section VI. Training Schedule for Year 2**

Type of Training	Participants	Duration	Month
1. Training of Trainers (Money Management)	Regional Training Teams	2 days	August 1991
2. Guidance curriculum infusion	NCC staff	2 days	August 1991
3. Head Teacher Training (Money Management)	Head Teachers	5 days	September 1991
4. C.A. Internships	2 NCC staff (Mr. T. Nsingwane, Mrs. C. Munro)	6 months	September 1991- February 1992
5. Head Teacher's Training (Money Management)	Head Teachers	5 days	October 1991
6. Desk Top Publishing	C.A. staff	2 weeks	November 1991
7. Desk Top Publishing	NCC, INSET, ETGPS staff	1 week	November 1991
8. Training of Trainers (Instructional Leadership)	Regional Training Teams	5 days	November 1991
9. Guidance Principles	Social Studies Panelists	2 days	November 1991
10. Training of Trainers (Personnel Management)	Regional Training Teams	5 days	December 1991

11. M.A. Program	Nomsa Lukhele	18 months	January 1992- June 1993
12. Head Teacher Training (Instructional Leadership)	Head Teachers	5 days	January 1992
13. Guidance Principles	ETGPS staff	5 days	January 1992
14. Head Teacher Training (Personnel Management)	Head Teachers	5 days	January 1992
15. Guidance Principles	ETGPS staff	5 days	January 1992
16. C.A. Internships	2 NCC staff 1 INSET staff	6 months 2 months	February 1992
17. Test Administration, Remediation	Pilot teachers Grade 1	2 weeks	February 1992
18. Guidance Principles	ETGPS staff	2 weeks	March 1992
19. Head Teacher Training (Organisational Management)	Head Teachers	5 days	March 1992
20. Guidance dissemination	Guidance Teachers	4 days	April 1992
21. Management Techniques	MOE Senior staff	2 days	April 1992
22. Head Teacher Training (Instructional Leadership)	Head Teachers	5 days	May 1992
23. CRT Development	Grade 2 or 3 selected teachers	2 weeks	July 1992

## Section VII. Personnel

The Institute for International Research personnel to implement the project during the second year from 1st August 1991 to 31st July 1992 are shown below:

IIR headquarters staff:		Level of effort in person/months:
Principal Investigator	Paul Spector	2.00
Program Assistant	Mani Sangaran	4.75
Field staff:		Level of effort in person/months:
Chief of Party	Roy Thompson	10.91
MIS Specialist	Rick Johnson	1.82
	Phil Christensen	10.91
Management Training Spec. (NMSU subcontract)	Harold Bergsma	10.91
Career Guidance Specialist (NMSU subcontract)	Lily Chu	10.91
CRT Specialist	Aida Passigna	10.91
Local staff:		Level of effort in person/months:
Administrative Asst.	Ray Maseko	10.91
Project Secretary	Phyllis Mncina	10.91
Headteacher Trainers	two - unfilled	18.18

Note: Leave accrual at 10% of time employed on the project has been deducted from all staff.

## Section VIII. End of Project status

### 1. LOGISTICS MANAGEMENT IN SCHOOLS IMPROVED.

This will be indicated by the timely availability of commodities.

It will be verified by a study conducted in a random sample of 30 schools in each region.

### 2. EFFECTIVENESS OF INSTRUCTION IMPROVED AS INDICATED BY STUDENT TEST SCORES.

Verification measure for Grade 1 after Year 2:

#### PERFORMANCE IN ACHIEVEMENT TESTS:

At the beginning of school year 1993, administer the Grade 1 end-of-year achievement to students just leaving Grade 1 and entering Grade 2 (Group A).

At the end of the school year, administer the same test (or a parallel form of the test) to the Grade 1 cohort (Group B). Compare test results of Group A with those of Group B.

### 3. HEADMASTERS ENGAGED IN IMPROVED INSTRUCTIONAL LEADERSHIP:

This will be indicated by an improvement in student test scores as indicated in 2.

Also there should be an increase in the number of schools taking practical subjects, which will be indicated in the annual school mapping update.

### 4. TEACHERS ACTIVELY ENGAGED IN INSTRUCTIONAL ACTIVITIES AT LEAST 90 PERCENT OF THEIR CLASSROOM TIME:

SELF-REPORT BY TEACHERS AND REPORTS FROM THEIR HEADMASTERS.

Interview a random sample of teachers and headmasters asking them to specify how many minutes/hours of their (teachers) classroom time is spent in: direct instruction; providing remediation; testing; scoring tests; filling out attendance records; supervising cleaning; attending meetings, etc.

INDIRECT MEASURES:

Collect data on number of lessons/units covered during the year. Assuming that the textbooks were designed to be completed in one school year, at least 90% of the lessons should have been covered by the end of the third term.

5. THE MOE IS USING EMPIRICALLY GENERATED DATA TO MAKE POLICY AND PLANNING DECISIONS.

A management information system (MIS) is critical to the management and decision making needs of the MOE. Without access to up-to-date and valid information, policy makers can make only blind attempts at improvement with little knowledge of the effects. At the conclusion of the project, a MIS to handle the information collection, storage, and dissemination will be in place. Even more importantly, the MOE will use the data to make policy and planning decisions.

OBJECTIVE INDICATORS:

1. Basic hardware and software in place.
2. Procedures for daily operation specified.
3. At least one individual on staff trained at MA level.
4. Five empirical studies related to policy matters conducted.
5. Policy makers are actually using the data.

VERIFICATION:

1. Site visits to HQ and REOs.
2. Personnel on Research Planning staff.
3. Reports on studies.
4. RPU reports.
5. Quotations of RPU statistics in policy speeches.

6. HIGH QUALITY AND APPROPRIATELY TRAINED SWAZI STUDENTS AND SCHOOL LEAVERS AS INDICATED BY BASIC SKILLS MASTERED AND ENGLISH LANGUAGE FLUENCY.

PERFORMANCE OF STUDENTS in skills-based tests in Maths and English; performance in structured interviews in English of a random sample of school leavers.

7. REPETITION AND DROPOUT RATES REDUCED BY 30 PERCENT.

For the next five years, collect data from all the schools on the number of students promoted and retained and the number who leave school before finishing the seventh grade. Compare the findings for the first and the fifth years.

8. INCREASED COOPERATION AMONG HEADMASTERS, TEACHERS AND SCHOOL COMMITTEE.

This will be indicated by records of staff and school committee meetings which will be verified in the same study as No.1.

NOTE: The MIS includes provision for tracking improvements in achievement and educational efficiency brought about directly by the EPMT Project and indirectly through policy and other changes. Two major indicators will be used: achievement gains as shown by increases in continuous assessment (CA) annual scores, and efficiency as measured by cohort analysis.

The CA will be infused into the system beginning with math and English for grade one during the 1993 school year. At the end of the year, achievement statistics will be available for the entire country. From that time on, the overall levels (and individual skill component levels as well) will be monitored closely to detect changes which come about from project and policy efforts. During 1992 the MIS specialist will try out the system for collecting and analysing data in preparation for the full-scale effort the following year.

The data for assessing the efficiency of the system based on cohort analysis are provided by the Central Statistics Office. Cohort analysis is based on tracking a hypothetical group of students through the educational system based on prevailing rates of promotion, repetition, and dropout. One can start with a cohort of 1000 pupils (to keep the mathematics understandable), and estimate how many would graduate on schedule. For instance, the last official figures show that a starting group of 1000 would shrink to only 160 graduating at the end of seven years. Allowing for an unlimited number of repetitions, about half would eventually graduate but the rest would be lost to the system after having taken a disproportional allotment of the country's educational resources. Promotion, repetition, and efficiency statistics will also be tracked on an annual basis as an outcome measure affected by project efforts.

**Section IX. Comprehensive Budget for Year 2**

**Institute for International Research  
Swaziland Education Policy, Management & Technology Project**

**Summary Budget: Year 2 (1991-1992)**

	'91-'92
I. Salaries & Wages:	
A. Home Office	21125
B. Field Staff	206194
C: Swazi Local Hires	76854
Subtotal	304174
II. Fringe Benefits:	
A. Home Office	6834
B. Field Staff	66704
C: Swazi Local Hires	8681
Subtotal	82219
III. Overhead:	
A. Domestic Overhead @ 38.73%	10828
B. Foreign Overhead @ 15.84%	43227
Subtotal	54056
IV. Consultant Fees	35420
V. Travel, Transportation & Per Diem	157707
VI. Allowances	40413
VII. Other Direct Costs	49240
VIII. Materials, Supplies & Equipment	19000

94.96

IX. Training	317168
X. Subcontracts	568869
Total Direct Costs & Overhead	1628266
XI. G & A @ 10.45%	170154
Total Costs	1798420
Award Fee	56857
<b>Total Costs &amp; Fee</b>	<b>1855277</b>

**Institute for International Research  
Swaziland Education Policy, Management & Technology Project**

**Detailed Budget: Year 2 (1991-1992)**

	Annual Increase: 0.05		'91-'92
I. Salaries & Wages:		Base Y1:	
A. Home Office			
1 Prin. Investigator		6415	6736
Paul Spector		Months..	1
2 Prog. Assistant		2500	12469
Mani Sangaran		Months..	4.75
Subtotal			19205
Leave accrual @ 10%			1920
<b>Total Home Office Salaries</b>			<b>21125</b>
B. Field Staff			
1 Ed. Mgt. Admin. Spec.		4900	56132
Roy Thompson		Months..	10.91
2 CRT Test Spec.		4411	50530
Aida Pasigna		Months..	10.91
3 MIS Specialist 1		5025	9603
Richard Johnson		Months..	1.82
4 MIS Specialist 2		6214	71184
Philip Christensen		Months..	10.91
5 Mgt. Tng. Spec.			
6 Career Guidance Spec.			
(see NMSU subcontract for 5 & 6)			
Subtotal			187449
Leave accrual @ 10%			18745
<b>Total Field Staff Salaries</b>			<b>206194</b>

Annual Increase:

0.15

C: Swazi Local Hires		Actual Y2:	
1	Admin. Asst. Ray Maseko	1042 Months..	11368 10.91
2	Secretary Phyllis Mncina	362 Months..	3949 10.91
3	Management Trainer Unfilled	2500 Months..	27275 10.91
4	Management Trainer Unfilled	2500 Months..	27275 10.91
Subtotal			69868
Leave accrual @ 10%			6987
Total Swazi Local Hire Salaries			76854
Total Salaries and Wages			304174

'91-'92

II. Fringe Benefits:	Rate:	
A. Home Office	0.3235	6834
B. Field Staff	0.3235	66704

C: Swazi Local Hires	Base Y1:	
1 group life insurance	100	400
\$100 per person	Years..	4
2 wrkrs comp insurance	2.5	1921
2.5% of salaries		
3 medical aid: office staff	1500	3000
assume \$250 increase	Years..	2
4 medical aid: management trainers	1680	3360
	Years..	2

Subtotal: Swazi Local Hires	8681
-----------------------------	------

<b>Total Fringe Benefits</b>	<b>82219</b>
------------------------------	--------------

Note: Home Office and Field Staff benefits are treated as an indirect cost and budgeted at 32.35% of salaries plus leave accrual.

Swazi Local Hires benefits are treated as a direct cost and are budgeted as shown above.

'91-'92

III. Overhead:	Rate:	
A. Domestic Overhead	0.3873	10828
B. Foreign Overhead	0.1584	43227

Note: Domestic Overhead at 38.73% is applied to Home Office salaries, leave, and benefits.

Foreign Overhead at 15.84% is applied to Field Staff salaries, leave, and benefits.

		'91-'92
IV. Consultant Fees	Rate:	
A. Management	5060	35420
\$230/day, 22 days/month	Months..	7

Note: Continuous Assessment consultancies are shown on the U.Mass. subcontract.  
subcontract. Career Guidance consultancies are shown  
the NMSU subcontract.

		'91-'92
V. Travel, Transportation & Per Diem		
Annual Increase:		
0.05		
A. International Airfares	Base Y1:	
1 Prin. Investigator	4900	5145
Round-trip	Trips..	1
2 5 RTAs & 6 dependents	2450	10290
One-way to post	Trips..	4
3 4 RTAs & 6 dependents	2450	10290
One-way from post	Trips..	4
4 4 RTAs & 6 dependents	4900	30870
Round-trip R&R	Trips..	6
5 1 RTA & 1 dependent	4900	0
Round-trip home leave	Trips..	
6 CA consultants	4900	20580
One RT/consultant mo.	Trips..	4
7 Career Guid consults	4900	0
One RT/consultant mo.	Trips..	
8 Management consults	4900	20580
One RT/consultant mo.	Trips..	4
Subtotal International Airfares		97755

B. Per Diem		Actual Y2:	
1	Prin. Investigator	1428	1428
	2-week trips	Trips..	1
2	RTAs & dependents	6	48
	To post	Days..	8
3	RTAs & dependents	6	48
	From post	Days..	8
4	RTA upcountry	119	7140
	12 days per year	Days..	60
5	Consultants	2166	17328
	3-week trips	Trips..	8
Subtotal Per Diem			25992

C. Local Travel		Base Y1:	
1	Project vehicles	50	3600
	Maintenance/vehicle	Months..	72
2	Car hire	550	4400
	Consultants	Months	8
Subtotal Local Travel			8000

D. Transport & Storage of Household Goods  
& Vehicles for 4 RTAs

1. Surface shipment	Base Y1:	
2500 lbs. net	3125	
a. To post @ \$125/Cwt		3125
per shipment	Shipmts..	1
b. From post @ \$125/Cwt		6250
per shipment	Shipmts..	2
2. Airfreight		
Est. @ \$470/Cwt plus insurance		
a. Bergsma		
RTA & 2 dependants	2820	2820
600 lbs gross	Shipmts..	1
b. Thompson, Passigna &		
Johnson: RTA only	1175	1175
per shipment	Shipmts..	1
c. Christensen		
RTA & 3 dependants	3290	3290
700 lbs gross	Shipmts..	1
3. Storage for 4 RTAs		
a. Pack and Pickup	1500	1500
	Pickups..	1
b. Delivery	300	600
	Delivs..	2
c. Storage	150	7200
	Months..	48
Total Transport & Storage of HHG & POV		25960

Total Travel, Transportation & Per Diem	157707
---	--------

VI. Allowances	Actual Y2:	
A. Temporary Lodging		
Assume 15 days @ \$119/day		
for each of the RTAs and		
3 days on departure for each		
of the RTAs and dependants		
	119	3213
	Days..	27
B. Education Allowance		
1. Christensen		
1 in Form 2 (G7)		
	4950	4950
	Years..	1
1 in Form 4 (G9)		
	5700	5700
	Years..	1
2. Bergsma		
1 in Form 2 (G7)		
	4950	4950
	Years..	1
C. Guard Services for		
	450	21600
Residences	Res Mth..	48
<b>Total Allowances</b>		<b>40413</b>

VII.	Other Direct Costs	Base Y1:	
	A. Home Office Support		
	1. Communications		
	Telephone, postage,	250	3000
	fax, courier	Months..	12
	2. Photocopying		
	500 pages/mth	25	300
	@ \$0.05/page	Months..	12
	3. Materials and Supplies		
	Paper, diskettes,	50	600
	toner, etc.	Months..	12
	B. Field Office Support		
	1. Communications		
	Telephone, postage,	300	3600
	fax, courier	Months..	12
	2. Office Supplies	100	1200
		Months..	12
	3. Printing and Photocopying		
	5000 pages/mth	250	3000
	@ \$0.05/page	Months..	12
	(including maintenance)		
	4. Office Rent – None		0
	Provided by USAID/GOS		0
	C. Passport/Visa	25	100
		Trips..	4
	D. Medical Exams		
	\$100 per RTA & dependant	100	800
	To and from post	Trips..	8

E. DBA Insurance		
\$3.99/\$100 of field staff	0.0399	9640
salaries & consultant fees		
F. National Conference Support		7000
Costs – 1 per year		
G. Security Systems for T.A.		
Houses and Offices		14000
	Actual Y2:	
H. Utilities for T.A.	125	6000
Houses	PersMth..	48
<b>Total Other Direct Costs</b>		<b>49240</b>

VIII. Materials, Supplies & Equipment		
A. Office Furniture and Equipment		0
B. Commodities – see Multi-Service International Sub-Contract		
C. Local Procurement in Swaziland (portion not done by Multi-Services)		10000
D. Furniture and Appliances		
T.A. Houses		9000
<b>Total Materials, Supplies &amp; Equipment</b>		<b>19000</b>

ix.	Training	
	A. In-Country Studies and Training	270000
	B. Training in U.S.	
	1. Internships – see U. Mass. Subcontract	
	2. Masters Degrees 2, 2 yrs. each Totals from TCA worksheets (attached)	47168
	<b>Total Training</b>	<b>317168</b>
X.	Subcontracts	
	A. Multi-Services International, Inc. (MSI) – Procurement of Commodities	270238
	B. University of Massachusetts Continuous Assessment Consultancies and Internships	131593
	c. New Mexico State University Management Training & Career Guidance Long Term Advisors	167038
	<b>Total Subcontracts</b>	<b>568869</b>

**Section X. Summary of required GOS inputs for year 2**

**August 1991 - July 1992**

1. Provision of housing for 4 T.A.S.		72,000
2. Repair of houses		2,000
3. Provision of offices for 5 T.A.S., Administrative Assistant, and Project Secretary		24,000
4. William Pitcher houses for C.A. and Management Training Units		24,000
5. Furniture for offices of new NCC - INSET staff	*	45,000
6. Office utilities		3,000
7. Use of computers and the equipment		6,000
8. Fuel (1 TA and 1 TIDC)	*	38,000
9. Use of MOE vehicles		7,000
10. Replacement phase for 5 project vehicles	*	31,000
11. Use of facilities for meetings		5,000
12. Travel claims by workshop and study participants	*	82,800
13. Staff time (counterparts, meetings, workshops)		891,000
14. Office supplies	*	10,000
15. Communications		500

16. Air fares for U.S. training	*	42,000
17. Construction - 1 TIDC and 2 staff houses	*	385,000
18. Peace Corps Volunteers support	*	43,000
19. Production of tests and remedial materials	*	50,000
20. Vehicles for INSET and NCC	*	180,000
<u>GRAND TOTAL =</u>		<u>1,930,500</u>

\* These items require specific funding. The total is E 908,000.

**Section XI. Appendices**

**Appendix A**

Proposed Internship Programme for the CA Staff of NCC

**A. Trainees**

1. Mr. Tim M. Nsingwane, CA Coordinator & Evaluation Head
2. Mrs. Concilia T. Munro, English Curriculum Designer

**B. Training Period:** September 1, 1991 to February 29, 1992

**C. Programme of Activities**

The proposed activities are listed below according to priority. This prioritization was guided by the needs of the CA Programme, the needs expressed by the proposed trainees, and by information provided by Dr. Hambleton regarding UMass courses that might be useful to the trainees.

1. Finalization and packaging of the term tests for Grade 1 Maths and English for pilot testing in school year 1992-1993, with guidance and editorial feedback from Dr. Hambleton and/or staff designated by him.

Mr. Nsingwane will be mainly responsible for the Maths term tests and Mrs. Munro will be responsible for the English tests. It is expected that the first six weeks of the internship will be devoted to completing these tests and that these will be sent back to the National Curriculum Centre towards the middle of October for try out (Learner Verification and Revision or LVR) in two "laboratory schools" in Manzini prior to use in the pilot schools.

2. Development of a reporting format(s) suitable for the Continuous Assessment Programme envisioned for Swaziland.

Mr. Nsingwane and Mrs. Munro will work with Dr. Hambleton and/or staff designated by him to

develop reporting formats to be tried out in Swaziland. Possible sources of ideas for such formats include local (U.S.) school systems using or managing CA programmes.

3. Internship with one or two school systems in the United States that use or manage Continuous Assessment programmes.

The school systems preferred for this activity are those that approximate the conditions (e.g., school population, socio-economic conditions, etc.) existing in Swaziland. (Dr. Hambleton has mentioned the possibility of finding such school systems in Washington, D.C. and New York.)

Mr. Nsingwane and Mrs. Monroe will observe these systems for possible adaptation of ideas that might be applicable to Swaziland's CA programme.

4. Registration in one or more courses offered at the University of Massachusetts which the trainees might deem relevant and useful to their work as CA Coordinator and curriculum designer respectively.

Mr. Nsingwane and Mrs. Monroe will confer with and be advised by Dr. Ron Hambleton regarding the course(s) they can take at the university of Massachusetts, based on their interests and their perception of the needs of the CA programme.

Appendix B

HEAD TEACHER MANAGEMENT TRAINING  
Cycle One - August 1, 1991 -- July 31, 1992

Training Activity	Recipient Group	Duration	Time/Date	Presenters/Trainers	Venue
Trainer of Trainers Money Mgmt (Micro Teac	4 Teams of Region	2 Days	August 22-2	Conslnt.-Mr. Mart	George Hotel
Regional TOT Meeting/Planning for Instructio	4 Teams of Region	1 Day	August 27-3	Training Team	REO Office
Head Teacher Training Money Management	200 Head Teachers ( 50 / Region )	5 Days	Sept. 9-13	24 Presenters (4 Regional Team	Regional Conf. Cent
Regional TOT Planning for Instruction	4 Teams of Region	1 Day	October 7	Training Team	Manzini
Head Teacher Training Money Management	200 Head Teachers ( 50 / Region )	5 Days	Oct. 21-25	24 Presenters (4 Regional Team	Regional Conf. Cent
TOT Workshop in Instructional Leadership	4 Teams of Region	5 Days	Nov. 18-23	Training Team	George Hotel
TOT Workshop on Personnel Management	4 Teams of Region	5 Days	Dec. 2-6, or Dec. 9-13	Training Team	George Hotel
Regional TOT Planning for Instruction	4 Teams of Region	1 Day	January 2	Training Team	EPMT Office Manzini
Head Teacher Training on Instruc. Leaders	200 Head Teachers ( 50 / Region )	5 Days	Jan. 6-10	24 Presenters (4 Regional Team	Regional Conf. Cent
Head Teacher Training on Person. Mngt.	200 Head Teachers ( 50 / Region )	5 Days	Jan. 13-17	24 Presenters (4 Regional Team	Regional Conf. Cent
TOT Workshop on Organizational Managemen	4 Teams of Region	5 Days	March 2-6	Training Team	George Hotel
Head Teacher Training on Organiz. Mngt.	200 Head Teachers ( 50 / Region )	5 Days	March 30 - April 3	24 Presenters (4 Regional Team	Regional Conf. Cent

Bold Print = Training of Head Teachers  
 Normal Print = Training of Trainers