

**EDUCATIONAL POLICY, MANAGEMENT
AND TECHNOLOGY PROJECT**

PROJECT NUMBER 645-0230

YEAR FOUR WORK PLAN

1 AUGUST 1992 - 31 AUGUST 1993

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SECTION I
EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

The period from 1 September 1992 to 31 August 1993 will mark the fourth year of USAID funding for the EPMT Project, and the third year of activities in Swaziland under the contract with the Institute for International Research.

In order to make further progress towards its purpose of improving the quality and efficiency of basic education in Swaziland, the project intends to achieve the following in each of its five components (see Section IV).

- **Continuous Assessment:** introduce Grade 1 tests and remedial materials in all schools and prepare for the 1994 introduction of Continuous Assessment in Grades 2 and 3.
- **Head Teacher Management Training:** under the leadership of INSET, train an additional 200 head teachers.
- **Management Information Systems:** implement all core procedures and begin expanding the system to incorporate Continuous Assessment and Teaching Service Commission data.
- **Guidance and Counselling:** support Educational Testing, Guidance and Psychological Services in infusing career guidance to primary educationists.
- **Organizational Development:** assist senior Ministry of Education officials to incorporate MIS data and research results into policy development and operational practice, and extend OD support to the next level of MOE decision making as well as to the wider public.

In order to accomplish its 1992-93 objectives, the EPMT Project will use the services of 7 full-time and 2 part-time employees under the IIR contract. 4 of these are expatriates; the remaining 5 are from Swaziland. (See Section V). A minimum of 9 person-months of effort will be contributed by at least 23 consultants (See Section VI). 20 major training activities are currently envisioned, of which 4 involve overseas training (See Section VII).

This work will require the expenditure of \$ 1,407,553 in USAID funds through the IIR contract (Section VIII). The Government of Swaziland will contribute

E 3,087,026 towards project activities, of which E 2,575,960 will be cash expenditures under the capital budget (Section IX).

In order to resolve the key issues affecting each component's work, 14 recommendations should be implemented (Section X).

SECTION II
INTRODUCTION

INTRODUCTION

Project overview. The Educational Policy, Management and Technology (EPMT) Project is a collaborative effort between the United States of America, through the U.S. Agency for International Development, and the Government of Swaziland through the Ministry of Education (MOE). It is being implemented with assistance from the Institute for International Research under contract number 645-0230-C-00-0016-00.

The project's purpose is to improve the quality and efficiency of basic education in Swaziland. To help the Ministry of Education achieve this purpose, EPMT is providing support in five areas:

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

Project phases. Project year 1992-93 represents the third phase of the EPMT Project. Phase 1, 1989-90, involved preparatory work prior to the arrival of the IIR field team. One important outcome was a successful pilot test of the Interactive Radio Instruction method of teaching English. Phase 2, 1990-92, saw a full complement of five resident technical advisers working with the project components.

Phase 3, which will take one year, will involve a reduced number of advisers. The Head Teacher Management Training Specialist and the Guidance and Counselling Specialist will have left the country, having completed their work. The Head Teacher Management Training Programme is now operational. Two

hundred school heads have already been trained. Inservice Training (INSET) will train the remaining heads over the next two years using the materials, methods and trainers developed with project support. The Educational Testing Guidance and Psychological Services (ETGPS) Department has been strengthened, and a new Grade 7 social studies textbook developed that includes a guidance unit.

During 1992-93 the Continuous Assessment (CA) and Management Information System (MIS) advisers will complete their assignments. Phase 4, beginning September, 1993, will see their departure, leaving only the Chief of Party/Organizational Development Adviser in Swaziland through the end of project. By next September, therefore, EPMT's development and initial implementation work, will have concluded. The project's role will become one of providing on-going support and, where necessary, short-term technical assistance for the Ministry's efforts in the five target areas.

Changes to project year numbering. With this work plan, two changes are being made to the way in which EPMT Project years are counted.

First, USAID has suggested that project years run from 1st September to 31st August, instead of August to July as has been the case previously. This reflects the fact that the EPMT field team did not begin its work in Swaziland until mid-August, 1990. It means that this annual work plan covers 13 months, from 1 August 1992 (when the current work plan expires) to 31 August, 1993. Future annual plans will run from September to August.

Second, USAID has begun to refer to project years by counting the first year of activity under EPMT funding, 1989-90, as Year 1, even though the IIR field team did not start work until August, 1990. EPMT documents should follow the same numbering scheme for the sake of clarity. This change means that the 1991-92 project year, which is referred to in previous annual plans and other reports as Year 2, was actually Year 3. The project year beginning 1st September is now considered Year 4. Therefore, this annual plan is for Year 4, 1992-93. Consequently, there will be no annual plan labelled "Year 3."

Work plan organization. The heart of this annual plan is Section IV, Component Work Plans. It contains five sub-sections, one for each project component. Each component's work plan states the goals (EOPS) targeted by its work, lists the objectives to be achieved during Year 4 in pursuit of those goals, describes the activities to be carried out in order to reach each objective, and summarizes those activities on a Gantt Chart. Activities are numbered with reference to annual objectives. For example, objective 1 under Head Teacher

Management Training will be met through activities 1a and 1b. Finally, the major issues facing the component are summarized, including recommendations on how they should be resolved.

Following the component work plans are sections summarizing the IIR personnel, short-term consultants, training activities, EPMT financial contributions and GOS and in-kind contributions necessary to carry out the proposed activities. A final section summarizes the recommendations from all five components.

There follows a glossary of abbreviations used in this document and amplified descriptions of each component's work plan (based on the draft plans approved by the EPMT Steering Committee).

SECTION III

**END OF PROJECT STATUS
INDICATORS (EOPS)**

EPMT End of Project Status Indicators (EOPS)

The following EOPS are those proposed in the project amendment under discussion as this plan was being prepared.

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

SECTION IV
COMPONENT WORK PLANS

CAREER GUIDANCE

RELATED PROJECT GOALS (EOPS)

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

YEAR FOUR OBJECTIVES

1. Enhance the leadership in the Department of ETGPS.
2. Support ETGPS in infusing career guidance to Primary educators.
3. Upgrade the capability of guidance officers and teachers.
4. Support ETGPS in teaching guidance at TTCs and incorporating guidance into pre-service curricula.

YEAR FOUR ACTIVITIES

- 1a. Three-week U.S. study tour for Acting Director, ETGPS.

The leadership capability of ETGPS will be upgraded by providing a study tour to its Acting Director. During this trip to the United States, she will study management strategies and observe the operation of a guidance center. Additional programmatic support will be provided for the Acting Director during her U.S. study tour by Dr. Lily Chu, former Resident Technical Adviser under EPMT.

- 1b. Begin planning for regional guidance workshop

Strategic assistance will be provided for the planning of a 1994 Southern African Regional Guidance workshop/conference on career guidance to be sponsored by the ETGPS. This seminar will be open to guidance officers and teachers in Botswana, Lesotho, Namibia, South Africa and Swaziland.

- 2a. Provide career infusion workshops to teacher leaders.

Career guidance will be continuously infused to primary educators through infusion workshops for teacher leaders at four regional TIDCs. The ETGPS staff have been trained to provide such infusion. They will be the trainers for these workshops. There will be one workshop for about 40 teacher leaders at each of the four regions. This activity is to be coordinated with INSET; the workshops will be given during INSET Open Days in April, 1993.

3a. Conduct a 2-week upgrading workshop for ETGPS staff.

The ETGPS staff will be continuously upgraded in order to enhance their ability to conduct career guidance. This will be achieved through a two-week upgrading workshop conducted by a consultant. We propose that Dr. Ita Kandji-Marang from the University of Botswana be recruited for this consultancy.

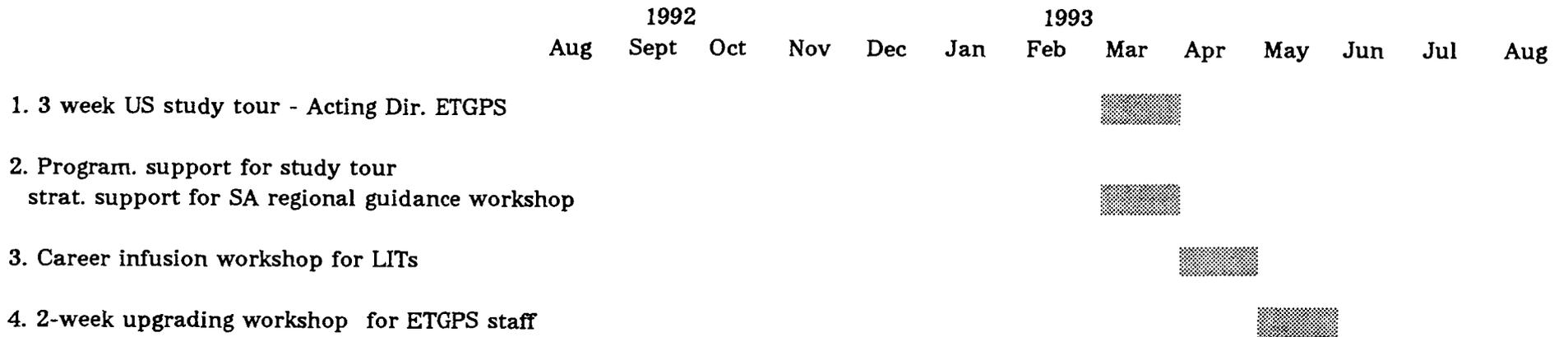
4a. Support ETGPS in incorporating guidance into pre-service, teacher training curricula.

The ETGPS staff will carry on the task of teaching guidance at TTCs and incorporating guidance into pre-service teacher training curricula.

ISSUES AND RECOMMENDATIONS

The guidance EOPS dealing with students' awareness of career options and resources will be evaluated after the revised 7th grade social studies textbook is implemented. This was originally scheduled for January 1993, but the date has been delayed to January, 1994. Both ETGPS and EPMT in the Ministry should urge the NCC to keep this January 1994 implementation target. However, if in 1993, it becomes obvious that this implementation schedule is impossible to follow, then it would be necessary to devise an alternative strategy to implement primary career guidance. A possible way is to print the guidance unit by EPMT and enlist INSET in the infusion of the material to the social studies teachers so that they can teach it to their students.

CAREER GUIDANCE



CONTINUOUS ASSESSMENT

RELATED PROJECT GOALS (EOPS)

Student achievement is improved in grades 1-7 Maths and English

YEAR FOUR OBJECTIVES

1. Establish baseline data and introduce CA materials for grade 1 in all primary schools.
2. Develop, pilot test and revise materials for grades 2 and 3; begin development of materials for grades 4 and 5.
3. Stimulate and support the introduction of CA concepts and procedures into pre-service curriculum.
4. Upgrade the capability of NCC and INSET staff.
5. Facilitate the transfer of CA management to NCC and MOE.

YEAR FOUR ACTIVITIES

1a. Conduct end-of-year tests for baseline data

To generate the required baseline data, a sample group of approximately 15% of the end-of-year 1st graders will be tested.

1b. Train all grade 1 teachers on CA implementation.

In a test of the capacity of the system to train large numbers of teachers, all grade 1 teachers will receive CA training. Teacher training will be of two types: direct training by regional teams trained by CA and training by local inservice teachers who have received training from the regional teams.

1c. Revise, produce and distribute CA materials.

Test booklets posters, remedial materials, teachers' handbooks and scoring cards will be produced and distributed to all grade 1 teachers.

2a. Pilot test grade 2 and 3 materials.

Grade 2 and 3 materials will be revised and printed. Grade 2 and 3 teachers in the pilot schools will receive training and administer the tests. Based on the results, materials will be revised.

2b. Begin development of materials for grades 4 and 5.

Instructional objectives will be written. Pilot teachers will receive test development training. Based on lab school evaluation, prototype tests and materials will be produced by NCC interns in the United States and local CA staff.

3a. Support NCC/UNISWA and TTC joint planning.

Assistance will be provided to NCC and the pre-service institutions to introduce the integration of CA concepts, methods and testing techniques into existing curricula. Master copies of CA training materials will be made available to the TTCs and UNISWA.

4a. Provide United States Masters Degree program for NCC staff member

The professional capabilities of the NCC staff will be upgraded by providing a masters degree program in Educational Measurement and Instructional Development to Ellen Thwala, NCC/CA Evaluator.

4b. Provide internships in U.S. for four NCC and INSET staff members.

Two NCC/CA staff members will participate in six-month internships at the University of Massachusetts in the United States. Emphasis will be on production of Grade 3 materials and will include a study tour of at least one operational CA system. The two INSET staff members will participate in two month long internships following the same format.

5a. Establish systematic transfers of responsibilities for teacher training to INSET/NCC.

The CA Technical Advisor will work with INSET and NCC staff to devise management strategies for developing, implementing and monitoring CA teacher training programs. INSET and NCC staff will, upon return from their internships, assume increased management responsibilities.

5b. Establish systematic transfer of materials development and production responsibilities to NCC.

The CA Technical Advisor will work with NCC/CA staff to establish systems through which materials production and distribution will be maintained. NCC staff, upon their return from their internships, will assume increased leadership responsibilities.

ISSUES AND RECOMMENDATIONS

1. The NCC production unit cannot handle the production of materials for the implementation of the grade 1 program in 535 primary schools.

The MOE needs to allocate funds for the commercial printing of materials.

2. The CA professional staff level is insufficient. Staffers are responsible for materials development, learner verification, pilot testing and training activities. In addition there is currently insufficient support staff, requiring professional staff to devote extra time to production.

MOE should ensure that the seven posts created for CA are filled with full-time CA professional staff. Other NCC staff who have been trained in test development and pilot testing should be temporarily assigned to the CA unit during peak work periods. A full-time CA coordinator position needs to be filled.

3. Vital long term issues that could adversely affect the successful implementation of CA need to be addressed. These include the role of CA in the schools, the relationship between CA and the end-of-cycle examination process and the role of the MOE in supporting CA implementation.

The MOE should establish a CA committee to deal with these and other issues that may arise.

HEAD TEACHER MANAGEMENT TRAINING

RELATED PROJECT GOALS (EOPS)

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

1. The number of children who complete seven years of primary school on time increases from 160/1000 to 200/1000.
2. Student achievement is improved in grades 1 - 7 Maths and English.
3. Primary and secondary schools are better managed.

YEAR FOUR OBJECTIVES

1. Enhance the leadership and management skills of 200 additional head teachers.
2. Enhance mid-management level administrative skills of primary inspectors.
3. Enhance awareness of career guidance and continuous assessment supervision among Head teachers.

YEAR FOUR ACTIVITIES

1a. Provide management training course for Head teachers

Using the existing regional training teams, INSET will supervise and manage the pre-course preparations including needs assessment, revision of materials and trainee notification and registration. Training teams will be briefed in methods for evaluating trainees, including development of machine-scored testing, where appropriate. The regional training teams will conduct training programs following the format established during cycle I.

2a. Plan and implement a training program for primary inspectors

For eight primary inspectors and for trainers who missed portions of previous TOT, training covering Personnel and Organizational Management, Money Management and Instructional Leadership will be offered. One training session of two weeks will be conducted by a Money Management consultant. A second consultant will be recruited to provide training in Personnel and Organizational Management and Instructional Leadership.

2b. Upgrade the supervisory skills of primary inspectors

Primary inspectors who have completed the POMI training will participate in a two day consultant led workshop on a new supervisory model designed to improve mid-level management and monitoring of Head teachers.

3a. Provide training for Head teachers and inspectors in Career Guidance and Continuous Assessment.

Head teachers and inspectors will be given instruction and support to better enable them to help teachers administer these activities.

ISSUES AND RECOMMENDATIONS

1. There is no clearly defined management scheme linking INSET and the Management Training office.

MOE should appoint a department head for Management Training who should facilitate, with the Director of INSET, the coordination of the work including monitoring the budget, managing transportation and supervising training design and implementation. A regular schedule of meetings should be initiated.

2. Incentives for trainers are lacking.

MOE should implement incentives plan for trainers upon its approval.

3. INSET's responsibilities and areas of involvement are increasing.

MOE should provide INSET with improved facilities, budgetary responsibility and increased staffing to meet its expanding role.

HEAD TEACHER TRAINING

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
1. Train 200 Head Teachers		█					█			█			█
1a. Prepare training teams	█						█		█				
1b. Evaluate 200 Head Teachers		█					█			█			
1c. Materials preparation	█				█				█			█	
1d. Management training staff seminars		█					█						
2. Train trainers, inspectors													
2a. Hire TOT Consultants.	█							█					
2b. Train trainers, inspectors POI			█							█			
3. Enhance CA and Career Guidance supervision.		█					█			█			
4. Publish training modules.	█				█				█				
5. Provide incentive programme, trip													
6. Salaries to management trainers													

MANAGEMENT INFORMATION SYSTEMS

RELATED PROJECT GOALS (EOPS)

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

YEAR FOUR OBJECTIVES

1. Complete the design of the MIS
2. Make operational the core procedures of the MIS.
3. Begin implementation of the procedures for the acquisition and management of data from new sources.

YEAR FOUR ACTIVITIES

1a. Develop remaining procedures .

The procedures for updating data bases, timely data collection, database management and report generation will be completed. An easily accessed information delivery system will be designed.

1b. Design and implement training.

Training will provided to Regional Education Office staff and inspectors to enable them to easily access schools profile information.

2a. Begin scheduled data entry.

Data entry operators will be trained and, under the supervision of EPMT, will enter the updated data from the annual school survey and CA pilot testing.

2b. The MIS will become operational at Regional Education Offices.

REO staff will receive training in use of computers and feedback on schools profile information. Work will begin with Regional Education Officers to develop and implement a system of information flow between them, the inspectors and the Principal Secretary and Director of Education.

3a. Support TSC computerisation.

To assist TSC with the design and development of a computerised system, EPMT will provide a consultant for four weeks. EPMT will also assume responsibility for training TSC data entry operators and, if necessary, the provision of computer equipment.

3b. Support CA data collection and analysis.

Assistance will be given to CA through the training of REO staff in the use of a SCANTRON scoring system. Procedures will be established for the transmission of SCANTRON data from REOs to schools, the MIS and CA.

3c. Design and manage research.

Working with an advisory committee of research specialists and under the management of the MIS Specialist, a study related to pupil achievement will be conducted.

ISSUES AND RECOMMENDATIONS

- I. There is no MIS Specialist counterpart. The goal of having the MIS fully designed and most major functions operational by the end of year 4 will become meaningless unless there is a trained individual to sustain the system. Currently, information requests are handled by EPMT MIS personnel and there is no counterpart working to learn/develop procedures.

MOE should provide an MIS Specialist by the end of 1992. It should be assisted to arrive at a solution to the RPU staffing problems. A Senior Planning Officer post at Grade 22 has been created and this may lead to the assignment of an appropriate counterpart. MOE should also develop alternate strategies for securing such a person. For example, placing the MIS function in some other department where appropriate staff is available/obtainable may be a solution. A time limit should be set for RPU to be appropriately staffed, after which EPMT would refocus its effort toward other departments.

2. Data entry capability is limited/non-existent. As the MIS matures, it increasing will require the **ongoing** capability to enter new/updated data. Currently there are no MOE personnel assigned and/or trained in data entry who are available to perform this ongoing task.

Data entry operators from TSC are currently being trained. These persons -or others - should be seen as the MOE data entry personnel and assigned data entry tasks by RPU (MIS), TSC and other departments as appropriate. Data entry training and supervision and scheduling should be done initially by the EPMT MIS Specialist, with the work continuing under the MIS Specialist counterpart.

3. TSC data continues to be unreliable as there is no computer based record keeping process. Since TSC data forms a vital component of the MIS data base, this is a critical issue.

TSC and MIS have met to begin the computerisation process. MOE and USAID should collaborate to ensure that TSC has an operational computer system by the end of year 4 (i.e., August, 1993)

MANAGEMENT INFORMATION SYSTEM YEAR 3

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
1. Develop data base update procedures	█											
2. Develop management of info. flow procedures				█								
3. Create generic report generator tools		█										
4. Develop info. flow process for REOs/Inspectors				█								
5 Train Reg. Ed. Office staff							█					
6. Develop procedures for acquisition and management of new data sources			█									
7. Data entry - annual survey		█										
8. Produce Swaziland Education in Pictures	█											
9. Provide input into establishment & management of TSC data base	█											
10. Support training of TSC data entry operators			█									
11. Establish proc.for disseminating TSC data to MIS						█						
12. Dev. tool/procedures for SCANTRON ans. sheet design		█										
13 Train Regional Ed. Offices staff in SCANTRON				█								
14. Monitor SCANTRON scoring of national test							█					
15. Analyze results of national test								█				
16. Generate research-appropriate subjects									█			
17. Manage research study											█	

ORGANIZATIONAL DEVELOPMENT

RELATED PROJECT GOALS (EOPS)

1. The number of children who complete seven years of primary on time increases from 160/1000 to 200/100.

YEAR FOUR OBJECTIVES

1. Make information functionally useful in improving the operations of the MOE and of the education system in general.
2. Answer practical policy and operating questions for the preparation of policies and procedures.
3. Extend organizational development efforts to the next level of decision makers (REOs, Inspectorate, Financial Controller's Office, TSC and UNISWA Examinations Council).
4. Create a movement among opinion leaders, parents and teachers for positive change in the education system.

YEAR FOUR ACTIVITIES

- 1a. Support the implementation of the outcomes of the decision-process seminars.

Assistance will be provided to improve planning, particularly in the areas of student/teacher forecasting, cost studies and continuous assessment activities.

- 2a. Promulgate regulations on certification of head teachers.

Support will be given to the promulgation of regulations prepared by the Committee on Certification of head teachers.

- 2b. Establish procedures for the implementation of continuous assessment.

Working with NCC, INSET and CA, procedures for CA implementation will be developed. Student achievement data will be used to determine appropriate modifications of operations of the education system.

- 3a. Support preparation of the 1993-1994 budget.

Assistance will be given to the staff directly involved in preparing documentation: REOs, the RPU and the Financial Controller. The Organizational Development Technical Advisor will work with the Ministry of Economic Planning on the structure and the extent of the budget and with the Ministry of Works on building capacity.

3b. Support the construction of TIDCs.

Assistance will be provided to facilitate the scheduled construction of one TIDC and the initiation of the construction process for the remaining TIDCs.

4a. Support the MOE symposium on educational goals.

Assistance in planning, topic development and organization will be given. Information in the form of reports, graphs, tables and presentations will be prepared as needed.

4b. Develop and implement a mass media campaign.

A plan will be prepared with advisory support from the Principal Investigator. An assessment of the problems to be addressed and the means of effectively reaching a variety of interest groups will be undertaken. Technical consultants will be employed and will work in conjunction with local experts.

ISSUES AND RECOMMENDATIONS

1. Although information is now readily available, system efficiency as measured by specific system indicators, needs to be improved.

The MOE should facilitate more discussions at various levels of the system on dropout, repetition, pupil/teacher ratios, age appropriateness and costs of education.

2. Continuous assessment and career guidance practices and principles are not integrated into the pre-service curriculum of the Teacher Training Colleges.

The MOE should support the ongoing efforts to include career guidance and continuous assessment activities and concepts in the training college curricula.

3. INSET needs to be strengthened if it is to successfully perform the functions required to sustain the head teacher training programme and continuous assessment. Training facilities and organizational framework need to be developed.

The MOE should provide INSET with the capacity to function efficiently. Some examples are: installation of telephones, provision of drivers and accounting personnel. MOE should review proposals for a new institutional framework for INSET.

SECTION V
IIR PERSONNEL

The Institute for International Research personnel to implement the project during the fourth year from 1st August 1992 to 31st August 1993 are shown below:

IIR Headquarters staff:		Level of effort in person/months:
Principal Investigator	Paul Spector	1:00
Program Assistant	Mani Sangaran	6:5
Field Staff:		
Chief of Party	Phil Christensen	13:00
MIS Specialist	Cooper Dawson	13:00
CRT Specialist	Aida Pasiona	13:00
Local Staff:		
Administrative Asst.	Ray Maseko	13:00
Project Secretary	Phyllis Mncina	13:00
Headteacher Trainers	Mathembi Dlamini	13:00
	Queeneth Ginindza	13:00

Note: There are 13 months in Year 4.

SECTION VI
ANNUAL CONSULTING
SCHEDULE

CONSULTANCY SCHEDULE FOR YEAR 4

COMPONENT	CONSULTANT	DURATION	PERIOD	PURPOSE
Organizational Development	Dr. Paul Spector	2 weeks	Sept, 1992	Mass media campaign planning conflict resolution
Management Information Syst.	Dr. Bill English	3 weeks	Oct - Nov 1992	TSC computerisation design
Head Teacher Training	Mr. Ron Martin	2 weeks	Oct, 1992	T.O.T. Money Management Course.
Management Information Syst.	Dr. Rick Johnson	6 weeks	Oct - Nov 1992	Scantron programming and sheet development, TSC support
Continuous Assessment	Dr. Ron Hambleton	2 weeks	Jan 19-30, 1993	Conduct a test development workshop
Management Information Syst.	Dr. Bill English	3 weeks	Feb, 1993	TSC Computerisation design
Management Information Syst.	Dr. Rick Johnson	3 weeks	Feb - March, 93	Scantron programming and answer sheet development
Organizational Development	Local	2 weeks	March, 1993	Basic planning
Career Guidance ETGPS	Dr. Ita Kanji-marang	2 weeks	May 1993	ETGPS upgrading workshop
Head Teacher Training	Dr. Harold Bergsma	6 weeks	May, June 1993	TOT in POI and inspectors training in supervision model implementation.

Organizational Development	local	2 weeks	May, 1993	Development of various aspects of Organizational Development
Org. Development	Dr.Paul Spector	2 weeks	June, 1993	Basic planning
Head teacher training	16 INSET Trainers	4 weeks each	Sept, 1992 Feb,May,Aug '93	Head Teacher Management training.

SECTION VII
ANNUAL TRAINING SCHEDULE

TRAINING SCHEDULE FOR YEAR 4

TYPE OF TRAINING	PARTICIPANTS	DURATION	MONTH
MA Training	Israel Simelane Vusi Manyatsi Lineo Vilakazi Ellen Thwala	18 - 24 months	August 1992 to July 1994
Head Teacher Trng. (Money Management)	Head Teachers	5 days	August, 1992
CA Internships	2 NCC staff Newman Khumalo Michael Mhlungu	6 months	August 1992 to February 1993
Visit to Lesotho TSC	TSC personnel	3 days	Sept, 1992
Training of Reg. trainers for Grade 1 C.A.	Regional Training Teams	3 days	October, 1992
Training of Trainer (Money Management)	8 Inspectors	10 days	October, 1992
Regional Study Tour	8 INSET/Inspectorate trainers	10 days	November, 1992
Training of Trainer on use of new text	Head Teacher Trainers	2 days	December, 1992
Instr. Leadership & Personnel Mgt.	Head Teachers	10 days	January, 1993

TYPE OF TRAINING	PARTICIPANTS	DURATION	MONTH
Training of Trainer C.A	L I T s	3 days	January, 1993
Train Regional Education staff	Regional Offices staff	20 days	February, 1992 to May, 1993
Head teacher trng. (Inst. Leadership, Personnel Mgt.)	Head teachers	5 days	February, 1993 to May, 1993
Study tour to the U.S.A.	Acting ETGPS Director	3 weeks	March, 1993
Career Guidance infusion workshops	Teacher Leaders at TIDCs	1 day	April, 1993
Internship to U.S.A.	2 INSET/CA staff	2 months	April-June 1993
Career Guidance upgrading workshop	ETGPS staff	10 days	May, 1993
Regional study tour	8 INSET/Inspectorate trainers	10 days	May, 1993
Head teacher trng. (Org. Management)	Head teachers (200)	5 days	May, 1993

Training of trainers (supervision methods)	Inspectors	15 days	May, 1993 to June, 1993
Training of trainers	Inspectors	5 days	June, 1993

SECTION VIII
ANNUAL CONTRACT BUDGET

EPMT Year 4 Budget

Category	Est. Expend. thru Year 3	Year 4 Budget
Technical Assistance		
Long-Term		
Salaries and Wages		
Domestic	63885	20799
Foreign	374079	207087
Local Hires	38245	58204
<i>Total Salaries</i>	476209	286090
Fringe Benefits		
Domestic	21093	6997
Foreign	123543	69664
Local Hires	1824	14171
<i>Total Fringe</i>	146460	90832
Overhead		
Domestic	28589	8041
Foreign	80630	45747
<i>Total Overhead</i>	109220	53788
NMSU Sub.—Bergsma	182659	0
Travel	157484	46517
Allowances	111204	32727
Other Direct Costs	95782	27537
Materials, Supplies & Equip.	112419	7646
G&A	151839	59093
<i>Total Long-Term T.A.</i>	1543275	604231
Short-Term		
Consultants	50686	40144
NMSU Sub.—Chu	87652	0
UMass Sub.	28511	64854
Consultant Travel	43917	69928
G&A	23389	18962
<i>Total Short-Term T.A.</i>	234155	193888
<i>Total T. A.</i>	1777430	798119
Training		
Long-Term		
In-Country Training	180818	235833
G&A	20137	25564
Masters Degrees	2716	69143
G&A	308	7495
<i>Total Long-Term Training</i>	203979	338036
Short-Term		
UMass. Sub.	22017	24321
G&A	2496	2636
Study Tours	0	18667
G&A	0	2023
<i>Total Short-Term Training</i>	24513	47648
<i>Total Training</i>	228492	385683

Commodities

Mitchell Sub.	161076	160955
G&A	18500	17448
Total Commodities	179576	178403

Policy Studies

Conferences & Experimental	11652	8343
G&A	1221	904
Total Policy Studies	12873	9247

Total Costs	2198371	1371452
Award Fee	55478	36101

Grand Total	2253849	1407553
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**Assumptions
& Constants**

Exchange	2.75
Fringe	
Domestic	0.3364
Foreign	0.3364
Overhead	
Domestic	0.2893
Foreign	0.1653
G&A	0.1084
Airfares (round trip)	
U.S.-Swaziland	3641
Hartford-Washington	480
Per Diem	
Swaziland	111
Washington	144
Temp. Lodge.	77
Car Rental	1500
Inflation	
Basic	1.05
Special	1.10
Swaziland	1.15

SECTION IX
ANNUAL GOS INPUTS

SUMMARY OF REQUIRED GOS INPUTS FOR YEAR 4

August 1992 - August 1993

1. Provision of housing for 3 T.As	54,006
2. Repair of houses	3,000
3. Provision of offices for 3 T.As, Administrative Assistant, Project Secretary and Peace Corps volunteer	18,000
4. William Pitcher houses for C.A. and Management Training Units	20,160
5. Office Utilities	3,600
6. Use of computers and equipment	6,000
7. Use of MOE vehicles	35,000
8. Replacement phase for 5 project vehicles	31,000
9. Use of facilities for meetings	13,700
10. Staff time (counterparts, meetings, workshops)	314,800
11. Office supplies	10,000
12. Communications	1,800

GRAND TOTAL E 511,066

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SECTION X
RECOMMENDATION SUMMARY

RECOMMENDATION SUMMARY

Recommendations to MOE

1. Ensure that the 7th grade social studies textbooks are printed and distributed nationally by January, 1994, as per the revised schedule.
2. Allocate funds for the commercial printing of CA materials.
3. Ensure that the seven posts created for CA are filled with full-time CA professional staff.
4. Establish a CA sub-committee to deal with CA issues.
5. Establish the position of Coordinator for Management Training under INSET.
6. Implement the incentive plan for trainers.
7. Establish procedures through which cross-level discussions concerning issues such as dropout rates, pupil/teacher ratios, repetition rates, age appropriateness and costs of education can be discussed.
8. Provide guidance and support for a mass media campaign designed to increase public awareness of, and support for, educational issues and reforms.
9. Provide guidance and support for the inclusion of continuous assessment and career guidance activities and concepts in the teacher training curricula.
10. Formalize INSET as a Responsibility Centre with its own staff, budget and duties, giving specific attention and priority to In-Service Education and Training.
11. Ensure that a suitable MIS specialist is in place before the end of 1992.
12. Establish four additional INSET staff positions to ensure the successful implementation of the continuous assessment training model. (note: These could be four regional INSET persons who would eventually also take over the work of the Peace Corps volunteers at the TIDCs.

Recommendations to USAID

1. Implement the incentive plan for trainers.
2. Provide guidance and support for a mass media campaign designed to increase public awareness of, and support for, educational issues and reforms.

SECTION XI
GLOSSARY

GLOSSARY

CA	Continuous assessment
EOPS	End of project status indicator
EPMT	Educational Policy, Management and Technology project
ETGPS	Educational Testing, Guidance and Psychological Services
GOS	Government of Swaziland
IIR	Institute for International Research
INSET	Inservice Training
MIS	Management information systems
MOE	Ministry of Education
→ NCC OD	Organizational development
REO	Regional education office Regional education officer
RPU	Research and Planning Unit of MOE
TA	Technical Advisor
? TIDC	Teaching Innovation Distribution Centre
TOT	Training of trainers
? TSC	Teaching Service Commission
TTC	Teacher training college
USAID	United States Agency for International Development

SECTION XII
WORK PLAN DRAFTS

2.

THE PROJECT PLAN FOR THE THIRD YEAR

CAREER GUIDANCE COMPONENT

Revised, June 30, 1992

I. INTRODUCTION

During the third project year, there is no technical advisor for the Guidance component, rather, most of the guidance tasks will be carried out by the ETGPS Department, which ensures the sustainability of the component goals. EPMT will support ETGPS to continue infusing career guidance to primary educators and coordinating with TTCs. Furthermore, EPMT will up-grade the ETGPS staff and provide strategic support. There will be a local consultant from Botswana to provide assistance to the ETGPS Department, and the Department Acting Director will take a study tour in the States with the support of an U.S. consultant.

II. SUMMARIES OF ACTIVITIES BY COMPONENT AND RELATIONSHIP TO TARGETS.

CAREER GUIDANCE COMPONENT:

a) EOPS

There will be an increased awareness among students of career choices and resources for identifying options.

b) Objectives

1. To enhance the leadership in the Department of ETGPS.
2. To support ETGPS in infusing career guidance to Primary educators.
3. To upgrade the capability of guidance officers and teachers.
4. To support ETGPS in teaching guidance at TTCs and incorporating guidance into pre-service curricula.

c) Activities

1. The leadership capability of ETGPS will be upgraded by providing a study tour to the Acting Director. During the study tour, Mrs. Nsibande will study management strategies and observe the operation of a guidance center. Additional programmatic support will be provided for the Acting Director during her U.S. study tour. In addition, strategic assistance will be provided for the planning of a 1994 South African Regional Guidance workshop/conference on career guidance to be sponsored by the ETGPS. This south African regional seminar and conference will be open to guidance officers and teachers in Botswana, Lesotho, Namibia and the South African Republic.

Activity 1a: The Acting Director of ETGPS will take a 3 week U.S. Study Tour.

Budget for Activity 1a:

Travel in U.S. \$1000
Per Diem \$2700

GOE E13,500

Activity 1b: Dr. Chu will serve as an overseas consultant to provide a) programmatic support for the Acting Director's study tour, and b) strategic support for the SA Regional Guidance workshop/ conference in 1994.

Budget for Activity 1b.

Consultancy for 10 days in the U.S. \$ 2,200

2. Career guidance will be continuously infused to Primary educators. This will be achieved through providing infusion workshops to teacher leaders at four regional TIDCs. The ETGPS staff have been trained to provide such training. They will be the trainers for these workshops. There will be one workshop at each of the four regions for about 40 teacher leaders. This activity is to be coordinated with INSET and the workshops will be given during INSET Open-days in April, 1993.

Activity 2: The ETGPS staff will provide Career Infusion workshop to teacher leaders in four TIDCs.

Budget for Activity 2:

Material \$ 100
Food \$ 750

GOE E9,000

3. The ETGPS staff will be continuously upgraded in order to enhance their ability to conduct career guidance. This will be achieved through a 2 week upgrading workshop conducted by a consultant. We propose that Dr. Ita Kandji-Marang from the University of Botswana be recruited for this consultancy.

Activity 3: A consultant will conduct a 2 week upgrading workshop to about 10 ETGPS staff.

Budget for Activity 3:

For the consultant: Travel \$ 400
Per Diem \$1680
Consultant Fee \$1000

For the workshop:	Material	\$ 300
	Food	\$ 800
	Lodging	\$1200

GOE: E7000

4. The ETGPS staff will carry on the task of teaching guidance at TTCs and incorporating guidance into pre-service curricula.

Activity 4: ETGPS will carry on the task of teaching guidance at TTCs and incorporating guidance into pre-service curricula.

Budget for Activity 4:

GOE: E3000

d) Gantt Chart

Activity 1 a&b March 1993
 Activity 2 April 1993
 Activity 3 May 1993
 Activity 4 September to October 1993

III. Annual consulting schedule

1. Dr. Ita Kandjill-Marang from the University of Botswana will be the consultant for ETGPS in May 1993 for 2 weeks.

2. Dr. Lily chu from the New Mexico State University will be the consultant in the U.S. in March 1993 for 2 weeks.

IV. Annual training schedule

a) Primary School Career Guidance Infusion Training for teacher leaders for 1 day each at four regional TIDCs, to be held during TIDC Open-days, in April 1993.

Summary Budget for this annual training:

To EPMT:	\$ 100	Material
	\$ 750	Food & Beverage

To GOE	E8000	Salaries
	E1000	Transportation

b) ETGPS staff up-grading workshop, to be held in May, 1993 for two weeks for 10 ETGPS staff.

Summary Budget for this annual training:

To EPMT	\$ 300	Material
	\$ 800	Food and beverage
	\$1200	Lodging
To GOE	E6800	Salaries
	E 200	Transportation

V. Personnel N/A

VI. Annual contract budget

\$11,130

VII. Annual GOE input required

E32,500

VIII. Issues and recommendations

Career Guidance component is the smallest component of the EPMT project. The proposed plan involves limited expenditure and provides the necessary support for the continuous upgrading of the ETGPS staff and infusion of career concepts to primary educators.

The guidance EOPS dealing with students' awareness of career options and resources will be evaluated after the revised 7th. grade social studies textbook is implemented. The implementation date was originally scheduled in January 1993 which has been delayed to January 1994. Both ETPGS and EPMT in the Ministry should urge the NCC to keep this January 1994 implementation schedule if all possible. However, if in 1993, it becomes obvious that this implementation schedule is impossible to follow, then, it would be necessary to devise an alternative strategy to implement primary career guidance. A possible way is to print the guidance unit by EPMT and enlist INSET in the infusion of the material to the social studies teachers so that they can teach it to their students.

Annual Implementation Plan

Organizational Development

1st August 1992 to 31st July 1993

I. Introduction

The focus of the Educational Policy, Management and Technology (EPMT) Project is on **quality of learning and efficiency** in the education system. The project intends to equip officials with organizational development methods and other management tools to improve leadership skills and enhance management resources. The aim is to build a general management improvement effort, leading to improved student achievement and greater efficiency in the use of system resources.

The fundamental approach is to help MOE staff to use information for practical improvements and thus to enable people¹ in the education system to improve their performance.

A study of decision processes was undertaken to investigate problems inherent in the education system. The study highlights a number of situations that impact on the efficiency of the system. At subsequent workshops mounted to discuss the research study, MOE officials proposed that an **efficient education system** is necessary to improve learning achievement in schools. In the process consensus was built, focusing on a core of actions necessary to improve the professional climate of the MOE and the performance of operating units.

Since resources allocated to education are typically inadequate it is necessary to review **access barriers**, understand how they overlap and develop policy packages to deal with them. In this way policies to overcome educational disparities may be more effectively developed.

Capitalizing on these consensual points, the organizational development effort in Year 3 will strive to:

- * bring about a complete interaction of project components to facilitate the coordination of many different strands of project activity
- * capture MOE concerns as reflected by the manifestation of daily crises, while being alert to indicators revealed by systems information, and
- * ensure that policy formation addresses disparities in the education system.

¹Officials, teachers and students

II. Summary of Activities

a) EOPS

Although no specific end of project status (EOPS) indicators have been established for the Organizational Development (OD) component of the project, it is implied that the OD effort will work systematically at all levels towards: (i) supporting project components; (ii) facilitating change; and (iii) developing the confidence that achievement information will be used for systems development purposes.

b) Objectives

The objectives for the OD component are:

1. to make the information that is produced functionally useful in improving the operations of the MOE and of the education system in general;
2. to use analyses, models and research studies to answer practical policy and operating questions for the preparation of policies and procedures for systems improvement;
3. to extend organizational development efforts to the next level of decision making (REOs, Inspectorate, Financial Controller's Office, Teaching Service Commission and UNISWA Examinations Council).
4. to create a movement among opinion leaders, parents and teachers for positive changes in the education system. Raising awareness of the educational goals of society and focusing on learning achievement are key pillars of the strategy.

c) Activities

The overall strategy for implementing OD objectives are supported by a separate document entitled Conceptualization of Organizational Development: for preparation of the annual implementation plan. Activities to be undertaken by OD are elaborated below, together with a brief narrative description of the strategy for achieving the objectives.

For clarity and organizational convenience, the relevant roles of MIS and OD in research activities have been demarcated as follows: MIS is primarily responsible for assisting in the process of generating and managing research, while OD is required to ensure that the research is assessed, analyzed and acted upon.

1. Improving operations

The first most important activity for OD is to make information produced primarily by MIS functionally useful for improving the operations of the MOE. Two primary activities are listed: (i) follow-up of the decision process (DP) seminars to ensure that decisions taken are acted upon or modified in light of subsequent experience. This applies particularly to continuous assessment activities; and (ii) review of the student and teacher forecasts for 1993 to improve forward planning and blunt the inevitable crisis planning for both the preparation of the recurrent budget in September and the student-place crunch of next January. Both these activities are linked, since some recommendations in the DP study relate to the pupil/teacher ratios and other planning parameters. A secondary activity is noted: the study of the costs of education to parents. However, it is not clear at this time what outcome(s) are expected by the Principal Secretary, except that he intends to conduct a widely represented seminar on the subject.

Costs:

	<u>Project</u>	<u>GOS</u>
DP study follow-up	TA	staff time
Forecasting and follow-up	TA	staff time
Costs study: documentation	\$ 1,000	staff time
seminars	\$ 2,000	-

2. Using analysis and research for preparation of policies and procedures

Three primary activities are listed under this objective: (i) promulgating the regulations presently being prepared by the Committee on Certification of Head Teachers; (ii) reviewing the consultant's report on factors relating to student achievement with a view to improving relevant operations of the education system; and (iii) establishing procedures for implementation of continuous assessment in the education system. All these activities form the basis for future policy and procedures development.

Costs:

	<u>Project</u>	<u>GOS</u>
Certification policy	TA	staff time
Student achievement analysis	TA	staff time
Continuous assessment	TA	staff time
documentation	\$ 1,000	-
seminars	\$ 2,000	-

3. Extend organizational development efforts

The intention of this activity is to provide support to operational units of the MOE so that the building blocks are put in place to support policy development and changes in the system.

Two primary activities are envisaged: (i) supporting preparation of the 1993/94 budget, with particular reference to the estimates of expenditure for capital works projects. Sub-sectoral allocations and prioritizing of schools are key elements of the activity. In FY 1992/93 the Principal Secretary established a senior budget committee to assist him in this process. It is intended that this work will continue into the next cycle of budget preparation. However, attention will be given to the staff directly involved in preparing documentation: REOs, RPU, Financial Controller. Ultimately this work entails establishing agreement with the Ministry of Economic Planning on the structure and extent of the budget and with the Ministry of Works on building capacity. With regard to the recurrent budget, the most critical and meaningful support will emanate from working with the Teaching Service Commission on teacher supply forecasts. This activity will need to be completed in time to facilitate discussions with the Ministry of Labour and Public Service and Ministry of Economic Planning and Development to agree on the teaching establishment for 1993; and (ii) establishing an implementation plan (including modifications to monitoring systems) in time for expenditures to be effected from April 1993 onwards.

Costs:

	<u>Project</u>	<u>GOS</u>
Preparation 1993/94 budget	TA	staff time
Implementation plan	TA	staff time
documentation	-	E 6,000
seminars	\$ 2,000	-

4. Creating a movement for positive change

A symposium on educational goals and learning achievement has been identified by the Principal Secretary as the most effective means for eliciting general public enthusiasm for educational change and setting the basis for future awareness raising activities.

The mass media will be employed to raise the consciousness of teachers and the community at large. Such a campaign will be directed towards creating a movement for positive change in the education system. There will be

focus on society's educational goals and learning achievement; continuous assessment, remediation and mastery learning will receive particular attention.

In the first instance, a well conceived and directed plan will be prepared with advisory support from the Principal Investigator. An assessment of what needs to be done, what problems need to be addressed, themes, slogans, and how to reach effectively various interest groups (parents, communities, school committees, teachers, heads of schools) will be undertaken. The appropriate medium of communication to reach these constituencies will also be explored. Radio, TV and the print media will be harnessed, as well as appropriate brochures and posters.

Technical assistance (approximately 6 person/weeks), local expertise, equipment and airtime will be required to ensure a professionally directed campaign is mounted.

Costs:

	<u>Project</u>	<u>GOS</u>
Symposium	\$15,000	staff time
Technical consultants	\$25,000	staff time
Equipment (for recording)	\$10,000	-
Airtime	\$15,000	-
Press/posters	\$10,000	-

III. Annual consulting schedule

The Principal Investigator, Dr. Paul Spector, will continue to work together with the Principal Secretary and key MOE staff to discuss the basic outlines and thrust of the OD effort. He is expected to visit Swaziland again during the course of Year 3.

A consultant will be required for approximately 2 weeks initially to assist with basic planning and a further 4 weeks later in the year to concentrate on developing various aspects of the work.

IV. Annual training schedule

No formalized training is envisaged. Where necessary seminars on various topics relating to the activity schedule will be conducted.

V. IIR personnel

LONG-TERM TECHNICAL ASSISTANCE

One long-term Technical Adviser is required to work with this component of the project:

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

Expended months of service: 24

Remaining months of service: 36

Dr. Christensen assumed these responsibilities following the retirement of Mr. Roy Thompson who did not return after his illness.

VI. Annual contract budget

Year 3

<u>Category</u>	<u>Contract Budget</u>
<hr/>	
<u>TECHNICAL ASSISTANCE</u>	
Long Term	
Salaries and Wages	
Fringe Benefits	
Overhead	
Travel	
Allowances	
Other Direct Costs	
Matl, Supl & Equip	
G & A	
TOTAL	\$ =====
Short Term	
Consultants	21,000
Consultant Travel	4,000
G & A	
TOTAL	\$ =====
TOTAL TECHNICAL ASSISTANCE	\$ =====
 <u>TRAINING</u>	
Long Term	
TOTAL	\$ 0 =====
Short Term	
Improving Operations	3,000
Preparation of Policies & Procedures	3,000
Extending OD efforts	2,000
TOTAL	\$ 8,000 =====

COMMODITIES

Recording Equipment	<u>10,000</u>
TOTAL COMMODITIES	\$ 10,000 =====

POLICY STUDIES

Conferences	15,000
Airtime	15,000
Press/posters	<u>10,000</u>
TOTAL POLICY STUDIES	\$ 40,000 =====

TOTAL COSTS (to date)	\$ 83,000 =====
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VII. Annual GOS inputs required

Year 3

Common Budget Support:

- Provision of housing for TA's	E 9,000
- Office Utilities	E 350
- MOE Telephones	E 2,400
- Materials and supplies	E 6,000
- Use of duplicating machine	E 900
- Use of computers and other equipment	E 3,600
- Fuel	E 8,300
- Use of facilities for meetings	E 1,700
- Furniture, houses and offices	E 1,500
- Staff time general	E 9,600
- Staff time workshops	<u>E 6,800</u>
TOTAL	E50,150
U.S. Dollars	\$18,000 =====

VIII(a) Issues and recommendations

1. Need to move further on improving efficiency as measured by specific systems indicators. Information is now readily available.

Recommendation: There should be more discussion at various levels of the system on dropout, repetition, pupil/teacher ratios, age appropriateness and the costs of education, leading to the formulation of appropriate policies, through meetings, seminars and workshops.

2. Need to support continuous assessment and remediation processes, particularly with regard to obtaining wider community support. Mastery learning is at the heart of the thrust towards improving learning achievement.

Recommendation: A proactive awareness raising campaign is necessary to reach opinion makers, parents and teachers, to prepare the way for the introduction of continuous assessment and remedial teaching approaches, through the mass media.

3. Need to strengthen organizational development methods in regional education offices. In line with recommendations from the Decision Process Seminars, there is a need to strengthen regional education offices in their efforts to concentrate on learning achievement.

Recommendation: Support the regional offices in their use of MIS, interaction with individual schools and the use of CA data, through training.

(b) "Cross-cutting" Issues

1. Need to integrate Teacher Training Colleges into project activities.

Recommendation: Support to ongoing efforts to include career guidance and continuous assessment into training college activities.

2. Need to strengthen INSET to create the institutional capacity to perform the functions required to sustain the Head Teachers Training Programme and to support the introduction of continuous assessment in schools. Training facilities and organizational framework needs to be developed.

Recommendation: (i) Provide INSET with the capacity to function efficiently: installation of telephones, provision of drivers and accounting personnel. (ii) Review proposals for new institutional framework.

3. Need to undertake a feasibility study of training facilities.

Recommendation: Conduct a study of the functions of the TIDCs.

IX. Appendix I

Conceptualization of Organizational Development for preparation of the annual implementation plan

"The contractor will have to provide conceptual guidance and troubleshooting essential to a project introducing sensitive educational innovations."

I. Overview

1. The Project:

The focus of the project is on quality of learning and efficiency in the system. This arises from an assessment that the education system in Swaziland has developed to the extent that the country needs "second generation" solutions to improve the human resource base and cope with increasing enrolments.

It follows that the objective of the project is to equip head teachers and other officials with organizational development methods and other management tools to improve their own leadership and management of resources.

The fundamental approach underlying this objective is to help MOE staff to use information for practical improvements and thus to enable people² in the education system to improve their performance. This includes supporting the following:

- . achievement tests;
- . analysis of curriculum and instructional methods and materials;
- . introduction of simplified record keeping procedures that promote transmission of efficiency information on promotions, dropouts, repetitions;
- . research on functioning of management system (processing and use of information);
- . management training needs of heads of schools and school committees; and
- . availability of school facilities and factors that affect learning.

²officials, teachers, students

The aim is to build a general management improvement effort, leading to improved student achievement and greater efficiency in the use of system resources. At the most basic level, continuous assessment should furnish information that will show improvements in classroom instruction and therefore provide for more effective support of schools by regional offices.

This calls for a complete interaction of project components to facilitate the coordination of many strands of activity which should focus on quality of learning and efficiency -- clearly a priority function of OD.

2. The Decision Process Study

The Decision Process (DP) study investigated problems inherent in the education system. The study highlights a number of situations that impact on the efficiency of the system. To a large degree these are problems common to education in "first generation" systems.

In response to the DP study a series of workshops were held, applying a problem-oriented approach. Inefficiency in the system was recognised as the core problem. Conversely, participants recognized that the overall goal of the system is to improve learning achievement in schools. In order to reach this goal an efficient education system is necessary.

Five main activity areas were targeted for attention. These represent key elements of the system that, by improving support and being constantly monitored, should produce the desired result, i.e. greater efficiency.

These are:

- . effective education planning, improved management information systems and increased communication of issues and problems leading to effective policy formulation;
- . review and modification of curricula based on remediation and continuous assessment;
- . improved implementation of school facilities programme, including the rehabilitation of existing facilities;
- . review of teacher requirements, improvements in teaching and accountability and improved conditions of service; and
- . increased management competence of heads of administrative units.

Although expressed in more general terms, these proposed action-areas reflect project concerns and focus and therefore re-enforce the critical nature of each of the project components.

In addition, this workshop series has proven that one of the tenets of the approach advocated by the project is obtainable: that a common set of issues, problems and solutions emerge after a series of discussions. It is possible to build a consensus which focuses on a core of main actions to improve the professional climate and performance of operating units. The challenge is to find ways and means of communicating these results by distilling the essence of discussions into a single orientation or briefing which is delivered to larger audiences.

The task is therefore to direct future OD activities in such a way as to "capture" MOE concerns whilst reinforcing some of the project objectives which may not be enjoying the support or sense of urgency that trends in the system are signalling (especially those perceived by the technical support team).

3. A Third Dimension

The resources allocated to education are inadequate and will continue to be inadequate. This is inherent in "first generation" systems. As a result the patterns of disadvantage remain in the system in spite of the linear expansion of educational opportunity.

From experience gained in the first two years of the project through MIS work and analyses in response to various requested investigations and related activities, it is evident that disparities permeate the Swazi system.

Data from the mapping project indicate that there is unequal distribution of teachers, materials and facilities, between schools and regions. The costs of education vary considerably among schools. The variation in the age of students at each level is large.

To redress educational disparities in Swaziland, it is necessary to review access barriers, understand how they overlap and develop policy packages to deal with them. This will sharpen the focus on quality of learning and efficiency.

The access disparities that exist will continue to dominate the system for a long time to come. For as long as decision-makers are unable to address these issues head-on, the community at large and the media will continue to command attention. Thus re-enforcing the negative by-products of crisis management; the time and effort that senior personnel expend on reacting detracts from time invested in proactive management.

The barriers to access include:

- . lack of classroom space;
- . distance between home and school;
- . direct and indirect costs of schooling;

- . improperly deployed teachers; and
- . inappropriate education.

This is the domain of and justification for research. Once disparities and their causes have been diagnosed then the options for removing access barriers can be explored and effective policy packages formulated.

Redressing disparities therefore provides a sharper focus for policy formulation and research activities, supported by OD efforts. This will contribute towards ensuring that the project remains at the cutting edge of policy formation.

II Interaction among systems components

The first and most important contribution OD can and should make to the project is to facilitate interaction between components of the project and therefore operating units of the system.

OD activities should make information that is produced functionally useful in improving the operations of the MOE and of system in general. Key staff of MOE, ideally lead by the Principal Secretary and/or Director, should be involved in a series of discussions on issues of mutual concern in the first instance, and issues of a "conceptual" or "troubleshooting" nature. Workshops to reach common understanding or improve insight into technical areas as represented by the project component or aspects of the work conducted within each component should be conducted. This would include, for instance, the ongoing work on costs and teacher projections.

The development of information and methods in each of the other components will in time furnish inputs to the OD effort and provide an "agenda" of policy guideline requirements. For instance, the introduction of modern remedial instruction should stimulate thinking about general instructional approaches and about policy revision concerning curriculum and teacher training. Also, the training of head teachers should generate the need for MOE to promulgate new guidelines for various aspects of school management. This is already happening in the case of the Accountant-General's Office where the training of auditors is clearly being influenced by the head teachers training course syllabus, illustrating a very important and necessary synergism in the system. Furthermore, the increased capability of head teachers must provide new and improved instrumentality to MOE for policy formulation and implementation. If this were not to happen, then questions concerning the sustainability of improvements in management skills will emerge.

The increasing contributions of MIS & OD to the system, like the head teachers training, will impinge on other components of the project. This will in turn require decision-makers and supervisors to take a pro-active stance and encourage teachers

to use tests and provide information to MIS. This will also require senior staff to show teachers that they are concerned to improve various other aspects of the education system in addition to teacher performance.

However, it will be necessary to systematize these various processes. One way to do this would be to find a simple, easily understood method to chart potential interactions and the time at which each is expected to commence on a master critical path display. This could facilitate achieving a deeper understanding of project component interactions and their importance in determining policy and guideline review. Interactions should also therefore be discussed at regular committee meetings where collaboration in a constant review of system design is facilitated.

A short list of some potentially powerful meetings are:

<u>Meeting</u>	<u>Frequency</u>	<u>Chairperson</u>
Heads of Department	Weekly	Director
Senior Inspectors	Weekly?	Chief Inspector (S)
Staff Conference	Every 2 mnths	Director/PS
EPMT Steering Committee	Monthly	Director
Capital Budget	Monthly	Under Secretary

At each of these meetings the opportunity exists to create a forum for discussion on one or other aspect of OD, MIS or research activities.

Where appropriate, and where the topic(s) require deeper concentration, neutral venues free from interruption and lapses of concentration should be chosen for seminars and workshops.

III Improving Management Performance

Four goals are highlighted in the IIR Technical proposal which have a direct bearing on the desired outcome of OD activities:

providing people with insight about methods and techniques to improve ways in which the education system can do its work and raise its productivity (by adopting effective instructional remediation methods that will improve learning achievement);

engaging people in development of systems, methods and materials that they will be expected to use;

raising consciousness about need for improvement; (sharing the results of the DP Study with all levels of the MOE)

engaging people in interactions with others that result in better personal and organizational

performance (active participation of MOE operational staff in policy research; participation of Principal Secretary and Senior Staff in Cost Analyses and Teacher Supply forecasts; involvement of senior and operational staff in monitoring progress of capital investment programme (Capital Budget Implementation Committee)).

The strategy for achieving these goals should be based on making use of existing channels of communication. The regular meetings conducted by various senior personnel provide a good forum for communication. However, at this time these meetings tend not to deal with broad issues and policy matters but rather to concentrate on specific problems and responses to crises.

IV Research

In view of organizational problems, constant damage control and perpetual crisis management that senior management contend with on a daily basis, analysis of issues, research and forward planning assume an even greater importance in MOE. The challenges are many:

to find ways and means of gaining the attention of decision-makers and sustaining interest in the issues at hand;

to seize the opportunities that various crises offer for placing particular issues on the agenda, persuading decision-makers that spending time on these issues is worth the effort and that it is an investment in terms of possibly alleviating future crises;

to simply find the time to communicate the intricate details of a problem;

to focus attention on the need to work at arriving at solutions that are acceptable to all parties concerned and that will address the issues at hand in a systematic way.

These constraints, together with the weak management base that exists in the MOE suggests that the management of research and its outcomes should be sharply focused and specifically geared to immediate needs and concerns.

The mapping project has provided the MOE with a database which poses many questions, particularly with regard to inequalities in the system. Continuous assessment will provide a further set of questions concerning quality of learning. Both provide a potentially rich source of information on efficiency factors. Neither will be of any use, however, unless the time and attention of senior personnel are captured.

Underpinning the research element is the assumption that the data and information available has been analyzed. Analysis of information is not a particularly strong point in the MOE at present. These skills need to be sharpened, through the creation of awareness, discussion and action. The cycle of assessment of problems, analysis of issues and proposals for action must become a natural and normal process for management. This argues for continuing with examining current phenomena and making more productive use of information presently available.

In addition "prospective research" should also be given emphasis. Forecasting and modelling should receive the more attention at this time. Choices concerning future directions in the system have been suggested by the NERCOM Report, but action has been delayed by lack of clarity. The implications of proposing free education and developing a 9 year basic education programme have not been fully examined. As a result the MOE is not in a position to make a logical and reasoned case for changes in direction, especially their costs and budgetary requirements.

Through OD efforts effective methods of communicating results of studies to users and policy makers will be established. A great deal of effort must also go into institutionalising the processes for reviewing alternatives, designing and adopting policies in the system.

V Specific Plans

This section is intended to outline in more specific terms the guiding principles for implementation of the Organizational Development effort. The objectives for the OD component are:

1. to make the information that is produced functionally useful in improving the operations of the MOE and of the education system in general;
2. to use analyses, models and research studies to answer practical policy and operating questions for the preparation of policies and procedures for systems improvement;
3. to extend organizational development efforts to the next level of decision making (REOs, Inspectorate, Financial Controller's Office).

MIS will engage the operational units in decisions and actions that are responsive to current conditions in the education system. OD efforts will continue throughout these engagements and after any formal cycle of meetings and workshops that may be conducted has ended.

The work in these units will be coordinated. They will constitute a system of staff studies about key activities of the MOE like teacher projections, costs, budgeting priorities

(capital). They will help strengthen and systematize the normal decision processes of the MOE.

The coordination among operating units will also serve to maintain close coordination among the project components in an active operational way, not merely by means of the management control of projects. MOE units will be involved in both the test and remediation developments and in head teachers training, not only as participating units but as units acting in a coordinated manner to build and utilise a functional MIS.

The annual cycle of routine and ad hoc data collection analysis and reporting will be repeated and adjustments made in the MIS design and operations as other components mature. The continuous assessment programme will develop the full cycle of tests and furnish more complete information.

The remediation elements will furnish new experimental inputs to the learning process and the test scores will provide outputs concerning their efficacy. The same principles would apply to head teachers training (as is the case with the money management and auditing function). As new ideas about these and other developments emerge the MIS will make appropriate adjustments. It was envisaged in the technical proposals that a systems test would be undertaken towards the end of the second year of the project, or at the beginning of the third year. This would be done on the basis of achievement scores becoming available from schools on a routine basis. During the last three years of the project the design and conducting of research studies that answer practical policy and operating questions will commence.

In essence an effort will be made to focus OD activities in such a way that the Principal Secretary, Director and key MOE staff are able to build policy. Implied in this approach is a shift in emphasis from dependence on senior level support for moving forward. Support will be provided to operational levels (REOs, Inspectorate, Financial Controller's Office), ensuring that the building blocks are in place to support policy changes. Approval and impetus for policy change will continue to rely on informed and supportive guidance from the Principal Secretary and Director.

This approach will enable staff, in general, to participate in analyzing representative policy and problem causes on management, planning, curriculum issues, teacher training issues etc. It may also facilitate agreement upon general principals that can guide decision-making and the formulation of policy.

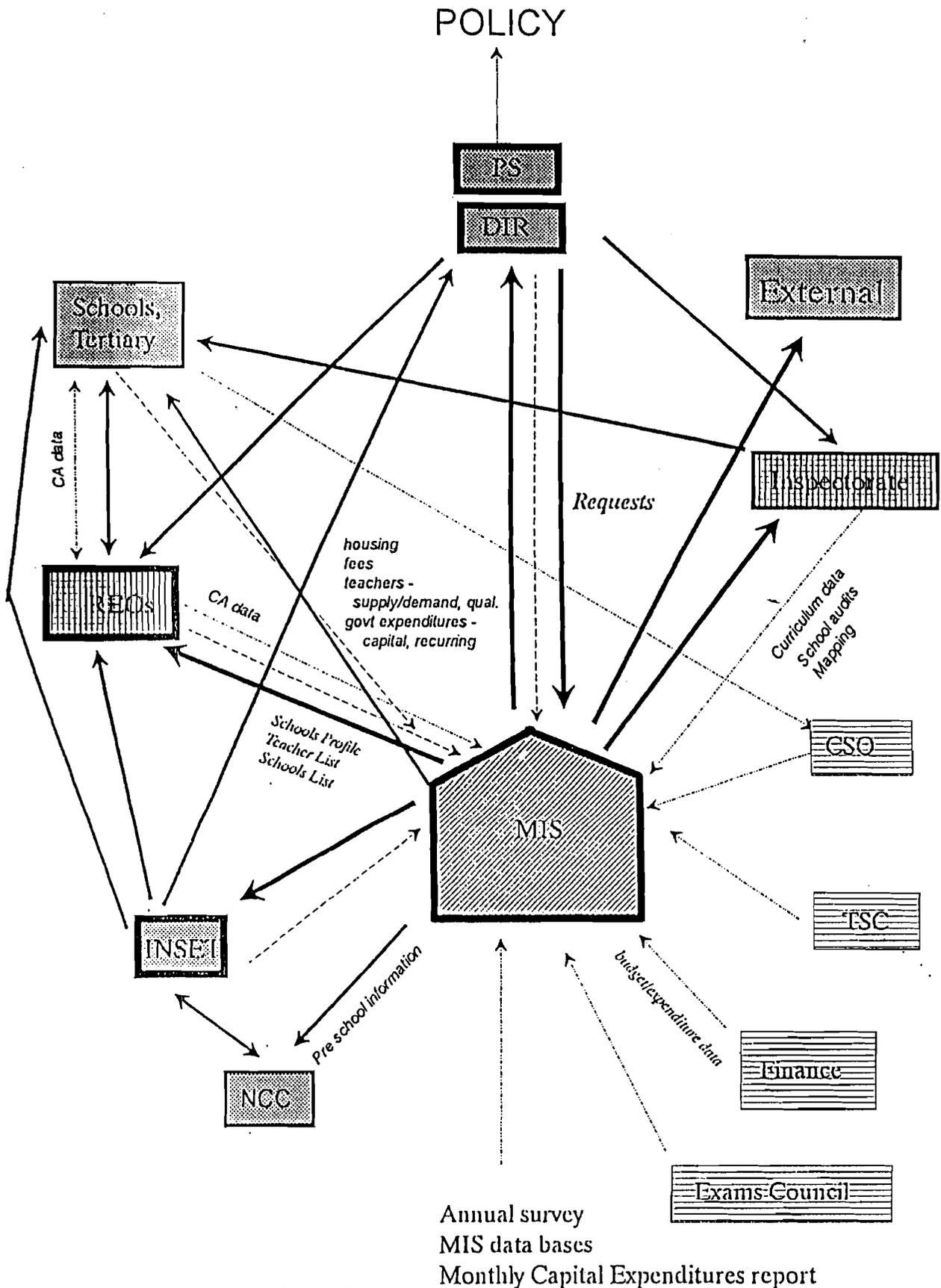
Briefings together with questions and answers will help to raise consciousness about organizational needs and plans and to establish a climate of understanding among the entire body of officials that facilitates the efforts of key staff members.

A series of discussions along these lines will normally conclude with an agreement to follow up in a specified period of

time. At that time participants discuss what actions it was feasible to take and why others were not feasible. A new, more realistic set of actions and schedules is set with agreement to follow up again. The cycle may be repeated as often as further improvement is feasible.

After a series of discussions a common important set of issues, problems and solutions emerge. Usually a consensus builds which focuses on a core of main actions to improve climate and performance. It is intended to distil the essence of the discussions into a single orientation or briefing which can be delivered to larger audiences, in this case whole units within the MOE.

MIS (end of project)



—————> Information
 - - - - -> Feedback
 ·······> Data

MIS an overview

A Management Information System's purpose is to make available to decision makers, accurate, timely, understandable and germane information.

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

Data input into the MIS will be of two types: data bases from other data collecting agencies - the CSO, TSC, Ministry of Finance and the Exams Council, for example, and data generated as the result of the annual school survey, Continuous Assessment and evaluations made by Inspectors. Data collection procedures will include schedules for data requests and returns, description of operational relationships between MIS and the data generating agencies and procedures through which data collection agencies can improve the efficacy of their data. For example, if TSC and Regional Education Office report conflicting data on teacher postings or positions, MIS will inform each agency of the discrepancies.

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

Having ensured the quality of the data, MIS' role will be to provide directly and indirectly the information needed by decision makers. It will provide information in the form of reports and analysis to the PS and the Director, both in response to requests and in an ongoing format. It will analyze CA data and deliver information based on this analysis to the REOs, the PS and Director and facilitate the flow of CA information between REO's, the schools, the Exams Council and the Ministry.

MIS will provide the mechanism through which decision makers will be able to access easily the information they need.

MIS year 3 WORK PLAN

The EOPS for MIS states: "The MOE will be using empirically generated data to make policy and planning decisions." We believe this implicitly includes "and to increase operational efficiency.

OBJECTIVE I. The design of the MIS will be completed

All of the major facets of the final MIS will be designed. There will be a clear picture of what the MIS will look like when it is fully operational. Emphasis will be placed on making information accessible and data reliable. Because we are interested in increasing operational efficiency, the final system will include ongoing training and support for Regional Education Offices and Inspectorate staff.

- ACTIVITY 1. Write descriptions of procedures for:
- a) updating data bases, including the procedures for working with CSO to collect data for Mapping data base
 - b) managing flow of information/data from MIS to/from "clients", among clients
 - c) generating reports - on request and recurring
 - d) updating reports - including scheduled distribution process

- ACTIVITY 2. Develop easily accessed information delivery system
- a) create "generic" report generator entry screen
 - b) list available data bases and queries

- ACTIVITY 3. Design training and support program for REOs and Inspectorate
- a) train staff in use of Schools Profile
 - b) develop feedback system and materials
 - c) work with REOs, Inspectors to design information flow procedures

- ACTIVITY 4. Write procedures for acquisition and management of data from new sources

OBJECTIVE II. The core procedures of the MIS will be operational

"Core" procedures include: the updating of the Mapping, Schools and Teachers data bases, the preparation of reports for the PS and Director as requested, the generation of scheduled reports and/or updates which will be made available to the PS, Director, REOs,

Inspectors, as appropriate, plus information flow between the REOs, Inspectorate and MIS.

ACTIVITY 1. Make MIS operational at REOs

- a) train staff at Regional Education Offices
- b) implement feedback procedures - for updating Mapping data base
- c) facilitate information flow between REOs and PS/Dir., schools

ACTIVITY 2. Do data entry - annual survey

- a) train/supervise data entry operators
- b) use established procedures for getting survey sheets to/from CSO

ACTIVITY 3. Produce Swaziland Education in Pictures

ACTIVITY 4. Produce reports - as requested and for scheduled updates

OBJECTIVE III. Implementation of the procedures for the acquisition and management of data from new sources will begin

As the system of information flow increases, new sources of data will arise. The first two sources are TSC and CA. MIS will modify the established procedures for data collection as required to meet the needs of the new sources. It will modify the management tools and procedures as needed.

ACTIVITY 1. support TSC computerisation

- a) with input from Computer Centre, provide input on establishing and managing data bases
- b) establish procedures for dissemination of data to MIS
- c) provide support for training of data entry operators

ACTIVITY 2. support CA data collection and analysis

- a) develop procedures and tools for answer sheet design
- b) train staff of Regional Education Offices on use of SCANTRON
- c) establish procedures through which SCANTRON data is transmitted from Regional Education Offices to schools, the MIS and the CA component of EPMT
- d) for SCANTRON marking at national level, train personnel and monitor use of equipment.

ACTIVITY 3. work with CA to analyze results of national test

- a) generate research-appropriate questions
- b) based on a), plan research study related to pupil achievement
- c) manage research effort

Tasks/Activities

Tasks/activities which are ongoing do not appear on the Gantt chart. These include the following:

- 1) Production of reports based on requests
- 2) production of updated/recurring reports
- 3) listing of current data bases, reports and queries
- 4) technical support for MOE and Project personnel
- 5) training of Project personnel

Annual Consulting Schedule

<u>Date</u>	<u>Consultant</u>	<u>Purpose</u>	<u>Cost</u>
Oct. - Nov., '92 (3 weeks)	Dr. Rick Johnson	complete SCANTRON programming and answer sheet development TSC	E???
Feb. - March, 1993 (3 weeks)		TSC/CA	E???
Oct. '92 (3 weeks)	Dr. Bill English	TSC computerisation design	E???
Feb. '93		TSC	E???

Annual Training Schedule

<u>No. of days</u>	<u>Who</u>	<u>Purpose</u>	<u>Cost</u>
20 (2 X 2 weeks)	MIS counterpart	Intermediate dBASE, Systems design	E???
???	Exams Council ???	???	E???

???IIR Personnel

Cooper Dawson, TA - MIS

???Annual Contract Budget

Annual GOS inputs required

- Office utilities	E350
- MOE telephones	E500
- Materials and supplies	E1,4000
- Use of duplicating machine	E600
- Use of computers and other equipment	E
- Fuel	E3,100
- Use of facilities for meetings	E
- Furniture - offices	E
- Staff time, general	E2,700
- Peace Corps Volunteer living allowance	E7,800
TOTAL	E
U.S. dollars	\$

Equipment purchases

4	SCANTRON 5200s CMR Data Terminals	E???
2	Hard drives (120meg)	E2,200
1	3.5" disk drive	E800

MIS

ISSUES

- I. There is no MIS Specialist counterpart. The goal of having the MIS fully designed and most major function operational by the end of year 3, will become meaningless unless there is a trained individual to sustain the system. Currently, information requests are responded to by EPMT MIS personnel and there is no counterpart working to learn/develop procedures.
- II. Data entry capability is limited/non-existent. As the MIS matures, it increasing will require the ongoing capability to enter new/updated data. Currently there are no MOE personnel assigned and/or trained in data entry who are available to perform this ongoing task. We treat each need for data entry as an isolated instance.
- III. TSC data continues to be unreliable as there is no computer based record keeping process. Since TSC data forms a vital component of the MIS data base, this is a critical issue.

RECOMMENDATIONS

- I. The MOE should be assisted to arrive at a solution to the RPU staffing problems. A Senior Planning Officer post at Grade 22 has been created and this may lead to the assignment of an appropriate counterpart. EPMT should develop alternate strategies for securing such a person. For example, placing the MIS function in some other department where appropriate staff is available/obtainable may be a solution. A time limit should be set for RPU to appropriate staff, after which, EPMT would refocus its effort toward other departments.
- II. Data entry operators from TSC are currently being trained. These persons - or others - should be seen as the MOE data entry personnel and assigned data entry tasks by RPU (MIS), TSC and other departments as appropriate. Data entry training and supervision and scheduling should be done initially by the EPMT MIS Specialist, with the work continuing under the MIS Specialist counterpart.
- III. TSC and MIS have met to begin the computerisation process. It should continue to be a high priority for MIS for year 3.

ANNUAL IMPLEMENTATION PLAN
CONTINUOUS ASSESSMENT

1st August 1992 to 31st July 1993

I. Introduction

The Continuous Assessment (CA) component of the EPMT Project is providing technical assistance to the Ministry of Education in order to establish a comprehensive system of testing and remedial instruction in Swaziland's primary schools with the ultimate goal of improving the quality and the efficiency of primary education. All testing is criterion-referenced or objectives-based, and the information generated by all testing activities is to be used to diagnose learning difficulties for which appropriate remedial instruction is to be provided in a timely manner.

Three types of tests are being developed for each grade level: (a) lesson tests, (b) unit tests, and (c) three end-of-term tests. Classroom teachers will be trained to develop their own lesson and unit tests; the end-of-term tests are being developed centrally by the CA Unit based at the National Curriculum Centre. Information provided by the lesson, unit, and the first two end-of-term tests will be used to guide further instruction. Information provided by the third term test (the end-of-year test), will be transmitted to the REO's and to the MOE to enable the education officers concerned to diagnose system deficiencies and determine systemwide remedial measures (e.g., policies and implementation strategies to guide the CA programme).

Three types of remedial materials will be developed to enable the teacher to efficiently manage remedial and enrichment activities even in large classes: (a) programmed tutorials using posters or charts which are self-contained (i.e., posters that display both the instructional content and the teaching procedure); (b) self-contained learning modules for group or individual study, and (c) worksheets for drill and practice.

II. Summary of activities by component and relationship to targets

A. EOPS relevant to the component:

Student achievement improved. Continuous Assessment test scores in English and Maths increased over LOP, as measured by MIS and CA data.

The first comparison of CA test scores will be done for Grade 1 at the end of school year 1993, after the Grade 1 pupils all over the country shall have completed one year of CA implementation. At this time all the Grade 1 leavers will take

the end-of-year (3rd term) tests for Maths and English. The results of these tests will be compared with the baseline data which will be established at the end of school year 1992. The comparison will determine whether there is a significant difference between the achievement levels of the two age cohorts that could be attributed to the CA programme.

Baseline data for Grade 1 will be generated by administering the 3rd term Maths and English tests for Grade One, to a stratified random sample of Grade 1 leavers in December, 1992. School selection will be undertaken with assistance from the MIS component.

The following variables might be considered in the sampling:

- a. Geographical location (rather than "urban-rural" which the NCC found difficult to establish because of the mobility of students from rural communities to towns and vice versa); This might be determined by distance of the school from the Regional Education Office and/or the town proper.
- b. School size--i.e., student population
- c. Student-teacher ratios--could be embedded in "school size"
- d. Facilities, furniture, etc. available in the school;
- e. Type of school--i.e., government, parochial, semi-private ("garage schools"), private, etc.
- f. Other variables will be determined on the basis of existing demographic and other data already compiled by the MIS staff.

B. Objectives:

1. To complete the pilot testing of Gr 1 tests and remedial materials.
2. To establish baseline data for evaluating the first year of CA implementation in Grade 1.
3. To introduce the Grade 1 tests and remedial materials in all the primary schools.
4. To develop, pilot test, and revise the CA materials for Grades 2 and 3.
5. To start the development of prototype tests and remedial

materials for Grades 4 and 5.

6. To further develop the professional capabilities of the Continuous Assessment Unit through long-term and short-term training programmes relevant to continuous assessment and remedial instruction.
7. To stimulate and support collaborative efforts among the NCC, TTCs, and UNISWA to enable them to develop appropriate training programmes that integrate CA concepts and procedures in pre-service teacher education curricula.
8. To work out with NCC and the Ministry the gradual institutionalization of the Continuous Assessment programme in order to ensure its sustainability after technical assistance is withdrawn.

C. Activities (by objective)

Specific activities that are relevant to each of the objectives enumerated above are listed in this section. Budget estimates for each activity are also indicated for both the EPMT project's (in US dollars) and the Government of Swaziland (in Emalageni). GOS budget estimates indicated here are for inclusion in the Ministry's "capital budget" allocation for EPMT.

1.0 Complete pilot testing activities in Gr 1.

Pilot testing in the 16 CA pilot schools is guided by the proposed model shown in Appendix A. This model consists of an initial training workshop for pilot school faculty, tryout and data collection, data analysis, feedback seminar, and revision prior to nationwide implementation. One important feature of this model is the feedback seminar during which the CA staff and the pilot school faculty discuss the pilot test results and jointly decide how the tests and remedial materials are to be revised.

The first and second term tests for Grade 1 have been pilot tested. However, because of time constraints, the third term tests were not pilot tested. Instead, the tests were subjected to an in-house expert appraisal by the CA staff with Dr. R. K. Hambleton, the short-term consultant on criterion-referenced testing, and Dr. A. Pasigna, the CA Advisor. The revised tests resulting from this exercise will be used at the end of the present school year to establish baseline data for Grade 1.

<u>ACTIVITY</u>	<u>BUDGET (\$)</u>	<u>ITEMS</u>	<u>GOS (E)</u>	<u>ITEMS</u>
1.1 Analyse 2nd term pilot test data.	300	Mat'ls & supplies		
1.2 Hold 1-day feedback seminar (Gr 1).	800	Lunch & tea	1,500	Transport
1.3 Hold one-day seminar for Maths and English subject panels.	1,000 2,000	Lunch/teas Mat'ls	2,500 100	Transport Communication

2.0 Establish baseline data for evaluating the first year of CA implementation in Grade 1.

The end-of-year (3rd term) tests for Grade 1 will be administered from 23rd November through 7th December 1992 to Grade 1 leavers of a stratified sample of 80 schools (20 per region)--roughly 15 percent of the total number of primary schools in the country. This exercise is extremely important and must be given top priority because it will generate the baseline data for the grade. One foreseeable problem with this schedule would be that a good number of the regional teams who are to administer these tests might also be marking the Exams Council tests at this time. If this is the case, the Ministry must help the project to find ways to ensure that the test administrators are available to conduct the tests as scheduled. The project could provide incentives for the administrators by providing them with a reasonable per diem for each full day of testing in the schools.

<u>ACTIVITY</u>	<u>BUDGET (\$)</u>	<u>ITEMS</u>	<u>GOS (E)</u>	<u>ITEMS</u>
2.1 Train test administrators.	(Budgeted as 3.2 below.)			
2.2 Administer Gr 1 3rd term test to sample of Gr 1 leavers.	2,500 100 600 300 2,000	Stud bklt Tchr Inst Charts Scoring sheets Per diems	10,000 300	Transport Communication

3.0 Introduce Grade 1 CA materials in all primary schools.

Nationwide dissemination of CA materials in the first grade is scheduled for School Year 1993. It is expected that the most important outcome of this first year of implementation will be valuable information that will guide implementation strategies to be used with subsequent grades. For example, the proposed strategy (discussed below) for the massive training of all teachers in all the primary schools, starting with those teaching in the first grade, will be tried out for the first time. It is anticipated that the first year's experience will reveal whether or not this training model needs any modifications. Other logistical strategies that will be tried out for the first time

include mass production and distribution of CA materials to all the schools, the use of Scantron sheets for scoring tests for national data capture, and systemwide analysis of test results.

In order to minimize costs, the training of first grade teachers will be conducted in-house through "Local Inservice Teacher Specialists" or LITS (who are mostly head teachers), with one LIT per school. That is, the head teacher (or the classroom teacher designated as the LIT for that school) will be responsible for training the teachers in that school. In schools where there are no existing LITs, the head teacher will automatically become the LIT, unless that head teacher prefers to assign this responsibility to one of his/her teachers. Regional teams, trained by the CA staff, will train the 535 LITs and an additional 80 Grade 1 teachers (20 from each region) how to implement the CA programme--i.e., how to administer and score the tests, how to use test results for diagnostic purposes, how to select remedial strategies and use remedial materials, how to use the forms for reporting student progress, etc. (The addition of the Grade 1 teachers to the trainee group composed of LITs will enable the project to determine whether or not there is a significant difference between the performance of teachers who are trained directly by the regional teams and those trained by the LITS. This information will be useful in deciding how teachers in subsequent grades should be trained.) Head teachers will also be trained in basic supervisory and administrative functions directly related to CA implementation.

On training costs: As indicated in the training model (Appendix B) the EPMT project will fund the training of the regional teams and the 80 teachers (i.e., training materials and room and board). The Ministry will be responsible for the training materials and the teas for the in-house training of teachers by the LITS, as well as all expenses related to the one-day workshop for all head teachers and Grade 1 teachers to sensitize them to the CA programme--i.e., CA concepts, philosophy, and plans for implementation in Swaziland.

Major activities relevant to the introduction of the CA programme in Grade 1 are listed below.

<u>ACTIVITY</u>	<u>BUDGET (E)</u>	<u>ITEMS</u>	<u>GOS (E)</u>	<u>ITEMS</u>
3.1 Revise, print Gr 1 mat'ls for nationwide implementation.	1,000	Master copies	130,000	Tests (Consumable)
			60,000	Remedial mat'ls (Reusable)
			12,000	Scantron sheets (Consumable)
			75,000	Other student mat'ls
			25,000	Tchrs handbooks (Reusable)
3.2 Train regional trainers.	28,000	Accom, meals Mat'ls, supplies	6,000	Transport
			10,000	300

3.3 Train 636 LITS & 80 Tchrs	108,700 8,500	Accom, meals Mat'ls, supplies	10,000	Transport
3.4 Train all Gr 1 tchrs thru LITS/MTs.			8,000 150,000	Tees Mat'ls
3.5 First testing & systemwide analysis of results	12,000 50	Scantron sheets Data analysis	8,000	Distribution
3.6 Fullscale implementation of CA in Gr 1.	(Budgeted in 3.1 above.)			

4.0 Develop, pilot test, and revise CA materials for Gr 2 & 3.

Prototype versions of Grade 2 tests shall have been completed in Year Two. Test development for Grade 3 will be completed in Year Three. The tests will be tried out in the pilot schools and revised after each school term. Remedial materials for both grades will be developed on the basis of the pilot test results. Specific activities are listed below with the corresponding budget estimates.

<u>ACTIVITY</u>	<u>BUDGET (\$)</u>	<u>ITEMS</u>	<u>GOS (\$)</u>	<u>ITEMS</u>
4.1 Revise, print Gr 2&3 mat'ls for pilot testing.	6,000 supplies	Mat'ls &		
4.2 Train Gr 2 & 3 pilot school teachers.	18,400 11,000 16,260	Accom Meals Mat'ls	6,000	Transport
4.3 Conduct pilot testing in Gr 2&3.	500	Supplies	10,000 500	Transport Communications
4.4 Analyse Gr 2&3 pilot test data.	300	Mat'ls &		
4.5 Hold Gr 2&3 feedback seminars.	3,000 200	Lunch, tea Supplies	2,000	Transport
4.6 Start revision of materials for implementation	500	Mat'ls & supplies		

5.0 To start the development of prototype tests and remedial materials for Grades 4 and 5.

Although the writing of objectives for these two grades will be started as early as September 1992, the test development workshop for the pilot school teachers in these two grades will be held in January 1993. This is because the CA staff will be faced with an extremely tight schedule for materials development, pilot testing, teacher training, and implementation activities during this third year of the project. In order to speed up production, it is planned that the two-month interns who will be sent to the University of Massachusetts in February or March 1993 will work on at least two end-of term tests each as part of their internship programme under Dr. Ron Hambleton's supervision.

<u>ACTIVITY</u>	<u>BUDGET (\$)</u>	<u>ITEMS</u>	<u>GOS (E)</u>	<u>ITEMS</u>
5.1 Write Gr 4 & 5 instructional objectives for English and Maths.	200	Mat'ls & supplies		
5.2 Train Gr 4 and 5 pilot school tchrs in test development.	28,000	Accom & meals	6,000	Transport
	17,000	Mat'ls		
5.3 Undertake learner verification & revision (LVR) in lab schools.	600	Mat'ls		
5.4 Develop prototype tests & remedial materials for Gr 4 & 5.	1,000	Mat & supp		

6.0 Further enhance the professional capabilities of the CA staff through long- and short-term training programmes in U.S. educational institutions.

In order to further develop the professional capabilities of the Continuous Assessment Unit, one member of the NCC-CA staff has been selected to start a training programme in educational measurement and instructional development, leading towards a Master of Education degree, in one of the U.S. universities. In addition, two members of the NCC-CA staff have been selected to go on the next six-month internships at the University of Massachusetts starting in September of this year. The internship programme includes: (a) production of the Grade 3 end-of-term tests for English and Maths under the guidance of Dr. Ronald Hambleton, (b) auditing in two graduate courses taught by Dr. Hambleton and one of his research associates, and (c) a study tour to a school system in Hartford, Connecticut (as funds are available). In pursuing the same objective for the Inset staff working parttime with the CA component, two Inset-CA staff will be selected for two-month internships in February-March, 1993. The two-month interns will undergo a similar, but scaled-down, training programme as that planned for the NCC-CA staff.

<u>ACTIVITY</u>	<u>BUDGET (\$)</u>	<u>ITEMS</u>	<u>GOS (E)</u>	<u>ITEMS</u>
6.1 Send one CA staff to a U.S. for a Masters' degree programme.	100	Exit documents	11,500	RT air fare
6.2 Send two CA staff for 6-month internships in the U.S.	200	Exit documents	23,000	RT air fare
6.3 Send two CA (Inset) staff for 2-mo internships in the U.S.	200	Exit documents	23,000	RT air fare

7.0 Facilitate collaboration between TTC's/UNISWA and the NCC in developing appropriate training programmes in continuous assessment and remedial instruction as part of the pre-service teacher education curriculum.

It is clear that, if the CA programme is to be sustained

tests/remedial matls

8. CA-Inset Internships 2 CA-Inset staff 2 mos Feb-Mar'93

V. IIR personnel

One long-term Technical Advisor is required to work with this component of the project:

1. Dr. Aida L. Pasiona, Continuous Assessment Advisor

Expended months of service: 24

Remaining months of service: 12

Dr. Pasiona assumed the responsibilities of CA Advisor in Year One of the Project under a two-year contract. Her services were extended for another year from August 1992 through July 1993.

VI. Annual contract budget

(See attached sheets.)

VII. Annual GOS inputs required

(See attached sheets.)

VIII. Issues and recommendations

1. There are some major policy and administrative issues that the Ministry of Education needs to resolve before CA implementation begins in Grade 1 in school year 1993. For example, the Ministry needs to decide how the implementation is to be funded--i.e., who should pay for the tests, remedial materials, and CA handbooks to be used in the schools.

There is also the matter of printing enough materials prior to the start of implementation in all of the 535 primary schools of the country. The NCC Production Unit cannot handle the production load, and the services of a commercial printer will have to be engaged for the mass production required if we are to start CA implementation as scheduled.

Vital long-term issues that could adversely affect the teachers' attitudes toward CA implementation, if such issues are not addressed early on, include that of the roles that continuous assessment in the schools and the Exams Council end-of-cycle examinations should have in decisions regarding student entry into the next educational level.

RECOMMENDATION: The Ministry should organize a committee whose main function will be to deliberate on and make decisions regarding CA implementation issues such as those described above. The technical assistance team can make recommendations, but the decisions required must be made by the Ministry in a timely manner. A CA committee would help make this possible. The NCC Director has submitted a proposal for the formation of such a committee. It is recommended that the committee be made operational as soon as possible.

2. The CA professional and support staff are not really "fulltime" in that they still need to be involved in the regular NCC/Inset activities that require their attendance and/or services. Furthermore, much of the professional staff's time is also spent in CA's LVR, pilot testing, and training activities--leaving them very little time for the important task of materials development for CA implementation. Similarly, the timely production of CA materials is seriously hampered by the lack of fulltime support staff. The only support staff available to CA are one parttime typist and one parttime artist, both from NCC. As a result, the CA Advisor and some of the professional staff have to spend an inordinate amount of time just attending to production needs.

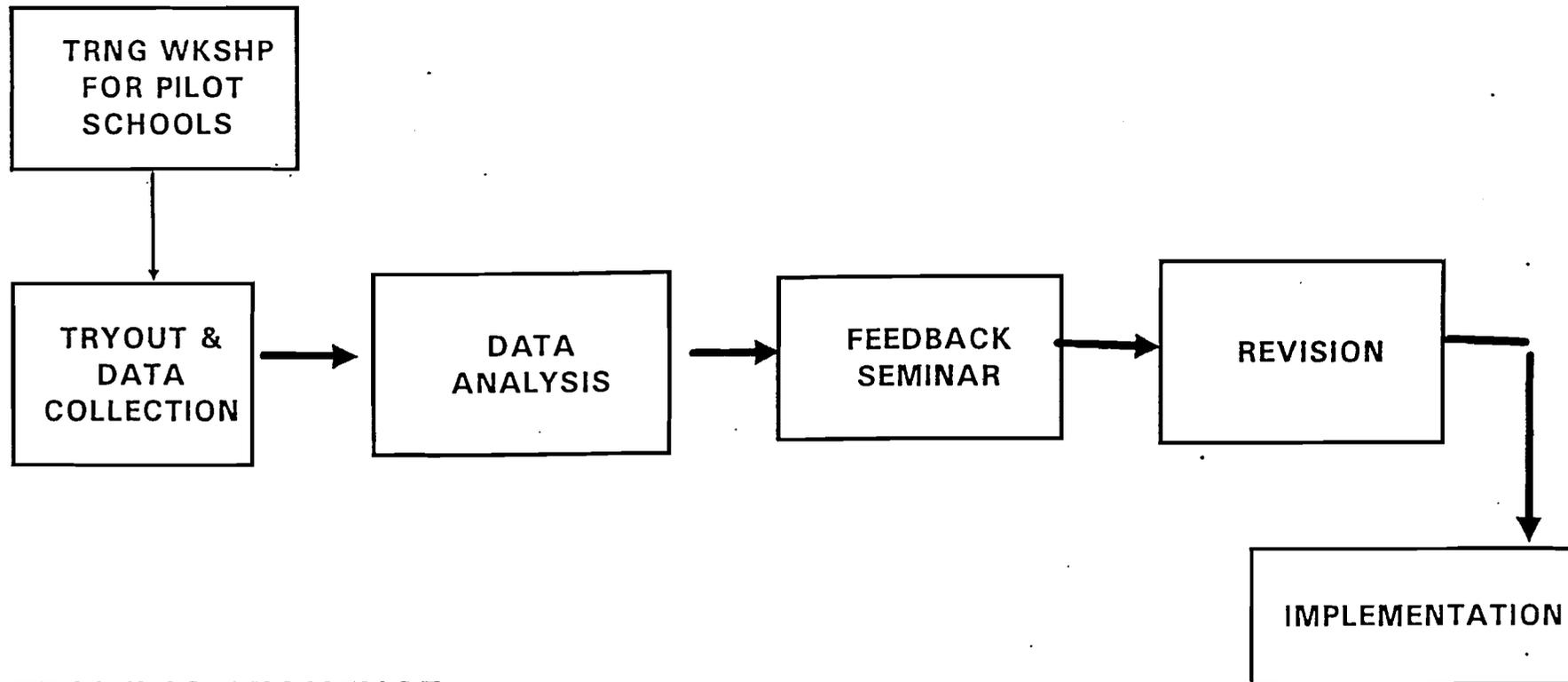
RECOMMENDATIONS: (a) The project should hire a fulltime production assistant who can work efficiently with

Wordperfect, who can be quickly trained in desktop publishing, and who is able to help with illustrations and layout as needed. (b) The project, through the Ministry of Education, should request that one or two Peace Corps Volunteers be assigned to the CA Unit not only to assist in the development/production activities, but also to help in the lab school tryouts and pilot testing activities in the schools. (c) Other NCC staff, such as the teacher leaders, who have had training in test development and pilot testing, could be temporarily seconded to the CA Unit to assist the staff during peak periods of work--e.g., in September and October this year.

IX. Appendices

- A. CA Pilot Testing Model
- B. CA Training Model

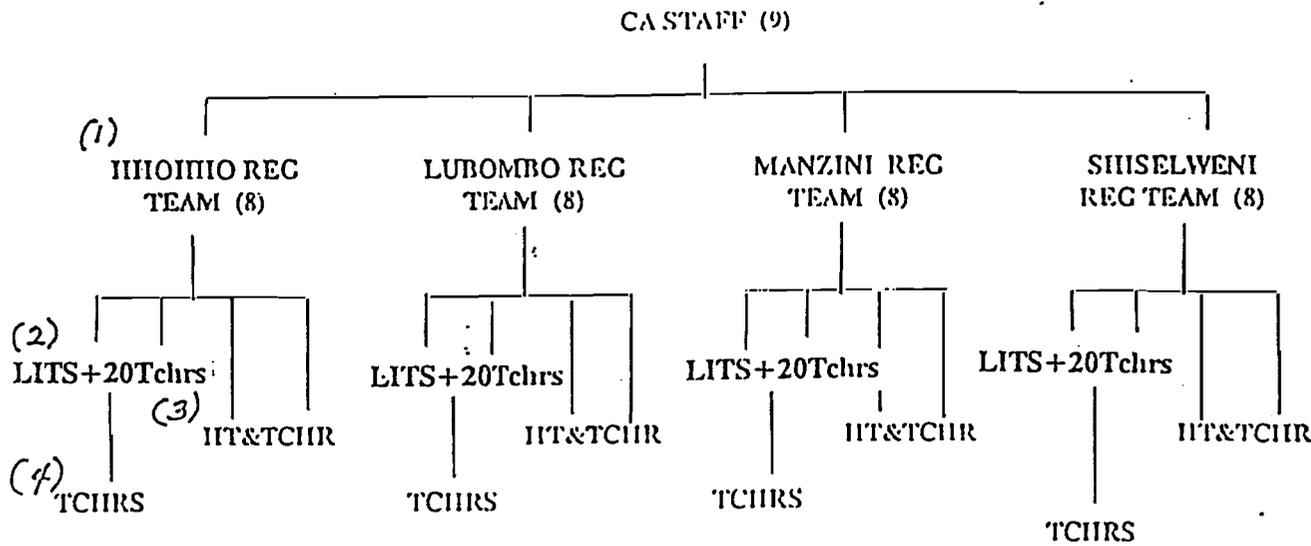
PROPOSED PILOT TESTING MODEL FOR CA



TRAINING SEQUENCE:



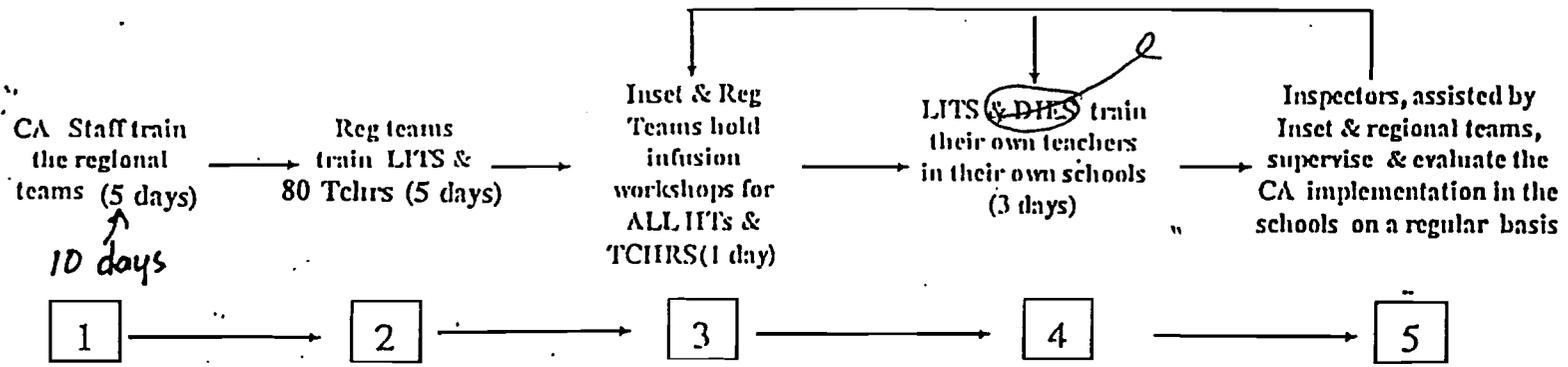
TRAINING STRATEGY FOR THE CA PROGRAMME IN SWAZILAND



EPMT PROJECT EXPENSE		
VENUE	ACCOM	MEALS
MANZINI	YES	YES
REGIONS	YES	YES
REGIONS	NO	NO
SCHOOLS	NO	NO

(NOTE: Each school will have its own LIT. In the case of a school without an existing LIT, it is strongly recommended that the Head Teacher himself/herself be the LIT—or that the HT appoints the LIT—for that school.

TRAINING SEQUENCE:



(ALL EPMT EXPENSE, INCL MATLS)

(ALL HOE EXPENSE, INCLUDING TRAINING MATERIALS/HANDOUTS)

BEST AVAILABLE COPY

**THE PROJECT PLAN FOR THE THIRD YEAR
ANNUAL IMPLEMENTATION PLAN**

HEADTEACHER MANAGEMENT TRAINING

I. INTRODUCTION

Cycle Two begins in August of 1992 for Head Teacher Management Training. Thirty two trainers are assigned to four regional teams and supervised by INSET's Team Leaders and Logistical Coordinators to carry out the training plan. INSET takes over responsibility for the planning, implementation, monitoring and evaluation of the training for Head Teachers. A Supervisor for Management Training will be appointed within INSET to supervise all the functions of this component. The two EPMT hires will work closely with INSET under the department to plan their professional work, and liase with the Project through the Director of INSET for budgetary and Project related items.

II. SUMMARIES OF ACTIVITIES BY COMPONENT AND RELATIONSHIP TO TARGETS.

HEADTEACHER MANAGEMENT TRAINING COMPONENT:

a) EOPS

1. Increased number of children complete seven years of primary school on time.

o Training headteachers in instructional leadership roles to improve the quality of teaching and in resource management to improve the learning environment.

2. Student achievement will be improved.

o Headteachers Management Training Programme will create an impact through improved instructional leadership by school heads.

3. Schools are better managed.

o An additional 200 headteachers of the 500 who still need training will be trained in personnel, organizational , money management and in instructional leadership . Results of the Formative Evaluation will be studied and changes made in the training programme as indicated by need.

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

o Information from the Headteacher Formative Evaluation regarding awareness of career guidance will be used as base line data.

o Instructional modules in Career Guidance have been developed in the Organizational Management Trainers Guide and will be used by trainers and 200 head teachers will receive training in how to infuse career guidance awareness in their schools.

b) OBJECTIVES

1. To enhance the leadership and management skills of two hundred additional Head Teachers through provision of training in POMI areas.

2. To enhance mid-management level administrative skills of primary Inspectors through provision of a Training of Trainers programme in management training plus special training in development and implementation of a supervision model for these inspectors.

3. To enhance awareness of career guidance and continuous assessment supervision among Head Teachers trainees through training modules in instructional leadership and organizational management.

c) ACTIVITIES

1. Train 200 Head Teachers in Mgt. Trng. Course

INSET will provide leadership to supervise and manage the regional training teams already established in Cycle One. This will involve planning sessions in INSET prior to each part of the training to assess logistic needs and to bring the training team together to orient them to the revised materials (modules) and set up teaching assignments.

1a. Evaluate 200 Head Teachers in Mgt. Trng. Course

INSET will brief and supervise the training teams in appropriate methods to test the trainees after each module is completed possibly using machine scoring cards or other simplified methods for rapid scoring. INSET will work with the Project to develop the best means to use a scoring machine and set up a system for marking, recording and reporting test results for purposes of awarding certificates at the end of Cycle Two. A Summary report on Evaluation will be drawn up and presented to the Steering Committee.

1b. Materials Preparation for Training

INSET will assign appropriate work among those working with the staff who will perform management training to prepare all necessary materials for each training session including visual aids, handouts, flip charts, projectors etc. Additionally, Logistic Coordinators with their Team Leaders will order all necessary food supplies for each training session and establish a unified approach between teams to enhance supervision of purchase and distribution of goods to save on costs.

1c. Registration and Notification of Trainees/Trainers

INSET will assign duties with Team Leaders and Logistic Coordinators related to notifying all HT trainees about times and venues for the training, maintain computer based data on registration, attendance and absentees, and register all Trainers who receive training during Cycle Two.

2. Plan and implement a TOT for POMI

Eight new Primary Inspectors plus trainers who missed individual parts of the previous TOT will receive training of trainers in the four areas listed. This will involve hiring two consultants; one in Money Management to assist with this training, and another in personnel, organizational and instructional leadership.

2a. Training of Trainers will be planned and implemented in two areas during the year. It will be necessary to hire two consultants to put on TOT. One training session of two weeks will be put on by the Money Management Consultant, the other consultant will train trainers in Personnel and Organizational Management plus Instructional Leadership. A two day training session for all Inspectors trained to date will occur after the TOT training to orient them to a new supervision model. (2b)

Prior to the training of trainers INSET will suggest scopes of work for the two consultants, confer with the Project management and arrange to hire these people, inform them of specific duties and monitor and assist them to do the work.

2b. Orient POMI trainer Inspectors to use a Supervision Model

After the trainees (inspectors) have had TOT in the four POMI areas, a two day training session will be put on by the same consultant in using and implementing a supervisory model to enhance mid-level management and monitoring of the training already provided to Head Teachers in the country. Sixteen inspectors will then be able to use new approaches with Head Teachers and teachers and develop means to consult and collaborate with a view to remediation of instructional and management problems in schools. Primary schools should as a result be better managed, including how monies are managed and accounts kept; there should be increased cooperation between headteachers and teachers as a supervision model is used and importantly this should enhance classroom instruction and student learning.

3. Enhance Career Guidance and Continuous Assessment Supervision in schools.

Special modules have been developed and will be taught with a view to enhancing awareness and understanding how to administer this work for teachers. This training will be given to Head Teachers and Inspectors, to facilitate the school based (mid-level) needs related to implementation of these areas. Head Teachers will receive additional training from NCC and ETGPS in content and methods in these areas, but Heads have unique roles

**HEAD TEACHER MANAGEMENT TRAINING
BUDGET BY ACTIVITY**

1. Training 200 Head Teachers in POMI 5wks. (E30/day/trainee+housing costs)	\$57,700
1a. Prepare training teams (32) 4days	\$ 5,000
1b. Evaluate 200 HTs (scantron)	\$ 2350
1c. Materials Preparation (5 trng sessions) and register trainees	\$ 1500
1d. Mgt. Trng. Staff Seminars (10)	\$ 600
2. Train Trainers, Inspectors, Money Mgt (2wk)	\$ 3500
2a. Hire consultants for TOT POMI	\$17,700
2b. Train Trainers, Inspectors, POI	\$ 4900
3. Enhance CA/CG (see 1 above)	
4. Print 1250 training books	\$24,000
5. Provide incentive programme	\$15,200
5a. Salaries incentive for 12 HTs.x20d.	\$12,000
6. Salaries 2 Mgt Trainers	\$22,500
Total	\$166, 950

GOS CONTRIBUTION

1. Salaries for 232 people	R 300,000
1a. Transport to venues (R100x200px5)	R 100,000*
3. Provide incentive costs (Bus transportation, drivers, gas x 18 days)	R 2000.00*
3a. Salaries for HT (now \$ budget)	R 0
4. Use of offices and equipment	R 12,000

*Need to add on to Swazi budget

in encouraging, supervising and monitoring CA and Career Guidance in their schools.

4. Publish training Materials, 1250 copies of training books. Training materials have been revised and reformatted for Cycle Two resulting from assessments made in Cycle One related to needed changes. All materials are filed in hard copy and on computer disc.

5. Provide Incentives to Trainers according to agreed scheme.

[d) GANNT CHART (see page ON PHYLLIS' computer

HEAD TEACHER MANAGEMENT TRAINING

BUDGET BY ACTIVITY

	US\$	GOS
1. Training 200 Head Teachers in POMI, 5 wks.	41,428	*
1a. Evaluate 200 Head Teachers	2350	
1b. Material preparation	1500	
1c. Register trainees		
2. Train Trainers, Inspectors, Money Mgt	3000	
2a. Hire consultants for TOT	17,700	
2b. Train Trainers, Inspectors, POI	4500	
3. Enhance CA/CG		
4. Print 1250 training books	24,000	
5. Provide incentives	15,200	
6. Monitor 2 Mgt. Trainers (salaries)	22,000	
Total	286,712	

*GOS Costs as follows: #1 above= Salaries	R 300,000
1a. =Transport to venues costs =	R 100,000
#2. Train trainees, salaries costs=	R 22,800
#3. Provide incentives costs =	R 36,000
EPMT office and equipment use=	R 12,000
Total	R 470,800

III. ANNUAL CONSULTING SCHEDULE

1. Mr. Ron Martin, October TBA TOT Money Management
2. Dr. Harold Bergsma, May 24- June 29, TOT in POI and training to Inspectors in Supervision model implementation.

IV. TRAINING SCHEDULE

TRAINING SCHEDULE/ INSET CYCLE 2, 1992

EVENT	DATES	VENUE/PRESENTER
Money Mgt. Trng. 200 H.T,	Aug. 17-24	TTCs/ 4 teams
Money Mgt. Trng. TOT, 8 Inspectors =EPMT hire = others	Oct. 5-16	SIMPA, R. MARTIN
TOT use of new texts, test method	Dec. 1-2	George, Inset staff
Instructional Lead. Personnel Mgt. 200 Head Teachers	Feb., Mar. TBA	Prison and SIMPA
Organizational Mgt. 200 Head Teachers	May 3-7	TTCs, 4 teams
TOT in POI to 8 new =8 old Inspectors + Supervision methods	May 24- June	SIMPA, Bergsma + 3 Mgt. Trainers

V. IIR PERSONNEL

VI. ANNUAL CONTRACT BUDGET

VII. ANNUAL GOS INPUTS REQUIRED

[The major costs for GOS relate to salaries, use of government facilities, vehicles and a large cost for reimbursement for travel allowances for all trainees who come to residential training sites and receive reimbursement. These costs are itemized on the budget above.] Total estimated costs for Management Training are E 470800 per year.

VIII.

ISSUES AND RECOMMENDATIONS

1. Need for establishing workable management scheme to enhance work between INSET office and Management Training Office.

Recommendation:

The 2 Mgt. Trainers report to the Department Head each week to arrange to meet with the Director of INSET each week on a agreed upon schedule to discuss weekly, monthly and annual plans, Gannt Chart targets, budget, logistics and ways to interface regularly with INSET in staff meeting agenda.

Bring Team Leaders and Logistic Coordinators with Mgt. Trainers once monthly to plan for training schedule to be posted at INSET and Mgt. Trng. Office. This meeting could be chaired by the new Department Head for Management Training.

2. Provide Incentives to Trainers

Recommendation:

Director of INSET and COP meet to discuss implementation of the incentive plan when it is approved . The incentive plan is designed to provide a special programme for INSET Lecturers and Inspectors who were trainers.

3. " Departmentalize" INSET at least to the extent that a special area be designated for Management Training and a person made responsible for all functions of supervision and monitoring this programme. Appoint a Supervisor for Management Training.

Recommendation:

In addition to the Regional Team Leaders and Logistic Coordinators, a Supervisor needs to be appointed who would monitor the following and have special responsibility to ensure that this programme is on target. The two EPMT hires would report to this INSET person on a regular basis.

Below are areas that the Supervisor would supervise.

a. Monitor Budget, get funds from EPMT, expend, report. (Mathembi and Queenith as assistant)

b. Maintain, organize, file, monitor office functions and contact Dr. Allen weekly for meetings, Q@Queenith with Mathembi as assistant)

c. Organize cars and transportation. The 080 ED bakkie will be turned over to INSET but remain at the Management Training Office for primary use related to this component. INSET will need to appoint a supervisor for transportation to replace Mr. I. Semilane. Mr. D. Mlambo could be trained to carry out this vital task and report to the Supervisor and Director.

d. Be designated as overall supervisor for Management Training for Head Teachers, to monitor delegated tasks(a to e), to organize the Team Leaders and Logistic Coordinators and report to Director regularly , call staff meetings in Mgt. Trng. office, check those responsible for other tasks.

e. Maintain inventory of all textual materials printed and establish a safe means for storage of these materials, order additional copies as needed for training and distribute to Team Leaders. M. Dlamini could function well in this role.

f. The two EPMT hires will be responsible to ensure that all arrangements with EPMT for funds, reporting expenditures, ordering supplies and writing necessary reports requested by the Chief of Party. These two will attend staff meetings at the EPMT office, receive EPMT circulars and notices and assist where possible with Project related planning, working through the Director of INSET. These two staff members will do all their professional training work under INSET and work in collaboration with the Supervisor for Management Training. Mr. M. Dlamini could be designated office manager with Mrs. Q. Ginindza as his deputy.

4. INSET has not yet been designated as a unit having separate status. It is recommended that high priority be given to assisting INSET to get its own identity, its own budget (vote) and improved facilities.

Tied to this is the need to assist INSET in its efforts in the Ministry of Education to up-grade its staff so that they are on grade parity with NCC lecturers.