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**EDUCATIONAL POLICY MANAGEMENT
AND TECHNOLOGY PROJECT**

**SEMI-ANNUAL REPORT
FOR THE PERIOD
1 FEBRUARY - 31 JULY 1991**

SECTION 1

INTRODUCTION

Staffing:

The Educational Policy, Management and Technology Project commenced in August 1990. The Institute for International Research was appointed as contractor for the project and provided four long term technical advisors to work with the Ministry of education in the implementation of the project.

The four technical advisors are:

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

Dr Johnson tendered his resignation during the year which will become effective at the end of August 1991. Telephone interviews were carried out in June 1991 with candidates nominated by IIR as his replacement.

Dr Philip Christensen was selected and he joined the project team on 19 August 1991.

In December 1990 Mrs Pasigna successfully defended her doctorate dissertation and was awarded her Ph.D. in March 1991.

Consultants

The following consultants worked on the project during the year:

i) Dr Lily Chu

Dr Lily Chu spent two weeks in Swaziland in October 1991 familiarising herself with the existing career guidance activities and holding discussions with the staff of the Educational Testing Guidance and Psychological Service (ETGPS).

She returned in January 1991 and carried out a three month consultancy during which she undertook training workshops with ETGPS staff, teacher training staff and regional inspectors.

USAID agreed that remaining consultancies planned for the first two years of the project should be consolidated into one year of continuous technical assistance. Dr Chu will occupy this position in the second year of the project.

ii) Miss Joanne Capper

Miss Capper carried out two workshops on Criterion Referenced Testing (CRT) in November 1990 for staff of NCC, INSET and regional inspectors. She then worked with Aida Pasigna on the development of a CRT training handbook.

iii) Dr Mike Molenda

Dr Molenda carried out a two days workshop in January 1991 on remediation for NCC and INSET staff.

iv) Dr Malangeni Simelane

Dr Simelane worked with Roy Thompson on Phase 1 of a research study into matters affecting decision processes from May to July 1991.

v) Mr Kevin Braim

Mr Kevin Braim carried out a two week training workshop for NCC staff on desk-top publishing in June 1991.

vi) Dr Ron Hambleton and Mr Mohapi Malaka

Dr Ron Hambleton assisted by Mr Malaka carried out two one week workshops on criterion referenced testing with two groups of 50 Primary School headteachers and Grade 1 teachers in July 1991.

In addition to the consultancies, staff from ETGPS, NCC Examinations and INSET were trained in word processing by Computronics and four groups of regional trainers were trained in Money Management by Swaziland Business Development and Commercial Training Services on a two week workshop in July 1991.

Local Hire Staff

An Administrative Assistant and a Project Secretary were hired in September 1990. The original Administrative Assistant and her replacement both resigned. Presently the post is held by Mr Ray Maseko who was appointed early May 1991. The project secretary is Miss Phyllis Mncina.

USAID agreed in June 1991 that two person should be recruited by the project to assist INSET staff in the development of management training of trainers and organisation of workshops for Headmaster Management Training. Selected candidates will start work early in the second year of the project.

Ministry of Education staff

In September 1990 a Ministry of Education counterpart was appointed for each member of the technical assistance team.

They were as follows:

<u>Team Members</u>	<u>MOE Counterparts</u>
Roy Thompson	Cranmer Magagula-Acting Chief Inspector (Primary)
Rick Johnson	Elphas Dlamini-Acting Head Research and Planning Unit
Harold Bergsma	Irma Allen- Acting Director, In-Service and Training Unit.
Aida Passigna	Badelisa Dlamini-Acting Director, National Curriculum Centre.

NOTE:

Cranmer Magagula was replaced by Hugh Magagula on his return from study leave in July 1991.
Badelisa Dlamini was replaced by Meshack Mabuza on his return from study leave in December 1990.

Good relations were established with the counterparts but the development of the project was severely hampered by the shortage of Swazi staff in the various units with which the T.A. team had to work.

Negotiations went on with MOE throughout the year but it wasn't until June 1991 that breakthroughs were achieved. Then two vacancies at INSET were filled with Primary school Headteachers to work on Headmaster Management Training and seven new appointees were posted to NCC to work on Continuous Assessment.

At the end of the year two vacant posts in the Research and Planning Unit had not been filled and the MIS Advisor was working alone on establishing a data bank for the Ministry.

The Ministry of Education has requested Ministry of Labour and Public Services to create three new guidance officer posts in ETGPS in November 1990. At the end of the year these posts had not been approved.

In addition to the lack of professional staff, a shortage of secretarial staff severely hampered the development of the Management Training and Continuous Assessment components of the project. The Advisors were wasting a lot of professional time in doing their own typing and the situation will become very critical when the development of materials gathers pace.

Project Management

By the end of the year, the management procedures of the project had been established.

The project office in the Ministry of Education was functioning well and was able to support the operational activities of the project satisfactorily. It was equipped with a computer, a fax machine, typewriter, photocopier, a direct telephone line and had been allocated three offices for the Chief of Party, the Administrative Assistant and the Project Secretary.

The MIS Advisor was allocated an office in the Research and Planning Unit and in July 1991 the newly appointed Career Guidance Advisor was allocated an office next to the Chief of Party and close to the staff of ETGPS.

The situation in Manzini was not nearly so satisfactory. No spare offices existed at either NCC or INSET for the advisors and USAID agreed that two of the William Pitcher houses administered by them could be used temporarily as offices for the project.

At the end of the year only one of these offices had been provided with furniture. However, equipment in the form of computers, printers and photocopiers had been supplied by the project. No telephone lines were available for the Manzini offices which severely hampered communication.

Workshops

The project office was able to provide adequate logistic support for the various workshops mounted during the year, but there were problems connected with meal allowance which were based on Government rates and which were considered to be inadequate. However, the biggest problem concerned the re-imbusement of travel costs by the Ministry of Education. A sum of E 385,000 had been allocated for MOE project related expenses in the estimates for 1991/92 but all this money had been transferred to the Ministry of Works account for the building of a TIDC. At the end of the year this matter was still unresolved and training in the second project year was under threat.

Procurement

Some equipment was supplied in October 1990 to enable the project to begin functioning.

The main procurement order for the project office and the operational units with which the technical assistance team was working was approved by USAID in May 1991. By the end of the year only a part of the procurement had actually arrived, although two shipments were said to be on the way.

Despite requests for 230v 50Hz equipment we were supplied with 110v 60Hz equipment all of which required transformers.

Participant Training

In the original contract IIR was required in the first year to send two persons for M.A. courses from the Educational Testing Guidance, and Psychological Service and educational administration. In fact this did not prove possible as only one possible candidate was available in ETGPS and none in administration. Nomsa Lukhele was accepted as a candidate by USAID but at the end of the year, she had not been finally accepted by a University as her TOEFL results were still awaited.

Two persons were to be sent for 6 month internships in continuous assessment. However, as the appointment of staff at NCC for continuous assessment work was delayed until June 1991, a selection for the internships was not made until late July. At the end of the year processing of the candidates, Tim Nsingwane and Concilia Munro was underway and it was hoped to send them to the University of Massachussets in early September 1991. They are to be attached to a school system using continuous assessment, attend some classes at the University and work with Ron Hambleton on materials for the next round of Grade 1 teacher training.

SECTION 2

ACTIVITIES BY COMPONENT

Organisation and Management

Activities carried out

The activities carried out by the Chief of Party in relation to project management are detailed in Section 1.

The major activities in relation to the organisation and management component of the project were as follows:

Steering Committee

The Steering Committee consisting of the technical assistance team, their counterparts and USAID representatives and chaired by the Director of Education met every other week for most of the year. It was an effective forum for highlighting the many teething problems faced by the project and for keeping MOE and USAID abreast of developments.

However, it was decided in June, that operational concerns were becoming paramount and that smaller groups of people involved in component operations should take over the detailed consideration of operational plans. Major issues would be discussed by a small group consisting of the Director of Education, the Chief of Party and USAID representatives.

The full Steering Committee would meet the last Monday of every month to receive reports from the smaller groups.

Inaugural Conference

An inaugural conference with some 80 participants from all levels of the education system was held in October 1990 at the Royal Swazi Convention Centre.

The conference which was opened by the Minister for Education and the Acting U.S. Ambassador focused on the five components of the project and ways of tackling foreseen problems in their implementation. The conference was also useful in introducing the T.A. team to important members of the education team.

The report of the conference was distributed in January 1991.

Senior Staff Seminar

Two senior staff seminars were held during the year. The first was based on the project Work Plan for year 1 and involved Senior Staff from the Ministry, NCC and INSET.

The seminar focused on what was planned, the involvement of Ministry staff at various levels in the system and the processes which would have to be followed to implement the plans.

The second seminar with the theme 'Enhancing Learning' was a follow up to the Inaugural Conference. Participants were drawn from MOE, NCC INSET TTC's, REOs and the Faculty of Education, UNISWA.

The Director NCC, Rev M.B. Mabuza delivered the theme paper and groups then discussed ways of implementing project activities related to learning. A set of 'follow-up actions' were defined and later presented to MOE for consideration.

Decision Process Study

A survey of the education system was undertaken during the year. The purpose of the survey was to identify problems which had a direct effect on the decision making and implementation process.

Some eighty persons from the Ministry, Regional Education Officers, NCC, INSET and TTCs were interviewed and completed a research instrument which was designed to highlight problems which had serious impact on the effectiveness of the education system.

A postal survey of schools was carried out which asked respondents to rank the ten most serious problems affecting their schools from a list of sixty. 165 completed instruments were returned.

At the end of the year the report of the survey was being drafted.

Continuous Assessment Internships

It had been planned to place two members of the NCC team working on continuous assessment in internships with agencies using continuous assessment. However, the team to work on C.A was not appointed until July 1991. At the end of the year two candidates had been identified and their processing was underway.

It was planned for them to proceed to the U.S. for their internships in early September 1991.

Request for PCVs

Two PCVs who should have been posted to TIDCs were allocated in January 1991 to assist INSET in the preparation for Headteacher management training. They have proved invaluable.

A request was made in March 1991 for 4 more PCVs - 2 to assist in the development of continuous assessment materials, 1 to assist in the computer work related to the Management Information System and one for the planned new TIDC at Siphofaneni.

These PCVs are requested to take up their posts in January 1992. However, because of delays in plans preparation for the new TIDC, the PCV requested for the post there may have to be re-located temporarily.

Work Plans

In early November 1990 the work plan for the first year of the project and the work plan and budget for the life of the project were completed and submitted to MOE and USAID. The plans were accepted with a few recommendations for amendment.

In July 1991 planning commenced for the second year work plan and budget which was submitted to MOE and USAID in late August 1991.

Reports

Quarterly reports were submitted to MOE and USAID in November 1991, February and May 1992 and the annual report was being prepared at the end of the year.

Constraints

The major constraints concerning Organisation and Management during the year were as follows:

- a) The problems concerned with the post of Administrative Assistant. Two occupants of this posts stayed for a short period and there were long periods during which the post was unoccupied which placed a heavy burden on the Chief of Party. The present occupant of the post did not start until May 1991.
- b) The problem of continuous assessment consultancies. It was originally intended to sub-contract the University of Massachusetts to provide the short term assistance, but a disagreement arose over how this assistance was to be rendered. The sub-contract was not finally signed until 1991 with a resultant delay in the approval of the contract budget and in providing consultancies to the continuous assessment component.
- c) The problem of travel claims. Until June 1991 workshops had mainly involved the training of NCC and INSET staff and travel claims had not arise. In July 1991, a workshop for regional training teams for management training and two workshops for Grade 1 teachers in criterion referenced testing were held and these involved travelling by the participants. It was then discovered that no funds for project travel claims or other operating expenses had been allocated to the Ministry.

IIR provided funds to pay the travel claims involved, but at the end of the year, this problem had not been resolved.

- d) The problem of availability of key local personnel. The project is placing a heavy burden on key personnel in the Ministry of Education and it is sometimes difficult for project staff to meet with them for policy discussions.
- e) The Project Advisory Committee which did not meet because of commitments of the Principal Secretary and also of members from other Ministries.

Management Information System

Activities carried out

1. Assess methods for conducting continuous assessment, including data entry.

Progress on this task was minuscule, as the schedule for the continuous assessment component has slipped at least six months. However, a list of equipment, including a mark scanner, and a sample of draft answer forms has been drawn up and ordered from the United States. The mark scanner is a solidly built unit which will transfer data directly from mark sheets into microcomputers which exist at the REOs.

The assumption is that tests will be taken from the schools to the REOs and passed through the scanner where incorrect answers and the total score will be marked on the tests.

The computer programme will print a diagnostic /prescriptive set of suggestions which will be attached to the answer sheets and returned immediately to the schools for action. Data retained in the computer will be placed on disk and the disk sent to the RPU for statistical summarisation; the results will be given to the CA section for action.

2. Produce a draft design of MIS including dissemination procedures.

The design of the MIS is moving through the third draft stage. The Research and Planning Unit (RPU) apparently will never have the personnel nor the authority to collect school data directly on an annual basis. Consequently the design is becoming that of an educational data coordination/exchange approach, with data feeding back and forth between the RPU and the Central Statistics Office (CSO), the Teacher Service Commission (TSC), and the Computer Centre(CC). The RPU consolidates the data and provides management and other interested parties with both raw data and summary statistics.

The CSO has provided a copy of their complete database on the 1989 returns, in machine readable format. Some statistics have been calculated and were used in a recent pupil:teacher ratio conference. In a sort of exchange, the RPU provided a copy of the updated school listing, with numerous new schools shown to the CSO. We also assisted in providing programming suggestions for their dBase validation of input.

The CC gave us a complete listing of all government-paid teachers in the country in machine readable format. These were used in comparing the number of paid teachers at each school with the number authorised by the government. The RPU found a large number of unexplainable teachers in the system, and determined that they were either dead or retired (but not being paid). Consequently these findings were given to the CC who edited their files.

Interaction with the TSC has been more intensive and extensive; a description will illustrate both the problems and the proposed approach being taken. The computerisation of the teacher records started four years ago with the entry of secondary and high school teachers, and approximately 80% of those teachers were in the system. The information was gleaned from the personnel files which are stored in a separate registry located on the fourth floor of the MOE. The remaining 20% of the files could not be processed as they had been removed from the registry for one reason or another.

On the primary schools, the percentage of the personnel files which were available was about 70, so the combined percentage of all the data in the system was 75.

The major problem is the choice of computer hardware and software for the TSC system. The hardware is excellent for many purposes, but completely inadequate for the TSC. The UNIX operating system and lack of compatible computer media precludes the exchange of data with Treasury or any other branch of the government. Maintenance of the equipment is problematical as it frequently breaks down, and few people in Swaziland have sufficient knowledge to reclaim the data and return the system to its previous condition. As a result of numerous breakdowns and inability to restore the backups, all the data has been destroyed in the system; i.e., the work of four persons for four years has vanished.

Therefore, a TSC MIS must be developed, under the assumption that their office will maintain a comprehensive and up-to-date database accessible to the RPU (and therefore forming a part of the MIS). To begin the process, a copy of the Treasury database in MS DOS format (unusable on the UNIX equipment) was provided through the assistance of a PCV at the CC. The information is more complete than what was on the previous UNIX system before the last disaster.

Data from the CSO on qualifications was merged with matching records, and was added to the database. Consequently, at present we have data on over 7000 teachers in the EPMT computer. In addition, we have spent the past three months correcting the list of schools, their addresses, and codes.

Still to be done is the completion of a programme to enter data, validate and edit data, and produce reports suitable for the TSC's regular reporting needs. The TSC will need to obtain at least two microcomputers as well. No problems are envisaged in cooperation between the RPU and TSC.

To summarise progress on this task: we have moved forward on setting up a MIS in the RPU, but the method of operation will depend more on cooperation and a free exchange of data among various governmental organisations than on what was envisaged in our earlier EPMT planning.

3. Specify hardware and software configuration.

Specifications for hardware and software were discussed with Doris Martin during her visit here. These were modified and given to the COP for inclusion in the procurement list. At present we have only one piece of EPMT software and are mainly using personal software of the MIS TA.

Our plan for hardware is to purchase only i80396 or more recent versions of hardware so as to maintain compatibility with desktop publishing software required in the CA, and compatibility with current statistical and database software.

4. Revise data collection instruments and procedures.

A new data collection form for teachers was produced in conjunction with the TSC to be used with their new system. The form for the mapping study (see below) was completely revised based upon data from the initial survey conducted with the cooperation of the Headmaster Training component.

5. Draft illustrative tables, charts and reports.

A few more charts and tables were produced for the P.S. Examples are attached.

6. Conduct the school mapping exercise.

The mapping exercise will be a complete stocktaking of all primary and secondary institutions in the country, including data on such items as catchment area, school construction, student access to library books, and curriculum. EPMT Project funding will be augmented by UNICEF, WFP, the Special Projects Fund at the MOE, and the MOE itself. The first phase of the exercise--the tryout of forms at 50 schools--was carried out in conjunction with the work of the Headmaster Training TA.

Preparation for the school mapping exercise continued during the quarter. Lists of schools were obtained from the Central Statistics Office, Treasury, and the Teaching Service Commission. The overlap among the lists was only moderate, and considerable time was spent attempting to merge the data into a single, comparatively accurate one. Many of the schools changed their name during the year, new ones were added, a few closed, and errors exist in each of the listings. Assistance was obtained from a PCV working with the Headmaster Training which led to the production of the list we will use.

Meetings were held with each of the REOs, at which plans were discussed, the school lists reviewed, and the schedule worked out. The mapping exercise will officially begin in May, and continue until July.

7. Present findings.

The pupil: teacher ratio in the country came under scrutiny during the quarter. The King spoke of the need for a more favourable ratio, and the media picked up the story. The Acting Head of RPU was quoted in the newspaper, with fierce retorts by local headmasters.

The TA produced detailed listings of all schools in the country with their respective ratios (see item 6 above). As a consequence of reviewing the widely disparate ratios across schools, the P.S. instructed the REOs to attempt to correct the imbalance, and report back to him before the end of May.

The pupil:teacher ratio, and the comparisons of teachers paid by the TSC against the establishment quotas were presented to three separate meetings of the REOs.

8. Delineate short term consulting needs in MIS.

A plan of formal classroom training in word processing to be undertaken at local computer training institutions was presented and approved at the 4 February meeting of the EPMT Steering Committee. Subsequently the TA obtained quotations from three institutions, and scheduled training for April (in line with the Master Calendar).

Twenty participants attended the classes presented by Computronics in Mbabane and Manzini. The courses, of 20 hours duration (10 in formal instruction and 10 in self-paced practice), covered the Wordperfect 5.1. software package.

These are skills needed for EPMT work in the preparation of curricular materials, examinations, and guidance papers.

The other MIS short term consulting needs in relation to continuous assessment are in desktop publishing where higher-level skills are required: setting up style sheets, merging documents, extracting data for special charts and graphs, adding drawings to text, etc. The TA prepare a scope of work, wrote a justification, and suggested a consultant. Arrangements were finalised during the quarter for Kevin Braim to perform training for two weeks in early June.

9. Give on-the-job training to colleagues.

Training was given to colleagues at the RPU, NCC and INSET. Most of it was concentrated on advanced spreadsheet techniques, and importation of graphics into word processing output.

10. Assist in identifying an individual for formal MIS

Only two of the four positions in the RPU are occupied at present, and both persons already have an MA. Therefore nothing could be done in identifying an individual, nor in training a counterpart. No progress is anticipated during the next six months.

11. Provide assistance in MIS and coordinate with other components of EPMT.

Copies of the school database were given to the Management Training TA for use in producing mailing labels. The HP LaserJet III was delivered to the Manzini office, printer cables were obtained, and the unit is functioning according to specifications.

12. Coordinate activities with other donor organizations.

Contributions from other donor organizations toward the school mapping exercise have all been received. Representatives will be invited to a formal opening ceremony during the first week in May.

Summary:

Progress continued on all the tasks scheduled for the period of this report. Two tasks suffered as a consequence of the inability of the MOE to staff positions as they had agreed; the remaining tasks were on schedule.

The general thrust of the MIS component has shifted from development of a complete statistical unit with responsibility for data collection through final analysis to a MIS coordination approach. Thus the efforts of the TA will be turned toward building close links with other departments which have the capacity and the requirement to collect data. Within the RPU, attention will be placed upon the consolidation, management and use of information for planning and administration. Links to the CSO, TSC, and CC have already been mentioned, and others are being forged.

The major target remains: to develop and implement a MIS that will provide data on student achievement and school system characteristics that will enable the Ministry of Education to monitor policy implementation and effectiveness.

Continuous Assessment

Activities carried out

- o Testing unit (CA Unit) was finally established in July 1991 with the appointment of seven NCC staff to the Unit.
- o Discussions with the NCC, the Steering Committee, and the EPMT Working Group supported the assessment strategy involving testing at three levels: unit, termly and end-of-year. The results of the first two levels will be used for diagnosis of learning deficiencies and remediation decisions at the classroom and school levels. The end-of-year tests will be used for diagnosing region- or system-wide learning deficiencies as the basis for system-wide decisions regarding corrective measures needed.
- o Objectives for Grade 1 English and Maths have been reviewed and rewritten in behavioral terms.
- o CA and other NCC staff, together with relevant teacher educators/trainers have been trained in the development of criterion-referenced tests and programmed remedial materials for English and Maths, with emphasis on Grade 1 material. Sample tests and remedial materials were developed as a result of this training.
- o Ninety-six Grade 1 teachers and head teachers from 48 selected schools in the four regions have been trained in the development of domain/item specifications and writing test items in Grade 1 Maths and English. This was the first pilot workshop for training teachers in test development.
- o A survey of remediation needs of Grade 1 teachers was carried out via questionnaires, and interviews were conducted among randomly-selected teachers to clarify/validate responses to the questionnaires.
- o The first draft of the teachers handbook on test development was developed in November 1990 by a team of writers under the direction of the first CRT short-term consultant. This draft was reviewed by the UMASS consultant and the training procedures and materials pilot tested in July 1991.
- o Two primary schools close to the NCC in Manzini have been identified for use as laboratory schools where small-scale tryouts will be carried out (learner verification and revision or LVR) for the prototype tests and remedial materials prior to pilot testing in 16 selected schools.

o Sixteen schools (four in each region) have been identified as possible pilot schools for the continuous assessment programme. The selection will be finalized only after consultation with the Regional Education Officers and the Regional Inspectors.

Activities not carried out.

o Due to the delay in the appointment of professional staff to develop the relevant materials, Grade 1 teachers and headmasters have not been trained in the use of remedial materials for English and Maths. This training will be conducted prior to the implementation of continuous assessment in 1993 by all Grade 1 teachers.

o Because of the postponement of the implementation of continuous assessment in Grade 1 to 1993 instead of 1992, the Grade 1 teachers have not been trained in the administration and scoring of criterion referenced tests for Maths and English. This training will also be conducted prior to school year 1993.

Constraints

o Delay in the appointment of fulltime professional staff to the Testing/CA Unit of NCC.

This has been the major constraint that prevented the accomplishment of some of the major benchmarks for the CA component.

2. Lack of fulltime support staff.

Two NCC typists, each working two days during the week, are presently assigned to the Unit. This gives us only one typist to take care of all typing needs during four of the five days in the week, which is not sufficient. Furthermore, only one of the two typists is skilled enough to meet the typing and word processing requirements of the CA Unit. The Unit will also have to make do with a fraction of the time of NCC's illustrator and its printer.

3. Lack of office space, furniture, and telephone.

The CA staff and Advisor are temporarily housed in one of the USAID residential units in Manzini because of the lack of office space at the National Curriculum Centre. The additional office furniture requested from the Ministry has not been supplied to date. Communication with the NCC, the EPMT office in Mbabane, and other offices is hampered by the absence of an office telephone.

Management Training for Headmasters

The Work Plan listed the following activities for the year.

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

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

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

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

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

Select off-shelf Materials. This required a perusal of available documents for immediate and future use.

Develop new Materials. This required the development of training guides, data collection guides, training needs assessment instruments, and reports on analysis of data.

These were produced.

Design and Pilot Tryouts. Training material was designed and tried out in local schools and with training team for verification.

Plan , Design and Schedule Training. A Training Schedule was designed and presented to the Steering Committee and was entered in the master plan. It was distributed to the MOE.

Appoint Trainers and Sent for TOT. Thirty two trainers were nominated by the REOs from among selected Head Teachers and Inspectors. These were trained in a team formation training , TOT in Money Management for two weeks and in Micro teaching to practice their skills.

Coach trainers in tryouts. Trainers were coached in tryout sessions and saw their performance and peers evaluated them.

Prepare Announcements. Announcements for training of trainers and trainers were drawn up for all training sessions held. A news letter was mailed to all. Announcements were made by mailers and working though the REOs who sent out material sent to them for the 200 trainees.

Register Trainees. Trainees were sent registration packets and formally signed in for the annual training cycle. This information was entered in a computer data file.

Arrange Training sites. A number of possible venues for training large groups of 50 were explored and four sites were selected, at the Steki School for the Deaf, two TTCs and the Prison. Bookings were made for future training sessions.

Duplicate, Distribute Training Materials. Materials for all training of trainers was produced by the staff , duplicated and used for training sessions. All materials for 200 trainees was printed by Webster Printers and arrangements were made to print other materials at MITC. A variety of materials was made during the year for use in meetings and conferences.

Design Follow Up. Evaluations were made of all training session. The information from these was shared with INSET staff trainers with a view to revision of material and training method. Plans were discussed about a Formative Evaluation Training Plan for the rest of the Cycles of training in future years. An evaluation follow up outline was drawn up.

Activities carried out

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

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

During the second half of the year planning for the training for Money Management and working with a consultant to organize the training and produce materials was a major activity. Selection of a group of trainers from among nominees by REOs and providing training to them to create a unified team with a similar approach occurred. Materials were produced for these training sessions and planning occurred to put on the training sessions. INSET staff were appointed as team leaders and logistic coordinators for training and work with the regional training teams began. Appointments for two new Head Teacher trainers were made and training for these began. Materials were produced for training sessions and plans for future venues discussed. The targets for the year were met. All of the above activities were achieved.

Constraints

The development of training modules began in year one and training sessions were held with INSET. Modules were produced by the Money Management consultant. Much emphasis will be placed on the development of modules

with INSET in the coming year, however, because they must learn to use these materials and do the training as well time is a major constraint. The addition of two new appointees to the team will help facilitate this work.

Office facilities have been problematic in year one. To date there is no furniture allocate for management training staff. We are using borrowed furniture. With seven people working in an area and having only three desks and assorted chairs, there is a real constraint on the work to be done. The MOE must supply these materials as soon as possible.

Career Guidance

Activities carried out:

1. Established contact with NCC.
2. Reviewed the 6th and 7th grade social studies curriculum. Provided comments and suggestions to NCC social studies curriculum designers on the curriculum reviewed.
4. Designed Career Guidance Walk (first draft) for the 7th grade curriculum.
5. Advised ETGPS on its roles and functions: set up ETGPS monthly meetings and seminars.
6. Worked on the formulation of the second project year plan for the Career Guidance component.
7. Attended SERA conference.

Activities not carried out:

1. Placing a candidate in a U.S. graduate school. Nomsa Lukhele took her TOEFL on July 12. Both Colorado State and Washington D.C. College were awaiting her TOEFL score in order to make decision about her admission.

Constraints

1. The three guidance officers to be added to ETGPS to work with this consultant are not forthcoming. This is a major constraint to the progree of this component, and may remain so throughout the second project year. Mrs Nsibande attended a Career Conference in Zimbabwe from July 15 to August 9 during the time when the second year EPMT project plan was being formulated, which may relate to some problems in coordination.

SECTION 3. CONSULTANT'S REPORTS

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

To: Roy Thompson, Chief of Party, EPMT Project
From: Joanne Capper, Consultant
 Institute for International Research, Inc

Two major tasks were accomplished during this assignment:

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

Training

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

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

Topics covered in both sessions included the following:

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

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

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

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

Workshop Results

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

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

Development of a Continuous Assessment Handbook

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

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

Issues and Recommendations

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

REPORT OF CAREER GUIDANCE CONSULTANCY

DR LILY CHU
OCTOBER 27, 1990

A. DURATION OF CONSULTANCY

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

B. SCOPE OF WORK

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

C. ACTIVITIES PERFORMED AND SUMMARIES OF FINDINGS :

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

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

ETGPS current director Annie Myeni is on leave of absence for two years. The acting Director is Mrs Dela Nsibande. She has a staff of four. Their names, titles and functions are:

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

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

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

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

SUMMARY:

ETGPS currently conducts the following activities:

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

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

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

SUMMARY:

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

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

SUMMARY:

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

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

SUMMARY:

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

- o Teach Career Guidance as a part of the Education course in William Pitcher College of Education to secondary Education students. This Career Guidance component is about once a week for 80 minutes for a total of 16 hours in a year, taught during the last year of the teacher training.
 - o Conduct workshops and perform consultation to Career Teachers in high schools about 1 to 2 times a year.
 - o Facilitate the Annual Career Guidance Conference sponsored by the Vocational Services Committee of the Rotary Club.
 - o Produce and update Continuing Education Hand Book which lists all the tertiary and technical/ vocational institutes in the country, along with entry requirements, career opportunity, salary structure, application information.
 - o Publish Forum Career Guidance Bulletin. This bulletin provides various career information, counseling tips and self knowledge suggestions. Although it is scheduled to appear 3 times a year, often only 1 volume is actually produced.
2. The consultant visited REO located in Mbabane and talked to Mr Os. Mkhabela, Ms. Jessie Mahlalela and Ms. Elizabeth Nxumalo, who are Teacher Leaders in Teacher Innovation and Distribution Center.
- The guidance activities are conducted by MOE. The consultant also visited ROE located in Nhlanguano and talked to Mr. Siphon Dlamini, a Teacher Leader in Teacher Innovation and Distribution Center.

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

SUMMARY:

Currently there is no differentiation between MOE and REO in terms of Career Guidance activities. Regional career activities are conducted by the ETGPS staff in the MOE. REO assists in the trade fairs, career days etc. arrangement which are organized by MOE and carried out in community halls.

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

6. The consultant reviewed the following publications:
- o Publications produced by ETGPS:
 - Continuing Education Handbook: A Guide for School leavers.
Jan. 1987; Jan. 1991.
 - Guidance Aptitude Test and Administration Manual, undated.
 - Forum: Career Guidance Bulletin, Oct. 1988; April, 1989;
Oct. 1989; March 1990.
 - Self -Awareness: A Course in Personal and Career Development
For grade 8. Curriculum and Teacher's Guide, 1988
 - o Publication by MOE
 - Proceedings of the Second Annual Conference on Teacher
Education. August 25 - 29, 1988
 - o Teacher Training Colleges' education course syllabi
 - Syllabus for a course in Career Education: Guidance and
Counseling at Teachers Colleges in Swaziland
(one for primary education and one for secondary education,
with detailed schedule and outlines)
 - o Publication by the Swaziland Ministry of Commerce, Industry
and Tourism:
 - A Review of Commerce and Industry, 1990 Edition.
 - o References in Counseling, Career guidance and Management:
 - Development and Managing your School Guidance Program.
American Association for Counseling and Development,
1988.
 - Career Counseling: Applied Concepts of Life Planning (3rd ed.)
V.G. Zunker, Brooks/Cole Publishing Co. 1990.
 - Using Assessment Results for Career Development (3rd ed>)
V.G.Zunker, Brooks/Cole Publishing Co. 1990.
 - Career Education Cookbook: K thru 6 Career development Ideas
and Activities. D. Hodges, Learning Publications, 1979.

o Reviewed tests collected/used in ETGPS:

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

Swaziland Behavioral Assessment Test

Academic Interest Inventory (by Dr. Myeni, ETGPS)

Swaziland Post-graduate aptitude Test (ETGPS)

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

School and College Ability Test (by Educational Testing services)

Differential Ability (by the Psychological Corp.)

Reading Placement Test (by Comparative Guidance and Placement Program)

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

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

SUMMARY:

There are very few jobs openings at the professional level in Swaziland at the present time. Furthermore, these professional or semi-professional positions tend to be highly competitive and require extensive education and training, usually beyond high school diploma. The average Swazi high school leavers really have an extremely limited chance of obtaining professional, semi-professional or even technical jobs in the existing business and industry settings. Two-thirds of Swazi students who leave school by grade seven have no chance of further education or formal employment; they face a job prospect that is even bleaker.

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

D. SUGGESTIONS:

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

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

Career life planning encompasses a much broader perspective in that it allows for change of direction as individuals' needs change and/ or as situations and circumstances cause change. Career life planning provides the means to manage change and thus allows greater opportunity for fulfillment in life. One of the main purposes of career life planning is to develop skills with which individuals can learn to control their futures. Through career life planning, individuals learn to center their attention on carefully laid plans and on those variables which they have control. The current economic situation in Swaziland is such that there are a limited number of formal-sector jobs available.

Most students leave primary school having little notion of what to do next, or how to pursue the vague idea of obtaining some kind of livelihood. It is important that the career guidance provided not be geared toward particular jobs which for all we know, may change or may be non-existent for the students.

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

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

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

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

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

3. Counseling and guidance is a new concept in Swaziland. As suggested in the Inaugural meeting, the first step to take is to sensitize teachers, parents, and administrators to what counseling is all about. Information sharing about and "de-mystifying" counseling are necessary at this initial stage. ETGPS publishes Forum: Bulletin of Career Counseling 1 to 2 times a year. This consultant thinks Forum can be an excellent vehicle to communicate to teachers, headmasters and parents about the goals and objectives of career guidance. Funding should be allocated to improve its production and circulation.
4. A cost efficient way to implement career counseling may be the utilization of the multiplying mode, e.g., training of trainers. All three teacher training colleges express enthusiastic support for in-service training for their lecturers, both at primary and at secondary levels. The Swaziland University is another potential site. There are a number of well developed materials in the States for this kind of in-service workshop. In South Africa, the Institute for Psychological and Edumatic Research, under the Human Science Research Council, located in Pretoria, has developed a number of tests which may be suitable for use in Swaziland. The modified DAT developed by AIR Manpower Training Project in West Africa in the 1970, may prove to be culturally more relevant to Swazi youth than DAT. Using existing tests or curricula would be more cost efficient than developing them from the start.
5. Career guidance in Swaziland should serve as a linkage between students and the world of work. Career counselors should coordinate with agriculture, home economics, vocation educators as well as business and industry leaders in the community to implement 4-S, job fair, career days, site visits and arrange for speakers to talk to students and parents. Based on available documents produced by department of Labour, Commerce, and Planning, information on job opportunity and requirements should be published in a Job Description Manual.

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

E. SUGGESTED GUIDANCE ACTIVITIES:

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

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

F. SITES VISITED AND PERSONNEL CONTACTED;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

REPORT OF CONSULTANCY
LILY CHU
NOVEMBER TO DECEMBER , 1990

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

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

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

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

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

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

C. Job Description Handbooks:

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

D. Computer Packages in Career Guidance:

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

E. Curriculum Materials in In-service and Teaching:

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

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

F. Resource Journals and Books in Career Guidance:

Based on Swazi needs, the following materials were purchased:

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

G. AIR West Africa Tests:

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

January 19, 1991

Trip Report of: Michael Molenda
Indiana University

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

EPMT PROJECT
Manzini, Swaziland

Part I. Substantive Report

Activities Completed

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

Outcomes of the Activities Completed

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

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

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

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

e) What benefits have you gained from the workshop?

- "I learned skills of...constructing objectives [3]
 - ...instructional analysis
(goal analysis, concept
analysis, hierarchical
and procedural analysis) [3]
 - ...designing remedial materials
(Prog. Learn. & Prog. Teach.) [4]
 - ...curriculum design in general [3]
 - ...evaluation [1]
 - ...learner analysis [1]
 - ...domains of learning" [1]

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

f) Do you feel that you have acquired the skills you need to
develop good remedial materials? Yes [6]

g) What things would you change?

- "Generally OK...would keep a lot the same..." [2]
- "More time on producing remediation materials" [2]
- "Pay particular attention to use of Programmed
Learning modules for group tutoring in a
teacher-independent mode." [1]
- "I would do very little lecturing and have more
discussions--first in large group then in
smaller groups." [1]
- "Most enjoyed today's activity (groups working
together to conduct formative evaluation)" [1]
- "Explanations were clear and adequate..." [1]
- "Follow up (after workshop) to give more practice
in using the skills acquired..." [1]

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holidays. Nevertheless, the participants did get involved with good spirit whenever group activities were called for.

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

Recommendations

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

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

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

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

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

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

Constraints

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

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

Quality of participation. In general, participants were a bit grudging about devoting their "holidays" to additional training. Considered as teachers, they expect to have teachers'

Trip Report of: Michael Molenda
Indiana University

Part II. Chronological Report

Friday, Dec. 28 TRAVEL

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

Saturday, Dec. 29 TRAVEL

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

Sunday, Dec. 30 TRAVEL

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

Monday, Dec. 31

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

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

Tuesday, Jan. 1

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

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

Wednesday, Jan. 2 <non-working day>

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

Visit Lobamba with Passigna to see Incwala ceremony.

Thursday, Jan. 3

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

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

Friday, Jan. 4

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

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

Saturday, Jan. 5

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

Afternoon: Continue above work at CA offices.

Sunday, Jan. 6

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

Afternoon: Continue above work at CA offices.

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

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

11 - 1:00 Overview and Basic Concepts

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

Tuesday, Jan. 8 Workshop, Day 2

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

11 - 1:00 Goal Analysis, Domains of Learning

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

Wednesday, Jan. 9 Workshop, Day 3

8:45 - 10:30 a.m. Subordinate Skills Analysis: Cluster and
Concept Analysis

11 - 1:00 Teaching a Concept Lesson

2 - 4:00 Practice in conducting instructional analysis

Thursday, Jan. 10 Workshop, Day 4

8:45 - 10:30 a.m. Critique and review participants'
instructional analyses

11 - 1:00 Writing Performance Objectives

2 - 4:00 Practice in writing performance objectives
matched with instructional analyses

Friday, Jan. 11 Workshop, Day 5

8:45 - 10:30 a.m. Continue practice writing performance
objectives

11 - 1:00 Criterion Measures

2 - 3:00 Practice in writing criterion test items
matched with performance objectives

[3 - 4:00 Participants attend NCC staff meeting at George
Hotel.]

Saturday, Jan. 12 <non-working day>

Rest and touring (Mlilwane and Pigg's Peak)

Sunday, Jan. 13

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

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

Monday, Jan. 14 Workshop, Day 6

8:45 - 10:30 a.m. Participants continue writing criterion test
items, then critique and review them

11 - 1:00 Instructional Methods

Matching Methods with Types of Learning

2 - 4:00 Correctives--Diagnostic-Prescriptive Approaches (ALP)
Programmed Learning Modules (ALP)

Tuesday, Jan. 15 Workshop, Day 7

8:45 - 10:30 a.m. Formats for Remediation (ALP)
Review features of Programmed Learning
modules

11 - 1:00 Special Correctives for English

Demonstrate Programmed Teaching (PT)

2 - 4:00 How to...and Practice in Designing PT

Wednesday, Jan. 16 Workshop, Day 8

8:45 - 10:30 a.m. Participants complete designing prototype
PT materials

11 - 1:00 Formative Evaluation Procedures

2 - 4:00 Planning and Conducting Evaluation Tryouts
Practice in planning and conducting evaluation
tryouts; analyze data and prepare reports
Summary; Evaluation of Workshop by participants

Thursday, Jan. 17

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

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

Friday, Jan. 18

Morning: Drive to Mbabane for debriefing at USAID.

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

Saturday, Jan. 19 TRAVEL DAY

3:25 p.m. Leave Manzini

5:55 p.m. Leave Johannesburg for Zurich

Sunday, Jan. 20 TRAVEL DAY

5:30 a.m. Arrive Zurich

11:20 a.m. Leave Zurich

8:19 p.m. Arrive Nashville

9:04 p.m. Leave Nashville

11:12 p.m. Ar. Indianapolis Int'l Airport, limo to Bloomington

Monday, Jan. 21

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

REPORT OF CAREER GUIDANCE CONSULTANCY

Lily Chu

May 1, 1991

A. DURATION OF CONSULTANCY

From January 25 to May 1, 1991, for a total of 71 days.

B. SCOPE OF WORK

1. To redesign the scope of work for this consultancy (attached at the end of this report).

2. To work with ETGPS in the preparation of a discussion paper. The aim of the paper was firstly to specify the existing activities of ETGPS, its staffing situation, resources available, and needs for guidance and counselling in schools; secondly, to indicate how the Ministry of Education intended guidance and counselling to be developed in the education system; and thirdly, activities needed to reach the above mentioned goals. This paper was presented to the EPMT Steering Committee on February 18, and was unanimously approved. This discussion paper expanded the scope of the Career Guidance component, and created additional avenues to infuse career guidance into Swaziland's educational system. This discussion paper has been filed.

3. To conduct an in-service upgrading workshop for the ETGPS staff. This workshop took place between March 18 to 27, for a total of 7 days. Thirteen persons participated throughout the workshop. Among them, 5 were Guidance/Measurement officers from ETGPS, 6 were Guidance Teachers from various high schools and 1 was PCV assigned to assist with the Career Guidance training workshops. A Career Guidance Training manual was specially developed for this workshop with the intention that it could also be used as a resource for participants to conduct further workshops (copy attached). Fifteen copies of the manual were printed and bound. This manual has 6 chapters, with Instruction to Users in the beginning, a chapter outline for each chapters, Appendix A for Ethical & Professional Standards for Counselors, and Appendix B for Guide for Occupational Exploration. An anonymous evaluation of the workshop revealed that all participants rated the workshop as extremely useful and informative. Many of the written comments requested longer time for the workshop, additional workshops and training.

4. To conduct a Counselling and Guidance in-service workshop for educational faculty at Nazarene, Ngwane and William Pitcher Teachers Colleges. The workshop for

Nazarene and William Pitcher Teachers Colleges was conducted on February 15, 22 and March 1 between 2 to 4 p.m. The number of participants varied between these three sessions, ranging from 10 to 5. Only 3 educational faculty participated throughout all 6 hours. A Career Guidance Manual designed for TTC faculty to use in teaching career guidance to Primary and Secondary educational students was developed and distributed to all participants (copy attached). Fifteen copies were printed and bonded. This manual has 3 chapters: Introduction to Counseling and Guidance, Teacher as Facilitator, and Teacher as Career Developer. Each chapter has its introduction, user's guide, questions and suggestions. At the end of the manual, 3 Appendixes included sample programs of Primary, Secondary career guidance and Decision Making. This workshop was originally scheduled for October this year, and was requested by the faculty to change to the present schedule because of their field teaching assignments. However, because of the short notice given, the consultant experienced difficulty in making appointments to see TTC Principals and getting sufficient logistic support for the workshop as well as the production of the manual. However, the evaluation conducted at the end of the workshop showed that most participants reacted very favorably to the workshop, rated it highly on usefulness, interesting and having good organization. The written comments often suggested a different time rather than Friday afternoon for the workshop, and longer and additional workshops. Some participants specifically wrote that this workshop should be attended by all TTC faculty.

In Ngwane TTC, all faculty, educational or otherwise, wanted to participate in the workshop. Therefore, a separate workshop was presented to them on their campus. A different manual, refined and revised from the manual used at Nazarene and William Pitcher TTCs, was developed and printed. This manual only dealt with Primary School career guidance and was designed specifically for the faculty in Ngwane TTC to use in teaching their Primary educational students when they are taking their educational block. It also has 3 chapters, User's Guide, Chapter outline, Questions and Suggestions. It has sample Primary career guidance programs at the end as Appendixes. Forty copies of the manual were printed and bound (copy attached). This workshop took place during March 8, 22 and April 5 after several changes requested by Ngwane TTC. Despite the long lapse between sessions, the participation was overwhelming. Participation varied between 40 to 32, and 22 participated throughout all six hours. The Principal, Mr. Vilakazi was an exemplary model; he was always present, and actively participated in the workshop by asking questions and giving comments. The workshop was an enormous success, always started on time, was well organized, and enthusiastically presented. The audience was responsive, involved and

receptive. The evaluation at the end of the workshop reflected the success of the workshop, as participants rated the workshop highly and wanted more and advanced workshop in the future. The consultant was asked to come back soon.

5. To select 2 M.A. candidates for U.S. studies. Ms. Ukhele and Mr. Manyatsi were nominated by the Ministry of Education for M.A. studies in the U.S. However, only Ms. Ukhele was approved by the USAID. At this point, Ms. Ukhele has applied for admission to New Mexico State University and Colorado State University, has taken TOFEL, and has applied to take GRE but is still waiting to hear from GRE concerning the date when she will take her GRE. Due to the fact that her university grades were poor (3 years with an average of C and 1 year with an average of D), admission to any graduate school in the States will be difficult. At this moment, whether she will be able to be admitted depends on her GRE result.

6. To train INSET, TIDC staff at four regional educational centers. Four 1-day workshops were conducted for INSET and TIDC staff at four regional educational centers. On April 15, the workshop was held in Siteki; April 16, Piggs Peak; April 17, Nhlagano; and April 18, Manzini. A training manual was especially developed for this workshop with the intention that these INSET, TIDC, LITs and DIEs staff could use the manual to train other primary educators, thus achieving the multiplier effect. This manual focuses on the career guidance at primary level, with the emphasis on hands-on activities and materials development. In other words, both the workshop and the manual stress actions, rather than theories. The workshop was designed in such a way that participants were supposed to spend about half of the workshop time on examining existing activities and designing their own activities and materials. 200 copies of the manual were printed and bound (copy attached). The PCV assigned for the Career Guidance, Ms. Caines assisted with the workshop to facilitate small groups hands-on activities.

The first workshop took place in Siteki on April 15, Monday; of the 40 participants expected, only 5 showed up. It appeared that the INSET staff responsible for notifying participants did not do so until the Friday before the workshop. The workshop also had to be delayed from 8:30 to 9:45 a.m. for the participants to arrive. The second to the fourth workshops took place in Piggs peak, Nhlangano and Manzini, participated by between 25 to 40 Primary educators, and usually started at 9:30 a.m. (scheduled to begin at 8:30 a.m.). The workshop evaluation showed that the participants reacted very favorably to the workshop, believed it was valuable and useful, and wanted more and longer workshops in Career Guidance in the future. Although the workshops were well conducted and the participants were enthusiastic and

Involved, there were several major problems: 1) The one hour delay cut into the content and structure of prepared workshop, 2) The INSET and TIDC staff were only involved in the perfunctory aspects of the workshop, such as preparing High Tea and introducing presenters, and were generally absent and uninvolved in the workshop.

7. Semi-annual Report. The consultant was asked to prepare a semi-annual report on EPMT-Career Guidance, detailing planned activities for this period, the accomplishments, and the perceived constraints. This report has been filed.

8. Project Implementation Presentation (PIP). The consultant was asked to participate in this PIP, and to prepare a handout which includes a Scope of Work in Career Guidance for the second project year and a summary of the progress occurred during the first project year (copy attached). For this presentation, the consultancy was extended one day to May 1.

C. Summary and Suggestions:

1. During the first project year implementation, career guidance component has been successful and productive as evidenced by the four manuals produced and the participants' comments to the workshops. Not only has it been able to achieve the scope of work originally conceived, but it has also conducted several additional activities which infused the concept of career guidance in education in a far broader perspective. The educators in Swaziland are beginning to become aware of the importance of career guidance. However, in order for them to be involved in teaching and conducting career guidance, it still has a long way to go. Career guidance is quite new in this country. More time and effort are obvious needed for it to root in. The series of workshops conducted so far are effective; however, more are needed. Additional workshops should follow during the second implementation year.

2. At this moment, the infrastructure in Swaziland for career guidance implementation is quite weak. Since the ETGPS is the major administrative center for the country's educational guidance, its administrative structure needs to be strengthened and its staff need to take a much more active role in training and service. Similarly, INSET and TIDCs are the major vehicles for infusing new ideas into current educational systems. However, INSET and TIDC staff seem to view their role as simply perfunctory rather than being active change agents. The general impression this consultant has is that the high school guidance teachers seem to be more interested and motivated in the workshop than the staff at ETGPS, and the educators from LITs and

DIEs more than INSET and TIDC staff. One consultant can only reach a limited number of educators if ETGPS, INSET and TIDC staff do not take over the duty to perpetuate the task. Both ETGPS, INSET and TIDC need to be strengthened in order to continue with career guidance activities.

3. During the first project implementation year, the career guidance component has had the service of only one consultant for about half the time. This limited technical assistance to Career Guidance component is obviously a major constraint for its implementation. Unless a long term consultant or technical assistant can be assigned to Career Guidance, this constraint will likely remain throughout the project. It is highly recommended that a long term consultant be assigned to the Career Guidance component.

EPMT Project
Ministry of Education, Swaziland

TRIP REPORT

By:
Aida L. Passigna
Continuous Assessment Advisor

Inclusive dates: March 26 to 29 1991

Venue : University of Massachusetts
Amherst, Massachusetts

Purpose of trip:

To meet with Dr. Ron Hambleton and relevant members of his staff to discuss their involvement in the continuous assessment programme of the EPMT project under the University of Massachusetts' subcontract with IIR.

Specific objectives:

1. Define the relationship between UMASS consultants and the EPMT Technical Assistance Team.
2. Review the first draft of the teachers' handbook for test development produced during the Writers' Workshop in November, 1990.
3. Carry out an initial review of the Grade 1 Mathematics and English textbooks used in Swaziland.
4. Decide on the periods and scopes of work for consultancies in Swaziland for the remainder of Year 1 of the project and future consultancies for CRT and remediation.
5. Review the amended projection of continuous assessment development.
6. Discuss plans for continuous assessment internships.
7. Discuss assistance to be provided in development of remedial materials and training of teachers in their utilization.

DAILY LOG:

March 26, 3:00 p.m.: Left Bloomington for Indianapolis
March 26, 5:46 p.m.: Left Indianapolis airport
March 26, 11:45 p.m.: Arrived in Amherst via Chicago
& Hartford, Connecticut
March 27, All day: Met with R. Hambleton
March 28, All day: Met with R. Hambleton, Prof.
Swaminathan, & a research
associate.
March 29, 8:00 a.m. Left Amherst by airport limo
for Hartford airport
March 29, 12:55 p.m. Left Hartford airport
March 29, 7:00 p.m. Arrived in Bloomington via
Chicago & Indianapolis

Accomplishments:

The discussions with Dr. R. Hambleton and his staff resulted in the following understanding/agreements:

1. Relationship between UMASS consultants and EPMT Technical Assistance Team. As specified in their subcontract with IIR, UMASS will provide on-site and off-site technical assistance to the Ministry of Education through the EPMT project in areas related to continuous assessment. Their activities in Swaziland will be coordinated by EPMT's Chief of Party and/or the CA Advisor.

R. Hambleton stressed that UMASS would like to assume full responsibility for all activities related to criterion-referenced testing, e.g., reviewing and editing all the test/domain specifications and test items, development and pilot testing of CRT training materials, training of teachers in CRT development, assisting in the development of reporting formats, etc.

2. Review of first draft of the teachers' handbook for test development. I gave R. Hambleton a copy of this draft. He will edit/revise this to make it ready for pilot testing by July 1991. (See Item #4 below.) I will send him additional material that will become part of the training package that will be pilot tested in July--e.g., information on the systems approach to instructional development and how CRT fits in the total system; drafts of test specifications and test items developed by the participants of the CRT workshop held in November, 1990, and specific objectives for grade 1 English written by NCC's English curriculum designers.

On the format of the handbook: I suggested that the handbook be modularized to permit the teachers to work/study individually or in small groups, especially because of time/manpower constraints and the large numbers of teachers that we are committed to train over the five-year life of the project.

Ideally, the training package will consist of: (a) a module to contain the information and the instructions on how to write good criterion-referenced tests; (b) a reference manual to contain the checklists and criteria to be used for quality control; and (c) an instructor's manual or trainer's guide. Ron expressed his agreement with this format.

3. Initial review of the Grade 1 Mathematics and English textbooks. Copies of the Grade 1 Maths (revised manuscript) and English textbooks and teachers' guides were given to Ron Hambleton. An initial review of these materials revealed that the Maths manuscript adequately expresses lesson/unit objectives on which item specifications and test items can be based. The specific behavioral objectives for Grade 1 English will be sent to Ron as soon as the curriculum designers finish writing them. (When I left Swaziland last March, the curriculum designers for English had not finished writing the objectives for lessons in the Grade 1 textbook. However, at our meeting on April 9th after I returned from the U.S., the Director of NCC, Mr. Mabuza, handed me a copy of the list of skills and objectives that the curriculum designers had written during the Easter holidays. I will send a copy of this list to Ron this week.)

4. Periods and scopes of work for consultancies in Swaziland for the remainder of Year 1 of the project and future consultancies for CRT and remediation. Pending approval by the Ministry of Education and by USAID, Ron and I have tentatively scheduled the first workshop to try out (pilot test) the teachers' handbook and other training materials on test development among grade one teachers and their headmasters to be held from July 15 to 19, 1991. A second workshop could be held from July 22-26, depending on the availability of grade one teachers to be trained. The plan is to train from 25 to 50 grade one teachers during this first pilot testing of the teacher training workshop materials and procedures. This activity will also constitute the first round of training workshops for the grade one teachers and their headmasters.

A research associate will come to assist Ron in the pilot testing. (Ron plans to come straight to Swaziland on July 11th or 12th from Holland and England where he will be working on another project for approximately two months until July 11th. His research associate will come from the U.S. to join him here at approximately the same time.) The teacher training team from NCC, Inset, and the inspectorate will assist in all of the pilot testing activities. The experience will be part of the "training of trainers" programme which will stress role modeling and the use of modularized training materials for quality control.

Specific schedules for future consultancies on criterion-referenced testing will be planned with Ron later, possibly in July before he goes back to the U.S. UMASS' prefers that the consultancies be scheduled during the

following months: January and between May and August of each year. It seems that these are the months that Ron and his staff will have fewer university commitments and more time for activities outside of their usual university-related responsibilities.

Technical consultancies will also include the areas of reporting formats and software for item banking. I have suggested that Ron should meet with Dr. Rick Johnson, technical advisor for the MIS component, on these areas. Mr. Tim Nsingwane, NCC's Evaluation Department Head and coordinator of the continuous assessment programme, should also attend these meetings with Dr. Johnson and Dr. Hambleton.

5. Amended projection of continuous assessment development. I explained to Ron the paper I had prepared in which I had outlined the amended projection of continuous assessment development (see copy attached to this report). He had no problems with the proposed schedules.

6. Plans for continuous assessment internships. The internships will include: (a) enrolment in relevant courses offered at UMASS at the time of the internship, (b) actual writing of test specifications for English and/or Maths for at least one month of the internship, with guidance and editorial feedback provided by Ron's staff; and (c) attachment to local school districts that are currently managing continuous assessment programmes. The internships will focus on criterion-referenced testing. (See Item #7 below.)

Instead of sending two interns simultaneously each year, one intern will be sent every six months in order to ensure that the production schedules and the other CA activities in Swaziland will not be adversely affected.

7. Assistance in the development of remedial materials and training of teachers in their utilization. Ron Hambleton stressed he and his staff would concentrate on the CRT element of continuous assessment and that their input into remediation would be limited to producing the diagnostic data which would form the basis for the remediation development. It was proposed that the CA technical advisor and the NCC staff develop the remediation materials and train the teachers in their utilisation.

The need for short term assistance for remediation after the CA advisor left would need to be considered later in the project.

RECOMMENDATIONS:

1. We should now start the process of obtaining the required approval and country clearance for Ron Hambleton and his research associate so that they can come in July as planned to pilot test the teacher's handbook on test development and to train the first group of grade one teachers on how to write good criterion-referenced tests using predesigned test specifications.

2. Thought should be given to how consultancies in remediation and the development of remedial materials will be funded to provide a proper balance between the testing and remediation components of the continuous assessment programme.

3. I suggest that the first internship be planned for the coordinator of the continuous assessment programme, Mr. Tim Nsingwane, to start as early as the fall of 1991. Ron Hambleton has expressed his willingness to expedite the processing of Tim's papers so that he can start some time in August or early in September.

4. Approval should be sought from the Ministry of Education for 50 Grade 1 teachers to be released from school duties for one week during July for pilot testing of the CRT Training Handbook and other training materials.

NCC Desktop Publishing Workshop

Details Of The Workshop

The workshop was held at the EPMT office in Manzini starting on the 10th June to 21st June 1991 and was to offer both a refresher course in Wordperfect 5.1 and an in depth look at Desk Top Publishing Using Ventura 2.0.

4 IBM compatible computer systems were made available for the training including 1 HP Laser printer.

The course was attended by 7 members of NCC, Aida Pasigna and 1 member of the US Peace Corps.

Training was conducted from 8 a.m until 4 p.m daily on a 5 day week Basis.

Contents of The Workshop

The workshop was started by giving the participants a two day refresher course in Wordperfect version 5.1. The introduction was designed to cover all of the major components of Wordperfect covering very Basic to advanced level word processing. Detailed step by step notes were issued to all participants.

For the following 8 days the course covered all of the main points of producing professional looking material using Ventura.

The course was designed to approach Desk Top Publishing at a very Basic level and slowly work up to stage where the participants were able to produce professional looking material relevant to their work.

Part of the course was dedicated to showing how Ventura can import graphical images from some of the other software available to enhance the appearance of documents.

Detailed step by step notes were given to all course participants.

Comments On The Workshop

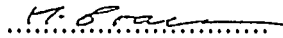
The workshop had 100% participation over all 10 days and the students seemed very keen on learning and using the computers.

Even though Ventura is a highly complex and demanding programme all of the participants showed great interest and ability in learning the complex process of building a publication.

I feel that provided the time and facilities are available to the students to practise they now have the ability to produce material to a high standard.

Due to the fact that the project will be upgrading the software and systems later in the year to allowing scanning of material I highly recommend that a similar workshop be performed towards the end of this year to act as both a refresher course to Ventura and to train in the use of the new scanning equipment and graphic software.

Signed



Kevin Braim
Workshop Instructor

EPMT PROJECT, SWAZILAND - CONSULTANT'S REPORT
RONALD K. HAMBLETON
UNIVERSITY OF MASSACHUSETTS AT AMHERST
(TIME PERIOD: JULY 11 - JULY 31, 1991)

I spent 20 days in Swaziland completing four objectives:

1. Conducting and assisting in the evaluation of two, four-day criterion-referenced testing workshops for almost a hundred teachers and head teachers.
2. Field-testing the "handbook on test development" (a set of workshop instructional materials prepared by J. Capper and others, and a set of materials prepared by Mohapi Malaka and myself).
3. Participating in Year Two planning for the UMass contribution to the project.
4. Participating in discussions to initiate the internship program at UMass.

Let me provide a few comments about each objective and conclude with a set of recommendations. Mr Malaka and myself are grateful to Aida Pasigna, Tim Nsingwane from NCC, and Mr M.B. Mabuza, Director of the NCC, for their cooperation and assistance. Without it, our work could not have been completed.

A full formative evaluation report of the workshops objective 1) is in preparation by Mr Malaka and myself and so I will not attempt to repeat that report here. Suffice to say, the workshops appeared to have been successful with no major problems. Perhaps the only problem from our perspective, was that there was not enough attention given in the training to administering, scoring, and using CRTs. But at this time we are still not clear about these points (see Recommendation No.4 below). There is also the matter of workshop length. Many participants wanted to see a longer workshop. I am inclined to go with the four-day format, and attempt to tighten-up the instruction so that we focus on only central points.

Concerning objective 2, I think the best workshop materials were those prepared by the instructors. Our materials were interesting, relevant, and straight forward. The first draft of the Handbook on Test Development prepared by another consultant last year is not very interesting instructionally nor is it appropriate for Grade 1 teachers - the material is too difficult, and fails to address properly performance testing and the associated technical matters of scoring, test administration, and the uses of the test scores.

As our contract did not allow any time (not even one day) for workshop preparation, we expect that our first activity in Year Two will be to prepare a second and extensive revision of the current workshop materials. Over 50% of the Grade 1 English and Mathematics objectives require the use of performance tests for valid assessment. Clearly, multiple-choice test items or other objective item formats will not be very suitable. To the extent possible, we will integrate what we can of the current Handbook into training materials which will be produced at UMass in the Fall. Materials collected from participants will also be used to design some meaningful examples and exercises.

On the basis of our experiences in conducting workshops this summer and meeting with project staff, our view is that several activities should be initiated in Year Two. (We expect that monies from Year One that are unspent can be moved to our Year Two budget. To this point we have been unable to expend any of the funds allocated for Year One activities, most notably funds to develop suitable CRT workshop materials.)

These activities are as follows:

1. Develop a CRT handbook for teachers that is comprehensive and includes examples relevant for the grade levels where it is used. (Grades 1,2 and 3 in Year Two.)
2. Design a second workshop on the topic of administering, scoring, reporting, and using CRTs in classroom management, instruction and remediation.
3. Assist in the design of test formats, directions, scoring forms etc. for the grade 1 tests (especially Term-tests).
4. Conduct grade 2 and 3 domain specification and item writing workshops in July of 1992.
5. Conduct the pilot-testing workshops (see # 2 above) in January of 1991.
6. Advise on matters relating to Continuous Assessment that may arise.
7. Assist the two Interns at UMass in the design of Term Tests and other aspects of their internship.

Finally we met with Mr Mabuza and Aida Passigna to assist in planning two six-month internships to begin at UMass in the Fall of the year.

SPECIFIC RECOMMENDATIONS

1. The two workshops were generally well-received and successful but several improvements are needed:

- a) A complete set of totally relevant instructional materials are needed that can be distributed to participants at the beginning of the workshop.
 - b) Materials must include objectives, text, overheads, exercises and examples that are relevant to the Swaziland English and Math objectives.
 - c) Time must be given to the design of materials for administering, scoring, and using the CRTs. A second workshop would be desirable.
2. The preparation of curriculum objectives by NCC will need to be speeded-up so that the instructors can work with the objectives at least two-months prior to any training.
 3. In order that the project be made more manageable, the number of objectives in any subject at a grade level must be limited-say, to 50. Also, those objectives which are to be highlighted in the Unit and Term tests should be indicated if the number exceeds 50, then test development should begin with materials needed for the Term tests, then the Unit tests, and finally, if time permits, the Lesson tests.
 4. Important decisions about the practical matters of "packaging", administering, scoring, reporting and using CRTs, must be made in the Fall to guide teacher training (see No.1 above), and computer processing of results.
 5. Overall success of this project in five years is far from certain. Ways must be found to train effectively large numbers of teachers. I don't believe that teachers who participate in four-or five days of training can be effective trainers of other teachers. Preparation of video-tapes covering technical training could be produced and made available at the regional centres. These instructional materials could be effective in teacher training. Also, co-ordination of the necessary testing training with the curriculum and testing instruction at the University of Swaziland is desirable. The whole instructional system would be enhanced if incoming teachers were qualified to implement objectives-based instructional programs.

DAILY ACTIVITIES

Thursday, July 11: Departed London, England at 7 p.m.

Friday, July 12: Arrived in Swaziland at 7 p.m.

Saturday, July 13: Met with Dr. Passigna to discuss preparation for the workshop, prepared handouts, and received background information about Year One.

- Monday July 15: Met key personnel associated with the project in Manzini and Mbabane.
- Tuesday, July 16 to Friday July 19: Conducted the four day CRT workshop in Manzini.
- Saturday, July 20: Worked with Mr Malaka on the evaluation report.
- Monday, July 22: Worked on revisions of workshop materials and the evaluation report.
- Tuesday, July 23 to Friday, July 26: Conducted the four day CRT workshop at Forresters' Arms Hotel.
- Saturday, July 27: Worked with Mr Malaka on the evaluation report.
- Monday, July 29: Discussed the workshops and planned activities with Roy Thompson, Chief of Party of the project. Discussed administration, scoring and analysis of tests with Rick Johnson.
Debriefing by USAID.
- Tuesday, July 30: Final discussion with Aida Paigna.
Fly out of Matsapha.

EPMT PROJECT, SWAZILAND - CONSULTANT'S REPORT
MOHAPI L. MALAKA
UNIVERSITY OF MASSACHUSETTS AT AMHERST
(TIME PERIOD: JULY 11 - AUGUST 09, 1991)

The following are objectives I completed over the 29 days I spent in Swaziland:

1. Serving as a facilitator/instructor in two, four day criterion-referenced testing workshops for almost a hundred teachers and headteachers.
2. Field-testing the " handbook on test development" (a set of workshop instructional materials prepared by Prof. Ron Hambleton and myself)
3. Collecting data and writing the formative evaluation report on the two, four day workshops.
4. Assisting CA Advisor in review and revision of piloted materials, and initiating follow-up work which seemed appropriate.

As far as the first objective is concerned, I think a substantial effort was put in to make adequate preparation and to deliver interesting lessons to make the two workshops a rewarding experience for the participants. My role was particularly focussed in working with individual participants and also groups of participants in various aspects of the workshop processes, such as providing additional instruction, answering questions, clarifying and consolidating on the lessons delivered.

On the second objective, it was apparent to Prof. Ron Hambleton and myself that the handbook as prepared by the other consultant was not only difficult and inappropriate for teachers but was also not addressed to all the objectives of the project, e.g. insufficient information about the development of performance tests. The materials we (Prof. Ron Hambleton and myself) designed, in spite of their form, were found to be interesting, relevant, and informative and the participants found them useful (For details, see objective 3 below, and detailed formative evaluation report). We are planning, for the future, to consolidate the handbook materials (see objective 4 below).

Objective three, which turned out to be my main activity, was carried out with utmost care and in my opinion, objectively. There were two sources of data, viz, facilitator (trainers) and the participants. The facilitator made daily reports on their observation of the various aspects of the workshops processes through an observation guide and the participants were given an evaluation form to fill at the end of each workshop. Briefly, here are some comments on the evaluation:

1. Goals:

a) Introduction of the workshop

In the Workshop I, over 60% of the participants and 80% of the facilitator felt that the first goal was achieved. In Workshop II, over 80% of the participants and over 95% of the facilitator felt that the first objective was achieved.

b) Writing and reviewing Domain specs

In workshop I, over 70% of the participants and over 80% of the facilitator, felt that the second goal was achieved. In Workshop II, over 80% of the participants and over 90% of the facilitator, felt that the second goal was achieved.

c) Writing of test items

In workshop I, over 60% of the participants and over 95% of the facilitator, felt that the objective was achieved. In workshop II, over 90% of the participants and over 95% of the facilitator, felt that the objective was achieved.

2. Instructors' Behavior

Based on the collapsed category of little or no improvement and considerable improvement needed, participants in workshop I, agreed by over 70% that the instructors need little or no improvement. Less than 30% felt that the instructors need considerable improvement. In workshop II, participants agreed by over 70% that the instructors need little or no improvement. Less than 9% felt that the instructor needs considerable improvement. Overall, in both workshops, the participants were in agreement by over 90% that the instructors need little or no improvement on the knowledge of the material.

3. Workshop Experience

Based on the collapsed categories of little or no improvement and considerable improvement needed, participants in both workshops agreed by over 79% that there should be little or no change in the structure of the workshops. Features that were constantly preferred in both workshops were facilities (workshop venue) and the use of handouts.

4. Length of the workshop

Participants in both workshops agreed that the workshops were too short. However, in workshop II, over 35% of the participants felt that the workshop was "about right".

5. Value of the workshop to participants

In workshop I, based on the collapsed categories of very valuable and valuable and somewhat valuable, over 80% of the participants felt that the workshop was valuable. In workshop II, 68% of the participants felt that the workshop was very valuable. Based on the collapsed categories of very valuable and valuable and somewhat valuable, over 90% of the participants felt that the workshop was valuable.

6. Skills developed in the workshop

In workshop I, based on the collapsed categories of very helpful and helpful, over 86% of the participants felt that the workshop was helpful. In workshop II, 61% of the participants felt that the workshop was very helpful. Overall, based on the collapsed categories, 94% of the participants in the workshop II, felt that the workshop was helpful.

7. Performance of the instructors

Based on the collapsed categories in both workshops, 90% participants in workshop I agreed that the instructors were good, and 98% of the participants in workshop II felt that the instructors were good.

8. Workshop Experience

Based on collapsed categories in both workshops, 91% of the participants in workshop I, agreed that the workshop was good, and in workshop II, 98% of the participants felt that the workshop was good.

9. Strengths of the workshop

Participants in both workshops, were in agreement that, overall, the instructors and the facilities were the major strengths of the workshops. In workshop II this choice was even more apparent.

10. Weaknesses of the workshop

In both workshops, the participants were anonymous that the workshops were short. However, in workshop II, participants were more concerned about transportation to the workshop than were concerned with the shortness of the workshop. Overall, participants in workshop II were inclined to say that there were no weaknesses in the workshop beyond the transportation issue.

11. Suggestions on the improvement of the workshop

In workshop I, participants showed agreement on the following suggestions:

- a) Increase the length of the workshops
- b) Provide more similar workshops in future.

In workshop II, there were divergent opinions. The following are suggestions which enjoyed frequency of five and more from the participants:

- a) Provide transport to participants
- b) Provide additional time for workshop
- c) Venue must be at a central location
- d) Provide sufficient funding on transportation (given refunds before departure)

Other suggestions which enjoyed frequency of less than five from participants are grouped in the following two themes:

Logistics: In this heading, the following suggestions were given:

- * improve hotel room size
- * provide newspapers
- * keep same facilitator and consultants
- * start with a prayer
- * provide sufficient information in advance
- * inspectors must be involved in the training
- * maintain the same venue
- * room allocation must be left to participants
- * participants must bring textbooks

Instructors/Instructional Approach: In this heading the following suggestions were given:

- * give quick instructions
- * update facilitator
- * vary presenters
- * provide teaching aids

12) Need for further training

In workshop I, there was a tendency to agree on the needs for further training as expressed by frequency of not less than five participants. These needs were expressed as follows:

- * Domain specification (Continuation of workshop I)
- * Need similar training on other subjects
- * Administration, Scoring, Reporting and Use of test scores.

In workshop II, there were close to as many divergent needs as there were participants. Approximately, 21% of the participants agreed on the following need:

a) Domain specification (continuation of workshop II)

Other needs expressed but which enjoyed frequency of less than three participants are as follows:

- * Administration, Scoring, and the Use of tests
- * Cut-off scores
- * Train facilitator
- * Training in exam strategies
- * Remediation
- * Provide similar workshops to Teacher training Institutes and University.

Overall, one can safely conclude from the evaluation data that the two workshops went well.

Based on my review of the evaluation results, as well as extensive observation and interactions with workshop participants, I would like to offer the following recommendations of teacher workshops:

- * Make little changes and adjustments to the workshops as participants went from very happy to happy. Too much change seems inappropriate (Consolidate the original blueprint for the workshops)
- * Instructors were handicapped by lack of appropriate materials, handouts, etc (preparation of materials must be done in advance)
- * Provide better facilities such as screens, etc
- * The Ministry of Education needs to make better provision for transportation and/or transportation reimbursement to workshop participants.
- * Add one more day on the workshops, perhaps that would ease out the training for participants.

As regards the last objective, I will be involved in a variety of activities with the purpose of improving and building on the instructional materials. I will, amongst others, be involved in going through the materials which were collected from participants during the two workshops, and trying to create meaningful exercises to be included in the handbook for grade I teachers as well as subsequent grades in future workshops. However, this effort must be seen in relation to the total effort to be undertaken in UMass in Fall.

Daily Activities

- Friday, July 12: Departed Johannesburg, South Africa at 6.00 p.m.
- Friday, July 12: Arrived in Swaziland at 7.00 p.m.
- Saturday, July 13: Met with Dr. Passigna to discuss preparation for the workshop, prepared handouts, and received background information about Year I.
- Monday, July 15: Met key personnel associated with the project in Manzini and Mbabane.
- Tuesday, July 16 to Friday, July 19: Conducted the four day CRT workshop in Manzini.
- Saturday, July 20: Worked with Prof. Hambleton on the evaluation report.
- Monday, July 22: Worked on revision of workshop materials and the evaluation report.
- Tuesday, July 23 to Friday, July 26: Conducted the four day CRT workshop in Foresters' Arms Hotel.
- Saturday, July 27: Worked with Prof. Hambleton on the evaluation report.
- Monday, July 29: Meet key personnel associated with the project in Mbabane
- Tuesday, July 30: Evaluation report, drove Prof. Hambleton to Johannesburg.
- Wednesday, July 31: Drove back from Johannesburg, moved to George Hotel, Evaluation report
- Thursday, August 1: Evaluation report, Handbook exercises
- Friday, August 2: Evaluation report, Handbook exercises
- Saturday, August 3: Evaluation report, Handbook exercises, Consultants report
- Monday, August 5: Evaluation report, Handbook exercises, Consultants report.
- Tuesday, August 6: Attended a Coordinating Committee in Mbabane, Consultants report.
- Wednesday, August 7: Evaluation report, meeting with Dr. Passigna on evaluation material.
- Thursday, August 8: Meeting at the NCC, Evaluation report,

Consultants report.

Friday, August 9: Meeting with Dr. Pasigna, Evaluation report,
leave Swaziland to Johannesburg.

SECTION 4: SUMMARY OF TRAINING CARRIED OUT IN YEAR 1

Continuous Assessment

The following training activities were carried out for NCC staff, Inset lecturers, Regional Inspectors, selected WPC lecturers, selected head teachers, and Grade 1 teachers.

1990

- November ○ Two ten-day workshops on the development of item specifications and criterion-referenced test (CRT) items, for a total of 60 persons (NCC, Inset, inspectorate, WPC, ETGPS, Exams Council)
- Four-day writers workshop to develop the first draft of the teachers handbook on test development, for ten people (NCC, Inset, & inspectorate)

1991

- January ○ Ten-day workshop on the development of remedial strategies & materials, for a total of 35 persons (NCC, Inset, inspectorate, WPC)
- February ○ Five-day workshop on the development of remedial strategies & materials, for a total of 30 persons
- April ○ Three-day course on basic word processing using Wordperfect 5.1, for 12 NCC & Inset staff
- June ○ Ten-day workshop on advanced word processing using Wordperfect 5.1 & desktop publishing using Ventura, for a total of eight members of the CA staff
- July ○ Two five-day workshops to pilot test the teachers' handbook on test development and train 96 selected Grade 1 teachers and head teachers & 24 teacher trainers in the development of domain specifications and CRTs

Narrative:

Training focused on the following areas:

1. Understanding the principles and concepts underlying continuous assessment.
2. Developing the skills required to carry out the processes involved in the two major components of CA: criterion-referenced testing and remediation.

This included practice in writing clearly-stated behavioral objectives, developing item/domain specifications, writing criterion-referenced tests (CRTs), and applying systematic instructional design

principles in the development of programmed remedial materials for Maths and English.

3. Developing the skills required to produce the tests and remedial materials using state-of-the-art word processing and desktop publishing software.

4. Training prospective teacher trainers to collect formative evaluation data as part of the pilot testing exercise to improve training procedures and materials to be incorporated in the test development handbook for teachers.

Headteacher Management Training

The following training activities were held for INSET staff, select Head Teachers and Inspectors in Management Training.

1991

- Feb. o Six days total in data collection methodology and instrument verification for 16 persons.
- Feb. o Five days total training provided to INSET staff in
Mar. report verification, planning and material refinement for 16 persons.
- May. o Five days team formation workshop to develop regional teams from Head Teachers and Inspectors for thirty two people.
- July.o Ten days Money Management and Budgeting workshop for Regional team TOT's thirty two people.
- July.o Two days Training of Trainers in Money Management,
Aug. micro teaching TOT for regional teams, thirty two people.

Training cantered around four conceptual areas;

1. Development and preparing materials for a data collection exercise.
2. Training Inset staff and select data collectors to perform a field data collection exercise.
3. Training a group of trainers to learn to work as a training team using modules.
4. Training the regional teams to learn how to teach money management and budgeting to Headmasters in Cycle One.

These training exercises have been reported in the quarterly and mid year report, with the exception of the money management training which occurred in July.

No persons were sent overseas for money management training during 1991.

Career Guidance Training

1991

Feb to April

Six days total in career guidance pre-service teacher training for approximately 48 lecturers at Nazarene, Ngwane and William Pitcher TTCs.

April

Four days total in career guidance teacher training for approximately 80 LITS and DIES in four regional educational centres

March

Seven days total in career guidance principles and practices for ETGPS staff.

SECTION 5

IIR CONTRACT EXPENDITURE
1 AUGUST 1990 - 31 JULY 1991

CATEGORY

EXPENDITURES
TO DATE

TECHNICAL ASSISTANCE

LONG TERM

SALARIES & WAGES	\$ 215,665.55
FRINGE BENEFITS	\$ 66,628.48
OVERHEAD	\$ 52,070.92
N.M.S.U. SUB (BERGSMA)	\$ 84,161.98
TRAVEL	\$ 76,206.93
ALLOWANCES	\$ 45,157.16
OTHER DIRECT COSTS	\$ 39,108.92
MATL,SUPL. & EQUIP.	\$ 109,089.85
G&A	\$ 72,897.02
TOTAL	<u>\$ 760,986.26</u>

SHORT TERM

CONSULTANTS	\$ 21,224.04
N.M.S.A. SUB (CHU)	\$ 26,595.88
U. MASS SUB	\$ 812.59
CONSULTANT TRAVEL	\$ 19,883.07
G&A	\$ 7,393.81
TOTAL	<u>\$ 75,908.89</u>

TOTAL TECHNICAL ASSISTANCE

\$ 836,895.15

TRAINING

LONG TERM

IN-COUNTRY TRAINING	\$ 29,791.58
G&A	\$ 3,202.49
MASTERS DEGREES	\$ 138.00
G&A	\$ 14.43
TOTAL	<u>\$ 33,146.44</u>

SHORT TERM

NWRE SUB	\$ 0.00
G&A	\$ 0.00
TOTAL	<u>\$ 0.00</u>

TOTAL TRAINING

\$ 33,146.44

MITCHELL SUB	\$ 6,408.10
G&A	\$ 669.65
TOTAL COMMODITIES	<u>\$ 7,077.75</u>

POLICY STUDIES

CONFERENCES	\$ 10,000.00
EXPER. ACTIVITIES	\$ 0.00
G&A	\$ 1,045.00
TOTAL POLICY STUDIES	<u>\$ 11,045.00</u>

TOTAL COSTS	\$ 888,164.84
AWARD FEE	\$ 31,880.00
GRAND TOTAL	<u>\$ 920,044.34</u>

SECTION 6

GOS CONTRIBUTION

1 AUGUST 1990 - 31 JULY 1991

E

Provision of housing for 4 T.A.s	72,000
Provision of offices (5 MOE, 2 W.P. houses)	32,760
Office Utilities	3,000
MOE telephones & Fax	2,731
Materials & Supplies	10,400
Use of equipment	44,509
Fuel	6,350
MOE transport costs- workshops etc.	13,170
Facilities for meetings	1,500
Furniture - houses and offices	17,500
Staff time general	15,875
Staff time meetings	48,187
Staff time workshops	121,576
TOTAL	<u>449,558</u>
OR	\$160,550