Province of the Eastern Cape
Department of Education

Imbewu II
Comprehensive Longitudinal Evaluation

iMBeWU
PROgramme

Training of Trainers Study

Baseline Report 2003

PREFACE

The IMBEWU PROJECT was launched, as an Eastern Cape Department of Education (ECDE) pilot initiative in 1997 with funding from the British Government Department for International Development (DFID) for a three year period ending in September 2000. It operated in 26 Districts in 100 pilot school sites in the first year, extending to 423 over the final two years of the project. The overall intention of the project was to improve the quality of teaching and learning, and management, at Primary school level, whilst enhancing the capacity of the Department of Education (ECDE) at Provincial, Regional and District levels, to drive and sustain improvements in quality education delivery at schools.

During this three-year project, the core aspects of Education Management Development (EMD) and teaching and learning through in-service Training (INSET), were delivered and supported through a partnership consisting of Non-Governmental Organisations (NGO's), Imbewu Technical Advisors and Departmental officials.

This systemic approach to the problem of improving the quality of educational outcomes, laid the basis for the development and acceptance of the proposal from the ECDE to DFID to continue to fund a second phase, termed the IMBEWU II PROGRAMME, which kicked off at the beginning of 2002, with funding for a 7 year period.

IMBEWU II is committed to following a more vigorous approach to the integration of the knowledge, skills, attitude change and values, developed and tested during IMBEWU I and for this reason is seen as a fully fledged PROGRAMME within the Department.

IMBEWU II has been characterised by the training and support of 1500 schools towards obtaining Section 21 status (self managing status), some of which were from the IMBEWU I cohort, and the rest consisting of all the Senior Secondary schools in the Province in the foundation modules inclusive of crafting a vision, practice based enquiry, managing change and whole school development.

IMBEWU II has also been responsible for the funding, roll out and support of all Foundation Phase training in the Revised National Curriculum Statements (RNCS), the development of a model for more cost effective school building construction and capital asset management, the development of a District model for support for the decentralisation process, the support of the provincial office as it strives to develop an enhanced strategic role and the support of a comprehensive Provincial INSET policy with particular focus on the Education Leadership and Management Development front.

The DFID Portfolio Review Committee (PRC) submission outlining the structures and parameters of support to IMBEWU II, PRC (43), describes the need for the development of a framework for evaluation in the Programme, and gives notice of some DFID modalities which will be used when developing such a framework:

"*A comprehensive impact evaluation framework, which includes a baseline for the programme, will be developed in project year 1 (PY1). Continued evaluation of the learners in the IMBEWU schools will provide robust evidence of fundamental change. Impact evaluation will also be designed to measure the effect of this programme on the wider community. Milestones to be achieved by PY3 andPY5 will be developed during*

the first year of the programme. Evaluations will take place after PY3 and PY5 against the outputs in the logical framework, and a final evaluation in PY7."

The programme will provide quarterly reports to DFID. DFID and ECED will conduct joint annual Output to Purpose (OPR) reviews, which will be important as tools for informing any necessary changes or adjustments to the programme's focus and direction. We will invite other donors supporting education in the Eastern Cape to participate in these reviews."

In accordance with these parameters, ARCADIS BMB, the contracted Managing Agent for IMBEWU 11 for the period 2002 – 2005, developed a comprehensive evaluation framework for the Programme, which is rooted in the PRC (43). This Evaluation Framework incorporates and uses the Integrated Work Plan for the Programme, the Output, Activity and Budget Schedules, the Quarterly Progress Reports and the Output to Purpose Reviews (OPR) and Summative Evaluations, but will go much further in developing a variety of additional mechanisms with accompanying instruments. These will include a quantitative longitudinal school and learner survey, longitudinal cohort studies, both quantitative and qualitative, and single action research studies. Further, the ECED Education Management Information System (EMIS) contains valuable data, for example that on completion rates, which can serve both monitoring, and evaluation purposes and will also be incorporated into the framework.

An initial framework for a comprehensive evaluation of the Programme was accepted by the Project Steering Committee (PSC) in October 2002, and after extensive input opportunities by Departmental stakeholders at all levels, and the subsequent development of an operational framework, approval was granted for operationalisation, through the Quality Assurance Chief Directorate with the assistance of a Technical Advisory Team, in mid July 2003.

Standing at the heart of the IMBEWU 11 Programme purpose, as depicted in the Programme Logical Framework, is the aim *"to develop an effective, efficient and affordable decentralised education system"*. With this in mind, if evaluation is to have meaning, which goes beyond making judgements, and even beyond contributing to planning, then is has to build capacity in itself for both individuals at all levels in the system and the system as a whole.
The challenge however, is that the lower levels in the system, demand a more interpretive evaluation than the upper levels, who demand a more technical, factual and precise evaluation. In order to reconcile these differences, the need for a multi-faceted, multi level approach is imperative if we are to generate the most useful and appropriate information for overall systemic change. The development of basic principles for this evaluation has taken all these dynamics into consideration.
The following principles will therefore guide the evaluation process:

a) The evaluation design and process will be **comprehensive**
    - It will cover all aspects of the ECDE delivery and will take cognisance of the context at the various levels.
    - It will take into account both Provincial and National Policy imperatives
    - It will make provision for both summative and formative evaluation
    - It will make provision for both qualitative and quantitative evaluation methods
    - It will make use of different methodological approaches

- It will be progressive and will take the form of a 6 year longitudinal research study, pre-ceded by a baseline study starting in PY 2 (2003)
- It will form partnership agreements with local Tertiary Institutions.

b) The evaluation process and design will be **embedded and rooted in the ECDE** and it will be:
   - Inclusive of all relevant stakeholders in Education
   - Managed by the Quality Assurance, Examinations and Assessment Chief Directorate
   - Supported by the EMIS
   - Co-ordinated through IMBEWU 11
   - Managed, developed and designed to build research capacity and practice based enquiry methodology at all levels
   - Seen as the first steps towards the establishment of a Policy, Planning and Evaluation Unit within the Department
   - The first steps towards recognition of research studies, through publication, and presentation of articles and studies, both in house, Provincially and Nationally.

c) The evaluation procedure and design will be **relevant, useful, sustainable, replicable and reliable.** It will:
   - Make use of existing data sources.e.g. EMIS, Systemic Evaluation of Grades 3,6,9 and 12, Provincial Examination Results for grades 9 and 12, Year end Promotion Schedules, Quarterly Attendance Register Summaries, the School Register of Needs, University and Technikon publications etc.
   - Make use of existing ECDE structures
   - Have buy in from the executive and senior management structures
   - Have clear control, accountability and reporting mechanisms in place from the outset
   - Consist of a representative sample
   - Contain capacity building components (self evaluation formats)
   - Contain a flexible component where emerging policy gaps can be included (Single Action Research Studies)
   - Be presented in a format that can be used for policy development and planning
   - Quality Assured at the development phase by relevant experts (Focus Groups and a Reference Group)
   - Quality Assured and reviewed for relevance, usefulness, sustainability, replicability and reliability in PY3, 5 and 7 by means of a summative evaluation, which includes the Reference Groups (experts)
   - Make use of all available resources synergistically

This study attempts to measure the effectiveness of the Imbewull Training of Trainers model, and takes into account the Training Experience; the Training Materials; the Facilitation Experience and the Perceptions of Effectiveness of the Course. The data collected forms a baseline upon which a 6-year formative study will be conducted. The rationale behind this study is based on the fact that educators at large are directly and indirectly affected by the quality and effectiveness of the Training of the Trainers who are, in essence, the key "change agents" in the model designed to transfer knowledge, skills and attitude change at the school base.

ACRONYMS USED IN THIS REPORT

C2005	Curriculum 2005
NDoE	National Department of Education
ECDE	Eastern Cape Department of Education
EMD	Education Management and Development
INSET	In-service Education and Training
NCS	National Curriculum Statement
NGO	Non Governmental Organisation
OBE	Outcomes Based Education
OPR	Output to Purpose Review
RNCS	Revised National Curriculum Statement
SDS	School Development Support
ToT	Training of Trainers
VC	Vision Crafting
WSD	Whole School Development

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IMBEWU II COMPREHENSIVE EVALUATION
TRAINING OF TRAINERS BASELINE STUDY

1. EXECUTIVE SUMMARY

1.1. INTRODUCTION

- The key to the Evaluation Team's task is to probe the effectiveness of the training for overall transformation in our schools as implemented by the Imbewu II programme.
- The focus of the Research Team's task is the Training of Trainers (ToT).
- The structure of this Report and the findings reported focus on key issues, key perceptions and commonalities that were revealed through the findings on the training process.
- The key findings are drawn mainly from the Interviews with trainers
- Trainers from the Revised National Curriculum Statement (RNCS) and School Transformation training were identified for this study.

1.2. KEY FINDINGS

1.2.1. THE SUBSTANCE OF THE ToT COURSE

The content materials were good for the ToT sessions but were criticised for the difficulty of using them at school level as workplace implementation document.

The language level in the modules was considered to be too sophisticated for the School Governing Body (SGB). Furthermore at school level there should be module material in the vernacular available for implementation purposes.

The content focus neglected to transfer skills of facilitation and strategies for practical implementation – for example 'how to handle or motivate a quiet and unconfident SGB group'

Some modules were seen to be repetitive particularly when they were compared with National training modules.

1.2.2. THE TRAINING EXPERIENCE

The overview is that Training sessions were well presented and properly organised. Positive views were expressed about the participative manner in which these sessions were conducted, and the usefulness of the group work opportunities.

Criticisms pointed to too much work to be covered in one big session. Trainers pointed towards the need for shorter training sessions with proper field based follow-up and back-up.

There were several references to the need for facilitators with appropriate prior experience and skills. Transfer of facilitation skills were neglected in the ToT and this was seen as a key weakness to the training.

References to their Trainers were mainly positive but interviews revealed a number of critical weaknesses such as:

- Too many independents and Non Governmental Organisations (NGO)'s thereby losing contact with the Eastern Cape Department of Education (ECDE).
- In the Provincial Curriculum training some of the trainers had less experience than the trainees.
- The bona fides of some Trainers were questioned with reference to age, seniority, and insufficient training.
- Time was well-managed at ToT sessions but the need to implement this training at school level provides different time demands and training did not prepare for this by suggesting various strategies.

1.2.3. PERCEPTIONS ON PARTICIPATION

Respondents indicated that they were overcommitted and they could not devote the care necessary to this Training and the implementation thereof.

To add to the challenge of over commitment, the District Offices were grossly understaffed.

In the roll out of the RNCS what was intended as an orientation session turned out to be an in-depth training session because implementation had to begin in January 2004**.** Therefore the timing of the training was criticised.

As a result of the above factors sometimes inappropriate people attended the ToT sessions. (e.g. in one District a special needs person was asked to handle the RNCS, and this was given as a reason for non-committal attendance).

1.2.4. PERCEPTIONS ON THE EFFECTIVENESS OF THE ToT

There was a view that some positive and noticeable change had resulted but the overview was not one of confidence and motivation. Participants did not feel that they were adequately prepared for facilitation and implementation.

1.3. CONCLUDING REMARKS

A revised strategy for training could incorporate the following:

- Balance of workshop and workplace skills transfer;
- Mentoring and coaching strategies;
- Real life exemplars as part of training modules;
- Accompanying training with resource provisioning;
- Differentiated training and support;
- District self-management of training;
- Continuous evaluation as part of the training cycle;
- Departmental administrative systems that support training.

2. THE EVALUATION METHODOLOGY

2.1. BACKGROUND AND CONTEXT

The purpose of the study was to investigate the effectiveness of Training of Trainers in the areas of School Transformation and Curriculum (RNCS).

The context of the study was that participants of the ToT cascade model were then required to transfer and provide support for that which had been transferred to them, into the Districts and schools for implementation.

2.2. PROCEDURES USED

2.2.1. METHODS

The Evaluation Team selected to work in the interpretive paradigm using the interpretive and qualitative research approaches as this combination (interpretive and qualitative approaches) allows for a larger degree of flexibility.

2.2.2. INSTRUMENT DESIGN PROCESS

The Evaluation Team developed two questionnaires (one for Management Training and one for Curriculum training) and an interview schedule which was used for both school transformation and curriculum (RNCS) (see Attachment 6.3 and 6.4). These instrument were then tested in the King Williams Town District with four RNCS and three School Transformation trainers. The result of this pilot test was that items in the questionnaire were collapsed and a new questionnaire emerged.

After the questionnaires were administered in the three sample Districts the Evaluation Team once again revised the questionnaires to make it more user friendly. The two separate questionnaires were collapsed into one (see attachment 6.5).

2.2.3. SAMPLE

The Evaluation Team had no control over the sample. They had to work with those who were involved in the training. Therefore they were working with a pre-determined sample.

DISTRICT	SCHOOL TRANSFORMATION	CURRICULUM (RNCS)	
	ECDE Officials	ECDE Officials	Independents
East London	2	2	2
Grahamstown	3	0	3
Libode	2	4	0

2.2.4. DATA COLLECTION PROCESS AND METHODS

For the purpose of this study the following data collection techniques were used.

QUESTIONNAIRES (see attachments 6.3; 6.4;and 6.5)

The purpose of the questionnaires and their design was to evaluate the :

- effectiveness of the Training experienced by the 'Change Agents';
- competence to train others, confidence and skills developed in the training received; and
- improvement of the training initiative – an attempt to probe for recommendations so as to improve future training.

The task was to develop generic questionnaires in a consultative manner with ECDE focus group members and respondents. Three meetings were called by Mrs Siwisa where ECDE officials from different directorates were given sample questionnaires to comment on.

The questionnaires were pilot tested in the King Williams Town District and then administered in the three sample Districts that were selected by the Imbewu II Evaluation Team. The sample Districts were Libode, Grahamstown and East London and the target group were the ToT trainers in each of these Districts.

The Districts were selected for their representativity of urban, rural, peri-urban and farm schools which is considered typical of the ECDE schools

- Questionnaires were designed and administered in the areas of curriculum (RNCS currently taking place in the province) and the area of school transformation looking specifically at the area of Vision Crafting, Whole School Development and School Development Support.

Questionnaires were designed to investigate six components:

1. Details of their experience of training received;
2. The training process as experienced by the participants with focus on its modus operandi;
3. The content or course materials and how helpful they were in the implementation and roll out at school level;
4. A list of resource materials received;
5. The course facilitation as an exemplar for adoption; and
6. The course effectiveness and how equipped the 'Change Agents' felt for the task of roll out and implementation ahead of them.

In the areas of Vision Crafting, Whole School Development and School Development Support Services nine respondents completed the questionnaires. These were all ECDE officials who were members of the above mentioned Districts who received training in these three areas.

Grahamstown	1 person only received provincial training;
East London District	2 people completed questionnaires and they indicated that they were responsible for most if not all of the training;
Libode District	3 officials involved completed the questionnaires
TOTAL	6 people

In the area of Curriculum we focused on the ToT process involving the RNCS currently taking place across the province. In the East London District we received responses from a range of respondents (9 in total) involved in this Tot Process. They respondents were ECDE officials, Independents and trainers from NGO's. In the Libode District there were three respondents all ECDE officials. In the Grahamstown District questionnaires were given to the District and at this point in time they have not been returned to the evaluators. The three respondents from whom we are awaiting responses are all independents.

The Questionnaires were limited to three responses:

RESPONSE	FEELING EXPRESSED	INTERPRETIVE COMMENT
1	Good/ positive	A perception of effective
2	Neutral/OK	A non-committal response
3	Not good/negative	Something was wrong

In administering and analysing the responses the following factors should be kept in mind

- This process of evaluation is a longitudinal study and is formative by nature.
- The sample group of three Districts is a sample selected by the Imbewu II Evaluation team. The views expressed in these questionnaires represent the views of the respondents in these Districts who completed questionnaires.
- One of the valuable aspects of this process is that the trainers have had an opportunity to reflect on their training after they had to cascade training down to school level. Too often ToT training is evaluated immediately after training, before trainees have had an opportunity to test the effectiveness of their training in the field.

FOCUS GROUP INTERVIEWS:

An example of the interview schedule can be found in Attachment 6.2. Focus group interviews were administered because an interview is able to extract more meaningful information than a questionnaire or test of some experiential task. It gives the researcher an opportunity to get to know the people quite intimately so that the researcher can really understand how they think and feel.

Before the interview, trainees were asked to complete a questionnaire on which basic biographical information was recorded (see attachment 6.6).

The sample for the focus group interview in East London was made up of 4 Curriculum (RNCS) Trainers and two School Transformation trainers. In Libode there were four

Curriculum (RNCS) trainers and two School Transformation Trainers and in Grahamstown the sample was made up of three Curriculum (RNCS) Trainers and three School Transformation Trainers. In Grahamstown only one attended the School Transformation training and he had to train the other two trainers. The curriculum trainers in this District were all Independents.

2.2.5. CONSTRAINTS AND LIMITATIONS

To many respondents the ToT evaluation was perceived as being yet another project initiative 'out there' and not as an integral key to unlocking the transformation needs of schools nor as a Department of Education (ECDE) driven initiative.

Consequently the evaluation process appeared to be invasive and even threatening to some respondents. It was not greeted with enthusiasm and immediate collaboration.

The findings reported by the Evaluation Team in this investigation have the following significant limitations:

1. The investigation was commissioned late in the year after three of the school transformation modules had been completed.
2. The study was commissioned late in the process, as a result no observation of ToT sessions could be included in the evaluation nor was there any chance to observe and test pre-training and post-training differences which are important procedures for gauging effectiveness of training. For the RNCS we were only commissioned after the ToT process had been completed.

3. The sample that was chosen in relation to the three sample Districts is considered to be too small to be fully representative.

4. The Departmentally driven Focus Group, chaired by the Director of Curriculum, within which the Evaluation Team was required to operate was never constituted and three attempted meetings failed to draw any attendance other than the Chairperson and the Evaluation Team. This team consisted of:
   School Management Trainers;
   HIV/Aids Trainer;
   Principals;
   Director – Professional Development;
   Education Specialist for Matric Intervention Programme (MIP)

5. The Evaluation Team was not given access to the Training Reports (so as to scrutinise and draw our observations into this report) by the Training Division under the premise that they were not complete. This was particularly disappointing and restricting in the light of Point 1 above.

As a consequence of these limitations the 'findings' of this investigation are limited and should be seen as a starting point and baseline upon which further findings will be added to over the subsequent 6 years of this formative evaluation process.

3. REPORT ON FINDINGS

3.1. GUIDING PRINCIPLES

3.1 Guiding Principles

The following principles have guided the implementation of the evaluation process from instrument design and development through to the reporting process:

- An evaluation that goes beyond merely making judgements
- Capacity building at all levels within the ECDE
- A multifaceted, multi-level approach to evaluation as per the log frame
- Within the context of and with full understanding of National and Provincial policies
- Adoption of both quantitative and qualitative methods of evaluation research
- The utilization of diverse methodological approaches
- Inclusive of formative and summative evaluations
- A progressive study consisting of 6 year longitudinal studies, beginning with the baseline in Project Year 1 (2003)
- Ownership by the ECDE at all levels
- Partnership agreements with local tertiary institutions
- Individual reports to be stand alone reports that are integrated and cross-referenced through a multi-media report at the end of the baseline and grounded in the Imbewu II Programme Logframe
- Reports to reflect a helicopter baseline view
- Simple and easily understandable language to be used in the reports
- Abridged versions of the reports to be developed for ease of reference and for presentation purposes

3.2. FINDINGS

3.2.1. INTRODUCTION

The two foci of this study are School Transformation, and Curriculum (RNCS)

3.2.2. SCHOOL TRANSFORMATION

The two key methods of seeking evidence that were employed were the questionnaires and the interviews and the findings were presented accordingly.

3.2.2.1. Substance of the ToT course in relation to School Transformation

(I) Course content and materials

Questionnaires revealed that for the ToT sessions the modules were easy to use. However when the stage of District training at school level starts, language diversity and sophistication and levels of competence of school participants might create problems.

The comments made about the Whole School Development manuals were that some were a repetition of training received during Imbewu I. With School Development

Support materials they found the revised modules to be simple, easy to comprehend, relevant and shorter than in the modules presented in Imbewu 1. There was no duplication of activities.

Most respondents reported that the content was "generally good" and easy to use. It was very informative, well written, with lots of scope for participation and interaction. The activities encouraged participation.

Interviews however, revealed the content was generic, and trainees realised that they would have to adapt to their particular situations. Some of the inexperienced trainers (lacking experience in management and governance) felt that there should have been a facilitators guide to help them because when they did their training they had to decide what to leave out or include because of time constraints. For effective transferring of the information, the Principals and lead teachers must have good facilitation skills.

"Content good" [Libode] *"Content was generally good"* [EL] *"The content was fine"* [G'town]

"Training module is perhaps too generic both in language and content" [EL]

"Modules and policy are open to interpretation and this leads to confrontation" [G'town]

(ii) Language

Interviews revealed that because all the modules are in English, this posed a problem for semi-literate and 'less sophisticated' rural School Governing Body (SGB) members and others whose first language is not English.

" The content being in English is not user-friendly as some SGB's are illiterate [Libode]

"Language is a barrier – All ToT in English yet groups are multi lingual" [EL]

"Time and language need to be improved at training" [Libode]

3.2.2.2. The process of the ToT experience in relation to School Transformation

(i) The training experience

Questionnaires revealed that most respondents found that training sessions were well organised and trainers well prepared. There were inputs that indicated that there was too much work for the time available. One of the areas for negative comment picked out by respondents was the time allocated to groupwork**.**

Interviews revealed that the diversity of participants led to all not working at the same levels. They were also inhibited by time constraints and there was insufficient time to attend to this problem.

All respondents viewed the approach used by the trainers (viz. the consultative approach) as being the 'strength of the training'. They liked the IMBEWU approach, consultative as opposed to the top down approach. They called this the 'IMBEWU approach'

One respondent pointed out that their training did not provide the inexperienced trainee with the skills required in implementation. The example cited was of a school asked to engage the school community in vision crafting, but instead they understood it as preparing for a launch. The trainer had to have a workshop on how to facilitate the process of vision crafting. Not all trainees are equipped with the necessary facilitation skills.

"Training was participative enough" [Libode]

"The methodologies used in the training was a strong area – a new approach with the ECDE being consultative and not top-down approach". [EL]

"The sessions were fully participative, although a negative was that they were sometimes dominated by stronger individuals" [G'town]

The planning of the sessions was considered to lack thorough planning.

"A bit thin on the logistic side" [EL]

(ii) The Trainers

The questionnaires and the interviews gave contradictory responses and even within the questionnaires there were differences.

The initial multi choice responses from the questionnaires were very positive but there were very few comments made. This perhaps reflects a desire to rush off answers to yet another questionnaire.

Most respondents indicated that they were positive about training and trainers and there were some comments such as that the training was well planned, it was good in all five modules, although not always clear. However it was felt that there was not much investigation of prior knowledge of trainees, the atmosphere was not relaxed and at times doubts overshadowed their insights and their experiences of facilitation. Some outcomes of the training were a bit vague, perhaps too ambitious and could not be really determined.

One respondent from Grahamstown indicated that he was selected as a Provincial Trainer only an hour before the training, simply because he had arrived at the session early. In this instance he had received 60 minutes of training.

The provincial trainers were not always able to answer questions and it was clear that some of the provincial trainers did not have management experience.

(iii) Time considerations and constraints

Questionnaires indicated that most respondents felt that time management and allocation were good. Sessions started and ended on time. Facilitators adhered to times.

3.2.2.3. Perceptions on participation in the ToT in relation to School Transformation

(i) Selection of Trainees

Respondents to the interviews were especially articulate about this aspect of their training. They noted that being involved in a ToT session should not be simply a training session with no follow up. One respondent noted that when trainers are selected for the 'job on hand' careful selection should take place for example if the ToT session is a management and governance one, then the selected trainees should have some experience in this aspect. The trainers should have to provide after-support to the schools and Districts.

In the Grahamstown District it was found that because of a shortage of staff one person had to receive all the training and then he carried the responsibility of trying to train the others in the office within a very restricted time.

"…sometimes EDO's who were inexperienced in management were selected" [EL]

"Those of us who already had management skills were able to cope but there were many who did not" [G'town]

"Regardless of how effective the training was the Trainee had to come to the table with some experience. Some individuals left there not adequately prepared" [EL]

Respondents in most Districts pointed out that they brought experience to the ToT sessions. However according to them there were others who lacked this experience, and it was evident when they left the ToT session inadequately prepared for implementation.

(ii) Constraints to the capacity of the participants as Trainers

Interviews revealed that training modules did not have any focus on facilitation skills. Since only 2-3 members attended from each school, these representatives would have to cascade the information to the schools. Most of the SGB members are not very literate and this posed a problem. The trainees have picked up that some Principals also did not have facilitation and conflict resolution skills. And therefore it is incumbent on the trainers, in their training (ToT) to cover this aspect.

Trainees have also found that the interpretation of the content of the ToT course at the micro level cause conflict (modules and policies are open to diverse interpretation).
Since the principals are not all equipped with facilitation and conflict resolution skills, they look to the Trainers to provide this. Therefore, many of the respondents suggest that ToT sessions should include facilitation skills and conflict resolution skills.

"Principals are not equipped with facilitation skills and conflict resolution skills. We were not given facilitation skills" [G'town]

It was stated that many of the trainers are unfortunately lacking in this area of expertise.

"Inexperienced trainees were left to sink or swim – no practical examples were given to them" [EL]

(iii) Pressures of understaffing

Interviews revealed that one comment that came up in all three Districts was that the numbers of people trained were insufficient for the large numbers of schools in each District. Only two were trained in East London and Libode and only one person was trained in Grahamstown and he, in turn had to train the others in his office.

The main problem, according to the respondents is that the Districts are understaffed and there are so many projects happening.

"District offices are extremely busy places and school transformation seems to get lost in amongst all the other tasks we have to do" [Libode]

"Importance attached by the District Office - here lies our biggest problem. Sometimes one person goes and when he gets back he informs us. Also because there are so many different projects we are expected to get involved in. While the training is going on Bisho calls us to yet another meeting" [G'town]

3.2.2.4. Perceptions of effectiveness of the ToT in relation to School Transformation

(i) Course effectiveness

Questionnaire comments spread between positive and neutral. It was stated that training added to what was known and that it would help implementation after training. There was a feeling that opportunities had been opened by meeting and sharing with trainers.

"There are noticeable signs of change in schools – notably parents taking control" [Libode]

"Follow-ups by fieldworkers have been good" [G'town]

The interviews revealed different responses.

"We had to cut and select from the module due to shorter training periods in the Districts- and for this we were not prepared" [EL]

"Many District officials were not really interested. They did not participate and would not be able to train effectively" [G'town]

"People were not sure what to do when they leave" [EL]

One of the respondents made observations on the management questionnaires saying that questionnaires should possibly ask how change agents would use the materials, and that they were too generic and not really getting respondents to comment on what they really had learnt.

3.2.3. CURRICULUM: Revised National Curriculum Statements (RNCS)

3.2.3.1. Substance of the ToT course in relation to Curriculum (RNCS)

(i) Course content and materials

The questionnaires did not yield the same picture on this issue as did interviews (this made the Evaluators wary of the veracity of responses to the questionnaires). Responses were spread between the majority saying that they were positive to a few being neutral.

Both national documents and provincial documents helped to prepare trainees, but the national documents were considered to be more effective in preparing the trainees in the ToT. e.g. principles (which are very important for the understanding of the RNCS) were satisfactorily covered in the National document and not in the Provincial documents.

Interviews underlined the differences between national and provincial training already identified in questionnaires :

"When we look at the Provincial material it didn't focus much on policies. We had to take some of the activities from the national document. For instance the issue on language policy". [Libode]

"We were not 100% satisfied with it (the Provincial Document). As a result we photocopied some of the activities from the national document" [Libode]

The modules were considered not adequate as workplace documents. When the Respondents have to do their training they have to adapt to the particular situation, in that they have to decide what to leave out and what to include and they feel unprepared for this..

"*The modules did not adequately cover assessment*" [EL]

A number of respondents commented that the provincial authors did not seem to work as a team as there were many overlaps.

" *The various learning areas should flow into one another".* [EL]

" Activities were repeated". [EL]

"Some of the activities were copied from the national documents and had no real relevance to the topic under discussion". [EL]

"Modules not ready by the time training took place" [EL]

"The provincial trainers came with a draft document, and we suggested changes and inclusions" [EL]

"The provincial module could not stand alone as information that was in the national document was needed to strengthen understanding" [EL]

"The Provincial material looked like it was not proof-read – some of the activities were just copied from the National Document" [Libode]

"I found that both the provincial training and the national training helped me understand, but we were told that we should use provincial documents only".

Some points appeared to contradict – for instance,

"…the issue of clustering and integration because we cluster only the assessment standards. We don't cluster learning outcomes, we only integrate the learning outcomes" [Libode]

"In some farm schools we might have Grade 1,2 and 3 in one class. This is a challenge that was not covered in the training" [G'town]

This meant that there were topics that would confuse respondents who had not attended the National Training.

3.2.3.2. The process of the ToT in relation to Curriculum (RNCS)

(i) Training experience

The questionnaires revealed that most responses ranged between positive and neutral but some negative comments indicated that some sessions were too rushed, some started late, venues were too small and some unsuitable venues were used. Four days was considered to be not enough and not enough time was allocated for consolidation and clarification.

Most respondents indicated that they were positive about the course facilitation. Yet the comments revealed that some participants came to the training with very little knowledge and left still with little knowledge. The ToT facilitators did encourage questions that were relevant to the subject but they avoided challenging questions.

In the interviews all the respondents indicated that the national training gave trainers time to assimilate the information on RNCS. However they pointed out that their training, that they had had over a month, they now had to 'squeeze in' to only 2½ weeks. Their training did not prepare them for this. Many of them had been told that this training was an orientation to RNCS. However the reality was that the teachers were expected to implement RNCS in 2004. It is for this reason that they found themselves having to train and not orientate. Most respondents did concede that it was not the fault of the training, but more the lateness of the training and the time frames as set out by the ECDE.

The perception of the respondents was that they were to attend an orientation and therefore it was not to be in-depth only to find that this was their training.

The matter of prior National training was raised by a number of respondents as being of positive influence:

"Both National and provincial training gave people a chance to share their views in group work" [Libode]

"Facilitators did not consolidate in Provincial training. With National it was so consultative, but even issues that were unclear in the group they cleared because they knew what they were talking about". [Libode]

"I feel that National were not fiddling about because they knew what they were talking about" [Libode]

Negative perceptions included:

"*There were too many of us*" [EL]

"*There was not much emphasis on assessment*" [EL]

One noticeable factor was the question of timing:

"*Training came too late"*

"Provincial modules were not ready on time"

"If we could receive material early (before the training) so that we can read and understand the document".

"Training must be done earlier so that there is enough time for cluster integration".
"There were so many disruptions. It was meant to start at 09h00 but they come from far away places and they come late and they leave early. Contact time is at minimum"
[Libode]

From the comments it appears that the training did not always take into account the limitations (time frames, limited times, small venues, overcrowded class-rooms) when the trainees are required to cascade the training at District level.

Effective assimilation of the training (ToT) largely depended on the previous training experience of the individuals e.g. those who attended the C2005 and implemented C2005 and OBE coped well. However those who did not have this experience struggled with understanding.

(ii) The Trainers

Interviews showed that all respondents were happy with a first round of the National training provided by the National Department of Education (DoE). The national trainers were perceived to be very knowledgeable and they were consultative in their approach.

However some were not happy about the provincial training for the following reasons: some respondents had attended the DoE training with the provincial trainers and the only difference between them and the Provincial trainers was that the latter had had access to some new information.

The statements listed below affirm some of the above points.

'Some of the trainers were in the same groups as us when we received national training and some of our provincial trainers had less experience than us" [G'town]

"I was not happy with the quality of the trainers' [G'town]

"*The Department should try to appoint fewer independents and NGOs, because there must be continuity. If an independent is training and there are no department officials, they will not know what happened in the training and might not be able to help the schools".* [EL]

Many respondents indicated that they did not receive much support after the ToT session.

"There was a lot of repetition in the three learning areas and it seems as if they were not working as a team on this".

"Training should allow for more demonstrations (of lesson plans, lessons) so that we can learn from our mistakes"

Although the training was participative this was to some extent to the detriment of the overall training in terms of time allocation as sometimes the ToT trainer could not complete the task on hand.

3.2.3.3. Perceptions on participation in the ToT in relation to Curriculum (RNCS)

(i) Attitude to change

Interviews revealed a perception that all stakeholders must have Advocacy training as this is important for attitudinal change.

"It did make a difference to the teachers and it helped in a way because it brought awareness to teachers regarding change" [Libode]

According to some of the respondent when Curriculum 2005 (C2005) and Outcomes Based Education (OBE) was implemented some schools had great problems (large classes, lack of resources, no follow up) all of these were not met. Despite this there is yet another policy change. These issues were not addressed in the ToT.

"There is a difficulty where you have to shift thinking from C2005 to RNCS and why we have to change. This is a problem" [Libode]

"There are still the same challenges like overcrowding of classrooms that will impact on daily assessments and daily recording. The teacher still has the same situations" [Libode]

(ii) Time frames as set by the ECDE

The timing for the ToT was too late and time allocated was insufficient. This was further complicated by the fact that because of distance and transport, the sessions had been cut shorter. The respondents were told that this orientation course would be followed by an in-depth (RNCS) training in 2004. However the respondents learned that because the implementation was to follow the next year the teachers needed more in-depth training. The ToT sessions did not cater for such eventualities or constraints.

"We were given five days for the training and there was too much work to be covered. Teachers are still calling us to clarify" [Libode]

"The rural mixture of the District, they have to travel to the workshop and then you have to release them earlier – that also has an impact" [Libode]

"There is not enough time to train Teachers so that they are ready to implement (2004)*. The ECDE sees this as an orientation training with follow-up workshops. This is a very bad time of the year to start training people. We have our schedules and are not focused on planning"* [EL]

"The timing of this training session was not well thought out as the Teachers are otherwise occupied now" [EL]

"*The reality is that the Teachers have to implement in 2004 and the Teachers have to plan their work programme now. Because of the bad planning over timing for implementation we had to cut off some of the aspects so that we can help prepare Teachers for next year"* [EL]

"*Besides the lateness of the training we had further constraints with regard to the number of hours allocated to this training. We needed more time to explain and for participants to understand"* [EL]

3.2.3.4. Perceptions of effectiveness of the ToT in relation to Curriculum (RNCS)

Questionnaire comments spread between positive and neutral and the lack of negative responses contradicted the situation revealed in interviews. Interviews since they were one-on-one probed and revealed more meaningful responses.

"Because of time constraints we had to adapt the material" [G'town]

"We had to adapt the module given at the ToT to meet the needs of the teachers who had to implement the RNCS in January 2004. This was due to the lateness of the training periods in the Districts- and for this we were not prepared" [EL]

"If the national documents (Policy Documents) *could have been added to the Provincial*

Documents used things could have been better" [EL].

"Provincial material was good but most examples were based on life skills" [EL].

4. ISSUES ARISING FROM THIS STUDY

The following issues arising from this study could be used by decision makers as the basis for further planning and policy development.

- Formal incorporation of strategies for the transfer of training into the training loop
- Formal incorporation of strategies for monitoring and support into the training loop
- Permanent training and support teams at District level
- Filling of training and support posts at District level
- The linking of training, support and monitoring to performance appraisal
- SGB training modules in the vernacular relevant to the area

5. CONCLUSION

A revised strategy for training could incorporate the following:

- Balance of workshop and workplace skills transfer, mentoring and coaching
- Real life exemplars as part of training modules
- Accompanying training with resource provisioning
- Differentiated training and support
- District self management of training
- Continuous evaluation as part of the training cycle
- Departmental Administrative Systems that support training

6. ATTACHMENTS

6.1. Imbewu II Comprehensive Longitudinal Evaluation: Profile of Studies.

6.2 Interview Schedule

6.3 Questionnaire to evaluate curriculum training effectiveness for change agents

6.4 Questionnaire to evaluate management training effectiveness for change agents.

6.5 Revised Questionnaire to evaluate training effectiveness for change agents

6.6 Background Information

6.7 Statistical Evidence

6.8 Evaluation Team's Concluding Remarks

6.9 Reference Group's Terms of Reference and the Recommendations for improving the study in year 2 and beyond.

ATTACHMENT 6.1.

IMBEWU II COMPREHENSIVE LONGITUDINAL EVALUATION: PROFILE OF STUDIES.

6.1 *IMBEWU II COMPREHENSIVE LONGITUDINAL EVALUATION: PROFILE OF STUDIES*

QUALITATIVE STUDIES				
NO.	**NAME OF STUDY**	**FREQUENCY**	**MAIN SOURCES**	**LOG FRAME OUTPUT**
1	ECDE Strategic trends	Annually	Interviews: Executive Management Strategic Documents	One
2	Integrating the Imbewu II Programme into the DOE	2003 2005 2007	Interviews with Technical Advisors and DOE counterparts Quarterly Reports Video Recordings	One – Four
3	Middle Managers Case Studies : Provincial, District, School and Community	2003 2005 2007	Testimonies Interviews Video Recordings DOE Quarterly and Annual Reports	One Interfaces with Output One to Four
4	District Management	2003 2005 2007	Interview with District Director Resource and Environment Check list Strategic Documentation Video and Photographic evidences	Two
5.	School Management	2003 2005 2007	Interview with Principals Resource and Environment Check list Strategic Documentation Video and Photographic evidences	Two Interfaces with Output 2 – 4
6.	School Community Involvement	2003 2005 2007	Participative workshop with SGB's Video and Photographic evidences	Five Interfaces with Output 2 – 4
7.	Training of Trainers	2003 2005 2007	Questionnaire Interview Observation of Training	Three

QUANTITATIVE AND QUALITATIVE STUDIES				
8 & 9	Throughput rate cohort studies (2) (dropout and repetition)	2003 to 2007 – Grade 1 –7 2004 to 2008 – Grade 8to12	EMIS Annual Returns Learner interviews Educator interviews Parent interviews Video and Photographs	One Interfaces with Two – Four
10	Contact time	Annually	Quarterly Attendance Statistics from EMIS (Learner and Educator) Year end Promotion Schedule Statistics from Exams Spot checks at school.	One Interfaces with Two to Four
11	Grade 3 Learner Performance	2004 March 2006 March 2008 March	Literacy, Numeracy, Life Skill test, Observation and focus group interview Video and Photographic evidences	Three
12	Grade 3 Educator Performance	2004 March 2006 March 2008 March	Lesson Observation Environment and Resource Check list Interview Video and Photographs	Three
13	Grade 12 Learner Readiness	2004 March 2006 March 2008 March	Literacy, Graphicacy and Numeracy tests Interviews Exam schedule : March	Three
14	Grade 12 Educator Readiness	2004 March 2006 March 2008 March	Lesson Observation Environment and Resource Check list Interview Video and Photographic evidences	Three
15	Grade 6 Learner Performance	2004 Sept. 2006 Sept. 2008 Sept.	Literacy, Graphicacy and Numeracy tests Interviews	Three
16	Grade 6 Educator Performance	2004 Sept. 2006 Sept. 2008 Sept	Lesson Observation Environment and Resource Check list Interview Video and Photographic evidences	Three

17	Grade 9 Learner Performance	2004 Sept. 2006 Sept. 2008 Sept	Literacy, Graphicacy and Numeracy tests Interviews CTA's results	Three
18	Grade 9 Educator Performance	2004 Sept. 2006 Sept. 2008 Sept	Lesson Observation Environment and Resource Check list Interview Video and Photographic evidences	Three
19	Public Perception Survey	2003 2005 2007	Questionnaire Interviews Newspaper Clippings	One
QUANTITATIVE STUDY				
20	Quantitative School and Learner Survey	Annually	1732 Imbewu schools & 650 non Imbewu school sample in relation to national performance indicators	Three Interfaces with Output one – four

ATTACHMENT 6.2

INTERVIEW SCHEDULE

IMBEWU II
COMPREHENSIVE EVALUATION

INSTRUMENT DESIGN FOR THE QUALITATIVE LONGITUDINAL COHORT STUDIES (BASELINE YEAR)

Province of the Eastern Cape

DEPARTMENT OF EDUCATION

TARGET GROUP: TRAIN THE TRAINER SESSIONS (ToT)

INTERVIEW SCHEDULE

INTERVIEWER : ……

TRACKING CODE: ……
Year / district / respondent number

DATE: ……

Year / month/ date

INTERVIEW SCHEDULE II – IMBEWU 11 EVALUATION 2003.

PLEASE FEEL FREE THROUGHOUT THE INTERVIEW TO ADD OR COMMENT.

It is important, at the start of each interview, to record date/venue/reason for interview/participants. Depending on the situation, persons names may be left out, however, for triangulation purposes, if names are left out, each respondent needs to identify themselves with some sort of coding system. This enables the researcher to link information in the interview with other sources of information. For example in the eastern cape doe each district could be given a code using the letter of the alphabet. If you are interviewing four people from the libode district they could identify themselves as interviewees I1 to I5. This coding would be used on questionnaires received from respondents interviewed.

A. P*ART ONE GENERAL QUESTIONS FOR CURRICULUM/ MANAGEMENT – SCHOOL TRANSFORMATION /OTHER ToT SESSIONS.*

1. Ask a question about the training received according to the information given on the baseline questionnaire. For example – according to your response, have you been involved in all three management-training sessions (VC, WSD and SDSS) or curriculum training or other areas of training. Confirm – yes/no. (***The purpose of this question is to confirm nature and amount of training received. Curriculum or other areas could be asked the same question.***)

2. Did the content of the training modules prepare you for the context in which implementation will take place?

3. Did the training address possible barriers or challenges that might be faced in the implementation phase? (***prompts – large classes, illiteracy amongst SGB, large classes etc, large groups in your training sessions – for example in the KWT test we did there were 108 teachers in a small room with two trainers)***

4. Comment on the participative nature of your training. (**Prompts – trainer – trainee ratios – was this adequate?).**

5. Were you well supported and assisted during the training? – were queries/questions adequately responded to? Were trainers confident with what they were doing?

The questions that follow were specific to the areas referred to under part b and c. The purpose of this was to support or compliment the information gathered from questionnaires or literature reviews and reports. This is done for triangulation purposes in the research/data gathering process. It is important for verification and validity purposes.

PART B – TRAINERS involved in the Vision Crafting, Whole school development and School Development support.

1. The whole aim or intended outcome of the management training is intended to enhance school transformation. Do you think your training prepared you to take this process forward? Will schools be able to put together Vision for the school? Will WSD and its associated parts be able to take place?

2. The WSD training covered eight aspects. Are there any aspects you think schools might find challenging? Specify – explain.

3. How would you, in your training and follow up sessions in the future be able to assist schools to overcome challenges?

4. How do you feel about projects as part of the WSD process?

5. How would you advise schools who are having a problem with developing a Vision for their school?

6. What role do you think districts should play in the school transformation process?

7. What priority do you think the trainers and in turn the schools give to these IMBEWU funded processes such as governance or any other process aimed school transformation?

8. How do you feel about your state of readiness to go out and train school based/school community people?

9. Do you have any suggestions to improve the training you received?

PART C – CURRICULUM.

PLEASE FEEL FREE THROUGHOUT THE INTERVIEW TO ADD/COMMENT.

1. How important do you consider understanding of policies and policy principles are/were in the training you received and will give? (**Prompt – particularly in the light of the changes that occurred with C 2005 – OBE TO RNCS).**

2. Did your training address implementation in planning, teaching (methodologies), practical classroom examples, assessment etc?

3. Did the training provide examples of knowledge, skills and values relevant to each area of training – Numeracy, Literacy and Life skills?

4. Did your facilitator appear knowledgeable about the topics covered in the training?

5. In your understanding is the work you are doing with educators orientation or training? Ask them to distinguish – discuss.

6. Did you participate in dry runs? If so please comment.

7. Comment on the interaction between your self and the trainers. Could or should it be changed in any way?

8. Do you have any suggestions as to how the process in terms of training you received could be improved in any way?

9. Have you any comments or suggestions as to what you think we may have omitted from this evaluation?

10. How do you feel about your state of readiness to go out and train teachers to implement the changes put forward by this training?

Concluding remarks on parts B and C of this interview schedule.

- This interview schedule is fairly structured with specific questions to ask. However in any interview situation one needs to be flexible depending on what you want to find out and the agreement between the interviewer and interviewee. There may be people who want the questions beforehand and would not respond to ad hoc questions asked by interviewers. This might put specific time restrictions on interviews given. In this case structured interviews would have to be used. In this process the research team has developed two interview schedules as we found with the field test of the instrument and in subsequent interviews that additional information arose in interviews that lead to additional or supplementary questions.

- Although parts B and C are specific to particular areas of the ToT process the questions could be adapted for other areas of training. The words curriculum or Vision Crafting or Whole School development could be substituted for the area or aspect of training taking place

Questions 8 and 9 in part B and questions 8 – 10 in part C could be applied to any ToT process.

ATTACHMENT 6.3

QUESTIONNAIRE TO EVALUATE CURRICULUM TRAINING EFFECTIVENESS FOR CHANGE AGENTS

QUESTIONNAIRE TO EVALUATE CURRICULUM TRAINING EFFECTIVENESS FOR CHANGE AGENTS

NOTE – This questionnaire refers to the training that <u>you received</u> to equip you to be an effective Trainer of others.

**** Imbewu II wants to know if this training was good enough***

Your name

1. TRAINING PROCESS

(1) Please mark the appropriate face to indicate how you felt
☺ good/positive 😐 neutral/OK ☹ not good/negative

(2) **<u>Then write a comment in the space following</u>** to explain why you felt this way

ITEM	CURRICULUM TRAINING
Started & ended according to schedule	☺ ☐ 😐 ☐ ☹ ☐
Facilitators adhered to scheduled times	☺ ☐ 😐 ☐ ☹ ☐
Training sessions were well organised	☺ ☐ 😐 ☐ ☹ ☐
Length of sessions was sufficient to cover all topics	☺ ☐ 😐 ☐ ☹ ☐
Sufficient time was allowed for participants to ask questions	☺ ☐ 😐 ☐ ☹ ☐
Sufficient time was given for answers from the facilitator	☺ ☐ 😐 ☐ ☹ ☐
Sufficient time was allowed for groupwork	☺ ☐ 😐 ☐ ☹ ☐

QUESTIONNAIRE TO EVALUATE CURRICULUM TRAINING EFFECTIVENESS FOR CHANGE AGENTS

NOTE – This questionnaire refers to the training that <u>you received</u> to equip you to be an effective Trainer of others.

**** Imbewu II wants to know if this training was good enough***

2. CONTENT/COURSE MATERIALS

(1) Please mark the appropriate face to indicate how you felt
☺ good/positive 😐 neutral/OK ☹ not good/negative

(2) **<u>Then write a comment in the space following</u>** to explain why you felt this way

ITEM	CURRICULUM TRAINING
Materials were user-friendly	☺ ☐ 😐 ☐ ☹ ☐
Workshop materials and training manuals were easy to understand	☺ ☐ 😐 ☐ ☹ ☐
Workshop materials and training manuals were relevant	☺ ☐ 😐 ☐ ☹ ☐
Materials were sufficient for all participants	☺ ☐ 😐 ☐ ☹ ☐
Materials were highly interactive	☺ ☐ 😐 ☐ ☹ ☐
Training techniques were hands-on and practical	☺ ☐ 😐 ☐ ☹ ☐

3. MATERIALS RECEIVED

**** NOTE : Make a clear list of what materials you were given at your training (that you can use in your training of others)***

QUESTIONNAIRE TO EVALUATE CURRICULUM TRAINING EFFECTIVENESS FOR CHANGE AGENTS

NOTE – This questionnaire refers to the training that <u>you received</u> to equip you to be an effective Trainer of others.

**** Imbewu II wants to know if this training was good enough***

3. COURSE FACILITATION

(1) Please mark the appropriate face to indicate how you felt
☺ good/positive 😐 neutral/OK ☹ not good/negative

(2) **<u>Then write a comment in the space following</u>** to explain why you felt this way

ITEM	CURRICULUM TRAINING
Facilitators articulated learning outcomes as the start of the training	☺ ☐ 😐 ☐ ☹ ☐
Facilitators determined what participants know at the start of the training.	☺ ☐ 😐 ☐ ☹ ☐
Facilitators encouraged participants to ask questions during the training.	☺ ☐ 😐 ☐ ☹ ☐
Facilitators were able to answer questions posed to them	☺ ☐ 😐 ☐ ☹ ☐
Facilitators addressed areas that participants described as areas of difficulty	☺ ☐ 😐 ☐ ☹ ☐
Facilitators appeared knowledgeable about the topics/issues for which they were responsible.	☺ ☐ 😐 ☐ ☹ ☐
Facilitators communicated clearly	☺ ☐ 😐 ☐ ☹ ☐
Facilitators and participants were able to achieve the outcomes for the session	☺ ☐ 😐 ☐ ☹ ☐
Facilitators gave participants the space to express their concerns regarding the topics	☺ ☐ 😐 ☐ ☹ ☐

QUESTIONNAIRE TO EVALUATE CURRICULUM TRAINING EFFECTIVENESS FOR CHANGE AGENTS

NOTE – This questionnaire refers to the training that <u>you received</u> to equip you to be an effective Trainer of others.

**** Imbewu II wants to know if this training was good enough***

5. COURSE EFFECTIVENESS

(1) Please mark the appropriate face to indicate how you felt
☺ good/positive 😐 neutral/OK ☹ not good/negative

(2) **<u>Then write a comment in the space following</u>** to explain why you felt this way

ITEM	CURRICULUM TRAINING
Excited about what I have gained from the training	☺ ☐ 😐 ☐ ☹ ☐
I will use the CONTENT skills that I have gained from this training to apply to the initiative	☺ ☐ 😐 ☐ ☹ ☐
I will use the CONTENT skills that I have gained from this training to apply when I facilitate the change	☺ ☐ 😐 ☐ ☹ ☐
My confidence to implement the programme has improved	☺ ☐ 😐 ☐ ☹ ☐
My confidence to train others has improved	☺ ☐ 😐 ☐ ☹ ☐
I have used this workshop to network with others	☺ ☐ 😐 ☐ ☹ ☐

Any other comments that you would like to record that are not covered :

ATTACHMENT 6.4

QUESTIONNAIRE TO EVALUATE MANAGEMENT TRAINING EFFECTIVENESS FOR CHANGE AGENTS.

QUESTIONNAIRE TO EVALUATE MANAGEMENT TRAINING EFFECTIVENESS FOR CHANGE AGENTS

NOTE – This questionnaire refers to the training that <u>you received</u> to equip you to be an effective Trainer of others.

**** Imbewu II wants to know if this training was good enough***

1. TRAINING PROCESS

(1) Please mark the appropriate face to indicate how you felt ☺ good/positive 😐 neutral/OK ☹ not good/negative

(2) **<u>Then write a comment in the space following</u>** to explain why you felt this way

ITEM	3. SCHOOL DEVELOPMENT SUPPORT	4. OTHER (SPECIFY)……
Started & ended according to schedule	☺ ☐ 😐 ☐ ☹ ☐	☺ ☐ 😐 ☐ ☹ ☐
Facilitators adhered to scheduled times	☺ ☐ 😐 ☐ ☹ ☐	☺ ☐ 😐 ☐ ☹ ☐
Training sessions were well organised	☺ ☐ 😐 ☐ ☹ ☐	☺ ☐ 😐 ☐ ☹ ☐
Length of sessions was sufficient to cover all topics	☺ ☐ 😐 ☐ ☹ ☐	☺ ☐ 😐 ☐ ☹ ☐
Sufficient time was allowed for participants to ask questions	☺ ☐ 😐 ☐ ☹ ☐	☺ ☐ 😐 ☐ ☹ ☐
Sufficient time was given for answers from the facilitator	☺ ☐ 😐 ☐ ☹ ☐	☺ ☐ 😐 ☐ ☹ ☐
Sufficient time was allowed for groupwork	☺ ☐ 😐 ☐ ☹ ☐	☺ ☐ 😐 ☐ ☹ ☐

QUESTIONNAIRE TO EVALUATE MANAGEMENT TRAINING EFFECTIVENESS FOR CHANGE AGENTS

NOTE – This questionnaire refers to the training that <u>you received</u> to equip you to be an effective Trainer of others.

**** Imbewu II wants to know if this training was good enough***

2. CONTENT / COURSE MATERIALS

(1) Please mark the appropriate face to indicate how you felt ☺ good/positive 😐 neutral/OK ☹ not good/negative

(2) **<u>Then write a comment in the space following</u>** to explain why you felt this way

ITEM	3. SCHOOL DEVELOPMENT SUPPORT	4. OTHER (SPECIFY)……
Materials were user-friendly	☺ ☐ 😐 ☐ ☹ ☐	☺ ☐ 😐 ☐ ☹ ☐
Workshop materials and training manuals were easy to understand	☺ ☐ 😐 ☐ ☹ ☐	☺ ☐ 😐 ☐ ☹ ☐
Workshop materials and training manuals were relevant	☺ ☐ 😐 ☐ ☹ ☐	☺ ☐ 😐 ☐ ☹ ☐
Materials were sufficient for all participants	☺ ☐ 😐 ☐ ☹ ☐	☺ ☐ 😐 ☐ ☹ ☐
Materials were highly interactive	☺ ☐ 😐 ☐ ☹ ☐	☺ ☐ 😐 ☐ ☹ ☐
Training techniques were hands-on and practical	☺ ☐ 😐 ☐ ☹ ☐	☺ ☐ 😐 ☐ ☹ ☐

QUESTIONNAIRE TO EVALUATE MANAGEMENT TRAINING EFFECTIVENESS FOR CHANGE AGENTS

NOTE – This questionnaire refers to the training that <u>you received</u> to equip you to be an effective Trainer of others.

**** Imbewu II wants to know if this training was good enough***

3. COURSE FACILITATION

(1) Please mark the appropriate face to indicate how you felt ☺ good/positive 😐 neutral/OK ☹ not good/negative

(2) Then write a comment in the space following to explain why you felt this way

ITEM	3. SCHOOL DEVELOPMENT SUPPORT	4. OTHER (SPECIFY……..
Facilitators articulated learning outcomes as the start of the training	☺ ☐ 😐 ☐ ☹ ☐	☺ ☐ 😐 ☐ ☹ ☐
Facilitators determined what participants know at the start of the training.	☺ ☐ 😐 ☐ ☹ ☐	☺ ☐ 😐 ☐ ☹ ☐
Facilitators encouraged participants to ask questions during the training.	☺ ☐ 😐 ☐ ☹ ☐	☺ ☐ 😐 ☐ ☹ ☐
Facilitators were able to answer questions posed to them	☺ ☐ 😐 ☐ ☹ ☐	☺ ☐ 😐 ☐ ☹ ☐
Facilitators addressed areas that participants described as areas of difficulty	☺ ☐ 😐 ☐ ☹ ☐	☺ ☐ 😐 ☐ ☹ ☐
Facilitators appeared knowledgeable about the topics/issues for which they were responsible.	☺ ☐ 😐 ☐ ☹ ☐	☺ ☐ 😐 ☐ ☹ ☐
Facilitators communicated clearly	☺ ☐ 😐 ☐ ☹ ☐	☺ ☐ 😐 ☐ ☹ ☐

QUESTIONNAIRE TO EVALUATE MANAGEMENT TRAINING EFFECTIVENESS FOR CHANGE AGENTS

NOTE – This questionnaire refers to the training that <u>you received</u> to equip you to be an effective Trainer of others.

**** Imbewu II wants to know if this training was good enough***

ITEM	3. SCHOOL DEVELOPMENT SUPPORT	4. OTHER (SPECIFY)……
Facilitators and participants were able to achieve the outcomes for the session	☺ ☐ 😐 ☐ ☹ ☐	☺ ☐ 😐 ☐ ☹ ☐
Facilitators gave participants the space to express their concerns regarding the topics	☺ ☐ 😐 ☐ ☹ ☐	☺ ☐ 😐 ☐ ☹ ☐

4. MATERIALS RECEIVED

**** NOTE : Make a clear list of what materials you were given at your training (that you can use in your training of others)***

3. SCHOOL DEVELOPMENT SUPPORT	4. OTHER (SPECIFY)……

QUESTIONNAIRE TO EVALUATE MANAGEMENT TRAINING EFFECTIVENESS FOR CHANGE AGENTS

NOTE – This questionnaire refers to the training that <u>you received</u> to equip you to be an effective Trainer of others.

**** Imbewu II wants to know if this training was good enough***

5. COURSE EFFECTIVENESS

(1) Please mark the appropriate face to indicate how you felt ☺ good/positive 😐 neutral/OK ☹ not good/negative

(2) **<u>Then write a comment in the space following</u>** to explain why you felt this way

ITEM	3. SCHOOL DEVELOPMENT SUPPORT	4. OTHER (SPECIFY)……
Excited about what I have gained from the training	☺ ☐ 😐 ☐ ☹ ☐	☺ ☐ 😐 ☐ ☹ ☐
I will use the CONTENT skills that I have gained from this training to apply to the initiative	☺ ☐ 😐 ☐ ☹ ☐	☺ ☐ 😐 ☐ ☹ ☐
I will use the CONTENT skills that I have gained from this training to apply when I facilitate the change	☺ ☐ 😐 ☐ ☹ ☐	☺ ☐ 😐 ☐ ☹ ☐
My confidence to implement the programme has improved	☺ ☐ 😐 ☐ ☹ ☐	☺ ☐ 😐 ☐ ☹ ☐
My confidence to train others has improved	☺ ☐ 😐 ☐ ☹ ☐	☺ ☐ 😐 ☐ ☹ ☐
I have used this workshop to network with others	☺ ☐ 😐 ☐ ☹ ☐	☺ ☐ 😐 ☐ ☹ ☐

ATTACHMENT 6.5

REVISED QUESTIONNAIRE TO EVALUATE TRAINING EFFECTIVENESS FOR CHANGE AGENTS

TRAINING COURSE	IDENTITY

QUESTIONNAIRE TO EVALUATE TRAINING OF TRAINER EFFECTIVENESS

**NOTE This questionnaire refers to the training that you received to equip you to be an effective Trainer of others. Imbewu II wants to know if this training was good enough.*

1. THE TRAINING EXPERIENCE

(What you experienced at your ToT Sessions)

Please mark how you feel about the Training experience ☺ means you are happy that it was the best; 😐 means that it was OK but could be improved; and ☹ means that it did not work and it needs improvement	
☺ ☐ 😐 ☐ ☹ ☐	**Your comments**

QUESTION	YOUR RESPONSES
1. Time adherance of the sessions Did sessions start and end on time? Were there problems?	
2. Time constraints Was there sufficient time to attend to all the business?	
3. Time management Did you feel that you had enough time to be satisfied with all your questions and for group work? Were there problems?	

2. THE TRAINING MATERIALS

(What you were given at the ToT Sessions)

Please mark how you feel about the Training materials ☺ means you are happy that they are the best; 😐 means that they are OK but could be improved; and ☹ means that they need revision and improvement	
☺ ☐ 😐 ☐ ☹ ☐	**Your comments**

QUESTION	YOUR RESPONSES
1. For you to learn from Were the materials easily understood (language) and helpful? Were they relevant and sufficient for you to feel empowered?	
2. For you to use in training others Could you use the materials that you received to train others? Are there problems?	

p.t.o.

3. THE FACILITATION EXPERIENCE

(How your Trainer tackled the task at your ToT Sessions)

Please mark how you feel about the Training experience ☺ means you are happy that **it was the best**; 😐 means that it was **OK but could be improved**; and ☹ means that it did not work and it **needs improvement**	
☺ ☐ 😐 ☐ ☹ ☐	**Your comments**

QUESTION	YOUR RESPONSES
1. Facilitator performance Were the Facilitators expert and confident with the content? Were they clear? Did they encourage questions and supply good answers? Were there problems?	
2. Your participation Were you satisfied that all your queries and needs were met? Were you given space to express your concerns?	

4. THE EFFECTIVENESS OF THE COURSE

(After the ToT Sessions did you know exactly what to do and how to do it?)

Please mark how you feel about the Training course ☺ means you were **confident and motivated** 😐 means that you felt **OK but not fully confident**; and ☹ means that you **did not really know** what to do and how to do it	
☺ ☐ 😐 ☐ ☹ ☐	**Your comments**

QUESTION	YOUR RESPONSES
1. What to do Did the ToT teach you all that you needed to know for passing on to others? If not – what was missing?	
2. How to do it Did the ToT teach you all that you needed to know about how to Train others? If not – what was missing?	

5. IMPROVEMENT OF THE ToT

Have you any suggestions for improving the ToT?

p.t.o.

ATTACHMENT 6.6

BACKGROUND INFORMATION

IMBEWU II COMPREHENSIVE EVALUATION

INSTRUMENT DESIGN FOR THE QUALITATIVE LONGITUDINAL COHORT STUDIES (BASELINE YEAR)

Province of the Eastern Cape

DEPARTMENT OF EDUCATION

TARGET GROUP: TRAIN THE TRAINER SESSIONS (ToT)

Background Information

INTERVIEWER : ……

TRACKING CODE: ……
Year / district / respondent number

DATE: ……

Year / month/ date

BACKGROUND INFORMATION

This* questionnaire is for the district officials who participated in Training of trainer sessions in the area of school transformation (Vision Crafting, Whole School Development, School Development Support),Curriculum (RNCS or other areas/phases) *or other areas relevant to school development.

Date on which the questionnaire was completed _____

1. ***Official details.***

a) Surname : _____

b) First name : _____

c) Gender (please circle) Male Female

d) Designation (eg educator, EDO etc) _____

e) District within the Eastern Cape DOE _____

f) If you are not a DOE employee please state the organisation you represent _____.

2. ***Details of training.***

a) In your capacity as a TOT (Training of trainers), what areas of training did you receive? Please tick the areas in which you received training in the box next to the training mentioned in the boxes below

IMBEWU 11 (Management)	
Vision crafting	
Whole School Development	
School Development support	

DoE	
HIV AIDS	
CURRICULUM GET (RNCS – Advocacy)	
CURRICULUM GET (RNCS – curriculum policy)	
CURRICULUM GET (RNCS –Literacy, Numeracy, Life Skills)	
CURRICULUM (FET)	
OTHER	

PRE IMBEWU 11 TRAINING

Isithole	
Read	
Imbewu 1 (Management)	
Curriculum (eg. OBE)	
Other	

b) ***Dates and duration of training. Please fill in the dates and duration (Total number of hours***) of the training you received.

IMBEWU 11 (MANAGEMENT)	Day/s/month/year Duration (total Hours)
Vision crafting	
Whole School development	
School development support	

DOE	Day/s/Month/year. Duration (total hours
HIV AIDS	
Curriculum GET (Advocacy - RNCS)	
Curriculum GET (Policy – RNCS)	
Curriculum GET (RNCS – Literacy, Numeracy, Life Skills)	
Curriculum (FET)	
Other – PLEASE SPECIFY	

PRE IMBEWU 11 TRAINING

	Days/s/Month/year. Duration (hours)
Isithole	
READ	
Imbewu 1 (Management)	
Curriculum (eg OBE)	
Other – please specify	

c) If you received any other training as part of the TOT process which have not been referred to under b please indicate and give dates and duration of this training.

_____

_____

_____

_____

d) Have you in the past/or are you currently involved in studies which you consider have assisted you in the training of trainers sessions you have attended? YES/NO (Please circle).

e) If your response to (d) was yes please specify the studies and the specific area in which it assisted you.

_____
_____
_____
_____

f) Under (d) you indicated the training you have received in the TOT process. Please indicate in the boxes below who was responsible for your training.

IMBEWU 11 (MANAGEMENT)	Who conducted the training? NGO/ Service provider/ National DOE/Provincial DOE/ District/other (please specify)
Vision crafting	
Whole School Development	
School Development Support	

ECDE	Who conducted training? NGO please specify/Other service provider – please specify/Provincial DOE/National DOE
HIV AIDS	
Curriculum (RNCS Advocacy)	
Curriculum (Policy – RNCS)	
Curriculum (RNCS – Literacy, Numeracy)	
Curriculum (FET)	
Other – Please specify	

PRE IMBEWU 11 TRAINING

	Who was responsible for the training? NGO – Please specify/Other service provider – please specify/National DOE/Provincial DOE
Isithole	
READ	
Imbewu 1 (eg Management)	
Curriculum (OBE)	
Other – Please specify	

g) Has any follow up been done since the completion of the training?

Yes/No (please circle)

h) If your answer to (g) was yes please specify the area of training in which there was follow up (Vision crafting, Curriculum (GET).

_____
_____
_____

Give details of the follow up that occurred in the area/s you named in (h). Example we received a document from the trainer in Vision Crafting one month after the training asking for progress we have made.

_____
_____
_____
_____
_____

i) Is there any other information about the training you received that you Think is important that has not been included in this questionnaire. Please specify.

_____
_____
_____
_____
_____

ATTACHMENT 6.7

STATISTICAL EVIDENCE

CURRICULUM ToT EFFECTIVENESS

QUESTIONNAIRE STATISTICAL RECORD

1. THE TRAINING PROCESS

	☺	😐	☹
Started & ended according to schedule	53	35	12
Facilitators adhered to scheduled times	38	56	6
Training sessions were well organised	69	31	0
Length of sessions was sufficient to cover all topics	44	44	12
Sufficient time was allowed for participants to ask questions	44	44	12
Sufficient time was given for answers from the facilitator	44	44	12
Sufficient time was allowed for groupwork	81	19	0
TOTALS	**60**	**36**	**4**

2. CONTENT/COURSE MATERIALS

	☺	😐	☹
Materials were user-friendly	75	25	0
Workshop materials and training manuals were easy to understand	56	44	0
Workshop materials and training manuals were relevant	63	37	0
Materials were sufficient for all participants	69	31	0
Materials were highly interactive	69	25	6
Training techniques were hands-on and practical	69	31	0
TOTALS	**67**	**32**	**1**

3. COURSE FACILITATION

	☺	😐	☹
Facilitators articulated learning outcomes as the start of the training	88	12	0
Facilitators determined what participants know at the start of the training	67	33	0
Facilitators encouraged participants to ask questions during the training	100	0	0
Facilitators were able to answer questions posed to them	88	12	0
Facilitators addressed areas that participants described as areas of difficulty	74	13	13
Facilitators appeared knowledgeable about the topics/issues for which they were responsible	75	25	0
Facilitators communicated clearly	63	37	0
Facilitators and participants were able to achieve the outcomes for the session	63	37	0
Facilitators gave participants the space to express their concerns regarding the topics	75	25	0
TOTALS	**77**	**22**	**1**

4. COURSE EFFECTIVENESS

	☺	😐	☹
Excited about what I have gained from the training	88	12	0
I will use the CONTENT skills that I have gained from this training to apply to the initiative	75	25	0
I will use the CONTENT skills that I have gained from this training to apply when I facilitate the change	75	25	0
My confidence to implement the programme has improved	81	19	0
My confidence to train others has improved	88	12	0
I have used this workshop to network with others	88	12	0
TOTALS	**82**	**18**	**0**

WHOLE SCHOOL TRANSFORMATION [VISION CRAFTING] QUESTIONNAIRE STATISTICAL RECORD

1. THE TRAINING PROCESS

	☺	😐	☹
Started & ended according to schedule	86	14	0
Facilitators adhered to scheduled times	86	14	0
Training sessions were well organised	100	0	0
Length of sessions was sufficient to cover all topics	71	29	0
Sufficient time was allowed for participants to ask questions	71	29	0
Sufficient time was given for answers from the facilitator	86	14	0
Sufficient time was allowed for groupwork	86	0	14
TOTALS	**84**	**14**	**2**

2. CONTENT/COURSE MATERIALS

	☺	😐	☹
Materials were user-friendly	100	25	0
Workshop materials and training manuals were easy to understand	86	14	0
Workshop materials and training manuals were relevant	86	14	0
Materials were sufficient for all participants	86	14	0
Materials were highly interactive	71	29	0
Training techniques were hands-on and practical	100	0	0
TOTALS	**88**	**12**	**0**

3. COURSE FACILITATION

	☺	😐	☹
Facilitators articulated learning outcomes as the start of the training	86	14	0
Facilitators determined what participants know at the start of the training	71	29	0
Facilitators encouraged participants to ask questions during the training	71	29	0
Facilitators were able to answer questions posed to them	71	29	0
Facilitators addressed areas that participants described as areas of difficulty	86	14	0
Facilitators appeared knowledgeable about the topics/issues for which they were responsible	100	0	0
Facilitators communicated clearly	86	14	0
Facilitators and participants were able to achieve the outcomes for the session	71	29	0
Facilitators gave participants the space to express their concerns regarding the topics	86	29	0
TOTALS	**85**	**15**	**0**

4. COURSE EFFECTIVENESS

	☺	😐	☹
Excited about what I have gained from the training	100	0	0
I will use the CONTENT skills that I have gained from this training to apply to the initiative	80	20	0
I will use the CONTENT skills that I have gained from this training to apply when I facilitate the change	60	40	0
My confidence to implement the programme has improved	80	20	0
My confidence to train others has improved	80	20	0
I have used this workshop to network with others	60	40	0
TOTALS	**77**	**23**	**0**

WHOLE SCHOOL TRANSFORMATION [WHOLE SCHOOL DEVELOPMENT] QUESTIONNAIRE STATISTICAL RECORD

1. THE TRAINING PROCESS

	☺	😐	☹
Started & ended according to schedule	71	29	0
Facilitators adhered to scheduled times	100	0	0
Training sessions were well organised	83	17	0
Length of sessions was sufficient to cover all topics	83	0	17
Sufficient time was allowed for participants to ask questions	83	17	0
Sufficient time was given for answers from the facilitator	83	17	0
Sufficient time was allowed for groupwork	67	33	0
TOTALS	**81**	**17**	**2**

2. CONTENT/COURSE MATERIALS

	☺	😐	☹
Materials were user-friendly	80	20	0
Workshop materials and training manuals were easy to understand	60	40	0
Workshop materials and training manuals were relevant	60	40	0
Materials were sufficient for all participants	100	0	0
Materials were highly interactive	80	20	0
Training techniques were hands-on and practical	100	0	0
TOTALS	**79**	**21**	**0**

3. COURSE FACILITATION

	☺	😐	☹
Facilitators articulated learning outcomes as the start of the training	83	17	0
Facilitators determined what participants know at the start of the training	83	17	0
Facilitators encouraged participants to ask questions during the training	83	17	0
Facilitators were able to answer questions posed to them	83	17	0
Facilitators addressed areas that participants described as areas of difficulty	67	33	0
Facilitators appeared knowledgeable about the topics/issues for which they were responsible	83	17	0
Facilitators communicated clearly	83	17	0
Facilitators and participants were able to achieve the outcomes for the session	67	33	0
Facilitators gave participants the space to express their concerns regarding the topics	83	17	0
TOTALS	**80**	**20**	**0**

4. COURSE EFFECTIVENESS

	☺	😐	☹
Excited about what I have gained from the training	75	25	0
I will use the CONTENT skills that I have gained from this training to apply to the initiative	80	20	0
I will use the CONTENT skills that I have gained from this training to apply when I facilitate the change	80	20	0
My confidence to implement the programme has improved	80	20	0
My confidence to train others has improved	80	20	0
I have used this workshop to network with others	80	20	0
TOTALS	**79**	**21**	**0**

WHOLE SCHOOL TRANSFORMATION [SCHOOL DEVELOPMENT SUPPORT] QUESTIONNAIRE STATISTICAL RECORD

1. THE TRAINING PROCESS

	☺	😐	☹
Started & ended according to schedule	100	0	0
Facilitators adhered to scheduled times	100	0	0
Training sessions were well organised	100	0	0
Length of sessions was sufficient to cover all topics	100	0	0
Sufficient time was allowed for participants to ask questions	100	0	0
Sufficient time was given for answers from the facilitator	100	0	0
Sufficient time was allowed for groupwork	100	0	0
TOTALS	**100**	**0**	**0**

2. CONTENT/COURSE MATERIALS

	☺	😐	☹
Materials were user-friendly	100	0	0
Workshop materials and training manuals were easy to understand	100	0	0
Workshop materials and training manuals were relevant	100	0	0
Materials were sufficient for all participants	100	0	0
Materials were highly interactive	80	20	0
Training techniques were hands-on and practical	80	20	0
TOTALS	**93**	**7**	**0**

3. COURSE FACILITATION

	☺	😐	☹
Facilitators articulated learning outcomes as the start of the training	100	0	0
Facilitators determined what participants know at the start of the training	83	17	0
Facilitators encouraged participants to ask questions during the training	80	20	0
Facilitators were able to answer questions posed to them	60	40	0
Facilitators addressed areas that participants described as areas of difficulty	80	20	0
Facilitators appeared knowledgeable about the topics/issues for which they were responsible	60	40	0
Facilitators communicated clearly	80	20	0
Facilitators and participants were able to achieve the outcomes for the session	80	20	0
Facilitators gave participants the space to express their concerns regarding the topics	83	17	0
TOTALS	**79**	**21**	**0**

4. COURSE EFFECTIVENESS

	☺	😐	☹
Excited about what I have gained from the training	100	0	0
I will use the CONTENT skills that I have gained from this training to apply to the initiative	100	0	0
I will use the CONTENT skills that I have gained from this training to apply when I facilitate the change	100	0	0
My confidence to implement the programme has improved	80	20	0
My confidence to train others has improved	80	20	0
I have used this workshop to network with others	80	20	0
TOTALS	**90**	**10**	**0**

WHOLE SCHOOL TRANSFORMATION [HIV/AIDS + LIFESKILLS] QUESTIONNAIRE STATISTICAL RECORD

1. THE TRAINING PROCESS

	☺	😐	☹
Started & ended according to schedule	100	0	0
Facilitators adhered to scheduled times	100	0	0
Training sessions were well organised	100	0	0
Length of sessions was sufficient to cover all topics	100	0	0
Sufficient time was allowed for participants to ask questions	100	0	0
Sufficient time was given for answers from the facilitator	100	0	0
Sufficient time was allowed for groupwork	100	0	0
TOTALS	**100**	**0**	**0**

2. CONTENT/COURSE MATERIALS

	☺	😐	☹
Materials were user-friendly	100	0	0
Workshop materials and training manuals were easy to understand	100	0	0
Workshop materials and training manuals were relevant	100	0	0
Materials were sufficient for all participants	100	0	0
Materials were highly interactive	100	0	0
Training techniques were hands-on and practical	100	0	0
TOTALS	**100**	**0**	**0**

3. COURSE FACILITATION

	☺	😐	☹
Facilitators articulated learning outcomes as the start of the training	100	0	0
Facilitators determined what participants know at the start of the training	100	0	0
Facilitators encouraged participants to ask questions during the training	100	0	0
Facilitators were able to answer questions posed to them	100	0	0
Facilitators addressed areas that participants described as areas of difficulty	100	0	0
Facilitators appeared knowledgeable about the topics/issues for which they were responsible	100	0	0
Facilitators communicated clearly	100	0	0
Facilitators and participants were able to achieve the outcomes for the session	100	0	0
Facilitators gave participants the space to express their concerns regarding the topics	100	0	0
TOTALS	**100**	**0**	**0**

4. COURSE EFFECTIVENESS

	☺	😐	☹
Excited about what I have gained from the training	100	0	0
I will use the CONTENT skills that I have gained from this training to apply to the initiative	100	0	0
I will use the CONTENT skills that I have gained from this training to apply when I facilitate the change	100	0	0
My confidence to implement the programme has improved	100	0	0
My confidence to train others has improved	100	0	0
I have used this workshop to network with others	100	0	0
TOTALS	**100**	**0**	**0**

ATTACHMENT 6.8

RESEARCH TEAM'S CONCLUDING STATEMENTS

6.8 RESEARCH TEAM'S CONCLUDING STATEMENTS

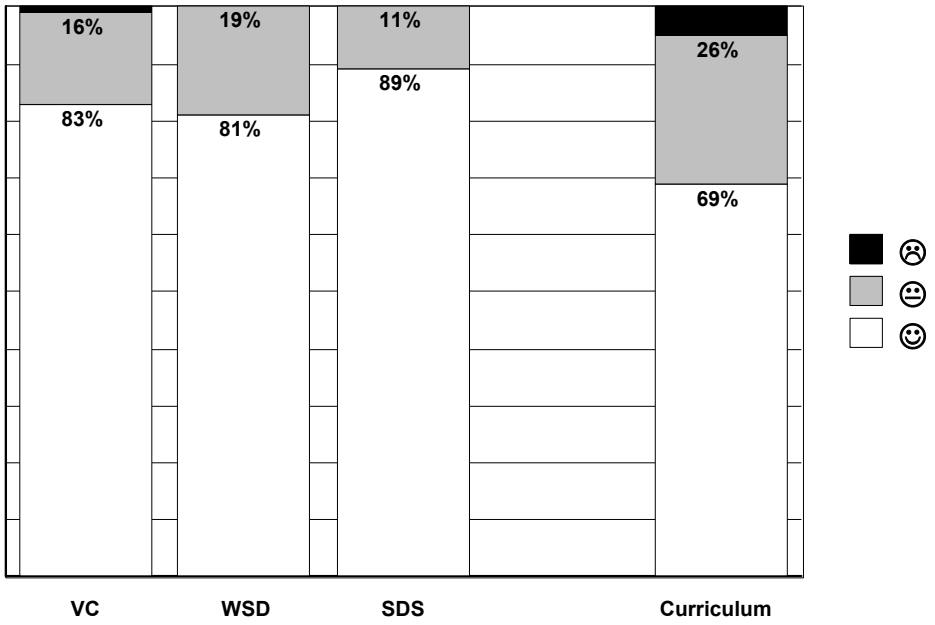
This Section records the constraints and misgivings that the research team wishes to express about the study. Firstly the questionnaires yielded little of real value for five key reasons which are listed. Secondly the whole process of attempting to build capacity by training workshops is put under the spotlight.

The responses in the questionnaire displayed earlier in this report appear to indicate very positive perceptions. The chart below displays the same overall satisfaction:

- For whole school transformation ToT the patterns for each initiative are remarkably the same with each positive sector representing +80%; non-committal or neutral representing the rest; and negative responses having no significance.

- For curriculum ToT the respondents were a bit more discerning or circumspect although the same very positive pattern is emphasised.

OVERALL COMPARISON OF QUESTIONNAIRE EVIDENCE



…but this was not what was revealed in the interviews.

The factors that militated against this form of evaluation are perhaps going to similarly count against a wider application of this instrument. These are:

1. Resistance to questionnaires – it was clear that at each of the testing District Offices the Respondents were unmotivated and unhelpful. The exercise was seen as a compulsion and it was noticeable that not much care was spent in reading the questions and we observed participants just ticking smiling faces.
2. Comments on Questionnaires – almost all Respondents shunned from writing any comments and this is perhaps because they felt that anything written could be traced back to each individually.

3. Threatening – the fact that the questionnaires were personalised and not anonymous[1] may have led participants to record such positive responses (for the same reason as advanced in point 2 above). Job insecurity cannot be ruled out as a factor.
4. The limited potential of a generic questionnaire – the respondents either want to get over the task very quickly or want to paint everything in a positive light.
5. Sample size – the Sample size was simply too small for any statistical significance to be attached quantitatively.

	RESPONDENTS
Vision Crafting	7
Whole School Development	7
School Development Support	5
Curriculum	16

Ineffectiveness of "Training" workshops - it is the considered view of the Research Team that effective transformation cannot be achieved 'overnight' and therefore an attempt to evaluate the effects of a few "workshop seasons" by questionnaire or interview is extremely optimistic.

1. Facilitation
   It is the Research Team's measured view that there is a fundamental flaw in attempting to achieve transformation through "training". Training implies that a body of information is assimilated through instruction, that the Trainer is an expert and the task is a simple transfer and training is a top-down process that is often in too much of a hurry to bother with back-up, follow-up monitoring and empowering.

   The Research Team promotes the view that transformation needs empowerment in the form of facilitation skills. Facilitation for change is an entirely different paradigm. The focus would be on developing interpersonal skills through Change Agents. Ownership of the change process becomes everybody's business with the facilitator merely being the catalyst in the process. The focus is on skills, values and attitudes and not merely content knowledge.

   The Research Team's view is that training for success cannot succeed whereas a process of facilitating for change and acceptance of change has a chance.

   In the context of the views expressed above the Research team is critical of the focus of the ToT which is one of accumulation and not implementation.

   Implementation skills are essentially different from what is being forwarded in the ToT and it is our recommendation that the paradigm shift that is needed to achieve the outcomes sought is to spend more care on facilitation skills.

[1] This was done so that Baseline Questionnaires could be matched with the evaluation questionnaires to test the importance of prior experience.

ATTACHMENT 6.9

REFERENCE GROUP
TERMS OF REFERENCE
AND
RECOMMENDATIONS FOR
IMPROVING THE STUDY IN YEAR 2

6.9 RELEVANT EXTRACT FROM THE TERMS OF REFERENCE FOR THE REFERENCE GROUP TASK

Your agreement to become part of the team of specialists who will make up the Reference Group for this evaluation process is much appreciated.

The process

*The Reference Group consists of Departmental (6) and External Specialists (8).
*Each External Reference Group Member will be paired up with a Departmental counterpart for the duration of the assignment.
*The task at hand consists of engaging in the critique of the Evaluation Reports as they become available from the various researchers / writers
*Each group of 2 specialists will be expected to work as a team and will be required to communicate, collaborate and collate a written report with recommendations
*The 20 reports for the baseline years (2003/4) will be assigned in accordance with the particular field of expertise of each member.
*The External Reference Group Member will be responsible for the co-ordination of the input from the Team and for the collation and the writing up and submission of the report with recommendations
*The process for **each report** is expected to take 3 days at the most

- Day 1 – reading and notes / critique
- Day 2 – Team Collaboration (this could be per phone, e-mail or fax)
- Day 3 – Writing up and submission of report by External Reference Group Member.

*All submissions will be received and acted on by Mrs Noeleen Barry who is the co-ordinator of the evaluation process
* All critique on a particular study will form part of the attachments at the end of the Evaluation Report and will be taken into consideration when refining and improving on the studies and the evaluation procedures in the next round of this formative evaluation process.

The team for this assignment

TEAM	DEPARTMENTAL	EXTERNAL	EVALUATION REPORTS
TWO	**Mr C Mangcu Director : Strategic Planning 040 608 4306 Cell: 082 788 9427 mzwai @ edumhop.ecape.gov.za**	**Dr D Zinn Independent Consultant 082 333 4072 dzinn@iafrica.com**	**Training of Trainer Study**

Task Details

*You will be supplied with a copy of the expected format of the report
*You will also be supplied with a copy of the profile of all Reports expected over the two baseline years, so as to visualise the scope of work of the Comprehensive Evaluation

*You will be supplied with a hard copy of the report – if deemed necessary
*You will be supplied with an electronic version of the report – either through the e-mail, or on CD (often Quantitative Reports are difficult to e-mail successfully due to the many tables)
*Reference Group Members who reside out of East London will receive their report and CD by courier services – if necessary
*You are not expected to comment on the design, layout, spelling etc – there is an editing team who are seeing to this. You may however mark on the hard copy where there are obvious mistakes – since all input will be useful as we finalise the report for publication
*Please concentrate on the research design, the methods and techniques used, the reporting technique and the suitability of the content of the report in relation to the instrument design
*Please make recommendations on two levels:

- How the present report presented can be improved taking into account the data available
- How the design, methods etc can be improved in Year 2 (beyond the baseline) – since this is a formative longitudinal evaluation process.
- You will be expected to return a hard copy of the report so that any editing or margin notes can be attended to.
- *You may keep the electronic version.

The time frame

The turnaround time for input into **each report** should not be more than 7 consecutive days.

Claiming Process

Please use the formats provided to claim travel expenses as well as the per diem allowance as referred to in your Terms of Reference.

Please do not hesitate to make contact should you need further clarification on the process or on the studies.

I look forward to working with you

Yours in quality education delivery

Noeleen Barry
Imbewu II Evaluation Project Co-ordinator

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COMMENTS ON THE TOT EVALUATION REPORT

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1. INTRODUCTION

The Terms of Reference required that the reference team comment on the research design, methods and techniques used, the reporting technique and suitability of the content of the Evaluation Report. It also requested that we make recommendations for (1) the improvement of the report and (2) the design of the evaluation – its design, methods etc. to inform improvements in year 2 of the project.

Summary comments on each of these aspects are provided below. However, the problems with this evaluation report are wide-ranging, so detailed comments on each section of the report are provided in the form of my rough notes (which I hope are legible) as well as on the hard copy. These sets of comments focus on problematic aspects of the report, and so might seem somewhat negative, but this is done so as to be helpful if any rewriting of the report is to be undertaken. If rewriting is not an option, it is hoped that these comments will help inform future evaluations of the ToT programme.

2. SUMMARY COMMENTS

2.1 Research design, methods and techniques used

The main difficulty in this evaluation report is that the research design, methods and techniques are not well or fully described. The relevant information relating to this aspect of the report is also not to be found in the appropriate place in the report. For example, some of it is presently located in Section 3, Procedures, and some of it in the concluding remarks. References are also made to these techniques in various places throughout the report, resulting in both a sense of repetitiveness, as well as lack of clarity.

There should be a clear description of these aspects of the evaluation study located in the section outlined in the recommended format for the evaluation report, which to a large extent has only very loosely been followed.

2.2 The reporting technique and suitability of the content

The reporting technique is not really appropriate for an evaluation report. The use of icons, and boxed, cryptic introductory statements do not work well for this genre of report – these are more suited to a workshop manual. The evaluation report has to be narrative, since it is not mediated by a facilitator, as is the case with a workshop manual. It has to be fully explanatory and be able to stand on its own as a report.

The suitability of the content is doubtful. The findings are outlined, although how this is done is problematic, but the findings are not mediated through the evaluators' analysis. It is not appropriate to simply set out raw data in the form of quotes from interviews or strings of responses from questionnaires. The bottom line is that the evaluators' task is to collect AND analyse the data and present the analysis on at least two levels: a) analysis of the raw data presented as FINDINGS, and b) analysis of the findings presented as CONCLUSIONS. A third level that is usually required as well is a consideration of these first two levels of analysis in order to make recommendations to the client, in this case the IMBEWU Evaluation team.

This has not been done in this evaluation report, and thus the suitability of the content is in question.

Another, minor, aspect of the reporting technique is the evaluators' consistent use of bolding words or phrases in the text. This presumes to point out to the reader what should be considered more important text – it is not good practice since it undermines the reader, and is presumptuous, even more so since the sections so highlighted often do not warrant emphasis.

2.3 Recommendations for the improvement of the report

The report should in the first instance attempt to follow the suggested guidelines and format in terms of the layout of the sections and subsections and headings.

The numbering and levels of headings are quite confusing. The report should be edited to ensure there is a logical layout, consistent numbering, as well as that headings and subheadings match (e.g. many problems in this regard in Findings section).

The 'quasi-theoretical' sections of this report are inappropriate and misplaced – they are more suitable (although still of questionable substance) for a thesis than for an evaluation report. It is recommended that all these sections simply be removed – e.g. most of section 3.1, but these bits of 'theory' are interspersed throughout the report and detract from the main focus of the evaluation, so

should be removed wherever they come up. If the evaluators wish to justify their methods, they should do so on practical, real grounds rather than via theoretical extracts that do not really help the reader understand why, in this context, certain methods, techniques, etc were used.

The Methods & Procedures section is very underdeveloped. It is essential that a full picture is provided of how the evaluation was conducted – What exactly was being evaluated, namely full details of the nature of the ToT, its purpose, goals, methods, assessments, etc – the whole modus operandi. Similarly, the modus operandi of the evaluation should be fully described. The lack of these details leaves the reader completely unable to assess the validity of findings and assertions made in the report. Although the evaluators outline the constraints and limitations, these should come AFTER the aspects above are described – as they are now, they leave the reader with questions about the big picture. However, these constraints and limitations mentioned, although there are several contradictions within them, should be carefully noted by IMBEWU. It is impossible to do a valid evaluation if there is no access to the necessary data. For this, IMBEWU has to take responsibility.

In the Findings section (Section 4), it is recommended that a more integrated approach is used, rather than separating out data to follow the data collection methods and procedures. After all, the variety of methods are meant to serve a triangulation purpose, and the evaluators should be presenting the triangulated (and therefore somewhat validated) findings, rather than disparate pieces of (almost) raw data. Where the different data sources contradict each other, these contradictions should be discussed together with possible reasons. The loosely appended quotes at the end of each aspect of the findings do not serve the purpose the evaluators put forward for their inclusion, and create more confusion than clarity

2.4 Recommendations for the design of the evaluation – its design, methods etc. to inform improvements in year 2 of the project.

The constraints and limitations experienced by the team – namely the lack of access to relevant data is very serious. It is hard to imagine how one can do a proper evaluation without the necessary data at one's disposal. So the first recommendation is to a) clarify what sources of data are essential to be able to carry out an informed evaluation, and b) ensure that this data is collected while the intervention is ongoing where necessary, and c)ensure adequate access to required data and data sources. IMBEWU should facilitate this access through introductory letters, or other means of 'preparing the way' for the evaluation team to do its work.

The design of the evaluation of the ToT in this case focused only on the participants' perspectives. No information was provided on the trainers, nor were their perspectives solicited. The two 'instruments' were questionnaires and focus group interviews. Both instruments have some critical flaws. In the case of the interview protocols, the questions are often yes/no – type, and in many cases are leading, rather than open Qs (see comments on the hard copy). A fundamental question relates to the purpose of the questionnaire, as set out in its heading – Can a questionnaire 'test the effectiveness' of a training intervention? This is doubtful, and therefore the questionnaire should state its purpose more realistically. The response format (the face icons) for certain sections of the questionnaires is not appropriate, since they do not allow for logical responses, given the questions asked of the respondents (see hard copy).

A big problem is the attempt to quantify what is essentially a qualitative investigation. In this study, problems with the numbers are several: firstly the numbers themselves are terribly unclear – total numbers of participants in the various aspects of ToT are not provided; numbers of respondents used in the different procedures are not provided; where numbers are provided they are sometimes contradictory; the quantification of responses into percentages is misleading given the small number of responses, especially given that the evaluators themselves question the validity – so why do it? The bar graphs are therefore meaningless and should not be included because they don't really provide valid information.

3. DETAILED COMMENTS (on each section of the report)

Please see the rough hand-written notes, as well as the notes written on the hard copy of the report. (Apologies if legibility of the handwriting is poor.)

Acknowledgements

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