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UNIVERSITY PREPARATION PROGRAMME
QUARTERLY PROGRESS REPORT
October 1, 1983 - December 31, 1983

Prepared by The Consulting Group, Incorporated (CGI)
424 F Street, San Diego, California 92101
in accordance with USAID contract AFR-0222-C-00-3054-000.

UNIVERSITY PREPARATION PROGRAMME

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Project Start-up

During the first half of the quarter, the project director, instructional materials writers, graphic artist, and word processors/secretaries were hired. Office space was leased and work began on review of the previously developed materials. Preliminary design of the Concept Development Worksheets (CDWs) to be produced under the contract was begun. (See Attachment A, "Midquarter Reporting Letter, November 15, 1983.") Staff training and CDW development continued through December 31. In addition, as described below, four members of the UPP project team traveled to South Africa to complete background work and negotiations required for project implementation.

Trip to South Africa

Project Director Earl Yates, Principal Investigator Kenneth Majer, and Senior Advisor and Training Program Coordinator Larry Hedges spent four weeks (November 14 - December 9) in South Africa consulting with community organization representatives, educators interested in nonformal education and nonformal education program administrators, and United States Information Service (USIS) staff officers. The purpose of the trip was to seek nonformal educators' advice on setting up a project steering committee, identifying incountry trainers to be trained in the United States, and identifying an incountry coordinator.

Individual and group consultative meetings were held in Johannesburg, Durban, Pretoria, Port Elizabeth, and Cape Town with over 65 community organization representatives, educators working in or interested in the nonformal education sector, and program administrators. In each of the consultative meetings, the CGI team members briefed the participants first on the historical background and theoretical basis of the UPP, then on the requirements of the present contract. The team responded to questions raised, and participated in comprehensive discussions of the UPP with other participants in the meetings. Several meetings were also held with USIS staff officers. In addition, Cultural Affairs Officer Frank Lattanzi participated in several of the group consultative meetings in Johannesburg and Cape Town. (See Attachment B for list of people consulted.)

Dr. Emily Majer, a CGI instructional systems design specialist, joined the team in South Africa on December 1 and remained until December 12. The purpose of her trip was to consult with South African English as a Second Language (ESL) specialists and to test South African students for English comprehension and language skills.

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Key Findings

1. Nonformal education activity has increased significantly over the past three years in South Africa. Nonformal educators and program administrators consulted offered valuable advice and made substantive suggestions on program implementation. (See following section, "Suggestions from Nonformal Educators.")

2. Black teachers clearly prefer to prepare their students and themselves for the more highly credentialed and more difficult Joint Matriculation Board (JMB) examination, rather than the National Senior Certificate (NSC) which is for blacks only.

3. Although some South African nonformal educators initially (early 1982) stated that the English, mathematics, and physical science Study Guides developed during the earlier phases of the project were too difficult for their students, several educators now use those materials in matric preparation programs. Examples are the following: (a) Sunday morning classes conducted in Soweto by the Teachers' Action Committee; (b) English classes (to begin in February 1984) in Soweto by the Council for Black Education & Research; (c) matric preparation course for black students in the Natal region sponsored by the Urban Foundation; and (d) matric preparation course for black students in Port Elizabeth sponsored by the Center for Continuing Education and the Career Opportunities Research & Information Center.

4. The Urban Foundation's Natal Regional Office is conducting an evaluation of the matric preparation program that uses the UPP Study Guides. The first phase of this three-part evaluation focused on the Study Guide materials. It identified and suggested some conceptual errors in the Study Guides. The second phase of the evaluation, the report for which is scheduled for publication in January or February 1984, focuses on implementation. Drafts of the report show positive findings regarding usefulness of the materials and acceptability to the participants in the program. The third phase of the evaluation, to be done in December 1984, will examine the matric results of students who participated in the program.

Suggestions from Nonformal Educators

The community organization representatives, nonformal educators, and program administrators consulted gave substantive advice and made the following suggestions on project implementation:

1. Work as closely and systematically as possible with South African nonformal educators in development of the CDWs.

2. Simplify the language and format used in the CDWs, using guidelines such as those followed by SACHED and the Science Education Project.

3. Train the incountry trainers in South Africa rather than in the United States and train one trainer for each of the three subject areas for each of the four geographic regions. This would result in a total of twelve South Africans trained to conduct UPP training sessions. (See Attachment C, "University Preparation Programme Training Program Plan.")

4. Allow for wider participation in defining policy direction and implementation for the project by drawing on the advice of regional management committees as well as the nationally representative Advisory/Steering Committee.

5. Change the designation of the Incountry (national) Coordinator because "coordinator" suggests a more directive or authoritative role than considered appropriate for that position by nonformal educators in all the regions. The titles "Project Officer" and "Executive Secretary" were suggested as alternatives.

Actions Completed

1. Consultative meetings held with over 65 community organization representatives, nonformal educators, and program administrators.

2. Letter of understanding with South African Council of Higher Education (SACHED), Johannesburg, signed by Director John Samuel, to work jointly on development of the CDWs (see Attachment D).

3. Agreements completed with St. Barnabas School in Johannesburg and John Volmink (mathematics teaching expert and former USAID scholarship program participant) in Cape Town to field test the 25 previously developed mathematics CDWs.

4. Individual and small group testing conducted to analyze language problems, especially in use of mathematics CDWs (five students in Johannesburg and six students in Cape Town).

5. Advisory/Steering Committee members identified for three of the four regions (see Attachment E).

6. Office space leased in Johannesburg for the UPP Executive Secretary and the clerical secretary who has been hired.

7. Contract scope of work amendments made necessary by the suggestions above proposed to USAID December 23 in a letter to L.E. Stanfield, Contracting Officer, Office of Contract Management.

Next Steps

1. Negotiations with USAID regarding proposed amendments to scope of work.
2. Identification of Advisory/Steering Committee representatives from the Johannesburg region.
3. Identification and hiring of a UPP Executive Secretary to provide the necessary administrative services to the project in South Africa.
4. Identification of the trainers to be trained in South Africa. Candidates are presently being selected in Durban, Port Elizabeth, and Cape Town. Candidates from Johannesburg are to be selected following identification of the Advisory/Steering Committee representatives from that region.
5. Contacts with American Chamber of Commerce corporations in South Africa for funding to support the UPP from South African community resources.

ATTACHMENT A

Midquarter Reporting Letter, November 15, 1983

The Consulting Group, Incorporated

424 F Street/San Diego, California 92101/619/ 234-8801/Telex 6834035

November 15, 1983

Mr. Roger Carlson, Director
Office of Southern African Affairs
Agency for International Development
Room 3921
Washington, D.C.

Dear Roger:

In compliance with the Implementation Schedule in our contract (AFR-0222-C-00-3054-000), this is the first midquarter letter to report on project activities. It covers the period September 30, 1983 to November 15, 1983. Our implementation actions to date include hiring and setting up office space for the University Preparation Programme (UPP) staff, beginning preparation of the Concept Development Worksheets (CDWs), and preparing for a field trip to South Africa to initiate activities there.

We have hired the three subject area writers, three assistant writers and a graphic artist as provided in the contract. I am functioning as Principal Investigator and Roger Scott, CGI Vice President of Operations, functions as Instructional Systems Design Specialist. Earl Yates joined the firm as UPP Project Manager and International Division Director on November 5, 1983.

The writers are presently reviewing the fifty-three Study Guides in English, mathematics, and physical science developed in Phase I and the twenty-five CDWs produced in Phase II. This is the first step in preparing for production of the 150 CDWs (including the 25 previously developed) required by the contract.

Larry Hedges, Senior Advisor and Training Programme Coordinator (consultant), Earl Yates and I will travel to South Africa November 14 through December 9 to assist community organizations with identifying members of the Steering Committee, selecting a South African Training Coordinator, and selecting five South African Trainers. We have been in close contact with USIS/Pretoria in making the necessary preparations. Our planned itinerary is shown in our October 20 telex, to Cultural Affairs Officer Frank Lattanzi, which was copied to you.

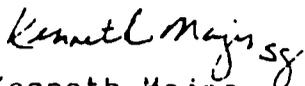
Mr. Roger Carlson
November 15, 1983
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I have enclosed for your information the content of a "brochure" to be distributed to interested parties in South Africa. This brochure was requested by James Moulder and is designed to answer basic questions about the UPP.

Having completed these start-up actions, we are looking forward to the challenging tasks to be completed during our trip to South Africa, and to proceeding with the materials development and training activities.

Please let us know if you have any questions.

Sincerely,


Kenneth Majer
President

EY:sb

Enclosure

ATTACHMENT B

South African Community Organization
Representatives, Nonformal Educators, and
Program Administrators Consulted During Trip

SOUTH AFRICAN COMMUNITY ORGANIZATION
REPRESENTATIVES, NONFORMAL EDUCATORS, AND
PROGRAM ADMINISTRATORS CONSULTED DURING TRIP

Johannesburg (Transvaal)

Es'kia Mphahlele, Council for Black Education & Research,
University of the Witwatersrand (Wits)

Michael Corke, Headmaster, St. Barnabas School

Fanyana Mazibuko, Teachers' Action Committee

Bernadette Mosala, Director, Home and Family Life, South African
Council of Churches

Peter Nixon, Headmaster, Woodmeade School

John Samuel, Director, SACHED-Johannesburg (JHB)

Jenny Glennie, Assistant Director for Finance and Administration,
SACHED-JHB

Janet Orlich, Mathematics Specialist, SACHED-JHB

Lorrie Peters, Assistant Director for Education, SACHED-JHB

Tessa Wolf, Evaluation Department, SACHED-JHB

Clark Else, Executive Secretary, American Chamber of Commerce

William de Genring, Managing Director, CYANAMID Corporation

John Francois, Training Director, CYANAMID Corporation

Michael O'Dowd, Chairman, Anglo-American Corporation Chairman's
Fund

Robin Lee, Chairman, Mobil Teacher Opportunity Programs (TOPS)

Vic Butler, TOPS National Committee

Jerry Murphy, TOPS National Coordinator

Neepile Taunyane, TOPS Coordinator-Transvaal

Alex Thembela, TOPS Coordinator-Natal

Gibson Thula, Education Specialist, Inkatha

Anya Goya, Science Education Project, Wits

Armand Hughes-d'Aeth, English Language Teaching Information
Center (ELTIC)

Liz Johanson, Teachers' English Language Improvement Project
(TELIP), Center for Continuing Education

Norman Blight, Department of Linguistics, Wits

Qe Buthelezi, Academic Support Program, Wits

Michael Glencross, Department of Mathematics, Wits

Kenneth Hartshorne, Education Consultant

J.G. du Plessis, Shell Oil Postmatric Program

Durban (Natal)

Alan Mountain, Director, Urban Foundation (UF)-Natal Region

Rathan B. Garrib, Director of Education, UF-Natal

Asha Maghoo, Project Director, UF-Natal

Diane Verdon, Science Coordinator, UF-Natal

Professor Kenneth Chick, ESL Specialist

Ms. G. Mhlambo, Evaluation Specialist

Mrs. M. Claude, Evaluation Specialist

Ms. Y. Mbhele, Evaluation Specialist

Mr. M. Ogle, Evaluation Specialist

Absalom Vilakazi, Council for Black Education & Research

Professor A.J. Vos, University of Zululand

Thandiwe Muthwa, Head of Department of Language, Umbumbula
College of Education

Dorothy Collins, South African Institute of Race Relations
(SAIRR), Durban

Ishana Samuel, SACHED-Durban

Port Elizabeth (Eastern Cape)

Philip Botha, Director, Center for Continuing Education (CENCE)

Norma Lisa, UPP Project Coordinator

Sheryl Danilowitz, UPP Project Coordinator, CENCE

Olive Dlepu, Career Opportunities Research & Information Center

Tosie Faba, CENCE and TOPS-Port Elizabeth

Dorien du Toit, Department Head, Chinese School

Emily Strong, Panel Head, Department of English

Sister Clare Lenaghan, Principal, Holy Rosary Adult Center

Cape Town (Western Cape)

Neville E. Alexander, Director, SACHED-Cape Town (CT)

Karen Press, SACHED-CT

Len Smith, Urban Foundation-CT

Peter Spargo, Shell Oil Postmatric Program

Cecil Leonard, Cape Teachers' Professional Association

Merlyn Mehl, Goldfields' Science Resource Center

Brian Figaji, Mathematics Program, Saturday School Program

John Volmink, Academic Support Program, University of Cape Town
(UCT)

Obed Norman, Wesley Training College

Julie-Anne Etter, Basic English Language Skills Project,
University of Western Cape (UWC)

Michael Ashley, UCT

Doug Young, UCT

Karen Honikman, UCT

Vincent Gobodo, Peninsula African Teachers' Association

Sister Monica, St. Francis Adult Education Center

Cuthbert Malusi, Peninsula African Teachers' Association

Nicholas Springeldt, Penninsula African Teachers' Association
Trish Flederman, Director, Career Research & Information Center
Daphne Wilson, SAIRR-CT
Pat O'Malley, Mobil Oil Corporation
James Moulder, Special Assistant to the Vice Chancellor, UCT
Don A. Craig, Shell Oil Postmatric Program

ATTACHMENT C

University Preparation Programme
Training Program Plan

UNIVERSITY PREPARATION PROGRAMME TRAINING PROGRAM PLAN

Overview

This training program plan is a description of procedures that will be followed in training South African trainers to train tutors or peer aides in the use of the University Preparation Programme (UPP) materials. The training will take place in a central location in the Republic of South Africa. The training of South African trainers will consist of a two-week intensive conference involving all trainers and the American training team. After the initial two-week conference the South African trainers will return to their representative areas (Natal, Eastern Cape, Western Cape, Transvaal) where they will be assisted in their first attempts at training under field conditions by one or more members of the American training team. The content of the training sessions is defined by the UPP Training Manual that was developed and pilot-tested during previous phases of the UPP project.

Selection and Training of American Trainers

Training in South Africa will be conducted by a team of four American trainers plus the UPP Training Program Coordinator. The American trainers will be selected on the basis of demonstrated experience in teacher training and a background in one of the UPP subject areas of English, mathematics, and physical science. The American trainers will receive specific instruction from the UPP Training Program Coordinator on the UPP and its training procedures during a preliminary training program meeting prior to the departure of the American team to South Africa.

Training Program Format

The training sessions for South African trainers will involve an intensive two-week conference in a central location in South Africa plus an additional week of in-service training. All four American trainers will participate in the two weeks of training at the central location. After the two weeks of intensive training, the South African trainers will return to their respective regions of the country and begin training tutors and peer aides. During the third week, one or more of the American trainers will visit each region of the country to provide in-service training to help the trainers initiate their training of South African matric preparation students.

The two weeks of intensive training will consist of twelve eight hour sessions, six days a week for two weeks. Table 1 contains a list of topics that will be covered during the training. Each day will begin with a four hour morning session in which the American team trains the South African trainers as if the trainers were tutors. A five hour afternoon session will

provide an opportunity for the South African trainers to teach the material from the morning session themselves under the direction of the American team. This immediate practice will help the South Africans sharpen their training skills while giving them an opportunity to plan their own training sessions under the guidance of the American team.

Table 1

List of Topics for UPP Intensive Training Conference

Day	Topic
1	Introduction to the UPP
2	Introduction to individualized instruction with peer aides
3	Instructional procedures with the UPP
4	How to be an effective peer aide
5	Task analysis and instructional objectives
6	Using task analysis to diagnose student learning difficulties
7	Creating a positive learning atmosphere
8	Probing skills and questioning techniques
9	A strategy to help students solve problems
10	Mastery test scoring procedures
11	Evaluation procedures for the UPP
12	Summary and wrap-up

Timeline

Activity	Dates
Select American trainers	1/31/84
Select South African trainers to be trained	2/15/84
Schedule training session and select location	2/15/84
Conduct training session for American trainers prior to departure for South Africa	3/1/84 3/2/84
Begin training conference in South Africa	3/12/84 *
Conclude training conference in South Africa	3/23/84
Begin in-service training in South Africa	3/26/84
Conclude in-service training in South Africa	3/30/84
Follow-up with South African trainers and collection of evaluation data	4/7/84 to 9/31/85

* Training conference dates are tentative at present and will be confirmed as planning of the conference proceeds.

ATTACHMENT D

Letter of Understanding with SACHED, Johannesburg

The Consulting Group, Incorporated

424 F Street/San Diego, California 92101/(619) 234-8801/Telex 6834035

7 December 1983

Mr John Samuel
Director
SACHED

Letter of Understanding

Dear John

We are pleased with SACHED's proposal to work in cooperation with CGI on the development of UPP Concept Development Worksheets. As we discussed with you in person on November 18 and December 2, and in subsequent phone conversations, we agree in principle to the following:

- The general starting point for the CDWs skill level will be the end-point of the Junior Certificate course developed by SACHED's Research and Development Department, with the understanding that this level equates roughly to Standard 8.
- The CGI maths, English, and physical science writers will spend one month in South Africa at CGI's expense, working with SACHED writers, editors and evaluators on writing, editing and testing of CDWs in the three subject areas, and that provision be made for the CGI writers to undertake further visits to South Africa during the developmental stage of the programme.
- Three SACHED writers, editors or evaluators will spend one month in San Diego at SACHED's expense working with the CGI writers and staff to continue the writing, editing and evaluation of CDWs in the three subject areas.

Because this is a new development, SACHED will have to specifically generate finance for this. Therefore, the number, times, periods etc of SACHED writers in the United States will be dependent on this.

- On-going consultation between CGI and SACHED on the writing, editing, evaluation, and revision of CDWs will continue until the materials are complete.
- CGI and SACHED will consult in developing a work schedule to carry out our cooperative development of materials consistent with the contract requirements and the resources available to both CGI and SACHED.

As you know, our final agreement to these provisions is subject to the approval of the U.S. Agency of International Development. We will keep you informed of our deliberations with AID, which we will begin immediately upon our return to the U.S.

John, I hope this letter of understanding reflects accurately the discussions we have had concerning this joint effort. With your help and help from your professional staff, the quality of the CDWs and the UPP in general is sure to be increased.

Sincerely yours

pp Larry V Hedger

EARL W YATES
Director, International Division

Agreed for SACHED

John Samuel
JOHN SAMUEL

9. 12 83.
DATE

ATTACHMENT E

Advisory/Steering Committee Members

ADVISORY/STEERING COMMITTEE MEMBERS

Natal

Alex Thembela, Natal African Teachers' Union

R. B. Garrib, Urban Foundation

Note: A third member from Natal is to be selected. Professor Absalom Vilakazi, Council for Black Education and Research has expressed his willingness to be a member of the Advisory/Steering Committee if requested by other community educators in Natal. The Project Director will discuss this with the previously consulted educators.

Eastern Cape

Olive Dlepu, Career Opportunities Research & Information Center

Morgan Lejhabane, Ford Motor Corporation Community Outreach Program

Western Cape

Merlyn Mehl, Golffields' Science Resource Center

Brian Figaji, Mathematics Program (privately financed), UWC

Vincent Gobodo, Penninsula African Teachers' Association

Trish Flederman, Career Research & Information Center

Transvaal

Representatives from this region have not been selected. Nonformal educators who have expressed their willingness to serve on the Advisory/Steering Committee are the following:

John Samuel, SACHED

Es'Kia Mphahlele, Council for Black Education & Research