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Dear John

**REQUEST FOR ASSISTANCE IN MAPPING FORMS OF
ETDP PRACTICE IN THE NGO SECTOR**

We (Judy and Daryl) have been asked to develop detailed "maps" of forms of ETDP practice in each of the clusters and groups from the first phase of the project. We have done our best to extract the required information from each report; but obviously each researcher will have a much better grasp of the issues than is reflected in their reports, so we are asking each senior researcher to corroborate/add to/amend our initial mapping. (By "mapping" we mean providing detailed descriptions which can help us find our way around in the standard-setting process).

WHERE THE PROJECT IS NOW

As you know, the second phase of the project aims to process the data generated during the first phase, with the intention of developing standards for piloting in the third phase. We are approaching this task from three angles. Judy and Daryl are drawing up detailed descriptions of the forms of practice, pedagogical trends and modes of provisioning in each sector. A second team are drawing up detailed descriptions of the quality indicators (crudely, the criteria which define "best practice" in each sector - including systemic quality indicators). A third team are drawing up detailed descriptions of qualifications and career progression paths in each sector.

In describing the forms of practice, pedagogical trends and modes of provisioning, we are looking to capture similarities and differences within and across sectors. This could then be used to set common standards (where there are similarities) or articulated standards (where there are differences). For example, if we discover that "group learning facilitation" involves similar practices in community development, ABET, the NGO sector and trade unions (all of which may use highly participatory facilitation strategies), common standards for facilitation could allow for portability of these skills (and

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portability of qualifications which index such skills) across all these sectors. If forms of facilitation in secondary schools and colleges of education are something closer to lectures, the standards for facilitation in these sectors may differ from standards around participatory facilitation. This may then also have implications for limiting mobility across sectors where forms of facilitation are different - and we would need to explore how best to articulate (link) the different standards to establish the conditions under which movement across sectors could happen. Similarly, common pedagogical trends and modes of provisioning will provide useful boundary-markers for the standard-setting process. We therefore need very detailed information on these factors (forms of practice, pedagogical trends and modes of provisioning) in each sector, as the basis for setting standards for practice. The other teams - working on quality indicators and qualifications and career paths - are also looking at similarities and differences across sectors, with the same agenda.

FORMS OF PRACTICE

We initially attempted mapping forms of practice by describing the ETPD roles in each sector. In relation to each role, we asked what, who, where, when and how. We asked why of each of the preceding questions. For example, in looking at assessment in any sector, we asked what is assessed (and why); by whom (and why); where (and why); when (and why); and how (and why). We subjected each role to analysis in this way, in each sector. Some sectors appear to have sub-sectors which each have different forms of practice - thus the Further Education Colleges report describes four sub-sectors, each of which has different forms of practice. We therefore described all ten roles (using the who/what/etc framework) for each sub-sector.

In many cases, our mapping became repetitive. For example, what is facilitated is often (not always) the same as what is assessed; in such cases, the mapping was easier, and we adopted conventions to signal repetition rather than repeating the details.

Also, we began to identify typical clusters of roles within each sector or sub-sector. We noted these too, since we thought that the co-occurrence of roles may affect the nature of role performance. For example, learning experience design and learning materials developer often co-occured. Assessor often co-occured with facilitator, which may affect the nature of what happens under each.

In reading some of the reports, we struggled to find details of the forms of practice. For example, many of the reports refer to practitioners' work as including "needs analysis", "course development", "evaluation", "management", etc. However, they often don't detail what happens under these labels - what does a needs analysis in (eg.) the Community Development sector include? Presumably there are features which distinguish it from needs analyses in many other sectors....

Initially, we thought that we were struggling because researchers had synthesised the information to a level of generality where the details themselves were not in the reports. (Many of ~~of~~ the reports are insufficiently detailed for our purposes). It then occurred to us that there was a much stronger focus on contextual understanding or occupational expertise in many sectors than there was on the roles, and we began to think that the reporting perhaps reflected something about the nature of ETDP practice within these sectors. So we went back to the ETDP model, and began to ask whether our focus on ETD roles did not privilege formalised practices (in which roles are more clearly defined) whereas occupational expertise and contextual understanding are more important in other sectors and also have significant implications for standard-setting processes. Although contextual understanding is captured under the why question, and occupational expertise under the what, we began to include comments about each of these separately in our mapping.

PEDAGOGICAL TRENDS AND MODES OF PROVISIONING

This sort of information (pedagogical trends and modes of provisioning) we were obviously not able to collect in the same detailed way. It is, rather, interpretive work which we have approached more interpretively. Again, however, you will have a much better sense of the sector than we do, and should be able to check/add to our interpretations.

WHAT WE NEED FROM YOU

We have now done as much as we can to extract information from the reports about the forms of practice in each sector. We are referring our work back to each senior researcher, to ask them to provide such additional information as they are able to provide, as well as additional comments which they think are likely to be valuable given the nature of the task I've outlined in this letter.

Please could you do your best to help us develop a fuller picture of your sector, by reviewing the information we are faxing. We propose that you read our summary (attached as Appendix A). You may draft a response in any format, but we found it useful to follow the format attached as Appendix B. This entails

- * identifying the major sub-sectors around which forms of practice, pedagogical trends and modes of provisioning cluster
- * identifying the typical role clusters (jobs) within each sub-sector
- * describing the forms of practice, first by filling in the what/how/etc maps and then by drafting some notes
- * adding any further comments on occupational expertise, contextual understanding, pedagogical trends and modes of provisioning
- * adding any further comments which you think may assist us in the process.

If you have any queries, please contact Daryl (tel: 021 448 4999 (w) or 448 2521 (h)). We appreciate that you are probably very busy with other activities at present, but we think (on the basis of having tried our own first, and then each of the other reports!) that it shouldn't take longer than a few hours.

Please note that the Project has offered to reimburse you @ R100 per hour for three hours of work in assisting us. You should submit an invoice along with your response, made out to the ETD Project but submitted through us. The invoice should include any further expenses you may have incurred in responding (fax, courier or telephone costs).

Thanks for your help. Looking forward to your response....

Yours sincerely



JP Judy Harris and Daryl McLean

Hi, John!

NGOs

ABET

A.1 Learning Experience Design

What...

The content of LED has traditionally been strongly influenced by contextual factors such as the (perceived?) needs and circumstances of learners. Learner experience in non-formal ABET has in fact been the curriculum. Such approaches have been underpinned by a range of theoretical and political perspectives. The report describes these in various ways - Freierian, non-formal, radical, oppositional, non-institutional, amateur, people's participatory planning and action, based on Steiner principles, based on community development principles...The LED role in non-formal ABET has traditionally been locally and flexibly undertaken - in theory at least. In reality, in many cases the LED role has been pragmatically governed by the availability of and style of learning materials.

The non-formal nature of LED in ABET is being replaced (displaced? paralleled?) by the introduction and rapid acceptance of a national, formalised, certificated, outcomes-based approach as exemplified by the work of the Independent Examinations Board (IEB). To date the areas of 'Communications' and 'Mathematics' have received attention. This formalising move is in keeping with NQF-related developments and with global shifts in the design, delivery and perceived purposes of education and training. ABET outcomes operate to two main purposes: workforce development (international competitiveness etc) and the development of an informed citizenry. Although there are claims that outcomes are merely a template against which to assess and do not have to exert a washback effect on learning programmes and lessons, in practice, the contrary is true. The effect of the centralised outcomes is viewed in some quarters as a threat to responsiveness to local needs and has led to requests for provincial variations in outcomes. In many ways the existence of national outcomes undermines the scope of the LED role at the broad curriculum level but does allow for innovation at the level of learning programme and lesson/learning event and perhaps in some ways pushes these aspects of the role into new dimensions. Provincial variations in outcomes would extend broader aspects of the LED role to regional levels, thereby engaging more practitioners and interfacing more closely with the actual teaching and learning process.

How, who, when and where....

The development of outcomes happens nationally but collaboratively - drawing on practitioners representative of all stakeholders. Syllabus development and lesson planning are local concerns, within organisations and

centres - these are also becoming formalised through professionalising moves such as diplomas in ABET. The report revealed a current lack of capacity and support for practitioners in dealing with new conceptual paradigms (competency, standards etc etc).

There has been a shift in the nature of occupational expertise now prized. Traditionally, knowledge of local context, learners circumstances and a development orientation were the order of the day, with specific ABET and ETDP competence playing a secondary role. The emerging situation places ABET and ETDP competence more centrally.

A.2 Group and Individual Learning Facilitation

What...

The content mediated through GLF/ILF is increasingly influenced by the formalised outcomes or by other IEB supporting documents (such as exemplars eg). In theory, the outcomes can be interpreted through a range of contexts (eg employment or community-related). There are plans to extend the IEB ABET outcomes into the domains of social and physical science.

How....

The report reveals an espoused theory which privileges learner-centredness/activeness; participative/communicative approaches; adult learning theory and practice etc. Particular espoused theories and practices relate to some approaches eg the problem-posing in Freirian-influenced approaches and the Language Experience Approach for first/home languages. Espoused theories were not often reflected in practice. Theory in use revealed very restricted teaching/learning methods (sometimes practitioners only trained in one method); reliance on phonics and grammar-based methods for second language acquisition; little flexibility in terms of individual learning needs; 'boring drills'; endless teacher talk; 'repetitiveness exercises of obscure usefulness'...

Although the methods in use do not seem to resonate with the espoused theory, the mismatch is somewhat compensated for by 'mutual respect' and 'positive relationships' between teachers and learners. Despite the formalising shift and the development and ramifications of learning outcomes, espoused theory remains the same (partly because it has always been 'espoused' and has rarely found a form in practice?).

In addition, methods are often prescribed and circumscribed by outmoded learning materials.

Who....

ABET practitioners do the teaching with, it would appear, very little outsider influence - community resources etc.

When...

At prescribed times with some expectation that learners will also study at home.

Where....

In class - community, employment, or educational centre-based. No mention of learning extending beyond the walls of the classroom context.

A.3 Learning Materials Design

What...

The report offers little detail on learning materials but suggests that in many cases attempts are made to produce locally relevant materials. Where this is not encouraged or not possible outmoded materials are used which exert a strong influence on GLF methods and privilege traditional 'whole class' approaches (exercises, drills etc. The report cites a dearth of materials to support the 'application of newer teaching approaches' although some are becoming available (produced by NGOs eg). However, they are often beyond the price range of smaller organisations which fall back on old materials or seek to develop their own.

How, who, when, where...

Materials are increasingly developed, packaged as courses and marketed by ABET providers, drawing on their own experience and particular approaches and expertise.

A.4 Assessment

What....

Assessment is changing rapidly along with increased formalisation. Centralised outcomes include assessment criteria which indicate level and depth/scope of desired achievement. What is to be assessed is thus based on prescribed outcomes and criteria whereas traditionally assessment has been largely informal and internal to the providing organisation. Where assessment was formalised in the past, practices were occasionally irregular eg teachers raising marks to portray themselves in a more favourable light.

How, who, when, where...

Assessment within the IEB frame is undertaken partly centrally (several times a year in designated centres) and partly in situ (using continuous assessment and project work within guidelines). The assessment activities developed centrally attempt to be integrative and task-orientated and to address all aspects of competence (ie knowledge, generic abilities, skills, application in context and transferability). Internal assessments attempt to draw on practitioners own approaches and to moderate these.

The assessor role was one for which calls for inter-

organisational (provincial) support systems are being made, including the development of peer support systems.

A.5 Manager/Strategist

What...

Although the report does not go into detail on this - the management role does seem to depend very much on context - variably consisting of project management skills, fund-raising skills, organisational skills, proposal and report writing skills etc. Although the report does not specify this, one can assume that the formalisation of ABET is generating a wider range of 'management of learning' tasks particularly related to assessment.

How, who, when, where...

Again depending on context. Smaller NGO providers combine co-ordinating (including strategising) and managing functions. There is a strongly expressed need for more management training but little clarity emerges as to what this might mean in different organisational contexts and the relationship between generic organisational management skills and specific 'management of learning' skills.

A.6 Needs Analyst

What, how...

This role emerges tacitly from the data in that, particularly in smaller NGOs, it is undertaken continuously and informally through community development activities and community involvement.

A.7 Evaluator

What..

The report makes reference to the range of possible foci for evaluation eg learner progress (as indicated in exam passes), the impact of provisioning on community development.

How, who, when, where...

There is evidence that approaches adopted for the evaluation of community development projects (other than ABET) are being, or could be, transferred into ABET. It is likely that formal evaluation will increase particularly as donor funders require more accountability and evidence of goal achievement.

A.8 Administrator

What...

Little information given except that most organisations have designated administrators concerned eg with book-keeping.

B. PEDAGOGICAL TRENDS

The trends in NGO-based ABET are underpinned by the 'neo-liberal' 'global capitalist' values of the new dispensation - although NGO providers enjoy varying degrees of ideological proximity to the new state. They are further underpinned by global trends towards post-Fordism, concern for 'quality', accountability, effectiveness and efficiency in education and training. This blend of influences finds expression in learner-centredness, adult learning principles alongside outcomes-based approaches to provisioning. Credentialling is on the increase - in fact the whole reform intervention is accreditation/assessment led (assessment-led pedagogical change?). Approaches to Mathematics are expressly underpinned by a socio-constructivist approach.

C. MODES

- * Still largely face-to-face although the development of distance education is prefigured.
- * Increasingly formalised. The formalisation of some provision generates a consequent deformatising of remaining non-formal provision. There is a tension in some quarters between formalisation and development imperatives - formalisation ignores (negates) 'homespun' skills and values. However, in most sites the notion of formalisation and the NQF has been accepted largely unproblematically (will increase standards and motivation etc).

PRIMARY HEALTH CARE

A.1 Learning Experience Design

What...

The 'field' (health) is the focus in a context of community development. Typical curriculum content would include: financial management, organisational skills, committee skills and specific aspects of the training of primary health care facilitators. In many (most) instances the approach is determined by a critical, alternative, progressive stance. The focus is on supporting 'trainees' in implementing their learning for community benefit. Although some curricula are criticised for neglecting 'values' and 'culture', local contextual understanding and 'occupational expertise' (in both health and business management) are ultimately far more prized than ETDP expertise or roles.

How, who, when, where....

The report gives little information on how the content and structure of training interventions and how they are

planned and executed. The people involved are often multi-skilled (co-ordinators, trainers, administrators).

A.2 Group/Individual Learning Facilitation

What...

The content mediated through G/ILF is outlined above ie a mix of health care (occupational) issues and organisational skills.

How, who, when, where....

The mode is 'training' which, in this context means mainly workshops drawing on 'participatory' methods eg short lectures followed by discussion, group debate, role play, video displays etc. However, the report indicates a gap between espoused theory and theory in use in that alot of 'wrong methods are used'. The approach to training also involves follow up supervisory/supportive site visits.

The trainers are mainly the people who hold the management roles in the organisation. One can infer that training could take place in a range of venues (NGO-based or community-based on both) at times to suit local needs and circumstances.

A.3 Learning Materials Design

What...

One can infer (from the context-specific nature of the work) that materials are mainly locally produced (supplemented by available external resources [videos etc])

How, who, what, where...

?In situ - by trainers?

A.4 Assessment

What...

The application of the content of training workshops.

How, who, what, where

Informal assessment is the norm ie trainer/NGO managers observation of how trainees practise and implement newly acquired skills in their own contexts.

A.5 Management/Strategist

What...

A range of generic project development and management skills are required by NGO co-ordinators etc. These include fundraising, financial management, planning, resource management, decision-making skills etc. These are required to keep the organisation alive (ie strategist mode) and also to inform the content of the training. Such management

skills are underpinned by local knowledge, community development issues and (importantly but less importantly) a knowledge of adult education theory and practice. Little mention was made of the management of the learning process.

How, who, what, where...

As mentioned the management role is informed by local knowledge re needs and circumstances with presumably 'an eye on the bigger picture'. The role thus merges with needs analysis which would seem to be an ongoing process but one that was so embedded in practice as to be invisible.

A.6 Evaluation

What...

The issue of evaluation revolves around the question of 'are we effective in what we do?'

How, who, what, where...

The indications are that this role is undertaken very informally but is one that is likely to require attention as funders need explicit measures of success.

B. PEDAGOGICAL TRENDS

The underpinning for training intervention is largely based on an informal understanding of adult education principles and practice - within a social action (critical, alternative, progressive) frame.

Interviewees expressed a desire for business management training (MBAs etc) ie occupational expertise - which could exert an influence on traditional pedagogies ie towards HRD approaches.

A range of contextual issues are likely to drive practice eg funders requirements for outputs; organisations needs for cost recovery

C. MODE

The indications are that mode at the moment = face-to-face workshops supplemented by informal support within trainees organisations. This seems unlikely to change.

A degree of formalisation was deemed to be desirable (for organisations and learners) although loss of flexibility and freedom and excessive bureaucracy were cited as drawbacks. Formalisation would exert an influence on current role configuration.

RURAL DEVELOPMENT

A.1 Learning Experience Design

What...

In rural development the focus is on contextual understanding and the process of rural advancement. There is no real formal body of knowledge. Content is based on local needs and local knowledge framed by the mission of the organisation (usually community and local organisation development). Some 'hard skill' training such as animal husbandry, organic farming plus capacity building, skill development, organisational development. Some organisations offer training to their own staff within the organisation as well as for community groups.

How, who, what, where....

It is possible that aspects of training may become formalised. There was mention of 'module development'. The rest is likely to remain locally referenced and changeable. The focus is local and contextual. Larger organisations have designated trainers who would be also be concerned with internal organisational development issues. The LED process is closely linked to ongoing informal **needs analysis** (which as mentioned in relation to Health NGOs is often so much part of practice as to be largely invisible).

A.2 Group/Individual Learning Facilitation

What...

The content of mediation is outlined above - ie a mix of hard and soft skill development plus intra-organisational staff development.

How, who, what, where....

The workshop seems to be the main method with a declared intent to be participatory and to value adults' prior learning. There are indications that 'theory' is workshopped and then applied to local contexts. A concern is to ensure that the training is customised to local needs and context.

A.3 Learning Materials Design

What...

Materials are developed according to local needs and issues.

How, who, what, where...

Undertaken by trainers/workshoppers drawing on local understandings and broad rural development strategies in the context of immediate needs.

A.4 Assessment

It was cited that assessment was not really an issue. Where reference was made to it, notions of the evaluation of effectiveness became synonymous eg how to measure organisational development and change which may be over a long time period and not solely related to the training intervention.

B. PEDAGOGY

Pedagogy is currently informed by broadly accepted notions of 'democratic process'. These are not articulated in educational terms. It may be the case that funders demands and notions of OD exert and influence on pedagogical style.

C. MODE

Some moves to formalise 'hard skills' and to bring such into the ambit of the NQF. Formalising the rest would be inappropriate given the local specificity and changing nature of the work and the strong desire to remain flexible and responsive to local needs.

TECHNICAL TRAINING

A.1 Learning Experience Design

What...

Here we see a departure from traditional NGO practice - attention to community development/production needs plus a greater degree of formalised skills training. The curriculum is concerned with formal technical skills development + life skills + entrepreneurial skills. The thrust is towards 'training with production'.

How, who, what, where...

The approach is to customise formal training to local development needs. This is undertaken by designated course designers (sometimes but not always the trainers).

A.2 Group/Individual Learning Facilitation

What...

The content mediated through G/ILF is outlined above ie technical training, life skills, entrepreneurial skills linked to production.

How, who, what, where...

The technical training is mediated in conventional ways (show-tell-do) but with an emphasis on a broader range of 'instructional techniques'. There is evidence that methods are shifting to take account of individual learning needs. Trainers with 'good communication skills' are particularly prized which to some extent signifies a shift to interactive, participatory methods. Facilitators are

usually in a designated trainer role but often also carry some generic management/administrative responsibilities within the organisation. Formal skills training takes place within the NGO followed by supported local site production work. The formal skill acquisition aspect requires alignment to the requirements and timescales of accrediting bodies.

A.3 Learning Materials Design

Materials are usually developed within the organisation drawing on (borrowing from) external resources as available.

A.4 Assessment

?Tied to national accreditation in some areas of technical training?

B. PEDAGOGICAL TRENDS

The organisation researched exhibited an interesting mix of corporatist and development imperatives - 'rigorous and work-orientated yet still with "a certain NGO ethos"'.

C. MODES

Face-to-face with support re: implementation/production.

Greater formalisation is likely as external accreditation becomes sought.

General comments

Traditional NGO practices have been largely underpinned by the notion of 'development' which has been characterised by a commitment to socio-economic change and upliftment most often in direct opposition to the state. Thus value-orientation and respect for learners and context are most important. The issue of contextual understanding is of paramount importance - to a geographical area, to particular groupings of people etc. Of secondary importance is occupational expertise and still further down the line, ETDP expertise.

The pedagogical configuration is interesting - from left radical roots to the CBET orientation of the neo-liberalist new dispensation; from revolutionary socialism to global capitalism. The emerging configuration is marked by interesting features and concerns:

- * how to evolve practices which continue to be underpinned by notions of development and local context but which also engage with formalising moves (training with production is interesting in this regard) - 'participatory, grassroots

formalisation'

- * at the management level, how to evolve a style appropriate to informal development issues and corporate style organisational concerns (as exemplified by funders requirements)
- * how to retain the respect for learners/context and strong value and experiential orientation of practitioners within professionalising moves
- * how to address the frequent gap between espoused theory and theory in use. Espoused theory is often based on quite weak interpretations of adult learning theory and practice ('the workshop' eg) and practice reveals conventional and limited methodologies.

The report suggests that the NGO cluster can no longer be seen as such but fragments into: ABET, technical training (formalised) and development orientated non-formal or informal provision. Training with production attempts to bridge this fragmentation in an interesting way.

**APPENDIX B: SUGGESTED FORMAT FOR THINKING THROUGH
THE FORMS OF PRACTICE,
PEDAGOGICAL TRENDS AND MODES OF PROVISIONING**

1. SUB-SECTORS

What we would like you to do:

Please identify/confirm the main sub-sectors within your sector around which forms of practice/pedagogical trends/modes of provisioning appear to cluster. (By sub-sectors, we do not mean the main institutional locations. Rather, by "sub-sector" we mean the divisions of typical forms of practice/trends/modes. There may be no sub-sectors in your sector, ie. practices, trends and modes may be standard across the sector or so variable that they are arbitrary. Conversely, although you may have identified two institutional sub-sectors, two or more clusterings of practice/trends/modes may occur across these sub-sectors).

2. TYPICAL ROLE CLUSTERINGS WITHIN EACH SUB-SECTOR

What we would like you to do:

We have found that many of the roles co-occur (integrated as jobs). Reporting is usually easier if you describe the typical role clusterings and work at describing these alongside one another. This is especially important since forms of practice often seem to cluster not only around sub-sectors, but also around jobs. For example, needs analysis (as a component of a trainer's job) may differ from needs analysis (as a component of a course developer's job, or a manager's job), even within sub-sectors. Please could you therefore describe the typical role clusters (jobs) within your sector/sub-sectors.

3. FORMS OF PRACTICE (1): ETD ROLES

What we would like you to do:

The reports often list all of the roles in the ETD model, albeit under different names. However, the content of these roles is often not described in much detail. Please could you provide us with any details you have about the forms of practice (forms of individual and group facilitation, assessment, needs analysis, evaluation, management, strategising, counselling, learning experience or learning materials design?). It may be useful if you use the attached "maps" as the format to recollect the data. If there are sub-sectors within your sector, please draft "maps"/notes for each sub-sector. Within each map, please code your descriptions of forms of practice as belonging to particular jobs. Thus in each sub-sector, you may code your descriptions of forms of practice as belonging to an M/A/S job (manager/administrator/strategist), or a F/A job ((facilitator/assessor), etc.

4. FORMS OF PRACTICE (2): OCCUPATIONAL EXPERTISE

What we would like you to do:

Please add any comments you think may be useful on what issues relating to occupational expertise should be considered in standard-setting. The kinds of comments we have made on occupational expertise may be useful in guiding you.

5. FORMS OF PRACTICE (3): CONTEXTUAL UNDERSTANDING

What we would like you to do:

Please add any comments you think may be useful on what issues relating to contextual understanding should be considered in standard-setting. The kinds of comments we have made on contextual understanding may be useful in guiding you.

6. PEDAGOGICAL TRENDS

What we would like you to do:

Please add any comments you think may be useful on what issues relating to pedagogical trends should be considered in standard-setting. The kinds of comments we have made on pedagogical trends may be useful in guiding you.

7. MODES OF PROVISIONING

What we would like you to do:

Please add any comments you think may be useful on what issues relating to modes of provisioning should be considered in standard-setting. The kinds of comments we have made on modes of provisioning may be useful in guiding you.

8. ANY OTHER COMMENTS YOU THINK WE MAY FIND USEFUL

What we would like you to do:

Please add any other comments which you think may assist us, given your understanding of what we are trying to do. Also, a little encouragement wouldn't go amiss either - we're struggling with our task even more than we struggled with the first phase!

ROLE: EVALUATOR

WHAT	HOW	WHO	WHERE	WHEN
Why	Why	Why	Why	Why

ROLE: INDIVIDUAL LEARNING FACILITATOR

WHAT	HOW	WHO	WHERE	WHEN
Why	Why	Why	Why	Why

ROLE: NEEDS ANALYST

WHAT	HOW	WHO	WHERE	WHEN
Why	Why	Why	Why	Why

ROLE: ADMINISTRATOR

WHAT	HOW	WHO	WHERE	WHEN
Why	Why	Why	Why	Why

ROLE: LEARNING EXPERIENCE DESIGNER

WHAT	HOW	WHO	WHERE	WHEN
Why	Why	Why	Why	Why

ROLE: STRATEGIST

WHAT	HOW	WHO	WHERE	WHEN
Why	Why	Why	Why	Why

ROLE: LEARNING MATERIALS DEVELOPER

WHAT	HOW	WHO	WHERE	WHEN
Why	Why	Why	Why	Why

ROLE: GROUP LEARNING FACILITATOR

WHAT	HOW	WHO	WHERE	WHEN
Why	Why	Why	Why	Why

ROLE: MANAGER

WHAT	HOW	WHO	WHERE	WHEN
Why	Why	Why	Why	Why

ROLE: ASSESSOR

WHAT	HOW	WHO	WHERE	WHEN
Why	Why	Why	Why	Why