

INNOTECH JOURNAL (Vol. V No. 1 / January-June 1981)
Approaches To Personnel Development in the SEAMEO Region

Editorial Notes

The decade of the 1980's has seen much stress on staff development. Research findings reveal that adults learn best through concrete experiences where they apply what is learned, and informal situations where social interaction takes place. Experiential learning transfers learning from the training setting to application on the job.

In order to bring to light the efforts at bringing about effective staff development in the SEAMEO region, INNOTECH thought of devoting the January-June 1981 issue of the Journal to the theme "Approaches to Personnel Development in the SEAMEO region". The articles contained in this issue represent a cross-section of staff development efforts of the ministries of education and SEAMEO regional centers in the SEAMEO countries. This collection of articles will, it is hoped, bring about a deepening awareness, as well as further exposition, of the role of staff development in effecting meaningful change in educational management and operation.

The articles describe present trends and approaches in personnel development in the ministries of education and regional centers. They are of particular relevance to educational administrators, supervisors/inspectors, teachers, and professional and support staff doing professional services. As such, they develop the theme from various perspectives.

The aims and specific objectives of the various training programs, the qualifications of the clientele, and the expected impact of the programs are mentioned. Some research activities contribute to personnel development. Through it, a person receives inputs to help reinforce an organization's practices. He gets a broader view of things and a detached perspective, thus enabling him to appraise himself against others.

The article on the Malaysian Education Staff Training Institute or MESTI by Dr. Chew Tow Yow describes the systematic effort to train the educational system's management and administrative staff. The aim is to produce educational managers and management staff with perceptive powers, competence in conceptualization, planning and execution in order to bring about planned change through education. Research-development activities form the basis for training program development. The latter's important functions are needs assessment, course development and implementation.

The paper from the Thai Ministry of Education traces the root of the problem which has necessitated the Ministry's mounting a concerted personnel development program. A number of approaches to personnel development are mentioned; the departments/institutes involved in personnel development are likewise cited. The paper describes the vital role played by the newly created Center for Educational Administrators in coordinating efforts to train personnel, evaluate training programs, undertake relevant research in the field and provide needed consultancy services to the offices concerned.

The concentration on personnel development is seen as an obvious trend in government service in the Philippines. Miss Hortensia S. Benozza, writing for the Ministry of Education and Culture, describes the integrated human resource development program which the Ministry launched recently. This program provides the focal point for the comprehensive and systematic staff development of teachers and school officials. Residential training programs are held in order to effect attitudinal and behavioral changes in the participants. The involvement of teacher-training institutions in the Program will be sought. A National Development Center has been envisaged to provide further impetus to the various personnel development strategies that are presently being carried out.

Personnel development approaches in BIOTROP are incorporated in the organization's training programs. They considerably enhance the skills of the participants in making use of scientific methods to solve problems in their field. In this way, a constant increase in the number of skilled biological researchers in the SEAMEO member countries is assured.

"The RELC Approach to Personnel Development" by Richard B. Noss focuses attention on the development of key personnel like teacher trainers, curriculum developers, examination specialists, inspectors, supervisors, administrators, and language planners in the field of language education. For this reason, the training programs stress the applicability of language teaching approaches and methods to varied language learning situations. Research of a problem-oriented and practical nature is undertaken in connection with personnel development. The personnel development scheme for the Center's professional staff is also mentioned. The channels of personnel development, as far as language education is concerned, are meant to ensure reliance on national resources within the SEAMEO region.

SEARCA's manpower development program is aimed at producing highly skilled agricultural manpower to carry out agricultural and rural development programs in the SEAMEO region. The paper discusses the efforts of the Graduate Study Program, Short-Term Training Program, and other programs like The Visiting Scientists Program, the Professorial Chair Program, and the Personnel Exchange program, to turn out the manpower with the needed expertise in the Region.

In this paper, Dr. Efrain E. Abracia gives an insightful report on the personnel development approaches and strategies being implemented by INNOTECH. He discusses the rationale, objectives and importance of the various training programs and expounds on the Center's efforts to enhance the expertise of its own staff. The development of determined, well intentioned and effective educational change agents in the SEAMEO region is described.

Dr. Tanom Intarakumnerd analyzes the various attempts, both formal and informal, to evaluate INNOTECH training activities. The evaluative means used, as well as the results obtained from these instruments, are given in his paper.

In the article of general interest, Mr. Peter Thomson writes on a topic of critical importance. His main question focuses on what is 'basic' in the design and evaluation of basic education programs. The problem takes on added dimensions when seen in the light of efforts to carry

out the specific objectives of basic education programs in the field. In the Book Review section, Mr. Leo Ann Mean analyzes Dugan Laird's *Approaches to Training and Development*. The book dwells at length on the meaning and importance of training and development in present day organizations.

The theme of the July-December 1981 issue will be "The Nontraditional Approaches to Teacher Preparation". We welcome your contributions.

Pacita I. Habana

**The Malaysian Education Staff Training Institute,
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By Chew Tow Yow*

Personnel development, by and large, should involve at least the following considerations:

1. Selection and recruitment of suitable candidates for specific job functions;
2. Staff training, and in the case of the educational system, pre-service teacher training and in-service training within the context of continual career development directed towards the updating and upgrading of professional competencies and training for role change as from teaching to supervisory and administrative duties;
3. Staff deployment to maximize individual talents as well as for on-the-job training; and
4. Performance appraisal and service incentives and discipline.

This paper, however, does not attempt to deal with the several facets of staff development in the Ministry of Education. It focuses on the recent establishment of the Malaysian Education Staff Training Institute (MESTI) for the training of the Malaysian educational system's management and administrative staff.

There has been no systematic effort directed at the training of the educational system's management and administrative staff. Besides the rather limited annual post-graduate degree level training program for selected personnel at local and foreign universities, and other short courses overseas, the only program that was conducted on some scale was the series of short courses for primary and secondary school principals conducted between 1973 and 1977 during which a total of 2,550 school principals attended a one-to two-week course on school administration. Inservice training of teachers, on the other hand, has been conducted over the last two decades to prepare teachers for specific curricular changes and the change in the medium of instruction from English to Bahasa Malaysia, and to improve school support

services such as school library, and guidance and counseling services. A one-year specialist teacher training has also been conducted for many years to prepare teachers in such subjects as physical education, art, mathematics, science, home science and the teaching of deaf and dumb pupils. On the whole, staff training at the in-service level has been ad hoc and piece-meal.

MESTI-Rationale, Value and Goal

The establishment of the Malaysian Education Staff Training Institute in March 1979 was the consequence of a deliberate process initiated by the Ministry of Education to improve the quality of education and to increase the efficiency and effectiveness of the educational system's operations through personnel development in educational management at all levels of the system.

MESTI operates as a sub-system of the educational system. Its inputs are the training requirements of personnel development for the management of educational development and services. Its outputs, hopefully, are improved competencies among educational planners and implementors.

The decision to institute a permanent system for management training with considerable initial capital outlay (approximately, US\$ 16 million) was made following:

1. an appraisal of the educational enterprise's operations, with specific reference to the inadequacies of existing training facilities vis-a-vis the requirements for personnel training needs; and
2. an approximation of the kinds of training to be provided, for example,
 - induction or orientation programs for new job requirements;
 - retraining to correct observed job performance deficiencies;
 - developmental programs to prepare promising individuals for positions calling for broader leadership roles and greater responsibilities; and
 - continual personnel training programs to enhance and increase job skills.

The basic premise that underlies the development of MESTI is that continual staff development is crucial to the task of improving the quality and effectiveness of education provided in the schools. In order to meet the challenges of having to develop and implement more relevant and effective educational programs for the increasing number of pupils going through the school system, educational planners and administrators must be provided with the opportunities to continually update and upgrade their knowledge of and competence in the management of educational change.

Figure 1 (p. 3) delineates the specific role of MESTI. As a program activity center of the Ministry, MESTI has specific functions as the main training resource for educational leadership and management training. However, the ultimate effectiveness of MESTI in meeting the

program developmental goal of the Ministry will depend on the effective orchestration of the diverse but complementary roles of other program activity centers.

The aim of MESTI is seen as being directed towards the enhancement of educational managers and management staff's perception, conception and competence in engineering social change through education. Broadly, the roles of MESTI are identified as follows:

1. Providing opportunities for educational planners to enhance their understanding of the concepts and processes of planned change, and to develop skills in the formulation of strategies and tactics for the resolution of educational issues and problems;
2. Providing opportunities for educational managers and management staff to develop skills in quantitative and qualitative analysis of educational change, issues and problems of educational development, gain insight into the processes and ramifications of engineering change, and acquire competence in program development and project administration directed towards improved resource utilization for qualitative educational improvement;
3. Enhancing the leadership qualities and role effectiveness of managers and management staff of educational institutions, particularly school principals; and
4. Providing specific training for administrative support staff to insure efficiency in routine administrative functions.

Focus of Training

MESTI's present clientele groups are as follows lows:

Educational planners, administrators and supervisors at the federal and state levels	2,276
Educational institutional managers and management staff .:	10,169
Teacher educators	1,347
Administrative support staff	7,620
 Total	 21,412

It will be several years before MESTI can provide a comprehensive training program for all clientele groups. In the formative years (1979-1984), the training capability of MESTI is limited by the availability of qualified staff and training facilities. Until 1984, places for training will be limited by premises available for hire. When MESTI's own campus is completed in 1984, there will be 400 places for training at any one time.

The setting up of MESTI has focused attention on the need for an overall strategy for the continual career development of the total educational service staff, including classroom teachers numbering 117,000. In attempting to perform this complex task of continual in-service training, MESTI has proposed for consideration the following:

1. A system for the ongoing gathering and analysis of training needs for all categories of the educational system's personnel;
2. Realistic appraisal of training needs vis-à-vis emerging changes in educational development;
3. Both temporary and permanent systems for training based on the estimation and forecasts of training requirements;
4. Systematic development and testing of training programs, techniques and materials; and
5. Continual assessment of the residual effects of training on job performance.

A three-way system for training has also been proposed to meet the needs of training the total educational service personnel. System I is basically what is presently conceptualized for MESTI. System II will be responsible for developing and implementing in-service teacher training programs to improve their professional competence while System III will direct its attention specifically to ad hoc training programs to prepare teachers to implement new curriculum changes and to energize and sustain school-based curriculum improvement

The above proposal raises several organizational issues. Currently, MESTI is the only permanent inservice training institution. The Curriculum Development Center has been conducting the training of key teachers to assist in the implementation of curriculum changes. In-service training of teachers has been undertaken on an ad hoc and piecemeal basis and organized loosely by various Divisions of the Ministry and State Departments of Education. The question that arises is whether MESTI, as the Ministry's major in-service training arm, should also be given the responsibility for planning and coordinating the activities of the other two systems. At the same time, there is the consideration as to whether the present 25 Teacher Training Colleges should also develop the in-service teacher education component in addition to their predominantly pre-service training functions. These and other related issues and problems are being studied by the Steering Committee responsible for the implementation of the Cabinet Committee's Report on Education, 1979.

MESTI's training program priority is the training of school principals. School principals, while they may be at the bottom of the administrative hierarchy of the educational system, are the most vital of all categories of educational managers in making the school and, for that matter, the broader educational program, a success. The need to focus MESTI's training programs on school principals becomes all the more urgent considering that school principals are rarely and specifically trained for the job.

MESTI's program development priority for the first five-year period is as follows:

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|---------------------|--|------------------|
| First priority | Primary and secondary school principals | |
| Second priority | Supervisory and key personnel responsible for overseeing the implementation of curricular programs in schools | |
| Third priority | Ministry and State Department of Education officials, deputy school principals, heads of departments in schools and Teacher Training and administrative support staff. | de-
Colleges, |

The above prioritization of training program development, however, does not imply that lower order priority clients will be trained only after all the higher priority clients have received training. In any one year MESTI institutes training projects for a cross section of its entire clientele with the major share of the annual allocation of training resources given to the priority clientele group. To illustrate the above, the training projects for 1981 are as follows:

1. Part I of the Basic School Principals Course, lasting three weeks, for 720 primary and secondary school principals;
2. A three-day Seminar on Financial Management for Principals of Teacher Training Colleges;
3. A ten-day Induction Course (Part II) for 45 new Inspectors of Schools;
3. A nine-day Mini Course on Evaluation and Testing for Department Heads of Teacher Training Colleges;
4. Two-week Basic Course for 160 School Supervisors from the State Departments of Education;
5. Five-day Seminars for the Directors, Deputy Directors and Assistant Directors of Divisions in the Ministry of Education and State Departments of Education; and
7. A two-week trial course for School Clerks.

Operational Structure

MESTI's basic operational principles for training program development are as follows:

1. All training programs must be based on systematic needs assessment and

analysis of desirable norms of job performance;

2. All training programs must be developed in accordance with the principles of systematic curriculum development and implemented through training strategies which are efficient and effective in order to reduce the gap between actual and anticipated outcomes of training;
3. All training content must be based on relevant and practical knowledge and proven practices of educational planning and administration; and
4. All training programs must be evaluated fully and at all stages of program development and implementation.

In view of the above principles, MESTI's operations are research, development and dissemination-oriented while the focus of training content and processes is problem-solving oriented. If structure refers to the ways in which the tasks of MESTI are differentiated into operating units and the ways in which MESTI's activities are integrated, then structurally, MESTI's operations as an institution may be illustrated as in Figure 2 below.

To avoid the common pitfall of teaching from books and outdated experiences, MESTI is emphasizing the need for considerable attention to be given to research-development activities as part of the process of building institutional capabilities and as a basis for training program development.

Training needs assessment. MESTI's experiences in the development of the Basic Course for school principals and the Specific Course for school clerks have indicated clearly that the major difficulty in needs assessment is the absence of, or at best, poorly defined norms of desirable job performance. MESTI has constantly established job performance norms following consultations with target clients and their superordinates. To be able to continue to determine effectively and meaningfully the desirable outcomes of training, MESTI must undertake considerable research-oriented activities. The problem may be conceptualized as follows:

Training needs assessment becomes more demanding when (a) the data should represent the actual world of the client and related people, both as it exists now and should exist in the future; (b) needs assessment must be constantly reviewed and validated; and (c) when the discrepancies between observed performances and desirable norms of performance have to be identified in terms of anticipated behavioral outcomes of training.

MESTI has attempted to make use of a matrix to identify the loci for gathering data on training needs as follows:

Context \ Respondent	Superordinate	Client	Subordinate
The target client as an individual	Assessment of client's characteristics	Client's view of himself	Client's observable leadership

			qualities
The target client in His organization	Client's role and performance effective- ness	Perception of his own role effectiveness	Client's degree of efficiency as 'boss'

Due to time and staffing constraints MESTI has not been able to collect and analyze data from all the cells in the above matrix. In the case of needs assessment for the Basic School Principals Course, no data was collected from teachers (subordinates). See Figure 3 p. 11 for the strategy adopted for identifying the norms and training needs of school principals. Similarly, the needs assessment for the preparation of the School Clerks Course was confined to clients' self assessment and assessment of their superordinates (See Figure 4, p. 12).

Training content development. The major problem encountered in the development of training content is the generation of relevant knowledge and sound practices of educational development and administration which is country specific. What is needed is a praxiology of educational planning and administration for Malaysia. General principles and documented practices of planning and administration are useful departure points, and, as a first step towards developing MESTI's institutional capabilities for the selection, reorganization and development of relevant founded knowledge and proven practices to meet the diverse needs of training, MESTI's nucleus staff is being deployed, albeit too thinly, to begin the organization of training content in the following fields:

1. Educational foundation and development: sociology and anthropology of educational change, theory and practice of education, educational policy and planning, history and philosophy of educational development, and psychology of social change in a multiracial society;
2. Educational management: morphology of organizations and organizational renewal, psychology of human motivation and behavior, human relations and communications, decision-making and problem-solving, leadership behaviors, personnel management, project management, and financial management;
3. Curriculum and pedagogy leadership: curriculum planning and implementation, curriculum and instructional evaluation, pedagogical leadership in relevant school teaching subjects;
4. Educational institutional management: school/college management, instructional supervision, teaching-learning resource management, instructional program management, and school-community relations;
5. Educational research and evaluation: educational research methodologies for educational administrators, educational evaluation methodologies, testing and measurements, and the management of educational data and statistical analysis.

At present, much of MESTI's training content is notional and is based on staff members' familiarity with relevant content in specific fields. However, it should be emphasized that the training content of a course (knowledge, attitude and skills) does not necessarily reflect the usual organization of available knowledge and the identification of requisite skills. For example, the Basic School Principals Course has been structured in accordance with the overall aim which is to improve the efficiency and effectiveness of the school's teaching-learning process within the requirements of the formal curriculum and the constraints of the school environment. The components of the course content and their relationships are as follows:

Training program modalities. MESTI has adopted two program modes, namely,

1. Serial program to be conducted in series or in stages, such as induction/basic stage, intermediate stage and advanced stage; and
2. Discrete program to meet specific training needs related to specific job functions.

Within the two modalities of training, training approaches include the following:

1. Full-time residential training, lasting from one week to six months and using a variety of training techniques;
2. Practicum, principally as post-residential training reinforcement; and
2. Distance teaching as the basis for on-the-job training as well as pre-residential sensitizing training and post-course follow-up.

Each training program is implemented through training projects, each having specific foci of activities as follows:

Project	Foci of Training Activities
1. Seminar	<ol style="list-style-type: none"> a. Dissection and analysis of issues and problems, b. Sharing of experiences and integration of practices, and c. Formulation of developmental program strategies;
2. Workshop	<ol style="list-style-type: none"> a. Problem identification and analysis, b. Detailed formulation of program and project execution plans;
3. Mini course:	<ol style="list-style-type: none"> a. Development of competencies for specific tasks and job responsibilities;

4. Induction course: a. Orientation to new roles as from teaching to supervisory role;
5. Basic course; a. Development of basic competencies;
6. Intermediate course; a. Enhancement of basic competencies,
b. Development of areas of specialization;
7. Advanced course: a. Development of innovative practices,
b. Personal and professional development;
8. Self-instructional a. On-the-job training; package:
b. Pre-residential sensitizing and post-course reinforcement;
9. Practicum/
Attachment: a. Application of training in specific job environment.

A number of training projects may be sequenced as a long-term training program for a specific clientele group. It has since been suggested that successful attendance of the Basic School Principals Course be a requisite for appointment to principalship. It is also envisaged that the three-stage school principalship course will lead to the award of the Diploma of School Administration.

It will be some years before MESTI can minimally fulfill the training needs of all its clients. Until then, attendance at MESTI's training courses will be mandatory and selection of candidates will be made by MESTI in consultation with heads of departments at the Ministry and State Departments of Education.

Organization Infrastructure

Institution building; particularly during the formative stage, is a difficult task when the institutional goals have yet to be actualized and its operational procedures tested. Organizational development and expansion tend to be viewed as being speculative, especially when there is no exact duplicate within the system. The development of MESTI's organizational infrastructure is based on the analysis of MESTI's goals, operational structure and program activities mentioned earlier in this paper. Consequently, MESTI, as an organization, is envisaged to develop its pools of human resources and physical facilities for training in terms of five departments, five service centers and three administrative units. (See Figure 5, page 13)

The five departments which will bear the major burden of developing the substantive knowledge as training content are:

1. Department of Educational Foundation and Development;
2. Department of Curriculum and Pedagogical Leadership;
3. Department of Educational Management;
4. Department of School Management; and
5. Department of Educational Research and Evaluation.

The five training service centers and their respective responsibilities are as follows:

1. Training Research and Evaluation Center which conducts the identification and analysis of training needs, monitors and evaluates the short and long-term effects of training;
2. Training Technology Center which is responsible for research and development of training techniques;
3. Training Resource and Publication Center which serves both as depository of reference and training materials and as a functional center for self-instruction for trainees;
4. Administrative Support Service Center which provides facilities for training in office administration, accounting and bookkeeping, and maintenance of educational supplies, services and buildings;
5. Course Administration and Trainee Welfare Center which looks after all aspects of training project administration and the servicing of trainees before, during and after attendance at training courses.

The three administrative units look after the day-to-day housekeeping functions of MESTI.

MESTI's organizational structure is reflective of a bureaucratic model of administration, but functionally, in terms of carrying out MESTI's training function, a matrix structure is being promulgated in which staff members work together in various project teams. While collegial responsibility is an attractive concept in management, it is sometimes hard to sustain especially when territorial jealousy, breakdown in- communication, uneven workload, overlapping of interests and lack of coordination are such common human weaknesses. It is too early at this juncture to say whether MESTI will succeed with a matrix cum bureaucratic organizational structure.

Conclusion

With the establishment of MESTI, a definite attempt has been made to systematize the hitherto ad hoc and piecemeal attempts at personnel development. In the process of delineating the functions of MESTI, the Ministry has also acted to study the ramifications for an overall strategy for continual staff training. How MESTI will eventually develop in terms of its overall

responsibilities, internal operations and organizational structure will depend on internal and external factors, the main ones being (a) the Ministry's total personnel development policy and programs, (b) the number and quality of professional staff members available for posting to MESTI to carry out the research, development and training functions, and (c) whether MESTI will become MESDI, that is, from training institute to an institute for staff development. The 13 professional staff members currently in position have endeavored to initiate the tasks mentioned above and to develop exemplars for training needs assessment, course development and implementation which, hopefully, will provide impetus for further improvement in training program development.

Approaches and Trends in Personnel Development in the Ministry of Education, Thailand

Educational Planning Division Office of the Under-Secretary of State for Education Ministry of Education

BACKGROUND AND DIMENSION OF THE PROBLEM

1. Functions and organization of the Ministry of Education

The Ministry of Education has been entrusted with the responsibility of administering education at all levels (with the exception of tertiary education as provided by universities/institutes under the jurisdiction of the University Affairs Office) as well as cultural and religious affairs. It has one office directly answerable to the Minister and 15 departments, namely:

- Office of the Secretary to the Minister of Education
- Office of the Under-Secretary of State for Education
- Office of the National Committee on Culture
- Non-Formal Education Department
- Fine Arts Department
- Office of the National Primary Education Commission
- Institute of Technology and Vocational Education
- Teacher Education Department
- Vocational Education Department
- Physical Education Department
- Religious Affairs Department
- Office of the Private Education Commission
- Curriculum and Instruction Development Department
- Office of the Teachers Civil Service Commission
- General Education Department

The above offices or departments can be divided into two broad categories: those responsible for operating educational institutions and those providing administrative and support services. Hence the Ministry's entire staff can be classified as:

- Teaching personnel; and
- Administrative personnel (excluding employees).

2. Personnel strength

The personnel of the Ministry of Education numbered 419,599 in 1980.

Distribution of personnel by category

The total number of 419,599 comprises 8,538 administrative staff, representing 7.03 percent, and 411,061 teaching staff (including supervisors), representing 97.97 percent. The largest number of staff of 305,551 serve the Office of the National Primary Education Commission, representing 72.82 percent of the entire personnel strength. The second largest group of staff is to be found in the General Education Department, which is mainly responsible for the provision of secondary education. It has a staff of 82,473, representing 19.66 percent of the total personnel strength. (See Table I, p. 17.)

The above data indicate that almost all staff members of the Ministry of Education in the teaching force are entrusted with the major responsibility of educating the youth. Constant staff development is thus essential.

The Human Resource Development Program of the Ministry of Education and Culture, Philippines

By Hortensia S. Benoza*

A marked trend in the government service in this country is an increasing interest in employee development and a deeper appreciation of its value, seen particularly in the last few years. It has been observed that this development has been primarily due to the stimulation and impetus provided by the Development Academy of the Philippines which conducts a continuing development program for top career officials, as well as the new emphasis placed on training by the Civil Service Commission.

For its part, the Ministry of Education and Culture has recently embarked on an integrated human resource development program covering all levels of personnel in the educational system.

Although the development of educational personnel in the service has always been given some attention since the establishment of the public school system in 1901, efforts along this line have been rather discrete, piecemeal, and generally in the nature of an adaptive response to the requirements of a current educational thrust or policy.

There were occasional summer institutes for selected teachers and school officials, scholarships and fellowships for a limited few, and generally a rash of brief training sessions for teachers and school officials concerned when new teaching content or strategies were prescribed by policy makers.

The need for a more purposeful and systematic personnel development program has been pointed out. The present human resource development program of the Ministry of Education and Culture is an attempt toward meeting this need.

Started in 1977, and designed for a ten-year period, the Program hopes to meet developmental needs of 270 superintendents and assistant superintendents; 1,665 district supervisors; 8,000 school principals, and roughly 270,000 school teachers. Mechanisms for its continuing operation may be adopted after the ten-year period.

Rationale

The institution of the Program was primarily based on the following considerations:

1. Almost all the school superintendents, district supervisors, principals and other school executives who had been promoted to their present positions were primarily trained to teach. Many of them assumed the positions without adequate preparation for such administrative or executive work and thus discharged their functions "playing it by ear," so to speak. No training program for the school administrators had ever been conducted.
2. While a master's degree is a requirement for promotion to certain school administrative positions, there are a number of managerial skills and competencies required of school executives which the present graduate academic programs do not generally provide.
3. Around 80 percent of the teachers in the service graduated 20 years ago and will still be teaching for the next 20 years. What they learned 20 years ago is perhaps outdated now. Considering the rapid gains in knowledge as well as new developments in educational thrusts and direction, there is implied a need for continuing education and updating of competencies and knowledge for these teachers.
4. There are no academic programs in teacher training colleges and universities that provide for specialized training for certain groups like educational planners, curriculum developers, or instructional materials specialists.
5. Empirical data have indicated the need for a massive values and attitude reorientation of all school personnel and a redefinition of their roles considering new political, economic, and social requirements.

Decisions had to be made on: priority groups for training and development (where an impact can best be made); strategy, cost-benefits; and program content.

Identified as priority groups were the schools/ division superintendents, assistant superintendents, and district supervisors. In the Philippines, a district supervisor has administrative and supervisory responsibility for a number of schools and school principals. A division schools superintendent has responsibility and authority over the district supervisors.

The reason for the choice of this group 3S the priority group was twofold: first, as stated earlier, most of those in the group had not had adequate preparation for a school executive position, and second, it is this group which can make a definite and immediate impact on the system. Furthermore, it has been mandated that all district supervisors should be able to conduct teacher development activities in their respective districts. The program, among other things, seeks to prepare them for this responsibility.

Past Development Programs

Development programs for education personnel, in earlier years, made use of various strategies like radio and TV inservice programs for teachers; distance study system utilizing print materials and radio tapes; one-week workshops-seminars on a particular teaching content or technique, and the echo-strategy for teachers where a group is trained at the national level. Each member of the national group "echoes" the training at the regional level. Each member of the regional team conducts a program at the division level. Participants in the division program train the teachers in school.

While the merits of these strategies have been appreciated, their shortcomings, nevertheless, have been noted.

In terms of achieving quantity targets, that is, number of school personnel served or reached, the echo strategy and the distance study system would perhaps be most preferred. Their efficacy, however, with regard to achievement of other program goals, like value development and attitude orientation, is not quite assured.

Present Training Programs

The present training programs for school executives in the Ministry of Education and Culture, under the integrated plan, are residential. The course for school division executives (superintendents, assistant superintendents, district supervisors, and principals), for example, is a five-week, residential program conducted in Teachers Camp, Baguio City, which, by the way, is planned as a National Teacher Development Center. It does not duplicate in any way, courses under the educational graduate programs in universities.

Since the emphasis is on the development of managerial skills and values and attitude reorientation, the dominant training methodologies are lectures and practicum, simulation exercises, human relations and communication exercises for attitude and value development, and case

studies.

As far as value and attitude reorientation is concerned, the partiality for residential training is perhaps justified. For indeed a notable change is easily seen in the attitudes and behaviors of participants brought together for a specific period of time, doing the same things in a cooperative manner and seeking the achievement of group goals. There are indications of behavioral changes in personal interaction brought about in a residential program that cannot be achieved by a TV series or a distance study module.

The program makes use of progress evaluation during the training; that is, both the aspects of the program itself as well as the achievement of enroute performance objectives by participants, and post program evaluation.

A monitoring system has been set up to determine, from time to time, whether participants in a program are demonstrating any change such as, for example, an improvement in personal relations; adoption of bolder solutions to their recurring problems, or more effective management of their respective districts or divisions.

Training of all school administrative and executive personnel has been a continuing year-round activity since 1977 and is scheduled to be completed by 1984. There is in the pipeline, a residential program for special groups like educational planners and statisticians and curriculum developers.

In the case of elementary school principals, arrangements will be made with state teacher training colleges to conduct summer institutes for the principals in their respective areas of service. In the Philippines, there is at least one state teacher training college in every geographical division of the country.

One of the new features of the present HRD plan in the Ministry of Education and Culture is the attempt to involve teacher-training institutions in the Program. It is believed that such institutions have a responsibility in the retraining or updating of competencies of their products. The Program for the institute for elementary school principals will be drawn up by the Ministry to be implemented with the cooperation of the state teacher training institutions.

Planning for the continuing development of teachers posed a major perplexity, considering the massive number-270,000. As stated earlier, there had been pilot projects using TV, modules, radio, and tapes. The use of hardware was ruled out considering not only costs but also certain limitations of this medium like power failure, available time slots and interference due to geographical factors. Moreover, it has been noted that use of radio and TV would benefit generally those in urban areas and would only serve to widen the disparity in opportunities for development among teachers.

Scheduled for initial pilot implementation in 1983, the massive teacher development program will be conducted by establishing Teacher Development Centers in certain districts. These Centers will be managed by a corps of schools district supervisors headed by the division superintendent, with the assistance of identified faculty from the nearest state teacher training college or

university. Sessions will be held only on Saturdays. The Program Content may vary depending on the identified training needs of the teachers in the area determined on the basis of a survey. Thus, in one center, emphasis may be on development of communicative competence while in another center, it may be content updating or use of newer teaching strategies.

In keeping with the thrust for equity, it has been proposed that such centers will initially be established in areas where teachers have no access to further education. The target, however, is the establishment of at least four centers in every division, operating year-round Saturday sessions. If every center can serve at least 200 teachers in a year, in three years, all teachers shall have been provided the training needed for upgrading their competencies.

There is a plan, too, for the establishment of a National Teacher Development Center in Teachers Camp, Baguio City, to operate on a year-round basis. Tentatively, this Center will be for the further development of outstanding teachers or school officials with potential for leadership. Programs in this Center will be under the aegis of the Civil Service Academy.

Personnel Development Strategies

Training, however, is not the only approach to personnel development, although it is perhaps the activity which is most visible. Other personnel development strategies under the MEC-HRD program, particularly for those identified as having potentials for advancement are:

1. Attachment as understudy or special assistant to a ranking official for a specific period.
2. Assignment to a special task force whose members are from a higher level than that of the employee identified.
3. Job rotation or assignment in a similar line of work in another unit of the Ministry. This is particularly in keeping with a directive from the Civil Service Commission prescribing such job rotation. Thus, a division chief in the Planning Service, for example, may swap assignments for a period of six months with a schools division superintendent, if they have comparable capabilities.
4. Assignment to identified individuals of tasks generally beyond the level of capability expected of their positions, supported by individual coaching.
5. Special programs, not necessarily training, for groups with high leadership potential.

Basic to the development of this Program are the following assumptions: While skills and knowledges are essential in any mechanism for personnel development, values and attitude re-orientation, as well as strengthening of personal qualities should be given even greater emphasis. Training, as an organizational development intervention, aims primarily at team building. A

strong team spirit or esprit de corps is vital to the efficiency of the total system.

Personnel development programs constitute a major investment of any system. Such investment must be protected in terms of appropriate measures adopted so that we get expected returns in terms of improved performance, attitudes, and skills of its personnel and consequently, increased efficiency of the system.

Approaches to Personnel Development in the SEAMEO Regional Center for Tropical Biology (BIOTROP)

The BIOTROP Staff

BIOTROP, the Regional Center for Tropical Biology, in Bogor (Indonesia) is one of the seven Regional Centers/Projects of SEAMEO,, established in 1968 by the decision of the Third SEAMEC Conference in Singapore, 6-9 February 1968.

The establishment of a Regional Center for Tropical Biology in Southeast Asia was proposed by the Indonesian delegate to the Second SEAMEC Conference in Manila, 25-28 November 1966.

BIOTROP has been developed to provide the SEAMEO member countries with increased capability in biological research.

BIOTROP passed its interim period from 1968 to the first half of 1973, completed its five-year permanent operational period 1973-1978 and started its second five-year permanent operational period on 1 July 1978.

This article describes (1) in what way BIOTROP has attempted to realize the aims and specific objectives of the various training programs, (2) the qualifications of the clientele, (3) the expected impact of the programs and (4) also in what way research activities have been contributing to personnel development within the past years.

Objective and Goals

It is stated in the Enabling Instrument for BIOTROP that the objective of BIOTROP shall be to assist the member states to identify biological problems, the solution of which will enhance economic development in their respective countries and to that end, to undertake research, publication and training programs and other related activities.

In accordance with the above objectives, BIOTROP has the following functional goals:

1. Identify the important and critical biological problems in the Region, the solution of which will enhance economic development.
2. Assign priorities to these problems and develop programs that attempt to solve the most

critical ones through:

- mission- and program-oriented research in selected problem areas;
 - development of new research methodology and principles;
 - training of Regional scientists in the developed research methodology and principles;
 - subject area research leading to action programs in cooperation with the appropriate organizations (e.g., agricultural research institutes, extension services, industries, etc.).
3. Disseminate relevant information on BIOTROP Program achievements and research findings (through BIOTROP publications, papers and seminars) to scientists, appropriate authorities, interested organizations and key persons in the Region; and act as a central clearinghouse for storage and exchange of tropical biological information within the Region.
 4. Foster international cooperation, communication and exchange of scientific information and professional services among biologists and other scientists interested in tropical biology and environment.
 5. Play a key role in developing a cadre of Regional experts in the tropical biological sciences.

Organization

BIOTROP receives general policy direction from its Governing Board, composed of two representatives from each SEAMEO member country. The Governing Board normally meets once a year.

The Director is an Executive Director assisted by a Deputy Director and an Assistant Director. The Deputy Director is in charge of coordinating program activities, whereas the Assistant Director is primarily in charge of coordinating administrative and financial matters.

The professional activities are conducted by three Program divisions: the Tropical Forest Biology Program, the Tropical Pest Biology Program and the Tropical Aquatic Biology Program, supported by the Clearinghouse and Information Program.

The organizational structure is shown in Figure 2.

Activities

Based on the objectives and functional goals, the following basic functions are believed necessary to enable BIOTROP to meet its primary objective:

1. Problem- or mission-oriented research programs on critical Regional needs with emphasis on developing transferable principles;
2. Basic research as required to fill gaps in the mission-oriented programs and interpretation of results of such research;
3. Training in the methodology and techniques of problem-oriented research, and in the development of guidelines for application of results;
4. Holding of seminars, workshops, symposia on relevant problems related to the program areas.

The initial listing of Regional needs, as developed through national and regional workshops, Task Force Meetings, and Governing Board Meetings, has been classified into three program areas:

- Tropical Forest Biology
- Tropical Pest Biology
- Tropical Aquatic Biology.

Cooperation with other Regional organizations in BIOTROP programs is also one important way of strengthening ties among biologists and scientists in the Region, and improving communication among them.

BIOTROP problem-oriented research stresses methodology, improved techniques of research and the development of transferable principles. Consequently, training programs are conducted hand in hand with the research, if this transfer process to other regional scientists is to be effective.

Training Programs

With regard to the training functions, the following guidelines apply:

1. The training program should promote and support the development of educational activities of member states (derived from SEAMEO Charter).
2. The training program should aim at training scientists in certain methodologies and principles necessary for the solution of important biological problems (derived from BIOTROP's Enabling Instrument).

Two types of training courses are offered:

1. Short term (six-week) training courses, offering training on special techniques in tropical biology, such as remote sensing techniques in vegetation mapping, bioassay techniques, etc.

2. Long term (ten-month) training courses, offering training on principles and methodologies of research in tropical biology. The scholars will be exposed to problems needing solution and relevant to the economic development of the Region.

The main objectives of both the short-term and the long-term training courses of BIOTROP are to train young scientists of the Region to identify biological problems in the Region, and to develop an interest among them to work out their solutions. To maintain these objectives, and in order to have the maximum multiplier effect, the following are the minimum requirements for acceptance as BIOTROP training participants.

The applicant should:

1. Be a citizen of one of the SEAMEO member countries;
3. Have at least a B.Sc. or equivalent degree in one of the (tropical) biological sciences related to the topic of the training course;
3. Have a keen interest in undertaking independent and original research;
4. Be proficient in English (as certified by the Director of applicant's institution);
5. Be not more than 35 years old;
5. Be in good health as certified by a physician; in case of a lady participant, also a statement that she is not pregnant;
7. Be willing to do field work under inclement conditions.

It is hoped that after the completion of their training at BIOTROP, the participants will be able to present improved work for the betterment of the economic development in the Region.

As most of the trainees comprise the staff of institutions of higher learning, the multiplier effect is expected to be realized through their passing on the knowledge gained to their universities and similar institutions.

Impact of Programs

The Training Programs aim at producing a cadre of Regional experts in tropical biological science.

The training does not emphasize the participants' amassing of more and more bits of knowledge, but rather their developing:

1. A better understanding of the underlying structure of a given topic and a framework of refer-

ence for problem-solving;

2. A recognition of the importance of basic concepts and principles and how to develop generalizations and inferences from them;
3. An appreciation of the process by which the content knowledge of the biological field is increased, revised or corrected when new information is not in full agreement with that already known.

In properly designed training courses, the participants not only learn scientific methods, but also and more importantly, learn how to apply these methods creatively in seeking solutions to new problems in their fields.

The participants through these training programs, further develop their scientific skills in order to obtain higher academic degrees and become full-fledged scientists in their home countries.

Each Program Manager must necessarily develop the techniques and methodology best suited to accomplish the stated Program objectives. Once those techniques have been developed, evaluated and defined, they are made part of a continuing training program to develop cadres of skilled researchers in member countries.

The number of trainees sponsored so far by BIOTROP may be found in Tables I and II.

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The RELC Approach to Personnel Development

By Richard B. Noss*

The approach of the Regional Language Centre (RELC) to personnel development in the field of language education is implemented through four main channels:

1. The regularly scheduled RELC training programs;
2. Exchange of personnel within the Region and special training programs;
3. Research and development activities;
4. RELC professional staff development schemes.

Up to now, the regularly scheduled training programs have accounted for the bulk of personnel development activities conducted by RELC, at least in quantitative terms. An average of about 100 trainees are accepted each year in the recurrent categories of training. This means that in 1981, after 11 years of full-time operation, more than a thousand Southeast Asian language educators have been trained through regular programs. Until 1977, the name of the institution was the Regional English Language Center, and the training programs reflected this designation in the sense that mainly specialists in the Teaching of English as a Second Language (TESL) and as a Foreign Language (TEFL) were trained. Since 1977, when the word "English" was dropped from RELC's designation, language education specialists, not only in this language but also in such languages as Indonesian, Malay, Pilipino, Thai, Chinese, French, and German, have participated in every type of training program conducted by RELC. Key personnel in bilingual education activities of the various SEAMEO countries have likewise joined many of the courses.

Training Courses

The regularly scheduled training programmes are currently of four types: (a) a nine-month course leading to the Diploma in Applied Linguistics (Course-101); (b) a series of four-month Specialized Advanced Certificate Courses (the "200 series" of courses), each on a different topic; (c) a nine- to 36-month course leading to the M.A. in Applied Linguistics (Course 301); (d) a nine-month Advanced Diploma Course in Applied Linguistics (Course 401). From 1982 onwards, in keeping with the emphasis on languages other than English, the Diploma Course will be split into two parts: Teaching English to Speakers of Other Languages (TESOL, Course 102) and Applied Linguistics (101). In addition, a Ph. D. program in Applied Linguistics (501) will be offered for the first time. The Specialized Advanced Certificate Courses will be reduced to ten weeks' duration, and will be held once annually (as opposed to twice annually as in the past).

The general aims and specific objectives of RELC's training programs have not changed much during the 11 years of operation, however. The focus has always been on supporting and strengthening national efforts in language education development and advancement, in harmony with the educational needs and aspirations in Southeast Asia. This means, for example, that in spite of the inclusion of other languages in the total program, English will continue to be emphasized in response to a commonly perceived need in the Region. It also means that in the future, despite the extension of degree programs all the way to the doctoral level, the needs for shorter, problem-oriented training courses on specialized topics will not be neglected]. In terms of content, the programs will continue to focus on the general body of knowledge about language, language learning, and language teaching that retains validity regardless of the particular language under study. The projected increase in training courses leading to academic degrees is partly motivated, of course, by escalating costs of such training overseas, but it also partly represents a simple recognition of the fact that RELC is now able to provide training of equal quality, and in many cases greater relevance, as compared with similar training in Europe, North America, and Australia.

RELC has always aimed at the development of key personnel in the field of language education: teacher trainers, curriculum developers, examination specialists, inspectors, supervisors, administrators, and language planners. Although a few ordinary classroom teachers have been selected for training, it has normally been on the basis that these teachers have been identified by their governments for posts of greater responsibility and are being trained for that reason. The focus has always been on preparation for potential educators of language teachers, increased effectiveness for experienced teachers, and useful insights for language Program administrators, in order to increase the versatility of language education personnel. The training programs likewise have constantly emphasized the applicability of language teaching approaches and methods to a variety of language learning situations.

The selection of candidates for regularly scheduled training programs is best discussed in the context of the other personnel development activities of RELC, because in general the same criteria apply. All candidates, whether for diploma, degree, non-degree courses or temporary attachments, are expected to have a first degree (B.A., B.S. or B.Ed.) and a minimum of two years of teaching or other related experience before being considered for training at RELC. This admissions policy is in keeping with the objective of meeting the higher-level manpower needs of the SEAMEO countries rather than merely duplicating training already available in the various countries. On occasion, participants who do not meet these qualifications exactly, but who have equivalent qualifications, or experience in other fields, are selected for training, but in general, the minimum criteria are strictly observed.

Candidates for in-service courses mounted at the specific request of member countries, and for other training which is not on the regular schedule, are selected according to criteria specified by the country or organization requesting the training, but normally the same criteria obtain as in the more general admissions policy. RELC has mounted many in-service courses for the government of Singapore, and has also organized attachments for groups or individuals from various other countries, both inside and outside the SEAMEO region - for example, in such specializations as library management, English for special purposes, preparation of instructional materials, testing and evaluation. Regional workshops for teachers of both French and

German have recently been held at RELC. Participants in some of these training activities have come from Brunei, Sri Lanka, Hong Kong, and Pakistan as well as from the Southeast Asian countries.

Closely related to these training activities is the exchange of personnel, which is one of the functions of RELC's Library and Information Center. Occasionally specialists are brought in from other countries to assist RELC in its own training programs; for example, in connection with the 1980 four-month specialized course in translation, experts from five different SEAMEO countries and from Japan, Germany, and Canada were brought in. But more often, senior personnel are attached to RELC to improve their own general capabilities, to upgrade their skills in certain fields, or to take advantage of RELC resources in preparing an action program for their own countries. In addition, over the years, RELC professional staff members have conducted, or assisted in the conduct of, training programs in every one of the SEAMEO countries at the request of governments or other educational organizations. In this way, personnel development in the member countries is further facilitated through exchange programs and short-term consultancies.

Research and Development Activities

Some of the Research and Development activities of RELC can also be considered in terms of personnel development. There are two categories of personnel involved here: Research Scholars, and Research Fellows. The former are experienced specialists in language and related fields who wish to avail themselves of the facilities of RELC in order to pursue their own research. In cases where the Research Scholars are Southeast Asians, the opportunity to plan and implement a research project at a location which is removed from the day-to-day demands of normal routine can be considered as a kind of personnel development, since it affords the same kinds of opportunities as their Western counterparts enjoy during their sabbatical leaves. The second category, however, is probably more pertinent to our topic; the Research Fellows. These funded researchers are always from SEAMEO countries. Their projects must have approval not only from RELC but also from the Governing Board members of their own countries. Hence both the nature of the research itself and the individual development of the researcher in carrying it out are bound to accord with national as well as regional priorities. As fellowship holders, they are responsible to both SEAMEO and to their country of origin.

Under the general provisions of its SONOL Project, RELC is able to give priority to research of a problem-oriented and practical nature, both in connection with its advanced training programs and with the awarding of Research Fellowships. In terms of personnel development, this means that the kind of experience gained in the course of conducting the project, as well as the research results, can be passed on to others when the researcher returns to his own country. Likewise, the activities of two other institutional research and development projects of RELC, namely English for Specific Purposes (ESP) and Research on French and Other Foreign Languages (REFL) both involve staff in the SEAMEO countries as well as at RELC itself. To the extent that local personnel participate in the project activities, they gain equivalent experience in research and development even without leaving their own countries.

Staff Development

Lastly, RELC has a personnel development scheme for its own professional staff. The two main categories are (a) long-term training, to the doctorate level, for Southeast Asians who have been identified as candidates for professional staff positions, although they have never served at RELC, and (b) short-term training and study tours for incumbent professional staff, to upgrade and/ or bring up-to-date their special areas of competence. So far as is possible, both types of staff training are conducted outside Southeast Asia- for example, in Australia. This is not because existing institutions within the Region are thought unsuitable for such training. The purpose is, rather, to give staff members who are already familiar with Southeast Asian educational contexts and problems a broader outlook.

In addition to this more formal type of personnel development, even the most experienced and senior members of the RELC professional staff are given the opportunity to conduct their own research, provided that their project proposals have been recommended by the Research and Development Committee and approved by the Board of Studies. These measures are all designed to enable RELC to attract and maintain appropriate staff for its various professional activities over the long term. When it happens (as it must occasionally) that Southeast Asian members of the RELC professional staff are called back to serve in their own countries, they take with them a wealth of expertise acquired during their tenure at the regional institution, and a new outlook on national problems.

In summary, the four channels of personnel development described above all contribute in various ways to ensuring that language education in Southeast Asia generally, and particular areas of specialization within the larger field, will not suffer from lack of trained manpower. They also contribute, in the long run, to diminishing reliance on expertise from outside the Region. The regularly scheduled RELC training programs, the special training programs and the exchange of personnel, the research and development activities, and the in-house professional development scheme all share the feature of encouraging the strengthening of national resources in areas determined by regional considerations and priorities.

Evaluation of INNOTECH Training Programs: An Analysis

Tanom Intarakumnerd

At least four parties have good reasons for evaluating the INNOTECH training activities. The participants to the training courses certainly want to know about their progress toward meeting the objectives of the courses. The INNOTECH staff, on the basis of the evaluation, can modify, revise and justify the programs. SEAMEO member countries are no doubt interested in the outcomes of training to justify their continued participation in the training programs. Finally, the donor countries, to continue their support, will want to see if their dollar investments are paying off in terms of results.

Whether we like it or not, evaluation occurs in every program. Some programs are evaluated in

an overtly systematic way, while others are evaluated in terms of covertly personal judgment. But most training programs, according to Laird (1978) and Suesmuth (1978), are not organized for evaluation. Every country experiments with new programs almost every year, spends a lot of money on them but exerts very little effort in assessing their worthwhileness. In such situations, evaluation is done with few or even without any facts. A major precept of Bloom's Taxonomy of Educational Objectives (Laird, 1978) which states that evaluation is the most complex of the mental skills and can be done effectively after knowledge is acquired, comprehended, applied, analyzed, and synthesized, is then ignored.

Being aware of these pitfalls, INNOTECH training programs are so organized that evaluation forms an integral part of them. It becomes a built-in facet of the planning and implementation of the training program. It is an ongoing-activity in which everyone concerned, the participants, the staff, the member countries and the donor nations, plays a vital role. The underlying rationale behind this exercise is to determine whether the objectives of training are achieved and where improvement can take place.

Each year INNOTECH conducts several training courses which are classified under two principal categories: the regular and the special training programs. The former comprise three courses. First, the Three-Month Training Course on the "Application of the Systems Approach to Educational Problem-Solving, Planning, Innovation and Technology" is conducted thrice a year. Twenty middle level key educators, representing the five active member countries, attend this course. These course participants are mainly responsible for educational administration or planning in their respective countries. Secondly, the Six-Month Training Course is conducted once a year on the topic "Applied Educational Research". Ten participants, two each from the five active member countries, who deal with educational research and planning projects, attend this course. Last but not least, the Short Course, of two weeks duration, is offered once or twice a year. The topics of the short course vary from time to time and deal with problems of current urgency. Fifteen senior educators from the five active member countries participate in this course

INNOTECH also organizes special training courses upon request. Since 1979, eight such courses have been conducted.

From this brief description, it can be seen that among the foregoing training programs, the Three-Month and the Six-Month Courses have fixed themes and are assured of continuity for some time. The focus of this article will thus, be on these two courses.

To be effective, the training programs at INNOTECH are evaluated from three different but complementary perspectives. The first involves the application of internal criteria, the second, intermediate criteria; and the third, external criteria. This is the same approach cited by Tracey (1974).

Internal Evaluation

Internal evaluation focuses on the on-going activities of the training programs. Its main objective

is to assess the quality of the training programs while they are in operation so that corrective measures can be made as these are deemed necessary. Both staff and participants to the training courses provide feedback which is used as a basis for improving their strategies, methods, and performance. This type of evaluation is undertaken in two forms:

1. Measures of behavioral change during training. INNOTECH training materials are self-instructional and are given in the form of modules. To complete each module, these three steps are followed: (1) independent or group study done by the participants; (2) discussion and clarification led by staff members in class; and (3) submission of practica. The staff members check the exercises to see to it that the learning objectives of each module are met. If the objectives are not achieved, remediation takes place individually or collectively. Experience has shown that the majority of the participants can cope with this practice. However, there are a few cases, particularly among those who have English difficulty, who need special attention. A diminution in the number of problems encountered is also noticed a few weeks after the course commences. This is further proof that through module practica, in the course of training, the behaviors of the participants are changed to meet the expectations.

2. Participant reaction to the training course. The usual instrument for collecting data is the questionnaire which is administered at the end of each module. There are two parts of the questionnaire-the closed ended part in which the participants are requested to rate each module on four scales according to relevance, ability to sustain interest, style of presentation, validity of conclusion and/or reasoning, time allotment, discussion of issues, opportunity for participation, usefulness to the participants and achievement of module objectives; and the open ended part which invites participants to make additional comments.

The results gathered from past training courses have been encouraging and positive. A typical answer taken from one training course is as follows:

Module 5: Innovation and Technology and Basic INNOTECH Concepts

	Very Good	Good	Fair	Poor	
Relevance	10		9	1	-
Ability to Sustain Interest	9	11	-	-	
Style of Presentation	10		10	-	-
Validity of Conclusion/Reasoning	8	12	-	-	
Usefulness	11		9	-	-
Time Allotment	10		10	-	-
Discussion of Issues	6		14	-	-

Opportunity for Participation	9	11	-	-
Achievement of Module Objectives	9	11	-	-

The number of responses corresponds to the number of participants in the course. Based upon the feedback received, the component or components identified as "fair" or "poor" in the four scales will be reviewed and revised.

Intermediate Evaluation

Intermediate evaluation for INNOTECH is evaluation of the course participants and staff's reactions at the conclusion of training. The activities for this purpose are as follows:

1. To get feedback from the participants, a special session called "Debriefing" is set up right after the last training session. In this session every participant is requested to freely express his views, comments and recommendations on every aspect of the training course, both academic and nonacademic, for the purpose of future improvements. It is encouraging to note that, so far, INNOTECH training courses have received very positive feedback from the participants. The latter have expressed a high degree of satisfaction with the academic aspects. They have cited the relevance of course content, style of delivery or learning experiences, quality and dedication of the training staff and the humanized atmosphere that prevails during the training sessions. However, since the INNOTECH Center is temporarily housed in very modest quarters, and its facilities and equipments are far from ideal, the non-academic services often get negative feedback from the participants. Hopefully, this problem will be minimized when INNOTECH has its own building.
2. Some time after the debriefing, the training staff has a session in which the staff members give inputs for evaluation and revision of the training courses. Following this session, the feedback and recommendations gathered from both participants and staff are incorporated in the improvement.
3. With regard to post-evaluation in training, it is interesting to mention that in 1979, INNOTECH made a grant to Dr. Orlando Claveria (1979) in connection with the preparation of his doctoral dissertation, to conduct a study on the impact of the INNOTECH Three-Month Training Course participants in five active member countries, i.e., Indonesia, Malaysia, the Philippines, Singapore and Thailand. The study included the 297 participants who had attended the course from 1971-1977. An analysis of the feedback questionnaires revealed that: (1) the participants perceived the conduct of the INNOTECH training course as systematic planning; (2) the training materials, the course organization and scheduling, and communication among the participants and with the staff were excellent; (3) the participants gave an overall

evaluation of "very worthwhile" to the course; (4) the objectives of the course were achieved; and (5) they reported their involvement in educational innovations in various capacities like planning, organizing and implementing activities.

External Evaluation

External criteria are used to evaluate the results of training when participants get back on the job. Essentially, there are two classes of external criteria: those related to changes in the participants' behavior and those related to their impact on the organization.

1. Changes in behavior.

INNOTECH is aware that the effectiveness and efficiency of its training programs should be observable through changes in the participants' behavior. To get this information, six months after the completion of each training course, a questionnaire is sent out to the participants' immediate superiors inquiring about the performance of these participants as a result of training. From 1978-1980, the questionnaire was sent to 210 superiors of the 210 Three-Month and Six-Month Training Courses participants in five different countries. Unfortunately, only 92 returns were received. There was a uniform pattern in the feedback received from the superiors. Every one of the respondents stated that, after training, the participant became more systematic; displayed greater confidence in his work, was more effective in the planning and management of educational projects, had a very positive attitude towards work; openly demonstrated his willingness to be an effective resource person in the initiation and application of innovative and effective strategies for solving problems; etc. In summary, the superiors of the INNOTECH participants reported that the training courses made the participants more systematic, effective, enterprising, innovative, positive and confident in their work.

Again, the same study by Claveria (1979) revealed similar results. In a part of his study, he interviewed 52 education officials, 26 superiors and 26 colleagues of the participants in five member countries. Perceptions of the interviewees reflected that INNOTECH training participants' performance in the various roles they played indicated a generally positive change in their behaviors in planning, organizing and implementing educational change.

2. Impact on organization

As previously mentioned, since 1978, a questionnaire was sent out to the participants' superiors six months after the termination of each training course. Out of 92 returned copies, 11 reported that the project proposals developed by the participants during the training course were approved by the superiors for implementation, 30 were awaiting approval; the rest were silent as to the status of their proposals.

One item in the questionnaire is about change of position of participants after training. Although it cannot be completely concluded that the change is due to training, the latter might partially

contribute to the change. The report revealed that 47 out of 92 were either promoted or given a more important assignment. This confirms the findings of Claveria (1979) in the same study. The respondents interviewed reported that majority of the INNOTECH participants were assigned leadership roles such as chairpersons of working committees, survey studies, project designing, curriculum development, project implementation and evaluation, staff development, consultant services and research studies.

Conclusion

INNOTECH has had a very unsettled history. The SEAMEO Charter had designated Saigon as the site of the Center, but the conditions in Vietnam in 1979 caused INNOTECH to seek a temporary home in Singapore. From there it moved to its permanent host country, Vietnam, in 1973. After a brief two-year period of operations, developments in Vietnam again made it necessary for INNOTECH to transfer to Bangkok in 1975. In 1976, the Center moved to the Philippines on a temporary basis. SEAMEC, during its Fifteenth Conference held in Manila, Philippines, in February 1980, passed a resolution requesting the Philippines to be the permanent site of INNOTECH effective July 1981.

It is heartening to note that, despite the difficulties and tremendous constraints brought about by its frequent changes of venue, INNOTECH has satisfactorily achieved its training objectives as evidenced by the following:

1. The feedback received from the regular training course participants and their superiors reinforces the finding that the courses are very effective and helpful, particularly in the areas of planning, problem-solving and management of educational projects. So far, these training courses have yielded a total of 831 graduates.
2. The training programs have gained a good reputation among member and non-member countries of SEAMEO. Requests have been received and continue to be received from both member and non-member countries for INNOTECH to organize and conduct the training programs for them. As of this writing, INNOTECH has accommodated the requests to conduct two training programs for Thailand, three for Indonesia, one for Malaysia, and one for Bangladesh.

The results reported in this article should be of interest and satisfaction to the four parties concerned with INNOTECH training programs: the participants, the SEAMEO member countries, the donor governments, and the INNOTECH staff themselves.

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Reading, Massachusetts: 1978; 303 pages.

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A feature found in many organizations is the existence of a Training Department. The role of the department is to train or prepare people to do their jobs to meet certain standards of performance. In recent years however, the name Training and Development has become more popular. This is to accommodate the fact that besides its training function, the department also prepares employees so that they can move with their organization as it develops, changes and grows. Training prepares people to do their jobs and development improves their overall competence beyond the jobs now held. The role of training and development has long been recognized. Whether the department is a one person operation or a large specialized one, training and development is a vital factor in achieving organizational effectiveness.

This book presents what we would like to know about training and development in eighteen relatively short and highly readable chapters. The author, a training consultant with twenty-five years of experience in the business, provides a tremendous number of ideas in the book, more than one would expect in a volume of this size. The principles and practices of training and development used by departments from the most Spartan to the most sophisticated, are examined in a question and answer format. Each chapter begins with a short and deceptively simple question. This is followed by a wealth of ideas which answer the question posed. In fact the question posed is actually the title of the chapter. The title of Chapter Two for example, is "Why Have a Training and Development Department?" and that of Chapter Eleven is "How Important is Teaching Technique?"

Topics covered include the role of training and development officers, location of the department, finding and responding to training needs, learning objectives, theories and methods, teaching techniques, training rooms, visual aids, training and development budgets, measurement and evaluation and selection and care of staff. A short summary is also provided at the end of each chapter for recapitulation.

In clear, frank and direct language, the author managed to present even highly sophisticated and complex concepts from fields such as psychology, education and administration in a most

simple and easily understandable form. This is a major accomplishment. Touches of refreshing humor are also found occasionally in the text.

The book covers more than what its title suggests. It covers virtually everything we need to know about training and development. In his attempt to cover as much as possible, the author may be trying to cover too much, thereby not doing justice to certain aspects which need wider or deeper coverage. The specialists looking for sufficient coverage of one specific topic may therefore be disappointed. Nevertheless, training and development staff would benefit from the book, whether it is read from cover to cover or kept on the shelf and referred to when the need arises. Newcomers will find *Approaches to Training and Development* a most useful 'how to do it' book while old-timers may benefit from it as a refresher course. In the author's own words, the book contains a lot of answers to questions which newcomers honestly ask- and which old-timers often ought to be asking.