

## PREFACE

Throughout the Commonwealth there is concern to make education systems more responsive to the needs of both national and personal development. New schools are built if the money can be found, new curricula are designed and learning materials produced and new teachers are trained - all as an attempt to match educational practice more closely with national and community needs. These changes all exert great pressure upon those with responsibility for management of the system. The school principal must re-examine the objectives of his or her school and implement where necessary, new and sometimes stressful procedures. The inspector must consider how best to fulfil a role which is positive rather than purely regulatory. The district education officer must examine how best to unite school, community and government in a common effort to meet local and national needs, and all of them must be concerned corporately with the delivery capacity of the system both in quality and quantity.

While the context of these changes varies throughout the 47 member countries of the Commonwealth - each administrator responding to peculiar social, cultural, political and economic problems - yet a great many of the principles associated with the effective management of education remain common to all. It is this community of principles which has encouraged the compilation of these case studies. It is the great advantage of the case study approach that as a flexible instrument, which can be adapted to match specific requirements, its use for training purposes recognises local circumstance as well as general principle.

For the past ten years, the Commonwealth Secretariat has been closely associated with efforts by member countries to increase the provision of training in educational administration and to identify the types of training activities required. During this period it has become clear to us that there is a shortage of suitable training materials relevant to the needs particularly of the developing countries of the Commonwealth. In pursuit of the mandates of both the Seventh and Eighth Commonwealth Education Conferences the publication of this book of case studies is one response to this need. Even more significantly, it is a further instance of the valuable collaboration which has existed between the Commonwealth Secretariat and the Commonwealth Council for Educational Administration (CCEA). The Council's Directory of Qualifications and Courses in Educational Administration published by the Commonwealth Secretariat is now in its third edition (1980) and has become a recognised source of valuable information of training opportunities throughout the Commonwealth.

It is therefore with considerable satisfaction that we are once again able to offer with CCEA this further contribution of training materials to staff development in Commonwealth countries. The Casebook is primarily the work of Harry Harris, the former Executive Director of CCEA, who has now retired from a post which he has occupied with such distinction for so many years. Together with a casebook for post secondary administrators shortly to appear, this book of case studies will be a practical tribute to Harry Harris's abiding concern that educational administrators everywhere should have the opportunity to develop their potential to serve their education systems to maximum effect. In sharing that concern we offer the present publication as an earnest of the importance which Commonwealth Education Ministers continue to attach at their conferences to the effective administration of education.

Rex E. O. Akpofure  
Director, Education Division  
Commonwealth Secretariat