

A REVIEW OF COMMONWEALTH REGIONAL TRAINING COURSES IN
EDUCATIONAL ADMINISTRATION AND SUPERVISION 1977 -1979

Background

The series of regional seminars held between 1973-1975 highlighted the need for training provision at all levels of educational administration in the developing countries of the Commonwealth but paid particular attention to the role of principals, advisers, inspectors, and education officers and their ability to implement national policies and improve the quality of education. Proposals from these seminars and a recommendation from the Sixth Commonwealth Education Conference in Jamaica 1975 resulted in a meeting of experts convened by the Commonwealth Secretariat in Nairobi, Kenya 1975 and charged with a fourfold task:

- (a) To examine the nature of the need for training educational administrators.
- (b) To consider recommendations made for the training of supervisors and administrators.
- (c) To formulate specific proposals regarding the content of training courses.
- (d) To propose ways and means of arranging training courses.

The report emphasized the need for training requirements at all levels, outlined various training procedures and courses and recommended the development of regional centres based upon existing institutions such as universities and institutes of education. In the context of this recommendation the Report proposed:

- (a) Regional training courses should be complementary to national training activities.
- (b) Funding for regional centres should be sought from governments, institutions, and international and regional agencies.
- (c) The need for additional buildings, staff and training resources should be examined.
- (d) A co-ordinator for the Centres' programmes should be appointed from within the host institution on a full or part time basis.
- (e) Programmes should be run by local staff supplemented as necessary.

(f) Centres should be answerable to advisory committees.

(g) Certificates of attendance should be issued for short courses.

Between 1977 and 1979 three regional training courses were organised by the Commonwealth Secretariat based upon national and regional institutions in association with national governments:

1977 Commonwealth Africa Regional Training Course.
University of Nairobi, Kenya. (12 weeks)

1978 Commonwealth Pacific Regional Training Course.
University of South Pacific, Fiji. (10 weeks)

1979 Commonwealth Caribbean Regional Training Course.
University of West Indies, Cave Hill, Barbados. (9 weeks)

The courses followed the recommendations of the Nairobi Report in a number of respects. They were based upon existing institutions with a training capacity, they drew heavily upon local staff and were co-ordinated on the spot by a course director from the host institution. Funding came predominantly from the Commonwealth Secretariat (C.F.T.C.) with assistance from the host institution and the host government. The section on the content of courses in the Nairobi Report provided a framework within which a course syllabus was developed to meet the particular needs of the region in question.

However, the courses were single regional training activities and did not form part of continuous support by the Commonwealth Secretariat for regional centres of the type proposed by the Nairobi experts' meeting. The institutions, and many of the participants to the courses recognised the potential value of such a development. The Eighth Commonwealth Education Conference in Colombo 1980 examined an outline feasibility study for the development of regional centres and agreed that the Commonwealth Secretariat should explore the possibility of developing increased training capacity within existing individual institutions with educational administration expertise or of expanding regional training capabilities. Should such institutions, host and regional governments, and other agencies seek to establish a regional training centre as part of the host institution, the Secretariat should facilitate discussions for this purpose and assist if necessary with the provision of expertise for the establishment of the new capability.

Training Course Objectives

The training courses sought a number of outcomes, expressed as follows in the Nairobi Report 1975 but translated as appropriate to the needs of each course:

(a) Deepening participants' awareness of the relationship between education and socio-economic development in terms of planning for instrumental objectives and national goals;

(b) Improving the efficiency and effectiveness of participants in their performance in a specified task area;

(c) Developing an awareness among participants of the interlocking nature of their roles, by discussions, case studies

and group activities, involving headteachers, inspectors, and educational administrators in a particular task area;

(d) Assisting participants to identify particular task areas where training in educational administration and supervision would be of benefit in their country and, by example, assisting them to formulate and run programmes to meet such needs on an in-service basis.

Course Syllabus

An example is provided by the syllabus developed for the Barbados course outlined on page . In all these courses two main blocks were distinguished, although the distinction in the practice of educational management is an artificial one. The first block for four or five weeks concentrated upon a sequence of interlocking processes in the management cycle from planning through to evaluation, using theory and practice within a variety of structured situations. The second block focussed upon a number of specific tasks common to the educational supervisor in areas such as the curriculum, in-service training and community participation, and the techniques, skills and attitudes that need to be cultivated in developing qualitative change. The core syllabus, provided by the Commonwealth Secretariat and based upon the Nairobi report was adapted and redesigned in consultation with the local director and the course consultants. Even then, to quote the report of the Pacific course:

'Provision was made during the course for selection, adaption and omission of elements detailed in the draft syllabus. This function was undertaken by a steering committee which met weekly to discuss the progress of course and consisted of the course director, the assistant course director, the consultants and members of the course on a rota basis'.

In addition to the course conducted in the host institution, provision was made in each case for attachments to departments or institutions of the host government in order that participants could study one process or activity of particular relevance to personal and national need. These attachments lasted for one or two weeks and in the reports of the participants were one of the most beneficial aspects of the programme.

Course Methodology

Whilst the director and the consultants, who came from within and outside the region in question, planned and organised the outline of the course, individual course units depended mainly upon the contribution of experts and professional officers from the host institution and from the educational institutions of the host country. The emphasis was placed upon learning from experienced practitioners.

In order that this approach might be of greatest benefit, large parts of the training course centred upon consideration of case studies, simulations, role plays and group discussions, with the invited practitioners guiding the sessions. Participants were encouraged to develop their own exercises in order that they too could utilise material of this type on national training programmes based upon familiar situations in their home countries.

The degree to which these methods were successful depended in part on the learning techniques familiar to the participants, and on the familiarity of the staff of the local institutions with such techniques.

Course Participants

Over the three year period the regional courses catered for 64 participants from 37 Commonwealth member countries, associated states and dependent territories. All 64 participants received bursaries from the Commonwealth Secretariat (CFTC) to attend the courses.

The participants came from three main categories of the educational service. First, principals and senior staff from educational institutions, such as schools and teacher training colleges. Second, inspectors and advisers with subject responsibilities for the country or a part of the country. Thirdly, officers working in Ministries of Education or district education offices. The table below provides a breakdown for the Pacific course which is representative of all three courses:

Job Title	No. of years in present post	No. of years in educational system
Head teacher (Primary school)	8	14
Head teacher (Primary school)	4	13
Deputy principal (Primary school)	2	9
Principal (Junior Secondary school)	3	11
Senior Tutor (Secondary college)	4 months	4
Deputy Principal (Secondary college)	7	23
Deputy Principal (Secondary college)	12	22
Principal (Teachers' college)	4 months	14
Senior Education Officer (District)	3	20
Senior Education Officer (District)	2½	7
Senior Inspector of Schools (Central)	n.a.	n.a.
Inspector of Primary Schools (Central)	4	38
Secondary Inspector (District)	2	3
Supervisor of Middle Schools	n.a.	n.a.
Executive Officer (Staff Development Unit)	3 months	12
Education Officer (Central)	3	15
Education Officer (Central)	3 months	13
Education Officer (Central)	1	22
Education Officer (Central)	6 months	5½
Education Officer (District)	4	20
Education Officer (District)	2½	19
Education Officer (District)	2	17
Education Officer (District)	2½	22
Education Officer (District)	1	23

The participants came from the middle levels of educational management and for the purposes of the course were thrown together in a heterogeneous group. This was both a strength and a weakness. It was a strength in that the participants were encouraged to see more clearly the interlocking nature of their respective roles in the national educational system. It was a weakness in that participants sometimes felt that the special needs of their own roles could not always be given sufficiently close attention.

Assessment and Evaluation

(a) End of course

At the end of the course participants completed questionnaires of the type used for the Barbados course the responses to which are reproduced as Appendix 4.

The following extracts indicate the reactions of all the participants to their particular course. The numbering refers to the paragraphs in the original reports. (Commonwealth Africa Regional Training Course. Commonwealth Secretariat 1978. Regional Training Course for the Commonwealth Pacific. Commonwealth Secretariat 1979)

Africa, Nairobi 1977

4. There was on the part of the twenty-two senior administrators a unanimity that the course was relevant, useful and provided neither too much nor too little in the way of course material. They further agreed that the course conveyed an adequate variety of academic content and that the material under consideration was not too high pitched in its presentation. The alternative offered in this series of questions allowed no light and shade in the answers, nevertheless it is clear that the participants found the course material appropriate to their needs.

5. The ability of the course to match the requirements of the stated objectives elicited a more varied response although overall there seems to have been no doubt that the objectives had been achieved.

(a) All the participants stated that the course had achieved an updating of their own professional knowledge. Twelve of the twenty-two participants indicated that this had been achieved in a more than satisfactory way (categories 'much' and 'very much').

(b) There was less enthusiasm with respect to the hope that the course would guide participants on how to improve their own general education. Five participants indicated that the course had little impact in this direction and although the remaining responses were more favourable, no one indicated the 'very much' category.

(c) Eight participants felt that the course had achieved success at a high level when discussing professional skills and techniques for effective school administration and supervision but opinion was here widely spread across the questionnaire categories and it would have been revealing to know whether this sizeable minority reflected the viewpoint of one particular group of administrators with a distinctive role in the educational system.

(d) The preparation of participants to act as resource persons in their home countries allied with the skills to organise long and short term in-service programmes for educational administration and supervision, showed that only two participants felt that the course had failed in these two respects; a majority of 64 per cent of the group found that these objectives had been fulfilled to the extent that they indicated the categories 'much' and 'very much' to both questions. Of necessity these answers pre-dated the

participants return to their home countries where the objectives would find a practical expression and testing. The response is in contradiction to the feeling of one of the consultants that this area of the intention of the course was underplayed both in the minds of the participants and in the format of the syllabus. However, the response is likely to reflect the individual experience of participants in the running of courses prior to the Nairobi course and their ability to relate the course to existing national programmes.

(e) The participants were less complementary when assessing the ability of the course to equip participants with written materials and sources of information for use in the running of training courses. The majority response that this was only satisfactory suggests that the trial handbook for supervisors should have played a central role in the structure of the course and in turn provided a guide to the formulation of national programmes. In another context participants suggested the desirability of all the written material that was produced for the course being brought together in a single volume for their future use.

6. Participants clearly valued the range of experience available to them; lectures, discussion, school visits, institutional attachment, trips within Kenya and the informal discussion with colleagues which was an inevitable product of a three month course. They were also clear that they did not benefit from library reading; this was the result of an insufficiency of time and the daily regime of the hotel which was some distance from the university campus.

7. There was general agreement that the course as formulated should be a non-examinable, non-diploma course but that a certificate of attendance was a desirable form of recognition.

8. In assessing the degree to which different methods of instruction had been used during the course virtually all the participants recognized the dominance of lectures and group discussion. At the other end of the scale it was clearly signified that individual assignments, case studies and written reports had been given only limited attention yet as the answers to the questions on course outcomes had indicated this form of activity was considered highly beneficial.

9. The use and variety of staff on the course was considered to be satisfactory although the point was made by some participants, as it had been by the consultants, that not all members of the lecturing staff were sufficiently aware and prepared for the needs of the course members.

10. There was a near unanimous opinion that the heterogeneous group benefited from core courses, as for example the theoretical underpinning provided by organization theory, but that homogeneous groups of principals or advisers or inspectors would have gained from small specialist groups studying particular functional tasks. In this context the final division of the syllabus into two main blocks, which had a role orientation, may have meant that on occasion individuals did not see the relevance of their position to the task area under discussion. For a heterogeneous group to see the interlocking of the educational system and their individual roles within the system, the conceptual approach indicated in the Content of Training Courses may provide a basis for accommodating the variety of standpoints and backgrounds represented by an international group. In this way elements of the administrative process may be applied to a variety of functional situations.

11. All participants felt that the course was neither too long nor too short.

12. Given that the objectives of the course included the preparation of participants to act as resource personnel and management trainers in their own countries, a section was included at the end of the course evaluation reports to see what action was envisaged by participants in the way of organizing national training courses for heads of schools, administrators, and inspectors of schools. Depending on the job of the individual participant there existed a clear intention to either initiate programmes as a part of an existing remit or report to ministries of education on the desirability of implementing courses. To assess whether the intentions found fulfilment the Education Division of the Commonwealth Secretariat decided to contact participants one year after the course not only to establish the nature and success of any programme that had been undertaken but also to act as a centre for the transfer of this information to the other Nairobi participants, for it was felt that a network of exchange of this type would greatly further the work of individual administrators some of whom rarely benefit from the type of contact that was provided by the Nairobi course. The exchange of course outlines along with details of planning procedures for in-service courses are just two of the aspects of training that would gain in their effectiveness from an interchange of experience. Preliminary results suggest an encouraging range of training activity in 1977.

13. All the participants suggested that their own work would be positively affected by the experience of the course and the comments which are reproduced below have been included as a representative selection:

Improvements in my working relations with senior colleagues and counterparts in the field (provincial and district staff, heads), through the exchange of ideas and contacts and by consulting them on resource materials in educational management.

I intend to improve on the system of communication between this office and heads of institutions, communities etc.

Decision making - a need to decentralize powers available to me.

Involve staff and students more in the running of the school.

Stress the importance of advanced planning in whatever school work is undertaken.

To try and involve staff participation in decision making.

To improve the teachers' education in my country by integrating, for the first time, the teaching of school administration in the curriculum.

Help inspectors improve guidance on education goals and objectives among headteachers.

More involvement of the community in areas of school life.

These comments are far removed from the expressions of those in executive positions twenty years ago. Comments on involvement, decentralization, communication, working relations and guidance, indicate the need for a co-operation amongst all those within the educational system if the implementation of national objectives are to find local school expression.

14. The final item on the questionnaire allowed the participants an open critique of the course as a whole. The variety of comment, some complimentary, some critical, concentrated mainly on the practicalities of the course. The academic substance received relatively little attention. Those who did refer to the syllabus made two main points; one, the need for a greater emphasis to be given to the economics of education at all levels, for it was argued that this was an area where few officers had received any form of theoretical or practical training. Second was the request for a clear theoretical framework into which administrators could more readily see their day to day tasks in an ordered form.

On the practical arrangements for the course comment was made on the suitability of staff, the desirability of an attachment of direct relevance to the functional role of the individual in question, the provision of comparative case studies, the presence of consultants familiar with the problems of administration in the region and the availability of printed material for subsequent use on national programmes. There is in these respects a unity of thought with the consultants. Mention was also made, as is to be expected on a course of three months, of the suitability of the accommodation and transport arrangements. Opinions varied, but it is clearly important that for a group of senior educationalists, away from home for a protracted period, that careful pre-course consideration be given to minimize the likelihood of irritant inconvenience.

Pacific, Fiji 1978

100. The mid-term evaluation found broad approval for the objectives and outcomes expected from the course, with some variation of opinion, as there was throughout, on the form which certification should take. One body of opinion felt that a course of ten weeks, of some intensity, should result in a more substantial qualification than a certificate of attendance. The alternative view held that the frank exchange of opinion amongst professionals from different backgrounds and roles, would have been hindered if individuals had been conscious of an examination at the end of the course.

101. The relevance and variety of content was found acceptable although some participants highlighted the difficulty of meeting the needs of personnel of different grades.

102. There was a welcome for the variety of methodology used on the course, with an emphasis on the value of attachments, visits and the direction of reading. Visiting speakers with a detailed knowledge of the Pacific were greatly appreciated. The value of the written assignment was questioned, many administrators being unfamiliar with this type of individual task.

103. The end of course evaluation showed little variation in thought from the mid-term exercise. With few exceptions the aims and objectives of the course were thought to have been met in so far as this was possible on the course itself; future practice would be the final arbiter. Content was thought to be relevant, useful and adequate for the variety of topics which were explored.

104. On the overall methodology of the course appreciation was bestowed on the lecturers and staff assigned to the course and to the programme of attachments. Insufficient emphasis was thought to have been paid to personal tutorials and the value of the individual written assignment continued to have a number of detractors. The ten week time span was considered appropriate to the structure of the course.

105. As was the case for the first regional training course held for Commonwealth Africa, the participants felt that more attention should have been given to course sessions for the whole group followed by activities for individuals and small groups of like status and professional need.

106. At the end of the evaluation participants were invited to write more freely on their general opinion and assessment of the course, and express their own intentions on the ways by which the course could influence their future programme of work.

107. Participants recognized a variety of ways by which they could see themselves fulfilling some of the course objectives. In the area of training a number of target groups were recognized:

Primary school headteachers and deputy headteachers

Secondary school headteachers

Inspectors

School committees and managers

Youth and sport organizations

District education officers

Community bodies

Courses were seen to be of value in a number of areas:

Curriculum innovation

Planning - curriculum, timetable

Evaluation procedures - within a school, school assessment

Staff planning and human relations

The interaction of elements within the educational system

Community involvement in school development and vice versa

108. Participants recognized possible changes in the approach to their own tasks. They envisaged an examination of the organizational structure of their own departments, new forms of consultation with colleagues, discussion on new forms of school assessment, the planning of annual work programmes and an exploration of their own work in the context of national aims and objectives.

Caribbean, Barbados 1979

The response of the participants to the Commonwealth Caribbean course is provided in detail in Appendix 4 which also indicates the format of the questionnaire administered to all participants at the end of the three courses.

In summary, the 13 participants, with one exception, considered that the course heightened their appreciation of the management process and felt that an understanding of the concepts to which they had been exposed would improve their effectiveness as educational administrators on their return home although their ability to implement training activities would be dependent upon their role and influence within their national system. It was agreed that the course assisted the identification of training needs and provided useful ideas on the planning and organising of training courses.

The majority of participants expressed their belief that the course had been effective in increasing their understanding of their own roles in relation to other professionals in the education system. They also appreciated more fully the relationship between education and national development, an understanding aided by discussion of the objectives, problems and practices of educational systems in the Caribbean.

The variety of methods used on the course was well received. In particular, appreciation was expressed for group work with colleagues both formally and informally. There was a feeling that simulations and films could have been used to greater effect but the balance of instructional techniques employed was considered appropriate.

Overall, the course was considered by seventeen of the participants to have been useful and successful in meeting its objectives.

b. Post Course

After six to nine months participants were contacted and requested to answer a further set of questions. In the case of the Caribbean course this took the following form:

(i) Which parts of the course do you now consider to have been of the greatest value to you in the furtherance of your professional duties?

(ii) In your view which areas of administration and supervision failed to receive the attention they deserved on the Barbados course?

(iii) Which aspects of the course were of particular value in updating your professional knowledge?

(iv) Were there specific skills and techniques examined on the course which you have subsequently put into practice? If so describe the ways in which you have introduced the new idea.

(v) Has your approach to your colleagues been affected in any way by your experience on the course?

(vi) Has your approach to particular administrative and supervisory tasks changed in any way since the course in Barbados?

In addition, participants were asked to provide information both to the Commonwealth Secretariat and to the host institution on projects and training activities which they had undertaken or initiated since their return home. On the basis of this information one issue of a regional newsletter was circulated by the Commonwealth Secretariat to all participants.

From the evidence provided by the participants and from the reports of the local course directors and the course consultants it is possible to build up a picture of the strengths and weaknesses associated with the courses. The bulk of the evidence comes from the period at the end of the course; an assessment of the multiplier effect is much more difficult to gauge. Post course responses were as follows:

Africa course	6 out of 22
Pacific course	6 out of 24
Caribbean course	3 out of 18

For 20 participants it is therefore possible to indicate some specific response or responses either in personal attitudes and approaches to a task or more reliably in relation to in-service training activities initiated and developed in the participants home country. This number increases slightly as personal contact has been made on liaison visits to member countries undertaken by officers of the Education Division of the Commonwealth Secretariat and more importantly by members of the host institution who have been able in some cases to provide some assistance to participants in the development of national programmes. Examples of work arising from experience on the courses include the preparation of written training units, the development of a curriculum centre (based very closely on the results of a course attachment), new organisational forms within schools and offices and new approaches to evaluation in schools and colleges.

c. Summary

From the evidence of these course and post course reports allied to comments made by course directors and consultants, there are a number of important points for consideration by the Commonwealth Secretariat and host institutions for courses of this nature in the future. The more significant of these are:

(i) The planning cycle for the development of courses and ideally for their follow up should be longer than the time available for joint consultation in the case of the three training courses. In particular participating governments and individuals should be given sufficient time to comment on those issues which are most pertinent to their educational administration needs, and allow participants to prepare national and job profile papers as essential items for the course in order that this information may be a central input to the development of the syllabus.

(ii) Similarly the Course Director, the Consultants, and whenever possible the local staff should have the opportunity on the basis of evidence provided by the participating governments to prepare units and studies directly appropriate to the known needs of the group. And to prepare the resource material in such a way that it can be used by the participants and by colleagues within the region on subsequent national training programmes.

(iii) Consideration should be given to specific follow up activities as a part of the concept of the course. This could take the form of specific projects sanctioned by governments and developed as a planning exercise on the course. The project in the home country could be monitored by the host institution, funds allowing, and the reconvening of the group for a third element of the course would allow a valuable appreciation of seeing an instance of managed educational change through the first cycle of its existence.

(iv) The series of seminars and courses concentrated upon a particular but mixed group of educational personnel. Whilst there are undoubted merits in the heterogenous group future courses may wish to pay more specific attention to the needs of single role groups. Alternatively courses could concentrate on particular tasks.

The Eighth Commonwealth Education Conference has made reference to needs of senior policy makers to attend seminars on the management of change, and also makes reference to role specific groups such as school principals.

(v) The course objectives should be stated with sufficient precision to allow post course evaluation in a way that will indicate changes of administrative and training practice.

(vi) All who participated in the course agreed that the study of theory and practice must be firmly grounded in the social and economic context of the region and the countries within it.

(vii) If at all possible contacts established by the course should be maintained preferably by the host institution. The establishment of a network which can channel news of innovation should be an item on the course agenda.

d. Recommendations

In the case of the Pacific and Caribbean courses, the participants put forward a number of recommendations for consideration by the Commonwealth Secretariat, National Governments, and Host Institutions.

Pacific 1978

109. Participants also formulated a series of recommendations addressed to the University of the South Pacific and the Commonwealth Secretariat. The recommendations are not in order of emphasis and are seen as closely inter-related:

(a) The participants would welcome continued contact with the Institute of Education, notably in the form of visits to members from Institute staff. It was suggested that in the first instance such a visit might take place within a few months of the end of the course to maintain the momentum provided by the Suva gathering.

(b) Some members, but not all, would welcome the opportunity to undertake a monitored project on one particular aspect of their work.

(c) Course members would wish to maintain links with their colleagues and to learn of programmes and innovations which they have initiated. It was recognized that a central liaison body could best serve this function.

(d) The members suggested a re-convening of the group in a year or eighteen months time for a short course centring on their work experience in the light of the initial programme.

(e) Some of the course members wished to see the ten-week course as the first element of a programme leading to a recognized award, for example a diploma in educational administration at USP.

(f) It was suggested that an association of educational administrators in the region might further the professional development of administrators in the Pacific.

(g) It was hoped that the Institute of Education at USP and the Commonwealth Secretariat might be able to forward relevant professional information to participants. In a broader context, the participants expressed the wish to receive information on the Commonwealth about which they know little.

Caribbean 1979

It was not possible within the package of the course to design specific follow up procedures. The items which follow were discussed and agreed upon as recommendations at the final meeting of the course with the hope that appropriate action would be taken by the Commonwealth Secretariat and/or the University of the West Indies.

(a) The participants identified a number of lines of action which they wished to pursue or initiate in their own jobs. It was accepted that these were good intentions which might well be hindered by volume of work, position in the educational hierarchy, job mobility and a lack of resources. However, at the end of the course many good intentions were in evidence and it was felt important that the informal network which had been established be maintained so that participants could be acquainted of the innovative work of their colleagues and others in the wider Commonwealth. The Education Division of the Secretariat and the School of Education, UWI were seen to have a role to play here, especially the latter.

(b) As was the case in Nairobi and in Suva the Barbados course generated a variety of training material which was conceived as appropriate to the Caribbean context. Two main points emerged from a recognition of the value of training resources for individual and national purposes:

(i) There exists already a range of materials within the Caribbean produced by governments, international agencies, publishers and individuals. Some of these materials were on display during the course but for the most part it was felt that a survey was called for which would indicate those training materials which are available and the dis-

tribution policies which are practised by the organizations in question e.g. UWI, Caricom's Educational Desk, Carsea, OCOD etc. It was recommended that the Secretariat undertake such a survey in association with the School of Education and that the results be disseminated throughout the region.

(ii) Available material notwithstanding, it was agreed that there would be considerable value in small groups of educational administrators in the Caribbean meeting together to produce training course modules and units for use in the countries of the Commonwealth Caribbean. The Course Director, Rudolph Goodridge saw this as a role which the School of Education could co-ordinate and one for which support would be sought from CFTC. A number of participants on the Barbados training course would be able to make valuable inputs to a programme of workshops. The School of Education Cave Hill intends to formulate a proposal of this nature and would seek, with the support of national governments, bursaries for participants from CFTC.

(c) Some of the discussion time was given to the desirability of there being a permanent regional centre which would provide short term training courses for educational administrators in the Commonwealth Caribbean. This proposition evinced no hard and fast feelings either way, rather, the discussion concentrated upon how any form of course, in a centre or otherwise could attempt to ensure the multiplier effect which is one of the major objectives of the training course programmes. One proposition was that it would be desirable to incorporate the design of specific national innovations within the training course so that governments could take this into account when putting forward nominations. In the period of approximately one year the project would be implemented and, with the agreement of governments it would be monitored and assisted by the staff of the regional institution. A third stage would be the re-couvening of the group to prepare material on the successes and the failures of their venture. This has many implications for the size of the course; methods of instruction and monetary and time commitments but the three part programme would centre upon training the trainers in a way which the present course structure finds difficult to ensure.

This approach was welcomed by the participants in Barbados as it had been in the Pacific. It is akin to the approach adopted by the Youth Division in some of its work and deserves consideration when the next stage of the Secretariat's work in educational administration is under examination.

(d) The one chief education officer on the course made a plea for short courses for officers of his level seeing this as one way by which new ideas and methods would find more ready acceptance in educational planning. This view has also been put forward by the Senior Officials Meeting held in London in July.