

THE REPORT OF THE MEETING

INTRODUCTION

Representatives from 14 Commonwealth Caribbean countries met at the Education Development and Demonstration Centre, Caenwood, Kingston, Jamaica from 5-7 July 1982 to discuss the establishment of a Commonwealth Regional Training Programme for Educational Administration. In addition, the University of the West Indies (UWI) attended as a full participant and observers from the University of Ife (Nigeria), the University of the South Pacific (USP), the Caribbean Community Secretariat (CARICOM), the Organization of American States (OAS), the Canadian International Development Agency (CIDA), Unesco and USAID also participated in the discussions. The Meeting was chaired by Mr Leo Goodin, Assistant Chief Education Officer (Primary), from the Ministry of Education, Jamaica. A full list of participants is provided in Appendix C.

The Commonwealth Secretariat's Working Paper entitled A Meeting to Facilitate the Establishment of a Commonwealth Regional Training Programme for Educational Administration (EAT/WP/1, June 1982, 36 pp), was the main working document for the Meeting. Section 5 of the Working Paper, "A Proposed Model for a Commonwealth Regional Training Programme for Educational Administration" provided the basis for the Meeting's agenda.

The report which follows is a record of the conclusions and recommendations agreed to by the Meeting under eleven major heads:

1. Current Training Provision for Educational Administration in the Commonwealth Caribbean.
2. Current Training Needs and Priorities for Educational Administration in the Commonwealth Caribbean.
3. Objectives for the Commonwealth Caribbean Regional Training Programme for Educational Administration.
4. Priorities for the Commonwealth Regional Training Programme for Educational Administration.
5. The Identification of Appropriate Operational Strategies for the Regional Training Programme.
6. Host Institution for the Programme.
7. Proposed Staffing Requirements for the Programme.

8. Date of Commencement and Duration of the Programme.
9. An Appropriate Management Structure for the Programme.
10. Identification of Sources of Potential Funding Assistance.
11. Programme of Implementation.

All the recommendations of the Meeting are underlined. A separate list of the major recommendations appears on pages 1-4 of this report.

1 CURRENT TRAINING PROVISION FOR EDUCATIONAL
ADMINISTRATION IN THE COMMONWEALTH CARIBBEAN

- 1.1 To set the scene for consideration of the proposal before the Meeting, note was taken of existing training provision for educational administration within the Commonwealth Caribbean from information available in the Country Papers, the paper prepared by the University of the West Indies, School of Education, and the documentation provided by regional and international agencies. A summary of the Country Papers appears as Appendix A and the University of the West Indies paper is reproduced as Appendix B in its entirety.
- 1.2 From an examination of the programmes and courses offered by the University, from discussion of the variety of training activities in the member countries of the region, and from a consideration of projects supported by agencies in the region, a number of central points emerged:
 - a. There is a limited ability on the part of governments, universities and regional agencies to provide training to match need. Need outstrips opportunity. Applications nearly always exceed available training places. Amongst other factors, this reflects limited funding, the difficulty of releasing staff, and the shortage of training expertise.
 - b. The School of Education, University of the West Indies is the major source of training opportunities for educational administration at the regional level.
 - c. Few countries have developed a specific long-term policy for the training of educational administrators. Courses are held whenever possible within the constraints mentioned in (a) above.
 - d. The training activity which is taking place generates a variety of training materials, but these materials are not known widely throughout the region. However, there is often the possibility for these materials to have a useful training application beyond their source of origin.

- e. Major emphasis is given in most countries to training for school principals. Education officers working within Ministries or directly with schools or specialist institutions provide another major target group.
- f. Within the region there are a number of institutions, public and private, which offer courses in administration which are, as yet, largely untapped by the educational system. These include bodies such as the Guyana Management Development and Training Centre, the Central Training Unit in Trinidad and Tobago and the Administrative Staff College in Jamaica.

2. CURRENT TRAINING NEEDS AND PRIORITIES FOR EDUCATIONAL ADMINISTRATION IN THE COMMONWEALTH CARIBBEAN

- 2.1 The Meeting agreed that training should concentrate on personnel directly concerned with the administration of school systems.
- 2.2 The Meeting recognised three major target groups within the educational systems of the Commonwealth Caribbean which require priority in training for educational administration:
 - a. Principals, Vice-Principals and Senior Teachers in Primary and Secondary Schools.
 - b. Principals, Vice-Principals and Heads of Department in Teachers' Colleges and Technical Colleges.
 - c. Education Officers: field and office.
- 2.3 The Meeting's examination of the needs described in the twelve Country Papers presented to the Meeting (summarised in Appendix A) suggested that for effective educational administration a number of core competencies can be identified:
 - a. Planning, Programming and Evaluation
 - b. Supervision
 - c. Personnel Management
 - d. Management of Resources
 - e. Curriculum Development
 - f. Management for Change
- 2.4 Each competency encompasses a number of specific skills, the nature of which will vary according to the functions and tasks of personnel in the different target groups.

- 2.5 The Meeting agreed that the management of educational systems must be perceived in the social, political and economic context of each nation, and that the management of schools must be seen as one element of the total national development process and effort.
- 2.6 Whilst some concern was expressed about the absence of organisational theory in the identification of needs, it was accepted that theory should underpin any training for effective educational administration in each of the core competencies.
- 2.7 The importance of goal setting was stressed, also the need for effective inter-personal communication. The Meeting felt that these skills should be incorporated in the six core competencies.
- 2.8 School management was discussed as a potential addition to the list of six core competencies. Here too, the Meeting decided that each core competency is an important and integral part of the school management process.
- 2.9 In the view of some participants at the Meeting, the term Management for Change would be clearer if expressed as Management for Development or Management for Goals.
- 2.10 The Meeting examined the more important skills which should be acquired and developed by key personnel. During a short workshop exercise three groups of participants sought to isolate a number of specific skills. The results of this exercise are reproduced below. Whilst the format of the main headings is the same, the presentation by each group under the sub-head Specific Skills was varied. This variation in presentation is retained. The order of the specific skills does not represent an assessment of priorities.

A. School Principals, Vice-Principals and Senior Teachers in Primary and Secondary Schools

Core Competencies

Specific Skills

a. Planning, Programming and Evaluation

To set relevant and measurable goals and objectives congruent with the Ministry of Education's overall goals

To prescribe programmes to meet the specific needs of students

To formulate a continuous and consistent system of evaluating outcomes

b. Supervision

To formulate and maintain an effective system of communication

To organise effective supervision of all personnel in relation to their role descriptions

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| c. | Personnel Management | <p>To develop and maintain good inter-personal relationships</p> <p>To develop effective staffing policies</p> <p>To delegate appropriate tasks to others</p> <p>To involve staff in decision-making affecting the operation of schools</p> <p>To practise "progressive discipline"</p> <p>To encourage and facilitate effective staff development activities</p> |
| d. | Management of Resources | <p>To maintain accurate inventories of resources</p> <p>To engage in the effective allocation of resources</p> <p>To advocate effective maintenance and security of plant and equipment</p> |
| e. | Curriculum Development | <p>To oversee the development and implementation of curricula to meet the needs of students</p> <p>To organise the regular review of curricular offerings and implement change where necessary</p> <p>To ensure the development of appropriate extra-curricular activities</p> |
| f. | Management for Change | <p>To develop appropriate strategies to effect desirable change</p> <p>To have an awareness of the effects of change on the organisation of personnel</p> |

The workshop group rated the core competencies in the following order in regard to training priorities for School Principals, Vice-Principals and Senior Teachers in Primary and Secondary Schools:

Planning, Programming and Evaluation	1
Supervision	3
Personnel Management	2
Management of Resources	4
Curriculum Development	5
Management for Change	6

B. Principals, Vice-Principals and Heads of Department in Teachers' Colleges and Technical Colleges

<u>Core Competencies</u>	<u>Specific Skills</u>
a. Planning, Programming and Evaluation	Goal Setting
	Budgeting
	Time-Tabling
	Systematic organisation
	Co-ordination, monitoring and evaluation
	Data collection, interpretation, analysis, projection and use
	Report writing
	Oral communication
	Decision-making
b. Supervision	Observing
	Reporting
	Assessing teacher and student performance
	Counselling

c.	Personnel Management	Interviewing
		Performance appraisal
		Job specification
		Conflict resolution, staff counselling and discipline
		Industrial relations
d.	Management of Resources	Motivation and incentives (including job design)
		Balancing the allocation of human and material resources
		Financial allocation and control
		Physical plant design, management, utilisation and maintenance
e.	Curriculum Development	Office organisation and supervision
		Instructional design and management
		Introducing curriculum change responsive to external forces
f.	Management for change	Curriculum evaluation
		Management for institutional development
		Managing educational innovation
		School/community relationships

The workshop group rated the core competencies in the following order in regard to training priorities for Principals, Vice-Principals and Heads of Department in Teachers' Colleges and Technical Colleges:

Planning, Programming and Evaluation	1
Supervision	5
Personnel Management	6

Management of Resources	3
Curriculum Development	2
Management for Change	4

C. Education Officers: Field and Office

<u>Core Competencies</u>	<u>Specific Skills</u>
a. Planning, Programming and Evaluation	Understanding national policy objectives, including the laws, rules and regulations governing education Goal setting Scheduling of activities Setting performance criteria
b. Supervision	Understanding instructional techniques and styles Problem solving Reporting The supervisor as change agent (focusing on administrative behaviour) Accountability - performance appraisal
c. Personnel Management	Communication skills Decision-making skills Leadership skills Inter-personal relationships skills Motivation skills Staff development Job descriptions

d.	Management of Resources	Management of materials, equipment, space and time
		Management of finance
		Deployment and effective utilisation of human resources
e.	Curriculum Development	Curriculum theory
		Curriculum organisation - design and development of materials including modules
		Curriculum implementation and evaluation (including theory of social organisation and change)
		The methodology of instructional techniques
f.	Management for Change	Sensitivity to change - through awareness of educational developments at national, regional and international levels
		Collection, use and dissemination of information
		The school as a sub-system of a larger development whole

The workshop group rated the core competencies in the following order in regard to training priorities for Education Officers in the field and in the office:

Planning, Programming and Evaluation	1
Supervision	5
Personnel Management	2
Management of Resources	4
Curriculum Development	3
Management for Change	6

3. OBJECTIVES FOR THE COMMONWEALTH CARIBBEAN REGIONAL TRAINING PROGRAMME FOR EDUCATIONAL ADMINISTRATION

- 3.1 The Meeting recognised that training needs for educational administration far outstrip the training currently provided in the countries of the Commonwealth Caribbean. To facilitate an expansion of training opportunity through regional and Commonwealth co-operation, the Meeting recommended that a Regional Training Programme for Educational Administration should be established for the Commonwealth Caribbean.
- 3.2 The Meeting considered previous statements of objectives appropriate to regional training initiatives which were described and summarised in the Commonwealth Secretariat's Working Paper (EAT/WP/1) prepared for the Meeting. The Meeting agreed that objectives should focus on enabling educational administrators to do their jobs more effectively and efficiently. The objectives agreed to by the Meeting closely reflect those of a joint CARICOM/Ontario Institute for Studies in Education (OISE) proposal in 1975, and are:
- a. To maximise the effectiveness of teaching and learning in the countries of the Commonwealth Caribbean through the improvement of the quality of educational administration in the area.
 - b. To assist in providing senior educational personnel with an understanding of the principles and techniques of management particularly as these relate to the organisation and operation of the education system.
 - c. To facilitate optimum use of the educational resources available in the region in terms of personnel, facilities and finance, and where necessary to supplement such resources through appropriate and mutually satisfying technical assistance arrangements.
 - d. To promote cross-fertilisation of educational ideas and experiences, and to develop exchange and interchange at the regional, national and international levels.
 - e. To equip senior personnel to establish closer linkages between education and other areas of activity at the national level.

4. PRIORITIES FOR THE COMMONWEALTH REGIONAL TRAINING PROGRAMME FOR EDUCATIONAL ADMINISTRATION

- 4.1 In the identification of current training needs and priorities (see Section 2), three broad target groups were isolated, six main core competencies established, and numerous specific skills were listed which should receive emphasis.

- 4.2 The Meeting agreed that the three broad target groups should be given priority in the Regional Training Programme. These are:
- a. Principals, Vice-Principals and Senior Teachers in Primary and Secondary Schools
 - b. Principals, Vice-Principals and Heads of Department in Teachers Colleges and Technical Colleges
 - c. Education Officers : field and office
- 4.3 The Meeting examined the ranking given to the six core competencies in relation to each of the target groups. The Meeting agreed that six core competencies, ranked in overall order of training priority, should provide the framework for the activities of the Regional Training Programme. These are:
- a. Planning, Programming and Evaluation
 - b. Personnel Management
 - c. Curriculum Development
 - d. Management of Resources
 - e. Supervision
 - f. Management for Change
- 4.4 The Meeting, working in small workshop groups, examined the specific skills listed for each of the target groups (see Section 2.10) and proposed the following distribution of major skill training priorities applicable to each of the six core competencies. This breakdown is given below:
- A. Planning, Programming and Evaluation
- a. Goal Setting
- decision-making
 - b. Programming
- scheduling
- budgeting
- timetabling
- organising extra-curricula activities
 - c. Monitoring of Programmes
- collection of relevant data
 - d. Evaluation
- establishment of performance criteria

B Personnel Management

- a. Selection, orientation and assignment of staff
- b. Staff development
- c. Decision-making, leadership, communication and motivation skills for the development and maintenance of good inter-personal relationships
- d. Performance appraisal
- e. Conflict management

C Curriculum Development

- a. Curriculum theory
- b. Curriculum organisation
 - design and development of materials including modules
- c. Curriculum implementation and evaluation
 - including theory of social organisation and change

D Management of Resources

- a. Management of human resources
- b. Procurement and management of material resources
 - physical plant design and maintenance
 - inventories
- c. Financial control and supervision

E Supervision

- a. Development of role description to aid effective performance criteria
- b. Formulation and maintenance of an effective system of communication
- d. The knowledge and the ability to use a variety of instructional techniques based on up-to-date research on theories of learning and teaching.

F Management for Change

- a. Developing effective strategies for effecting change
 - management for institutional development
 - managing educational innovation
- b. Sensitizing for change
 - keeping abreast of educational developments at national, regional and international levels
 - collection, utilisation and dissemination of information
- c. Seeing the school as a sub-system operating as an integral part of a larger whole.

5. THE IDENTIFICATION OF APPROPRIATE OPERATIONAL STRATEGIES FOR THE REGIONAL TRAINING PROGRAMME

- 5.1 The Meeting agreed upon a number of potential training strategies for the Programme. Whilst some of the methodologies proposed may be relatively untried within the region this should be no reason for excluding potentially valuable activities.
- 5.2 The Meeting recommended that the Regional Programme should address itself directly to the needs of individual countries, as well as offering services centrally, in one or more institutions, to the region as a whole.
- 5.3 The following activities were identified as those which might be offered direct to individual countries:
 - a. The provision of advisory or consultancy services.
 - b. Assistance in the planning of specific national training activities.
 - c. Assistance with the development of internship programmes for ministries and other educational institutions.
 - d. Assistance in securing attachments and course placements within the region and elsewhere.
 - e. Assistance with the development of training handbooks and other training materials.
 - f. Assistance in the evaluation of training.

- 5.4 The second group of activities identified might be offered at or by the headquarters of the Programme, or in institutions co-operating with the Programme:
- a. The provision of regional seminars, workshops and training courses.
 - b. The provision of distance teaching programmes.
 - c. The development of training modules for adoption or adaptation by individual member countries.
 - d. The provision of information services.
 - e. Research and evaluation.
 - f. The networking of training expertise within the region and in other parts of the world.
- 5.5 The balance and composition of activities undertaken will need to reflect national and regional priorities as expressed in this report, and subsequently, and will be circumscribed by the limitations of staff and finance.

6. HOST INSTITUTION FOR THE PROGRAMME

- 6.1 The Meeting noted that the Commonwealth Secretariat had held discussions previously on the potential of the University of the West Indies (UWI), School of Education to act as the host institution for a possible Commonwealth Regional Training Programme.
- 6.2 It was emphasised that the Secretariat's invitation to UWI to be represented at the Meeting did not in any way indicate that UWI should or would be the host institution. This was a decision for the Meeting. Similarly, UWI's acceptance of the invitation did not in any way commit UWI to support the proposed Programme although, as indicated in the University's paper presented to the Meeting (see Appendix B) the School of Education has experience in training for educational administration and possesses regional linkages appropriate to the needs and strategies outlined for the Programme.
- 6.3 The Meeting noted UWI's regional structure, mechanisms and contacts. It also noted that the School of Education would see its primary role in relation to the Programme as being mainly to help facilitate its development as a semi-autonomous unit with headquarters within the University.
- 6.4 The Meeting emphasised that the Programme should be enabled to utilise the facilities and services of all the UWI campuses, also national and other educational institutions such as the University of Guyana and of voluntary and non-governmental organisations within the region.

6.5 It was agreed that should the host institution be the University of the West Indies, there must be mechanisms to ensure that the Programme would serve the non-contributing countries of the UWI.

6.6 The Meeting recommended that an invitation should be extended to the University of the West Indies to host the Commonwealth Regional Training Programme for Educational Administration in the Caribbean, and that the University's Cave Hill campus should provide the headquarters of the Programme with the possibility of sub-centres at the other two campuses.

7. PROPOSED STAFFING REQUIREMENTS FOR THE PROGRAMME

7.1 The Meeting discussed the notional staffing proposals outlined in the Working Paper (EAT/WP/1) which were based on the Secretariat's model presented to the Eighth Commonwealth Education Conference. That model assumed the need for a full-time equivalent staff of two and a half professionals, including the Programme Co-ordinator or Director, to launch the Programme on a modest scale. A sample programme for one year was outlined in the Working Paper. This programme is reproduced below:

Annual Programme	Elements of Staff Needs	"Man Weeks"
1 6-week training course (at the programme HQ) 20 participants	6 weeks course time x 2 staff x 2 weeks planning each	24
1 2-week seminar (at the programme HQ) 15 participants	2 weeks course time x 1 staff x 3 weeks planning	6
2 2-week workshops (at the programme HQ) 20 participants each	2 weeks course time x 2 staff x 2 weeks planning x 2	16
10 country courses attachments or consultancies	10 course weeks x 1 staff x 3 weeks planning	30
Development of training units for regional use	6 units x 3 weeks x 1 staff	18
Development of information capacity in association with host institution		24
		118

- 7.2 This approach to the staffing of the Programme was generally agreed to by the Meeting. However, it was emphasised by the Meeting that these initial staffing proposals would need to be examined carefully in the early stages of the more detailed and precisely formulated Programme. In particular, note must be taken of anticipated funding for staff positions, including the possibility of seconded staff.
- 7.3 The Meeting emphasised that in the recruitment and selection of professional staff through technical assistance, nationals of the Commonwealth Caribbean should receive priority. Citizens of the wider Commonwealth should then be considered.
- 7.4 Of equal importance, it was stressed that the management or policy control of the Programme must be undertaken within the region (see Section 9).

8. DATE OF COMMENCEMENT AND DURATION OF THE PROGRAMME

- 8.1 The Meeting recommended that the Programme should get underway as soon as possible, preferably in October 1983, which is the beginning of the University of the West Indies' 1983 academic year.
- 8.2 The Meeting recommended that, in the first instance, the Programme should be established for a duration of at least three years with the possibility of extension to five years.
- 8.3 The contribution of the region to funding the Programme was discussed in the context that whilst major external assistance would need to be sought (see Section 10), it might be limited to a fixed initial period. Noting that Governments often face a serious difficulty in this respect the Meeting recommended that Governments should be made aware as soon as possible of the projected Programme costs and that early consideration should be given to the mechanics of continuing the Programme should a regular long-term commitment by funding agencies be unavailable. In this respect the Meeting envisioned that the Programme would serve a catalytic function. Once the Programme is underway and clearly meeting regional needs it was felt that Governments would recognise its worth and seek to continue it within the region.
- 8.4 The Meeting further recommended that in the planning and implementation of the Programme there should be close collaboration with other agencies and bodies engaged in similar work in the Commonwealth Caribbean region.

9. AN APPROPRIATE MANAGEMENT STRUCTURE FOR THE PROGRAMME

- 9.1 The Meeting noted with thanks the report of a sub-group which considered possible management structures for the Programme.
- 9.2 The sub-group proposed that representatives of the Commonwealth Secretariat should hold discussions with the appropriate UWI officials to determine the nature of the relationships between the Programme and the two institutions, the Commonwealth Secretariat and UWI. In the first instance, the Meeting urged that Secretariat officers should meet with UWI officials immediately after the Meeting to convey its recommendations and to initiate discussions on the implementation of the Programme.
- 9.3 The Meeting recommended that two bodies should be established to develop and oversee the work of the Programme:
- a. A Governing body as described in the Commonwealth Secretariat's Working Paper. The composition should include the host institution, appropriate regional agencies, funding agencies and the Commonwealth Secretariat. The Governing body should also have an advisory function.
 - b. A sub-committee to be a Management Committee to oversee policy execution and be a primary reference for the Programme Co-ordinator. The Management Committee should meet at the same time as the Governing body (and on other occasions).
- 9.4 The Meeting's sub-group was not able to recommend who would be the legal employer of the Programme or to propose the exact name of the Programme. Also, the Meeting could not propose precise relationships between the Programme, UWI and the Commonwealth Secretariat.
- 9.5 In endorsing the report of the sub-group of the Meeting it was further noted that attention would need to be given to:
- a. The role of UWI in each of the governing and management mechanisms proposed by the Meeting.
 - b. The employment of staff - whether they would be employed by UWI or by a separate body.
 - c. The relationship of Commonwealth Caribbean countries, UWI and the Commonwealth Secretariat in the Programme's management structure.
 - d. The management role of the Programme Co-ordinator or Director.
 - e. The channelling of funds to the Programme either through UWI or directly to the Programme.
 - f. Accreditation of courses offered by the Programme.

10. IDENTIFICATION OF SOURCES OF POTENTIAL FUNDING ASSISTANCE

- 10.1 The Meeting had before it tentative estimates of the cost of the Programme as conceived in the Secretariat's Working Paper. A subgroup of the Meeting considered funding implications with the assistance of the representatives of those funding agencies which were in attendance (see Appendix C).
- 10.2 The Meeting noted that in the case of the Organization of American States (OAS) a project of the type under discussion, devoted to the up-grading of administrators in the school system, falls into the priorities established for its Regional Programme for Educational Development (PREDE) in accordance with the OAS's Programme Guidelines for 1984-1985. The items which require funds through external contributions are of the kind allowed to be financed by OAS funds, for example personnel (consultants, additional local personnel), scholarships, publications, travel expenses and materials (software).
- 10.3 The Meeting noted that the United States Agency for International Development (USAID) has no funds which could be made available immediately for use in a Commonwealth Regional Training Programme for Educational Administration. It is customary for USAID to undertake projects in their entirety following an appropriate needs survey and project identification by USAID appointed personnel. Any new education project proposals put to USAID at this time would be put into order of priority by the Regional Mission and would not necessarily be guaranteed immediate treatment.
- 10.4 Nevertheless, within this context the Meeting noted that the following possibilities could be explored:
- a. Office equipment - under the UWI/USAID Primary Curriculum Project an appreciable amount of office equipment, including photocopiers and duplicators, has been purchased. The Project is due to terminate in 1984 and the University could be requested by its contributing territories to share the use of this equipment with the Programme.
 - b. The CARICOM/USAID Regional Training Project - although this project terminates towards the end of 1983 and although it may experience a shortage of uncommitted funds, it could nevertheless be requested by individual territories to fund short-term training courses in educational administration in the region.
 - c. In any future training assistance it undertakes USAID would consider requests from Governments for assistance to the Programme.
 - d. USAID, in the on-going evaluation of the educational administration component of the UWI/USAID Primary Curriculum Project, would continue to give consideration to expanding such training within the constraints of the budget.

e. USAID might consider incorporating an educational administration component, where appropriate, in any future projects aimed at meeting the needs of the formal educational system.

- 10.5 The Canadian International Development Agency (CIDA) representative indicated that Canada was already making a significant contribution to Commonwealth Secretariat programmes. Thus, if it were possible for certain funds within this existing contribution to be allocated towards the Programme, CIDA might react more favourably to this kind of request rather than one to provide equipment, materials or consultants.
- 10.6 In the light of these initial indications of interest from international agencies the starting date of October 1983 was endorsed with an initial programme period of three years.
- 10.7 The Meeting noted that if the figures from the Secretariat's Working Paper were taken as a rough guide, a sum of £277,000 would be required for a two year period, of which £4,000 would be initial costs.
- 10.8 The Meeting recommended that support for the Programme should be sought on a co-financing basis. One agency should be approached to cover initial costs. Bursaries and recurrent costs should be shared by a number of agencies. The contribution from the host institution and the member countries should be in kind, although a number of delegates expressed the view that member countries should be prepared to make a financial input; if the Programme was really worthwhile the region itself should increasingly pay for it.
- 10.9 The Meeting welcomed with approval and support the willingness in principle of the Secretariat's Commonwealth Fund for Technical Co-operation (CFTC) to consider requests for the provision of experts for the new Programme for a period of up to two years, subject to the availability of funds. The Meeting noted that CFTC will also consider requests for bursaries for regional courses and attachments under the Programme. In the first instance, CFTC would expect requests from individual member countries. Once the Programme is firmly established, CFTC may consider providing a given number of bursaries on request from the Programme itself. It is unlikely that CFTC would be able to meet all bursary requests. The support of other agencies will need to be sought unless member countries are prepared to provide bursaries or meet some of the bursary costs for programmes taking place in institutions outside of their own country. If support is sought from international agencies other than CFTC, the co-ordination of the level and cost of bursary support requested could be undertaken by the new Programme to ensure that there are no unnecessary disparities in the financial level of the bursaries provided by different agencies.
- 10.10 In addition, the Meeting welcomed information on a possible OAS contribution towards the cost of financing OAS member country students on Programme activities. It was further noted in the case of OAS that co-ordinated requests from a number of countries would meet with particular favour. The CARICOM Secretariat expressed willingness to co-ordinate such requests.

- 10.11 The Meeting emphasised that every effort should be made to utilise training expertise available within the region by appointing Caribbean nationals to the professional, technical and administrative staff of the Programme.
- 10.12 In addition to the inputs outlined above additional financial assistance would need to be sought, preferably from a single funding agency, to ensure the Programme's initial viability. It was proposed that this should be half the estimated total cost over two years.
- 10.13 In discussion on the above comments and information the Meeting noted:
- a. In the case of OAS there are nine independent Caribbean members which have English as their national language. Informal approaches for assistance should be made as soon as possible as it was already too late for an OAS commitment for 1983. OAS support would be more readily forthcoming if the Programme had made a start and was seen to be working.
 - b. In the case of USAID it was thought possible that funds from the \$100,000 (US) already allocated to educational administration in the region might be utilised if a proposal for the Programme fell within the USAID project framework for this allocation.
 - c. Additionally, expansion of existing USAID support for educational administration could be considered as, for example, in the case of Jamaica's request for assistance in the training of education officers.
- 10.14 In the light of the need to seek funding for the Programme, the Meeting agreed that after discussions with UWI and member countries, a carefully prepared proposal should be discussed with funding agencies as soon as possible. As well as the agencies represented at the Meeting these agencies might also include the British Government's Overseas Development Administration, the Carnegie Corporation of New York, the European Development Fund, the United Nations University, the World Bank and other agencies with a keen interest in the field covered by the Programme.
- 10.15 Stress was also placed by the Meeting on the need to co-ordinate the response and interest of potential funding agencies and to co-ordinate the involvement of institutions and organisations within the region which are involved in the area of training for educational administration. A rationalisation of all forms of support is required.
- 10.16 The Meeting recommended that a small group look at the development of the Programme in relation to potential funding support as soon as possible (see Section 11.2).

11. PROGRAMME OF IMPLEMENTATION

- 11.1 The Meeting agreed that a number of steps should be taken to implement the Programme as soon as possible.
- 11.2 The Meeting recommended that an interim planning committee should be set up to consist of the Commonwealth Secretariat, the CARICOM Secretariat and the potential host institution. The committee should be able to exercise the power to co-opt additional members bearing in mind the rationale for the Programme's establishment.
- 11.3 The Meeting recommended that the Commonwealth Secretariat should circulate the proposals of the Meeting to all Commonwealth Caribbean governments and to appropriate institutions and agencies.
- 11.4 The Meeting recommended that the Commonwealth Secretariat should seek confirmation from Governments of the region of their willingness to take part in and contribute to the Programme.
- 11.5 The Meeting recommended that an invitation should be extended to the recommended host institution seeking a commitment on its part to participate in and contribute to the Programme.
- 11.6 The Meeting recommended that a commitment should be sought from international and regional agencies to participate in and contribute to the Programme.
- 11.7 The Meeting recommended that the interim planning committee should work towards the establishment of the governing machinery for the Programme.
- 11.8 The Meeting recommended that following the establishment of the governing machinery the Programme Co-ordinator and other staff should be recruited as soon as possible.