

**A Commonwealth  
Regional Training Programme  
for Educational Administration**

Report of a Commonwealth  
Regional Meeting  
5-7 July 1982, Kingston, Jamaica



Commonwealth Secretariat

# **A Commonwealth Regional Training Programme for Educational Administration**

REPORT OF THE MEETING  
TO FACILITATE THE ESTABLISHMENT OF  
A COMMONWEALTH REGIONAL TRAINING PROGRAMME  
FOR EDUCATIONAL ADMINISTRATION

5-7 July, Kingston, Jamaica

Education Programme  
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## PREFACE

There will be little disagreement with the view that the effective management and administration of educational systems is of crucial importance if education is to make a sustained contribution to national development in member countries of the Commonwealth. This is all the more critical as the demand for educational services grows against a background of declining expenditure on education, the slowing down of educational expansion and the harsh economic realities of the present decade. In this context, the need to improve the efficiency of educational management and its capacity to deliver relevant and quality education has assumed considerable urgency.

Over the past decade, Commonwealth co-operation in education has devoted considerable attention to the provision of specialised training for middle and senior level education managers, and strategies for assisting Commonwealth countries with such training have included regional workshops and training courses organised by the Commonwealth Secretariat and the publication of training handbooks. However, it has long been recognised that such occasional Commonwealth inputs, limited as they are by the available quantum of resources, do not match the enormous need felt in most member states. One strand of response to this situation is clearly to assist the growth and development of indigenous national and regional training facilities in Commonwealth countries.

In welcoming such a response, the Eighth Commonwealth Education Conference held in Colombo, Sri Lanka in 1980, urged the Secretariat to undertake such initiatives as will improve and expand existing training capabilities in educational administration in the various regions of the Commonwealth. One of these initiatives was a meeting to Facilitate the Establishment of a Commonwealth Regional Training Programme in Educational Administration for the countries of the Commonwealth Caribbean. Held in Jamaica from 5-7 July 1982, the meeting addressed itself to the regular and long term training needs of the region; in particular, it sought the establishment of a programme which, with Commonwealth assistance, would offer training facilities to member countries in order to develop and supplement existing national training programmes. Representatives of fourteen Commonwealth Caribbean countries at the meeting unanimously recommended that a Commonwealth Regional Training Programme for Educational Administration should be established and that an invitation should be extended to the University of the West Indies to host the Programme. On the basis of this and other recommendations which specify objectives, priorities, strategies, funding and a programme for implementation, the Commonwealth Secretariat has now set in train measures designed to carry forward the recommendations of the meeting.

A summary of the major recommendations appear on pages 1-4. The meeting which was organised by the Education Division (now the Education Programme of the Human Resources Development Group) was funded by the Secretariat's Commonwealth Fund for Technical Co-operation (CFTC). Its success derived much from the hosting facilities provided by the Government of Jamaica through its Ministry of Education. The meeting itself gained a strong impetus from the inaugural address of the Honourable Minister, Dr Mavis Gilmour, whilst the practical and professional needs of all representatives at the proceedings were diligently provided by Dr Yvonne Mahy, Director of the Education Development and Demonstration Centre, the host institution, and Mr Leo Goodin, Assistant Chief Education Officer (Primary), Jamaica, who chaired the proceedings. To them and ultimately to the wider Commonwealth, this Report is offered as a step towards the objective of better and more effective management of the educational enterprise in member countries.

Rex E. O. Akpofure  
Director, Education Programme  
Human Resources Development Group

## MAJOR RECOMMENDATIONS

The numbers to the right of the page refer to the paragraph numbering of The Report of the Meeting which begins on page 15.

### ESTABLISHMENT OF THE COMMONWEALTH REGIONAL TRAINING PROGRAMME FOR EDUCATIONAL ADMINISTRATION

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. (3.1)

### OBJECTIVES FOR THE COMMONWEALTH CARIBBEAN REGIONAL TRAINING PROGRAMME FOR EDUCATIONAL ADMINISTRATION

The Meeting agreed that objectives should focus on enabling educational administrators to do their jobs more effectively and efficiently.

- 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 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. (3.2)

PRIORITIES FOR THE COMMONWEALTH REGIONAL TRAINING  
PROGRAMME FOR EDUCATIONAL ADMINISTRATION

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. (4.2)

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 (4.3)

THE IDENTIFICATION OF APPROPRIATE OPERATIONAL STRATEGIES  
FOR THE REGIONAL TRAINING PROGRAMME

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. (5.2)

HOST INSTITUTION FOR THE PROGRAMME

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 the University's Cave Hill campus should provide the headquarters of the Programme with the possibility of sub-centres at the other two campuses. (6.6)

## DATE OF COMMENCEMENT AND DURATION OF THE PROGRAMME

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. (8.1)

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 an extension to five years. (8.2)

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. (8.3)

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 the Commonwealth Caribbean region. (8.4)

## AN APPROPRIATE MANAGEMENT STRUCTURE FOR THE PROGRAMME

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). (9.3)

## IDENTIFICATION OF SOURCES OF POTENTIAL FUNDING ASSISTANCE

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 worthwhile the region itself should increasingly pay for it. (10.8)

The Meeting recommended that a small group look at the development of the Programme in relation to potential funding support as soon as possible. (10.16)

## PROGRAMME OF IMPLEMENTATION

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. (11.2)

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. (11.3)

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. (11.4)

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. (11.5)

The Meeting recommended that a commitment should be sought from international and regional agencies to participate in and contribute to the Programme. (11.6)

The Meeting recommended that the interim planning committee should work towards the establishment of the governing machinery for the Programme. (11.7)

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. (11.8)

## INTRODUCTION

### 1. THE PURPOSE OF THE MEETING

The Meeting in Kingston, Jamaica from 5-7 July 1982 was held in response to one of a number of recommendations of the Eighth Commonwealth Education Conference (8CEC) which deal with educational administration. Paragraph 90 of the Conference Report states:

"The Commonwealth Secretariat should explore the possibility that existing institutions with an educational administration training capacity should develop or expand regional training capabilities. Should such institutions, governments, or other agencies seek to establish a regional training centre as part of a host institution, the Secretariat should facilitate discussions for this purpose and be asked to assist if necessary with the provision of expertise for the establishment of this new capability".

The purpose of the Commonwealth Secretariat Meeting in Jamaica was to pursue this recommendation for the countries of the Commonwealth Caribbean, and thereby facilitate the establishment of a Commonwealth Regional Training Programme for Educational Administration.

The Meeting sought agreement on the objectives, priorities, strategies, location, host institution, staffing, duration, governance, funding and a timetable for the implementation of a Commonwealth Regional Training Programme for Educational Administration in the Commonwealth Caribbean.

2.

THE IDENTIFICATION OF EDUCATIONAL ADMINISTRATION  
TRAINING NEEDS AND PRIORITIES

The role of the Commonwealth Secretariat

For the past eleven years, the Education Division of the Commonwealth Secretariat has been asked by successive Commonwealth Education Conferences to act upon recommendations which refer to training for educational administration. In 1971, at the Fifth Commonwealth Education Conference held in Melbourne, Australia, and at the Specialist Conference on Teacher Education in a Changing Society held in Nairobi in 1973, stress was placed upon the need to train personnel for effective educational administration.

At three Commonwealth regional seminars held between 1973 and 1975 consideration was given to the role of the educational supervisor in the school system in implementing education policies and improving the quality of educational services. All three seminars highlighted the serious shortage of training opportunities at all levels for personnel in national education systems.

The second of the three seminars was held in Georgetown, Guyana in 1974 for the Commonwealth Caribbean. The recommendations flowing from the Guyana seminar were that:

- a. "Regular workshops at periodic intervals be held at a regional level to foster the professional development of educational administrators, supervisors, principals and curriculum developers in the area."
- b. "Pre-service and in-service courses be instituted and maintained by the individual territories for the preparation and continuous development of educational administrators."
- c. "A Standing Conference on Educational Supervision and Administration be set up within the Caribbean region."
- d. "A scheme of attachments and exchange visits be initiated within the Caribbean to ensure greater interchange of ideas in supervision among territories. This should later be extended to territories with similar experiences elsewhere in the Commonwealth."
- e. "Machinery should be set up for a continuing survey of innovations in education within the area with a view to disseminating this information among supervisors and administrators."
- f. "The universities in the area be asked to develop courses for educational administrators leading to certification and further, that these institutions should examine the feasibility of including attachments as part of this certification."

- g. "An interim steering committee be set up with representation from among participants at this workshop, and that a permanent regional council of educational administrators be inaugurated."
- h. "Funds be sought with the assistance of the Commonwealth Secretariat to give effect to this recommendation."
- i. "Any materials relating to educational supervision and administration that may be made available by the Commonwealth Secretariat for fostering the development of supervisors and administrators be circulated in the region through this council and that the council's publications be made available for the Commonwealth Secretariat for distribution to the other member countries of the Commonwealth."

(Commonwealth Regional Seminar on Administration and Supervision in Education, Final Report, p 2. Georgetown, 1974.)

Similar recommendations were made at the seminar in Freetown for the Africa region in 1973, and in Kuala Lumpur for the Asia/Pacific region in 1975.

The recommendation from the Commonwealth Caribbean seminar in Guyana in 1974 that a Standing Conference on Educational Supervision and Administration should be set up resulted in discussions about this between the Caribbean Community (CARICOM) Secretariat and the Ontario Institute for Studies in Education (OISE) in Canada, in March 1975. These consultations were endorsed by the Inaugural Meeting of the CARICOM Standing Committee of Ministers Responsible for Education held in Antigua one month later. Subsequently, discussions on the proposed Standing Conference took place with the Canadian International Development Agency (CIDA).

The needs and priorities identified in these discussions closely matched those reflected in the recommendations of the Commonwealth Secretariat's meeting in Georgetown in 1974. In addition, in the CARICOM/OISE discussions there was reference to the need for research, and for the development of techniques which would allow for the evaluation of existing training programmes.

The Sixth Commonwealth Education Conference held in Jamaica in 1974 recommended that consideration should be given to the establishment of Commonwealth regional and inter-regional centres for training educational supervisors and administrators. This recommendation resulted in a meeting held in Nairobi in 1975 which issued the Report of the Planning Meeting on Training of Personnel in Educational Administration and Supervision, (hereafter referred to as the Nairobi Report). The University of the West Indies (UWI) was represented at the Nairobi Meeting. The main recommendations of the Nairobi Report are summarised below:

- a. Regional and national training courses should be complementary.
- b. Universities and Institutes of Education would provide an appropriate institutional base for regional training centres.
- c. Certificates of attendance should be issued for short courses.

- d. Funding for training centres should be sought from governments, institutions and agencies.
- e. The need for additional buildings, staff and training resources should be examined.
- f. A co-ordinator for centre programmes should be appointed from the host institution on a full-time or part-time basis.
- g. Programmes should be run by local staff supplemented as necessary.
- h. A training centre should be answerable to an advisory committee.

The Nairobi Report also gave considerable attention to the content of regional training courses.

Some of the ideas and recommendations put forward in Nairobi in 1975 found expression in a series of regional training courses organised by the Commonwealth Secretariat between 1977 and 1979 (Nairobi in 1977, Suva in 1978 and Barbados in 1979). These three month courses for inspectors, education officers, and school and college principals were held in educational institutions within national and regional universities, and the course directors were professional educators from within the institutions. The School of Education, UWI Cave Hill, was the institutional base for the course in the Commonwealth Caribbean and the Course Director was the Vice-Dean of the School. Certificates of attendance were issued. A report of the Commonwealth Caribbean course is contained in Educational Administration and Supervision - Report of the Regional Training Course Barbados 1979 (Commonwealth Secretariat 1981). All the regional courses were well received and the continuation of similar courses was recommended at 8CEC (paragraph 98, 8CEC Report). However, the ability of the Commonwealth Secretariat to mount such courses regularly is severely limited. In addition, the occasional regional course is difficult to integrate effectively into national programmes, much more so than regular training services provided by a recognised regional centre or programme.

The training courses between 1977 and 1979 emphasised again the variety of training needs in all parts of the Commonwealth, needs which require not only courses held at a regional centre but also advisory services, attachments, the preparation of learning material and on the job training in schools and education offices. Taking note of this diversity of need the Commonwealth Secretariat prepared a working paper for 8CEC entitled A Feasibility Study for the Establishment of a Commonwealth Regional Training Centre for Educational Administrators (8CEC/WP/5).

In May 1981 Senior Education Officials from the Commonwealth Caribbean met together in Kingston, Jamaica for a Secretariat seminar entitled "Management for Change". Support was given at this seminar to the 8CEC recommendation. The seminar highlighted the need for national training policies and programmes for educational administrators at all levels within educational systems. In this context a number of major recommendations were put forward:

- a. Governments must be convinced that the training of educational administrators is a priority.
- b. Training needs must be in response to carefully determined needs and set within a conceptual framework.
- c. Countries should establish their own educational management training programmes, where necessary with the help of other countries and funding agencies.
- d. A network of specialists in the field of educational administration should be developed.
- e. The multiplier effect of training must be built into course design.
- f. Countries should work closely with overseas institutions on programme content if their personnel are studying abroad. Overseas courses must be very carefully chosen.
- g. Most in-service programmes should consist of short intensive courses of one to two weeks.
- h. The matter of incentives in relation to course attendance must be investigated carefully.
- i. Training for school principals should be available before their appointment.
- j. Institutions of higher education should develop modular training programmes.
- k. Training manuals should be developed as part of the training process. (A handbook using materials from the seminar is to be published.)

In addition, the seminar proposed that a regional training centre should have a basic research component. It was further proposed that staffing resources from within the region should be drawn upon and that each country should be encouraged to make a contribution to the centre or programme.

In 1981 the Commonwealth Secretariat published a handbook entitled Leadership in the Management of Education. This publication drew extensively on training materials used both at the three regional seminars and also during the three training courses. The final chapter of the Handbook is entitled A Strategy for the Long Term. Briefly, it examines the need for long term policies for training for educational administration.

The Handbook notes that:

"It is widely agreed that the need for professional and management development for educational leaders in schools, and in district and regional education offices in the developing countries of the Commonwealth is very great. The number of office-based administrators and supervisors of primary and

secondary schools that need in-service training is formidable, though the former is more manageable than the latter...At present, the number of capable course organisers and the number of people qualified to teach on the course is exceedingly small. A further constraint is the acute shortage of resource materials - simulation exercises, case studies, management games, films and tapes - appropriate to the needs and conditions of developing countries. Even when in-service courses are held, there is often a lack of follow-up support so that there will be a tendency in many cases to revert, after a time, to former, less enlightened, styles of administration and supervision".

(Leadership in the Management of Education: A Handbook for Educational Supervisors, Commonwealth Secretariat 1981, Ch 6, p 137.)

Flowing from these needs the Handbook suggested that:

"What seems to be required to achieve greater coherence in in-service planning is the setting up of a central agency which would have a facilitating function, provide support for local efforts, disseminating and encouraging the production of reports arising from courses, assisting in self-evaluation by course organisers, and providing such further co-ordination as appears to be desirable... Such a facilitating responsibility might be given to an In-Service Centre attached to a university, or might take the form of a Staff Training Institute, as in the case of Malaysia, which has established such an institute to provide in-service training for both school based and office based educational leaders. A unit or division might be set up in the Ministry or Department of Education, or the responsibility for taking a systematic view might be given to the Inspectorate of Schools. There are obviously other options. Each Commonwealth country moving in this direction would need to consider, in its own circumstances, how best to achieve the co-ordination that is desirable without stifling initiative and creativity".

(Ibid., p 138.)

It is further suggested in Leadership in the Management of Education that a national network of resource and training centres can serve as an infra-structure for life-long in-service training and that such centres could be located in schools, colleges of education and universities. This might also foster better understanding and closer co-operation among those in charge of different types of institution. The primary aim of a co-ordinated system of in-service planning within a national framework would be to ensure that within a given period all the educational leaders in schools and in district and regional offices are inducted into the basic competencies of skills and knowledge of educational administration. The long term aim would be that every educational leader should be able to continue his or her life-long education through further in-service courses as appropriate. The ultimate test of in-service training would be to nurture the capability of self-development.

Whilst these ideas for development of training policies have been placed in the national context and whilst the suggested responses are also conceived within a national framework, this does not obviate

the desirability - especially as far as small countries are concerned - of utilising a co-operative and co-ordinated regional machinery to further the design and the practice of national training policy.

In the second half of 1981, cognizant of the activities and recommendations of the previous year, the Education Division discussed the SCEC recommendation with a number of potential host institutions and with member governments in many parts of the Commonwealth. In particular, the Executive Director of the Commonwealth Council for Educational Administration undertook an intensive survey of potential institutions in the South Pacific and selected countries in Commonwealth Africa. In the Commonwealth Caribbean consultations included the University of the West Indies, School of Education, and took account of unmet training needs, of existing training facilities and of the potential to increase training provision within the region. In the light of all the consultations, the Secretariat decided that in the first instance the SCEC recommendation should be pursued with a view to facilitating the establishment of a regional training programme for educational administration in the Commonwealth Caribbean.

3. EXISTING TRAINING PROVISION IN AND FOR THE  
COMMONWEALTH CARIBBEAN REGION

A proposal for developing an enhanced training capability for educational administration in the Caribbean must look at existing provision both within the region and also beyond it. The past ten years have witnessed an expansion of training opportunities, but in many instances courses and programmes are short-term and sometimes ad hoc. The participants in the "Management for Change" seminar in Kingston, Jamaica 1981 agreed that existing training rarely reflects a comprehensive pre-conceived management training policy.

Existing training provision is discussed here briefly under four categories although in some instances there is considerable overlap, as for example in the case of national and university programmes where the latter may contribute to the former: National Programmes; University Programmes; Overseas Programmes; and Miscellaneous Programmes. No attempt is made to describe in detail the form and content of these programmes. The following brief summaries provide a general outline. Further detail is provided in the University of the West Indies paper for the Kingston Meeting (Appendix B) and the summary of the Country Papers (Appendix A).

National Programmes

Most countries in the Commonwealth Caribbean have instituted programmes of in-service training for selected groups of educational personnel such as school principals. Courses are held when and how they can, depending upon the availability of funds and expertise, and limited by all the usual problems associated with the release of staff. These difficulties may be made all the greater by long travelling distances

especially in the archipelago countries. Distance and isolation are factors which incur a variety of costs when bringing personnel together for training.

Some of the national programmes utilise, and in some cases depend upon external support. The University of the West Indies provides expertise within the limits of its own human resource base. A few of the overseas agencies have assisted particular countries; for example, a non-governmental Canadian group, the Organisation for Co-operation in Overseas Development (OCOD), has assisted Guyana in providing educational administration training programmes since 1976. In other instances there may be a close association with a particular overseas institution. In the Cayman Islands there is a close link with Sheffield City Polytechnic in the United Kingdom. This programme enables senior educational administrators to work towards a Diploma in Educational Management (see the Cayman Islands Country Paper in Appendix A).

### University Programmes

The University of Guyana runs courses in educational administration which contribute to Certificate of Education and Bachelor of Education awards. Options in educational administration exist in the post-graduate diploma programme which is mainly subscribed to by senior school personnel.

At the University of the West Indies educational administration components are to be found in a number of courses. At the Mona Campus in Jamaica the Certificate of Education, the Diploma in Education and the Bachelor of Education, Master and Doctoral degrees each have elements of educational administration. At the Cave Hill Campus in Barbados educational administration is part of the E.Ed programme. Cave Hill is also responsible for a special Certificate in Educational Administration for Principals and Deputy Principals of Schools mainly for Barbados but open to other Eastern Caribbean Islands. At the St Augustine Campus in Trinidad and Tobago an educational administration option is included in the Diploma of Education programme.

Some teachers take courses in management studies within the Faculty of Social Sciences on all three campuses.

The USAID Primary Curriculum Development Project for the Caribbean includes an educational administration component for school principals which is administered by the School of Education, UWI Cave Hill, through a series of national training activities in the Eastern Caribbean and in Belize. The School of Education at Mona provides the same USAID backed programme for Jamaica and with CARICOM support has been able to offer additional places to school principals from the Eastern Caribbean.

Support for UWI programmes in the area of educational administration has also come from CARICOM, Unesco, UNDP, UNICEF, CIDA and from a few Canadian and American Universities.

### Overseas Programmes

A limited number of educational administrators attend overseas courses. For example, selected school principals complete short courses at British universities or colleges. Administrators also attend certificate, degree and diploma programmes. There is a smaller movement of a similar kind to North American Universities. Some senior ministry administrators attend courses at Unesco's International Institute for Educational Planning in Paris.

Overseas training opportunities for educational administration have been helpful overall. However, concern has been voiced in the region about certain effects of such training. For example at the Commonwealth Secretariat's "Management for Change" seminar three main problems were noted:

- a. The problem of local replacements
- b. The appropriateness of the overseas course relative to national needs
- c. The attitude of the officer after exposure to a different cultural and educational environment

### Miscellaneous Programmes

Within the Caribbean region a variety of institutions and organisations offer a range of management and administration programmes for the public and private sectors. In some of the larger Commonwealth Caribbean countries staff colleges or institutes of management provide courses, usually for nationals of the country in which the institution is located but in some instances also for personnel from other countries in the region. Whilst some of these bodies do not specifically cater for educational administration as such, many of the needs met by their courses are not dissimilar to those in other sectors of the public service especially at relatively senior levels within ministries. Bodies such as the Guyana Management Development and Training Centre, the Administrative Staff College in Jamaica and Central Training Unit in Trinidad possess and offer training in a variety of areas of management expertise. Whilst these bodies are not directly concerned with training for educational administration they do provide programmes in areas such as accounting, personnel management, policy and decision-making, and project administration - all of which are highly relevant to the needs of an efficient and effective educational system.

The Caribbean Society of Educational Administration (CARSEA) is a non-governmental organisation which brings together educational administrators on a voluntary basis. It organises training activities within countries of the region but its capacity in this area is limited by scarce human and financial resources.

## 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

- |    |                         |   |
|----|-------------------------|---|
| 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<br><br>Performance appraisal<br><br>Job specification<br><br>Conflict resolution, staff<br>counselling and discipline<br><br>Industrial relations<br><br>Motivation and incentives<br>(including job design)        |
| d. | Management of Resources | Balancing the allocation of<br>human and material resources<br><br>Financial allocation and<br>control<br><br>Physical plant design,<br>management, utilisation and<br>maintenance<br><br>Office organisation and<br>supervision |
| e. | Curriculum Development  | Instructional design and<br>management<br><br>Introducing curriculum change<br>responsive to external<br>forces<br><br>Curriculum evaluation   |
| f. | Management for change   | Management for institutional<br>development<br><br>Managing educational<br>innovation<br><br>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	<p>Understanding national policy objectives, including the laws, rules and regulations governing education</p> <p>Goal setting</p> <p>Scheduling of activities</p> <p>Setting performance criteria</p>
b. Supervision	<p>Understanding instructional techniques and styles</p> <p>Problem solving</p> <p>Reporting</p> <p>The supervisor as change agent (focusing on administrative behaviour)</p> <p>Accountability - performance appraisal</p>
c. Personnel Management	<p>Communication skills</p> <p>Decision-making skills</p> <p>Leadership skills</p> <p>Inter-personal relationships skills</p> <p>Motivation skills</p> <p>Staff development</p> <p>Job descriptions</p>

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 sub-group 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.

APPENDIX A

SUMMARY OF COUNTRY PAPERS

Twelve Country Papers were prepared for the Meeting to Facilitate the Establishment of a Commonwealth Regional Training Programme for Educational Administration.

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Appendix A reproduces all or part of these Country Papers. If the paper has been reduced in length it is to concentrate on those parts of the paper which were particularly pertinent to the proposal under discussion at the meeting in Kingston.

## ANTIGUA AND BARBUDA

### 1. Background to training needs in educational administration

Schools in Antigua and Barbuda are relatively small. There is a small number of senior administrative personnel. There is a large proportion of untrained teachers, particularly in the secondary schools and in private schools generally. These characteristics have far reaching implications for the type of training that could prove useful, including content, scope and organisation (for example, broad orientation as against narrow specialisation, and in-service arrangements as against full-time training for a large number of officers on protracted leave).

It is suggested from population and enrolment trends over the past ten years, and projections for the latter half of the current decade, that it is not an increase in the total school population that will pose a major problem, but the diversification and enrichment of opportunity at the secondary level.

In a Ministry of Education position paper prepared in connection with the Unesco Major Project in Education in Latin America and the Caribbean, changes and innovations for the educational system were considered under the following objective:

"To improve the quality and efficiency of the educational system by carrying out the necessary reforms".

The Ministry of Education is in the process of articulating a comprehensive philosophy of education for Antigua and Barbuda, setting out objectives for the national education system, guidelines and targets for institutional development, and general principles to underlie administrative policies and procedures as well as organisational and individual relationships within the system. After the necessary discussion and consultation a body of Educational Regulations will be formulated and put into effect, to reflect and operationalise the philosophy outlined.

In the meantime, certain urgent developmental tasks and projects have been identified to begin the process of much needed reform for improving the quality and efficiency of the system. These include:

- a. The introduction of a work-oriented technical/vocational programme for out-of-school youth.
- b. Curriculum revision and development to:
  - Improve the quality of instruction.
  - Provide support to teachers and students in preparation for participation in examinations of the Caribbean Examinations Council.
  - Promote increased emphasis on work-oriented technical/vocational and agricultural education programmes, thus offering diversified school opportunities for students.

- c. Establishing and improving facilities for production of audio-visual curriculum resource material (including an active educational broadcasting service) to support curriculum development activities.
- d. Establishment of new teacher education programmes particularly in the following areas:
  - Training of technical teachers mainly for the post-primary and secondary schools.
  - Training of teachers generally for the lower section of secondary schools.
  - In-service training of graduate teachers.
- e. - Upgrading physical conditions and laboratory facilities of existing schools.
- f. Strengthening the capabilities of the Antigua State College to assist in the developmental tasks outlined above, particularly in the field of technical education and training of technical teachers, through both normal day programmes and extension of evening programmes. The outcome of negotiations for restructuring of UWI may have further implications for new roles and tasks of the State College.
- g. Re-organisation of the administrative structure of the Ministry of Education to improve its planning capabilities, its teacher development and curriculum supervision functions.

The Ministry also considers desirable:

- h. The ultimate establishment of a pre-primary school programme, and the introduction initially of a training service and facility for pre-primary teachers, including a laboratory or model pre-primary school.

These proposals have special implications for the training of management personnel in curriculum renewal and innovation, especially in technical, vocational and agricultural education, curriculum supervision, development planning, teacher training, and school and laboratory maintenance.

While most of the incumbents in administrative positions at all levels have a wealth of practical experience, very few have had intensive systematic and incremental training in administrative theory, skills and techniques appropriate to their area of operation.

Movements such as transfers, retirements, resignations, both foreseeable and unexpected within the next two to five years will place greater responsibilities on a younger and less experienced group of persons with a greater need for professional training. Therefore, projected training courses must take into account and cater for not only current holders of administrative positions but also teachers and education officials with potential motivation, and possibilities for advancing into leadership positions.

Over the last five to ten years the main sources of training have been:

- a. The UWI Certificate in Education and Bachelor of Education programmes.

- b. One-week workshops for primary and primary/post-primary headteachers mainly of Government schools, conducted by UWI staff with inputs from local educational officers.
- c. Administration option (currently in abeyance) in OCOD summer courses.

The UWI Bachelor of Education and Certificate in Education courses have quite admirably fulfilled a great need in the particular context, even though research projects in many cases could have been more directly targeted to the tasks and situation in students' work environment. Besides providing required skills and knowledge, the Bachelor of Education programme assisted greatly in furthering the career ambitions of participants, partly by meeting certain inescapable Public Service requirements for professional promotion.

The annual one-week courses for headteachers emphasised practical issues and techniques in the day-to-day school management situation, including management of time and motivation.

The OCOD courses which ran for three two-week summer sessions dealt with psycho-social theories of management as well as with practical classroom instruction and evaluation techniques.

## 2. Categories of personnel and training required

From the foregoing background information the categories and approximate numbers of personnel for whom formal training is desirable over the next five years can be broadly determined. The numbers projected depend on, or will be further affected by, the number of persons already with initial or advanced training, possible attrition, and policy in regard to inclusion of private school teachers in training programmes. Brief examples of the types and content of training desired are also offered below. In general, because of the many uncontrollable variables that can intrude into the situation, this analysis can only be tentative and would need to be further refined in the light of updated information and new policy decisions.

CATEGORY OF PERSONNEL	MAIN RESPONSIBILITIES	NUMBERS FOR TRAINING	EXAMPLE OF TRAINING REQUIRED
Education Officers (Primary)	General school supervision		School evaluation, reporting on school evaluation, administering, assisting with staff development programmes, preparing job descriptions, clarifying educational development issues, planning for school and programme development, and budgeting.
Education Officers (Secondary)	Recommendations on staffing and appointments, contribution to decision-making on educational policy and to development planning.	4 - 6	(Special areas for attention, technical and agricultural/vocational education.)

CATEGORY OF PERSONNEL	MAIN RESPONSIBILITIES	NUMBERS FOR TRAINING	EXAMPLE OF TRAINING REQUIRED
Education Officer (Examinations)	Organising school examinations	1 - 2	General conduct of examinations, analysing and reporting results.
Director/ Co-ordinator Curriculum Development	Organising, managing revised, expanded curriculum development unit. Co-ordinating activities of curriculum supervisors	1 - 2	Planning curriculum development and curriculum evaluation, personnel management, budgeting for programme development.
Director/ Co-ordinator Audio/Visual Services Assistant	Managing curriculum resource unit, organising educational broadcast services	1 - 2	Planning a resource centre, organising production, promoting educational broadcast services.
Curriculum Supervisors	Supporting, supervising instructional activity and leadership in curriculum development	6 - 10	Planning curriculum development, curriculum evaluation, personnel management, staff development, budgeting for programme development.  (Special areas - technical, agricultural/ vocational education.)
Headteachers (Primary, Secondary)	School management	Primary 20 - 30  Secondary 8 - 12	Personnel management - including motivation, human relationships, evaluating instruction, teacher evaluation, organising staff development, time management, record keeping (cognitive and effective data), working with community groups for school improvement.
Department Heads	Supervising and providing leadership in subject or subject area development	20 - 30	Similar to training for headteachers, student counselling.

CATEGORY OF PERSONNEL	MAIN RESPONSIBILITIES	NUMBERS FOR TRAINING	EXAMPLE OF TRAINING REQUIRED
Teacher Training Supervisors	Supervising teacher training departments and activities	4 - 8	Teacher evaluation, teaching practice supervision, curriculum evaluation, instructional development.
Maintenance Supervisor	Co-ordinating and supervising maintenance of school buildings and equipment procurement	1 - 2	Personnel management, planned maintenance procedures, budgeting.
Planning Officer Assistant	Planning, development and upkeep of systems, projecting student population and personnel requirements, data collection, processing, analysis and reporting	1 - 2	Clarifying issues in education development, setting objectives, systems analysis, data collecting, processing, analysis, forecasting student growth and teacher requirements, planning school space.

### 3. Training strategies and organisation

The Ministry of Education in Antigua and Barbuda, in its general statement on future directions of its educational system, will incorporate policy guidelines on the recruitment, preparation, promotion and continued development of educators at all levels.

From experiences in the past, there are certain characteristics of training courses that have been found undesirable and others that seem to hold much promise. Training courses in the management of educational change that have proved deficient tend to have the following combination of features:

- They are repetitive, each subsequent course for the same participants presenting almost the same "overview" material.
- They concentrate on general theory at the expense of imparting specific skills, techniques, knowledge or innovative ideas.
- They treat development issues superficially, often with considerable attention to such matters as the legacies of colonialism or problem identification too sweeping to provide important insights, and give very little attention to remedial or constructive approaches.
- They take students out of their work environment either physically or conceptually, or both.

Training courses that have been highly rated have dealt substantially with the specific concerns of practising educators, have challenged their traditional and unexamined ideas about educational change, have resulted in incremental learning from succeeding cycles, and have led to some formal recognition for participation or successful completion.

The in-service workshop model of training involving individual and group work has proved efficient for developing specific modular skills and techniques. A combination of carefully organised participatory attachments in efficiently functioning institutions, or involvement in innovative programmes, and organised study sessions and workshops should be most useful for many areas of training. This is not to deny the value and necessity in some cases, particularly at the lower and higher levels of administrative leadership, of extended "academic residence" programmes where the knowledge and competencies required are wide and complex and where the administrator is new to the job.

In general there can be no rigid pre-determined strategy for any group of trainees based only on a conception of the fundamental competencies and insights required in particular roles in typical educational settings in the region.

To be taken into account are the previous experience and achievements of trainees, their individual aspirations, and the exigencies and unique circumstances of their various situations. Training programmes should aim at providing new and creative ways of looking at problems, and an augmentation of clearly defined skills and techniques; finally, they should not unnecessarily deplete the already limited personnel resources for protracted periods.

4. Statistical profile 1981

(a)	Total number of public schools 42	Primary 13	Primary/Post- Primary 20	Primary/Secondary 1
	Total enrolment 11,323	Primary 1,539	Primary/Post- Primary 6,302	Primary/ Secondary 3,156
(b)	Total number of private schools 28	Pre-Primary 7	Pre-Primary/ Primary 6	Pre-Primary/ Primary 9
	Total enrolment 4,417	Pre-Primary 274	Pre-Primary/ Primary 854	Primary/ Secondary 1,675
		Secondary 5	Secondary 1	Secondary 241

It is believed that both sectors are underestimated by as much as 15%.

## BARBADOS

### 1. Background to training needs in educational administration

The need for training in educational administration in Barbados is an important consideration, since heads of schools and educational institutions are responsible for the overall management and administration of the plant under their control. The policy therefore is for the training of all persons in the system in the posts of special responsibility to equip them for the effective performance of their management roles. These extend to the whole range of management positions in the educational system and include:

- a. Education Officers - since overall management is centrally controlled.
- b. Heads of Schools.
- c. Heads of Tertiary Institutions.
  - i. The Samuel Jackman Prescod Polytechnic.
  - ii. The Barbados Community College.
  - iii. The Erdiston Teachers' Training College.

It has always been recognised that the role of the administrator/manager must be performed by all persons with a leadership role in the system and the persons to whom this function is delegated include:

- a. Heads of Departments or Divisions.
- b. Deputy Head Teacher.
- c. Senior Teachers in Schools.

### 2. Aims of training

The emphasis in administration and management training is on a high level of professionalism. Important aspects for consideration are:

- a. The utilisation of available resources.
- b. Personnel management and deployment.
- c. Time tabling for large secondary units.

### 3. Needs in Terms of Numbers

There are presently in the Barbadian system:

- a. 114 Primary Schools.
- b. 21 Government Secondary Schools.
- c. Approximately 15 Approved Independent Secondary Schools.
- d. 3 Tertiary Institutions.

When it is considered that the management team of a secondary school could include approximately 12 persons, that of a primary school between 2 and 5 depending on the size of the school and a tertiary institution a whole range of departments managed by professional staff, then the total number of persons requiring training can be envisaged: 350 in the total system excluding Ministry of Education personnel.

#### 4. Existing provision for educational administration in Barbados

The provision for training for educational administration is more in-service than pre-service. Short-term seminars and workshops are held periodically, preferably during the Easter Vacation periods, for specialised groups of persons with posts of special responsibility - senior teachers, deputy principals, and principals. Attendance is voluntary and opportunities to attend are given for those not yet assigned to special posts.

#### 5. Bachelor of Education Programme, Cave Hill, UWI

Before the B.Ed programme was begun at Cave Hill, very limited use was made of the programme at Mona. After much discussion and planning, the B.Ed programme was started at Cave Hill in 1978-79. A professional degree, this was intended for the further training of primary, secondary and tertiary level teachers and other Ministry of Education personnel who:

- a. Had already received first level training at a Teachers' College, Institute or School of Education, or
- b. Held or were likely to hold administrative and/or professional educational posts of responsibility such as:
  - i. Principals or principal-designates of primary and secondary schools.
  - ii. Heads of Department in these schools.
  - iii. Tutors at Teachers' Colleges.
  - iv. Education Officers, School Supervisors, Curriculum Developers.

The course includes professional options including Administration and Supervision.

Of the first six Barbadian graduates of the programme, four are currently principals and one head of department in a secondary school. Three persons are presently enrolled in the 1980-82 programme.

#### 6. Educational management and administration certificates

Limited opportunities existed for training in this area in the United Kingdom and Australia under Commonwealth bursary schemes. Barbadians were offered one or two bursaries a year in the area of administration leading to a Certificate in Education from the institution to which the selectees were attached. In addition, short-term attachments were offered and arranged by the Scottish Centre for Education Overseas, University of Edinburgh, for principals and prospective principals. These courses could not process the numbers as required. Moreover, they were expensive and tended to remove the administrators from their schools, sometimes at a critical stage in the development of the school.

The University of the West Indies, School of Education, Cave Hill Campus, has assisted since 1965 with organising and running workshops for principals of primary and junior secondary schools in educational administration and supervision as well as for persons likely to hold posts of special responsibility. To meet the increasing demand for training in this area, the School of Education in collaboration with Unesco, the University of Western Ontario and CIDA organised a regional training programme. The two Education Officers who participated returned to the island and then conducted and co-ordinated workshops for selected groups of personnel in schools from time to time. These included a cross-section of senior teachers, deputy headteachers and headteachers.

After much discussion the Barbados Government financed for three years, in the first instance, with effect from 1979-80, a course of study of one calendar year's duration leading to the Certificate in Education Management and Administration at the University of the West Indies, Cave Hill Campus, (This course was offered by the section of the School of Education responsible for the In-Service Diploma Course for graduate teachers.)

The course is intended primarily for experienced practitioners in the field of Primary and Secondary education who hold or are likely to hold posts of special responsibility. It is designed to equip participants for effective leadership roles in the management and administration of educational institutions and organisations and in other supervisory or management positions in the educational system.

#### 7. Unmet training needs

- a. Against the background of the number of persons requiring training, the full-time management programme at Cave Hill has resulted in the training of about twenty-five (25) persons per year. This in-service course provides for the identification of practical local needs, as participants and lecturers focus on the relevant aspects of the Barbadian situation. Even when the numbers of persons pursuing short courses are considered, the deficiency is still great.
- b. There are staffing problems and other constraints connected with the programme which can more clearly be outlined by the UWI Administration itself.
- c. This situation then would seem to justify the need for an adequate training programme for educational administrators relevant to the Barbadian situation.

## BERMUDA

### 1. Background information on the Bermuda educational system

<u>Number</u>	<u>Type of School/Unit</u>	<u>Size/range</u>	<u>Administrators</u>
11	Government Nursery Units	36-60 pupils	Teacher-in-Charge
6	Special Schools and Units	24-60 pupils	Principal or Supervisor
18	Primary Schools	100-500 pupils	Principal
9	Secondary Schools	140-600 pupils	Principal

Note: The Bermuda College (a Community or Junior College) operates independently from the Department of Education and caters to 600 full-time and approximately 200 part-time students.

### 2. Qualifications of administrators

All of the principals (except five) are trained graduates. The other five are holders of Teachers' Certificates. Eleven of the principals have earned Master's degrees and three others have earned Doctorates.

### 3. Need for training

Only a few of the serving principals have undertaken formal training in educational administration as most of the graduate study, undertaken before they became principals, focused on a specific subject or areas such as Reading and Elementary Education.

In addition, there has been a considerable turnover in the ranks of principals during the past decade and three more changes are pending for September 1982. Hence, there is a dire need for in-service courses which focus on the role of Principals as -

- a. Educational Leader (goal setting, etc).
- b. Staff Developer.
- c. Clarifier of Roles and Expectations.

In addition, more practical courses, seminars and/or workshops are needed in the following areas:

- d. Time-tabling.
- e. Conflict resolution.
- f. Inter-personal relationships.
- g. Leadership styles.

- h. Current trends in education .
- i. Effective supervision of personnel (including formative evaluation).
- j. Evaluating programmes.
- k. Making effective use of test data.

The Department of Education, a sub-unit of the Ministry of Education and Libraries, comprises:

One Chief Education Officer  
 One Senior Education Officer (Administration and Personnel)  
 One Senior Education Officer (Research and Development)  
 One Senior Education Officer (Curriculum and Instruction)  
 One Senior Education Officer (Special Services)  
 Two Psychologists for Schools (Special Services)  
 One Education Officer (Special Services)  
 Seven Education Officers (Research and Development)  
 Two Education Officers (Administration and Personnel)  
 One Attendance Officer (Special Services)

Temporary Personnel include:

One Administrator-at-Large (Chief Education Officer's Office)  
 One In-service-co-ordinator (Chief Education Officer's Office)

As regards qualifications, thirteen of the above eighteen postholders have earned a postgraduate degree.

There is a dire need for additional staff as well as in-service training. Our small team has to carry out a wide range of tasks including some for which members have had no prior preparation.

#### 4. Training needs

Specific needs for in-service training include:

- i. Interpersonal relationships.
- ii. Teacher evaluation.
- iii. Report writing.
- iv. Programme evaluation.
- v. Use of computers in education.
- vi. Making effective use of test data.
- vii. Goal setting.
- viii. Conflict resolution.
- ix. Effective staff development.
- x. Time management.

## BRITISH VIRGIN ISLANDS

### 1. Background to training needs in educational administration

Training of educational administrators during the past 30 years was left mainly to on-the-job training, in-service workshops, seminars and other training sessions. The need for formal training in educational administration became more evident during the last decade. However, most of the training available at universities was at graduate level and this forced the subject far down the list of priority subjects for training since most scholarships, bursaries and other training awards were given for undergraduate studies.

### 2. Personnel requiring training

As a result of this the need for formal training in administration remains paramount. Some of the personnel for whom training is urgently required in the British Virgin Islands are as follows:

- a. Primary School Principals.
- b. Secondary/High School Principals.
- c. School Administrators below the rank of principal i.e. Assistant/Deputy/Vice-Principals, Heads of Departments.
- d. Education Officers.
- e. Subject Supervisors.
- f. Executive Officers employed in the management/administration of education.

### 3. Training priorities

Some of the areas in which the above should be given training are:

- a. Analysis of the administrative process.
- b. The school as a society.
- c. Development and implementation of school programmes.
- d. The political organisation of education.
- e. Education finance.
- f. Interpersonal relations in the school system.
- g. The legal framework of education e.g.
  - i. the law relating to children.
  - ii. teachers and the law.

- h. Administration of collective agreements in educational organisations.
- i. Economic problems and educational administration.
- j. Accountability in education.
- k. Policy decision-making in education.
- l. Leadership in education.
- m. Administrative decisions and cultural values.

## CAYMAN ISLANDS

### 1. Background

The population of the Cayman Islands in 1981 was 17,995. The 1981 Annual - Report set the Education Budget at CI\$23 million representing 15.32% of the Government's 1981 budget and comprising CI\$4.3 million in capital costs. The Department of Education falls under the portfolio of Health, Education and Social Services. There is a dual system of education in operation catering to the wishes of those parents who are desirous of their children having the benefit of either an American or British type orientation.

### 2. Existing training provision

Probably a greater percentage of our local and expatriate education staffs is currently indulging formal management training than almost any other country. This has been made possible by a joint effort between our local Education Department, and the Sheffield City Polytechnic, U.K., to run the Polytechnic's Diploma in Education Management course in the Cayman Islands.

Provisions were made for a Resident Tutor for one year (excerpts from his report, "Developments in Management Development - 1981" are incorporated in this report), with other visiting lecturers from the same Department also contributing to the course. The core teaching team had had some previous experience on a variety of overseas education management courses which complemented this exercise.

The course is being run on a part-time basis so that participants can continue in their management and administrative jobs while taking the course. Indeed, they can directly and indirectly apply to their jobs what has been learnt on the course, an advantage over leaving their jobs to study overseas.

Basically, the course follows a similar pattern, in terms of content, to the normal Sheffield-based diploma course. However, some important differences and additions are:

- Instead of the normal day release format for the part-time course, attendance is mainly block-release supplemented by after-school sessions.

- Some parts of the course, such as the government context of education, are more specifically for the Cayman Islands.
- Because of the common background of the participants, many of the examples and exercises used on the course are directly relevant to the work situation of many of them.
- The provision of a Resident Tutor from Sheffield meant that students could receive greater help and guidance in individual tutorials than normally occurs.
- All course members will have spent approximately five weeks in Britain following a personalised programme of attachment to British schools and institutions relevant to their studies and projects.
- For some participants, attendance at additional short courses in Britain has been arranged to meet specific need such as timetabling, pastoral care management and the development of teachers centres.

The broad areas of study have included:

- Decision making and quantitative methods.
- The government context of education.
- Curriculum management.
- Planned change.
- Personnel management.
- Behavioural studies.
- Issues in organisation.

Having completed all of the formal classroom sessions, and with the last group now on their five week attachment in Britain, their individual management project was the major component of the course. This is the important step of putting theory into practice.

Some of the projects included:

- Assessing and improving the provision of Pre-School Education.
- Staff development in specific Primary and Middle Schools.
- Implementing school self-evaluation in the Primary and Middle sectors .
- Analysing needed improvements in Remedial Education at the Middle School level and bringing about those improvements.
- Curriculum evaluation in a Secondary School.
- A review of the pastoral provision and pastoral system at Secondary level.
- A review of the Career Guidance System.
- The provision of an improved School Meals Service.

- Improving liaison and transfer between schools.
- Meeting the needs of probationary teachers.
- Analysing the needs for an advisory function at Primary level and implementing needed changes.

Many of the management studies relate to and complement each other. The whole Education Service is committed to managerial improvement, a direct contrast to the position that many diploma students (and other graduates) find themselves in - that their projects meet resistance from those in managerial positions above them.

In addition to the Sheffield Diploma the scholarship programme continued with the main thrust being towards teacher training. Senior teachers may be enrolled on advanced courses at institutions in the United Kingdom and the United States.

### 3. Unmet training needs

Having elaborated on our current status on educational management development relative to our training needs, there are still a few top-level positions to be filled. These are shown on the accompanying table.

#### CAYMAN ISLANDS TRAINING NEEDS

1982 - 1986

Description	No. of Persons	Period of Training	Cost CIS
<u>Training</u>			
Deputy Chief Education Officer (M. Ed)	1	1 yr	4,777.00
Education Officer (M. Ed) Adult Education	1	1 yr	9,554.00
Education Psychologist - Post-Graduate	1	1 yr	9,554.00
Education Broadcast Officer - Education Broadcasting	1	3 mths	6,688.00
School Counsellors - Primary	2	1 yr	19,108.00
Librarian-Post Graduate (UWI)	1	4 mths	4,777.00
Curriculum Advisory Teacher - Curriculum Development	4	4 mths	19,108.00
School Supervisor - Education Supervisor	1	3 mths	3,838.00
Kindergarten Teacher	9	1 yr	85,950.00
Director - School of Special Education	1	1 yr	6,500.00
Specialist Teacher - B. Sc	3	1 yr	19,500.00
Teacher of the Deaf - (UWI)	1	1 yr	<u>4,777.00</u>
Total			194,131.00

In anticipation of providing these additional bodies to enhance our system, (hopefully by training and promotion, or by temporary recruitment) the remaining and vital factor for our eventual success is for those trained personnel to even-handedly and consistently carry out their responsibilities without fear or favour - an extremely serious deficiency in both developed and developing countries.

## DOMINICA

### 1. Background

There is a growing concern in the country for education both by the general community and by the government. Side by side with the effort to develop the physical infrastructure, serious attention is being paid to developing the country's richest resource - the human resource. Any programme of human resource development has serious implications for education but the present system is incapable of responding to the new challenges and needs of the country.

Efforts are concentrated on adapting the education system to the perceived national needs and to the improvement of the various factors which influence educational outcomes. Changes foreseen include those in the structure of the system, reform of the curricula and the reconsideration of teacher training.

The problem facing the country is not only financial but also one of human resources and the solution to this problem can only be found in the early introduction of a new approach to education. The formal school system has to provide facilities whereby those involved in the system - namely trained teachers, untrained teachers and pupils - become immediately exposed to innovations in education which are relevant to the developmental needs of the country.

For any programme in education to succeed, one must begin at the level of the training of teachers since low quality teaching would produce poor quality education. Since the demand for change and relevance is immediate, a new strategy of teacher training must be introduced that will become immediately effective so that the quality of the teacher and pupils may be progressively developed together.

It should be noted that since the inception of the Dominica Teachers College nearly ten years ago, the college has trained only one hundred and sixty-four teachers. If the old system of training were to continue at this rate, it would take some thirty years to train the backlog of untrained teachers in the system. For this reason one of the major changes which is due to take place in the system is an in-service training scheme which will allow more teachers to be trained in a shorter time at less per capita cost.

### 2. Priority training needs

The new in-service training programme will entail supervision of teacher trainees by partner teachers, principals and education officers. It is in the area of techniques of supervision that there is the greatest need for training.

This training could be tackled through the medium of national workshops. As the training of teachers is decentralised, there will be more day to day administrative duties for Teachers' College personnel. Since they will be responsible for the production of course materials which are to be sent to the trainees, the staff of the Teachers' College will have to be trained in developing teaching modules and supervising education programmes.

Since there is a desire to improve the various factors which influence educational outcomes, it is imperative that principals of schools receive training in management and supervision.

The various activities contemplated by the Government in order to handle its four-pronged programme dealing with primary education, junior secondary education, academic secondary education and post-secondary education constitute a complex process for which there is a pressing need for knowledge, experience, time and staff. The development of each element at the appropriate time and at the lowest possible cost according to the expected outcome will require careful and consistent planning and programming. Expertise in programming techniques should be available for the translation of major education activities into a balanced and well-articulated programme.

Other priority areas for training of the officials of the Ministry of Education are: data collection and use, and budgeting.

To sum up, the requirements of Dominica in the area of educational administration are training in the techniques of supervision of instruction for teachers, principals and education officers; management and supervision for principals, supervision of schools for education officers; and planning, data - collecting, programming and budgeting for the officials of the Ministry of Education.

## GRENADA

### 1. The National In-Service Teacher Education Programme

Following a change of government in Grenada in 1979, the education system has been thoroughly examined with a view to making it more relevant to the needs and aspirations of the citizens of the nation. After much deliberation, at two national conferences on education held in 1979 and 1980, it was decided to replace the traditional system of training teachers through the Grenada Teacher's College by an in-service system of training - The National In-Service Teacher Education Programme (NISTEP), which aims to train 600 Primary and Junior Secondary School teachers simultaneously, over a period of three years.

The Programme started in September 1980 and has brought about changes in the administrative structure of the Ministry of Education which emphasised the need for training personnel of the Ministry in various areas of educational administration.

A brief outline of the duties and responsibilities of persons holding key posts in NISTEP should help to indicate the areas in which training is most needed:

a. The Co-ordinator, NISTEP

The holder of this position is expected to:

- i. Plan elements of the Programme and supervise their execution.
- ii. Organise meetings, workshops and other strategies to facilitate achievement of the objectives of the Programme.
- iii. Co-ordinate the activities of all participants in the Programme.
- iv. Review the activities which were successes and failures, and ensure progress based on critical evaluation.
- v. Prepare and monitor the monthly and annual budgets for the Programme.

b. The Co-ordinator (CSDP)

Community School Day Programme

The holder is expected to:

- i. Plan elements of CSDP programmes and supervise their execution.
- ii. Organise meetings, workshops and other activities in order to achieve the objectives of CSDP.
- iii. Review the activities in order to plan effectively.
- iv. Prepare and monitor monthly and annual budgets for CSDP.

c. Tutor/School Supervisor, NISTEP

Included among the duties are:

- i. Class room supervision and guidance in the training centre.
- ii. Special assignment to one class for guidance and counselling.
- iii. Visit assigned schools in order to discuss with principals, teacher partners and students teaching practice methodology and curriculum development.
- iv. Participate in a system of developing the competence of teacher partners through workshops, meetings etc.
- v. Participate in the development of educational resource materials for a new primary school curriculum.
- vi. Participate in education exercises.

The NISTEP trainees are required to attend one of three centres one day per week to receive training in Language Arts, Mathematics and Education

Methods during the first two years. Science and Social Studies will be done in the third year. The other four days of the week are spent in the classroom. They teach and are supervised by partner teachers and tutors who provide on-the-job help and guidance.

Because of the way in which NISTEP is organised, the teacher partners, principals and tutors need to possess added skills in both management and supervision in order to cope with the requirements of the Programme.

## 2. Major training priorities

On the basis of the foregoing, it is necessary that training in educational administration in Grenada should focus on:

- a. Supervision - partner-teachers, participants, tutors and education officers are among those most in need of this type of training.
- b. Production and use of educational materials for use at the local level.
- c. Techniques in the organisation of workshops at various levels.
- d. Preparation and monitoring of budgets for various educational programmes.
- e. Development of strategies for the proper evaluation of various educational programmes.

## GUYANA

### 1. Background

#### The General Need

The table gives information about pupil enrolment and teaching staff at the different levels - nursery, primary and secondary schools.

#### Pupil Enrolment and Teachers at the Different Levels

1980-1981

Type of School	No of Schools	No of Pupils	No of Teachers
Nursery	374	27,955	2018
Primary	425	130,832	3909
Secondary	89	75,335	4236

## Concerns

In responding to the needs of our education system we have three major concerns.

### Staff turnover and attrition

Personal development efforts and relatively low salaries as compared with the other sectors have created a high attrition and turnover rate at all levels, but especially at the administrative and supervisory levels. Whilst efforts are made elsewhere to reduce the attrition and turnover, it is necessary to train at a fairly high rate. Many who perform these duties, as will be noted later, have had no special training to equip them for their roles.

### Regionalisation/Deconcentration

In Guyana, our education system has been largely centralised. However, with Regionalisation implemented on 1 June 1982, we intend to move steadily towards the deconcentration of the education system. Basically, this involves shifting of responsibility for various types of decisions and actions in the execution of tasks from upper to lower levels of personnel in the educational system. This means inter alia that greater emphasis will be placed on regional and local units for the implementation of policies which may remain largely centrally determined. In some cases, deconcentration may involve giving increased responsibility for the determination of educational policy to lower level administrators in the region, based upon their perceptions of the peculiar needs of their respective regions.

Inevitably, new structures will be created in an effort to provide for decentralisation with greater efficiency and effectiveness; new roles and relationships will emerge. Moreover, time and energy may be lost in learning how to work within the new structures and how to survive. Some of these effects could be alleviated through suitable training or re-training of administrative and supervisory personnel, and this is an on-going exercise.

## 2. Facilities for Training and Orientation of Personnel

Our education system has yet to develop formal "preparation programmes" of a pre-service and extended nature for educational administrators and supervisors. Short in-service programmes have been sponsored by the Ministry of Education with the support of personnel from the University, as well as from the business sector. At the University of Guyana, too, senior teachers and school administrators undergo training of three to four years duration (part-time) and complete a course leading to the Bachelor of Education degree (Administration). Others undergo the two year post-graduate training (part-time) leading to the Diploma in Education (Administration).

In addition to those training attempts already mentioned, the Organisation for Co-operation in Overseas Development (OCOD) has for the past five years been engaged in the holding of seminar/workshops in Educational Administration. Such workshops are of two weeks duration in a three year cycle and are held during the long school vacation in August. Some Guyanese education personnel working as co-tutors alongside Canadian educators have acquired knowledge, new skills and competencies which they have subsequently used not only to do their own jobs better, but also to train others in the system. Three people attended a Commonwealth Regional Training Course for Educational Administration and Supervision organised by the Commonwealth Secretariat in 1979 and funded by its Commonwealth Fund for Technical Co-Operation (CFTC).

We believe that specially designed, task oriented training programmes based on a further needs assessment, and mounted both at the pre-service and

in-service levels, may be more crucial to the professional competence of personnel at the various levels than those programmes now existing. Thus, there lies a challenge for the designing and developing of new training programmes.

It is clear that we should develop a special mechanism(s) for the pre-service and the in-service training of educational personnel of all kinds - administrators, supervisors, teacher educators, curriculum developers and planners. But any such arrangement should give priority to the development of new programmes for the specialised training and orientation of school heads (Principals), if they are to organise for and maintain effective schools.

It cannot be over emphasised that subordinates - teachers and students - expect "modelling" behaviour from school administrators. This is crucial. It is not suggested that only the head will perform the most prestigious leadership acts, although certain of the symbolic acts tend to be reserved for the head. But it must be underscored that failure to direct and co-ordinate group activity necessary to achieve goals is an abdication of leadership responsibility. The head's behaviour/performance can well affect the structure, processes, and procedures by and through which the school's activities are conducted. Moreover, concern for inappropriate behaviour by the head is related to the opportunities which "sub-leaders" have for exhibiting leadership, in the interest of developing human resources - pupils and colleagues. In particular, heads of schools need to be appropriately equipped to discharge management and instructional supervision as well as guide staff development within the institutions they manage.

In addition to any local provision, the possibility of external aid would be explored. Thus, a core of persons representing the various categories of educational personnel already mentioned might gainfully be exposed not merely to the traditional lecture approach, but also to the use of modern instructional technology available at those overseas institutions that have well-developed programmes and facilities, and are willing to design programmes to meet our country's needs.

### 3. Proposed training programmes

#### Objectives

- a. To train high-level personnel who should in turn be able to offer pre-service and in-service training and orientation to others (teacher educators, curriculum workers, education officers, supervisors, and school heads) so that in a relatively short time Guyana will have acquired the capacity to meet its needs for competent administrators of schools and other educational institutions.
- b. To train senior teachers and department heads in secondary schools for roles as co-operating teachers/peer supervisors. It is envisaged that they will acquire skills in management, supervision and evaluation.
- c. To provide further training for a relatively small number of persons who will keep administrative structures and procedures under constant review.

#### Skills/Competencies to be Developed

To be based on a further needs assessment, but should embrace competencies in the following areas:

- a. Decision-making.
- b. Planning of programmes in response to change (including time-tabling).
- c. Communication.
- d. Leadership.
- e. Supervision and evaluation of staff and programmes.
- f. Management of resources - physical (the plant), financial (school grants) and personnel (staff, pupils and parents).
- g. Developing school/community relations.

### Resources

- a. Materials
  - i. Existing - facilities at the primary and secondary teacher training colleges.
  - ii. To be acquired - through donor agencies, appropriate literature - both book and non-book.
- b. Personnel
  - i. Existing - a limited number of persons with advanced training and appropriate skills.
  - ii. To be acquired - one consultant and other trainers.

### Action

Pre-service and in-service training and orientation at the local level, and at the international level by means of fellowships/scholarships/attachments. These should be of from six months to one year's duration.

In-service programmes for all levels of personnel, on a release basis to be worked out.

Extended training leading to certification. Such extended training might include "summer school".

Note: At the local level, workshops for some heads of schools continue in August, 1982.

### Training Techniques

These will include lectures, small group discussions, plenary sessions, role play, reading and review of educational administration theories, and practicum. The analysis of case studies provided by school situations will also be a substantial part of the training and orientation.

### Evaluation

This will be done by means of close monitoring of subsequent professional behaviour in terms of the specific objectives of the training programmes. In

gathering information for feedback, attention will be paid to context, input, process and product.

#### Recommendations for incorporation in future policy

1. The organisational structure of our education system at national and regional levels should be reviewed periodically.
2. Administrative and supervisory personnel should have ample opportunity to learn about impending structural changes and how to adjust to them. They should receive assistance in preparing for these changes.
3. Training programmes for personnel should include components which are directed toward preparing trainees to work in a particular role as well as interchangeable roles.
4. Training programmes for administrators, supervisors, teacher educators and others should be differentiated in part on the basis of specific functions/tasks to be performed and the level in the system at which these will be performed.
5. As a consequence, administrative and supervisory roles should be analysed critically, and reasonable expectations should be formulated for specific roles and at various levels.
6. Administrative and supervisory functions should be re-defined, where necessary. Re-definition should include the addition and deletion of roles and positions in response to the changing needs and circumstances of the education system.
7. Realistic performance standards for administrative and supervisory personnel at various levels and in various geographic areas of the education system should be established, taking into account the various situational variables that will impinge on efficiency and effectiveness.
8. A comprehensive review of policies on the recruitment, selection, training, placement, and continuous development of personnel at all levels, should take place from time to time.
9. The criteria used for the selection of administrators, planners, supervisors, teacher trainers and other personnel should be tested for validity. As a result of such evaluation, attempts should be made to develop different and perhaps more valid indicators of desired performance, for the future. One of the specific challenges is to specify the kinds of behaviour expected of the various categories of personnel and to work back to the identification of those factors which are likely to evoke such performance.
10. Specific attention should be given to the evaluation of the entire training programme and to specific aspects such as content, strategies, and teaching techniques/methods.
11. Certification should be considered as one strategy for raising the level of professional preparation of personnel.
12. Inter-regional and international co-operation in training should be encouraged.

Finally, but most important, since administration and supervision seem indeed to be more critical at the present time to the survival and functioning

of our education system, it is incumbent that we formulate and implement clear policies for the recruitment, selection, training, orientation, certification and induction of the afore-mentioned categories of personnel as early as possible.

## JAMAICA

### 1. Background

Under the 1965 Education Act, the Minister of Education is charged with the following responsibility:

- a. "To promote the education of the people of Jamaica and the progressive development of institutions devoted to that purpose.
- b. "To frame educational policy designed to provide a varied comprehensive educational service in Jamaica.
- c. "To secure the effective execution of the educational policy of the Government of Jamaica.
- d. "To establish a co-ordinated educational system organised in accordance with the provisions of this Act.
- e. "To contribute towards the spiritual, moral, mental and physical development of the community by securing that efficient education shall be available to meet the needs of the Island."

### 2. Boards of Management

The Minister of Education in order to discharge the responsibility for providing education for the nation, appoints a Board of Management for every public educational institution.

The Board of Management is responsible to the Minister for the administration of the institution for which it has been appointed and in discharging its responsibilities the Board shall be responsible for:

- a. "The conduct, supervision and efficient operation of the institution.
- b. "Ensuring that proper books of accounts and other matters in relation to the assets and liabilities of the institution and to all sums of money received and expended by the institution are kept in strict accordance with such financial regulations as may be prescribed for public educational institutions.
- c. "Submitting to the Minister at such time and in such manner as may be prescribed, such returns, statements, reports, forms and other documents relating to the conduct and maintenance of the institution as the Minister may require.
- d. "Arranging for the accounts of the institution to be audited by

an auditor approved by the Minister and for submitting such audited accounts as may be required by the Minister.

- e. "Appointing in consultation with the principal, the academic staff, the bursar, secretary-accountants and such other administrative and ancillary staff as are approved for the establishment of the institution; and such members of staff shall be paid such salary and other allowances as the Minister may approve and shall be eligible for such fringe benefits as may be determined by the Minister, and the appointment and termination of appointment of such members of staff shall be on such terms and conditions as may be approved by the Minister.
- f. "Dealing as prescribed in these Regulations with breaches of discipline by or against members of staff and students of the institution.
- g. "Dealing as prescribed in these Regulations with the appointment, termination of appointment, promotion, demotion, suspension from duty and other personnel matters in relation to members of staff of the institution.
- h. "Approving the guidelines and sanctions concerning school behaviour and such rights and responsibilities of students as may be worked out and approved in joint consultation between staff and students of the institution and presented to the Board."  
(See The Education Regulations 1980.)

Note: The Board may, if it sees fit, delegate to the Principal of the institution, responsibility for matters specified in paragraph (e).

The Board is also expected to hold meetings in connection with its responsibility once per term; members of the Board are expected to visit the institution at least once a term and report to the Board at the first meeting subsequent to the visit.

### 3. Current training provision

There is no national policy of training for educational administrators. A number of limited opportunities are possible through teachers' scholarships and bursaries to the UWI, the teacher exchange programme between the UK and Jamaica which may be coming to an end in 1982, and short courses to universities and teacher training institutions in Australia. In addition a number of teachers make private arrangements and enter universities in the USA and Canada in order to qualify for posts of responsibility particularly in secondary schools and as supervisory officers in the Ministry of Education. The Ministry itself organises courses for class teachers, principals and education officers, but these courses are of short duration and unrelated to any certification. These courses may be related to special subject areas or may be confined to problems of organisation and administration within the school system.

At present the UWI School of Education under USAID assistance trains a small number of primary school principals each year over four years. Only about fifteen to eighteen principals are trained each year. With a total of 784 principals to be trained, this provision is extremely small. The training is done during the remainder of the year. The objective is that the trainees will apply in a practical situation the ideas gained from the summer course. Along with the principals, a small number of education officers attend the lectures in order that they can provide guidance to these teachers in the field as they

visit the schools from day to day. The Ministry and the School of Education are agreed that a greater "multiplier effect" could be achieved if the education officers were trained, and they could in turn pass on the training to the principals by organising and conducting appropriate courses for them. However, the agreement of USAID in this has not yet been obtained. One drawback is that the education officers would expect definite certification at the successful completion of the course, since all of them possess first degrees or some equivalency; and many have second degrees or are on the way to completing them.

#### 4. The training of Principals

There is need for Principals to be specially trained for the responsibility they carry. The Education Regulations 1980 set out the duties of a principal as:

- a. "A principal shall be responsible as professional head of the institution and as chief executive officer of the Board of Management for:
  - i. Formulating, in consultation with members of staff, the curriculum, syllabus and time-table of the institution, within the general educational policy laid down by the Ministry and by the Board.
  - ii. Planning and administering the day-to-day educational programme and supporting services of the institution and carrying out such policy decisions as the Board may delegate for the efficient and orderly conduct of the day-to-day administration of the institution.
  - iii. Ensuring that the objectives of the programme of the institution within the context of the national programme of education are clearly defined to all involved in the implementation of the programme.
  - iv. Evaluating and preparing reports on the performance of each member of the academic and administrative staff.
  - v. Ensuring that the curriculum gives proper significance to national emblems and make provisions for the observance of respect for them.
  - vi. Giving directions about the expenditure of funds made available to the institution within the general policy laid down by the Board and outlined in the budget for the institution and be answerable to the Board for any failure to use such funds properly or to keep adequate control over their expenditure.
  - vii. Holding regular staff meetings to consider all matters relating to the work of the institution.
  - viii. Supervising the instruction in the institution and assisted by the vice-principal, heads of departments and other persons holding posts of special responsibility, giving advice, guidance and professional assistance to the teachers and other teaching personnel.
  - ix. Recommending to the Board the appointment and promotion

of members of staff and the demotion or dismissal of such persons whose work or attitude is unsatisfactory, but only after warning the member of staff in writing, giving guidance and assistance, and allowing a reasonable time for improvement.

- xi. Submitting to the Board in the manner prescribed and at the required date or dates a budget for the institution.
  - xii. Such other duties and responsibilities as may be prescribed by the Board or by the Minister.
- b. "The principal shall assume teaching duties unless the particular circumstances and size of the institution makes it impracticable for him to do so on a regular basis.
  - c. "The principal shall also be responsible for seeing that satisfactory arrangements are made for:
    - i. The inspection of the premises and for the reporting to him of any repairs needed and any lack of attention being given by those members of staff who have been assigned responsibility for the care of the premises and their equipment.
    - ii. Maintaining the prescribed staff, student, accounting, library and other records."

At present the only qualifications for being appointed a principal are that he should have taught as a trained teacher for at least three years and should possess the prescribed qualification (certificate, diploma or degree) from a recognised institution. It seems necessary that special courses should be designed and selected teachers undergo a process of training to become eligible for principalship.

#### 5. The training of Education Officers

Supervisory officers of the Ministry of Education are responsible among other things for:

- a. Supervising the proper administration and organisation of the educational institutions under their charge.
- b. Monitoring the implementation of the curriculum.
- c. Assessment and teacher performance.
- d. Assessment of the overall school programme,
- e. In-service training of teachers within the area allocated to him.
- f. Reporting appropriately to senior officers.
- g. Investigating and solving school problems.
- h. Collecting, analysing and preparing data for submission to head office.

- i. Reporting on the physical and other needs of schools.

These officers need training in:

- a. Curriculum development and implementation - especially the basic skills.
- b. Methodologies and approaches to teaching the basic skills in particular.
- c. Evaluation of learning outcomes.
- d. The development and use of learning modules.
- e. Teacher and student motivation.

Supervisory officers must have the following qualifications:

- a. Must be trained professionally.
- b. Must have taught for at least five years.
- c. Must have the academic qualification of at least a first degree.

Often persons are recruited with limited professional experience. It seems necessary to train officers on the job for effectively performing their duties. In order not to draw officers and teachers full-time from their duties, it seems necessary to

- arrange vacation courses;
- arrange weekend workshops as follow-up;
- arrange on-the-job supervision to ensure implementation of the ideas gained from the seminars/courses.

## MONTSERRAT

### 1. Background

The educational system is structured into tiers with some overlapping. Primary Education is provided for children between the ages of 5-12 years in 14 primary schools and the primary sections of two (2) all-age schools. Nursery Education for children 3-5 is offered at nine (9) small schools around the island.

First level Secondary Education (12-15) is provided in two (2) Government Junior Secondary Schools, the lower section of the island's only full secondary school and the senior departments of two (2) all-age schools. All children complete this level.

Second Level/Tertiary Academic (15-17/19) is provided in the upper section of one secondary school. Selection to Secondary Academic is by Common Entrance Examination at age 11+ and by Junior Secondary Leaving Examination at

age 15. Provision is made at the island's only Technical School for Vocational Training in the following areas:

- a. Building trades - Carpentry, Masonry, Plumbing.
- b. Engineering - Electrical, Auto Mechanic.
- c. Commercial - Typewriting, Shorthand, Office Practice and Accounts.

Evening classes are organised at the Technical College. In addition, the Extra-Mural Department of the University of the West Indies offers a variety of academic and enrichment courses.

Initial teacher training and training in specific fields are carried out at regional training institutions. In-service training is conducted by the Ministry of Education with overseas assistance where necessary.

The University of the West Indies is the main avenue of higher education and research and receives the full support of the Government. Whenever and wherever the opportunity arises, however, scholarships are sought for Montserratians in foreign universities.

Government supports the efforts of the local Red Cross which operates a school for the deaf and industrial workshops for the blind by providing a trained teacher for the deaf, and a sizeable grant towards the operational cost of both facilities.

In the school year 1980/81 total school enrolment stood at 3,000 - equivalent to about 25% of the total population. The two years of Primary Education accounted for 8 per cent of this total, while the seven years of primary catered for 60 per cent and secondary and post-secondary for 28 and 4 per cent respectively.

The pupil enrolment and teaching staff at various levels in the year 1980/81 was as follows:

School Level	No. of Schools	No. of Pupils	No. of Teachers
Nursery	9	294	23
Primary	16	1,822	89
Secondary	3	828	61

Teacher qualification as found in 1980/81 is illustrated below:

Teaching Staff	Pre-Primary	Primary	Secondary
Trained Graduates	1*	3	14
Untrained Graduates	-	-	14
Trained Undergraduates	2 ✓	42	20
Untrained Undergraduates	21 ✓	44	13

\* Co-ordinator

✓ Non-established posts

The tiny size of the system limits the numerical size of the cadre of personnel available to perform the diverse and specialised management and administrative functions common to educational systems and independent of size. Invariably, therefore, one officer is required to function in several differentiated roles.

## 2. Future developments

Present population trends do not indicate any significant growth in the school population for the remainder of this decade. The major issues facing the system, therefore, are not quantitative but are related to quality, efficiency and relevance. Its low productivity and inability to meet the needs of the society are of major concern to Government. The most urgent need, therefore, is to improve learning outcomes and processes at both primary and secondary levels as well as to adapt the system to meet the developmental needs of the country.

The educational reforms envisaged by the Government for the medium - and long-term period may be summarised as follows:

- a. Curricula reform and innovation to:
  - i. Improve the quality of instruction at all levels, but most specially at the first level secondary (12-16).
  - ii. Establish closer links between education and the world of work through emphasis on pre-vocational and technical vocational training both formal and informal.
  - iii. Increase learning opportunities for children in such fields as community education, cultural studies and other activities to enhance national consciousness and civic responsibility.
- b. Improvement and strengthening of pre-service and in-service teacher education through:
  - i. The establishment of a Teachers' Resource Centre.
  - ii. The development of structured, in-service training modular materials,
  - iii. Training of technical teachers.

- iv. In-service training for graduate teachers.
- c. Strengthening of the educational planning, management and supervisory capabilities of Central Ministry staff through restructuring and training.
- d. Production of suitable instructional materials to support curricula activities.
- e. Upgrading the quality of educational facilities with special reference to Science Laboratories, Libraries, Technical/Vocational Education Workshops.

Successful planning for and implementation of the proposed innovations is dependent on having in place a management team skilled in the following areas:

- Educational planning and programming .
- Curriculum development and supervision .
- Materials production .
- Teacher training .
- School supervision .

### 3. Unmet training needs

As presently constituted the management system is not fully equipped to preside over the envisaged changes. Training in these areas is, therefore, indicated.

Currently there is no national policy of training for education administrators and supervisors. A limited number of persons have benefited from short courses overseas as well as ad hoc courses mounted by the Ministry of Education in collaboration with various institutions and organisations. The need to develop some system of pre-service as well as a structured in-service training programme for administrators, supervisors, teacher/educators, curriculum workers, planners and school principals has become crucial.

## ST LUCIA

### 1. Background

A recent economic survey of St Lucia noted that the Government had been handicapped by the scarcity of administrative and professional skills to carry out its development policies. In an effort to overcome this problem the education system will need to play an even more critical role during the coming decades as it seeks to come to grips with the country's manpower needs.

Thus, in the 1980s the system will experience both consolidation and innovation as the Government implements the recommendations of two recent reports:

- a. The Report of the Committee on Educational Priorities submitted in 1980.
- b. The report of the Advisory Team (1982) which considered the contributions made at a National Consultation on Education in 1980.

It is also to be noted that Saint Lucia is participating in the Unesco Major Project in the field of Education in Latin America and the Caribbean. The country is also committed to implement innovations in the orientation and content of its education programme.

These developments are likely to be reflected in a number of changes in different levels of the education system.

#### a. Primary Level

At the primary school level while no major changes are contemplated there will be innovations in curriculum. Because approximately 70 per cent of these children do not find places in the few existing secondary schools, the syllabus for the upper section of the primary level is being reviewed to provide a closer relationship between school and work.

The Ministry is currently conducting a pilot study of an Agro-Based School Co-operative Project which involves senior primary school children and comparable age groups in the secondary schools.

Based on the results, curricula will be re-designed to meet the needs of those who do not attain secondary type education.

#### b. Secondary Level

The idea of converting Junior Secondary Schools to Five Form schools is still under study. In the meantime these schools are to expand their curriculum to include a wider range of Industrial Arts subjects: Metal and Woodwork, Technical Drawing, Electricity and Power Mechanics. In turn, the Five Form schools will offer greater in-depth training with the opportunity for specialisation.

There is, in addition, the pending conversion of a Senior Secondary School into a Comprehensive School. This will take the number of Comprehensive Schools in the state to three.

Together, these developments are expected to create greater demands for educational administrators with vocational and technical capabilities.

The expanded syllabus in Junior Secondary Schools for example, creates an immediate need for training programmes for Industrial Arts teachers at both Junior and Senior Secondary levels.

c. Tertiary

The Government has taken a decision to integrate its three national institutions of higher learning. Teachers' Training College, Technical College and 'A' Level College will together form one tertiary institution and plans are well advanced towards that goal.

This decision was based on the need to maximise the use of staff and facilities under one administrative structure and on the need for the curriculum to be re-designed so as to support the economic, social and other changing needs of the society.

It is envisaged that the amalgamation of the institutions will result in the appointment of Divisional Heads and greater mobility of staff, thus facilitating a more equal distribution of contact hours and a wider spread of curriculum.

d. Teacher Training

i. Teachers' College

St Lucia Teachers' College through its regular two year programme trains an average of 60 teachers yearly, most of whom return to take up teaching duties in the primary schools. In addition the College has introduced a new course for training Junior/Lower Secondary School Teachers. Fifteen student teachers are now registered on the course which began as a pilot study in September 1981.

Initially, the course is being run for Specialist Teachers of Mathematics and Science - subject areas which the Ministry has identified as being greatly in need of qualified personnel. At the end of the two year pilot study the data will be evaluated so that the necessary adjustments may be made.

The plan is that in September 1983 the programme will operate fully with an annual intake of teachers of various specialities according to needs of schools. It is envisaged that this plan will significantly upgrade the teaching skills of those untrained teachers who now teach specialist subjects (particularly mathematics and science) at the Junior Secondary and Lower Secondary Levels.

ii. Intending teachers

An Intending Teachers' Programme was introduced in 1980. This programme involves a system whereby scholarships are awarded to students of secondary schools who wish to pursue teaching as a career. Teachers at the lowest grades

are also afforded this opportunity, provided they meet certain requirements. Under this programme, academic studies are pursued side by side with pedagogical training.

The intention of the Programme is to broaden the field of recruitment for teaching, by providing full-time training, so that individuals can be recruited at the level of completed secondary school standard. The continual flow of potential teachers will thus hasten the process of training.

e. Curriculum

The Ministry of Education continues to increase its activities in Curriculum Development. The Curriculum and Materials Development Unit (CAMDU) has the main task of co-ordinating the reform of curricula and of developing and producing teaching materials mainly for Primary Level Education. For example, since its inception in 1976 the unit has co-ordinated the development of syllabuses in Language Arts, Science and Social Studies.

There is some on-going training in Curriculum Development through the UWI and CXC/USAID Curriculum Development Project which began in 1980 through various workshops. Nevertheless there is still a strongly felt need for trained personnel in curriculum design and evaluation. There is in addition a need for supporting personnel as graphic artists and machine technicians.

- f. An unacceptably high level of illiteracy provides a stumbling block in the thrust for national development. The Ministry of Education has therefore, among other actions, planned to strengthen its Adult Education arm in order to organise a comprehensive programme in literacy and continuing education.

In addition to the diversified learning/teaching curricula units which properly trained personnel will have to devise for this programme, there will be the further need to train an adequate number of facilitators.

This training will also have to be carried out on a regular basis if the desired results are to be achieved.

g. Administration

The administrative structure of the Education Ministry has recently been expanded to meet the ever increasing demands of the system. The Ministry is now established in the following five broad divisions:

- i. Planning and Special Services - comprising an Education Officer for Planning and one for Examinations. The Planning Officer is assisted by a Testing, Measurement and Evaluation Officer and Statisticians, while the Examinations Officer will be aided by Research Assistants.
- ii. Instructional Division - with responsibility for professional matters. The Division includes Education Officers for Teacher Training, Primary Education, Secondary Education and Curriculum Development. This core is supported by three District Education Officers and eleven Specialist Supervisors.

- iii. Division of Adult Education - consisting of an Adult Education Officer and District Officers.
- iv. Division of Culture - with a Cultural Director and Assistant Director and Field Officers for Drama, Art and Dance.
- v. Division of Support Services - to handle Personnel and Records, Stores, Accounts, General Administration and Maintenance Services. This division includes lay personnel and supporting staff to enhance the efficiency and effectiveness of the services provided.

In the new structure, the Chief Education Officer will be assisted by two Senior Education Officers - one having overall administrative responsibilities for Planning and Special Services and the other for Instruction.

## 2. Current training provision

No organised Pre-Service Training for Educational Administrators in St Lucia exists at the present time.

Persons appointed to the post of School Principal are selected from the rank of the qualified or graduate teacher. They assume their posts with no formal administrative training because the curriculum of the Saint Lucia Teachers' College is confined to classroom teaching.

There is, however, a growing consciousness that all administrators need to be given appropriate training, and it is recognised that new entrants to administrative posts should undergo orientation for the purpose of familiarising them with the functions and operation which these positions demand. It has, therefore, been recommended that periodic workshops, seminars or conferences should be organised in order to help such persons function effectively in the system. Between 1973 and 1976, in-service training in administration was provided by the Organisation for Co-operation in Overseas Development (OCOD), a private Canadian organisation which provides assistance in Education. Canadian tutors came to Saint Lucia during the summer of those years to provide in-service training for Principals of Primary Schools. This programme is no longer in operation.

The inadequacy of formal training for our school administrators makes it difficult for them to cope with the demands of today's education system. Because of this, and the large percentage of those in the system without administrative training, the need for a continuous training programme is urgent.

The University of the West Indies and universities of the United Kingdom and Australia are the main educational institutions which now provide overseas training for Saint Lucia's educational administrators. However, only a small percentage of the country's needs is met by this means.

Because of financial restriction, the Government is unable to set aside sufficient funds for training. Consequently, donor agencies are heavily relied upon for assistance in that regard.

Due to the limited number of persons who get scholarships to proceed to university studies, the training received in educational administration does not have too great an impact on the system.

Although the Ministry of Education has not yet formulated a definite national training policy for its educational administrators it is nevertheless very sensitive to this need. For example, Saint Lucia endorses the Unesco suggestion that Latin American and Caribbean member states:

- a. "Overhaul their systems for the training and qualification of teachers and ensure efficient educational administration and supervision ...
- b. "Train their administrators and teaching staff to assume new responsibilities and tasks ... and adapt educational administration so that its operation and structures can be adjusted to these new functions and situations."

(Final Report: Major Project in the Field of Education in the Latin American and Caribbean Region (1981), Unesco, pp 36-37.)

In the meantime however, some local programmes have been conducted on an ad hoc basis with the assistance of the Canadian organisation OCOD which has helped in running local workshops in administration, and in guidance counselling for Principals and prospective Principals.

The organisation has also started an Advanced Regional Programme for a number of participating Caribbean territories (including Saint Lucia) in the form of a yearly workshop.

The workshop, which is planned on a three year cycle, was started in 1979. It is intended for persons whose academic background, training, and professional experience qualify them as potential leaders in the country's educational programme.

The regional in-service Programme is planned to enable the participants to diagnose weaknesses and prescribe effective teaching strategies to assist the classroom teacher to systematically improve instruction. The 1982 programme for example, will focus on the key areas of reading, mathematics and science.

Saint Lucia has enrolled three of its Principals and one Specialist Supervisor in courses run at this Advanced Regional Workshop. As an addition, the UWI/USAID Project has conducted local workshops for the professional development of Principals. The programme has covered such topics as school organisation, curriculum implementation, supervision and staff guidance and school administration.

### 3. Unmet training needs

While a number of different agencies contribute to Saint Lucia's training needs in educational administration, the efforts have not made the impact that one would desire. This is because the numbers being trained are relatively small and also because there is no comprehensive approach to such training. As it were, we tend to accept the training programmes that donors are willing to sponsor.

An urgent need at the moment is to provide a systematic approach to the training of school administrators. The modern school system is a complex organisation that is also continually expected to be responsive to the changing demands of the nation. The point simply is that school administrators no longer have the luxury of time to learn 'on the job'.

An equally pressing need is for the training of educational personnel.

In particular, educational planning techniques require to be considerably strengthened. Project preparation, implementation and evaluation are becoming increasingly important tools for the Educational Planner. As the recent report of the Advisory Team (March 1982) pointed out:

"Ministry of Education Personnel, Teacher Educators, Curriculum Developers, and School Administrators will be charged with the task of redirecting the national educational effort and making such catalytic interventions as will be necessary to release the capacity of the teaching force for creative and productive effort."

Adequate training programmes will greatly facilitate these expectations.

## ST VINCENT AND THE GRENADINES

### 1. Background

In St Vincent and the Grenadines, the chief administrators in education are the Chief Education Officer, Education Officers, Organisers, the Principals of Secondary Schools, the Teachers' College and the Technical College and Heads and Teachers-in-Charge of Primary Schools and Pupils Teachers' Centres.

The Chief Education Officer is the Chief Planning Officer. Education Officers are directly responsible for supervising and implementation of policy in schools and, thereby, monitor and evaluate what goes on in schools. Organisers share responsibility for the development of individual subjects at primary and junior secondary level. Principals, headteachers and teachers-in-charge assume responsibility for the day-to-day implementation of Ministry Board plans in their schools and, in this respect, exercise much autonomy in the detailed development of policy in their institutions.

### 2. Current training provision

In St Vincent and the Grenadines no provision exists for the training of educational administrators before they are engaged as such. For persons in-service there is the occasional seminar for heads of schools and their chief assistants. It is obvious, however, that some good practices have been emulated by some assistants as they observe their heads, but, in the same way, some undesirable habits of heads and administrators have been passed to the system.

As far as is known, only Barbados and Guyana offer specific courses for educational administrators in the region. No Vincentians have obtained places in these courses.

As part of the requirements for the Certificate Courses at the School of Education, some courses in administration are offered to a limited number of administrators. The School of Education has also organised seminars and workshops at territorial, sub-regional and regional levels through Unesco and other schemes. The present USAID project for curriculum development also has an input for educational administration and educational planning and should reach beyond the pilot schools in the project.

A few years ago CIDA arranged a programme conducted partly in Canada and partly in the Caribbean for heads of junior secondary schools and, through Commonwealth bursary help, a few heads of primary and secondary schools have benefited.

There is no organised training policy for educational administrators, but experience is obtained on-the-job, supported by the visitational advice of education officers. However, there are occasional seminars and workshops aimed at offering training to those on-the-job. Besides these, Government endeavours to utilise all available opportunities for training abroad.

### 3. Planned training policy

The planned policy for training of educational administrators includes:

- a. Summer vacation courses for all heads of primary schools and their chief assistants
- b. In-service courses for secondary heads and principals.
- c. In-service courses for deputies
- d. Integration of support programmes available, e. g. as provided by the Commonwealth Secretariat, USAID, UWI, CIDA, into the total training scheme
- e. Study attachments for secondary heads and principals
- f. Overseas training for education officers - short-term
- g. Overseas training for deputies - long-term
- h. Overseas training for secondary heads and principals - short and long-term.

The objectives of the policy are:

- a. To make heads and potential heads aware of current practices in educational administration
- b. To help heads of institutions to understand their roles as heads
- c. To develop a cadre of persons within the system with skills necessary for administering educational institutions
- d. To make the practice of desirable administrative skills habitual among educational administrators
- e. To help educational administration personnel to grow in the appreciation of their functions.

The co-ordination of the programme for heads of primary schools will be undertaken by one of the Education Officers; that for other heads will be carried out by the Chief Education Officer.

The problems envisaged in carrying out this policy are associated with:

- a. Release time for course participants

- b. Finding suitable opportunities for training to meet specific needs
- c. Meeting the cost of transport, subsistence and materials, particularly for locally mounted courses.

To meet these problems, some courses will have to be staggered and there would be need to collaborate with local and other agencies in the field. Meanwhile the Ministry of Education would have to be vigilant in seeking out further opportunities for training.

THE UNIVERSITY OF THE WEST INDIES  
CONTRIBUTION TO EDUCATIONAL ADMINISTRATION  
TRAINING IN THE COMMONWEALTH CARIBBEAN

PAPER PRESENTED TO A MEETING TO FACILITATE THE ESTABLISHMENT  
OF A COMMONWEALTH REGIONAL TRAINING PROGRAMME FOR EDUCATIONAL  
ADMINISTRATION, KINGSTON, JAMAICA, 5-7 JULY 1982

1. Current training provision

The University of the West Indies currently contributes to the provision of educational administration training in the Caribbean region from the Cave Hill Campus, Barbados and from the Mona Campus, Jamaica. The details of this training are set out in the two tables below.

CAVE HILL CAMPUS, BARBADOS

<u>Programme</u>	<u>Funding Agent</u>	<u>Territories of origin of trainees</u>	<u>No. of Administrators per year</u>	<u>Duration of Training</u>
B.Ed (with specialisation in Administration)	UWI	Barbados and Eastern Caribbean	3-5 Primary/ Secondary	2 years
Certificate in Administration	Government of Barbados	Barbados	25 (15 Primary 10 Secondary)	1 year
*Country Workshops	IBRD/Govt of Barbados	Barbados	12 Secondary 6 Education Officers	3 weeks per year during 1980-1983
*Territorial Workshops	UWI and UWI/ USAID Primary Ed. Project	Antigua, Barbados, BVI, Dominica, Grenada, Montserrat, St Lucia, St Kitts/ Nevis, St Vincent and Belize	25 per territory	1 week per year during 1980-84

\*This paper has been reproduced in full.

MONA CAMPUS, JAMAICA

<u>Programme</u>	<u>Funding Agent</u>	<u>Territories of origin of trainees</u>	<u>No. of Administrators per year</u>	<u>Duration of Training</u>
B.Ed (with specialisation in Administration)	UWI	Contributing territories to UWI but Jamaica mainly	30 Primary	2 years
Certificate in Administration	UWI	"	35 Primary	1 year (Administration option 30 hours)
M.A./Ph.D	UWI	"	15-20	2-3 years
*Territorial Workshops	UWI/USAID Primary Ed. Project	Jamaica plus a few places to Eastern Caribbean	20 Primary per year (including 3-5 Education Officers)	4 weeks per year plus follow-up during the ensuing academic year

NB\* These workshops focus mainly on administrative processes and tasks, educational leadership and decision-making, human relations in administration, educational supervision and school organisation and management.

A number of comments on the foregoing seem to be in order.

- a. The above represents all the training provision in educational administration which is available under the aegis of UWI in territories in which the number of Primary Principals is in excess of 2,500 and that of Secondary School Principals is in excess of 500. No figures for the number of Education Officers, Deputy Heads of Department or other persons holding posts of responsibility are available.
- b. Although a few Education Officers have been trained through the B.Ed and Certificate in Administration programmes, most of the students in these programmes are administrators from the primary sector.
- c. At the present time there is no provision at the third campus of UWI St Augustine, Trinidad for training in educational administration even though a module in The School as an Organisation is included in the Diploma in Education programme at this campus.
- d. The funding available to the University from UGC sources to conduct

territorial workshops would normally restrict the University's effort to workshops in not more than three or four Caribbean countries in any year. The current activities in Barbados, Belize, the Eastern Caribbean and Jamaica are possible only because of the funds which have been made available to the University of the West Indies through the USAID Primary Education Project which is funded until 1984.

- e. In the case of the UWI/USAID Primary Education Project, the Headquarters of which is at the Cave Hill Campus of the UWI, it has proved necessary to have a centre for administration training at the Mona Campus, Jamaica. The geographical dispersion of the Commonwealth Caribbean and the location of resource personnel and other supporting resources would seem to make it imperative that regional projects in the Caribbean have a number of centres of training through which the needs of sub-regions can be met adequately.
- f. Partly because of the geographical dispersion of the Caribbean and the costs involved in bringing people together, relatively few persons are being trained at the appropriate levels in educational administration in the region or have been trained in recent years in regional training programmes to function as national and territorial trainers in their countries of origin. In fact, the only regional programmes in the last 10 years which have brought moderately large numbers of such personnel together have been funded by international organisations viz the UWI/Unesco/UNDP Caribbean Regional Training Project in Educational Administration and Supervision in the early 1970s and, more recently, the Commonwealth Caribbean Regional Training Course conducted at Cave Hill, UWI, in 1979 under the aegis of the Commonwealth Secretariat.
- g. The above details do not include such contributions as are made to educational administration training in the region by UWI staff working through organisations like the Caribbean Society for Educational Administrators (CARSEA) or such territorial training as is mounted by the territories themselves with assistance from such extra-regional agencies as the Organisation for Co-operation in Overseas Development (OCOD).

## 2. Areas of deficiency recognised by UWI

The above comments should at least serve to underline the paucity of training provision which currently exists in educational administration in the Commonwealth Caribbean.

The University of the West Indies sets out below some of the training deficiencies which it recognises and some of which it expects will coincide with those articulated in country papers:

- a. Training administrators to manage curriculum development, and for emergent needs. In particular to manage innovation for development, such as those already articulated in a number of Caribbean countries or those recently articulated in the conference held in Barbados under the aegis of the Caribbean Regional Network for Innovation and Development (CARNEID), with respect to areas such as Education and Work, Education and Culture, Education and Community Development.

- b. The training of educational planners or at least programmes to develop the educational planning capability in each Caribbean territory. (N.B. A limited amount of the latter is envisaged under the UWI/USAID Primary Education Project.)
- c. Job-oriented training programmes for Education Officers, with particular reference to areas like supervision and evaluation, programme planning, school plant planning, project development and management, personnel administration, legal aspects of education etc.
- d. The management of tertiary institutions, Teachers' Colleges, Community Colleges, Technical/Vocational Colleges and Institutes.
- e. Training of senior support staff employed by secondary and tertiary institutions in financial administration, fiscal management, personnel management, etc.
- f. The development of training modules and Caribbean training materials and handbooks to support national training efforts and of job-oriented handbooks for all cadres of education personnel to support them after training.
- g. Research into training needs and effective administration training practices and methodologies.
- h. Evaluation of training programmes.

### 3. Linkages within the University

Any attempt to provide an expanded regional capability for educational administration training would suggest the need for linkages of various kinds within the University itself. Having regard to the areas outlined at Section 2 above, the obvious linkages would seem to be between the School of Education and the Faculty of Social Sciences, especially its Management Studies Department, and the Law Faculty both within and across campuses. These Faculties are where most of the relevant expertise is located.

### 4. Linkages with external bodies

Outside the University of the West Indies are numerous agencies involved in public and private sector training and a number of possibilities suggest themselves. Linkages would seem to be in order with Government Staff Training Institutes or Units, with CARICAD, and with, for instance, the Barbados Institute of Management and Production, the Management Development Centre in Trinidad and Tobago, the Guyana Management Development and Training Centre and the University of Guyana.

Linkages might also be considered with an agency like OCOD which has been conducting educational administration training in territories like St Kitts, St Lucia, and Guyana in an attempt to avoid duplication of effort and to ensure more rational planning of training programmes and more effective use of resources. Such linkages already exist with the USAID funded Primary Education Project.

Linkages also suggest themselves with institutions like CXC and CARNEID to ensure that programmes being designed for administration training include components which will facilitate innovation for development in the Caribbean region.

Above all, it is hoped that any major regional effort under the aegis of the Commonwealth Secretariat to expand the regional capability in educational administration training will seek to ensure that such resources as may be available for this kind of training through USAID funding, Unesco, UNDP, UNICEF, CARICOM, and Government provision will be most effectively utilised to increase the number and duration of training opportunities for various cadres and levels of administration personnel, the acquisition and development of training materials and modules and the planning and delivery of systematic training experiences.

5. The potential of UWI as a host institution

As the Commonwealth Secretariat already appreciates, the UWI would qualify on a number of counts as a potential host institution for the proposed regional training programme in educational administration. The UWI is currently one of the few institutions in the Caribbean offering a variety of training programmes in Educational Administration and Management Studies.

The UWI has a regional structure which well qualifies it to serve regional programmes and it has already demonstrated its management capacity in this regard. Existing campuses at Mona, Cave Hill and St Augustine are well placed to serve the various sub-regions. The well established links between UWI and Ministries of Education throughout the Commonwealth Caribbean, and the University's well developed outreach arm, particularly in the Eastern Caribbean, would also make it easy for the University to complement national training efforts and to integrate national and regional programmes in educational administration training.

The University of the West Indies has been delivering a variety of training programmes in administration and supervision throughout the Caribbean region for over 15 years. In this time, the University has built up considerable individual and institutional expertise in planning, designing and executing management and administration training programmes, as well as substantial training material and resources - films, case studies, etc. The staff of the School of Education as well as of the Faculty of Social Sciences also have considerable experience of performing consultancy and advisory services for Ministries of Education and other Ministries in the region.

The University has also accumulated through its staff and its higher degree programmes a pool of research data which would be a valuable resource for teaching in the field of management and administration.

6. Nature of association with UWI

It would need to be borne in mind that whereas the Faculty of Social Sciences has departments and units which concentrate mainly on the administrative sciences, the structure of the School of Education is somewhat more diffuse and no comparable units dealing with educational administration and planning currently exist in the School. The existing staff capacity at UWI in the area of administration and supervision is, at Mona two staff in the Teaching Section, at Cave Hill one staff member in the Research and Development Section and two staff units in the In-Service Section, and at St Augustine one Lecturer in Educational Administration.

In the light of the above, it would appear that there is considerable justification for the creation of a Unit for a regional programme, with its

own staff and resources, but that such a unit be as closely linked with existing staff capacity as is possible.

With regard to the governance of the unit, it is worth considering whether a combination of the models used by the USAID Primary Education and CXC Projects might not be feasible, i.e. a Programme Advisory Group with wide cross regional representation, and a small Management Committee representing clearly defined interests, but not attempting to span the region.

#### 7. Contribution of the UWI as a host institution

It has already been indicated to the Commonwealth Secretariat that the UWI currently has no unused capacity with respect to buildings, funds and professional or support staff. Unless Caribbean governments add to that capacity or re-order their priorities in respect of services expected of the University this situation is likely to remain unchanged in the foreseeable future.

As the matter now stands, the contribution of the UWI would most likely be in relation to offering institutional guidance and support for the programme's activities, planning and design of the regional programmes of training, access to data and training materials, sharing in the development of training modules and materials, and providing on a limited scale resource persons to assist in regional training or to serve as consultants and advisers, provided that the funds to support such activities are forthcoming.

The University of the West Indies remains committed to serving and to promoting the development of the Caribbean region. The University therefore welcomes the opportunity to participate in the proposed programme for training in educational administration, and is ready to accept the challenge of integrating additional resources with existing resources to ensure the most effective delivery of educational administration training in the region which the University serves.

APPENDIX C

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APPENDIX D

LIST OF DOCUMENTS

WORKING DOCUMENT

A Meeting to Facilitate the Establishment of a Commonwealth Regional Training Programme for Educational Administration. Working Paper. Commonwealth Secretariat. June 1982. 36 pp. EAT/WP/1

COUNTRY PAPERS

Antigua and Barbuda	EAT/CP/1
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