

RESTRICTED
TERMINAL REPORT
UNDP/RAS/86/053

PACIFIC ISLAND COUNTRIES:
COOK IS, FIJI, KIRIBATI,
MARSHALL IS, NIUE, SOLOMON IS,
TONGA, TUVALU, VANUATU,
WESTERN SAMOA

PACIFIC EDUCATIONAL MANAGEMENT

PROJECT FINDINGS
AND RECOMMENDATIONS

SERIAL NO: FMR/SOPAC/92/01

UNITED NATIONS
DEVELOPMENT
PROGRAMME

UNITED NATIONS
EDUCATIONAL, SCIENTIFIC
AND
CULTURAL ORGANISATION

UNESCO OFFICE FOR THE PACIFIC STATES
APIA, WESTERN SAMOA

2 APRIL 1992

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WESTERN SAMOA

TESTING AND EXAMINATIONS IN THE
SOUTH PACIFIC REGION

PROJECT FINDINGS
AND RECOMMENDATIONS

REPORT PREPARED FOR THE GOVERNMENTS OF THE PACIFIC
ISLAND COUNTRIES BY THE UNITED NATIONS
EDUCATIONAL, SCIENTIFIC AND CULTURAL
ORGANISATION (UNESCO) ACTING AS
EXECUTING AGENCY FOR THE UNITED
NATIONS DEVELOPMENT
PROGRAMME (UNDP)

UNITED NATIONS
EDUCATIONAL, SCIENTIFIC
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CULTURAL ORGANISATION

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REPORT PREPARED BY
F. D. GRIFFITHS
PROJECT COORDINATOR

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SECTION A: DEVELOPMENT PROBLEM AND IMMEDIATE PROBLEMS ATTACKED

Development Problem

1. A growing concern with the quality of educational achievement has manifested itself variously throughout the Pacific by means of the media, public/political meetings, professional associations, colleges and university entrance boards and ministries of education with respect to success rates at secondary entrance examinations.

2. Many innovative programmes and projects have been undertaken at the Secondary and Tertiary levels and their varying rates of success have raised questions about preparatory education. The awareness that a greater problem may exist at the "foundation" level of education, the Primary School, was further exemplified through the global initiatives on Literacy which, inter alia, highlighted many other deficiencies which had hitherto been largely ignored or overlooked during the process of rapid development. Qualitative analyses of the performance of children in primary schools reinforced this concern which then led to a more detailed examination of the problem.

3. In some countries the determination to extend the scope of a child's educational entitlement to 10-12 years of schooling, while socially and politically sound, has severely extended sectoral resources and the consequent redistribution of funds has in some cases been to the detriment of the Primary subsector. This trend when coupled with the increase in the primary school age population has contributed to a deterioration in the primary school scenario.

4. Impoverished schools with large classes, unusually rapid staff promotions within an expanding system, breakdown of advisory support services to rural/isolated schools, lowered levels of staff commitment and morale, deficiencies in leadership and supervision skills in advisers and headteachers and inequitable distribution of scarce resources were all manifestations of inadequacies in Educational Management. These inadequacies varied from country to country but the general consensus rested on the need to revitalise Primary Education through the execution of a project on Educational Management in the Pacific context with particular emphasis on performance competencies of personnel at the various levels of the operation.

Immediate Problems

5. Significant advances in improving the effective operation of Pacific islands education systems were impeded by the fact that key categories of personnel, such as school inspectors/supervisors and headteachers, lacked the requisite skills to implement proposed changes and educational reforms. Many Headteachers of primary schools and those who had the most frequent contact with schools and who, by virtue of their positions, could affect their operation, date from pre-independence days. Few had more than junior secondary education with an additional two years of primary teacher training and it was probably the case that they had reached their present positions without any additional, or more importantly, specific training to acquire management and administrative skills. In some cases, past international efforts to help rectify the situation were hindered by the fact that the general level and confidence in the use of English among Headteachers is rather low.

6. Much of the attention in Pacific Island education systems in recent years was directed at the development of curricula and curricular materials. Since younger, better trained and academically qualified personnel participated in the seminars and writing workshops, school administrators were relatively neglected. In addition, the headteachers of small, remote rural or island schools were physically distant from the venues of most workshops, minimizing their chances of inclusion in anything but specifically designed seminars/workshops.

7. There is considerable diversity among the education systems within the region and also within each state, so that although it was relatively easy to identify key personnel neither their needs nor ways to address them were necessarily the same. Thus, the project provided several strategies in which different states participated, depending upon their particular needs. To minimise any duplication of effort or waste of scarce resources, the project supported existing endeavors in this field through strengthening regular planned in-country/in-service workshops with the provision of additional resource persons and a small number of participants from other countries in the region. As each country developed competence in a particular strategy, they shared their findings and experiences with other similarly placed states (benefitting in return from the strategies that had been developed elsewhere). The project therefore offered a regional framework for co-ordinating a number of in-

country and/or multi-country activities or mini-projects.

8. The problem was very clearly stated in the project document and has generally been positively addressed by implementation of the project in all but two of the participating countries.

9. The partial implementation in those countries has resulted in their failure to "close" on their inservice training programmes by not following up with HI's training and implementation in schools. However in both of them the programmes have been prepared, resources produced and the Training teams selected and trained and there is every prospect of their implementation in 1992 with the aid of bilateral supplementation which has been a feature of the execution of incountry training in most countries.

SECTION B: OUTPUTS PRODUCED AND PROBLEMS ENCOUNTERED

Output Produced

10. The list below indicates the projected outputs from Project Revision (G), August 1990. The actual quantitative achievements are indicated in parenthesis ().

- (a) At least 100 (242) trainers and advisers and 1000 (1331) headteachers (over 5 years). (Objectives 1, 2 & 3).
- (b) Detailed regional and in-country training material and handbooks in multi-class teaching for teachers and advisers and the management of resources and professional leadership for the advisers and headteachers (Objectives 1 & 3). ("Multiclass teaching in Primary Schools", "Clinical Supervision Handbook").
- (c) Procedures and guidelines for monitoring, evaluation and reporting which have been worked out together by the advisers and headteachers (Objectives 2 & 3). ("Standardised Appraisal Manual", Reporting and evaluation procedures).
- (d) At least 30 (57) consultants and resource persons from within the region with enhanced planning and management skills, an increased awareness of the implications of policy decisions, and experience in addressing in-country and regional needs (Objectives 1, 2, 3 & 4).

11. A table has been produced as Annex A: Project achievements which details the outputs/achievements by country and the measurement criteria used.

12. As the variety of national needs and in the case of Fiji, divisional needs, were addressed by the planning and implementation process of the project so a variety of responses were received from the various levels (National Coordinators/Inspectors/Advisers and Headteachers) participating in the project. Some of these responses are recorded below which illustrate the diversity of geographic and professional contexts encountered and serve to provide examples of the human experiences associated with project implementation.

- (a) As an Education Officer in a remote district of Fiji commented "The regular visits to schools to monitor project implementation have improved our relationships with HT's it also provides us with a common topic (the particular course) to start up our discussions with which can then range in an atmosphere of trust and respect".
- (b) A headteacher in Kiribati reported that his staff were interested in what he was doing at the courses and were actively helping him to implement them. This illustrated a common phenomena in the project whereby the HT's management credibility was enhanced with the confidence gained from specific competencies.
- (c) Headteachers in the remote single school islands of the Eastern Division in Fiji are trained together with the trainers from larger islands in sub district workshops. In the sub-district of Taveuni in the Northern division, Headteachers from nearby islands travel by small punt twice a year to attend the courses, the trainers are transported similarly for monitoring visits.
- (d) The National Coordinator in Vanuatu reports significant improvement in the achievement of pupils in the secondary entrance examinations in schools staffed by HT's who have displayed more enthusiasm for and competence in their inservice courses.
- (e) Tonga developed a comprehensive student record card system through the project in order to provide on-going records of achievement, health, progress and family data. This was done in response to poor results in secondary entrance examinations.
- (f) In Fiji, an Education Adviser stated: "Our teachers' unions do not encourage HT's who are trainers to be absent from their schools for monitoring and assessment visits to nearby schools" - for a maximum of 2 days every 6 months!!!

(g) The National Coordinator in Fiji remarked "The monitoring and assessment process for the project has provided us with invaluable "hard" data on the competence of our HI's extremely useful for decisions on staff training, promotions, and the need for remedial visits".

(h) In Tonga "The project has facilitated regular visits and contacts with even the remote islands of the Ha'apai group and the Niua's," (Niuatoputapu and Niuafo'ou - "Tincan Island" - closer to Samoa than to the Capital of Tonga - Nukualofa).

13. Finally, based on pronounced over-achievement in the designated outputs and the ability of the project and individual countries to generate extra budgetary funds for extended activities at the sub-regional and national level it can be reasonably concluded that the project has been cost effective in response to these outputs.

14. It is also worthy of note that Vanuatu, Tonga, Fiji (Northern, Western and Central Divisions) and Western Samoa have shown remarkable ingenuity and determination in their implementation of the project. This is mainly attributable to sound leadership by the National Coordinator and dedication by the National Resource Persons who set the pace and standards of achievement at the outset.

Problems Encountered

15. Early difficulties in implementation of the Headteacher's training programme were experienced by most countries but those most affected were the isolated atoll/island communities. Judicious application of project funds through the per Capita Grant Scheme (PCG) coupled with ongoing extra budgetary funding from bilateral sources enabled implementation in most countries.

16. Some countries experienced conflicts in national development priorities which inhibited full participation in project activities.

(a) The Cook Islands developed their Headteacher's training programmes and resources but failed to implement them.

(b) The Solomon Islands will commence implementation of their 3-year programme in 1992 (with attendant overrun implications).

- (c) Early attempts to implement the programme by Fiji (Eastern division) involving the outlying small island communities were ineffective. The programme commenced in April 1991 with ongoing support for the overrun.

17. Difficulties were also experienced in releasing and funding Trainer's visits to schools for monitoring implementation and assessing the competencies of Headteachers. These have largely been overcome through negotiations with teachers' unions and supportive departmental policy.

18. Most of the data collected for this study was indicative of the proxy measure for evaluation termed "degree of utilisation". This is a reasonably valid and reliable measure of outputs to base opinions upon however it is very dependent upon the integrity and sincerity of the implementing and reporting team.

19. In one participating country concern has been expressed that the eventual impact may be less than predicted by this measure.

20. Despite the most stringent screening process for the selection of consultants there was a case wherein a country was deliberately subverted from the task analysis process to satisfy a consultant's particular preconceptions. Fortunately this was perceived in 1989 and was able to be subsequently redressed in time. Nevertheless, and of particular interest, the national resource persons involved maintain a continuing confidence in his ability. He was not employed by the project after 1989.

SECTION C: OBJECTIVES ACHIEVED OR LIKELY TO BE ACHIEVED

Immediate Objective No.1

21. To enhance the planning and management skills of headteachers in primary schools through participation in workshops designed to teach specific skills in the management of resources: teachers, books and equipment, school funds and annual budgets.

Comment: National Inservice Training Programmes for Headteachers addressing these are in the process of being or have been implemented in all participating countries (except Cook Islands). Monitoring/assessment visits by trainers and subsequent evaluation visits by National Resource Persons have served to reinforce implementation in schools and yielded encouraging indications of improvements in their management.

22. Headteachers have a greater awareness of duties and responsibilities and are thus enabled to respond more positively to such institutional requirements as statistical returns, reports and communications.

Immediate Objective No.2

23. To inculcate in the school advisory/inspectorate staff a positive appraisal approach, and so lessen the generally negative and critical attitude to monitoring schools and teachers, to their evaluation of schools, headteachers and staff through:

- (a) attachments within the Pacific region, as a means of broadening their experience and enhancing their understanding of the problems in their own countries, and
- (b) regional or sub-regional/zone seminars to develop an "appraisal manual" for use in schools which encourage the user to address the positive aspects as well as the less successful aspects apparent in any school visit.

Comment: The concern and commitment of the school advisory/inspectorate personnel has been enhanced through their involvement in the development of the training programme for Headteachers and the preparation of resources to support its implementation.

24. This process has triggered appraisal reviews, HT's task analysis, and "compulsory" visits to schools to monitor and assist Headteachers in their implementation of the strategies of each course. The consequent involvement in and commitment to these various strategies have contributed to the enhancement of positive appraisal attitudes by advisors/inspectors in respect to Headteachers and by Headteachers in respect to their staff.

25. Twenty (20) advisors/inspectors have had the opportunity to visit other Pacific island countries on attachment to strengthen their experience base and enhance their perceptions of the problems and solutions in educational management.

26. Two(2) support publications have been produced by this group and subsequently trialled, revised and reprinted as part of the project activities associated with this objective. They are "a Standardized Appraisal Manual" (SAM) and a handbook on "Clinical Supervision".

Immediate Objective No.3

27. To improve the relationship between advisory/inspectorate staff and headteachers through joint review and analysis of a number of common problems especially in the area of professional leadership:

- (a) the supervision of new teachers (in conjunction with teacher trainers):
- (b) the organisational and professional aspects of Multiclass Teaching:
- (c) the necessity of projecting the number of teachers needed in the light of either increasing or falling pupil enrollments.

Comments: The strategies introduced by the project have drawn those two management factions together in mutual support of each other in their efforts to realise the potentials of the project to impact on school management. Regular contacts through the courses and monitoring visits have reinforced respect for each others role in the management process. More diligent data collection has resulted in increased reliability in statistical returns. Headteachers have been more active in promoting the professional development of their staff as their validity and leadership image has been strengthened by the competence and confidence endowed by the project.

28. The production, trial, revision and publication of a practical, user friendly handbook "Multi-Class Teaching in Primary Schools" is expected to impact significantly on the organisational and pedagogical skills of Pacific teachers. It has been produced in such numbers as to ensure that every practicing primary teacher and teacher trainee receives a copy at an agreed on nominal "cost recovery" contribution of US\$1.00. These contributions are to be used nationally to facilitate associated inservice training.

Immediate Objective No.4

29. To promote more realistic sectoral planning through senior and high level consultations which address a number of policy and planning issues which have long term implications.

Comments: Annual senior level seminars for National Coordinators (Director/Chief Education Officer) and Education Planners have enhanced sectoral development programming, project evaluation techniques and education policy review. Success is manifested in the national prioritisation of Primary Education for Development which UNDP research for MINIMAC revealed and the incidence of success in securing extra-budgetary funding for project activities on a regular, on-going basis.

Development Objective

30. The objective of the project is to increase the effectiveness of the education systems and to contribute to the educational development of Pacific Island states through the introduction of a number of planning, management and administrative skills to key levels of education personnel, especially middle-level Ministry/Department staff such as inspectors and headteachers/school principals.

Comments: The impact of this project cannot be reliably assessed within the timeframe of the project. Probable impact can however be based on some indirect or proxy measures such as sustainability, degree of utilization and strength of support. These are more fully discussed in Annex C: "Evaluating the Validity of the Model."

31. From these findings it appears reasonable to assume that the development objective has or will be achieved.

32. The most important contributing factor to its realisation in each country is the degree to which the country committed itself to the project objectives, programme and strategies.

33. The very fact that the Primary Headteacher Networks, which have been established by the project, have been unanimously endorsed by the participating countries as the vehicle for implementation of future inservice training designed to strengthen the classroom performance of teachers, is ample testimony to the general success of the project so far as the development objective is concerned.

SECTION D: FINDINGS AND LESSONS LEARNED

Findings/Conclusions

34. The outputs listed in Annex A: Project achievements; the project methodology in Annex B: The PHL Model and the evaluation of the model in Annex C: Evaluating the validity of the model form the operational report of the project.

35. The most notable feature of the project is the success of the HI's training network in reaching remote and isolated schools. This success has been achieved mainly through the involvement and commitment of all personnel in the various steps of the multi-tiered management model. This involvement embraced the functions and responsibilities of the Secretaries/Directors, their Chief Education Officers and Planners, their advisers/inspectors in the districts and eventually the Headteachers in the schools in a coordinated multi-faceted programme.

36. The three assumptions that the project was built on were: First, significant increases in funds earmarked for the Education Sector - whether national or international - would not be forthcoming - indeed, it will be difficult even to maintain present levels. Second, because of these resource limitations, an existing network had to be used, namely, the primary headteachers who, after all, are already on the spot, speak the language of the locale of their school, understand the local problems and have the potential to provide sustained professional development support. And third, the whole system had to be energized through decentralized decision-making not just for personal growth but for reform of the entire system if the gridlock or low teacher morale was to be broken and the under-utilization of valuable human resources was to be curbed.

37. The consequent multi-tiered strategy comprised of regional itinerant specialists, National Coordinators (usually the CEO/Primary) and national resource persons, all of whom focussed on a single task: preparing the means by which the future "front line", the headteachers, could assume the critical role in the reform of primary education in the Pacific to be assigned to them. The project was not adequately resourced to do more than undertake headteacher training in school management during the years of its operation. That task, when combined with selective training of

primary in-service teachers is to be the major focus of a massive regional effort in a planned second phase. Phase 2 will mobilise the training network to build on the core skill areas defined in the project and strengthen teachers' classroom operational skills including the coordinated implementation of a literacy/reading initiative programmed for 5th grade teaching.

38. The work already done by the project appears to have succeeded beyond the expectations of even its most enthusiastic backers. Several pieces of evidence can be advanced to corroborate this statement. First, significant levels of support funding have recently materialized: BHP (United Kingdom), Australia, New Zealand, CIDA/Canada, the Hans Seidel Foundation, UNESCO's Regular Programme, and the Commonwealth Council for Educational Administration have all contributed significantly to the development of the network. (See ANNEX F: Funding from sources extra to UNESCO budget). Second, Education Directors and their SIO/Primary staff have been at pains to emphasize that this alone is the strategy they wish to build upon for the reform of primary education, at least insofar as the teachers are concerned. Third and finally, the overall strategy developed under the project was tabled as a major contribution to the UNESCO-sponsored World Conference on IIA follow-up intervention strategies held in Lisbon (Portugal) from 20-24 May 1991.

Lessons learned

Interactive Linking

39. Mandatory links with the Institute of Education at USP have yielded mixed results: varying from obstruction by the incumbent Director (now departed) to exemplary cooperation by the fellow in Primary Education. These links are very dependent upon the state of competency of the institutions, which tends to vary markedly with the personalities involved and should be treated with caution.

40. Links with the SPBA (South Pacific Board for Educational Assessment) who are managing another project RAS/86/058, have been facilitated by annual bipartisan involvement in IPR's end sectoral planning with mutual advantages to both projects.

41. Links with the sister project RAS/86/193 executed from UNESCO/Bangkok were facilitated through annual interactive seminars during the first two years of the project.

Budget

42. During the first two years of the project's operational life the budget was adequate in respect to all aspects except in-country training (BL 32.01). It was finally decided to distribute most of the \$35,000 allocated for this activity over the two years to the 10 participating countries on the basis of the numbers actually involved in in-country training through a project initiative dubbed the Per Capita Grant (PCG) scheme which is fully described in Annex B: The PHT model, (Section 2 - Planning, Management and Monitoring Mechanisms). The overall inadequacy of the Budget Line was addressed by each country according to their needs through the securing of bilateral assistance. This was facilitated by annual seminars in project planning, formulation and evaluation aimed at strengthening the institutional capacity of the national Ministries of Education in order for them to gain access to these sources.

43. The extent of bilateral assistance generated by each country has been difficult to assess from the implementation data which has been collected, because of the variety of sources involved. Most countries used a combination of their recurrent budget (training) the project's Per Capita Grant and bilateral supplementation.

44. The budget for the extension of the project was even further restricted and found inadequate to maintain even the external or sub-regional activities. This led to an intensive search for supplementation funding which, although successful involved considerable additional management load on the coordinator. A table of extra-budgetary funding is provided in Annex D: Funding from sources extra to UNDP Budget.

Note: The UNESCO Participation Programme funding of \$20,400 for a sub-regional workshop held in Tonga in 1990 was credited to project budget as an over run on BL 32.p for 1991 for accounting purposes. Refer to Annex E : Projev "H".

Sub-regional Seminars

45. These involved senior personnel in the policy planning cadres of the ministries; more particularly the National Coordinators of the project

(usually the Directors/Chief Education Officers) and the Education Planners.

46. The seminar activities included the strengthening of sectoral planning techniques and skills but also facilitated the TPR's of both projects RAS/86/053 and RAS/86/058 and invaluable support for the projects at the national policy level. This support enabled the projects to be implemented with appropriate national emphasis and influenced the national development process (National Planning Offices) to flag primary education for priority consideration at the national level which, in turn, facilitated access to bilateral support for in-country activities.

Consultants

47. The consultants selected for their professional input to assist countries in their programmes, resource preparation and training trainers are generally to be congratulated for their dedication and determination even under occasional trying circumstances. Their duties required considerable flexibility and ingenuity in facing the problems of transport, communication and working conditions encountered during field trips and sub-regional workshops.

48. As a pertinent lesson for this project; in cases where less than the expected standard of dedication were experienced, replacement of the offender is advised, so as not to impede the specifics of national progress, but as soon as possible. This action is recommended despite the implications of its impact on institutional linkages indicated in the project document. The maintenance of harmony within the project advisory team is fundamental to its success.

Conclusion

49. The "lessons learned" outlined above are a few of the many but their significance to the success of the project warrants their special attention. Needless to say, at the work face, the project could not have succeeded without the selfless dedication and determination of the trainers and headteachers who were personally committed to its implementation.

SECTION E: RECOMMENDATIONS

50. In response to the EFA challenges of Jomtien and in logical follow-up to this project the following proposal was prioritised at a Consultation of Pacific Education Directors convened by UNESCO at Darwin during June 1990, operationalised into Project Formulation Format at a subsequent seminar for Education Planners, processed through national aid coordinating bodies for presentation as a sub-regional initiative to UNDP sectoral missions in preparation for MINIMAC and finally approved as a module in the Sectoral Programme titled Pacific Primary and Literacy Education. See ANNEX F: PACIFIC PRIMARY EDUCATIONAL DEVELOPMENT 1992-1996

51. It is recommended that:

Project Follow-up:

- (a) The above module be implemented as an Education Sector Sub-Programme drawing on the resources of UNDP for funding the Management and Coordination component and UNICEF, UNESCO and other donors the various substantive components which lie in their fields of interest and; that the Sub-programme document be circulated to prospective donors for their consideration of participation in the various components or items.

Archives:

- (b) Archives of the project be deposited at the UNESCO Office for the Pacific States and be readily accessible to interested parties for research and long-term evaluation as maybe authorised from time to time by UNDP and/or UNESCO.
- (c) Equipment: The project equipment namely, one IBM PC and printer (dotmatrix) and one desktop photocopier be transferred to UNESCO Office for the Pacific States on the condition that they will continue to be used in service of the project and any approved future programme which may be associated with the project.

Item	Assessed Remaining serviceability	Estimated write off date
Photocopier Toshiba ED4130	6-12 months	December 1992
Printer: Epson LQ1050 dot matrix	12-24 months	December 1993
Computer: IBM/PC	24-48 months	December 1994

Accounts:

- (d) All imprests be reconciled before 24 April 1992.

Note:

- (i) "All Per Capita Grant payments for in-country training are retrospective and will be discharged by 31 December 1991. No further PCG payments will apply from that date so far as this project is concerned. Any excess national credits that accrue due to the sale of "Multi Class Teaching in Primary Schools" books are to be applied, as agreed, to resource production for inservice training of primary personnel at the discretion of national authorities.
- (ii) The overrun of -\$19566 mentioned in BL32.p Prorev I (See ANNEX E) as previously discussed, Stems from the funding of a M/C workshop in Tonga March 90 and subsequent reimbursement from the UNESCO Participation Programme. The minus sign is significant (-\$19566) in that it represents a credit which has been reconciled without increasing the budget.

SERIAL NO.	IHMD OBJ. NO.	OUTPUT NO.	CRITERIA FOR MEASUREMENT	RESPONSES:- Participation/Completion											
				CI	FJ	KB	MI	NU	SI	TG	TV	VT	WS		
				1. ✓ = yes, P = partially, X = No 2. Number indicates no of participants											
1	1 4	4	Agreement by countries to participate in the Project and commit Resource Personnel/Trainers, Headteachers and national resources to the process.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	1 2 3 4	2 3 4	Countries participation in Zone workshops for joint review and analysis of problems and the training of National Resource persons (at least 30)-(CI at home)	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				2	12	4	4	1	4	4	2	3	3	TOTAL 39	
3	1 2 3 4	1 2 3 4	Having drawn up National Inservice Training Programmes for the Professional development of Headteachers & associated unit/course outlines	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	1 2 3	2 3 4	Having prepared training resources to support the content/skills included in the course outlines. (Note: These will eventually be compiled and edited to form the Headteachers' Handbook)	✓	✓	P	P	P	P	✓	P	✓	✓	✓	✓
5	1 2 3	1 2 3	Compilation/revision of Headteachers Handbook (see "Note" above) and Standardised Appraisal Manuals	P	P	✓	P	✓	✓	P	P	✓	✓	✓	P
6	1 2 3	1	Establishment of National Training Team (Inspectors/Advisers) to implement the trng programmes for HT'S (at least 100) CI not yet mobilised. Actual Trnrs	8	115	23	28	2	45	22	2	21	22	(not incldg the NRP's in No 2 above)	
				ESTIMATED		TOTAL		288							
				2	109	22	22	2	19	21	2	21	22	ACTUAL TOTAL 242	
7	1 2 3	1	Involvement of at least 1000 HT's in the training programme. Actual number of HT's in trg ADD 9hr HT's included as Trainers = 140	60	700	105	65	8	454	115	11	253	139	POTENTIAL TOTAL 1910	
				X	594	45	56	8	X	83	16	250	139	ACTUAL TOTAL 1191+140=1331	
8	1 2 3 4	1	Involvement in Multiclass teaching strategies, in-country workshops for teachers and/or HT's/Supervisors Actual number in trg for the period Multiclass Teaching Handbooks distributed	60	465	45	79	X	400	90	16	200	138	ESTIMATED TOTAL 1493	
				--	250	44	79	--	--	158	25	250	105	ACTUAL TOTAL 911	
				100	5700	600	300	50	3000	2500	100	1000	1300		
9	1 4	1 4	Participation in Sub-Regional workshops for advanced policy planning and management	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				2	2	2	1	1	2	2	2	2	2	TOTAL 18	
10	1 2 4	1 3 4	Attachments/exchanges 1989 1990 1991	X	2	1	X			1	1	1	1		
					2	1			1	1		1			
								1			1				

KEY:- CI Cook Is, FJ Fiji, KB Kiribati, MI Marshall Is, NU Niue, SI Solomon Is, TG Tonga, TV Tuvalu, VT Vanuatu, WS Western Samoa

THE PHT MODEL

In the primary inservice teacher support network model outlined below, the operative word is "support". It is a multi-tiered intervention strategy, the ultimate goal of which is, of course, the improvement of the quality of primary education as reflected in student achievement test scores. The vehicle for achieving this long-term goal is the classroom teacher. The model itself, however, is designed to produce only the means whereby every primary teacher, no matter how remote or isolated his/her posting may be, can be directly and continuously accessed as part of a national strategy for reforming primary education. The cutting edge of the model is the Headteacher (HT).

The components of the PHT model are common to all such models and include: a staff structure together with a description of the organic linkages; a planning, management and monitoring mechanism; and a method of work coupled, as may be, with a description of activities which illustrate how the model can become operationalized. The following is a summary description of these main components which are managed during this developmental phase by a Regional Coordinator who oversees the entire undertaking. The nature of the model has allowed him to do what only an international Coordinator can do, namely, relate all the pieces of the puzzle to each other and explain the completed puzzle and its parts to the outside world.

1 Personnel Structure

(a) Regional itinerant resource people: this group is made up of specialists selected on the basis of several considerations: their knowledge of one or another substantive area in the programmes to be mounted through the network; their easy accessibility and prior knowledge of the region, its peoples and cultures; and their availability to intervene rapidly on a demand basis. Their responsibilities include materials development, overseeing the trialling of new materials at the regional level and subsequent adaptation and revision, and training and or upgrading national resource people (see below) in their use.

(b) National Coordinators: one person in each country, normally of senior rank (e.g., Director, Secretary or Chief Education Officer) who is to his/her country what the Project Coordinator is to the region as a whole, namely, responsible for policy, planning, backstopping/ liaising and monitory/evaluation issues. The extent of the National Coordinator's understanding of and support for the entire undertaking correlate directly with the speed at which individual countries are able to set up their networks. Strong support combined with a commitment to decentralize are clearly crucial ingredients.

(c) National Resource Persons: the composition of this group predictably varies from one country to another but typical sources from which its members are recruited include the Inspectorate, Curriculum Advisers, Senior and District Education Advisers, and occasionally resident overseas specialists. They are responsible for the development

of specific training programmes, training trainers, translation and adaptation to local situations as may be required, timely preparation and distribution of training materials, monitoring and reporting.

(d) National Trainers: this group, particularly in the very small countries, may include among their number some who are also National Resource Persons, the moreso as they may also be School Inspectors, District Education Officers, selected Headteachers and retired teachers and the like. To the extent that there is any difference in the make-up at all, the trainers are typically more overtly associated culturally and linguistically with the part of the country where they will be working and this, very simply because they may have to teach in the vernacular. The trainers are directly responsible for organizing and conducting training workshops for all the headteachers, for monitoring the implementation of the training units, and for assessing HT competence and progress. Trainers are used, as may be required, to constitute individual schools with technical advice and it is they who provide the essential link in relaying performance data back to the National Coordinators and eventually to the overall project Coordinator.

(e) The (Primary) Headteachers (HTs): as has been said, the overall thrust of this support network is to increase the effectiveness of HTs so that they can successfully assume their new roles as the central leaders and catalysts for the qualitative improvement of primary school management and classroom teaching. It is thus clearly towards this group, the largest and most scattered/isolated in the whole network, that the labours of every other component of the network are of necessity directed. HTs responsibilities, broadly outlined in redefined and recently PSC¹-approved duty statements under the aegis of the project, are spelled out in great detail in a competency-based standardized appraisal manual produced by the project.

In addition to participating in programmes to promote their own professional development, HTs undertake to implement training activities in their own school based on the units in which they themselves have been trained. Examples of training activities include multigrade/composite class teaching, clinical supervision and programme evaluation methods. Among those in the pipeline, the more noteworthy include literacy education based on the "whole language" approach to the teaching of reading (see Section 3), classroom diagnostic testing and summative evaluation methods, and the so-called "Science for all" methodology of teaching basic science. Important among the new HT functions are the reinforcement of the interface between the parents and the community and the harmonization of the content and methods of early childhood education and the transition to Year 1.

2 Planning, Management and Monitoring Mechanism

The staffing structure and its overall responsibilities, normally determined as a function of the goals to be achieved, were actually agreed upon before the goals were set in the present model. The justification for proceeding in this manner is unassailably logical if

one wishes to maximize decentralization and participatory decision-making. If one has not pre-determined those categories of staff most likely to be affected by the outcome of a given decision before the decision is taken, one obviously cannot involve them in the analytical process leading up to actually taking it.

Thus it was that a very substantial representation from each of the staff categories referred to in the preceding sub-section were actively involved in the back-to-front planning exercise appropriate to the design of all vocationally-oriented training programmes. This process starts in the first instance with carrying out a task analysis of all the responsibilities of the ideal HT, the one who is effectively carrying out his/her assigned responsibilities.

Known as a task analysis, it involves:

- identifying all the tasks carried out by an HT;
- clustering them by category;
- rating them by level of complexity to learn and practice;
- rating them a second time by frequency of the task in question.

When the task analysis is completed, it is comparatively easy to analyze each individual task in order to determine what is necessary to perform (cognitively or in any other way) in order to carry out a given task at an acceptable standard. A similar analysis of this list will yield what a trainer must teach in order to create a particular competency. This becomes the content of a given training course. Proceeding in this manner ensures a direct linear link, guaranteed to be relevant, between what is taught and what should be practiced on the job.

While it may not have been necessary to do so, this exercise was in fact carried out at two levels with two sets of people working independently of each other. One was a regional exercise involving a collaborative effort between selected national resource persons, the end result of which was a small guide entitled Standardized Appraisal Manual (SAM). The second was carried out in each individual country by groups made up of one national resource person, several trainers and selected HTs known and respected for their experience and professional background.

Conducting the exercise twice may seem like overkill but it has certain unquestionable advantages. First, the process itself is both formative and enlightening for those involved. Second, the decision-making base is expanded, resulting in a better understanding of and commitment to the goals of the whole undertaking. Third, while a regional exercise has the advantage of creating a common language and, eventually, professional HT profile which is more easily replicated in future pre and inservice training courses, only a national exercise seems likely to satisfy Public Service Commissions (PSCs) which understandably are usually reluctant to adjust their own standards solely on the basis of their neighbour's advice.

Redefining HT duty statements and negotiating their endorsement by each country's PSC was thus a necessary preliminary goal of the project. New duty statements would provide the Inspectorate with clearer benchmarks as well as a better redefinition of responsibilities for recruitment and training purposes. Making minor adjustments to SAM and

the national task analysis to ensure their compatibility was expected to be unavoidable but something which could easily be done at a later date. This indeed has proved to be the case.

The above minor variations notwithstanding, both the regional task analysis which produced SAM and their national counterparts generated tasks which tended to fall into specific, even predictable clusters. They are as follows:

- school planning and management (including facilities, recruitment, teaching materials, finances, administration and reporting);
- relations with staff (including monitoring performance, dealing with Public Service Association matters, and staff development - e.g. using the methodology of clinical supervision for both counselling and training purposes);
- relations with students/pupils (covering appraisal/assessment, maintaining school standards, and welfare);
- extra-curricular activities (culture, sports, religious instruction, special projects)
- relations with the community and parents (including external local traditional, religion and governmental authorities, dealing with parental and community financial obligations, motivating parents to support school goals, reinforcing ties between NGO's involved in pre-school or special education whose work may impact on the school, local health and sanitation, the environment, and fund-raising);

From the foregoing, necessarily schematic list, it will be seen that all HT responsibilities tend to fall into two "super clusters", one, the management of the school; the other, the management of student learning. It is interesting to note that whereas the development of the model in the first place was prompted by a concern for School Management, it was subsequently discovered that the model lent itself very well to being the principal vehicle for the entire reform of primary education in the Pacific States.

One final aspect of the management and monitoring component of the model requires explanation, the more so because it is an unusual method of handling the planning, financing and assessment of training, by far the most complex aspect of the project from the management standpoint. Because training requirements are hard to assess and almost invariably greater than the resources available to meet them, the needs in respect to the project were considerably underestimated. This inadequate resourcing aggravated the risk of the arbitrary distribution of training funds, the more so as it was self-evident the Project Coordinator could not possibly hope to meet more than a tiny fraction of the personnel expected to be accessed by the project.

In some respects, this situation had a serendipitous effect inasmuch as it forced people to make maximum use of the decentralized staffing structure of the project. Notwithstanding, the rational allocation of the meager resources available constituted a challenge

that could not be ducked. How, short of the random distribution of funds, were the pitiful \$50,000 originally earmarked for training (the amount has since tripled), to be equitably divided up between 7 international resource people, 30 national resource people, 200 trainers and 1700 HTs working in 11 countries? How indeed when the extent of the need is made explicit:

- taking account of national and geographic considerations;
- the need for decentralization, accountability and a uniform system of accounting;
- attracting the intended but not necessarily always willing participants;
- providing incentives to trainers and participants;
- minimizing the risk that densely-populated islands and urban centres benefit disproportionately from training opportunities at the expense of those posted in tiny outer islands;
- devising a mechanism which would encourage nationals associated with the work of the project independently to seek supplementary funding for project-related work through their own contacts.

A scheme, dubbed the "Per Capita Grant Scheme" (PCG), has been elaborated which appears to satisfy all the above needs. Moreover, it "role models" the overall philosophy of decentralization and grass-roots empowerment. Traditionally, the responsibility for administration and reporting is assigned to the Project Coordinator. In the present model, this responsibility was shifted to the National Coordinators and Resource Persons to whom the planning of all aspects of national and district training activities, the disbursement of funds, and progress reporting was relegated.

Where possible, workshops would be organized without prior project funding for a cumulative period up to a maximum of six months. Payouts would be made based on the fully documented activities for the period and a report of how the money was used. For those countries unable to meet any expenses in advance, it was decided that up to 80% of the total amount due on the "participant-day" estimate could be requested "up front". Resource Persons involved in work with the project consultants would be considered eligible for the PCG along with the Headteachers.

Countries were encouraged to feel completely flexible in the way the reimbursed funds were to be used. Those having access to and wishing to take the initiative in applying for bilateral and NGO funds to support their work were free and even encouraged to do so. The intention was double: first, reward those working the hardest to support the project goals; second, promote flexible and creative management. If the country being reimbursed its PCG entitlement wished to use the funds for the purchase of a photocopier for example, they would be entirely free to do so since the training promised had been (or would be) delivered in any case.

The PCG was never conceived of as an allowance but rather as a device to defray expenses. Since the PCG/day only came to the modest sum of \$3.00, it was considered highly unlikely that participants would misuse funds. Even with 80% up-front funding, requests were not expected to exceed \$800 for any given exercise. Moreover, to the extent that the National Coordinator and Resource Persons had, in effect,

signed up for an entire programme cycle of national training activities, a built-in mechanism existed for recuperating overpaid funds: they would simply be deducted from the next claim.

Clearly the CTA could not be everywhere nor was it going to be possible for him or indeed the project consultants to come in personal contact with all 2700 of the participants in the different national training skills. Moreover, it is common among specialist resource persons, both internationally and nationally recruited, to display a marked disinterest in anything having to do with reporting. Many CTAs who stress the importance of data collection urge project staff to take the problem seriously, at the same time leaving them generally free to establish reporting, and monitoring and evaluation guidelines.

This tactic is unwise for two reasons. First, not everyone responds to the CTA's plan and he is thus left with choosing between two disagreeable alternatives, that of taking an unpleasantly directive approach with people who, in a PIC setting, he unquestionably knows socially as well as professionally or alternatively of letting the matter drop in which case his data is incomplete and therefore unreliable. Second, in the absence of standardized procedures for collecting, interpreting and reporting on performance data, the feedback thus obtained is not only not horizontally comparable but difficult to interpret, very likely to be subjective, and easy to manipulate.

The PCG's reporting form system addressed both management and accountability concerns. A standardized system combining elements of both formative and summative evaluation procedures was devised involving the completion and forwarding of three separate forms to the Coordinator in order to be eligible for PCG reimbursement. The method has been found to be practical and is documented in detail in UNESCO's Apia Office.

The PCG was also calculated to remove the almost impossible burden from the CTA of overseeing in-country training in order to ensure equitable coverage, particularly as regards meeting the training requirements of those outposted in remote island schools. The task is properly a national responsibility anyway: if they do not see the necessity for ensuring equal access to all their staff, then it is most certainly not the Coordinator who will reverse that regrettable state of affairs. He could not do so even if he wanted to.

3 Methods of Work

It could be argued that "methods of work" - not to mention the work itself - cannot in strictu sensu be assimilated into a model. In the present case, some flexibility is used to show how various training formats lend themselves particularly well for one purpose or another. To facilitate a rapid appreciation of this component (which is all that is considered necessary in the context of the present paper, a tabular format is used which outlines the type of activity, the purpose, the category of specialist, and the typical target group.

(A) POLICY AND PLANNING

Type of Activity	Function	Type of Specialist	Principal Target Group
Sub-Regional Seminar	<ol style="list-style-type: none">1. Sectoral planning for development - mainly project identification and formulation.2. Project evaluation skills - TPR's of current projects RAS/86/053 & RAS/86/058.3. Policy/planning issues for RAS/86/053.4. Report and evaluation of Seminar.	International consultants	Directors of Education, Education Planners, National Coordinators RAS/86/053
Sub-Regional Workshop	<ol style="list-style-type: none">1. HT's inservice training programme development and revision.2. Course planning and resource preparation for ensuing year.3. Thematic resource production SAM & Clinical Supervision.4. Project management implementation and systematic data collection.5. Reports and evaluation of workshops.	International/ Regional Consultants	National Resource Persons

(B) THE NATIONAL TRAINING NETWORK

Type of Activity	Function	Type of Specialist	Principal Target Group
National Workshops	<ol style="list-style-type: none">1. Training trainers and resource preparation for units.2. Planning district workshops and monitoring visit schedules.3. Determining Performance Indicators for school implementation.4. Report and evaluation of workshop.	National Resource Persons, Regional consultants.	Training Teams
District workshops	<ol style="list-style-type: none">1. Training of Headteachers.2. Implementation strategies.3. Performance Indicators for school implementation.4. Planning monitoring visit schedules.5. Report and evaluation of workshop.	Training Team, National Resource Persons.	Headteachers
School-based Training	<ol style="list-style-type: none">1. Unit implementation in schools.2. Problem identification.3. Feedback.	Headteachers.	Staff
Visits to Schools	<ol style="list-style-type: none">1. Monitor implementation in schools according to Performance Indicators.2. Advise and assist Ht's in implementation.3. Assess Ht's competence in previously monitored units.4. Assist with problem solving.5. Transmit feedback and results to supervisors.	Training Team, National Resource Persons.	Headteachers/Staff

If there is anything remarkable in what ostensibly is an essentially classic "cascade" model of intervention and in assigning such a pivotal role to HT's, it is the extent to which it is suited to the small and particularly isolated context of the scattered micro-states of the Pacific. One can indeed wonder why it has not been tried before in the sub-region and why so many specialists concerned with primary education reform in this region continue to think in terms of the centralized, top-down approach to educational innovation. These questions may never be satisfactorily resolved but answers, tentative and speculative though they are, have been floated by some Pacific educators and recording them may shed some light on why the present model was so warmly embraced.

Few island professionals have seemed prepared to challenge let alone overthrow the essentially hierarchical manner in which decisions are traditionally taken throughout much of the Pacific. Similarly, many of the major donors have showed little inclination to suggest alternatives, perhaps because they themselves were both similarly administratively structured. And many consultants have the human if regrettable tendency to wish to be seen by others as the prime movers in any given development assistance content. Besides, a short assignment in the islands from time to time is not a disagreeable prospect. All these factors are only speculative but if verifiable, would certainly go a long way to ensuring the status quo. And whether one is a "defender of the old order or a proponent of the new", it is a sign of a legitimate concern for the rational allocation of resources to want to know something about the validity of the model.

Those wishing to appraise the worth of the model and in particular its replicability must of necessity concern themselves with impact. The evaluation of impact using the more reliable direct measures can, however, only be done beyond the time-frame of the project, that is to say, long after it has terminated. Yet some sense of the project's probable impact is needed to satisfy both management and accountability requirements. An indirect or proxy measure must thus be used.

The proxy measure that offers the highest predictive value is sustainability, an indicator for which two convenient direct measures can be found and which, combined, provide an answer to the simple question: will the action triggered by the project continue long enough for there to be a reasonable likelihood that the project will achieve its intended impact? One measure is the degree of utilization of the project outputs by the target beneficiaries; the other is the strength of support for the project goals as measured in terms of participant enthusiasm for its (and their own) work.

1 Degree of project output utilization

A few significant project outputs lend themselves well to the "utilization test". They are:

(a) Multi-Class Teaching in the Pacific

This comprehensive organizational and pedagogical guide is aimed at all primary teachers. Developed first in Vanuatu, it was trialled in seven countries and, despite the fact that the final version is currently with the printer, is already being used in its trial form by teachers colleges and the inspectorate throughout the region. Moreover, for the first time ever, users have agreed to pay part of the purchase cost of each copy out of their own pockets, unimpeachable evidence of how badly they want the guide.

(b) Standardized Appraisal Manual (SAM): A Handbook for Primary Headteachers

This reference manual, referred to as "SAM", targets all categories of educational personnel expected to interact with primary headteachers and the staff of the schools they direct, namely, the HT's themselves in the first instance, but also trainers, the Inspectorate, District Education Officers, and of course primary teachers. SAM provides an inventory of all HT responsibilities as well as a competency-based skill profile from which prospective trainers can select professional skill-building material for workshop design. HTs and all others can turn to SAM for reference to clarify goals, roles and expectations. Like the Multigrade Teachers manual, SAM has been extensively trialled. Despite its being in current revision, it was seen to fill a serious void, even in its imperfect trial form, and is also already being extensively used as a training manual by the various targetted users.

(c) Clinical Supervision: Field Notes for Pacific Islands School Supervisors and Headteachers

This small manual describes a three-part strategy by which HT's, trainers, inspectors and peers can provide focussed, task-specific in-class support to teachers to assist them in improving their classroom teaching methods. The methodology, while not new in some parts of the world, is unquestionably the most radical innovation in the context of Pacific teacher education in terms of implied teacher change. Not surprisingly, it has aroused great interest among island professionals because it makes use of peer support to replace past reliance on outside (and often international) trainers.

(d) Use of National Trainers

The project strategy requires accessing education officers, selected HTs, retired teachers and others to join school inspectors in meeting the requirements for a corps of national trainers. Some 150 trainers have been trained in eight countries by the national and international resource people thus far and these, independent of the project, have in turn run some 160 workshops since the inception of the workshop in which roughly

1000 primary headteachers have participated to date. These figures are judged impressive by those concerned in the sub-region because the main thrust of the project in its current phase is on materials production and trainer training. The shift to an emphasis on HT training was only foreseen in the next phase.

2 Evidence of Support for Project Goals

For evidence of project goal support, one must turn both to those most directly implicated by the structure of the model as well as to those mandated to bring to bear the support of the international community. They include:

(a) Headteachers

- increased professional credibility as seen by statements of senior Ministry officials;
- growth in self-esteem as seen by an increased willingness to "speak out", to make suggestions;
- more vigorous action for change initiated within the school, in the school's interface with the community and parents, and in the education system as a whole;
- willingness to devote increased time to professional development in many cases at their own expense.

(b) Trainers

- as with HTs, public praise from senior officials;
- growth in commitment fostered by participatory planning role as well as from publicly-acknowledged contributions to the preparation of the training materials referred to above;
- HT interest in and support for their work which is apparently strongly welcomed.

(c) National Resource Persons

- empowered through their central, highly visible role in the inception of the entire undertaking, they have publicized the project's work both at home and abroad (when attending regional meetings for example);
- increasingly used to replace internationally-recruited consultants at regional training workshops, their status rises along with their pedagogical skills;
- they volunteer to be the central driving force at the

national level in the administration of evaluation questionnaires to obtain performance data.

(d) National Coordinators

- as senior Ministry staff, usually Chief Education Officers (CEO), they either establish or influence policy decisions. Evidence of support for the model was given in the regional meeting to enhance literacy skills in primary schools when the CEO participants insisted that any and all future national reading programmes would have to be run through the HT network;
- several CEOs have acknowledged that their upgraded planning and management skills are directly traceable to the model's use of decentralized decision-making.

(e) Bilateral Support

- bilateral interest in the work of the project has grown and direct country to donor contacts (i.e. without prior reference to the project's regional management structure) have produced financial support for project-related activities as follows:

* Australia (AIDAB)	Kiribati, Vanuatu and the Solomon Islands
* Canada (CIDA)	Tuvalu
* Germany (Hanns-Seidel)	Western Samoa
* New Zealand (NZAID)	Vanuatu, Tuvalu and Samoa
* England (BDDP)	Kiribati
* COMSEC (CCEA)	Tonga and Fiji
* UNESCO (Reg. Prog.)	Fiji, Tonga, Kiribati
* UNESCO (Reg. P.P.)	All participating countries

FUNDING FROM SOURCES EXTRA TO UNDP BUDGETA International Activities

No	Activity	Year	Sponsor	Receipient/s	Amount USD
1	Attachments of "young" administrators between countries - duration approx 1 month.	1989	Comm Fdtn	Fiji(1), Tonga(1)	\$ 3000
			UNESCO PROAP/ACEID	Fiji(2)	\$ 3000
			UNESCO PROAP RAS/86/170	Tonga(1), Kiribati(1)	\$ 5000
				Fiji(1)	TOTAL \$ 11000
2	Regional Meetings - M/C Workshop Perth WA, August 89.	1989	UNESCO PROAP	Fiji(1)	est. \$ 3500
					TOTAL \$ 3500
3	Sub Regional Seminar Ed Sectoral Planning Apia, July 1990.	1990	UNESCO 11-01121-SAM	Seminar	\$ 6375
			EDDP	Vanuatu(1), Kiribati(1)	\$ 3157
			NZHC - Apia	Seminar	est. \$ 200
			Aust HC - Apia	Seminar	est. \$ 300
			SPBEA	Seminar	\$ 6000
					TOTAL \$ 16032
4	Sub Regional Workshop M/C Teaching Tonga, March 1990.	1990	UNESCO-Participating Programme - NO.7169	Workshop	\$ 20400
			Kiribati/Fiji/Tonga	10 countries represented.	TOTAL \$ 20400
5	Sub Regional Workshop Advisers/Inspectors Savusavu Fiji, Sept 90.	1990	AIDAB/Vanuatu	Vanuatu(1)	\$ 1100
			NZAID/Suva	Tuvalu(1)	\$ 990
			AIDAB/Kiribati	Kiribati(2)	\$ 2700
			NZAID/Apia	W. Samoa(2)	\$ 1000
			UNESCO 11-01312-SAM	Workshop	\$ 3000
			UNESCO 11-01321-SAM	Workshop	\$ 3800
			UNESCO 11-01121-SAM	Workshop	\$ 6375
		TOTAL \$ 18965			
6	Sub Regional Seminar Teaching of Reading Apia, February 91.	1991	UNESCO EFA	Seminar	\$ 18000
			UNESCO/Apia Lit	Seminar	\$ 9636
				TOTAL \$ 97533	
7	Sub Regional Workshop Pac Prim & Lit 91 Tonga, September 91	1991	UNESCO PROAP RAS/89/023	Workshop	\$ 29000
			UNESCO 11-01111-SAM	Workshop	\$ 15300
			UNESCO 11-01330-SAM	Workshop	\$ 4000
					TOTAL \$ 48800
8	Publication M/C Teaching in Primary Schools	1991	UNESCO RAS/81/012	Publication	\$ 4000
			AIDAB/Vanautu	Vanuatu	\$ 1340
			EDDP	Kiribati	\$ 1200
			EDDP	Solomon Is	\$ 6000
			EDDP	Tonga	\$ 3360
					TOTAL \$ 15900

Synopsis: Extra budgetary funding for international activities

UNESCOOthers

	USD		USD	
UNESCO/Apia	52986	Aust Aid	5440	
UNESCO/EFA	18000	NZ Aid	2190	
UNESCO PROAP	40500	Comm Fdtn	3000	
UNESCO P/P No.7169	20400	EDDP	13717	
		SPBEA	6000	
UNESCO TOTAL	\$131886	OTHERS TOTAL	\$30347	GRAND TOTAL \$ 162233
	=====		=====	=====

PROJECT BUDGET COVERING UNDP CONTRIBUTION

(in U.S. dollars)

COUNTRY : REGIONAL PACIFIC
 PROJECT NUMBER : RAS/86/053/I/01/13
 PROJECT TITLE : Pacific Educational Management

CODE: COMPONENT:	TOTAL:		1987 - 1988		1989		1990		1991		1992	
	m/m	\$ m/m	m/m	\$ m/m	m/m	\$ m/m	m/m	\$ m/m	m/m	\$ m/m	m/m	\$ m/m
10. PROJECT PERSONNEL												
11. International Experts:												
11.01 Project Co-ordinator Consultants:	48.0	350,276	8.2	49,369	12.0	82,440	12.0	89,191	12.0	96,326	3.8	32,950
11.41 Consult. Preparatory Assist.	3.0	25,402	3.0	25,402								
11.42 Consultants	18.2	44,081	4.5	10,045	6.0	10,508	5.9	13,528	1.0	6,000	0.8	4,000
11.p Savings/Over run prior years		0										
11.99 Sub-Total	69.2	419,759	15.7	84,816	18.0	92,948	17.9	102,719	13.0	102,326	4.6	36,950
13. Adm. Support Personnel	0.0	19,952		1,817		4,185		5,350		6,000		2,600
15. Travel Costs		32,575		9,040		7,035		8,500		6,000		2,000
18.p Savings/Over run prior years		0										
19. Component Total	69.2	472,286	15.7	95,673	18.0	104,168	17.9	116,569	13.0	114,326	4.6	41,550
21. SUB-CONTRACT.....		0										
29. Component Total		0		0		0		0		0		0
30. TRAINING												
32.01 In-Country Training	0.0	102,773		15,000		28,563		35,210		24,000		
32.02 Zone Meetings	0.0	63,260		20,000		18,050		20,210		5,000		
32.03 Regional Meetings	0.0	13,600				5,000				5,000		3,600
32.04 Exchanges	0.0	11,203				6,000		5,203				
32.p Savings/Over run prior years		-19,566								-19,566		
39. Component Total		171,270	0.0	35,000	0.0	57,613	0.0	60,623	0.0	14,434	0.0	3,600
40. EQUIPMENT												
40 Equipment		8,052		8,052								
49. Component Total		8,052		8,052		0		0		0		0
50. MISCELLANEOUS.....		0										
51. Printing/Supplies		23,710		1,500		3,560		3,383		15,267		3,000
52. Reporting Costs		3,000										1,920
53. Sundry		20,347		3,254		4,810		5,363		5,000		
54. Direct Costs		0										
59. Component Total		47,057		4,754		8,370		8,746		20,267		4,920
99. GRAND TOTAL		698,665		143,479		170,151		185,938		149,027		50,070

ANNEX E:
 PROREV I
 TERMINAL REPORT RAS/86/053

ANNEX F:TERMINAL REPORT RAS/86/053PACIFIC PRIMARY EDUCATIONAL DEVELOPMENT 1992-1996

Brief Description:

PACIFIC PRIMARY AND LITERACY EDUCATION PROGRAMMEINTRODUCTION

In response to initiatives in Literacy, Universal Primary Education, the Jomtien conference and declaration on EFA and as a logical follow-up to RAS/86/053 Pacific Educational Management a comprehensive programme has been devised to strengthen primary education in the Pacific through two principle thrusts:

- 1 The establishment of an Inservice Training Programme and on-going in-class professional support mechanisms for primary school teachers.
- 2 The establishment/strengthening of a community support network for primary education linking in-school and out-of-school strategies in mutual support at the village/school level.

The multi-tiered training network for Headteachers which was developed through the auspices of RAS/86/053 has been unanimously proposed by participating countries as the vehicle for implementation of this programme. Not only has each country established this outreach network and maintained it through ongoing bilateral supplementation but they have also recognised the HT as the singular SUSTAINABLE agent of change for any interventions at the primary level. The mobilisation and empowerment of the HT through training in substance and strategies and his/her participation in implementation and the decision making process are essential ingredients to developing the commitment necessary for the success of the programme.

The programme consists of several components which are mutually contributory and interdependent .

COMPONENTS

1 The Primary Education Networks

This is the principal operational core of the programme which embraces both the Inservice Teacher Training and Community Support elements.

2 Literacy Education

This is a significant substantive component which is to be programmed for implementation through the networks in juxtaposition with other substantive elements such as pedagogy, curriculum implementation, classroom organisation, diagnostic testing, large class management, etc as determined by national task analyses conducted for component No.1.

3 Educational Publishing

This is a support component which underpins each of the above through facilitating resource production for literacy/reading education and other substantive elements in the vernacular and/or english as may be appropriate.

4 Programme coordination and planning

This is the management component which coordinates sub-regional implementation, provides consultancy services, convenes workshops and seminars, provides monitoring services, data collection and programme reporting and evaluation functions. It also facilitates a programme management and implementation policy forum for the sub-region and conducts training in sectoral planning for development.

FUNDING

The main participating donors which have been identified to date are UNDP, UNICEF and UNESCO.

Other potential donors are to be invited to participate as programme preparation continues.

TIME FRAME

The programme is tentatively scheduled for commencement early in 1992 and is planned for the 4 year cycle 92-95.

PROGAMME DRAFT

A draft copy of the programme Pacific Primary and Literacy Education is available from UNESCO Office for the Pacific States, Apia, UNDP Resident Representative, Apia, UNICEF Sub-regional Office, Suva, Fiji.

UNESCO OFFICE FOR PACIFIC STATES

ANNEX G:

TERMINAL REPORT RAS/86/053

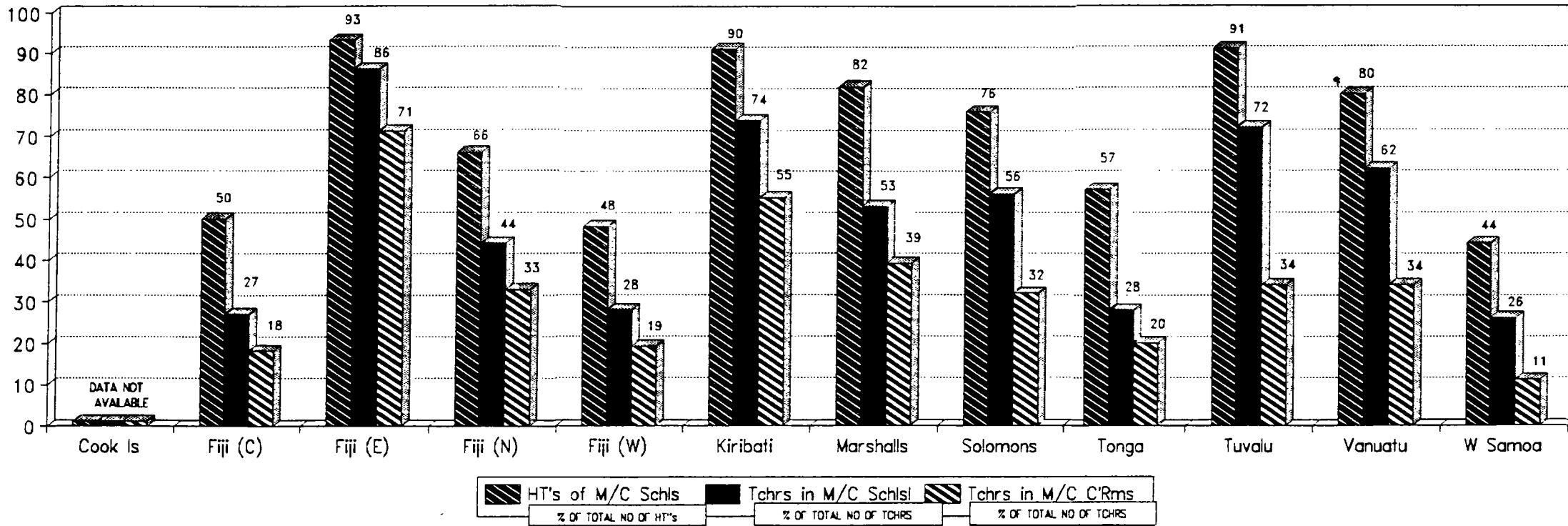
PACIFIC PRIMARY SCHOOLS
STATISTICS : FEBRUARY 1991

Country	No of Schools	No of M/C Schs	No of Teachers	No of Teachers in M/C Schools	No of Teachers in M/C C.Rms	No of Pupils
Cook Islands	No Data					
Fiji National	700		4752			149000
Fiji Central	190	95 50%	1474	392 27%	268 18%	
Fiji Eastern	117	108 93%	459	398 86%	326 71%	
Fiji Northern	151	100 66%	911	408 44%	306 33%	
Fiji Western	242	117 48%	1908	526 28%	370 19%	
Kiribati	105	95 90%	488	359 74%	267 55%	14782
Marshall Is	76	62 82%	438	231 53%	169 39%	
Niue	1	0	30	-	-	381
Solomon Is	454	345 76%	2026	1134 56%	652 32%	58595
Tonga	115	66 57%	687	198 28%	138 20%	16502
Tuvalu	11	10 91%	68	49 72%	23 34%	1500
Vanuatu	253	202 80%	830	511 62%	280 34%	24206
Western Samoa	139	61 44%	1204	318 26%	136 11%	32430

Data extracted from Country Statistics 1990/91 provided for the Regional Seminar for Enhancing Reading Skills in Pacific Primary Schools. Apia - February 1991.

Data for Marshall Islands and Fiji Western collected during July 1991.

INCIDENCE OF MULTI CLASS TEACHING IN PACIFIC STATES



Data extracted from Country Statistics 1990/91 provided for the Regional Seminar for Enhancing Reading Skills in Pacific Primary Schools. Apia - February 1991.
Data for Marshall Islands and Fiji Western collected during July 1991.