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ABSTRACT

This publication reports on the Commonwealth Secretariat UNESCO Regional Roundtable, which was held in Penang, Malaysia as a follow-up to the 1992 Colloquium on Alternatives in Initial Teacher Training, held in Colombo, Sri Lanka. There were 28 participants from Bangladesh, India, Maldives, Pakistan, Sri Lanka, Indonesia, Malaysia, Philippines, and Thailand. This report includes an interim statement identifying critical issues related to the quality of teacher training in these countries including the process of change, improving teacher performance, and the quality of teacher educators. Action plans of the five nations participating in the previous colloquium were presented and are described in this report. These projects addressed: (1) strengthening the organizational framework of teacher institutions and related activities; (2) alternative strategies for initial teacher training; (3) development of resource centers; (4) professional development of teacher educators and managers; and (5) social mobilization and awareness as a means of improving teacher training. Appendices include a list of participants and details of the country action plans, including rationale and objectives, activities, and expected outcomes for each project. (ND)

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INTERIM STATEMENT AND ACTION PLANS

Commonwealth Secretariat-UNESCO Regional Roundtable
Penang, Malaysia, 24 October-4 November 1992

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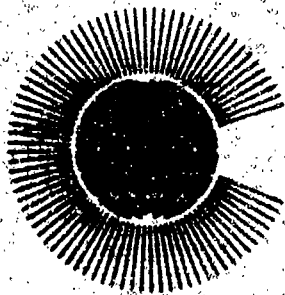
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COMMONWEALTH SECRETARIAT

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**QUALITY IMPROVEMENT IN INITIAL TEACHER TRAINING AND
COOPERATION IN DISTANCE EDUCATION IN ASIA
Penang, Malaysia, 24 October - 4 November, 1993**

Interim Statement and Action Plans

Introduction

- 1 This statement covers the portion of the above Roundtable that constituted the follow-up to the Colloquium on Alternatives in Initial Teacher Training which took place in Colombo, Sri Lanka (April 1992). It therefore needs to be seen as an extension of the official report of the Roundtable (UNESCO APEID, 1992).

- 2 The central recommendations of the Colombo Colloquium addressed national teacher training institutions, the South Asian participating countries (Bangladesh, India, Maldives, Pakistan and Sri Lanka) and the Commonwealth Secretariat and partner agencies. These focussed on the need to achieve a qualitative improvement of teacher training institutions and processes through the testing of alternative curricula affecting duration, content and modalities and through activities aimed at the professional development of teacher educators. The participating countries were asked to constitute national steering groups to identify projects relating to the improvement of teacher education, to support these and monitor their implementation. In so doing, there was emphasis on the collaboration that voluntary agencies or NGOs could give to the process as well as on the need to improve the participation of women in teaching in countries where this is not the case. The Commonwealth Secretariat was asked to convene a meeting as soon as possible to assess progress made in relation to these recommendations. UNESCO offered to co-support such a meeting and to extend its coverage to issues relating to distance education and South East Asia.

The Meeting

- 3 There were 28 participants from the five South Asian countries noted above and from Indonesia, Malaysia, Phillipines and Thailand in South East Asia. Also present were representatives from the Asia Pacific Institute for Broadcasting Development, Commonwealth of Learning, UNESCO-Bangkok, the World Confederation of Organisations of the Teaching Profession, and SEAMEO RECSAM (South East Asia Ministers of Education Organisation Regional Centre for Science and Mathematics), which was the host institution. Invited resource persons came from the University of Papua New Guinea, Sukhothai Thamathirat Open University and the Universiti Sains Malaysia.

- 4 A first level of discussions centred on general presentations by the participating countries on developments in their countries in relation to teacher and distance education, and on the plans of action from the South Asian

countries that had attended the Colombo meeting. This general interchange was followed by two group discussions, one related to distance education proposals and the other to alternatives for improving the quality of initial teacher training. A final session brought both groups together to discuss a draft report and recommendations.

Issues Related to the Quality of Teacher Training

- 5 As countries presented their plans of action a number of issues were raised which, in one way or another, were of concern to all the participating countries. In general terms, these issues revolved around three aspects related to the improvement of teacher training: (a) how to produce change or implement alternatives; (b) how to train for quality in teaching performance; and (c) how to improve the quality of teacher trainers. These issues are detailed below.

(a) The Process of Change

Throughout the presentations and discussions of action plans by the South Asian countries there was an underlying concern related to the factors that could make an innovation work or not. Several of these were noted:

(i) The participation of teachers and teacher educators themselves in the change processes. This in fact constituted an important principle behind the BRAC programme in Bangladesh. In their efforts to improve the competency of teacher educators the experience of involving these educators in the proposed changes was considered important. It was felt that teacher educators should not be considered, on account of their level of preparation, 'a lot you cannot change'. In fact, experiences in Sri Lanka of non-formal types of teacher training were witnessed by teacher educators (from training colleges) who were invited to observe these processes. In this respect it was strongly indicated that changes in teacher training institutions could only come if the lecturing staff themselves saw the need for such change and embraced it.

(ii) The need for social mobilisation and the importance of 'voluntary' or non governmental organisations. This was voiced by many of the participants. One of the reasons for the success of the BRAC experience in Bangladesh was considered to be its emphasis on involving the people in their experiences. Equally, in India the contribution of voluntary agencies (about 30) offering alternative teacher training programmes was noted as an important factor in change. It was indicated that it is very difficult for government bureaucracies to achieve successful change, and that in fact, wider social mobilisation is needed if change is to take place and that this mobilisation can be increased by the work of voluntary agencies. Furthermore, and the experience of BRAC independence suggests it, it is important that initiatives which involve social mobilisation do not eventually get absorbed by government. In the case of Sri

Lanka it was felt that NGOs should and can have a role of support to government initiatives for change and that both should endeavour to work in close collaboration.

Some time was taken to discuss the proposal on 'Mobilising Partnerships' that had been developed at the Colombo meeting. The emphasis on bringing together college lecturers and staff with community participants and policy-makers could be seen as a viable form of achieving social mobilisation within the training institutions and also in the communities surrounding them. It was noted, however, that participation in the reflective groups to be formed in training institutions should be broadened to include teacher union and government representatives.

(b) Improving Teacher Performance

(i) In general, the tenor of discussions was on how to improve training experiences so as to affect the practice of teachers. This would involve on the one hand, a closer contact between teacher educators and the school teaching environment. In this respect suggestions coming from the Sri Lanka participants revolved on bringing practising teachers into the colleges to air their views about the kind of training they believe teachers should have and bring as well experienced and competent teachers to give guest lectures at colleges or offer model lessons. On the other hand, involving college lecturers in the in-service of practicing teachers in the locality was seen as a good means of keeping the issues of practice close to the concerns of the lecturing staff. The teacher trainees should also have the right kind of practical experience, and one of the suggestions was to have them live in a village situation for about a month and to stimulate their participation in community activities.

(ii) The experience of the Field-Based Teacher Training programme in Pakistan which is supported by the Aga Khan Foundation was brought to bear in relation to the improvement of a teacher's practice. The Field-Based programme is an alternative form of training untrained teachers which uses peer teaching with input from 'master' trainers as a monitoring and supportive force, but follows otherwise the official teacher training curriculum. It is very much bound to the social and cultural context, and so the programme is also very powerful in social mobilisation. This is illustrated in the teaching principles according to which the teachers are trained: (i) active participation of each pupil; (ii) preparation of lessons in advance, with the teacher thinking about the content and questions to be asked; and (iii) care that the content of the lesson be relevant to the local environment. The key persons in this training programme are the 'master trainers' who are very carefully selected from among practicing teachers on the basis of outstanding performance in the classroom. The Field-based Teachers' Development Programme has two major components: (a) a 38-40 week long pre-service training which coincides with the primary school academic year, and (b)

short-term two-week intensive orientation programme called the Refresher Training Course and which is conducted on an annual or bi-annual base. The trainees' performance as they are trained is regularly evaluated through quarterly tests by the Master Trainers and also 6 teachers are supervised externally by different types of supervisors. Each supervisory visit is recorded and findings are translated into corrective action for Master Trainers and/or Project Management.

(c) The Quality of Teacher Educators

Just as in the Colombo colloquium the issue of teacher educators was brought up time and again as an important factor in the quality of teacher training. One of the suggestions in this respect was that they should be recruited from the field, and that after three years of lecturing in a training institution they should be sent back to the field. The care with which 'master trainers' are selected and trained within the Pakistan Field-Based Teacher Training is also an indication of the concern for teachers educators.

Country Action Plans

6 Having discussed in general the problems related to the improvement of teacher training and provided the general thinking on action plans for each participating country, the South Asian participants formed a group to discuss in more detail what projects they might wish to develop in their countries and for which they might try to seek funding. Below is a summary of the plans that were agreed in the context of this group's discussion (the projects as presented are contained in the annex).

7 The country discussions revolved around the following needs:

- Strengthening the organisational framework of teacher training institutions and activities. India and Bangladesh prepared projects addressing this need.
- Alternative strategies for the initial training of teachers. This need was addressed by the Pakistan project to extend to secondary teacher training the Field-Based primary teacher training programme.
- The development of resource centres and of links between existing ones. Projects along these lines were presented by Sri Lanka and the Maldives.
- The professional development of teacher educators and managers, with projects focussed on this need being presented by the Maldives, Bangladesh and Sri Lanka.
- The need for raising awareness, social mobilisation and change conducted within participatory frameworks. In this respect there were projects presented by Bangladesh and the Maldives.

Strengthening the Organisational Framework of Teacher Institutions and Related Activities

- 8 India presented two projects which addressed the above need. The first one is aimed at strengthening the State Councils of Educational Research and Training (SCERT). These Councils have the special task of training the teacher educators who teach in the District Institutes of Education and Training (DIET). Their tasks are also to provide academic, technical and professional support to all sorts of educators. This involves production of materials (print, audio-visual). In order for these institutions to function adequately, their physical infrastructure needs to be improved as well as their human resources. The Government of India has already prepared plans for carrying out this process and each State is required to prepare its own plan. The Indian project calls for a phased process extending up to the year 2000 for which the Government of India would pay half the costs, and the hope would be that interested donor agencies could provide the other half of the estimated total of 600 million Indian rupees.
- 9 A second project in India contemplates bringing together all institutions that have a stake in teacher training, i e the National Council of Educational Research and Training (NCERT) in Delhi, the State Councils of Educational Research and Training (SCERT) in the states and union territories, and the District Institutes of Education and Training (DIET). The NCERT is responsible for training teacher educators and key persons and the SCERTs are responsible for training of DIET personnel. From this perspective it would seem important that a communication network between all institutions be established, and thus the project called for a tele-conferencing link. India has INSAT, and so if video-audio conferencing facilities were to be created in Delhi and 35 other centres, there would be an effective educational support system for most initial and in-service teacher training activities. External funding would be needed for the installation of hardware and creation of facilities.
- 10 Bangladesh presented a project aimed at the training of primary school supervisors in management. While not directly related to initial teacher training, but more to in-service training it was felt that such a training was needed to improve the efficiency of supervision and management of schools. It was suggested that the training be done through refresher courses, short-term courses, attachments, study tours and academic attachments through a period from 1993 to 1997.

Alternative Strategies for Initial Teacher Training

- 11 Pakistan brought a prepared project to extend the Primary Field-Based Teacher Training Project currently supported by the Aga Khan Foundation to middle-level and secondary schools. The proposal includes use of the same techniques for training primary teachers: workshops for master

trainers, refresher training courses for teachers, writing of manuals and production of other materials, and school-based training for 550 teachers initially. Over a period of five years the project would have accomplished the training of 60 Master trainers, the training of 10 manual and material writers, short-term training of 1500 teachers and initial on-the-job training of middle and secondary teachers in rural areas and especially women. Teacher trainees would sit for the teachers' examination and the successful ones would be awarded the Teaching Certificate.

- 12 Also linked to teacher training of primary and secondary teachers was Pakistan's proposal to extend an existing link scheme with Bradford-Ilkley Community College in the UK to seven other centres in Pakistan. The project consists of accredited modular in-service courses for preparing teachers at certificate, diploma and degree level. A variety of sub-projects would be included: a preliminary feasibility study by UK and Pakistani experts, management training of the administrators of the participating institutions in Pakistan, staff development programme overseas and in-country, materials development and action-oriented research and evaluation. External funding would be sought for this project.

Development of Resource Centres

- 13 A project was proposed to establish Teacher Resource Centres in the Teacher Training Colleges of Education in Sri Lanka. On the one hand it was felt that the initial training process is not enough to support beginning teachers when they are in the field, and that there is need for provisions to help them more effectively. On the other hand, the return of teachers to their training institutions could enable the sharing of experiences with the lecturing staff and consequently an improvement in the training activities carried out by this staff.
- 14 The Sri Lanka project proposes the establishment of these centres at 25 locations and the provision of funding for buildings, recruitment of personnel, recurrent facilities and for other expenses related to the running of such institutions. A pilot stage in five institutions would constitute year 1 to 3 of the project, while extension of the project to all other centres would take place after an evaluation of the pilot phase. External funding would be sought for all expenses except salaries and recurrent expenses.
- 15 Embedded within a broader programme of staff development for teacher educators (described below), the Maldives also considered the importance of production of resource materials for teacher educators and the upgrading of the existing resource centre at the Institute for Teacher Education.

Professional Development of Teacher Educators and Managers

- 16 The focus of concern for the Maldives is the area of teacher educators. Most of those who train teachers at the single teacher training institution of the country, the Institute of Teacher Education (ITE) are themselves the product of a one-year teacher training programme; in other words, they are only one year ahead as far as their education is concerned from their teacher trainee students.
- 17 In view of the situation, a very comprehensive programme to upgrade teacher educators was prepared as a project. It would involve annual workshops on specific areas identified as needed by the teacher educators, short term attachments to other country institutions, participation in regional workshops and seminars, long-term fellowships and workshops for the production of resource and teaching materials. External funding would be sought for expertise to conduct the in-country workshops, the attachments and fellowship programmes and for the purchase of resource materials. The project is envisaged to have a duration of 5 years.
- 18 A similar project was developed by Bangladesh to provide for improvement of the teacher training activities carried out by the National Academy of Primary Education (NAPE) and the Institute of Educational Research (IER). The focus of the programme would be on training of what are called 'master trainers', that is, selected teacher educators who could have an effect on the improvement of teacher training activities carried out by other teacher educators. The programme of training would include improvement in skills of pedagogy, participatory training methodology, research and evaluation techniques and the training of trainers. The programme would involve sending six master trainers abroad for their preparation, as well as consultancy and support for other NAPE staff. Other aspects of the project are detailed in the attached annex (ANNEX 2).
- 19 Sri Lanka had a major concern relating to the preparation of teacher educators in Colleges of Education and Teachers' Colleges. The most pressing need is among a group of assistant lecturers in Physical Education, Home Science, Aesthetics and English who had not had the opportunity of gaining a degree nor much less doing post-graduate studies. Besides these persons, it was felt that post-graduate study opportunities should be offered to most of the lecturers without such a training (around 70 per cent). The project then would be to provide degree level studies for eight assistant lecturers in the four fields noted above, and post-graduate studies at masters' level for seven lecturers annually in the fields of Education, Home Science and English, and at doctoral level for three lecturers annually.

Social Mobilisation and Awareness as a Means of Improving Teacher Training

- 20 Within its programme of developing teacher training, the Maldives considered implementing the project on 'Mobilising

Partnerships'. In this respect, it was visualised that a project involving teacher educators at the Institute for Teacher Education would contribute to develop their awareness about needs in teaching and to search for means whereby they could improve the quality of their training activities. Maldives would search for external funding to implement the first phase of the study (one year) carried out as an action research project.

- 21 Bangladesh was also concerned, in general terms, about social mobilisation. Their view was that to improve primary school retention rates, parents and community leaders have to be motivated to support keeping their children in school. In this respect, the role of teachers in developing awareness in the client community is crucial. It was felt, therefore, that teacher training institutions should train teachers in skills required to work with the community and to this end a project was presented. The project included work with Master Trainers (linked to the general project on staff development outlined above), the development of training manuals, workshops and implementation activities. It was expected that the programme would take place in 1993-1994 and be partially funded by UNICEF.

Final Agreements

- 22 Group discussions which had been conducted in great detail were reported to plenary Roundtable sessions. The action plans were agreed upon as what the South Asian countries most needed at present if their teacher training activities were to be improved.
- 23 As most projects required external support it was agreed that the Commonwealth Secretariat would act as a broker to try and get relevant agencies interested in their funding. Country representatives would need to insure that these projects were agreed upon by their respective governments and to re-write project proposals for forwarding to funding agencies.

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Bangladesh**1 STAFF DEVELOPMENT OF NATIONAL ACADEMY FOR PRIMARY EDUCATION (NAPE) AND INSTITUTE FOR EDUCATIONAL RESEARCH (IER)****Rationale**

Since, NAPE is the apex staff development institution for primary education its faculty members need to be updated with latest teacher training techniques, pedagogy and innovation in the field of primary education. IER is another highest seat of education offering teacher training courses and very often helping NAPE and other training institutions for development and implementation of teacher training programs in the country. The master trainers which can be drawn from both agencies may help in the development and improvement of teacher training programmes in the country.

Objectives

To equip NAPE and IER and upgrade their capability in offering efficient training to the next clientele group for quality improvement in teacher training.

Specifically teacher trainers will acquire skills in:

- * Pedagogy;
- * Participatory training methodology;
- * Research and evaluation techniques; and
- * Training of Trainers (TOT).

2 MANAGEMENT TRAINING**Rationale**

Bangladesh has 45,000 primary schools. Most of the schools are supervised by ATEO/TEO/DPEO and DDs of the divisions who are not well exposed to management training. In order to improve the efficiency of supervision/management of schools this training is very important and urgent.

Objectives

To equip the school supervisors with the skills of:

- * supportive supervision
- * democratic leadership

- * motivation
- * problem solving and decision making
- * community participation
- * financial and office management
- * communication
- * conflict management

| <u>Activities</u> | <u>Target Group</u> | <u>Duration/Time</u> <u>From</u> | <u>Areas</u> | <u>Expenditure</u> | <u>Funding Agency</u> | <u>Remarks</u> |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------|------------------------------------------------------------------------------------------------|--------------------|--------------------------|----------------|
| 1.1 Development of Master Trainers: | Three from NAPE and three for IER | 3 months/1993 abroad | Pedagogy Research Tech. Evaluation TOT | - | - | |
| 1.2 Consultancy/cofacilitation: | During training for rest of the NAPE staff (33) | Nov.-Dec./1993 | 20 | - | - | |
| 1.3 Evaluation of training (mid term) | | 1995 & 1997 | - | - | - | |
| 1.4 Updating NAPE Library facilities (books & journals) | | 1993 - 1997 | - | - | - | |
| 1.5 Development of a cell on education technology at NAPE | Supply of necessary equipment & training materials | 1993 - 1997 | - | - | - | |
| 1.6 Technical assistance already introduced innovation (cluster training, CPA, competency based curriculum etc.) | - ABSII. Tona Education Officers (Teacher education) - PTI staff - DPE staff (Training division) | 3 weeks to 6 months/ 1993-1997 | - cluster training - CPA - Development of competency based curriculum - Other innovative areas | - | Partly financial by UNDP | |

| <u>Activities</u> | <u>Target Group</u> | <u>Duration/Time</u> | <u>Areas</u> | <u>Expenditure</u> | <u>Funding Agency</u> | <u>Remarks</u> |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------|----------------|
| | | <u>From</u> | | | | |
| 2.1 Management Training | - School supervisor - ATEO/TEO/DPEO PT1 super./NAPE staff/DPE (Tra. Div) | 1993-1997 | - Management: Function - Supervi- sion - Leadership: - Motivation: - Problem solving and deci- sion making - Community participa- tion - communica- tion - conflict management: - Financial and office: management: | | | |
| 2.2 Refreshers & Follow Up | | | | | | |
| 2.3 Shortterm courses, attachment, study tours, academic exchange | | | | | | |

3 SOCIAL MOBILIZATION

Rationale

Bangladesh has already achieved almost 80% of student enrolment. However they have not been able to ensure regular attendance of children in schools thus they have not been able to ensure completion of 5 years cycle of primary education to a sizable number. Hence the support of the parents, community leaders and social elites is badly needed to address this big problem. For this an elaborate social mobilization program is necessary to motivate the community at large.

Objectives

Parents, community leaders to be motivated for ensuring children's enrolment, attendance and completion of 5 year cycle of primary education.

Most trainers to be oriented properly on how to mobilize and motivate the community towards the achievement of UPE.

ATEO/TEO/DPEO/DD to be trained in this field to handle discrimination.

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| <u>Activities</u> | <u>Target Group</u> | <u>Duration/Time</u> | <u>Areas</u> | <u>Expenditure</u> | <u>Funding Agency</u> | <u>Remarks</u> |
|-------------------------------------|---------------------------------------------------------|----------------------|----------------------------------------------------------------|--------------------|--------------------------------|----------------|
| | | <u>From</u> | | | | |
| 3. Social Mobilization | - Master trainers : from DPE/NAPE/IER: : NCTB/PT1 | 1993 | - Community : Participa- : tion :- motivation | - | : Partly Funded : by UNICEF | - |
| 3.1 Development of training manuals | - DPE/NAPE/IER : NCTB/PT1 | | - Educational : awareness :- Social | | | |
| 3.2 Implementation through training | - Co-trainer : (Mid level : trainers) | 1993 - 1994 | - awareness : Improved : live skills: :- Partnership: | | : Partly Funded | |
| 3.3 Workshop | - Local level : trainer | | : building | - | : by UNICEF & : WB | |

India

1 **STRENGTHENING OF STATE COUNCILS OF EDUCATIONAL RESEARCH AND TRAINING**

Rationale

The scheme of Restructuring and Strengthening Teacher Education in India was launched in 1987-88. As a consequence of its implementation, resource centres at State Level and District Level are to be strengthened and established. More than three hundred District Institutes of Education and Training have already been set up. Nearly 150 more are to be set up. In each state/union territory (UT), a State Council of Educational Research and Training (SCERT) is already functioning. These are to be strengthened to function as a State/U.T Level Academic support Resource Centre for all aspects of school education, including teacher education.

The organisations have to be assisted in the following aspects:

- (i) Buildings/laboratories/auditorium
- (ii) More staff in various branches
- (iii) Material preparation and production facilities
- (iv) Library/documentation facilities
- (v) Equipment production/(prototype) and tryout
- (vi) Educational Technology Facilities - utilisation and upgradation of materials, audio-video and print
- (vii) Research/Innovations
- (viii) Areas identified on the basis of specific needs of the state/UT

Outcomes Expected

The role these institutions are playing at present in the professional development of Teacher Educations, educational functionaries, materials, education technology and other leaves much to be desired. Strengthening these activities would upgrade the faculty, provide latest instructional techniques to the trainees, material developers and evaluators. It would contribute to formal as well as non formal sectors. The district level institutions would have easy access to the SCERTs to seek guidance and solutions to their professional needs. The researchers would help in developing and revising curriculum on realistic and objective lines.

Implementation

The Government of India has already developed a detailed scheme on how to strengthen these institutions. Each State/UT is to prepare a specific plan based upon their assessed needs. This would be comprehensive and futuristic in projection, without compromising on the need to cater to the urgent requirements of the school and non-formal systems. These would be finalised by a high level committee consisting of academicians, NGOs, senior functionaries of state and central government and educational administrators.

The institution should continue to function on the present pace during the process of strengthening. While the non-recurring components should be installed/completed within two years, salaries and maintenance of equipment, etc. should be provided for up to year 2000. Subsequently, the State Governments shall take over.

Total financial requirements for 30 such institutions would be around 600 million India rupees. The Government of India would then be in a position to provide 300 million rupees ie 50% of estimated expenditure. Depending upon the availability of funds, the phasing could be worked out.

2 LINKING EDUCATIONAL RESOURCE CENTRES

Teacher training is one of the crucial components identified in the National Policy on Education in India. Several initiatives have been taken in the recent past to strengthen and augment the teacher education in the country. The country now has a well established National Centre - National Council of Educational Research and Training (NCERT) in New Delhi; State Councils of Educational Research and Training (SCERT) in the states and union territories (UT). For the first time Educational Resource Centres - District Institutes of Education and Training (DIET) have been set up in 307 districts of the country. Within next few years, each district will have such an institute. This set up is expected to substantially upgrade the quality of teacher education, the preservice and inservice training included.

While the NCERT is attempting to train the teacher educators and key persons, the SCERT's are supposed to train the teacher educators of DIET's. Apart from this these institutions are to provide academic, technical and professional support to large members of beneficiaries at appropriate stages. Production of materials--print, audio, video-- is one major prerequisite. There are more than 1200 institutions of training for primary stage and nearly 500 at secondary stage. This gives an idea of the magnitude of the clientele to be served by their resource centres. The number of teachers is around 4 million.

In such a situation linking these institutions for tele-conferencing could provide a major breakthrough in the process of teacher education. In the first phase, NCERT,

Ministry, 4 Regional Colleges of Education and 30 state centres could be linked. In Phase II, in one state all DIETs could be linked to the SCERT.

For effectively implementing this proposal, India has basic infrastructural support in the form of INSAT. With its video-audio conferencing facilities created in New Delhi (NCERT) and 35 other centres, an effective educational support system will be brought into being.

This would demand creation of teleconferencing facilities and installing of hardware. It is assumed that CIDA or COL or SIDA might be interested in providing such financial support as would be required in this case.

Republic of Maldives

1 STAFF DEVELOPMENT PROGRAMME FOR TEACHER EDUCATORS

Rationale

The Maldives has only one teacher training institution, the Institute for Teacher Education (ITE) which, in its present capacity, offers basic primary teacher training of one year for people with 10 years of schooling and two years for those with middle school education background.

The continuing education and professional development of teacher educators at ITE (majority of whom are the products of the one-year teacher training programme) is severely constrained due to the lack of universities and colleges of higher education in the Maldives, and expertise in teacher education within the country. Hence, overseas technical expertise and education and further training for teacher educators are urgently required.

Objectives

- (a) To provide professional development opportunities for teacher educators at the ITE;
- (b) To provide opportunities for teacher educators to gain exposure and experiences in other teacher education institutions;
- (c) To provide opportunities for teacher educators in the orientation and exchange of innovations and critical issues in teacher education;
- (d) To provide long-term professional upgrading opportunities overseas for teacher educators leading to the minimum qualifications of a Bachelor of Education degree; and
- (e) To provide support for teacher educators by the development of resources and teaching-learning materials for teacher training.

Activities

- (1) In-country professional development programmes for teacher educators (Objective 3.1)

One workshop to be held annually for the professional development of teachers on specific areas identified by teacher educators.

- (2) Short-term attachment programmes to small island states and other countries within and outside the South Asia Region (Objective 3.2)

Three teacher educators to be attached to overseas

institutions to study and gain experiences in appropriate areas of concern in teacher education. Expertise and experience gained will be disseminated to colleagues through staff seminars.

(3) Participation at regional workshops and seminars
(Objective 3.3)

Opportunities to be provided to teacher educators for participation at regional seminars and workshops on the orientation and exchange of innovations and critical issues in teacher education. Expertise and experience gained at such meetings will be shared with colleagues through staff seminars.

(4) Long-term fellowships for overseas education and professional development of teacher educators
(Objective 3.4)

One teacher educator to be sent overseas annually to follow a professional development programme leading to a minimum qualification of a B.Ed.

(5) Workshops to produce resource materials and teaching/learning materials for teacher training
(Objective 3.5)

Five National workshops to be conducted to produce audio-visual resource materials including video films, slides, independent study materials, and training manuals for teacher educators.

Upgrade the existing resource centre at the ITE for the professional support of teacher educators through the provision of journals, audio-visual equipment, books, etc as there are no other centres or facilities in the country responsible for the education of teacher educators.

(6) Government Inputs

Infrastructure support including salaries of professional and administrative staff.

(7) External Inputs

Technical expertise for in-country workshops, fellowship fronts for short-term and long-term training programmes overseas, teacher education journals, reference books, research publications, audio-visual materials and supporting equipment.

(8) Duration of the Project

5 years

STRENGTHENING AND ENLARGING PARTNERSHIPS FOR TEACHER EDUCATION

Rationale

More and more it is recognised that effective change cannot take place without active involvement in the change process of designers, beneficiaries, and implementors. If teacher educators are to move towards improvement of their professional activities, it will be important that they recognise the need for change, and be the initiators of activities that will further their professional development.

Equally, improvement of teacher education requires awareness of what are the problems in the teaching practice in schools, as well as of the concerns of parents and other community members, requiring attention on the part of teacher educators.

Objectives

This project attempts to create an institutionalised setting within ITE for teacher education in interactions with other educational partners, to examine educational needs, and to suggest ways of improving their teacher training activities.

Specific Objectives

- (a) To develop reflective activities at teacher training institution level involving:
 - * academic staff;
 - * administration representatives;
 - * teachers; and
 - * community members.

- (b) To channel the above activities along the lines of:
 - * examination of current practices;
 - * consideration of needs of each institution and of its members, of teachers and the teaching processes, as well as of community and national requirements;
 - * suggestions for possible changes including innovative practices aimed at responding to perceived needs; and
 - * examination of quality of implementation of suggested changes/innovations (action research projects).

- (c) To provide opportunities for interchange of experiences among the participating institutions within a country and draw up as a result, directions for change in policy and/or teacher training activities.

- (d) To provide opportunities for interchange at regional level leading to policy formulation and/or the development of inter-regional systems of exchange of experiences.

Implementation

- (a) Identify the 'insider-outsider' and two record keepers. These people will be from outside the institution and will be paid an honorarium.
- (b) Brief the partners and establish the Institutional Reflective Group. This group will meet at least once a month to discuss on specific areas of concerns identified by the group.
- (c) Professional development activities identified by the group in relation to the activity in 3.2.
- (d) During the second year the 'Insider-Outsider' will visit other countries with similar programmes.

3 DEVELOPMENT OF A DISTANCE EDUCATION PROGRAMME FOR ISLAND TEACHERS IN THE MALDIVES

Rationale

Few island primary teachers have received more than seven years of schooling and professional training beyond their basic one-year initial teacher training; hence, they need support for their continuing education. However, due to isolation and distance, characteristics of a small archipelago such as the Maldives, the country continues with a low resource base of educated personnel. There also remains a considerable pool of untrained teachers who find themselves unable to attend the teacher training course being based in Male, the capital city. There is a need, therefore, to develop alternative training programmes for such teachers.

Since distance education as a viable strategy for the delivery of education to adults in the islands has proved successful, it is time to explore the possibilities of providing teacher education to island teachers through this mode.

Objectives

- (a) To identify the continuing education and training needs of teachers in the islands; and
- (b) To provide island primary teachers teaching in remote conditions with continuing education and training opportunities.

Activities

- (a) Undertake a base-line survey to identify the continuing education and training needs of island teachers;
- (b) Design a master model for the provision of education and learning opportunities for island teachers with emphasis on:
 - * the development of the administrative system;
 - * the media systems;
 - * the delivery system (distribution, tutorials, assessment); and
 - * the evaluation system.
- (c) Develop self-learning media packages;
- (d) Train respective personnel in teacher education in the atolls;
- (e) Provide necessary facilities for infrastructure support;
- (f) Finalize a designed course in three atolls;
- (g) Undertake systems evaluation; and
- (h) Revise the designed course.

Government Inputs

- * Salary and honorarium for personnel involved in the project;
- * Physical space for personnel involved in the project;
- * Basic production facilities for the development of media for the course;
- * Facilities and mechanism for the delivery of the course; and
- * Facilities and mechanisms for the evaluation of the course.

External Inputs

- * Consultancy for the base-line survey;
- * Consultancy to lead the Planning Workshop;
- * Funds for the development of media; and
- * Funds for the training of DE personnel.

Duration of the Project: three (3) years.

Pakistan

1 FIELD BASED TEACHERS TRAINING

Rationale

The existing pattern of formal training is criticised for its heavily theoretical bias and its dissociation from actual classroom education. On the contrary, the field based approach shifts the balance of the training activities in favour of skills acquisition rather than cramming heads with inert knowledge. This alternative teachers training methodology is an instrument for effecting a change in the mode of acquisition of professional skills by trainee - teachers through on the job training under close and structured supervision of Master Trainers. Hence this training is desirable to improve the quality of initial teacher training in the country.

Objectives

- 1 To improve the quality of training in teaching skills.
- 2 To provide training to females in rural areas without dislocating them.
- 3 To provide teaching-learning materials especially the teaching manual in each subject.
- 4 To strengthen the supervision of the programme by constant monitoring.

Activities

Workshops for Master Trainer - orienting them to the training programme.

Refresher Training Course for the teachers - initially 1500.

Identifying districts and number of trainees in each Centre in the district.

Writing of the Manuals - teachers guide support material as teaching-learning materials.

School based training (Field based) for 550 teachers in Centres or districts as outlined underneath.

(c) Third Year

- Same as second
- Mid-term review (involvement of external agency)

(d) Fourth Year

- Field-based Activities continue with modification (according to mid-term review)

(e) Fifth Year

- Field-based Activities continue
- Final Evaluation

4 **Expected Outcomes**

At the end of five years the following outcomes are anticipated:

(a) Quantitative

Increased numbers of trained female teachers (with certification) as part of the figures below:

- | | |
|------|----------------------------------------------------------------------------------------------------|
| 60 | Master Trainers |
| 1500 | In-service teachers in each district trained on short duration basis (two-week training programme) |
| 500 | School-based or on-the-job trained teachers for middle and secondary schools in rural areas |

(b) Changes in Teaching Strategies

5 **Costs**

2 **IN-SERVICE TRAINING UNDER BRADFORD UNIVERSITY CURRICULUM WING LINKAGE**

Rationale

In order to strengthen and expand the linkages established earlier between Bradford - Ilkley Community College, UK and the Grammar School Karachi, it is necessary to extend this linkage to other schools in seven cities of Pakistan. Bradford College has offered programme for offering accredited Modular In-service Courses for Certificate and Diploma and Degree in teaching on the pattern of other pilot project carried on at Grammar School Karachi.

Objectives

To provide In-service Modular Course in teaching in selected schools in Pakistan.

The management training of principals and vice principals.

Provide training to the management staff such as project directors, moderators and evaluators.

Short overseas study training to the selected teachers.

Activities

Feasibility study by resource persons from Bradford in preparing plan of action for the strengthening and expanding of the programme. Visit programme by the professional teachers - so that various aspects of the linkage programme to be refined.

Identification of schools and teachers who will be involved in this programme.

Deciding on the venue and aspects of training programme for principals and vice principals and for other key management staff.

Linkage to be established in the first year of operation and expanded to all the remaining six schools.

Training and improvement in curriculum to be strengthened and enriched in the following two years.

Over the period of two years the short overseas tour of studying various skills and training to be planned for selected teachers from these six schools.

Action oriented research and evaluation to be planned in the process beginning with the second year of operation.

The duration of the programme will be for 3 years.

Outcome

Training of the selected 20 senior management staff. (i.e. principals, vice principals, director, moderators and evaluators).

150 teacher will receive short overseas studies.

Improved version of the curriculum to be adopted in schools.

Evaluation

On-going informative evaluation that will be based on action oriented research to be incorporated for implementation.

Sri Lanka

Introduction

Within the context of a total plan for development of Teacher Education in Sri Lanka, there are four areas of activity which are assessed to be of the highest priority and they are listed here in the order of priority. The areas are:

- * Professional Development of Teacher Educators;
- * Development of Teacher Resource Centres;
- * Study Visits/Attachments for Orientation of Heads and Sectional Heads of Teacher Education Institutes; and
- * Development of Resource Materials/kits for Use by Teacher Educators.

For purposes of development of further details based on needs, the first two areas have been selected:

1 PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS

Rationale

There is growing frustration among teacher educators in Colleges of Education and Teachers' Colleges in Sri Lanka as they are compelled to stagnate in the same post for years. The need to upgrade their educational and professional qualifications to qualify for promotion to the next grade should be addressed. The assistant lecturers who are non-graduates but trained teachers cannot qualify for posts of lecturers as they do not possess degrees. The assistant lecturers who belong to this unfortunate group come from disciplines such as Physical Education, Home Science, Aesthetics, and English.

In the other disciplines where courses are available locally, the stiff competition prevailing due to the limited number of places available in Universities deter these teacher educators from obtaining their Post Graduate Degrees, eg M A and M.Phil. This is a grievance not only from the point view of promotions of teacher educators but also in improving quality in training. Among the 500 teacher educators in the teacher training institutes in this country, not more than 30% have Post Graduate Degrees. It is disconcerting to note that there is not a single teacher educator who has a Doctorate. Hence, it is imperative that opportunities should be given to them to upgrade their academic and professional certificates.

Objective

To upgrade the academic and professional levels of teacher educators in Colleges of Education and Teachers' Colleges in Sri Lanka.

Outcomes

- * To make provision for 8 non-graduate teacher educators annually to obtain B.Ed. Degree in:

| | |
|--------------------|---|
| Physical Education | 3 |
| Home Science | 1 |
| Aesthetics | 2 |
| English | 2 |

- * To make provision for 7 graduate teacher educators annually to obtain M A and M.Phil Degrees in:

| | |
|--------------|---|
| Education | 3 |
| Home Science | 1 |
| English | 3 |

- * To make provision for 3 post graduate teacher educators annually to obtain Ph.D (Doctorate) in Education.

2 DEVELOPMENT OF TEACHER RESOURCE CENTRES

Rationale

The teacher educator programmes up to now have been one-shot interventions after which the newly trained teachers go--more often than not--into isolated rural schools where they find no educational or professional stimulation from colleagues or any other sources. This holds true even in the case of teacher educators as the Teacher Training Institutes are in rural areas quite isolated from one another. Hence, it is inevitable that their idealistic dreams of commitment to their vocation first remain as dreams and then gradually fade away as impossibilities in the face of the real constraints they face. Thus, a means has to be found in sustaining the idealism generated. It should also be a method for sharing their experiences and finding common solutions with their colleagues in other Teachers' Colleges and Schools.

Objectives

In order to make this richer sharing experience possible, it is proposed to establish Teacher Resource Centres to be located in Teacher Training Colleges and Colleges of Education. The centres will help teacher educators, teacher trainees, and teachers,

- * to share experiences with other colleagues and more experienced innovative teacher educators and teachers;
- * to reorient and rejuvenate themselves by cushioning their commitment from being blunted by many obstacles that stand in the way;
- * to develop new teaching learning aids/kits; and

- * to become aware of current thinking in their fields through the possibility of reference to written and recorded materials.

Structure

Target Groups

- * Teacher Educators
- * Teacher Trainees
- * Teachers

Location

- * 25 locations (9 Colleges of Education)
(16 Teacher Training Colleges)

Strategies/Supportive Activities

- * Infrastructural upgrading of one building in each teacher education institute;
- * Providing the building with furniture, equipment, a vehicle, common amenities, etc.
- * Recruitment/secondment of personnel to run the centre;
- * Providing recurrent facilities (paper & books, magazines, AV materials, etc.);
- * Providing funds for travel expenses, subsistence, design lecture, and consultancy fees;
- * Establishing linkages with the mainstream for servicing and support functions.

Stages of Development - Activity Plan

(a) Year 1 (Pilot Stage in Five Centres)

- * Equipping and establishing the Centre (including library);
- * Forming a Steering Committee and Executive Board;
- * Deploying personnel;
- * Designing workshops to be conducted in year 2; and
- * Orientation of other field supervising education staff in the mainstream.

(b) Year 2

- * Maintenance (Recruitment Expenditure);
- * Running 2 formal workshops for each of the 3 groups at 3.1; and

- * Organising Meetings of Steering Committee and Executive Board.

(c) **Year 3**

For Original 5 Centres

- * Review and internal evaluation of project at the beginning of the year.

For Remaining 20 Centres

- * Some as in year 1

(d) **Year 4**

- | | | |
|-----------------|---|-------------------------------|
| For all centres |) | as in year 2 but with changes |
| |) | suggested through internal |
| |) | evaluation |
| |) | |
| |) | Summative Evaluation by |
| |) | External/Funding source |

Expected Outcomes

(a) **Quantitative**

- * At end of year 2 (5 locations functioning as full time working centres)
- * At the end of year 4 (25 locations functioning full time)

(b) **Qualitative**

- * Upliftment of morale and commitment of the 3 categories at 3.1;
- * Improved quality of the performance of the 3 categories at 3.1.

Costs

State: All salaries of staff recurrent expenses (eg. electricity, water, fuel, postage, telephone, etc. for the centres.

Internal Source: All other funds required.