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PRIMARY CURRICULUM DEVELOPMENT SUBPROJECT

part of the

CARIBBEAN REGIONAL CURRICULUM DEVELOPMENT PROJECT

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PRIMARY DEVELOPMENT SUBPROJECT  
PROBLEM

Background:

This Primary Curriculum Development sub-project will include eight Less Developed Countries (LDC): Antigua, Belize, Dominica, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia, and St. Vincent; and one More Developed Country (MDC): Barbados. During January and February 1979 visits were made to these territories by a team of consultants and staff representing the USAID RDO/C, University of the West Indies (UWI) and Caribbean Examinations Council (CXC). These visits served to visualize and verify the background of the PID as well as its recommendations.

The affected territories have a total of 685 primary schools staffed with 7,236 teachers. In general, less than 50 percent of the teachers have received any extensive formal training and those have received two years of work at one of the seven Teachers' Training Colleges (TTC). Teachers enter the field, at the primary level, following completion of a secondary education. With only a brief orientation to teaching, these individuals must complete two or more years of successful teaching experience before being considered for college training.

The preparation received at the Teachers Training College (TTC) consists of both general education and professional components. The TTC at St. Vincent, for example, has students studying the content areas of mathematics, English, science, and social studies during most of the first year. A portion of the first year and about half of the second year are spent in field experiences in the territorial primary schools. Professional studies in psychology and methodology are interspersed. The final term involves practice teaching, examinations, and a written research thesis with all these components being jointly evaluated with faculty from the TTC and UWI School of Education faculty at the Cave Hill Campus (Barbados).

Materials and facilities in the territorial primary schools are usually poor in quality or insufficient in quantity to provide a relevant, enriched curriculum for the children. Texts and supplementary reading materials are scarce. It is common practice that the graded readers used must be shared by two to five students. Some, but few, professionally prepared charts are available but most teachers must rely upon self-made materials and these often come at great personal expense. Facilities are often crowded with benches prepared for two students seating up to four. Teacher storage areas, work stations, and display space are predominately inadequate.

For a variety of reasons (e.g. low salaries, poor working conditions, and diminishing status) the annual turnover rate among primary teachers is high, approaching 20 percent in most territories. This rapid change in faculty increases the otherwise difficult tasks of providing a sound education. Constant orientation and retraining are necessary in order to assure some continuity. The dilemma of having little assistance and low specificity in the curriculum for these new teachers leads to uncertainty and confusion.

Throughout these visits several other common characteristics were noted. Every place visited was inhabited by children who were generally attentive and happy. They seemed able to work within the environment and exhibited a great desire for an education. Enrollments are uniformly high and attendance regular. Despite having limited resources it still is true that each territory has provided for free education within easy distance of every child in the territories. Sex separated schools are on the decline as are non-government schools. In both the government-assisted, private schools and government schools religious instruction and activities are a common sight due to the historical development of education in the territories. Government regulations, though, forbid discrimination in admission or hiring based upon race, creed, or language.

PRIMARY SCHOOL CURRICULUM DEVELOPMENTPROJECT DESCRIPTIONPURPOSES:

The overall purpose of this sub-project is to improve the quality of the curriculum and the teaching methods employed in the primary schools. It is the intent of this sub-project to attack the interrelated problems of outmoded or nonexistent instructional materials, and weak or inappropriate teaching methodologies. Activities related to these goals will be conducted with grant assistance to the School of Education of the University of the West Indies in order to strengthen ongoing efforts to stimulate development of improved curricula, instructional materials, and pedagogical approaches. Development efforts will be concentrated upon programs for children ages seven to eleven (some territories may revise this age group slightly) and the participating territories will include Barbados and eight LDCs.

Improving Curriculum Quality

Development of a modern, relevant, and teachable curriculum is a high priority of this project. Visits to the participating territories have shown that inadequate curricular materials are presently available for school use. (see appendix A) Due to the small, generally undertrained staffs there has been little curriculum development accomplished. Many teachers and headteachers

seem unaware of existing curriculum guides although several territories had made efforts to produce usable guides. Uncertainty, therefore, on their part has resulted in a somewhat confused situation in which less emphasis is placed upon those curricular areas where guidance is most lacking.

Problems exist in determining the content of a modernized relevant curriculum because of past dependence upon non-Caribbean educational systems and exams for direction. In particular, the British influence upon the content taught has been great, children are being taught information deemed necessary for admission to the more prestigious British-type grammar schools. The system of using the "eleven-plus" exams continues the pattern of favoritism toward subjects endorsed under the British system.

The problem of lacking a modern curriculum is exacerbated by the relatively poor economies of the Caribbean LDC territories. Most instructional materials available to the teachers consist of books which have been donated from outside sources. In the absence of desired curriculum guides and resources, teachers tend to place undue reliance upon the available materials. The concern of this project is not that children are being exposed to these outside cultures and experiences for they should gain knowledge of other nations and people. Rather, it

is the almost complete dependence upon foreign materials which must be attacked by this project in the hope of providing teaching resources which consider and integrate the regional background and resources.

Therefore, the purpose of this portion of the project is to determine the curriculum materials deemed appropriate, prepare and/or restructure curriculum materials, and implement and evaluate curriculum modifications and extensions in schools of the region. The effort to achieve this purpose will begin with a deliberate, methodical program of collecting the currently available resources and guidance materials for curriculum usage. An in-depth study of these by the consultants will be conducted to determine the effectiveness of the content and process sequences of the available materials. This information will be of assistance planning the preparation of curriculum materials. It will then be possible to mount a major regional effort to prepare and restructure curriculum materials to meet the desired goals. Once prepared, the materials will be used in a number of workshops and pilot schools to determine their effectiveness. Input from the cooperating teachers will allow later evaluation, modification, retesting and distribution of the curricula.

In this way it is hoped that the present curriculum deficiencies may be overcome with the preparation and dissemination of regionally based materials and guides. These will include suggested activities and approaches for use by teachers in their classrooms.

## Improving Instructional Materials Quality

Development of materials for use in classroom instruction which are of good quality, related to the planned curriculum, and widely disseminated is a major focus of this project. Observations of and reports from primary classrooms of the territories have highlighted the lack of student useable materials. The classroom texts, workbooks, and other instructional materials, as noted earlier, have been of uneven quality due mainly to the fact that their acquisition was based not upon the curriculum but rather upon availability and/or cost. Most schools have insufficient numbers of texts for the student enrollment, those available are generally donated volumes from other developed-nation cultures, and supporting materials are lacking. Few schools have facilities on-site to reproduce materials (i.e. mimeograph or spirit duplicator) and in many cases where the equipment existed, the facility was inoperative or lacked supplies of paper. Students must supply other writing and learning materials and the expense of these items prevented widespread use of common materials. Non-print materials and media are nearly non-existent and poorly distributed.

At the outset it will be necessary to systematically collect samples of the materials presently available to assess their distribution and appropriateness. Formulation of suggested revisions and production of additional needed materials will follow from the curriculum development work

of this project. These will be made available for the pilot school use where the effectiveness will be evaluated.

Further revision of the materials will be undertaken to make them suitable for wider distribution by the most appropriate medium possible. A cost analysis will be necessary by those responsible to determine the implementation strategy and time-table for the introduction of the new instructional materials in the regional primary schools during the final year of the program.

Improving Teaching Methodology

Development of a broader repertoire of teaching skills and methods is a strong intent of this project. Present patterns of instruction focus upon the lecture-group recitation methods. Due to limited space, instructional materials, and training, teachers are unable to provide a variety of approaches. The majority of the primary teachers in the participating territories are untrained except for a short orientation by the staff of their Ministry of Education. Since acceptance into the two-year, teacher training colleges requires both a pre-determined academic level and some two years of successful teaching experience. The number trained are barely able to keep up with the normal teacher attrition rate. Also, since the teacher training colleges are operating under somewhat the same financial constraints as the primary schools the desire to provide an enriched experience for the teachers-in-training often goes unfulfilled.

One aspect of this project will focus upon providing experiences and materials, for the participants in the various workshops, which broaden the scope of classroom methodology. Implementation of certain types of methodology must await the development of curriculum guide and/or instructional materials. Other assistance, though, may be offered teachers which focus upon teacher actions and teacher-pupil interactions.

Assistance will be given in developing classroom evaluation and testing as a substitute for the traditional reliance on terminal, end of course examinations.

These may find immediate use and be easily capable of dissemination to a wider audience. This project will encourage wider use of alternative methodology with the intent of providing teachers with the background necessary to select the more useful, appropriate means of instruction, appropriate to the materials and the learning to be accompanied.

Conducting this facet of the project will require much effort at observing present practice and analyzing the curricula developed to locate alternate methods. Procedures which would permit teacher familiarization with the various approaches must then be planned for workshop use. The implementation trials and subsequent supervision must be organized to allow continued input into the project. Finally, methodology suggestions and actions might be revised and included within the curricula and materials developed.

ACTIONS PROPOSED:

Participating territories will be involved in curriculum development, instructional materials preparation, and teaching methodology improvement in at least three of the four subject areas which were identified as being of the greatest common interest in the 1977 AID Education Survey. Those subjects are Language Arts, Mathematics, Science and Social Studies. The Ministry of Education of each territory will be responsible for the involvement of that territory including naming representatives to committees, developing relationships with UWI, making personnel available for training, coordinating the efforts of all persons in the territory, and providing a portion of the resources for successful implementation of the project plan.

The major vehicle for accomplishing the actions is a differentiated system of workshops in regional, territorial, and local levels. The regional workshops will involve representatives from each territory who will be engaged in curriculum development leadership training program. Over the period of a year three regional workshops will be held with continuity of participation, development, and implementation as important aspects.

In each territory, shorter workshops will be held frequently. Five primary schools will be designated by and from each territory as Cooperating Pilot Schools (CPS) where testing of new materials and implementation of new methods will be conducted. The teachers in those schools will be the territorial workshop participants. Head teachers at these schools will be specially instructed to serve as curriculum leaders at workshop sessions. Selection, writing, teaching, evaluating, revising, and rewriting of curriculum, instructional materials and teaching methods will be stressed.

On the level of the local schools it is imperative that continuous effort be exerted. Consultants from UWI-SOE will visit the territories monthly and hold local workshops. Problems in implementation and teaching methodology will be the major focus of these sessions. Issues and suggestions raised at the local schools will be taken when necessary to ensuing territorial and regional workshops for dissemination, discussion and resolution. Territorial Project Implementation Units (PIU) will be established to coordinate efforts (see Project Management), and to provide territorial input to planning workshop content.

#### UWI School of Education Grant

Grant assistance for the Primary Curriculum Development Project will be given to the School of Education of the University of the West Indies (UWI-SOE) which shall have overall management responsibilities. The Dean of UWI-SOE shall serve as Project Director and shall appoint a full-

time Primary Project Coordinator. The Coordinator will assume management responsibilities in the name of UWI-SOE. The Coordinator shall obtain and assign the necessary additional staff and monitor their effectiveness. USAID will fund annual personnel costs of approximately US\$124,500 for staff which shall consist of the Project Coordinator and five professional education consultants, one each in Language Arts, Mathematics, Science, Social Studies, and Evaluation. It is expected that persons employed will exhibit some capabilities in a broad range of competencies related to primary school curriculum development and teacher education. Supporting staff will include a part-time graphics artist technician and a secretarial staff of two persons, cost for which are included above. In addition, the UWI-SOE Cave Hill Campus staff will assume responsibilities within the Project. Their regular staff includes faculty in Educational Administration, Language Arts, Mathematics/Measurement, Social Studies, and Science. A Graphics Artist and clerical staff are available.

The UWI-SOE regular staff have been engaged in an ongoing program of outreach in the region. Members of the faculty work with the seven Teachers' Training Colleges (TTC) in the Eastern Caribbean on matters involving organization, syllabi construction, and the teacher education curriculum and practicums. They also carry out action research and assist with in-service training programs in the territories.

Because of the extensive work being performed by the UWI-SOE regular staff, which closely relates to the direction of this project, and their intention to continue with this effort, one part of the "in kind" contribution of UWI-SOE to this project may be assumed to equal one-half the personnel costs of the five faculty members and supporting staff.

#### Baseline and Summative Evaluation

An early function of the professional staff at UWI-SOE will be to derive baseline data which reflect the state of the educational systems of the participating territories. The nature of the information so collected will be of prime importance in planning the initial, detailed implementation plan during the first year. Statistical summaries from each territory will provide some data but much will be available only through the visits to the territories.

A specific evaluation plan must be part of the detailed implementation plans. Formative and summative data will be sought each year to indicate the success of the project in striving toward or achieving the intermediate and/or ultimate goals.

#### Cooperation with Ministries of Education

It shall be the responsibility of the Project Coordinator, with each Consultant's assistance, to formulate plans which solicit and ensure the cooperative participation of the Ministry of Education of each territory.

The government of each territory will agree with UWI-SOE to provide staff released time, certain resources, and necessary office or meeting space when necessary. The CEO of the territory shall be the spokesman for their interest in the PAG meetings.

Since much of the success of the Project will depend upon satisfactory working arrangements in each territory it is imperative that the cooperation of the PIU in each territory be gained. Arrangements will be formalized by UWI-SOE which make it possible for representation at the meetings of the PIU and for a program of continuous consultation, when required. Efforts must be made which will ensure the application of the planning to the local level. Territorial provision of resources, staff, and guidance will be monitored by UWI-SOE staff to assure compliance with the established agreements. Specific reports on each territory will be part of the quarterly and annual reports of the Project Coordinator to RDO/C. Copies of the reports will be circulated to the CEO of each participating territory.

Some time of the MOE officials and staff will be involved with the efficient conduct of this project. Therefore, an amount of about US\$54,000 is recommended for annual-replacement costs for staff assigned to this effort as needed. Four and one-half year costs should total US\$243,000.

Workshop Descriptions:

Three types of workshops are among the basic implementation actions required: Regional Workshops, Territorial Workshops, and Local Workshops. Each is described below.

1. Regional Workshops -

It is anticipated that four weeks of regional workshops will be held annually beginning in the first year of the project. A two week workshop is projected for the summer vacation period with one week workshops during the Christmas and Easter school vacations over a four year period following the initial planning phase.

Participants will be two leaders in each subject area from each territory, ordinarily selected from the pilot schools or the PIUs, thus making a total of 72 participants. In these workshops content will focus on reviewing previously prepared curriculum units which will be adapted for use in the territories. The first such regional workshop will work with materials prepared by UWI consultants based on inputs previously submitted by the PIUs regarding subject matter levels and areas to be emphasized. While this process will continue in succeeding regional workshops, a greater territorial input will be expected.

The general procedure, however, will be rewriting and adaptation of units and curriculum materials previously sent to the participating teachers for study. The participants will bring the reactions of territorial pilot school staff and the PIUs to the workshop and will work on necessary changes. They will be taught to write objectives for their teaching, select teaching materials to meet objectives, create teacher and pupil made materials, learn methods for teaching the materials to large and small groups, how to obtain and assess feedback as a result of teaching new materials and will develop all materials necessary for teaching the first term in each subject area at the levels being emphasized.

The UWI consultants will teach workshops and help develop the materials for use in the pilot schools. The summer workshops will focus on material to be used in the schools during the first term. Ensuing regional workshops will use a similar process but will be graduated in levels of work for which curriculum and teaching materials will be prepared. The work done at Christmas and Easter workshops, territorial level workshops and local workshops throughout the year will result in the development of a full year's curriculum and teaching materials at a given subject level each year. If, on the other hand a territory wishes to work on a single subject at all four levels during a given year, this can also be done.

USAID financial commitments will include round trip air travel, subsistence and incidentals for

the participants which will total US\$131,360 per Year. Reproduction of workshop materials is budgeted at US\$5000 annually, giving a total budget of US\$545,440 over the four year workshops schedule.

## 2. Territorial Workshops -

The first territorial workshop each year will be held as early in the school year following the summer regional workshop as possible. The subject matter leaders and UWI consultants, as possible, will return to the territories and hold a territorial workshop for teachers of the pilot schools on the materials developed and teaching methods learned at the regional workshops. The teaching materials developed will be distributed to all teachers in the pilot schools. The workshop then focuses on teaching and assessing these materials before the school year begins. In effect, this is a transmission of materials and methods used in the Regional Workshops. At the start of the school year, all teachers, in the appropriate subject matter areas, would be using new curriculum units, and new methods and testing these in the classroom.

It is anticipated that the territorial workshops will include all teachers in all pilot schools in the territory (approximately 45). Some territories

have indicated that they plan to include all teachers throughout the territory in the territorial workshop. Project funds have not been allocated to expand beyond 45 teachers.

A second territorial workshop will be held following the Christmas vacation Regional Workshop. It is believed that these two Territorial Workshops, together with work being done at the local school and PIU level, are sufficient to carry out the transmission of materials and methods outlined above.

A second type of workshop has been proposed to accompany the territorial workshop described above. This would focus on the principals or headmasters involved in the pilot schools and be expanded to include the remaining principals and headmasters. Two alternatives exist. One is to invite the principals to attend the Territorial workshops described above but to have some workshop meetings focus on the organization and administration of curriculum and materials development programs. The second is to provide a separate regional or territorial workshop organized for such persons alone. The first alternative seems more desirable at present but further consideration will be given to both alternatives.

USAID funding will include UWI consultant staff travel and subsistence, territorial secretarial and materials costs, and shared (with the MOEs)

expenses of daily subsistence for participants. Costs total US\$24,090 annually and US\$96,320 for four years.

### 3. Local Workshops

The design of the project requires that the work of transmitting new materials and methods, and of assessing their validity and usefulness, and the work of developing additional materials particularly directed at the local situation be continuous between major workshop sessions. This work will be aided by UWI consultants on their monthly visits to the territories. The PIUs will describe the work to be done and will design responsibility for its completion. It will provide for the necessary group meetings to carry out the work. It is expected that approximately one day per month will be needed for these local workshops, for 45 teachers in each territory. They should be held at the time of the visit of the UWI consultant. Should critical implementation problems arise in any territory the UWI consultant assigned to the territory would be available for assistance at the request of the CEO.

Local workshop costs to USAID will include partial participant subsistence and materials reproduction which total US\$3,370 annually. Since these meetings will be coordinated with regular monthly visits by UWI consultants these costs (over five years) of air travel and subsistence of US\$25,020 annually

may be considered part of the local workshop costs. The five year total financial requirement is US\$147,060.

An amount totaling US\$12,000 is budgeted annually for five years to reproduce and distribute materials for pilot schools, pre-regional and territorial workshops, and evaluation procedures. Over five years these costs are projected to cost US\$60,000.

The types of workshops outlined above are the major implementing action for the project. They, together with the work of the UWI consultants and the PIUs, are the framework for improving curriculum materials, teaching methods and materials and student learning. This presentation has not focused on all content of all workshops. Rather it has described the central approach to the project. Teaching methods will be treated along with curriculum and materials development. It is expected that activity-centered, problem solving approaches to teaching and continuous classrooms evaluation of pupil progress will be emphasized through the focus on development of appropriate curriculum and teaching materials. The content of the workshops, their location and timing and the way in which the subject matter areas are to be approached, as well as the number of subject matter areas (3 or more) to be treated, will depend upon territorial PIU discussion with UWI consultants.

While this section has been written to present the general organization and approach to the workshops, it should be noted that territories will have flexibility in how they approach the work at the local level. The regional workshops will deal with common core curriculum materials, with adaptations being developed by the territorial representatives present. While the territorial workshops will focus on transmittal of materials and methods from the Regional workshops, considerable territorial adaptation will arise from the workshops, and the activities at the local level (pilot schools) will further permit territorial flexibility.

Curriculum, Instructional, and Evaluation Materials Reproduction

Throughout this sub-project many types of materials will be produced for use at the workshops and pilot schools. It is anticipated that the majority of these materials will consist of the print media: reading material, teacher guides, student activity pages, charts, posters, drawings, or photographs. Reproduction and distribution of these materials is essential in the overall purposes of the project so that implementation and evaluation may be conducted.

Facilities exist, in the regional institutions, to reproduce these print materials. The UWI has a Materials Production Unit at it's St. Augustine campus, Trinidad, with less complete facilities at both Mona and Cave Hill. The Caribbean Examination Council, at it's headquarters in Barbados, also has the capability to print materials. Additionally, sufficient reproduction capability exists in each territory to meet the needs of monthly local workshops for local mimeographed materials. A study of existing facilities will be made during the first year of the project and prior to the first Regional Workshop to determine the capability of each facility and a determination will be made of the most cost effective way of producing the needed materials in quantity. One or more of the Institutions named above will be used.

Limited funding has been included in this paper for reproduction and distribution. The total annual materials budget will approximate US\$25,100 for all workshops, pilot school and consultant activities. Total reproduction costs will total about US\$125,500 over the five years.

Project Implementation Units

Each participating territory will establish a Project Implementation Unit to coordinate the territorial involvement. The Project Coordinator, or a Designated Consultant, will visit each territory to meet with and give initial direction to the PIU. By January 1980 each territory should have appointed their PIU and provided UWI-SOE with the names of those involved.

The Chairman of the PIU is the Chief Education Officer (CEO) or his nominee from the Ministry of Education (MOE) staff of the territory. If the CEO chooses not to serve as Chairman he should be kept informed of PIU actions.

The PIU while serving as a coordinating unit for territorial activity, must also ensure that the project is serving the needs of the territory. It will be determining territorial operating procedures including how the pilot schools will operate with respect to the project, the scheduling of local workshops and their emphasis, deciding on work assignments and procedures for developing curriculum materials and reviewing results. The PIU will also be responsible for enlisting community support, conducting baseline testing and providing statistics. This Unit is a key element in project success.

The composition and additional responsibilities of the PIU are discussed in the Management section of the paper.

Project Advisory Group

The primary Project Coordinator shall call meetings of a Project Advisory Group (PAG) at least once per year. The first meeting shall be held no later than December 1979. The participating territories will each be entitled to representation by one person. The Chief Education Officers, or their designees, will be asked to serve on the PAG for the duration of the project. Meetings will be approximately two days in length at dates and locations of convenience. Project funds will cover normal expenses.

Responsibilities of the PAG are described in the Management section of this paper. Basically it will serve to give feedback to the project director on territorial operations, plans, and problems and to assist in the development of project-wide implementation plans and evaluations.

Suggestions for change in program emphasis, territorial or regional, if needed, will be considered by this group and recommendations made to the Project Coordinator.

Because of the composition of the PAG the members will have intimate knowledge of territorial operations and be able to contribute substantially to the continuous evaluation and improvement of project design and operation. Meetings of the PAG will require about US\$23,580 per year with total USAID costs totalling US\$108,320.

Outside-Technical Assistants and Evaluators

A team of outside evaluators will be brought to the region annually (beginning at the end of the second year) and other outside technical assistance will be made available when needed. The evaluation team will consist of up to five persons, working for a period of one week. They will be charged with the responsibility of evaluating the process and product of the project, responding to requests for assistance, and providing a report stating conclusions and recommendations. Annual costs approximate US\$7,750 with a total cost of US\$23,250 for three times.

The use of outside technical assistance staff is anticipated with a total of sixty person months to be funded. These persons may be brought to site at any time during the project upon agreement of UWI-SOE and RDO/C. Assistance may be sought to upgrade the capabilities of the UWI-SOE staff, to present regional or territorial workshops, or to evaluate the success of or give direction to the project activities.

Individuals may be employed who have special expertise either from the region (e.g. Jamaica, St. Lucia, and Guyana have persons with experience in curriculum or materials development) or from non-regional sources.

Consideration of the tasks to be accomplished suggests the following distribution of time allotments over the project life for outside technical assistance:

<u>Activity or Background</u>	<u>Person Months</u>
Implementation Plans	4
Pre-Regional Workshops	4
Curriculum Writers	16
Materials Specialists	12
Teacher Educators	12
Educational Administration	8
Evaluation	4

These allocations are subject to revision as the detailed implementation plans are provided.

Funding is proposed at total costs of US\$360,000 for the five year project life.

Outputs Anticipated

1. New Curriculum guides, in the language arts, science, mathematics and social studies, consisting of syllabi, teachers manuals and pupil workbooks which have been tested in the territorial schools and found to be teachable and relevant to the Caribbean region.
2. A group of teachers and supervisors with experience and skill in curriculum development, testing and dissemination who will be able to continue such action after the close of the project.
3. Additional teaching aids and materials related to the new syllabi and curriculum units and which will assist the implementation of modern methods.
4. A group of teachers trained to develop, evaluate use, and disseminate modern instructional materials.
5. Teachers capable of using project work, continuous evaluation, and child-cultured activity in the classroom in appropriate learning situations.
6. Teachers trained to understand, select and use teaching strategies appropriate to the new curricula including appropriate materials and methods.
7. A modified, refined model for the curriculum development process, including manuals for administrations which provide guidance for organizing and administering curriculum development projects.

8. Principals and supervisors with improved administrative skills.

MANAGEMENT PRIMARY SUB PROJECT

Overall management responsibility for this project is vested in the University of the West Indies (UWI) and operating through the School of Education. The University will nominate a Project Coordinator who on approval by RDO/C will assume management responsibility in the name of U.W.I. The Project Coordinator shall report to U.W.I. through the normal operating channels of the university. He will be responsible for submitting to AID. all plans for implementing the project and, upon approval, for seeing that such plans are implemented. He will be responsible for submitting to RDO/C on a quarterly basis, in a form acceptable to AID, on the progress of the project, with major evaluation of the total program to be on an annual basis. In addition he will have the service of an evaluation team composed of persons not related to the project to assist in the evaluation process and in reviewing evaluation plans. He will be responsible for obtaining and assigning needed staff and for monitoring their effectiveness.

Financial management of the grant monies will be carried out through normal university procedure with a separate account established which shall deal only with the funds provided by the grant. A separate accounting shall be made for University funds used to support this project, including "in kind" contributions. Financial reporting shall be included in the quarterly report of progress.

A Project Advisory Committee shall be established by the Project Coordinator, composed of the Chief Education Officers (or their representatives) from each territory participating

in the project. The committee will meet at least annually on the call of the Project Director to consider implementation plans, consider implementation problems and their resolution, share insights and experiences resulting from the project, to review project progress and to offer recommendations for changes in the on-going program should this be deemed necessary. It is expected that each member of the committee will have monitoring responsibility for project progress within the territory he represents in order to be able to make the maximum contribution to the deliberation of the advisory committee. The committee shall be involved in any formal project evaluation. The Committee shall also serve as a resource to the Project Director in testing the validity of proposed modifications in project direction and emphasis.

At the territorial level, a Project Implementation Unit (P.I.U.) or equivalent action committee will be established in each territory to ensure that proper planning, implementation, and evaluation of the project within the territory will take place. The P.I.U. shall be named by the Chief Education Officer (C.E.O.) in consultation with the U.W.I. consultant and project director. Membership shall consist of the C.E.O. or his representative who shall serve as chairman, the teachers college principal and tutors of relevant subjects, the principal and relevant teachers from the

Cooperating Pilot Schools, teachers with relevant expertise from the secondary schools to ensure articulation, the curriculum coordinator of the M.O.E (where available), and an evaluation expert (where available). If the C.E.O. does not serve as Chairman, he should remain as a member and must be kept informed of all developments in the project in order that he can make the decisions necessary for sound project operation and to enable him to serve effectively on the P.A.G. Because of the long relationships between the education ministries of the territories and the School of Education of the U.W.I. in teacher education, curriculum development, and other activities it is expected that School of Education personnel will participate in meetings of the P.I.U.'s as resource persons, taking an active part in planning, implementation, and evaluation efforts. Project funds have been provided for this purpose.

Since it is an objective of this project to adjust the program to territorial needs, the P.I.U. has a vital role to play throughout the project. As soon as established, it must deal with both planning and implementation topics including determining operational procedures for the Pilot Schools, including how these schools will enlist local community support for their activities, carry out baseline testing, formulating proposals and plans for reviewing curriculum units, how to produce and testing materials,

local workshop scheduling, sharing materials produced, evaluation procedure and similar materials. In reality they must plan the implementation of the project in the territory within the guidelines originating from the monitor and review implementation and review progress of the local project. During the course of the project they must resolve problems relating to the execution of curriculum and materials revision assignments, continue evaluation of work carried out and report results through the C.E.O. to the P.A.G. and Project Director. Final responsibility for monitoring project progress at the territorial level must rest with the C.E.O. Based on discussions with the territories, it is understood that other individuals will be given responsibility by the C.E.O. for monitoring as well as for the logistics of the program within the territory. This may be the Curriculum Coordinator, the teachers' college principal, or various subject matter specialists who must regularly meet with the C.E.O. on the progress of the project either in the course of P.I.U. meetings or otherwise.

At the Pilot schools, project effort will be coordinated by the principal or head teacher who, together with the teachers involved in the project are responsible for ensuring that work assignments related to the project are carried out. Working through the P.I.U. they report on problems and their resolution, and project progress in their school, sharing their work with the P.I.U. and receiving reports and materials from other schools.

The Project Coordinator will have the assistance of the Central staff, as well as inputs from the P.A.G. and P.I.U.'s in developing the detailed implementation plan for the life of the project, due in June 1980, and the annual review and refinement of the implementation plan thereafter. The overall project design and implementation plan must be reviewed and approved by the Ministry of Education of each territory that participates in the project.

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PRIMARY PROJECT TIME LINE

<u>DATE</u>	<u>ACTION</u>	<u>AGENCY</u>
Apr 79	Project approval and funds available	AID/W
Jun 79	Grant agreements are concluded with UWI and territorial approval obtained	RDO/C
Jul 79	Nomination of Project Coordinator	UWI
Aug 79	Coordinator presents 1st year implementation plan	
Sep 79	Core staff appointed and assigned duties	UWI
	Project Advisory Group established	COORDINATOR
Oct 79	Planning with territories begins	STAFF
	Project Implementation Units established	MOEs, Staff
	Pilot schools selected Curriculum Emphasis decided	MOEs, PIUs PIUs,
	Territorial responsibility for coordination accepted and instituted	PIUs
Nov 79	Monthly consultant visits to territories begun	STAFF
	Evaluation design begun	STAFF
Dec 79	Staff assignments for Regional Workshop planning and preparation of new curriculum materials begins	COORDINATOR
	Implementation plan writing	STAFF

<u>DATE</u>	<u>ACTION</u>	<u>AGENCY</u>
Mar 80	Implementation plan first draft submitted covering second year in detail with remaining 3 years outlined	COORDINATOR
Apr 80	First Regional Workshop held with CEOs or representative to review implementation plan and prepare for next Regional Workshop	STAFF
May 80	Project Progress Review Evaluation	PAG, PIUs, UWI, RDO/C,
Jun 80	Final approval of Implementation Plan including incorporation of monthly territorial consultant visits and for this year suggested changes arising from annual review	RDO/C
Aug 80	Second Regional Workshop: analysis of existing and new curricula/materials, in 4 subject areas, revision of suggested curricula, production of teachers units, development of instructional materials, evaluation of baseline testing procedure and instructions, planning implementation for school year	STAFF
Sep 80	Baseline testing begins	STAFF, CPSS
	Initial application in Pilot Schools of revised materials	CPSS
	Monthly Local Workshops begin	CPSS
	Monthly visits by staff reinstated	STAFF
Oct 80	First Territorial Workshop: held by Local Leaders plus assistance of one UWI staff	PIU, UWI
Dec 80	Third Regional Workshop: analysis of progress in development, continuation of planning for school year, consideration of additional new materials	STAFF

<u>DATE</u>	<u>ACTION</u>	<u>AGENCY</u>
Feb 81	Second Territorial Workshop: continuation of distribution of information materials from regional workshop	PIU, UWI
March 81	Fourth Regional Workshop: analysis of progress in development including decisions on applicability of new materials thus far introduced, continuation of school year planning, review of additional materials planning of first year evaluation data gathering	STAFF
	Implementation Plan for 1981-82 draft	COORDINATOR
May 81	Evaluation and testing to determine change from baseline (students, teachers, parents)	STAFF
Jun 81	Evaluation of Project Progress	STAFF, PAG
	Revised Implementation Plan	COORDINATOR
	Outside Evaluation/Group visits Decision on first year new materials	RDO/C, PIUs, MOEs
Jul 81	Approval of Revised Implementation Plan to determine future activities	RDO/C
	Remaining years will follow the same general outline but content of workshops will vary in accord with the needs reflected by the territories	

A more detailed implementation plan will be developed for the first year of the project and subsequently for the remaining years. This detailing for the later years must await the planning which will take place during the first year of the project by the PIU's, the PAG, and the project staff. Since the project deals with nine territories, each with their individual needs and emphasis, in depth pre-planning must await approval and

organization of the project. The present submission results from information gathered from visits to the territories and from a conference of C.E.O.s held in March. It should be anticipated that more detailed planning will result in changes in procedures and, possibly, cost allocation.

The need for flexibility in this type of project is essential if territorial needs are to be met.

### Territory Specific Background

Antigua proposed selecting three pilot schools, one from each of their regions overseen by an Education Officer. They have supervisors in language arts, science, and art/music. Their expressed greatest need lies in social studies with strong interest in mathematics. An instructional problem noted by one official was the lack of graded texts for reading development which use regional materials and cultures to carefully articulate development of reading skills. Strong interest was expressed for the availability of a materials production unit.

Belize has produced recent syllabi in all primary areas through their Curriculum Development Unit. They are interested in participating, though, in mathematics, social studies, language arts, and science. Further concerns were expressed in health education curriculum development and with the fact that only 40 to 50 per cent of students are able to pass the "11 plus" examination.

Dominica has yet to be visited, due to scheduling difficulties. Information related to this territory will be added at a later date.

Grenada has present developments underway under a program of the OAS in all four curriculum areas plus tests/measurements. They express a willingness and interest in expanding the language arts and mathematics development.

An Education Officer is responsible for curriculum and great concern was mentioned over the lack of structural materials for maths, adequate instruction in the teaching of reading, and training for head teachers.

Montserrat, being of small population, has no TTC and must depend upon regional assistance when needed. However, they have developed curriculum guides in language arts and science. Strongest needs for further development exist in mathematics, language arts, and social studies. The development of a sequence of maths skills was a great problem. They have been able to secure materials reproduction facilities for each school with more advanced equipment at their Technical College.

St. Kitts and Nevis have developed a pattern of shared efforts by their Ministry of Education Officers and the TTC tutors. The TTC tutors act as subject matter specialists in syllabus development and the MOE staff teach at the TTC on a regular schedule. The territory produces radio-programs which are aired weekly for in-school instruction. The staff was most interested in curriculum development in all four subject matter areas and in teacher training.

St. Lucia has been involved in curriculum development for some time. In fact, they have a committee very much like the Project Implementation Unit already working. In the recent past, a full set of primary mathematics texts were developed and printed.

They are interested in all areas of development and in a greater role for the TTC.

St. Vincent has developed a primary science curriculum guide and done some work on social studies. They are mainly interested in language arts and mathematics development. Their part-time supervisors (with none for language arts) are already busy. A need for training head teachers was expressed with a request for additional TTC staff. Concern over dialectic problems in language arts was mentioned. St. Vincent is the only territory which has a Pupil-Teacher Program in which 15 year-old secondary students work part-time in primary schools before becoming teachers upon leaving school.

Barbados will supply more information at the time of the review conference.

Job DescriptionPrimary Project CoordinatorThe Primary Project Coordinator

1. report to the Dean of UWI-SOE through the normal operating channels.
2. be responsible for initiating, setting time tables, scheduling, and coordinating all pre-planning activities during the first half year of planning.
3. establish a Technical Management Committee (TMC), comprising regular UWI-SOE staff and the USAID funded consultants, which shall be called into monthly meetings.
4. serve as the chief consultant and as a facilitator for the other consultants.
5. monitor and coordinate the activities of all staff and consultants with each territorial project implementation unit (PIU).
6. coordinate the curriculum, instructional materials, and methodology development dissemination.
7. establish the Project Advisory Group and call meetings of the PAG on at least an annual basis in which the PAG would both receive progress reports and respond with suggestions.
8. take such follow-up action as proposed by the PAG and report to it on the ensuing results.
9. prepare and deliver quarterly progress reports to RDO/C.

10. develop detailed implementation plans annually for submission to the participating territories and RDO/C.
11. select and coordinate the efforts of a team of external evaluation consultants who shall review the project annually beginning at the end of year two and whose report shall be forwarded to RDO/C PIUs, and Dean UWI-SOE.

JOB DESCRIPTIONUWI-SOE Regular Staff and  
U.S.A.I.D. Funded Consultants

Each of the project subject-matter consultants shall:

1. develop pre-planning activities, such as collecting, collating, reviewing, and revising syllabi in their respective field, and prepare workshop and supervisory schedules in all the participating territories.
2. prepare materials for and present them at regional workshops.
3. distribute materials emanating from the regional workshops.
4. attend meetings of and provide assistance to territorial PIUs, territorial workshops, and local workshops upon call.
5. visit Cooperating Pilot Schools (CPS) to observe activities and discuss problems and possible solutions.
6. construct and distribute such units of work as may be useful to teachers based upon the feedback received.
7. prepare and submit reports for the monthly TMC meetings, PAG meetings, and such other progress reports as may be required.
8. serve as a subject matter specialist consultant in the team and recommendations specific to that field.
9. perform in their resident and area territories such ancillary professional services as may derive from project activities at the direction of the Primary Project Coordinator.

It is understood that the USAID funded consultants shall be expected to devote full-time to this project and collaborate with UWI-SOE regular staff who shall be at least half time.

Tentative Costs of Primary ProjectAnnual US\$

1.	<u>Regional Workshops</u> - 3 per year, total Four weeks Participants 2 x 4 areas x 9 territories = 72 persons	
	Cost round trip air 64 x 3 trips @ 80	= 15,360
	Belize 8 x 3 trips @ 600	= <u>14,400</u>
		29,760
	Subsistence 64 x 25 days @ \$60	96,000
	(local) 8 x 25 days @ \$10	2,000
	Incidentals 72 x 25 days @ \$2.00	3,600
	Materials	<u>5,000</u>
		136,360
2.	<u>Territorial Workshops</u> - 2 per year 9 territories = 18	
	Costs: Consultant travel	
	Air 1 x \$80 x 16	= 1280
	Air 1 x 600 x 2	= <u>1200</u>
		2,480
	Consultant subsistence 1 x \$50 x 6 days x 18	5,400
	Materials 18 x \$300	5,400
	Secretarial 18 weeks @ \$150	2,700
	Subsistence assistance 45 persons x 10 days x 9 territories x \$2	<u>8,100</u>
		\$24,080
3.	<u>Local Workshops</u> (monthly)	
	Subsistence aid 9 territories x 45 participants x 1 day x 7 ms @ \$2.00	5,670
	Materials - 9 territories @ \$300	<u>2,700</u>
		8,370

4. Other Consultant Activity

Monthly visit by 1 consultant to each territory for planning, assisting ongoing operations trouble shooting meeting with PIV and MOE (Budget allows for 2 visits per month)

Cost travel - R.T. air 9 months x 8 territories  
x 2 visits @ \$80, = 11,520

9 months x 1 territory x 2 visits @600 = 10,800

Subsistence 18 visits (by 9 cons) x 3 days  
@ 50 = 2,700

25,020

5. Replacement for Core Staff of MOE Teachers  
College for assignment to project activities -  
Equivalent of 1 full time person where needed  
@ 6000 54,000

6. Provision for meetings of Project Advisory Group,  
meetomgs of territorial based consultants at UWI  
and unforeseen problem situations 23,580

7. Provision for outside evaluations team (annual:  
last 3 years) (AID/W, curriculum consultants  
totals)

travel 5 x \$1000 - 5,000

subsistence 5 x 5 days  
x \$90 2,250

Incidentals 5 x \$100 500 7,750

8. Central Staff:time contributed by UWIadditional staff (AID cost

Ed. Administration  
Language Arts  
Math and Evaluation  
Science  
Social Studies  
Graphic Arts

Project Director  
Evaluation  
Language  
Math  
Science  
Social Studies  
Part Time graphic arts

} 109,000

5,500

Secretarial (2) 10,000

Total core staff costs 124,500

Production of materials for pilot schools, pre-regional  
and territorial workshops and evaluation

12,000  
136,500

- |     |   |              |
|-----|---|--------------|
| 9.  | Office supplies, postage, telephone charges   | <u>4,000</u> |
|     | @ 4,000/year  |              |
|     | Total Annual  | US\$419,650  |
| 10. | Technical Assistance: Local and Exterior for<br>specific short-term assignments as needed |              |
|     | 60 person months @ 6,000  | US\$360,000  |

Projected Total Subproject Costs in US\$

		<u>Annual</u>	<u>4 years</u>	<u>First year</u>	<u>Total</u>
1.	Regional Workshops	136,360	545,440	-	545,440
2.	Territorial Workshops	24,080	96,320	-	96,320
3.	Local Workshop	8,370	33,480	-	33,480
4.	Other Consultant activities	25,020	100,080	13,500	113,580
5.	Staff replacement	54,000	216,000	27,000	243,000
6.	Provision for meetings	23,580	94,320	14,000	108,320
7.	Outside evaluation staff	7,750	23,250*	-	23,250
8.	Central Staff activities	136,500	546,000	115,000	661,000
9.	Office Supplies	4,000	16,000	4,000	20,000
10.	Technical Assistance	-	-	-	360,000
	TOTAL FUNDS US\$	419,660	1670,890	173,500	2,204,390

\*Three year total

Note: The tentative costs presented above are current estimates. Revisions are to be expected. The central staff costs are still under discussion with UWI and certain other costs (e.g. contingency, overhead, and possibly inflation to the extent it has not already been incorporated in individual line items) have not been included.