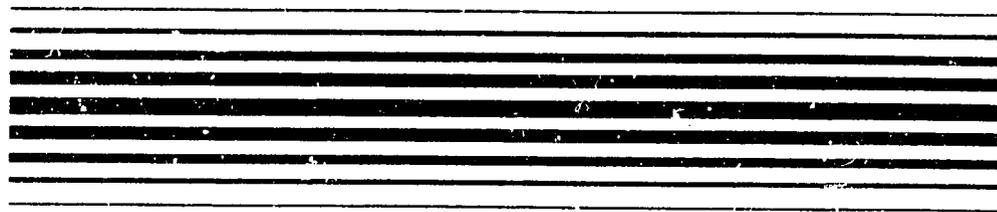


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**Evaluation and Development  
Information Methods IQC**

## Columbo Plan Staff College Study

Prepared by:

William S. Reynolds, Ed.D.  
Lex D. Walters, Ph.D.

A contract between the U.S. Agency for International Development and the  
Academy for Educational Development, Contract No. PDC-0085-I-00-9061-00.

**AED**



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United States Agency for International Development  
Contract No. PDC-0085-I-00-9061-00 (IQC)

Submitted by:  
Academy for Educational Development  
1255-23<sup>rd</sup> Street, N.W.  
Washington, D.C. 20037

December, 1990

**Academy for  
Educational  
Development**

**AED**

**TO:** Tom Nicastro  
**FROM:** Bill Reynolds *BR*  
**SUBJECT:** Colombo Plan Staff College Study adjustments

Following our early phone discussion and the meeting held in your office on 4/15/91, we are pleased to submit three revised copies of the draft report for your consideration.

The revisions addressed, in particular, the following items in response to the suggestions made during our discussions:

1. Removal of the recommendation for U.S. participation (see pp 2,44).
2. Reordering the priority of the team's recommendations and providing a summary statement (see pp 52,53).
3. Modifying the executive summary in reference to strengthening the College's niche in the region (see p 2).

We look forward to preparing the final document upon receipt of your approval of the revisions.

Regards.

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- 6. Review of CPSC Program 1989-1990**

## **VII. Bibliography**

## **Forward**

The team wishes to express its sincere appreciation to Dr. Moenjak, the faculty and staff of the Colombo Staff College for their excellent support in providing ready access to the information required in the preparation of this report. The report could not have been accomplished without their generous contribution of time and effort. The College has from its early years, maintained a well documented record of all of its activities. This facilitated the teams' efforts in a significant way since all documents were on-hand.

The warm hospitality extended to the team by the entire administration, faculty and support staff was greatly appreciated.

**Dr. William S. Reynolds, Director  
Vocational and Technical Training  
Programs, Academy for Educational  
Development  
Dr. Lex D. Walters, President  
Piedmont Technical College**

## **Glossary**

<b>ACCC</b>	<b>Association of Canadian Community Colleges</b>
<b>ADB</b>	<b>Asian Development Bank</b>
<b>AIDAB</b>	<b>Australian International Development Assistance Bureau</b>
<b>APSDP</b>	<b>Asian and Pacific Skill Development Programme</b>
<b>CEDEFOP</b>	<b>European Center for the Development of Vocational Education</b>
<b>CFTC</b>	<b>Commonwealth Fund for Technical Education</b>
<b>CPSC</b>	<b>Colombo Plan Staff College</b>
<b>ILO</b>	<b>International Labor Office</b>
<b>R&amp;D</b>	<b>Research and Development</b>
<b>JICA</b>	<b>Japan International Cooperation Agency</b>
<b>TVE</b>	<b>Technical and Vocational Education</b>
<b>UNDP</b>	<b>United National Development Program</b>
<b>UNEP</b>	<b>United Nations Environment Program</b>
<b>UNESCO</b>	<b>United Nations Scientific and Cultural Organization</b>
<b>WB</b>	<b>World Bank</b>

## **I. Executive Summary**

### **A. Methodology**

The approach used by the team in developing this report was to analyze the required coverage set forth in the scope of work, identify information required, conduct a review of available data through discussions and publications on site, analyze the resultant data and prepare a draft report followed by a final report after review by USAID.

The team developed interview forms to ensure gathering needed data in discussions with the Governing Board, faculty, senior country administrators and Asian Development Bank education officers. Extensive discussions were held with the Director, Dr. Thawrougsak Moenjak, during the data gathering and in preparation of the preliminary draft report. The College library was searched for appropriate publications and documents, and financial office records reviewed. A conducted tour of the complete facilities was made by the team to assess the physical resources of the College including building, equipment and supplies.

### **B. Organization of the College**

The Colombo Staff College for Technician Education has become a respected organization since it was authorized by the Colombo Plan countries in 1973. It has successfully carried out its basic mandate to improve the quality of technician education in the region by meeting the needs of member country's technician teacher educators, trainers and senior staff. The College functions under its Governing Board composed of ambassadors of each of the 17 member countries, which sets policy. Australia, Canada, Japan and the United Kingdom are also members, but donor rather than user countries. The United States and New Zealand were also members but withdrew in 1984.

Management operations and authority is designated by the Board to the College's Director who is the chief executive officer. The Director carries out his functions with the assistance of the Academic Board composed of all members of the College's professional staff which currently consists of seven faculty. This Academic Board is responsible for planning courses and conferences, advising on admission criteria for course participants, planning and guiding the development of resource materials and consultant services, planning and coordinating research and development as well as other duties related to the academic work of the College. The organizational structure encourages innovation and experiment by the Director and faculty in meeting the technician training needs of the member countries.

The regular program of the College consists of on-campus courses of regional interest attended by participants from member countries, in-country courses developed on the basis of the host country's needs and sub-regional courses designed to meet the needs of several countries with similar training requirements. A number of special programs are conducted such as programs in agricultural technology development funded by Australia, a

five year computer-based instructional materials program supported by Japan, curriculum development projects in environmental education and maintenance technician training, workshops on small scale enterprise and self-employment development, and a series of international conferences on women in technical and industrial development - both funded by the United Kingdom.

Identification of member country training needs are obtained primarily through the biennial Senior Administrators' Conference at which key leaders responsible for technician training in their respective countries discuss their development plans and training requirements to carry out these plans. Additionally they discuss the latest developments in the field. The results of these conferences are recorded in published reports and are used by the Director and Academic Board to determine courses and programs to be offered by the College.

A review of other multi-country technician training resources was conducted to ascertain the possibility of duplication of effort or perhaps less costly means of training. There were two institutions that are involved in training but neither provides the courses and services provided by the College. The College has a unique niche in the Asian-Pacific region.

### **C. Recommendations**

Although the College has made significant contributions to the development of technical education in the region, it needs to expand its horizons in seeking a broader funding base and in a considerable strengthening of ties with business and industry. A carefully planned program addressing these two major tasks and a continuing analysis of member country's needs will ensure strengthening of the College's niche in the Asian-Pacific region. The study presents a number of other recommendations for enhancing the operation of the College and making it even more responsive to the needs of its member countries. For example, there is a need for a Deputy Director of Programs to relieve the Director so that he may devote more time to overall planning and development. This Deputy would be responsible for continuing liaison with member countries in determining their needs and supervising the development of appropriate courses and other programs. The team recommends that the College explore providing technician training assistance to the private sector, broker consultant services, offer programs that assist in technical institutions in cost-recovery efforts, expand its R&D services, increase faculty participation in program and load decisions, expand its technological resource connections, increase its collaboration with other related institutions (public and private) both in the region and internationally, develop leadership institutes and provide accreditation and evaluation services. Details of these and other recommendations will be found in the study report that follows.

## **II. ORGANIZATION AND ADMINISTRATION**

### **A. Administrative Structure**

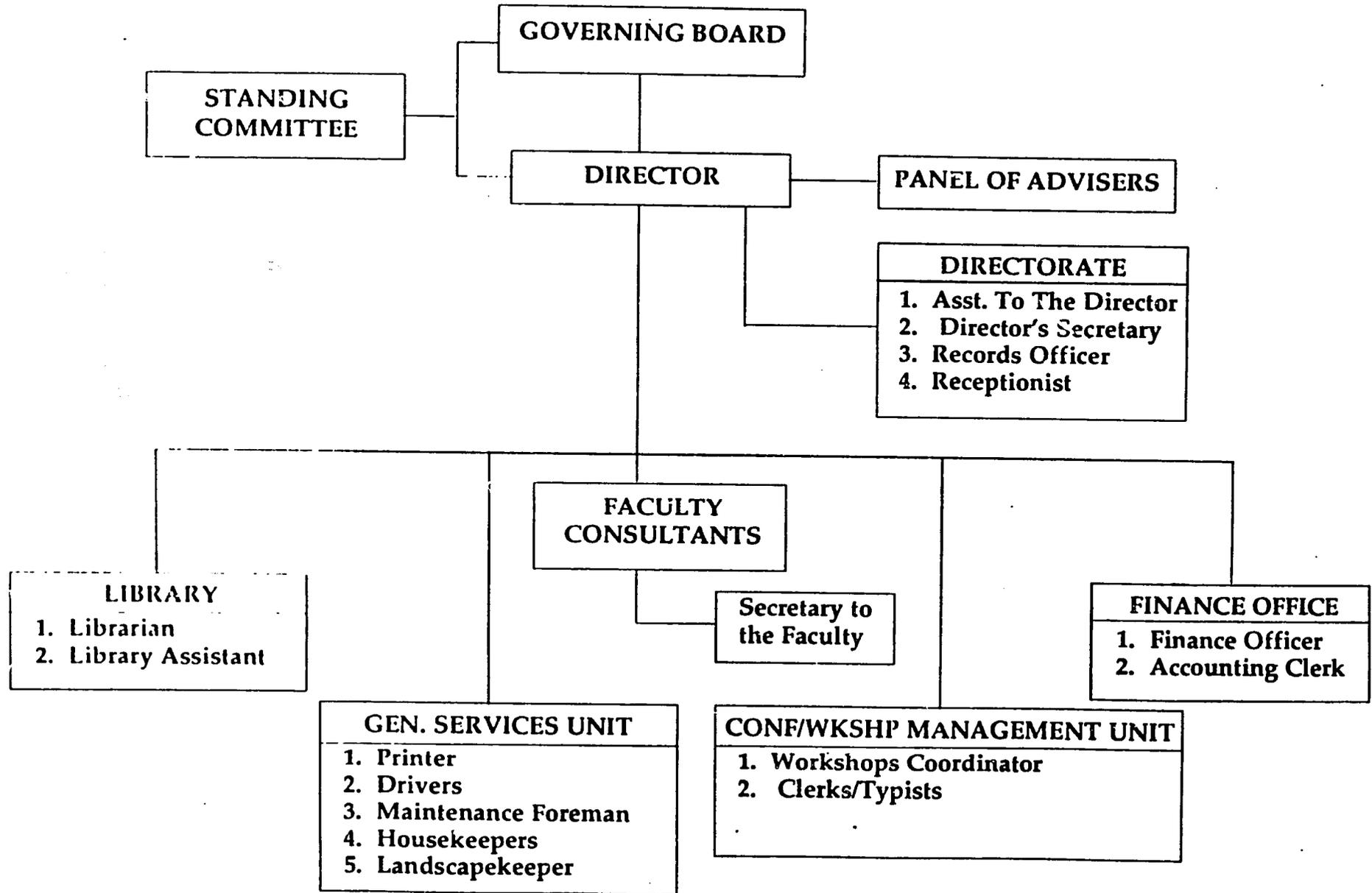
The Colombo Plan Staff College for Technician Education (CPSC) is guided by a constitution which was initially drawn up in 1974 and updated as needed by the Colombo Plan Bureau Consultative Committee at its annual meetings. In accordance with the constitution, the College operates as an autonomous regional institution under the governance of a Governing Board. The Director is charged with implementing policies and directives of the Governing Board, and administering the programs and services of the college, with the assistance of a Panel of Advisors, an Academic Board, faculty, professional and support staff. An organizational chart showing all levels and functional units of the CPSC organization is shown in Table II-1.

### **B. Governing Board**

The Governing Board consists of the senior representatives of each of the participating Colombo Plan countries with diplomatic offices in the Philippines. The Director of the College and the Director of the Colombo Plan Bureau also serve as ex-officio members. The current make-up of the Governing Board is shown in Table II-2.

TABLE II-1

# ORGANIZATION CHART OF CPSC



**TABLE II-2**  
**MEMBERS OF THE GOVERNING BOARD FOR FY 1990/91**

Chairman:	
HE Mr. Mack Williams Ambassador of Australia	HE Datuk Enam Mohd Haniff Ambassador of Malaysia
Vice Chairman:	
HE Dr. Sarasin Viraphol Ambassador of Thailand	HE U Bo Ni Ambassador of the Union of Myanmar
HE Maj Gen Abdul Mannaf Ambassador of Bangladesh	Miss Fauzia Nasreen Charge D'Affaires of Pakistan
HE Mr. Andre Simard Ambassador of Canada	HE Mr. Stephen N Igo Ambassador of Papua New Guinea
HE Mr. Satish Chandra Ambassador of India	
HE Rear Admiral Soewarso Hardjosoedarmo Ambassador Extraordinary and Plenipotentiary of Indonesia	HE Mr. Edward Lee Ambassador of Singapore
Mr. Seyed Kamal Sadjjadi Charge D'Affaires of the Islamic Republic of Iran	The Hon Dr. Isidro D Carino Secretary, Department of Education, Culture and Sports, Philippines
HE Mr. Toshio Goto Ambassador of Japan	
HE Keith (Gordon) Macinne Ambassador of the United Kingdom	Mr. Gilbert Sheinbaum (Ex-Officio), Director Colombo Plan Bureau
HE Mr. Jung Ki Ro Ambassador Extraordinary and Plenipotentiary of the Republic of Korea	Dr. Thamrongsak Moenjak (Ex-Officio), Director Colombo Plan Staff College
HE Dato Hj Abdul Latiff Bin Sahan Secretary General Ministry of Education Malaysia	

The Governing Board interacts through two enabling linkages. One linkage is the Colombo Plan Bureau's Consultative Committee's policy structure. This Committee provides the basic parameters for the Board's authority for CPSC governance. The other linkage is the CPSC Director. The Director has, within Governing Board policies, authority for management, funding, and program administration. Functions of the Board include: determination of policies; setting and approval of budgets; agreeing on recommendations to participating governments on the suggested contributions to support the operations of the college; appointing a Director; determining the terms and conditions of service of all faculty and staff; making and/or approving rules and regulations consistent with the provisions of the constitution; determining ways in which fellowships from funds provided by participating governments will be administered; delegate functions, duties and powers to the Director and Academic Board; establish committees to carry out the wishes of the board; and perform other duties as are required for proper supervision and administration of the college. The Constitution requires the Governing Board to meet at least two times per year. Over the last five years the Board has averaged three meetings per year. Minutes of these meetings are compiled, bound and maintained in the library of the college.

The Governing board has delegated wide powers to the Director of CPSC to administer the College. The Director keeps the Consultative Committee informed on the activities and programs of the College through reports submitted prior to each Consultative Committee meeting. Both the CPSC Director and professional staff were positive in their comments about the Governing Board, its role, international representation and effectiveness in performing the duties assigned by the Consultative Committee. Although the Governing Board provided solid direction for CPSC, the fact that the board is composed of diplomatic personnel makes it difficult for Board members to attend meetings and they often send a substitute representative. Also, a high turn over of board membership exists due to diplomatic reassignments.

Note: The team interviewed a sample of the Board members asking a series of prepared questions in gathering data for this section of the report. (See Appendix II-1.)

### **C. Standing Committee**

Each participating country Ambassador, as a board member, appoints a person to serve as their Standing Committee member. This Standing Committee member is usually the First Secretary or a key embassy staff member charged with educational program responsibilities. The Committee assist the Director in preparing the agenda including a review of all issues, program plans, budgets, proposals and other items. These are reviewed, discussed in detail and then presented as recommendations at the Board meetings. The Committee usually meets two or three weeks prior to each Board meeting to carry out these functions.

#### **D. Panel of Advisors**

The Staff College Constitution authorizes a Panel of Advisors. In the early years of the College, a number of specialists of standing in the field of technical education and training were invited to serve, on an honorary basis, as advisors to the Governing Board and the Director. The Panel's purpose was to heighten the sensitivity of the College to regional needs and to increase its effectiveness in meeting these needs. Although the Panel still exists on the records, it has not been active for the last five years. The Director of the College states that input on program needs comes to the College from other sources, therefore it has not been necessary to re-activate the Panel of Advisors.

#### **E. Academic Board**

The Academic Board is comprised of the Director of CPSC as chairman and all members of the professional staff. This Board is responsible to the Governing Board for planning and providing courses and study-conferences, advising on admissions, providing guidance resource materials, consultancy services, planning and coordinating development and research projects, advising on staffing and carrying out special assignments as delegated by the Governing Board. The Academic Board meets twice each month and on call of the chairman. During FY 89/90 the Academic Board met nineteen times. Yearly work plans are developed by the Academic Board based on information from the Five Year Academic Plan, the results reported from the biennial Senior Administrators' Conference, information received by the Director and faculty on needs of CPSC member countries and from specific requests from officials of member countries. Faculty members report that the system to build yearly work plans does not work as effectively as it could since it is difficult to get all faculty together due to other program and teaching responsibilities. Often a faculty member will be out of the Philippines participating in an in-country course during the scheduled time for an Academic Board meeting. A review of the Board's work plans indicate that it has been responsive to its mission.

#### **F. Director**

The Director, as chief executive officer and legal representative of the College, is responsible to the Governing Board for the overall management and operation of the College in carrying out its mandate and mission within the policies, budgets, personnel and programs approved by the Board. The Director sets the CPSC administrative priorities, and negotiates with the participating governments for fellowships, seconded faculty, books, equipment and funds. The Director also works to broaden the financial base of the College by seeking assistance from other government agencies and private foundations.

The CPSC Director has been delegated significant authority and flexibility by the Governing Board to carry out the duties of the office. Under the Director's leadership the College is well positioned to manage its day to day activities. As reflected in the finance section of this report, the college operates on a sound fiscal basis. Adequate faculty and staff are employed both in sufficient member and level of expertise for the present situation although some changes are required to more effectively respond to member country training needs.

The CPSC Directors role is extremely sensitive because he must work with the diverse political, economic and social systems of the member countries. The Director must frequently orient new Governing Board members due to frequent turnover and must constantly work with a broad constituency of individuals from Embassies of supporting governments, Departments of Education, and directors of educational institutions.

#### **G. Faculty**

The faculty consists of eight professionals. Two of the faculty are paid from college funds and are referred to as core faculty. Five faculty serve under a secondment program and their salaries and expenses are paid by the supporting government making their services available. Presently, two faculty members are seconded by Australia, and one each by United Kingdom, Republic of Korea and Japan. The College Director also serves as a faculty member. Faculty members support the work program of the college by planning and implementing one course/program at CPSC each year and two in-country. Additionally, faculty consultants carry out supporting roles on special projects, research and development. The faculty members consists of highly qualified technician educators that bring with them broad experience gained from their own countries and within the region. In addition to further enriching the expertise available, other specialist and professionals are invited to participate and conduct some of the College-based and in-country courses.

Faculty have been provided great latitude in generating new ideas and program innovations. New initiatives include the use of computers in teaching and management, programs on emerging technologies in industrial and technical education, business and entrepreneurial studies courses, distance education for technical teacher training, environmental education training, a program for women in technical and industrial development and agricultural technical development program.

#### **H. Support Staff**

The CPSC Director, in addition to the faculty is supported by an executive assistant, finance officer and a librarian, each having additional support staff. The executive assistant, finance officer and librarian are all professionals and each were found to carry out their supportive

role in a most effective way. The professional and support staff comprises twenty-two persons whose duties extend over a wide range of professional, administrative, clerical and auxiliary service activities.

Currently the support staff is adequate to meet the needs of CPSC. As new dimensions are added to the organization or as the College broadens its services to more effectively respond to participating country needs, other staff will be needed. The College recently employed a person to coordinate the development programs of the College and is recruiting a person to coordinate communications and information programs. The Program Coordinator will assist the Director in undertaking new initiatives at the college. This new staff assistant will do background research and prepare grant proposals. Also this person will assist the Director and his leadership team in evaluating new initiatives that will bring resources to the college. The Information Coordinator, when employed, will assist the college in two ways. First, there is a great need to collect data on both needs of member countries and to bring to the college information on programs currently available in parts of the world. The Information Coordinator will then assist in disseminating this information to educational entities within the participating member countries.

(Note: The team feels that the job title does not fit the duties and suggest changing the title to Coordinator of Development. This title would avoid an apparent conflict with a recommended new administrative position of Deputy Director of Education.)

## **I. Summary and Conclusions**

After reviewing all available documents and materials on CPSC, and after interviewing Governing Board members, faculty members and professional College staff, the following findings and conclusions are presented:

1. The degree of authority assigned to the Governing Board and its Standing committee by the Colombo Plan councils' consultative committee is appropriate.
2. The authority and flexibility given the Director by the Governing Board is sufficient to insure adequate administration of the College.
3. Turnover of Governing Board members and member government representatives detract from Board continuity and policy making effectiveness.
4. The Academic Board serves a key role in planning and developing yearly plans, programs and courses of the college, yet the effectiveness of the Academic Board is impeded by the length of time members serve and conflicts with schedules that keep members from attending meetings.
5. The Panel of Advisors has not functioned as an effective advisory panel since 1985.

6. The morale and productivity of employees is generally high with some exceptions relating to faculty assignments.
7. Input to the Governing Board by member country representatives at times lacks direction due to the limited expertise in technical education of those persons participating in Board meetings.
8. A need exists for a more formal way of providing input to the planning process by representatives from member countries.
9. Officials of the College have sufficient direction from the Governing Board and adequate flexibility to carry out assigned responsibilities.
10. The Director, faculty and professional staff have significant latitude and are encouraged to develop new ideas and create innovative responses to country training needs.

In summary, officials of the College have been delegated sufficient authority by the Governing Board to effectively manage and carry out day to day activities. Yearly work plans to deliver a broad range of educational program and services are prepared and supervised by the Academic Board under the leadership of its' chairman, the CPSC Director. Lastly, the development of new ideas and program innovations are encouraged throughout the organization and the professional staff, including the Director and faculty, who are given great latitude in translating these initiatives into a useful form for carrying out the College's mission.

### **III. MANDATE**

#### **A. Specified Purpose**

On December 3, 1973 at Wellington, New Zealand the Consultative Committee of the Colombo Plan approved the establishment of the Colombo Plan Staff College For Technician Education to be located in Singapore. The objectives of the College as stated in the Memorandum of Understanding " -- will be to improve the quality of technician education and training in the Colombo Plan region by meeting the need for technician teacher educators and trainers and senior staff in technician education who can play a more active part in in-service training and staff development programs."

The same document noted the functions of the College to be as follows:

- "(i) to provide, both at the College and in regional member countries, courses of further professional education and training for serving technician teacher educators, key technician teachers, persons responsible for the planning, development, administration and supervision of technician education and training and persons in key supporting roles such as training officers, librarians and registrars;
- (ii) to conduct study conferences for directors of technical education, principals and other key personnel from education and industry at which problems of technician teacher education and training and technician education and training may be examined;
- (iii) to assist regional countries and institutions to undertake projects in the field of staff and curriculum development and projects aimed at the effective utilization of resources for learning and teaching;
- (iv) to promote, coordinate and undertake research into the special problems of technician teacher education and training and technician education and training in the region;
- (v) to advise and assist member countries in developing their technician teacher education and training facilities and in making use of other facilities for technician teacher education and training within and outside the region.
- (vi) to collect and disseminate information on technician education and training and technician teacher education and training."

These seven functions clearly set forth the mission of the College and provide a basis for all of its activities and programs.

## **E. Participation**

Participation in the operation of the College is on a voluntary basis and open to all member governments of the Colombo Plan. The minimum requirement for participation is the willingness to contribute toward the basic operating costs. The member countries contribution is described in Section V. Finance.

A total of 24 countries participated in the initial establishment of the College. Currently there are 17 participating countries and four donor countries. (See Appendix III-1) The others dropped out for various reasons but primarily because of unsettled political conditions in their countries. There are four donor countries currently providing financial support but who do not participate in using the services of the College and these are Australia, Canada, Japan and the United Kingdom. New Zealand and the United States were part of the original group of donors but have since withdrawn.

## **C. Cooperation With Other Agencies**

The Memorandum of Understanding also noted that the Director of the College "should maintain close links and whenever possible, working arrangements with national and regional institutions and international organizations with a view to promoting the objectives of the College and implementing programs." Special reference is made to cooperation with UNESCO relating to curriculum development and research, utilization of the College for UNESCO financed fellowship programs and the production of and experimentation with teaching materials.

## **D. Contributions of the College**

### **1. Program Development and Output**

During its 15 years of operation the College has had a major impact on the member countries through courses offered at the College and in the member countries for technical teachers, teacher trainers, and administrators at the institute, country regional and national levels. The nature of the courses, workshops and conferences has changed over the years from the early emphasis on technical institute planning, development, management and evaluation; curriculum development; student testing and evaluation; teacher training and staff development. More recently the programs reflect the newer technologies and changing country needs such as: computers for administration and instruction, instructional materials, project development and management, research, environmental education, women's issues, creativity, small business development, entrepreneurship and distance education. A summary of the types of courses offered is presented in Appendix III-2.

Since its inception in 1974 the College has provided 72 courses and programs on-campus for 1,793 participants and 133 in-country programs for 3,953 participants. It has conducted 11 sub-regional workshop for 204 participants. In addition to these major programs the College has also provided modular courses, eight mini workshops and various other programs providing these services to 7,159 students through some 270 activities. (See table III-1) In every sense this has been a major contribution to technician training in the region. The range of courses offered testifies to the College's responsiveness to both client needs and the changes in education and technology. Over forty different types of courses have been offered, often with several sub-courses under the general headings, as noted in this summary.

## **2. Responding To Diverse Needs**

The current Director's philosophy is that CPSC exists solely to serve the developing needs in technician education of its member countries. The procedures developed to keep in close contact with each country's needs through the biennial Senior Administrators Conference and direct response to specific country requirements through the in-country training programs is a sound practice.

In order to obtain first hand reaction to the effectiveness of CPSC in meeting member country requirements, the team devised a telephone survey instrument to sample senior technician program administrators opinions. (See Appendix III-3). Unfortunately this proved to be impossible largely due to the difficulty is making telephone connections with the countries and in the natural reluctance of its officials to respond to somewhat sensitive questions over the phone.

The two countries that did respond to the survey felt that the College's contributions were significant and most expressed a desire for additional help ranging from courses to consultants for specific problems. They did feel that the in-country courses designed for their special requirements were more effective than campus courses and indicated a desire to have more of the former. One country at the upper level of development felt that the courses at the College were very appropriate in the early years but that current courses were often not at the appropriate level for them due to the differing level of development within the Asia Pacific region. Still, they felt that the cross-fertilization effect of on-campus programs was helpful and provided a valuable exchange of ideas. The College is aware of this disparity and has steadily increased its in-country courses since moving to Manila. Neither of those surveyed knew of any organization in the region providing similar programs.

The College has served as a catalyst in bringing together the diverse countries of the region where exchange of ideas between countries in different stages of development has assisted in the transfer of knowledge and understanding of the technician training. However, the

differences in the level of development can be a problem where these levels are far apart, so the College conducts sub-regional workshops drawing together countries with similar needs and interests. In effect the College is responding to the needs of various levels of development through in-country and sub-regional programs as well as drawing member countries together for learning from each other and from the College staff as well.

**College Activities and Participation Patterns  
(1974/ 75 to 1989/ 90)**

Year	No. of College-Based Activities/ No. of Participants	No. of In-Country Courses/ No. of Participants	Modular Programs	Mini-Workshops	Sub-Regional Workshops	In Cooperation with International Organizations		Other Programs	Total	
						Unesco	ADB		No. of Activities	No. of Participants
1974/75	1(21)	--	--	--	--	--	--	--	1	21
1975/76	3(68)	3(70)	--	--	--	--	--	--	6	138
1976/77	3(78)	5(132)	--	--	--	--	--	--	8	210
1977/78	3(87)	5(111)	1(23)	--	--	--	--	--	9	221
1978/79	3(73)	5(193)	1(17)	--	--	--	--	--	10	295
1979/80	4(105)	8(303)	1(20)	--	--	1(12)	--	--	15	467
1980/81	5(121)	8(280)	4(126)	--	--	2(39)	1(23)	--	18	550
1981/82	5(121)	11(395)	4(151)	--	--	1(16)	1(23)	2(50)*	24	756
1982/83	4(99)	10(296)	--	--	--	2(21)	--	--	16	416
1983/84	6(146)	10(310)	--	--	--	1(6)	1(28)	3(37)**	21	527
1984/85	4(106)	16(456)	--	--	--	1(13)	--	1(17)**	22	592
1985/86	5(121)	9(254)	--	7(200)	2(31)	1(7)	--	1(30)***	25	643
1986/87	6(138)	7(185)	--	1(20)	2(47)	2(24)	2(24)	2(5)***	22	443
1987/88	6(147)	11(303)	--	--	3(47)	--	--	--	20	497
1988/89	7(163)	11(326)	--	--	2(38)	--	--	9(85)*	22	612
1989/90	7(199)	14(339)	--	--	2(41)	1(117)	--	7(73)*	31	769
<b>Total</b>	<b>72(1793)</b>	<b>133(3953)</b>	<b>11(337)</b>	<b>8(220)</b>	<b>11(204)</b>	<b>12(255)</b>	<b>5(98)</b>	<b>25(297)</b>	<b>270</b>	<b>7159</b>

- \* Republic of Singapore Navy Course
- \*\* Developmental Project
- \*\*\* TECHINT Sponsored Course
- \*\*\*\* ILO Sponsored Course

## **E. Other Training Programs**

### **1. VOTECH**

Every effort was made to identify competitive programs in the region by a search of the literature, meetings with the Governing Board members, College staff and Director. No one knew of any organization offering technician level training programs similar to those offered by the College with the one exception described below. At the 24th Conference of SAEMEO (Southeast Asian Ministers of Education Organization) in January 1989, they approved the establishment of a regional center for vocational and technical training named VOTECH to be located in Brunei, Darussalam. Countries belonging to SAEMEO are Brunei, Darussalam, Indonesia, Democratic Kampuchea, Philippines, Singapore, and Thailand. All but Brunei and Democratic Kampuchea are members of CPSC. This action was the result of a Feasibility Study report prepared by a committee of experts. (See Appendix III-4 "SAEMEO Quarterly" July-September 1988) During the period when the committee was preparing the report, a representative of the College met with them to describe the established role of the College in the region and make recommendations regarding the role of VOTECH. (See Appendix III-5) Indications were that this new regional institution would address the secondary school level of vocational education especially since the College was already serving the technician education needs of most of the SAEMEO countries (5 of 7).

The team has been unable to locate the specific official mandate document given VOTECH by SAEMEO despite a search of the report on the 24th Conference in the "SAEMEO Quarterly" where the concept was approved. Several calls were placed to the Interim Director of VOTECH in Brunei but he was not available. Follow-up calls and a fax were sent requesting a detailed description of the new institution's mandate and the level of the programs it intends to develop, but to no avail. A discussion with a Philippine Ministry of Education official who participated in the SAEMEO conference noted that the mission of the new center was not clearly stated and that it is expected to evolve. The January-March 1990 issue of the "SAEMEO Quarterly" noted that the Center was to focus on these main areas: staff development, research and development and management information systems. (See Appendix III-6) The April - June 1990 issue notes that the Center will train personnel who will return to their countries and run similar training programs and this will continue with a multiplier effect. (See Appendix III-7) The article identified the clientele as teacher trainers, administrators, managers, teachers and support staff but no mention was made as to the level of the trainees, i.e., vocational secondary, technician post-secondary or engineers from college programs.

## **2. Asian and Pacific Skills Development Program**

A second regional training organization which compliments CPSC is the APSOEP (Asian and Pacific Skills Development Program) funded by ILO and originally located in Islamabad, Pakistan. The stated objectives of this organization are to provide research and consultancy training of key personnel, information exchange and dissemination and technical cooperation among developing countries. Its program includes training, documentation and referral services; planning, programming and evaluating training; promotion and development of training materials; occupational skill standards, testing and certification; apprenticeship; foreman training and training of women. The program is carried out through conferences and workshops and a quarterly publication distributed throughout the region. A major change in the organization is now being made. The Islamabad office will be closed and the operation will be transferred to the Bangkok ILO regional office with a significant reduction in staff. The future of APSDEP seems uncertain at this point (verified by phone to Islamabad office).

## **F. Summary and Conclusions**

From the teams review of all related sources no evidence was found that there is any organization providing similar programs for technician training anywhere in the Asian-Pacific region. The new VOTECH Center recently established by SAEMEO has yet to clarify the kinds and level of courses and services it hopes to provide and its published mandate is vague. Indications are that it will be directing its efforts to secondary level vocational training. The College needs to become involved in helping VOTECH define its roll to avoid overlap. Even if there is some overlap it will not be a significant factor since there are many more needs in the region with its immense population mass than can possibly be met by the limited vocational and technical leadership training resources available.

All of the countries have, over the years, developed a variety of means for preparing technical teachers but are not interested in opening their programs to others given the difficulty of meeting their own needs. The College provides for leadership training of senior administration and teacher trainers not available in the countries and at a very modest cost. Thus the College occupies a unique niche in the region, responding to its supporting countries requests and engendering a feeling of ownership by its clients. The member countries determine the direction the College should move and the College administration and staff provide the creativity, initiative and leadership to respond in an effective, professional manner. Although there was some indication that the need for the type of programs the College offered during its later years in Singapore had declined, the move to Manila and the appointment of a new and dynamic Director revitalized both courses and services to the member countries. The team feels strongly that all the evidence points to the fact that CPSC has carried out its mandate, made many significant contributions to the development of technician training throughout the region and needs to be continued in the years ahead.

## **IV. Programs and Resources**

The College conducts a variety of training programs in response to the needs identified by its member country policy makers, senior administrators, teacher trainers and senior lecturers. The specific courses and programs for 1990/91 are summarized below along with those completed during the 1989-90 year. Also presented are descriptions of faculty, facilities and equipment used to carry out these programs.

### **A. Current Offerings**

The spread of courses and programs in progress for 1990/91 demonstrates the range of courses and activities planned and implemented by the College for on-campus, in-country and sub-regional requirements. The relevance and currency of these programs are worth noting as verified by the descriptions that follows:

#### **1. College-based Programs:**

College-based programs are those programs held at the College campus in Manila at which students attend classes eight hours per day for a period, of two to four weeks, depending upon the course or program. During the 1990/91 fiscal year the College will offer the following:

#### **Quality Improvement of Technician Education through the Development of Creativity, Innovation and Problem Solving**

**17-28 Sep 1990**

This course addresses the importance of improving the quality of technician education through the development of innovation, creativity and problem solving skills among teachers and educators. They will translate these skills into effective planning and management which aimed at producing more flexible and productive graduates.

#### **Research in Systems Evaluation and Development**

**8-19 Oct 1990**

The course seeks to enhance the research and development capabilities of technician educators/researchers/teachers by providing them with a practical understanding of the knowledge and skills necessary to undertake policy and action-oriented research.

#### **Computer-Based Instructional Materials Development: Presentation Graphics**

**5-29 Nov 1990**

The course will help participants make use of computer software available for the production of computer-based instructional materials in technical fields.

**Agricultural Technology Development in Agricultural Education Systems**

**7-18 Jan 1991**

This course is funded by a special grant from the **Australian International Development Assistance Bureau (AIDAB)**. It is designed to focus attention on the central issues of the application of modern agricultural technology and their incorporation into agricultural education programs.

**Senior Administrators Conference**

**21-25 Jan 1991**

This is a biennial conference intended to bring together senior technician education systems educators and administrators of CPSC member countries to identify emerging needs and trends, and to map out College programs to help enhance the quality of technician education in the member countries.

**Roles and Contributions of Technical and Vocational Educators in Promoting Industrial Development**

**15-26 Apr 1991**

The course provides participants an opportunity to study the real needs of industrialization in their own countries and to identify the specific roles and contributions that the TVE system can play in promoting industrialization.

**Institutional Management, Planning and Management Information Systems**

**13-24 May 1991**

Intended for key personnel in institutions and organizations, the course covers management development and planning, taking improved technician institutional planning and efficiency as a main theme while promoting the idea of improved management performance through the use of MIS.

**Management of Documentation and Information Centers and Information Networking**

**3-7 June 1991**

The course introduces modern approaches to management of documentation and information centers through the utilization of modern information technology.

**2. Sub-Regional Programs**

The Colombo Plan Staff College service region has been divided into two sub-regions for some programs. The regions are South-east Asia and the Pacific. This strategy enables the CPSC to more specifically address the interest and needs of countries within each sub-region. Sub-regional Workshops currently scheduled are:

**Entrepreneurship Training for TVE students: 4-15 Mar 1991 and 17-28 June 1991**  
 The overall aim of the workshops is to train a core group of teachers from the member countries to be able to develop country-specific plans, curriculum materials and strategies for the integration of entrepreneurship training in TVE institutions.

### 3. In-Country Programs

In-country programs are tailored to meet specific needs of member countries and are closely related to priorities identified by officials of the member countries. The courses evolve over a period of several months through planning and dialogue with senior administrators and the College staff. The faculty with the most expertise in the subject field is assigned the coordinators position and has the responsibility for developing the course content. Enrollment is open only to nationals of the member countries concerned. In-country programs planned for fiscal year 1990/91 include the following:

#### IN-COUNTRY PROGRAMS

COUNTRY	TOPIC	DATE
Sri Lanka	Entrepreneurship Training/ Small Scale Enterprise/ Self-employment Dev.	22 Apr 1990
Fiji	Entrepreneurship Training/ Small Scale Enterprise/ Self-employment Dev.	late Jan 1991
	or	
	Manpower Forecasting and Technical Manpower Planning and Development	late Jan 1991
Thailand	Manpower Forecasting and Technical Manpower Planning and Development	June 1991
	or	
	Environmental Education and Environmental Management	June or Oct 1991

Indonesia	Entrepreneurship Training SSE/SED	May/June 1991
	or	
	Computer Application to Improve Technician Educ.	May/June 1991
Philippines	Planning & Management of Tech. Educ. Institution System	Date to be set
	Curriculum and Instruc- tional Materials and Systems Development for Technician Education	Date to be set
	Computer Applications to Improve Technician Education	Date to be set
Malaysia	Small Scale Enterprise/ Self-Employment Dev.	One week - March 1991
Singapore	The Provision of Consultancy Services by Academics to Indus- trial and Commercial Organizations	May/June 1991

#### **B. Programs for 1989-1990**

The variety of programs offered during the 1989/90 are detailed in Appendix IV consisting of eight pages. The reader should review this Appendix to develop an understanding of the variety and extent of the programs. During 1989-90 year there were twice as many (14) in-country courses as those offered at the College. Additionally two sub-regional workshops grouped countries with similar needs. (See Appendix III, p 2). Further outreach was provided by a variety of consultant and academic services ranging from assistance with the ADB/WB Regional Seminar on technical and Vocational Education and Training to training programs for UNDP/ILO projects in Nepal (see Appendix IV-1, p 4,5).

Three special programs were also developed including an AIDAB funded program in agricultural technology development, a five year training program on computer-based instructional materials funded by Japan and an environmental education program supported by UNESCO (see Appendix IV-1, p 5,6)

Research and Development activities included four curriculum development projects in environmental education and five competency based training modules for maintenance technicians (See Appendix IV-1, pp 6,7). Responding to the regional interest, the College implemented a series of new initiative workshops aimed at small scale enterprise and self-employment development in collaboration with CFTC (Commonwealth Fund for Technical Cooperation). It also worked with UNESCO in preparing learning materials integrating environmental education into technician teacher training curricula.

Recognizing the important contribution women can make for development, the College organized a series of international conferences on the theme "Women in Technical and Industrial Development" with the support of CFTC. A program in agricultural technician education was presented in Indonesia supported by AIDAB (See Appendix IV-1, pp7,8)

In addition to these special programs, R&D and new initiatives the college prepared and published eight publications ranging from annual and quarterly reports to proceedings of the International Study Conference of Computer Integrated Manufacturing (See Appendix IV-1, p 8).

## **C. Faculty Utilization**

### **1. Status**

Each of the faculty were interviewed following an established format. (See Appendix IV-2). The narrative in this section reflects the results of these interviews plus discussions with the Director and a review of related documents. CPSC faculty are called faculty consultants and are employed under either a core or seconded faculty arrangement. Core faculty consultants are those specially recruited persons whose salaries are paid as a part of the basic operating costs of the College. Seconded faculty consultants are those faculty whose salaries and other support costs are provided by a participating country. Appendix IV-3 shows an example breakout and total costs to a member country to second a faculty member for a year of about \$150,000. The College spends less than half this amount to support a core faculty member for a year.

The original intent of the College founders was that all faculty consultants would be supported by member countries under a secondment program as a special contribution to CPSC. This worked well in the initial stages and in 1979-80 eleven such faculty came from nine member countries. From 1978 though 1985 the Commonwealth Fund for Technical Cooperations (CFTC) funded two faculty positions. Two core faculty were first employed in 1980 as the number of seconded faculty positions began to decline. The size of the academic staff ranged from ten to twelve from 1978 to 1985. Loss in funds for faculty secondment reduced the member of faculty to six by 1988. Currently seven faculty are employed and, with the Director holding faculty status, the overall total is eight. All members countries continue to support the principle of seconded faculty, but only Australia and Japan have funded the positions on a continuing basis. (See appendix IV-4 for secondment procedures)

Faculty consultants serve as a members of the Academic Board providing its chairman, the CPSC Director, the benefits of their wisdom and expertise. Frustrations were expressed over the manner in which the Academic Board functions. Some faculty feel the need for a more participative role in assessing program needs and developing work plans to meet those needs.

## 2. Selection

Selection of faculty is based on identified needs for services to be delivered by the college and work assignments are based on the expertise the faculty consultant brings to the college. The criteria for selecting faculty include the following:

1. Advanced degree(s), preferably a doctoral degree, in related disciplines such as environmental education, environmental management, computer applications, entrepreneurship, technical teacher education, engineering, etc. with a first degree or higher education certificate in the field of technician education;
2. Five to ten years teaching experience in higher education institutions handling courses in related fields such as engineering, technician teacher education, etc;
3. Practical experience in providing consultancy services to the private sector or working for industry;
4. Possess research skills in related fields.

A review of the credentials, backgrounds and experience of the current CPSC faculty verifies that the above criteria are generally met.

### **3. Workload**

Work load varies somewhat based on the skills and expertise, but all faculty are expected to meet minimum work load norms. More specifically, all faculty members have the responsibility to plan and deliver, as the principal lecturer, one college-based program each year. Additionally, faculty members must assist other faculty, as needed, in the planning and presentation of other college-based programs. All faculty must plan in-country courses. Most faculty coordinated two in-country courses during FY 89/90. The role of the faculty consultants go much beyond the program delivery responsibilities. Faculty serve as a college resource in assessing needs and advising the Director and others how CPSC can best meet identified needs. Faculty members also assist in carrying out special projects and in meeting the requirements of grant programs funded to the college. Included among the other responsibilities of faculty consultants are the research and development of course materials, development and presentation of action papers and carrying out day to day program activities.

During the interviews some faculty members, expressed concern over inequities in faculty work loads. Some faculty, especially the core faculty, expressed frustration over the extremely heavy work loads while other faculty felt no work load pressure at all. Further assessment of faculty loading reflected that more specific work loading criteria are needed to ensure work load equity and that all faculty are making the maximum contribution to the success of the College. The ability to communicate effectively in English, the language of use in the instructional programs of the College, was somewhat of a problem for some of the seconded faculty. The fact that the current number of faculty is down more than forty percent over the early 1980 peak years, and the fact that program services of the college have expanded clearly means that the work load of the faculty has increased significantly. The availability of more faculty consultants, especially core faculty, would assist the college in responding more effectively to the needs of the CPSC member countries.

### **4. Faculty Contributions**

The individual faculty members and the Director also contributed to the output of the college preparing some 35 course theme papers, giving five major presentations at conferences, conducting research and co-authoring one book.

#### **D. Facilities and Equipment**

The Government of the Philippines has provided the college a modern building comprising a total of 19,800 square feet for the exclusive use of the college. The building is located within the University of Life Complex in the Pasig area of Metro Manila. Listed below is a break out of the facilities available for College use and the equipment used in support of the College activities and educational programs.

The CPSC building is a modern four-story structure with approximately 4,950 square feet of usable space on each floor. All College-based instructional programs are offered in the classrooms, meeting rooms and computer laboratory of this building. The facilities include three classrooms of 379 square feet each. The classrooms are furnished to accommodate fifteen students but could hold up to thirty students with additional seating. Computer instruction is done within the 1800 square feet computer center. The computer center is equipped with fifteen IBM compatible model 286 computers with 20 megabyte hard disk drives. Four meeting rooms are available ranging in size to accommodate from ten to fifty persons. These rooms are well furnished and attractively decorated. A total of 3080 square feet of building space is allocated to these meeting rooms.

The 1,960 square foot library holds, as of June 1990, 9,466 volumes, maintains 206 periodicals, 3,287 course material publications and 1,969 audio-visuals. Seventy-five persons can be seated in the library. During the 1989/90 program year 740 persons used the library and 2,742 books and materials were borrowed. The library is modern and well equipped with a wide variety of support materials and audio-visual aids. In its efforts to provide the best possible service to the member countries, CPSC has a continuing program to develop its learning resources for use by the participants when they attend courses at the College. Building on the software donated by the Government of Japan through JICA, the following new computer software were acquired: **Harvard Graphics** (Charts and Tables), **Microsoft Excel** (Spreadsheet), **PageMaker** (Desk Top Publishing) and **StatGraphics** (Statistical Analysis). Further, an **Altima II Portable Computer** and a **Kodak Datashow Screen Projector** will be added. The new equipment will provide the College with the capability for off and on-site access to College software, and for large-screen projection of computer screen images. Additional audio and video equipment was also obtained to further improve and augment the facilities of the Educational Technology Resource Center for use by faculty and program participants. As part of its efforts to strengthen its information base, the College Library has linked up with the **Asia-Pacific Skills Development Information Network (APSDIN)** initiated by APSDEP.

The building has twenty-one offices ranging in size to accommodate from one to six people. A total of 4,620 square feet are allocated to office space. Sixteen of the twenty-one offices are currently in use. All offices are well equipped and attractively decorated. General support space includes a printing room, finance office, typing

pool area, and staff support work area. A total of 2,370 square feet of building space are allocated to support these functions. Support staff have modern offices with appropriate equipment including word processing and desk top publishing equipment. While basic equipment requirements are met, many equipment needs still exists. A summary of needed equipment is given in the recommendations section of this report.

In sum, the CPSC building is not only adequate to meet current needs but space is available for future growth. The facilities are all modern, adequately equipped, well maintained, and attractively decorated. These facilities should meet the needs of the College for the foreseeable future.

#### **E. Summary and Conclusions**

The College has been quite successful in meeting the needs of the member countries through the College-based, in-country and sub-regional programs, but there is a continuing demand for more in-country programs that should be addressed. This will undoubtedly require that the College have the human resources to provide a much wider range of experts than currently available. Short-term consultants should be utilized for meeting similar country training needs and presentation of sub-regional workshops as well as unique country requirements.

Faculty are well qualified although two challenges exist for the administration in allocating human resources. First, every effort should be made to ensure a more equitable load distributed even though this is somewhat difficult to do given the wide variation in activities beyond course assignments. The faculty itself should participate in equating the time required for the special activities and in determining their assignments. Secondly, countries seconding faculty should be encouraged to present several candidates who meet the specific qualifications set forth by the College. The College should never be placed in the position of having to accept a seconded faculty who lacks the required expertise or language facility. Facilities, equipment and commodities are adequate for the current needs, although some old graphic equipment should be replaced and a few new equipment items are needed to maintain the quality services of the College.

## **V. Finances**

### **A. Introduction**

Financial statements for the last three fiscal years were reviewed. The year-end income/expenditure statements from which the FY 1989/90 audit was taken were studied and comments are presented concerning student expenditures per program. An assessment was made concerning the financial viability of the College as well as the in-house capability of the College to track its income and expenses. This section provides information on the findings of the assessment. In addition, information is given on CPSC's five-year financial plan from FY 1992/93 through FY 1996/97.

### **B. Review of Financial Statements**

The statements of revenues, expenses and changes in accumulated fund balance for fiscal years 1987/88, 1988/89 and 1989/90 were reviewed. Over the three year period revenues grew from \$814,992 to \$989,001, an increase of 21%. During the same period expenditures were reduced from \$917,767 to \$659,901, a 39% reduction. The accumulated fund balance increased from \$333,707 to \$679,621 over the three year period. Thus, a major effort has taken place to increase revenues, reduce expenses and place the college on a sound fiscal basis.

A major budgetary shortfall occurred during the 1987/88 fiscal year. This shortfall was based on several factors. Budgets were developed in anticipation of the United States contributing \$50,542 as its share as a donor country. The US withdrew and thus did not contribute. The Commonwealth Fund for Technical Cooperation (CFTC) reduced its contribution from \$143,934 to \$97,817 and additional unanticipated expenses were incurred due to the move of the college from Singapore to the Philippines. The 1987/88 fiscal year ended with an excess of expenses over revenue (or loss), of \$102,775. Since FY 1987/88, CPSC officials have demonstrated strong leadership in reversing this situation and placing the College on a sound fiscal basis. Expenses have been reduced in all major categories. Contributions from member and donor countries have steadily increased. Income from interest and other special projects categories has more than tripled. Although the CFTC contribution continued to decline from \$97,817 in FY 1987/88 to \$60,780 in FY 1988/89, an increase of \$4,520 was allocated for FY 1989/90. Thus, an increase in revenues occurred in all major revenue budget lines during the last fiscal year.

A summary of revenue and expenses by major line items are shown in Table 1.

**TABLE 1**  
**Summary of Revenue and Expenses**

<b>REVENUES</b>	<b>1990</b>	<b>1989</b>	<b>1988</b>
Contributions from member countries	US\$783,102	US\$724,106	US\$678,445
Contributions for Commonwealth Fund for Technical Cooperation	65,300	60,780	97,817
Interest and other income	<u>140,599</u>	<u>65,458</u>	<u>38,730</u>
<b>Expenses</b>	<b>989,001</b>	<b>850,344</b>	<b>814,992</b>
Salaries and allowances	179,341	209,589	243,448
Director and faculty	62,560	63,316	54,510
Officers and support staff			
General and administrative expenses	162,514	133,103	182,707
College-based courses	160,709	200,811	201,895
Sub-regional courses	51,394	52,772	94,428
In-Country courses	34,719	45,510	105,618
Conference/symposium /seminar	<u>8,664</u>	<u>69,549</u>	<u>35,161</u>
	659,901	774,650	917,767
<b>EXCESS OF REVENUES OVER EXPENSES</b>	<b>329,100</b>	<b>75,694</b>	<b>(102,775)</b>
<b>ACCUMULATED FUND BALANCE AT BEGINNING OF YEAR</b>	<b>409,401</b>	<b>333,707</b>	<b>436,482</b>
Transfer of funds to working capital reserve	<u>(58,880)</u>	_____	_____
<b>ACCUMULATED FUND BALANCE AT END OF YEAR</b>	<b>US\$679,621</b>	<b>US\$409,401</b>	<b><u>US\$333,707</u></b>

### **C. Review of Detailed Expenses for FY 1989/90**

During FY 1989/90 the largest share of the expenses of CPSC, \$255,487 was used to support the education program of the College. Appendix V-1 provides detail on these expenses. Serving students from seventeen member countries requires major expenditures for travel, subsistence and accommodations. More than half of the total program expenses, line item, \$136,310, was used in transportation of students to locations where courses and programs were offered. Accommodations and subsistence for students while participating in educational programs required an additional \$77,574.

General and administrative expenses did increase during FY 1989/90 over FY 1988/89. The largest line item of expenses, \$75,464 of the \$162,514 total, was for depreciation. Other items of increased expenses were office supplies, printing and reproduction, telephone and utilities. Other than the increased utilities costs, the other increases in expenditures are a direct result of increased services to member countries. (See Appendix V-1 for details and Appendix V-2 for audit report)

### **D. Student Expenditures by Program**

In the College-based programs, 117 person enrolled as participants and three attended as observers. Based on a total direct expenditure of \$160,709 to support College-based activities, this equates to an expenditure of \$1,339 per student. Allocating administration, faculty and overhead costs to this direct expenditure per student would give a total per student cost of approximately \$2,000. Based on comparative expenditures in the United States for federally supported programs, for example, Job Training Partnership Act (JTPA) programs, total program costs of \$2,000 to \$4,000 are common. Although the CPSC programs run two to four weeks as compared to the six to twelve week duration for most JTPA programs, expenditures are still in line.

Direct cost per student for sub-regional and in-country programs were less than College-based programs. The per student expenditure for direct costs for sub-regional program was \$1,253 and for in-country programs was \$89 per student. By far the most cost effective way to address educational needs of member countries is through in-country programs. Although travel and subsistence costs for professional staff to deliver programs in-country is high, it is still dramatically more cost effective to send and cover the expenses of one faculty member to present an in-country course rather than bring a class of twenty students to the college and cover all transportation, accommodation and subsistence costs.

### **E. Capability to Track Income and Expenses**

A review was made of CPSC capabilities to track income and expenditures. The manner in which all financial records were maintained was impressive. The finance officer of the

College has detail financial reports on all aspects of the College programs. This information was immediately available through reports compiled and at the "finger tips" of the finance officer. Examples of these reports are shown as Appendix V-3. Those persons having direct leadership roles in maintaining financial records were well qualified and the CPSC Director should be lauded for his stressing fiscal accountability.

#### **F. Five-Year Financial Plan**

The Governing Board at its meeting on June 26, 1990 approved a Five-Year Financial Plan to serve the College as a general guide in fiscal planning. As a part of this plan the member countries agreed to share responsibilities for contributing to the operations of the College on a formula which gives an increasing share of the responsibilities to the regional member countries. The Governing Board's endorsed funding formula subscribes to the principles that equal services be provided to all countries and that non-regional member countries donors gradually reduce contributions to the core faculty and fellowship costs by five percent per year, with increased contributions required from the (user) regional member countries. The basic operating costs will continue to be shared equally by all participating countries.

Projected budgets for each fiscal year, based on varying percentage increases to reflect inflation rates and other factors, are shown in Table 2.

#### **G. New Initiatives to Ensure Financial Viability**

During the 1989/90 fiscal year the Colombo Plan Consultative committee approved the establishment of the CPSC Endowment Fund with the transfer of \$150,000 from college reserves to the Fund. The Government of Bangladesh contributed \$1,000 and assets of the Fund now total \$151,000. Interest earned from investment of Endowment Fund assets will be used to promote academic activities; purchase equipment, materials and books; provide fellowships; conduct research studies; and provide recognition to the college and those providing support to the College. (See Appendix V-4).

The Capital Reserve Fund was increased to the \$150,000, the maximum allowed by the College Constitution. These funds will be available to address emergency needs and interest earned from investment will be deposited back to the Fund.

Other initiatives have been undertaken to bring supplemental funding to the College. For example, a proposal the Asian Development Bank for \$565,000 to establish a Regional Resource Center for Distance Education has received favorable review but has not been funded.

**TABLE 2**

**Five-Year Financial Plan  
Estimated Annual Budgets of Operating Expenses and Academic  
Program Expenses  
FY 1992/93 - FY 1996/97**

Rate of Increase over 5-yr period	Fiscal Year				
	92/93	93/94	94/95	95/96	96/97
6% increase	\$1,098,012	1,163,893	1,233,726	1,307,750	1,386,215
7% increase	1,098,012	1,174,873	1,257,114	1,345,112	1,439,270
8% increase	1,098,012	1,185,853	1,280,721	1,383,179	1,498,633
9% increase	1,098,012	1,196,833	1,304,548	1,421,957	1,549,934

## **II. Summary and Conclusions**

After analyzing the financial statements for the fiscal years of 1987/88, 1988/89 and 1989/90, reviewing finance office operations and procedures, and studying data on program costs, the following findings and conclusions are noted:

1. The Colombo Plan Staff College is operated on a sound fiscal basis.
2. The College has solid in-house capabilities to track all income and expenses.
3. Procedures are in place to ensure accountability in the administration of college resources.
4. Program costs are reasonable and comparable to costs of similar courses offered in the United States.
5. The program offered to students in their own country as in-country courses are the most cost effective.
6. Projected budgets included in the financial plans for the future are adjusted for inflation and expanded services in line with current budgets.
7. Sound fiscal planning over the last three years is reflected in a significant increase in the fund balance of the college.
8. With an accumulated fund balance of \$409,401 as of June 31, 1990, a capital Revenue Fund of \$150,000 to meet emergency needs, and an endowment with assets of \$151,000, the college operates on a viable financial basis.
9. Plans have been approved by the Governing Board to shift a larger share of the budget to the regional member countries (the countries who are the users of the services of the College).
10. Initiatives have been undertaken and approved by the Governing Board to broaden the financial base of the College through the establishment of an endowment fund.

In summary, after reviewing recent financial statements, studying financial records and fiscal procedures, and analyzing the College's capacity to track all income and expenses, it is concluded that the College is managed on a sound fiscal basis. Further, fiscal program initiatives over the last three years have established a pattern of financial accountability. Growth in the fund balance, the establishment of the Endowment and increasing the reserve fund to \$150,000 places the College in a position of financial viability. Lastly, officials of CPSC have demonstrated a sound pattern of fiscal responsibility in keeping track of all income and expenses and in presenting financial detail in formats that are both effective and efficient.

## **VI PLANNING**

### **A. Introduction**

The College depends primarily on the member countries to determine its programs with translation of their needs into specific courses by the Academic Board. The major source of input by the member countries is through the biennial Senior Administrators' Conference. This is the basis on which the College develops its plans for courses and other programs.

### **B. Biennial Senior Administrator's Conference**

From January 23 thru 28, 1989 the ninth biennial Senior Administrators' Conference was held at the College campus in Manila. The purpose of the Conference was to provide senior administrators, planners, policy makers and educators from member countries (the 17 who participate plus the 4 donor countries) with an opportunity to deliberate on the trends and issues of technician education and to set guidelines for the programs and priority areas the College should pursue for the next two years. In addition to member and donor countries, observers from national and international organizations attended such as UNESCO, ACCC, ADB, JICA, AIDAB and provide some input. This exercise is important to ensure that the services and activities of the College are responding to the changing needs of the member countries. The results of the Conference is a set of policy statements, guidelines and recommendations for the College to translate into actual programs and activities to effectively meet the needs of the member countries.

The recommendations that follow were gathered from various sections of the report on the conference titled "CPSC into 1990's". The CPSC Director provided a brief response describing what actions have been taken on these recommendation in the months following the conference.

### **C. Analysis of Recommendations**

R - Recommendation

AC - Action Taken

The College should:

- R 1. Enhance image, status and faculty expertise by actively pursuing consultancy work.

**AC** During the 89-90 academic year CPSC carried out five consultancy technical and academic services activities as follows:

a. ADB/WB Regional Seminar on Technical and Vocational Education - the college assisted by providing reporting, secretariat and logistics support.

b. Academic cooperation with the Forestry Institute, University of the Philippines. The College conducted sessions on teaching/learning methodologies and Basic Computer Operations as part of a training program for students from four countries.

c. Training Programs for Project Personnel from UNDP/ILO Projects in Nepal. Four special administrative training programs were organized for project personnel.

d. Course on Developing Skills in Research for University Technology, Malaysia. One of the staff conducted the course for 27 professors.

e. The College organized and coordinated a series of five country study visits for 10 senior educators for the Pakistan Ministry of Education.

**R** 2. Promote a much closer industry-education interaction and sponsor occasional conferences which attempt to bridge this gap.

**AC** The College has increased the involvement with local industries in planning and conducting programs including industrial visits, conferences and seminars. Industrial personnel were also involved in a program organized by the College. (See Appendix VI-1 for list of affiliate institutions in the Philippines)

#### **In-Country Program Recommendations:**

**R** 1. Selection of participants must be carefully performed by the respective countries to maximize the advantages of homogeneous grouping of participants.

**AC** Member countries have been encouraged to establish minimum standards for candidates for in-country training programs which has resulted in a much greater degree of homogeneity.

- R 2. Follow-up activities should be carefully planned after each workshop by CPSC and local course coordinators so that the need of future country-level workshops will be identified more efficiently.
- AC The college recognizes the need for follow-up activities and stresses long term impact applications of knowledge and skills. Course participants have an opportunity to recommend training needed for continued growth and this information is used in planning future programs.
- R 3. Choice of topics should be linked with development plans and projects of the respective country to maximize effectiveness of the course.
- AC This is being done though working closely with the country authorities in identifying topics, themes or subjects in line with development plans.
- R 4. Consider servicing other institutions in addition to the central institution responsible for technician training to provide more effective input to member countries.
- AC The College philosophy and approach is to service all technical institutions and it plans to expand its activities to better serve those in outlying regions of member countries.
- R 5. Establish information networking centers in member countries for disseminating information on technical and vocational education of the region.
- AC The College has established Regional Information Center. A course on Information Networking is offered this year and the archives of the Center will be expanded in coming years.
- R 6. Stress more in-country based research and development.
- AC The College is planning to increase in-country research in coming years.
- R 7. Rethink with the member countries the duration, scope and methodology of conducting in-country workshops.

- AC This has been accomplished. The College consults closely with country authorities and local resources in designing and organizing courses.
- R 8. Organize and strengthen its consultancy activities in order to serve each of the member countries more effectively.
- AC This is being done and the College will step up its consultancy activities in coming years.
- R 9. Become more involved in the long range planning of technical and vocational education in member countries.
- AC The College has informed member countries of its willingness to support planning activities and of the type of expertise available.
- R 10. Provide support for continuing and distance education for teacher training.
- AC This is now one of the major thrusts of the College. Plans have been developed and this area will be expanded.
- R 11. Identify one or two key institutions in each of the member countries and set up a regional network of resource centers. CPSC should be the coordinator of the network of institutions.
- AC This is being done as part of our information network activities and more will be done.
- R 12. Establish a regional center for distance education and material development to assist countries in organizing effective in-service training of teachers.
- AC The College has submitted a proposal to ADB for funding a project for this purpose and more activities in this area are planned for the future. (See Appendix VI - 2 for proposed center for distance education)
- R 13. Promote greater inter-action between technical institutions and industry. Consider setting up organized production centers in polytechnic in cooperation with industry.
- AC A book on this subject has been published by the College and we have also conducted courses in this area and encourage technical institutions to move in this direction.

- R 14. Explain the possibility of partnership programs between the college and one carefully identified center in a country through a pilot study.
- AC The College is doing this with Hong Kong Polytechnic and has worked with other institutions in Korea and Thailand. More activities are being planned.
- R 15. Start up as sub regional programs newer thrust areas such as environmental education, agricultural technician education, business studies etc. and carefully evaluate the courses.
- AC This is now being done and an expanded effort is being planned.
- R 16. In support of these recommendations prepare a comprehensive program of activities for the next two years and circulate the document among member countries for their necessary action. The document should be circulated to other international donor agencies for their information and coordination.
- AC This is in process as part of the Five Year Academic Plan and the programs for the next two years. These will be circulated to member countries following approval by the Governing Board.

#### **D. Program Planning**

Prior to coming to the Senior Administrators Conference each country representative was asked to prepare a summary of the status of technical education in this country and indicate the challenges and problems that the country faced in this area. These country report documents were presented and distributed at the conference and formed the basis for discussions leading to program recommendations for the College. (Note: A bound copy of these reports is available in the College library). Additionally, the administrators were asked to indicate areas of cooperation they sought with CPSC. A summary of their responses is shown in Table VI-1.

A major function of the Conference is to identify specific programs the member countries would like to see offered during the coming two years. Two commissions made up of representation from member countries were established to carry out this function, the Commission on Training and the Commission on Research and Development. The Commission and training identified 24 areas of emerging training needs in their countries and this list was refined to 10. (See Appendix VI- 3) This Commission also discussed the change of directions and thrusts in improving VTE for the 1990s and produced a comprehensive list of 29 areas which were finally reduced to 7 as noted in Appendix VI-4.

**The Research and Development Commission identified 10 areas they felt were important to be addressed through College-based R & D and another 9 for country-based R & D. (See Appendix VI-5) These recommendations provided the basis for developing the College's R & D program. Although necessarily modest in size, the College program in this area has directly responded to the needs identified at the Conference.**

Table VI-1

TABULATED SUMMARY OF COUNTRY REPORTS INDICATING DESIRED  
AREAS OF COOPERATION BETWEEN CPSC AND MEMBER COUNTRIES

Area	In-country workshop	College-Based workshop	Computer Informa- tion Ctr.	Sub-Regional Workshop	R&D New Tech.	Consult- ancy	Collaboration with other Int'l Agencies through CPSC
BANGLADESH	x	x	x				
BHUTAN	x	x					
FIJI	x	x					
INDIA	x	x	x	x	x		
INDONESIA	x	x	x				
IRAN	x	x				x	
MALAYSIA	x	x			x		x
KOREA	x	x		x			
NEPAL	x	x	x	x			x
PAKISTAN	x	x	x	x			
PAPUA NEW GUINEA	x	x					
PHILIPPINES	x	x					x
SINGAPORE	x	x	x			x	
SRI LANKA	x	x		x			

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## **E. Internal Review**

In August 1990, at the request of the Governing Board, the College developed a strategy for conducting an internal review of College programs for the period 1984-1989. The stated goal of the Review was to determine the effectiveness and appropriateness of the College programs and activities for the purpose of making improvements. The Review sought answers to the following questions:

1. Do College training programs contribute to the development of national goals of member countries in terms of their relevance, effectiveness and appropriateness?
2. Do participants take part in the design and implementation of the programs? If yes, to what extent?
3. How are follow-up activities to these programs conducted?

The plan was to survey at least 20 program participants from each member country including a representative sample of senior administrators, heads and deputy heads of institutions and teachers. The sample was to include participants from College-based courses, sub-regional and in-country courses. A nine page questionnaire and interview schedule was developed for this purpose. (See Appendix VI-6)

The final results of the study will be available later, but the team did have an opportunity to review the draft report and the preliminary findings. A copy of the executive summary of the findings follows:

1. A total of 711 participants representing seventeen member countries have participated in twenty-nine College-based courses during the period under review. A total of 1678 participants representing sixteen member countries have participated in sixty-five in-country courses. A total of 204 participants representing nineteen countries have participated in ten sub-regional courses.
2. In all cases where they were used, end-of-course evaluations revealed that participants rated these programs significantly above-average. The interviews with former participants revealed a positive affection for the College and a continuing commitment to supporting its programs and activities.
3. There is considerable scope to enhance the impact of the College's programs and activities. Greater efforts need to be made both by the College and the member countries themselves to follow-up on the subsequent activities of the participants, as appropriate.
4. There is a general desire by former participants to see the College reverse the trend of reduced faculty support for in-country programs with more College faculty support for each program. In-country activities may in the future not only embrace training courses.

5. The College should exert greater efforts to establish the real needs of the individual member countries. This could be achieved by boosting the practical research activities of the College.

6. College courses should be more practical in nature and less theoretical.

7. There is a need to improve the nomination procedure so as to ensure a better participant selection for College-based programs. The procedure could be tightened both by member countries and the CPSC, resulting in greater homogeneity of the course group.

## **F. Summary and Conclusions**

It is clear from a review of the list of recommendations that the Senior Administrator's Conference provides the critical interface between the College and its client countries by establishing the basis and justification for most of its activities. The College, despite its small staff, bends every effort to respond to the needs of member countries as indicated in the activities undertaken in the period since the Conference. Courses and programs have been developed at the College and in-country offerings which directly respond to the recommendations made at the Conference. Similarly, modest R & D programs have been instituted in response to recommendations for that area.

A further guide for program planning is the recently conducted Internal Review the results of which will, along with the recommendations of the Conference, provide the College with the base data needed to develop its Five Year Academic Plan now in progress. It will be a challenge to the administration and staff to digest and interpret this data in developing courses, programs and other activities.

## **VII RECOMMENDATIONS**

### **A. Market For CPSC's Offerings**

#### **1. Competition**

There is a significant demand for the College's services throughout the Asian-Pacific Region as represented by strong support of the 17 countries who are user members of CPSC. The requests for courses and programs as verified by the Senior Administrator's Conference Report described earlier in Section VI Planning, far exceeds the capability of the College to meet their requests. The APSDEP program funded by ILO is a welcome compliment to the College in strengthening manpower development resources in the region, primarily in the area of basic vocational training. It has done well especially in promoting a skill development network through national documentation centers and in exchanging labor and training development information through its Newsletter. Unfortunately with its staff reduction and transfer to another site, its future role in meeting regional training needs is likely to be diminished. The Brunei VOTECH as noted previously is just evolving and its ultimate role unknown. These are the only other known organizations in the region devoted to enhancing vocational and technical education. Neither of these organizations address technician education directly as its major thrust. Even if there is some over lap, the demand of the massive population of the region far exceeds the very limited capacities of the training resources to respond to the technical and vocational education development needs. Given the strong market, it is important that the College continue and expand its services to member countries.

#### **2. Other Market Opportunities**

In addition to the range of courses and services currently provided by the College, there are a variety of other market needs that should be explored. Providing assistance to the private and public sector for in-plant technician training is one area that is not being addressed. Advance technology programs for business and agro-industry are needed and a tentative start has been made to fill this requirement. Most of the member countries desperately need to update their health support programs with current technologies and this area has yet to be addressed by the College.

Most of the number countries receive development funds from one or more of the major donor agencies such as WB, JICA, ADB, and USAID. They frequently struggle to identify priorities in technician training and then have difficulty in translating their needs into a development plan to which the funding agencies can easily respond. Special consultant services and project development training could be offered to member countries on a needs basis.

Another critical need of the region is to find ways to encourage bright young people to enter technician training which along with its sister vocational training is held in low esteem. While this is to some extent a cultural phenomenon, low salaries for technicians also play a major role. However, there are ways to turn this situation around and this is an opportunity for the College to make a significant contribution to enhancing the image of technician training. Seminars or workshops could be offered in such areas as the development of student clubs, skill contest, involvement of local business and industry in supporting student activities, public relations and student placement based on skill profiles.

In recent years the development of cost recovery programs has been an area of special interest for technical education in light of the high cost of equipping and maintaining shops and laboratories. The College needs to provide training programs in how to develop productivity centers, manage related funds and ensure quality products and services. Several countries in the region have started to experiment with this concept, e.g., Indonesia. Similarly, technician training institutions are often an excellent location to provide incubator programs with space and guidance and these could generate some income. More importantly, allocating space for entrepreneurs to develop micro businesses has the advantage of providing a laboratory for technical students to learn small business procedures. Training in this area would be an excellent follow-on for the College's small business development courses.

### **3. CPSC's Niche**

The College's unique niche in the region is its close tie-in with the member countries. Through its Governing Board, the biennial Senior Administrators Conference and communication with each country in regards to its in-country course needs, the College has a linkage unlike any other organization in the region. Its only purpose is to respond to member countries' needs for developing and enhancing technician training and to assist them in keeping abreast of the latest changes in the field. The College has done this remarkably well with a small staff and a modest budget and as a result, it has established a solid reputation in the region which has been further enhanced since its moved to Manila. Member countries feel strongly about the continuation of the College's programs, as evidenced by the teams interviews with the Board and the reports of the Biennial Conference and the Internal Review. The rapid growth of the region's industries will require support for technician training for the foreseeable future.

### **B. Strengthening CPSC**

There are, as might be expected given the small size of the operation, areas where the College could strengthen its programs and services but this would of necessity require some changes. The recommendations that follow are meant to provide additional flexibility so that it may respond even more readily to its client's needs.

## **1. Administrative Changes**

The College Director's load is stretched to the limit and relief is needed if the institution is to move forward. His on-going necessary contacts with the Board representatives who are usually at high embassy levels, senior administrators in 17 member countries, donor countries, international organizations and funding agencies requires a great amount of time. Other responsibilities additionally include programming, staffing, facility management, budget and financial management and preparation of annual reports as well as other documents. The fact that everyone, with few exceptions, reports directly to him is a further strain on the office.

In order to reduce the operational load and provide more time for the Director to engage in creative thinking, planning and development, meeting with key country officials and coordinating with international organizations, the team recommends the appointment of a Deputy Director of Education.

This position would be responsible for developing the College's programs through frequent liaison with each of the 17 participating countries. He/she would need to become familiar with the nature and status of each country's technician training program, their development plans and their needs that could be fulfilled by the College. The team recommends that candidates should be recruited from the U.S. to facilitate better linkages with its many related institutions. The addition of this position would provide the relief necessary to free the Director to work more at the policy and planning level.

## **2. Expanding Technological Resources**

The College could benefit greatly from U.S. technology by tapping participation which would open up the immense resources available in technician training such as the U.S. office of Education, American Association of Community and Junior Colleges with its International Council and President's Academy is an excellent resource for development support. The American Technical Education Association, American Vocational Association with its International Vocational Education and Training Association, consortiums of technical institutions such as the League For Innovation and Community Colleges for International Development are among the many resources that are available to assist in the development of advanced technology programs. Additionally there are centers for developing leadership at the post secondary level such the University of Texas Community College Leadership Program.

A second major technological resource is the organization established by the European common market countries known by the acronym CEDEFOP or the European Centre for the Development of Vocational Training. Although the organization is devoted primarily to the exchange of information on vocational training, some of its numerous publications have value for technician training. It compiles detailed information on all types of vocational training for all the EC countries, including organization, curriculum, evaluation, management and research and development. The College should establish a linkage with CEDEFOP to tap their resources for its own use, as well as for the countries it serves.

### **C. Enhancing Service to Member Countries**

#### **1. Short-term Consultants**

The addition of the Deputy Director of Education position to the administrative staff should substantially improve the ability of the College to serve the needs of the member countries through more frequent direct contact. Additionally there is a need to provide a variety of consultants in special fields to assist the core faculty in developing responses for services not within the seconded faculties expertise. These consultants should be recruited as needed through international recruiting. The College would, in effect, be the broker to plan, coordinate and implement consultant assistance projects on demand for member countries. This would supplement the one or two in-country courses the College is currently able to provide and the countries would be expected to fund or partially fund these additional programs.

#### **2. Coordinating With Other Institutions**

One of the major objectives of the College is coordinating activities with other institutions including national, international, public or private with an interest in technician training. Although it has carried out this function rather well with limited resources, the additional administrative staff would free the Director to give more emphasis to this area. Of special value would be linkages with private institutions and industry which would provide the skill content for upgrading technician such as the conference on Computer Integrated Manufacturing produced in collaboration with the Korea Advanced Institute of Science and Technology and HongKong Polytechnic. The College should explore the potential to link private sector business and industry in the network of training resources. International companies in the region should be approached as sites for future courses providing for advanced technician training for teachers of the member countries. The technical resources of the more developed countries in the region are a readily available source for upgrading technician training along the lines of the Korean conference.

### **3. Regional Resource Network**

There are a wide variety of top level resource people and institutions that can work with the College in establishing a network of human and physical resources available for sub-regional and regional training programs. The team recommends that a network of these resources be identified in cooperation with APSDEP since they have already established an information network in the region. The College could then serve as the center for assessing these resources in response to specified needs from individual countries as well as requests through the biennial Senior Administration's Conference.

The College should also make a strong effort to become involved in coordinating the development of VOTECH in Brunei so that its programs serve needs not already met by the College. This could be brought about through members of the Governing Board whose countries are also members of the SEAMEO group. In the teams opinion this action is urgent in order to avoid future conflicts and unnecessary duplication of efforts. The College should have representation on the VOTECH Governing Board and should move in this direction as quickly as possible.

### **4. Collaboration with Public Institutions**

Throughout the CPSC service region many public agencies, organizations and institutions have individuals with great expertise and have support facilities that could be used through a joint partnership or collaborative arrangement to address needs. Officials of CPSC should develop a strategy to co-venture programs and projects with other public sector entities. Even though the college is currently co-sponsoring a limited member of programs, the range and scope of this collaboration could be greatly expanded. In carrying out this new initiative additional staff would be needed, but these staff could be supported from income derived from the programs offered.

### **5. International Leadership Activities Institutes**

Another avenue of service that could bring prestige, recognition and income to CPSC would be the implementation of an International Leadership Training Program for administrators of vocational and technical institutes and colleges. Educational administrators need the opportunity to participate in top quality professional development programs. Persons selected to present programs should be well know in international circles and should be outstanding speakers. Program sponsorship in a city like Singapore would add to the "draw" for the Institute. Effectively promoted, participants could be drawn from Europe, Canada, the United States and other developed nations, as well as from the Colombo Plan region. Examples of model leadership development programs in the United States are: (1) The American Association of Community and Junior Colleges President's Academy Summer

Workshop, and (2) The Leadership Institute, a joint effort of the League for Innovation in Community Colleges and University of Texas Community College Leadership Programs.

Hosting an International Teaching Training Institute could also bring recognition, prestige and income to the College. The program would need to be more regional in nature, but could develop into a Teacher Training Institute that would draw some faculty from locations out of the region. A principle focus of the program could be to give not only top rate subject content but provide recognition to and honor those selected to attend. Many other professions have ways to recognize those persons who make great contribution to their field of endeavor and CPSC could become the catalyst in initiating an outstanding teacher recognition program.

## **6. Accreditation and Evaluation Services**

The College offers a natural location for developing accreditation standards for the region. Working with member countries, the staff could develop the criteria and provide assistance in conducting assessments. Fees for the service could be set at a level to cover all costs and contribute to the College overhead. Coordination with APSDEP would be critical to the success of this effort.

## **D. Expansion of Funding Base**

New initiatives have been undertaken by the college to strengthen its funding base. These initiatives are in the right direction but are only the first required steps. Recommend actions to broaden the funding base follow:

### **1. Endowment Fund**

Immediate action must be undertaken to expand the endowment far beyond the \$151,000 current level. The CPSC Director's goal of an endowment with assets of \$1,000,000 by December 31, 1995 is reasonable. To achieve this goal a new support structure must be added. It is recommended that the Governing Board appoint an Endowment Standing Committee (or it could be named the Endowment Board) of people of influence who are both interested in the College and who would assist the Director and Governing Board in assessing potential donors and making contacts to secure gifts. Membership could be comprised of a minimum of one representative from each participating country. It would be helpful to broaden the membership to two or more from the larger and/or more developed countries.

The Endowment Board would assist the CPSC Director in developing a strategy for gift solicitation, and then assist in carrying out the strategy and plans. Prospective donors both

individual and corporate should be informed about the college, its mission and programs. They should be "cultivated" to enhance the potential for donations and proposals should be presented that fully inform the prospective donor on the needs of CPSC and how gifts would be used to respond to these needs.

## **2. Business-Industry Collaboration**

The funding base of the College can also be broadened by developing new relationship with business and industry. The expertise of the CPSC professional staff is a major resource that could respond effectively to the needs of employers. Certainly, balance in program services must be maintained and responsibilities to member countries must be met, but collaboration with the private sector could lead to course development and delivery for a fee. This would bring additional personnel required to support the initiative and would add strength and diversity to the professional staff. Carefully developed collaboration efforts could yield benefits to all parties and might involve joint research and development projects, staff exchanges in addition to student training. The marketing of the resource would be through the member countries technician training programs so that they become part of the network.

A starting point for this collaboration could be within the business and industrial organizations of the recently developed countries. These organizations will have their needs identified and should be pleased to learn of an educational institution interested in assisting in addressing these needs. In the developed countries, it is not uncommon for a post-secondary vocational/technical institution to generate ten to twenty percent of its budget requirements from collaborative partnership with employers within its service regions. Most employers are in dire need for employees who can master the technological changes that are impacting the workplace. Continuing education programs are readily accepted as the way to deal with the need for updating employees skills to meet the changing requirements of their jobs. The broad area of business/industry partnerships and collaboration offers CPSC a unique opportunity to provide a needed service and at the same time bring income to the college. Additional staff would be required to administer the new programs developed through business/industry collaboration. The cost associated with the addition of new employees would be supported by fees derived from courses, programs and projects undertaken. The Panel of Advisors should be re-activated, broadened in membership, and act as the advisory Board in developing collaborative programs to serve business, industry and public institutions as well. Advisors chosen to serve on the Panel should have a broad grasp of training needs within the member countries or the region and should meet at least twice per year.

### **3. New Donor Countries**

Many countries have an interest in the economic success of member nations in the Colombo Plan region. Establishing a new category of participation that would entice contribution from other countries could broaden the CPSC financial base. For example, countries in the European Common Market area, middle eastern countries, more developed North and South American countries and others having an interest in the region could participate. One method to get this initiative under way is to invite these countries with commercial interest in the region to provide some support either through seconded faculty or funding contributions.

#### **E. Support Requirements**

##### **1. Personnel**

Needs exists to expand programs and services of the College. This is especially true for sub-regional and in-country courses. The College must also broaden its services in research and development, information systems and services, and the development of delivery networks within each supporting country. If this is to take place, an already overloaded faculty and staff must be expanded. The college should continue to posture itself as a small service oriented institution with a core of highly qualified and talented faculty and staff who work through a variety of enabling and functional linkages to respond to technician training needs in each member country.

The Director and the Academic Board should study faculty loading to insure work load equity. Although work loads are often heavy, priority consideration should be given to adding an additional in-country course for each faculty member. Current plans are under way to add one staff member with research and development expertise and a second staff member with skills in communication and information services. These new professional staff will enhance the capabilities of the College to respond to these important areas. Just as critical is the need to add more core faculty. One of the staffing problems unique to the organization is the lack of faculty continuity. The average length of service of faculty is about two years and seconded faculty usually stay either one or two years. It is the opinion of the review team that at least two more core faculty should be employed with a minimum term of service established at three years. Also, it would be helpful for the faculty secondment program to be extended, where possible, so that seconded faculty could stay longer.

Total costs for salary, fringe, and general support to the donating country for a faculty secondment is about \$150,000 per year. The addition of locally hired Coordinators of Development and Information Services would cost in about \$10,000 each including fringe benefits or a total of \$20,000 per year. An assessment of needs for college programs must be done and the loading of faculty and staff balanced to optimize college staffing in response to these needs.

## **2. Commodities**

Most needed commodities are available at the college. Although the leadership of the college is frugal, there was no lack of basic supplies or materials observed. As services of CPSC expands, budgets must be increased proportionally to provide all basic commodities. No additional budget allocations, however, are recommended at this time.

## **3. Facilities**

The Government of the Philippines, through the Department of Education, Culture and Sports, provides CPSC a modern four-story building located on the University of Life Complex in Metro Manila. The building is spacious and contains the necessary classrooms, conference rooms, meeting rooms, offices, computer rooms, library and resource center space, and other work space to support the programs, courses and services of the college. Facilities presently assigned to the College not only meet current needs but provide adequate space for future growth. Although minor repair and painting is needed in some areas, the building is attractively decorated and the buildings and grounds are well maintained. No additional budget resources are currently required.

## **4. Equipment**

CPSC has modern equipment in most areas of the College. In some areas, such as graphic production, items of equipment are old, worn and do not function well. Proposed program expansion and change in emphasis will require more software and equipment to support instructional and training needs. Purchase of needed equipment would offer two major benefits. The first is improvement in the direct preparation and dissemination of information and materials to program participants. The second benefit would be that of placing CPSC in a better position to provide data and information for use in other program areas, including the expanding service area of research and development.

Information retrieval could be substantially improved by tying into interactive data base networks throughout the world. This could provide new dimensions of service to the member countries within the region. Additional computer equipment is needed for this purpose.

College officials provided the following list of equipment needs in order of priority:

<b>Areas of location and equipment needs</b>	<b>Cost</b>
<b>I. Library and Information Services</b>	
1     Computer Unit - Bibliographic/Data- - Microcomputer & Printer- - Display - CD-ROM Device - Software	US\$7000
2     Computer Unit - Data Network - Microcomputer & Printer - MODEM - Phone Line (100 -direct) - Software	5000
3     Photocopier (colored)	20000
4     Microfiche Reader & Printer (Minolta)	8000
5     Electronic Postal Scale	400
or	
Digital Postal Scale	200
6     26" Colored TV (Multi Scan)	3000
7     VHS Video Recorder	500

**II. Materials Development/Faculty Support**

1     High Resolution Video Projector VGA computer capability	1200
2     Two Laptop Computer Booktype 386 x w/vga	800
3     Microcomputer Network	
- Hardware (Scanner)	5500
(Network Link (Card))	3200
(Laser Printer)	5300
(Color Printer)	1700
- Software (Novell, ROM)	2500
- Installation	2000

### III. Materials Production/Publications

1	Desktop Publishing Unit	
	- 386 Microcomputer	
	- VGA	
	- High Capacity Hard Disk	5000
	- Software	2000
	- Laser Printer (Postscripts)	5500
	- Page Scanner/OCR	3500
2	High Capacity Photo Copier (Color)	2000
3	Gesterner Offset Printer (M 311)	2900
4	Gesterner Plate Maker (OEI)	6300
5	Gesterner Binding Machine (M 200)	<u>2200</u>
	<b>GRAND TOTAL</b>	<b>US\$157800</b>

To purchase the equipment outlined above would require an expenditure of \$157,800. The review team concurs that the equipment is needed and recommends that these needs be addressed over the next two years.

### F. Summary and Conclusions

A considerable number of recommendations have been made, all of which would strengthen CPSC's capability to respond to client needs. The team has selected those which it feels are most critical and presents them in the following prioritized list.

1. Continue to explore ways in which the College can link with business and industry both in terms of facilitating training programs and in working with member countries in developing cooperation efforts with this sector.
2. Explore means for expanding the funding base in order to ensure the capability to meet the growing training needs of the region.
3. Develop a cadre of qualified international consultants that can be called in for short term assignments to conduct special in-country, regional or on-campus training programs.
4. Establish a new position of Deputy Director of Education. The Deputy Director would be responsible for continuing liaison with member countries in identifying and designing all educational programs.

5. **Maintain dialogue with VOTECH to reduce possible overlap of services given the limited resources available in the region. The same can be said for relations with APSDEP. Consideration should be given to holding several meetings yearly to discuss programs, activities and especially cooperation.**
6. **Establish a regional resource network in cooperation with APSDEP to identify human and physical resources that could be available for training programs in the region.**
7. **Explore other market opportunities through programs such as those that would enhance the status of technicians, assist in developing cost recovery activities, provide the basis for training in micro-businesses and establishing incubator programs.**
8. **Establish international leadership institutes that would provide a forum for the regional senior administrators to interact with technical training leadership from the industrial countries in discussing development problems.**
9. **Tap the technological resources of the U.S. through its technical education network and European resources through the European Centre for the Development of Vocational Training.**
10. **Strengthen the procedures for identifying and transferring new technologies to member countries.**

**In summary, CPSC has made a significant contribution to the Colombo Plan region in the past, but will need to be even more creative in exploring options for the future in providing for leadership training and development in technical education. The expansion of linkages with business and industry is urgently needed as is the enhancement of the funding base. Prompt response to the training needs of the member countries should continue to be the major goal of the College.**

**Appendix I**  
**(3 pages)**

**Meetings, Interviews and Discussions**

**Meetings With Governing Board Members**

November 9, 1990

Embassy of Canada  
Dr. Issac Goodine, First Secretary  
Embassy of Myanmar (Burma) HE-U BO Ni

Embassy of Bangladesh  
HE Maj Gen Abdul Mannaf, Mr. Jahangir Saadat, Counsellor

Embassy of Australia  
Mr. Rienzie Rupasinghe, First Secretary

Embassy of Indonesia, HE Rear Admiral Soewarso Hardjosoedarmo (ret)

November 12, 1990

British Embassy  
HE Mr. Keith MacInnes  
Mr. Richard Cork, First Secretary

Dr. Alcestis Guiang, Asst. Director,  
Bureau of Technical and Vocational Education, Philippines

Dr. Edna Formilleza  
Assistant Secretary, Department of Education, Culture and  
Sports - Philippines  
Palacio del Gobernador, Intramuros

## **Meetings with Administration, Faculty and Staff**

Frequent meetings were held with the following administration and staff members, between November 6 and 20, 1990. Mr. Gilbert Shembaum, Executive Director, Colombo Plan (telephone conversation only).

### **Director:**

Dr. Thamrongsak Moenjak

### **Faculty Members:**

Dr. C.K. Basu (On leave and unavailable.)  
Mr. David Chantrill  
Dr. Iluminada G. Espino  
Prof. Goon Gjun Kahng  
Mr. Kohei Kasiwagi  
Dr. Terry Lane  
Prof. Takashi Uematsu

### **Senior Staff:**

Assistant to the Director  
Mrs. Violeta A. Layara  
AB, University of the Philippines

Finance Officer  
Mrs. Pilar C. Mayordomo  
BS, University of the Philippines

Librarian  
Mrs. Lolita Hernandez  
MS, University of the Philippines

Director's Secretary  
Mrs. Ligaya C. Roque  
AB, University of the East

## **Meetings with Personnel from Other Agencies**

**November 7, 1990**

**Asian Development Bank:**  
**G.H.P.B. van der Linden, Manager, Education Division**  
**Paul Chang, Education Specialist**  
**Ayumi Konishi**  
**James Lahren**  
**Tin Maung Oo, Senior Educator Specialist**

**November 14, 1990**

**USAID/Philippines:**  
**Sidney H. Kawi**

**Appendix II**  
(2 pages)

**Summary of Discussions with Governing Board Members**

1. Why does your country contribute?  
Participate because they are part of Columbo Plan; participation in Plan; College is the flagship and is cost effective, provides new ideas from world-wide sources, interaction with other countries; donor can make contribution in a cost effective manner.
2. What do you feel the most significant contribution the College can make?  
Interchange with other countries valuable; in-country and college courses; provides interaction with other countries regarding their needs and how to respond from donor's view; development of student evaluation program.
3. How effective is the College in meeting it's mission requirements?  
Pressure on College to offer primarily in-country courses but should avoid limiting to this; have made use of college on-campus and in-country courses and benefits are quite satisfactory; efficiently managed; College makes it easy for our country to adapt new technology; effective in meeting its mission; provides continuity in support of T.E., positive response from participants; need to clarify mission; need more liaison between College and countries; effective; effective; solid core faculty, need technical consultants to directly assist countries on demand.
4. What changes do you envision in the role of the College over the next five years?  
I believe it will grow and become more effective; College team could stay on after in-country course to assist in developing planning and solving problems along with outside consultants; determining how best to meet individual country needs, should run courses for technical education planning officers, improve image of TE, provide support for implementing change when participants return home, may need more in-country programs, more emphasis on analysis and decision making, identifying human resources needs for TE, more practical experience in courses needed; English proficiency should be required of students
5. What other countries should be supporting the College?  
U.S.; U.S. and other European countries
6. What other institutions provide similar programs and services in the region?  
None; none; none; none
7. Other comments:  
Only one technical experienced member on steering committee - need advanced committee of technical people from donor nations and users; great need for TE planners; College should have core people who could draw on expertise from world resources; would like user countries to assume greater portion of cost;

members of board are very busy and have limited time to make input - need technical committee to do basic work and feed to board; Board should spend more time discussing substance of programs; participants all feel positive about experience, would like to see 50-50 contributed for operations; Board picky about use of funds - tend to tie the directors hands - spend too much time on details and not enough on major issues; need to provide more assistance in long range planning, more direct participation in identifying specific courses, need resources for assessing country program needs; suggest affiliate criteria should be based on in superior strength in at least one program area whose staff could provide consultant service to others, could put together a consortium of technical colleges where students could get practical experience in Philippines.

## **Appendix III-I**

### **Colombo Plan Staff College Participating Countries**

Afghanistan  
Bangladesh  
Bhutan  
Fiji  
India  
Indonesia  
Iran  
Korea  
Malaysia  
Myanmar  
Nepal  
Pakistan  
Papua New Guinea  
Philippines  
Singapore  
Sri Lanka  
Thailand

### **Donor Countries**

Australia  
Canada  
Japan  
United Kingdom

**Appendix III-2**  
(2 pages)

**Summary of Types of Courses Offered at the College**

**I. Organizational and Management related courses**

Management of Polytechnics and Technicians Institutions  
Strategic Planning  
Industry-Technician Institutions Collaboration  
Management of Resources in Technician Education  
Management of Information Systems  
Laboratory/Workshop Management  
Accredited Certification and Standards in Technician Education  
Implementation of Technical & Vocational Education Projects  
Planning/Development/Management of Technician Education  
Quality Control in Technician Teacher Training  
Accountability in Technician Teacher Training  
Administration and Evaluation of Technical  
    Vocational Education Colleges and Programmes  
Computers and their Applications In Management  
Management of Change through Educational Projects  
Evaluation of Technician Institute Programmes  
Management Skills in Technician Institutions  
Technology Assessment, Management and Transfer  
Small Scale Enterprises and Self-Employment Development

**II. Curriculum & Instruction related courses**

Curriculum Design/Development/Implementation/  
    Evaluation  
Planning/Development of Instructional Materials  
Learning Process/Concepts  
Quality Improvement in Instruction  
Teaching-Learning Resources  
Testing and Evaluation of Technician Education Systems  
Quality Improvement in Institution  
Learning Concepts and Modules with Special  
    Reference to Distance Education  
Utilization of Computer-Aided Instructional Software  
Packages in Production of Instructional Materials  
Curriculum Development for Business Studies  
Instructional Application of Microcomputers  
Competency Based Curricula and Distance Education  
Incorporation of Environmental Education into Technical  
    and Vocational Education

## **Summary of Types of Courses Offered at the College**

### **III. Research & Development related courses**

Research Methodologies and Strategies  
Module Writing/Development  
Management of Change and Development projects

### **IV. Teacher/Staff Training & Development**

In-Service Teacher Training  
Creativity and Innovation  
How to Teach and Assess at the Application Level  
of the Cognitive Domain

### **V. Others**

Emerging Technologies  
Environmental Education  
Women Technicians in Industrial Development

**Appendix III-3  
(2 pages)**

**Country Senior Administrator Phone Survey**

**COUNTRY:**

**PHONE NUMBER:**

**SENIOR ADMINISTRATOR**

**TITLE:**

**PART I - ALL MEMBER COUNTRIES**

**QUESTIONS:**

1. What needs does CPSC meet for your country (past/future)
  - a. In preparation of technician teachers:
  
  - b. In preparation of program administrators: (from dept. heads to country Dir.)
  
2. What other services should the College provide in the future?
  - a. Courses
  
  - b. Consultancies
  
  - c. R & D

### **Country Senior Administrator Phone Survey**

3. **Are there any services the College now provides which could be more cost effectively done by your institutions or institutions in other countries?**
  - a. **Courses**
  - b. **Consultancies**
  - c. **R & D**
  
4. **Briefly, how do you currently prepare technician teachers and administrators of technician programs?**



## Feasibility report on proposed SEAMEO Regional Centre on Vocational/Technical Education

An outline of a feasibility report on whether it would be viable for SEAMEO to have a regional Centre on vocational and technical education, based on preliminary results of national surveys conducted at the Organization's Member States to assess their needs in these two educational fields, was drawn up at the recently concluded second meeting of the Needs Survey Sub-Committee of the ad hoc SEAMEO Experts in Vocational and Technical Education Committee.

The Needs Survey Sub-Committee, who met in the conference room of SEAMES on 15 and 16 September, also agreed to meet again on 10 to 11 October at the Vocational and Industrial Training Board (VITB) in Singapore in order to further review, and revise if needed the outline of their report - whose content is confidential until it has been considered by the Experts Committee.

After the Needs Survey Sub-Committee has agreed on the outline of its viability report at its third meeting in Singapore, the document will be submitted to the Feasibility Study Sub-Committee which is scheduled to meet on 25 to 26 October in Bangkok - who shall review the report, and if need be revise it, before submitting it to the second meeting of the Experts Committee to be held in Chiang Mai, Thailand, from 28 to 31 October.

The feasibility report, with whatever recommendations that the Experts Committee would make, shall then be presented to the 11th SEAMEO High Officials Meeting (11th HOM), which is scheduled to meet in Bangkok from 22 to 24 November, who shall consider it and append its suggestion for the consideration of the Council of Ministers at their 24th Conference to be held in Malacca, Malaysia, from 11 to 13 January 1989.

**The ad hoc SEAMEO Experts Committee was created by the Organization's Council of Ministers at its 23rd Conference held in Bali, Indonesia, from 4 to 5 February 1988 - to study and make recommendations on a proposal to set up a regional Centre on vocational and technical education in Bandar Seri Begawan, Brunei Darussalam, to be hosted by the Royal Government of Brunei Darussalam.**

After making the necessary preparations, SEAMES in accordance with the Council resolution creating the ad hoc Committee, convened the first meeting of the body held in the Secretariat's conference room from 23 to 25 May. When it was decided at the meeting that national surveys be conducted at the Organization's Member Countries, the two sub-committees were organized: the Needs Survey and Feasibility Study.

The Needs Survey Sub-Committee, at its first meeting on 14, 16, 21 and 23 June, prepared the national survey guidelines with the assistance of a Thai expert, Dr Chana Kasipar, Director, Institute for Technical and Vocational Educational Development of the King Mongkut Institute in Bangkok; the survey forms were prepared by SEAMES after which the surveys were launched - and results were forwarded to the Secretariat.

When all the national surveys' results were in, the Secretariat convened the second meeting of the Needs Survey Sub-Committee which Professor Dr Jakub Ieman, SEAMES Director, addressed at its opening day on 15 September. Awang Omar Haji Khalid, the Experts Committee chairman chaired the meeting which was participated in by the following: Mr Young Pak Nang, Singapore; Dr Chana;

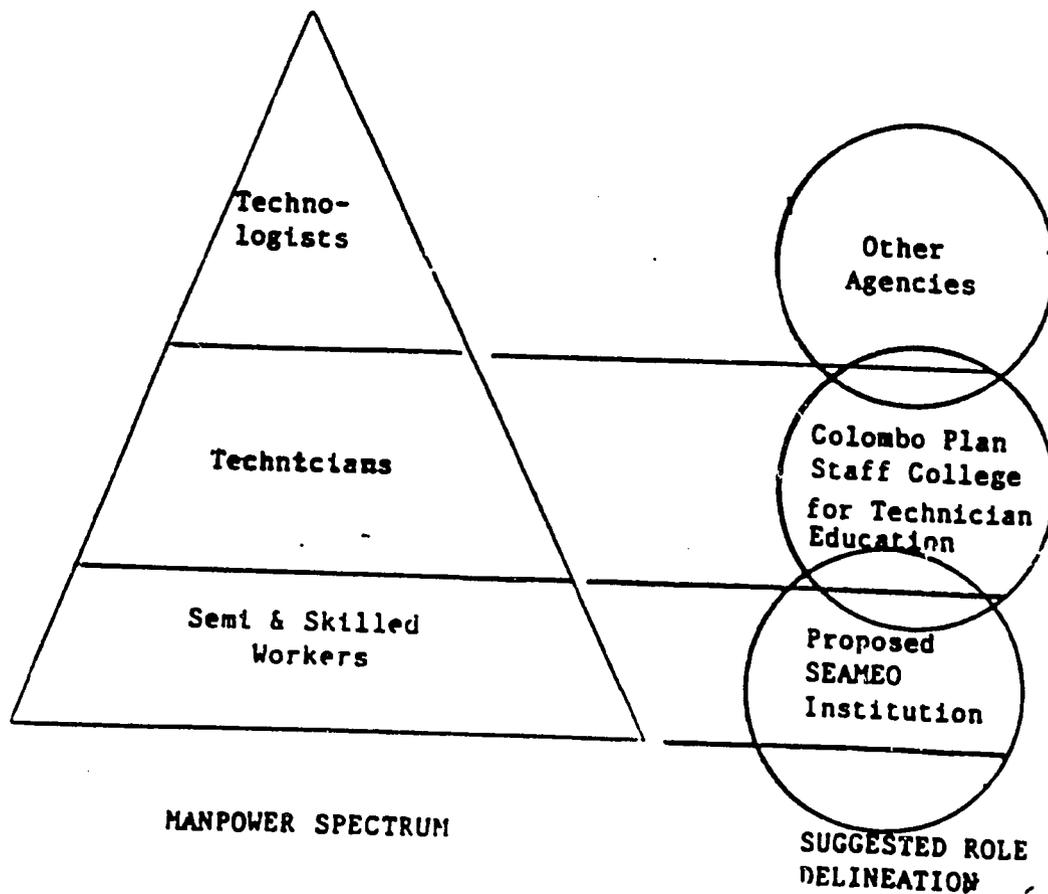
Miss Prapaporn Agamanon, Mr Wee Choon Siang and Miss Vilma B. Bravo, Assistant Director (Finance), Assistant Director (Programme) and Programme Officer II respectively of the SEAMEO Secretariat; and three representatives of the Ministry of Education of Thailand. ●

**Appendix III-5**  
**(2 pages)**  
**Comments on Proposed SEAMEO Institution**  
**For Technical and Vocational Education**  
**January 1988**

**Note:** The following section was extracted from this report and describes recommended cooperation.

**NEED FOR COOPERATION**

Whilst it is true to say that the whole area of technical and vocational education requires much more than any one organization can provide to satisfy the expanding demands of the region, it obviously makes sense to ensure that each organization providing assistance complements the other rather than competes. In this respect, it would make eminently good sense if the proposed SEAMEO institution, to be located in Brunei, and which is to service its member countries in post secondary\* education, was to have vocational education as its major focus and the Colombo Plan Staff College to continue its focus on technician education. This is depicted graphically in the diagram below:



\* This should have read secondary education and was clarified by the chart and the last statement on the next page. (Comment by W. Reynolds)

It is recognized that since such divisions can never be absolutely distinct active cooperation between the two organizations ought to be established and maintained. The Colombo Plan Staff College has, by virtue of its fourteen years operating experience, acquired a wealth of expertise and information concerning the technical and vocational education systems of its member countries and would be more than willing to make this available to the proposed Brunei institution. There should be ample scope for cooperation to the mutual benefit of both organizations in such areas as short term faculty exchanges and conducting some joint programmes.

Close cooperation between all organizations with similar interests in the region should be a matter of the utmost priority to ensure the maximum impact of these organizations in meeting the regional needs of technical and vocational education. The region simply cannot afford wasteful duplication of resources and effort. The Colombo Plan Staff College focussing attention on technician education and the SEAMEO institution on vocational education, with close linkages between the two, would provide the maximum benefit to the common member countries.

# Full Term for SEAMEO Secretariat Director



Professor Dr Isman

The SEAMEO Council of Ministers, at its recently concluded Conference, unanimously agreed that the term of office of Professor Dr Jakub Isman as Director of the Bangkok-based SEAMEO Secretariat - be for a full period of three years - effective 29 August to 28 August 1991.

Professor Dr Isman was supposed to hold the directorship of the Secretariat from 29 August 1988 to

7 February 1990, the unfinished portion of the term of office of his predecessor. However, the SEAMEO Council of Ministers, by consensus, decreed that he should stay in office for a full term so as not to disrupt the leadership of the Director of the Secretariat in too short a time.

The unanimous decision of the SEAMEO Council of Ministers, the policy-making body of the Southeast Asian Ministers of Education Organization, on the term of office of the SEAMEO Secretariat Director, was made at its 24th Conference held in Malacca, Malaysia, from 12 to 13 January 1989.

An Indonesian academician/diplomat, Professor Dr Isman assumed the directorship of the Secretariat when the former Director, Professor Dr Ida Bagus Oka, also an Indonesian, resigned effective 28 August 1988, to assume the governorship of Bali, Indonesia. ●

## Council okays setting up Centre to provide skilled manpower to region

As the SEAMEO Member States have common needs, of a continuing nature, in vocational-technical education/training - that are not sufficiently met by their existing resources - the SEAMEO Council of Ministers recently acted to remedy the situation.

At its recently-concluded 24th conference, held from 12 - 13 January 1989, in Malacca, Malaysia, the Council approved the proposed setting up of a regional SEAMEO Centre for Vocational and Technical Education.

The Centre's mandate is to upgrade the expertise and knowledge of vocational and technical education teachers in the Member States in order to have highly skilled manpower available in the SEAMEO region.

Brunei Darussalam has agreed to host the Centre subject to the availability of other funds. At present, Brunei Darussalam's Ministry of Education is setting up a committee tasked to establish the Centre.

The Council's action was made after Professor Dr Jakub Isman, Director of the SEAMEO Secretariat, submitted to the Conference for consideration and approval the feasibility study report on the proposed Centre which was prepared by an Experts Committee.

The Committee, which was composed of vocational and technical education experts of SEAMEO Member and Associate Member Countries, prepared the feasibility report at its second meeting held in Chiang Mai,

Thailand, from 28 to 31 October 1988.

In its feasibility report the Committee recommended the establishment of the regional Centre with Brunei Darussalam as the host country, since the other SEAMEO Member Countries are willing to pool their respective resources so that the Centre could function smoothly.

According to the Committee's report, vocational-technical education and training is accorded high priority in all SEAMEO Member States owing to the fact that in their national development plans - modernization is called for in the 1990s.

And for this reason, the SEAMEO Member Countries are increasing their budgets to establish more vocational-technical institutions to improve the quality of their vocational and technical human resource training programmes.

In a needs survey conducted by a sub-committee of the Committee, it was revealed that demands for vocational and technician workers in the SEAMEO Member States differ in their areas of need:

Brunei Darussalam needs craftsmen and technicians; Indonesia, technicians in the engineering and commercial sectors; Malaysia, vocational and technical workers for the export-oriented manufacturing sectors; Singapore, high level skilled technical workers; and Democratic Kampuchea, technical workers in the areas of agriculture, agro-industry, communications and telecommunications.

The Committee stressed in its report that the personnel of the educational systems of the SEAMEO Member Countries, who are expected to provide adequate training to the labour force, themselves feel the need for continuing education to improve and update their professional competence. And, they approve of the three major areas of services that the Centre would provide: staff development, research and development, and management information system.

As proposed, the Centre would be the core of national institutions in the SEAMEO Member States as it would enable the maximization of resources available in the region. And to avoid high start-up cost, the Centre would be first attached to a strong academic institution in Brunei Darussalam, initially sharing physical facilities and personnel. However, the Centre's administrative and financial man-

# New SEAMEO Regional Centre for VOCTECH Education Taking Shape

**W**ork is well under way in Brunei Darussalam for the setting up of the new SEAMEO Regional Centre for Vocational and Technical Education (VOCTECH). An Interim Director, Awang Azaharaini Hj. Mohd. Jamil, was appointed in November 1989. It is hoped that the Centre will move into its temporary premises, a building on the campus of the Universiti Brunei Darussalam, in June this year.

starting from March 1991. When the new SEAMEO VOCTECH become established, it will provide a much-needed service to SEAMEO countries in human resource development. ●

In the meantime, possible activities for the new Centre are being planned. The Centre will focus its activities on three main areas which the Experts Committee has identified as areas of common interest and need among the Member Countries, namely:

- Staff Development
- Research and Development
- Management Information

System

The planning stages of the Centre will benefit from the cooperation of experts from the Association of Canadian Community Colleges (ACCC). The Interim Director is to undergo a two-week training programme in Canada in April and starting from May Canadian experts will spend time in Brunei helping to spell out the future activities of the Centre in more detail and to draw up the first Five-year Development Plan.

The Centre will start to implement its first Five-year Development Plan in July 1992. Until then the Centre will carry out interim activities and programmes and it is envisaged that it will be able to run training courses



Upper photo: Wood workshop.

Middle photo: Metal workshop.

Lower photo: Production of improvised teaching aids.

VOCTECH

Southeast Asian Regional Centre for  
Vocational and Technical Education (VOCTECH)

## SEAMEO VOCTECH Develops Its Training Model

The proposed Training Model for the SEAMEO VOCTECH Centre (See Figure 1), and a brief description of the elements were announced recently by Mr Azaharaini Hj Mohd Jamil, the Centre's Interim Director, and which are as follows:

### Centre

The Centre will both teach the skills of training and research and development and MIS and actually train, do research and use MIS itself.

### Training Programme

The central feature of the Training Programme has an intended multiplier effect. This means the Centre will train personnel, who after the Centre-based part of the training is completed, will return to their respective countries and in turn run training programmes based on what they earned at the Centre. The same process will repeat itself with the second-order trainees and so on.

The programme will comprise two phases. Phase I will consist of a three-month period of in-house training at the SEAMEO VOCTECH Centre, and Phase II will consist of field work of up to nine months, depending on the roles of the clientele.

During Phase I, each of the participants will be provided with a Com-

puter System which they will use throughout the programme. The in-house programme will consist of courses, workshops, seminars, projects, practical, and individual study sessions covering a wide range of vocational and technical education issues at various levels.

At the end of Phase I, the participants will be expected to produce a Learning Plan and a Training Plan, both of which will be implemented upon their return to their home countries. The implementation of these plans will constitute the field work or the 2nd phase of the training programme.

A participant will receive a *Certificate of Competence in Vocational and Technical Education* after satisfactorily completing Phase II and submitting a report.

### Infrastructure

As each group completes Phase I and Phase II, a miniature or replica of

the SEAMEO VOCTECH Centre will be established by each participant in his/her respective country.

In time, the "graduates" of these secondary National Centres will train the others and establish tertiary Regional Centres. The main SEAMEO VOCTECH Centre will continue to support these growing centres of innovation through conferences, distance education opportunities, providing human and other resources.

### Computer Disk Exchange Programme

Each original and secondary participant will be trained in the use of the computer and in researching and using appropriate materials.

When the participants have completed the training programme, the SEAMEO VOCTECH Centre will maintain regular communication via the COMPUTER DISK EXCHANGE programme. Information, newsletters, lists of participants, projects and activities as well as new resources will be shared.

A relevant section on the disks can be printed and circulated by the original participants and subsequently by the secondary participants.

## SEAMEO VOCTECH Interim Director Visits Canadian Colleges

The Interim Director of SEAMEO VOCTECH Centre, Mr Azaharaini Hj Mohd Jamil, visited Canada from 19 April to 5 May 1990, and participated in an orientation programme with Humber College, Toronto, Ontario. He also visited two other colleges in Ontario namely Mohawk College of Applied Arts and Technology, Hamilton, and George Brown College of Applied Arts and Technology, Toronto.

During the visit the Centre Director had the opportunity to engage in discussions with key college personnel on the establishment of the Cen-



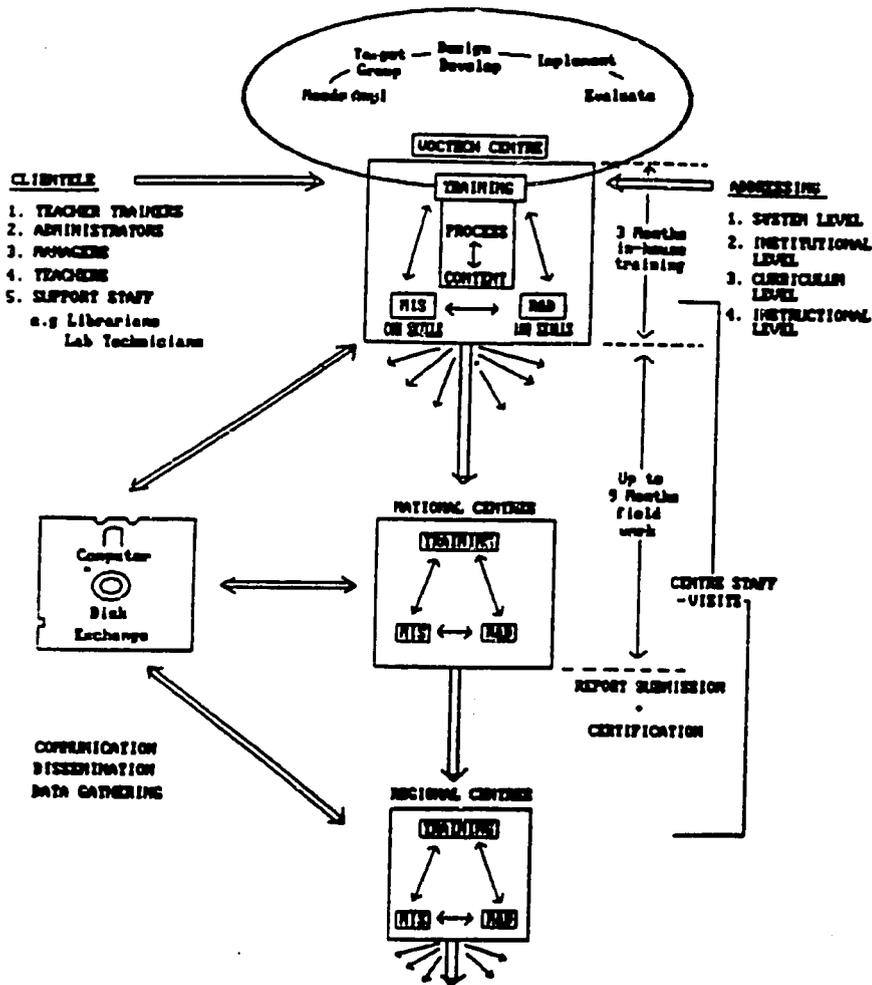
The Interim Director of SEAMEO VOCTECH discussing staff development issues with the Director-International Education, Mohawk College of Applied Arts and Technology, Hamilton, Ontario.

tre, and future cooperative and collaborative initiatives. Specific issues discussed included among others on staff development, research and development and management information systems.

One of the many outcomes of his visit to Canada is the development of a model of the structure and dynamics for the proposed training programmes at the SEAMEO VOCTECH Centre. A consultant from Humber College will visit Brunei in July this year to assist him develop the content of training programmes. ●

Figure 1.

**SEAMEO VOCTECH TRAINING MODEL**



**Implementation of the Training Model**

SEAMEO VOCTECH is expecting to run the Phase I portion of the programme in July of 1992. This gives two years for the Centre to design and develop the training programme and to set up the Centre with its own training, MIS and researching facilities.

The 1st Five-Year Plan of the Centre will be based on this pilot experience. ●

**37<sup>th</sup> SEAMEO SPAFA Training Course.....**

The training methods applied by the trainers were lectures, demonstrations and practical exercises. Observations on studio operations and equipments were also assigned to the trainees. Field visits and lectures at the sites outside the training institution premises were arranged during the last part of the Course. Lecture notes were distributed and audio-visual techniques were widely used for instruction. ●

**33<sup>rd</sup> Computer Course Conducted for SEAMEO.....**



Dr Brigida M. Octavio (standing), SEAMEO SEARCA Computer Service Officer, takes a look at the progress made by one of the scholars during the Introduction to Computers Course conducted by SEAMEO SEARCA's Computer Service Unit on 9-11 April 1990.

- Software Concepts — level of computer languages, instruction formats and internal processing cycles, and types of programmes.

- Maintenance and Care of Computer Equipment and Input/Output Media.

- Using MS-DOS (Microsoft-Disk Operating System).
- Demonstrating and Brief Tutorials on Sample Software Packages.

Course lecturer was Dr Brigida M. Octavio, SEARCA's Computer Service Officer.

The participants were composed of 8 Indonesians, 8 Filipinos, and 5 Thais (one was a nonscholar). They are Asdi Agustar, Mukh Arifin, Hasanuddin, Jono Munandar, Elyzer Manuhuwa, Djoko Lasmito Suwarso, Iwan Suyatha, and Baren Wirawan, all of *Indonesia*; Calixto Alicay, Rebecca Castillo, Leon Guevara, Nile Oñate, Andresa A. Pcsaje, Reynaldo Raymundo, Jose Serrano, Jr., and Gil Tutanec, all of the *Philippines*, and Sripan Cheyglinted, Choochart Noppavong, Narong Sompong, Jitpaka Tanapanyarachawong, and Kloyjai Cheyglinted (nonscholar, wife of Sripan), all of *Thailand*.

The Computer Service Unit is planning to offer six other computer courses in the coming months. These will be on Fundamentals of dBASEIII, LOTUS 1-2-3 for beginners, Advanced LOTUS 1-2-3, SAS-PC, Wordstar 5, and Harvard Graphics. ●

## **Appendix IV-1**

**(8 pages)**

### **Programs and Projects Completed in FY 1989/90**

**(Source of data: CPSC Annual Reports 1989/90 and 1988/89)**

During FY 1989/90 programs and projects of the college included college-based activities; sub-regional workshops; in-country programs; consultancy, technical and academic services; special programs and projects; research and development; academic development and new initiatives; publication and information dissemination; projects to promote regional and international cooperation; and, learning resource development.

#### **A. College-Based Activities.**

During FY 1989/90 seven college-based activities were implemented. They were:

1. **Inter-Regional Training Course on the Incorporation of Environmental Education in Technical and Vocational Education 25-30 September 1989**  
16 Participants, 2 observers
2. **Technology Assessment, Management and Transfer**  
2-6 October 1989  
16 Participants, 1 observer
3. **Development of Computer-based Instructional Materials in Technician Education**  
**First Run:**  
20 November - 15 December 1989  
12 Participants
4. **Development of Computer-based Instructional Materials in Technician Education**  
**Second Run:**  
26 February - 23 March 1990  
13 participants
5. **Institutional Planning and Management Information Systems**  
22 January - 2 February 1990  
28 Participants
6. **Competency-based Curricula and Distance Education for the Development of Technical Teachers**  
9-27 April 1990  
32 participants

7. **International Conference on the Role of Women in Technical and Industrial Development**  
11-15 June 1990  
86 participants

### **B. Sub-Regional Workshops**

Two sub-regional workshops were held, one in Bangkok and the other in New Delhi. These workshops were:

1. **Small Scale Enterprise and Self-Employment Development**

**Bangkok: 5-16 March 1990**

24 participants from Fiji, Indonesia, Republic of Korea, Malaysia, Papua New Guinea, Philippines, Singapore, Thailand, Tonga and Vanuatu. Conducted in collaboration with King Mongkut's Institute of Technology (KMIT), North Bangkok

**Venue: Asian Institute of Technology, Bangkok**

2. **Small Scale Enterprise and Self-Employment Development**

**New Delhi: 19-30 March 1990**

17 participants from Bangladesh, India, Islamic Republic of Iran, Myanmar, Nepal, Sri Lanka and Maldives

**Venue: Indian Institute of Technology (IIT), New Delhi**

3. **In-Country Programs.** The college conducted fourteen in-country programs, two of which were carried over from the previous year. These in-country programs offered during FY 1989/90 were:

1. **AFGHANISTAN**

**Management of Laboratory and Textbooks**

**25-30 July 1990**

30 participants conducted in association with the Ministry of Higher Education and Vocational Education, Kabul

**Venue: Afghanistan Institute of Technology, Kabul**

2. **BANGLADESH**

**Research in Technician Education**

**10-20 February 1990**

**18 participants**

**Venue: Technical Teachers Training College (TTTC), Dhaka**

3. **BHUTAN**

**Management of Teaching/Learning Resources in Workshops**

**1-13 January 1990**

**22 participants**

**Venue: Royal Bhutan Polytechnic (RBP), Deothang**

**4. FIJI**

**Management for Civil Servants**

**21-25 August 1989**

**26 participants**

**Conducted in collaboration with the Public Service Commission (PSC)**

**Venue: Government Training School**

**5. INDIA**

**Management of Technician Education Systems**

**12-17 February 1990**

**25 participants**

**Venue: Technical Teachers Training Institute (TTTTI), Chandigarh**

**6. INDONESIA**

**School Farm Management in Agricultural Secondary Schools**

**5-10 March 1990**

**28 participants**

**Venue: Vocational Education Development Center for Agriculture (VEDCA), Cianjur**

**7. ISLAMIC REPUBLIC OF IRAN**

**Industry - Education Cooperation**

**5-10 August 1989 (in lieu of course for FY 1988/89)**

**35 participants**

**Conducted in collaboration with the Ministry of Education, Tehran:**

**Mr. Jafar Alaghehmandan, Vice-Minister of Education**

**Venue: Shaheed Shamsipore Technical College, Tehran**

**8. ISLAMIC REPUBLIC OF IRAN**

**Quality Improvement and Accountability in Technical Education**

**30 June - 6 July 1990**

**30 participants**

**Venue: Shaheed Shamsipore Technical College, Tehran**

**9. MALAYSIA**

**Development Skills in Research**

**19-29 August 1989 (carried over from FY 1988/89)**

**23 participants**

**Venue: University of Technology Malaysia (UTM), Johore**

**10. MALAYSIA**

**Teacher Training: Competency-based, Skills-intensive, Inquiry-oriented Approach**

**24-28 July 1990**

**36 participants**

Venue: **MARA Institute of Technology, Shah Alam**

**11. PAPUA NEW GUINEA**

**Management of Technical and Vocational Education Institutions**

**2-13 July 1990**

**36 participants**

**In collaboration with the Ministry of Education, Port Moresby**

**12. SINGAPORE**

**Creativity and Innovation**

**26 February - 2 March 1990**

**29 participants**

**Venue: Ngee Ann Polytechnic (NAP)**

**13. SRI LANKA**

**Manpower Development Planning**

**25-29 June 1990**

**23 participants**

**Venue: Sri Lanka Foundation Institute, Colombo**

**14. THAILAND**

**Industry - Technical Institution Collaboration**

**7-11 May 1990**

**30 participants**

**Venue: Rajamangala Institute of Technology (RIT), Bangkok**

**D. Consultancy, Technical, and Academic Services.**

In addition to conducting of training for the member countries, the College is frequently invited by other organizations and institutions to render consultancy, technical or academic services for specific programs and projects. These activities expand the scope of work of the College and strengthen its relations with other agencies and organizations in member countries. A summary of these programs follows:

**1. ADB/WB Regional Seminar on Technical and Vocational Education and Training**

**22 - 27 January, Manila**

The College was engaged by the Asian Development Bank (ADB) to assist in the conduct of a Regional Seminar on Technical and Vocational Education and Training (TVET) jointly sponsored by ADB and the Educational Development Institute (EDI) of the World Bank (WB).

**2. Academic Cooperation with the Forestry Institute, UPLB**

The College was requested by the Forestry Institute of the University of the

**Philippines at Los Banos (UPLB) to conduct courses in forestry education development for an international clientele.**

### **3. Training Programs for Project Personnel from UNDP/ILO Projects in Nepal**

Two special training programs were organized for project personnel of a UNDP/ILO project comprising department heads and administrative officers of the Western Region Campus of Tribhuvan University in Pokhara. Another two special training packages were organized for two senior officials from the Department of Labor in Kathmandu.

### **4. Special Course on Developing Skills in Research at the University Teknologi Malaysia, Johore December 1989**

In August 1989, the College conducted an in-country course on Developing Skills in Research at the University Teknologi Malaysia (UTM) in Johore.

### **5. Five-Country Study Visits for Pakistan Educators 8-26 May 1990**

As part of a comprehensive project to promote the development of science education in secondary schools in Pakistan, CPSC was requested by the Pakistan Ministry of Education to organize and coordinate a series of study visits for ten senior educators from Pakistan to various centers of excellence in science education in the Philippines, Republic of Korea, Singapore, Malaysia and Thailand.

## **E. Special Programs and Projects.**

In its effort to expand the range of services it can offer to the member countries, the College works with international funding agencies involved in human resource development for support of special programs and projects in emerging fields which are vital to the development of the region. A summary follows:

### **1. Proposal to the Australian International Development Assistance Bureau for a Program on Agricultural Technology Development**

The Government of Australia, through AIDAB, has officially agreed to fund a training program in agriculture technology development to be implemented in FY 1990/91.

### **2. Proposal to Japan International Cooperation Agency for Third Country Training Program**

The Government of Japan through the Japan International Cooperation Agency

approved this fiscal year a five-year Third Country Training Program in the area of computer-based instructional materials development for participants from member countries of the College.

### **3. Environmental Education Program with UNESCO/UNEP**

The College has been collaborating with the International Environmental Education Programme of UNESCO/UNEP in a series of projects in the field of environmental education. This fiscal year, an Inter-Region Course on the **Incorporation of Environmental Education into Technical and Vocational Education** was held 25 - 30 September conducted in collaboration with UNESCO/UNEP.

### **F. Research and Development.**

As part of its academic activities, the College undertakes research and development projects on various aspects of technician education.

#### **1. Curriculum Development Projects for UNESCO, Paris**

In November 1989, Dr. Abdul Ghafoor Ghaznawi, Chief of the Environmental Education Section of the UNESCO, Paris requested the College to prepare two documents on:

- a) **An Environmental Education (EE) Dimension of Curriculum for Industrial Schools (pre-university level), and**
- b) **An Environmental Education Dimension of Curriculum for Pre-Service Training of Industrial School Teachers**

In May 1990, two more documents were agreed upon:

- a) **An Environmental Education Dimension of Curriculum for Agricultural Schools at the Pre-University Level, and**
- b) **An Environmental Education Dimension of Curriculum for Pre-Service Training of Agricultural School Teachers**

#### **2. Development of Competency-based Training Modules for UNESCO, Paris**

The Technical and Vocational Education Section, Division of Science, Technical and Environmental Education of UNESCO, Paris, contracted for the services of the College in May 1989 to prepare five **Competency-based Training Modules for Maintenance Technicians** in the following areas: air conditioning/refrigeration, television/radio, electricity, motor-truck mechanics and machine tools.

### **G. Academic Development and New Initiatives.**

In addition to the regular programs of courses and activities undertaken by the College, new initiatives are also implemented in response to emerging needs and trends in technician education in the member countries. In FY 1989/90, the College continued its active involvement in three new areas - small-scale entrepreneurship and self-employment development, environmental education and women in technical and industrial development.

### **1. Small Scale Enterprise and Self-Employment Development**

Technician educators in the region have recognized the need to bridge the gap between school and world of work. With the depressed economic conditions prevailing in many of the developing member countries of the College, the need to enhance the entrepreneurial skills of technician graduates has been brought to the fore. In response to this need, the College has implemented a series of sub-regional workshops on small scale enterprise and self-employment development.

### **2. Environment Education**

Technician teachers have an important role to play in initiating affirmative action programs starting in the classrooms to combat the continued degradation of the environment. The College has been working closely with the Environmental Education Section of UNESCO, Paris especially in the preparation of learning materials and guidebooks integrating environmental education (EE) into the curricula of technician teacher training programs.

### **3. Women in Technical and Industrial Development**

In many ways the potential contribution of women towards national technical and industrial development has not been fully realized. To this end, the College, with the support from the **Commonwealth Fund for Technical Cooperation**, organized a series of international conferences on the theme, **Women in Technical and Industrial Development**.

### **4. Agricultural Technology Development**

Agriculture education was identified as a priority area of concern to be addressed by the College. The first course in agriculture technician education development ever conducted by the College was an in-country course in Indonesia on the topic, **School Management in Agricultural Secondary Schools**.

### **H. Publication and Information Dissemination.**

The role of CPSC continues to expand in serving as a clearing house and in the dissemination of information and materials to individuals, organizations and institutions in member countries.

**1. Establishment of the Regional Information Center for Technical Education**

The CPSC GOVERNING BOARD, at its 45th Meeting in June 1989, approved the establishment of a new academic unit at the College, the **Regional Information Center for Technical Education**. The Center will be linked with other information centers in other parts of the world and will serve as a central point of contact to provide information services in vocational/technical education for institutions in the member countries.

**2. College Publications**

Through the years, the College has maintained an active publications program that deal with different topics in Technician education. Each year, the College publishes the following:

- a) **The CPSC Annual Report**
- b) **The CPSC Program of Courses Booklet**
- c) **The CPSC Participants Handbook**
- d) **The CPSC Quarterly**
- e) **The CPSC Legal Manual**
- f) **The Influence of Teacher Attitudes on the Schooling of Girls in Technical/Vocational Education in the Asia-Pacific Region**
- g) **A Guide for Training of Technical and Vocational Education Teachers in Environmental Education**
- h) **Proceedings of the International Study Conference of Computer Integrated Manufacturing (Seoul, Korea, 31 October - 11 November 1988)**

**Appendix IV-2**  
**(4 pages)**  
**CPSC FACULTY SURVEY**

Responses to questions asked of all faculty.

1. How does CPSC develop yearly program plans and what is the faculty role?

In theory, the Academic Board meets, analyzes needs, and develops program plans to meet these needs. This Board draws on previous plans, the Senior Administrators conference, input from individual faculty and professional staff members and information provided by representatives of member countries.

In practice, often expediency overrides good planning. It is difficult to get all academic Board members together since many are out much of the time delivering programs. In some cases, participating countries dictate what is to be offered and this is not always consistent with programs plans. The Director often dictates programs with little or no faculty input. Generally, faculty feel a need for a more participating form of leadership and faculty feel that more direct planning with member countries is needed.

2. How are courses and programs evaluated?

Each faculty member accepts the responsibility of evaluation. Some feel there is a need for a common evaluation instrument. Others like the system as it now stands. No systematic procedures are in place to follow-up students after they go back to their countries. Faculty feel this is needed.

3. What are the opportunities of service yet unmet by the College?

Several faculty feel changes are needed to make the colleges more responsive to the user countries. More in-country programs are needed. The college should build networks and become a catalyst in insuring in country needs are met. Broaden the research and development role and expand the services of the college in the dissemination of materials to representatives of member countries. Much work needs to be done in determining needs and then planning programs to meet those needs.

4. What are the future markets to be served by the College?

First of all serve the participating regional countries by going to the countries, meeting with people, determining needs, then, return to the Academic Board and develop effective work plans to respond to those needs. Limit the number of persons coming to the College in Manila. Rather, take the programs to the constituencies both within regions of countries (country groupings) and in individual countries. Work to gain better consensus by country. There is a need

## CPSC FACULTY SURVEY

to shift from delivering courses to coordinating activities drawing on the talents of not only those employed at the college, but others that would be available to help.

5. Who are the competitors of CPSC?

Faculty members did not see any direct competition at this time but programs are developing that could compete. The SEAMEO organization is developing a VOTECH program in Brunei that could compete. Also, ADB has funded \$500 million to the Government of India to support technical training.

6. What are the colleges greatest strengths and weaknesses?

The greatest strength of CPSC is the quality and dedication of the faculty and staff. The delivery capability of the college is another major strength. Bringing individuals of different countries and cultures together for training programs also is a major strength. Major weaknesses include not using faculty talents to the maximum extent possible. Limited R and D done at this time is a major weakness.

7. Who makes and how are faculty assignments made?

The Director makes all faculty assignments.

8. What is your daily work load and your overall work assignment?

Each faculty is expected to offer one college-based course and two in-country courses. Faculty must also assist other faculty in the delivery of courses and programs. In addition, faculty members must develop course materials, present workshops and conferences, write and present papers, assess needs, serve on the Academic Board, write grant proposals, administer grants, assist the Director in communicating with constituencies of the College, and carry out day to day activities.

9. How much time do you have to develop and prepare a new course or program?

For college-based programs, three to four months are assigned. For in-country courses much less.

10. How often do you repeat a course or program?

Some courses and programs are repeated annually, others are given more often. Yet, others are offered only once.

## CPSC FACULTY SURVEY

11. What other information would you like to share about CPSC?

Faculty members shared quite a array of thoughts on this question. Most thoughts were positive about CPSC. All felt a need for the college and the services the college provides. Several faculty were frustrated with the planning process and wanted a more participative form of leadership at the college. Several felt changes in direction are needed to position CPSC for a more viable role of service in the future.

## MEMORANDUM

TO: All Faculty

FROM: USAID Assessment Team - Drs Walters and Reynolds

We are in urgent need of additional information regarding faculty load. Please list all your work assignments and activities for the past year in the categories provided. It is not necessary to type your response. Please return to us by 2:00 pm today in the Records Room. Your cooperation is sincerely appreciated. Thank you!

Courses Taught (At College, In-country -- please specify)

Instructional Materials Developed

Proposals Developed (Indicate Titles)

Research and Development

Other Activities and Accomplishments (Include conference presentations, etc.)

**Appendix IV-3  
Cost of Seconded Faculty**

An Expenditure Statement on the  
**AUSTRALIAN INTERNATIONAL DEVELOPMENT ASSISTANCE BUREAU**  
Support for the 12-Month Appointment of Mr. Terence Lane  
to the position of Faculty Consultant  
For the Period February 01, 1989 to January 31, 1990

	<u>Australian \$</u>	<u>U.S. \$</u>
<b>AIDAB GRANT</b>	169,095.00	150,495.00
Less: Costs Incurred		
a. Salary, Superannuation & Allowances	73,296.00	65,233.00
b. Housing Assistance	47,791.66	42,535.00
c. Settling In Allowance	12,984.17	11,556.00
d. Air Travel Costs	5,179.78	4,610.00
e. School Fees at Posts	11,844.01	10,541.00
f. Removal Expenses	2,676.74	2,382.00
g. Medical and Life Insurance	2,224.84	1,980.00
h. Utilities and Gardening Cost	4,069.72	3,622.00
i. Leave Bonus	1,603.35	1,427.00
j. Related Administrative Expenses	4,500.00	4,005.00
<b>Totals</b>	<u>166,170.27</u>	<u>147,891.00</u>
Excess of Grant over Actual Cost	2,924.73	2,604.00
<b>Funds Received:</b>		
1st Tranche of Grant		66,000.00
Additional Housing Allowance		<u>37,250.00</u>
Total		103,250.00
Less Costs Incurred		<u>166,170.27</u>
Balance of Grant Receivable		<u>62,920.27</u>

COLOMBO PLAN STAFF COLLEGE FOR TECHNICIAN EDUCATION

GENERAL STATEMENT ABOUT FACULTY SECONDMENT PROGRAM  
-----

Status of Seconded Faculty Members

1. A seconded faculty member assigned to Colombo Plan Staff College is entitled to privileges and immunities as indicated in the enclosed document.
2. He will be issued 9 (E-2) visas for himself and his family.

Financial Arrangements

3. Financial arrangements (salaries, compensations, etc.) are made directly between the concerned agencies of the seconding Government and the seconded faculty member himself.

Assistance from the College

4. The College will contact the Ministry of Foreign Affairs of the Philippines to arrange for 9 (E-2) visas for the seconded faculty member and his family.
5. Once the seconded person has arrived in the Philippines the College will be responsible for coordinating with the Philippine authorities concerning diplomatic and other arrangements to ensure he receives full benefits from the immunities and privileges he is entitled to.
6. The College will provide an office, necessary furniture and equipment and other administrative and clerical support to facilitate his work in the College.

TERMS AND CONDITIONS APPLIED TO SECONDED FACULTY MEMBERS  
-----

7. A seconded person is a member of the faculty of the College. As such, his appointment is governed by the Terms and Conditions of Service of Faculty Consultant of the College especially matters concerned with terms of appointment, conduct and discipline, leave and disciplinary measures. This is necessary to ensure smooth operation of the College according to the needs of the College and the prevailing conditions in the College. A copy of the Terms and Conditions of Services is hereby enclosed.

COLOMBO PLAN STAFF COLLEGE FOR TECHNICIAN EDUCATION  
SYSTEMS AND PROCEDURES CONCERNING THE ADMINISTRATION OF  
FACULTY SECONDMENT PROGRAMS

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1. The seconding country proposes the name(s) of qualified candidate(s) to the College for consideration and concurrence or approval as the case may be.
2. The College confirms the acceptance of the seconded person as a faculty member to the seconding government.
3. The seconding government then notifies the selected individual about the acceptance and inform the College of this notification.
4. Internal arrangements between the concerned government agency and the selected person about financial matters, leave arrangements from the home institution (if required), etc. are made before the selected individual leaves for the Philippines.
5. The College issues a letter of appointment to the selected individual specifying terms and conditions based on the rules and regulations of the College with a copy sent to the Embassy for reference and record.
6. The selected individual confirms in writing his or her acceptance to the College with a copy sent to the Embassy for reference and record.
7. The College then arranges for visas for the seconded faculty member and his family to travel to Manila, the Philippines.
8. The seconded faculty member travels to the Philippines and reports to the Embassy and then to the College for work.
9. Throughout his appointment the seconded faculty member is considered a faculty member of the College and not an official of the Embassy of the seconding government. However, the College will maintain close cooperation with the Embassy to support and facilitate the work of the seconded faculty member.
10. Three months before the appointment expires the College will evaluate the performance of the seconded faculty member and report to the Embassy whether his performance meets the expectations or standards or not. The continuation of his services and secondment (if the seconding country agrees to) will be determined by the College and conveyed to the Embassy for necessary actions concerning his secondment status.

11. If the College wishes to retain the services of the seconded faculty member and the seconding country agrees to fund his secondment, the seconded faculty member will be offered renewal of appointment for a specified period (usually one year at a time).
12. In subsequent years the procedures identified in steps 10 and 11 will continue for the same seconded faculty member if all parties agree.

Appendix V-1  
(4 pages)

COLOMBO PLAN STAFF COLLEGE FOR TECHNICIAN EDUCATION  
BREAKDOWN OF EXPENSES  
FISCAL YEAR 1999-1990  
(in US Dollars)

	ACTUAL COSTS -----
SALARY AND ALLOWANCES-DIRECTOR AND FACULTY	179,340.58
SALARY AND ALLOWANCES-OFFICERS/STAFF	62,559.58
GENERAL AND ADMINISTRATIVE	162,514.42
FELLOWSHIPS	255,486.62
TOTAL	----- 659,901.20 =====

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SCHEDULE 1

	ACTUAL COSTS
	-----
<b>SALARY AND ALLOWANCES-DIRECTOR AND FACULTY</b>	
Salary	160,926.20
Housing Allowance	2,252.52
Education Allowance	3,204.93
Home Leave Allowance	1,590.00
Medical Expenses	6,882.93
Insurance Cost	4,484.00
	-----
	179,340.58
	=====
<b>SALARY AND ALLOWANCES-OFFICERS AND SUPPORT STAFF</b>	
Salary	55,264.55
Higher/Additional Duty Allowance	767.86
Meal Allowance	426.87
Medical Expenses and SSS, Medicare, ECC	6,047.80
Insurance Cost	0.00
Staff Development	52.50
	-----
	62,559.58
	=====
<b>GENERAL AND ADMINISTRATIVE EXPENSES</b>	
Office Supplies	8,409.64
Printing and Reprographic Materials	12,822.29
Freight and Postage	6,516.70
Telegram, Telex and Telephone	10,891.65
Repairs and Maintenance	9,696.72
Subscriptions	4,590.74
Utilities	8,737.10
Internal Transportation	2,303.25
Depreciation Expense	75,464.00
Academic and Cultural Functions	1,924.10
Rent	421.73
Promotional Activities	1,330.99
Taxes, Licenses and Fees	1,467.59
Non-life Insurance	0.00
Decorations and Fixtures	1,100.61
Staff Benefits	407.46
Bank Charges	3,096.45
Bad Debts	2,091.77
Miscellaneous Expenses	11,242.13
	-----
	162,514.42
	=====

SCHEDULE 2

	ACTUAL COSTS
	-----
<b>COLLEGE-BASED COURSE</b>	
Participants - Subsistence	31,533.31
Participants - Travel	93,091.84
Participants - Accomodation	28,432.95
Participants - Academic/Cultural	5,128.74
Participants - Instructional Equipment	2,350.26
Visiting Specialists - Subsistence	133.86
Visiting Specialists - Travel	15.71
Visiting Specialists - Accomodation	0.00
Visiting Specialists - Academic/Cultural	22.44
	-----
	160,709.11
	=====
<b>SUB-REGIONAL COURSE</b>	
Participants - Subsistence	8,007.48
Participants - Travel	27,471.78
Participants - Accomodation	5,321.95
Participants - Academic/Cultural	1,204.95
Participants - Instructional Equipment	2,257.04
Visiting Specialists - Subsistence	991.43
Visiting Specialists - Travel	0.00
Visiting Specialists - Accomodation	0.00
Visiting Specialists - Academic/Cultural	59.41
Professional Staff - Subsistence	3,954.00
Professional Staff - Travel	2,126.18
Professional Staff - Accomodation	0.00
Professional Staff - Academic/Cultural	0.00
	-----
	51,394.22
	=====
<b>IN-COUNTRY COURSE</b>	
Visiting Specialists - Subsistence	1,374.14
Visiting Specialists - Travel	562.59
Visiting Specialists - Accomodation	0.00
Visiting Specialists - Academic/Cultural	0.00
Professional Staff - Subsistence	16,443.00
Professional Staff - Travel	14,954.74
Professional Staff - Accomodation	0.00
Professional Staff - Academic/Cultural	1,384.96
	-----
	34,719.43
	=====

SCHEDULE 3

	ACTUAL COSTS
<b>CONFERENCE/SYMPOSIUM/SEMINAR</b>	
Visiting Specialists - Subsistence	0.00
Visiting Specialists - Travel	0.00
Visiting Specialists - Accomodation	0.00
Visiting Specialists - Academic/Cultural	0.00
Professional Staff - Subsistence	2,703.00
Professional Staff - Travel	1,853.68
Professional Staff - Accomodation	0.00
Professional Staff - Academic/Cultural	13.58
	-----
	4,570.28
	=====
<b>RESEARCH AND INSTRUCTIONAL MATERIALS</b>	
Visiting Specialists - Subsistence	2,907.00
Visiting Specialists - Travel	1,093.00
Visiting Specialists - Accomodation	0.00
Visiting Specialists - Academic/Cultural	93.60
Professional Staff - Subsistence	0.00
Professional Staff - Travel	0.00
Professional Staff - Accomodation	0.00
Professional Staff - Academic/Cultural	0.00
	-----
	4,093.60
	=====

Appendix V-2  
Audit Report 1989-1990  
(7 pages)



THE SGV GROUP  
PHILIPPINES  
TAIWAN  
THAILAND  
INDONESIA  
MALAYSIA  
SINGAPORE  
KOREA  
HONG KONG  
SAUDI ARABIA

**SGV & Co.**  
**SYCIP, GORRES, VELAYO & CO.**  
CERTIFIED PUBLIC ACCOUNTANTS  
P.O. BOX 869, MANILA CENTRAL POST OFFICE  
1009 MANILA, PHILIPPINES

TEL. (832) 819-3011  
FAX NO. (832) 819-0872  
(832) 818-1377  
CABLE: CERTIFIED MANILA  
TELEX: 22100 SOV PH  
46000 CERTIFY PH  
63743 SOV PH  
ADDRESS:  
6760 AYALA AVENUE  
MAKATI, METRO MANILA  
PHILIPPINES  
BRANCH OFFICES:  
CEBU · DAVAO · CACLOD  
ILOILO · ILAGAN  
CAGAYAN DE ORO  
BATAAN · ZAMBOANGA  
BAJUIO · COTABATO  
GENERAL SANTOS

The Governing Board  
Colombo Plan Staff College for  
Technician Education

We have examined the balance sheets of Colombo Plan Staff College for Technician Education (a nonstock, nonprofit educational institution) as at June 30, 1990 and 1989, and the related statements of revenues and expenses and changes in accumulated fund balance and changes in financial position for the years then ended (all expressed in U.S. dollars). Our examinations were made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the financial statements referred to above present fairly the financial position of Colombo Plan Staff College for Technician Education as at June 30, 1990 and 1989, and the results of its operations and the changes in its financial position for the years then ended, in conformity with generally accepted accounting principles applied on a consistent basis.

*Sycip Gorres Velayo & Co.*

PTR No. 1121674  
January 22, 1990  
Makati, Metro Manila

August 22, 1990

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COLOMBO PLAN STAFF COLLEGE FOR TECHNICIAN EDUCATION  
(A Nonstock, Nonprofit Educational Institution)  
BALANCE SHEETS  
JUNE 30, 1990 AND 1989

	1990	1989
<u>A S S E T S</u>		
<b>CURRENT ASSETS</b>		
Cash (Note 5)	US\$ 759,073	US\$ 373,952
Marketable securities	102,438	95,902
Receivables:		
Contributions (net of allowance for doubtful accounts of US\$1,695 in 1989)	311,942	226,039
Relocation	2,800	-
Others (net of allowance for doubtful accounts of US\$1,712 in 1990)	34,054	23,515
Prepaid expenses	4,698	-
Total Current Assets	1,215,005	719,408
<b>PROPERTY AND EQUIPMENT</b>		
Office equipment (Note 3)	294,142	289,979
Furniture and fixtures	70,949	67,222
Transportation equipment	16,484	16,484
	381,575	373,685
Less accumulated depreciation	124,996	49,532
Net	256,579	324,153
	US\$1,471,584	US\$1,043,561
<u>LIABILITIES AND FUND BALANCES</u>		
<b>CURRENT LIABILITIES</b>		
Accounts payable and accrued expenses	US\$ 15,680	US\$ 14,296
Advance contributions from member countries	134,568	21,960
Total Current Liabilities	150,248	36,256
<b>FUND BALANCES</b>		
Accumulated fund	679,621	409,401
Equipment fund (Note 3)	280,544	280,544
Working capital reserve (Note 5)	150,000	91,120
Endowment fund (Note 6)	151,006	-
Consultancy fund (Notes 4 and 6)	60,165	226,240
	1,321,336	1,007,305
	US\$1,471,584	US\$1,043,561

See accompanying Notes to Financial Statements.

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COLOMBO PLAN STAFF COLLEGE FOR TECHNICIAN EDUCATION  
(A Nonstock, Nonprofit Educational Institution)  
STATEMENTS OF REVENUES AND EXPENSES AND  
CHANGES IN ACCUMULATED FUND BALANCE  
FOR THE YEARS ENDED JUNE 30, 1990 AND 1989

	<u>1990</u>	<u>1989</u>
<b>REVENUES</b>		
Contributions from member countries	US\$783,102	US\$724,106
Contributions from Commonwealth Fund for Technical Cooperation	65,300	60,780
Interest and other income	<u>140,599</u>	<u>65,458</u>
	<u>989,001</u>	<u>850,344</u>
<b>EXPENSES</b>		
Salaries and allowances:		
Director and faculty	179,341	209,589
Officers and support staff	62,560	63,316
General and administrative expenses	162,514	133,103
College-based course	160,709	200,811
Sub-regional course	51,394	52,772
In-country course	34,719	45,510
Conference/symposium/seminar	<u>8,664</u>	<u>69,549</u>
	<u>659,901</u>	<u>774,650</u>
<b>EXCESS OF REVENUES OVER EXPENSES</b>	329,100	75,694
<b>ACCUMULATED FUND BALANCE AT BEGINNING OF YEAR</b>	409,401	333,707
Transfer of fund to working capital reserve (Note 5)	( <u>58,880</u> )	<u>-</u>
<b>ACCUMULATED FUND BALANCE AT END OF YEAR</b>	<u>US\$679,621</u>	<u>US\$409,401</u>

See accompanying Notes to Financial Statements.

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COLOMBO PLAN STAFF COLLEGE FOR TECHNICIAN EDUCATION  
 (A Nonstock, Nonprofit Educational Institution)  
 STATEMENTS OF CHANGES IN FINANCIAL POSITION  
 FOR THE YEARS ENDED JUNE 30, 1990 AND 1989

	<u>1990</u>	<u>1989</u>
<b>WORKING CAPITAL WAS PROVIDED FROM</b>		
Excess of revenues over expenses	US\$329,100	US\$ 75,694
Depreciation, an item not affecting working capital	<u>75,464</u>	<u>30,134</u>
Total from operations	404,564	105,828
Endowment fund	151,006	-
Net receipts of consultancy fund	<u>51,165</u>	<u>50,300</u>
	<u>606,735</u>	<u>156,128</u>
<b>WORKING CAPITAL WAS USED FOR</b>		
Transfer of Consultancy Fund to Endowment Fund and other disbursements	217,240	36,213
Acquisition of property and equipment	<u>7,890</u>	<u>3,995</u>
	<u>225,130</u>	<u>40,208</u>
<b>INCREASE IN WORKING CAPITAL</b>	<u><b>US\$381,605</b></u>	<u><b>US\$115,920</b></u>
<b>WORKING CAPITAL INCREASED (DECREASED) BY</b>		
Cash	US\$385,121	US\$ 18,346
Marketable securities	6,536	95,902
Receivables	99,242	( 44,116)
Prepaid expenses	4,698	-
Accounts payable and accrued expenses	( 1,384)	9,858
Advance contributions from member countries	<u>(112,608)</u>	<u>35,930</u>
<b>INCREASE IN WORKING CAPITAL</b>	<u><b>US\$381,605</b></u>	<u><b>US\$115,920</b></u>

See accompanying Notes to Financial Statements.

COLOMBO PLAN STAFF COLLEGE FOR TECHNICIAN EDUCATION  
(A Nonstock, Nonprofit Educational Institution)  
NOTES TO FINANCIAL STATEMENTS

1. ORGANIZATION

In accordance with a Memorandum of Understanding, the terms of which were approved on December 5, 1973 in Wellington, New Zealand, the members of the Colombo Plan indicated their willingness to participate and assist in the establishment, as a Colombo Plan Project, of a regional Staff College for technician education and to make available funds and other forms of support on a continuing basis for its operation.

The purpose of the Staff College will be to assist the member countries of the Colombo Plan in the improvement of the quality of technician education and training in the countries of the region and to that end: undertake programmes in staff development and training and development and research; serve as a regional forum for discussion; and provide advisory and resource service.

The Staff College was formerly located in Singapore.

The Staff College operates as an autonomous regional institution under a Governing Board consisting of representatives of each participating government with the Director of the Staff College and the Director of the Colombo Plan Bureau as ex-officio members.

On March 13, 1987, the Staff College and the Philippine Government entered into a Memorandum of Agreement regarding the operation of the Staff College in the Philippines. The Agreement provides, among others, that the Staff College shall possess juridical personality and shall have the capacity to contract, to acquire and dispose of movable and immovable property, to institute legal proceedings, and to engage in activities for which it has been established.

Under the Agreement, the Philippine Government shall provide for the Staff College site in Metro Manila or in such other place as may be determined. The Staff College shall also enjoy the same privileges and immunities as those accorded international bodies now operating in the Philippines. The Agreement and/or any supplemental agreement entered into by the Philippine Government and the Staff College pursuant to this Memorandum of Agreement shall cease to be in force twelve months after either the Philippine Government or the Staff College shall have given notice in writing to the other, of its decision to terminate the Agreement.

2. SIGNIFICANT ACCOUNTING POLICIES

Basis of Reporting

The Staff College maintains its accounting records and prepares its financial statements in U.S. dollars. The accompanying financial statements have been prepared in conformity with generally accepted

accounting principles. Accordingly, foreign currency transactions are taken up using exchange rates at transaction dates and monetary balance sheet items are restated into U.S. dollars based on the prevailing rate at the end of the year.

Marketable Securities

Marketable securities are stated at lower of aggregate cost or market value.

Property and Equipment

Donated property and equipment are stated at fair market values determined at the time of donation and other property and equipment acquired are stated at cost. Depreciation is computed on the straight-line method over the estimated useful life of five years of the properties.

Foreign Exchange Transactions

Foreign exchange gains or losses are credited or charged to operations currently.

3. EQUIPMENT FUND

This represents donated computer equipment and peripherals.

4. CONSULTANCY FUND

This represents funds received by the Staff College to undertake various consultancy projects. Following is a summary of the changes in the fund:

	<u>1990</u>	<u>1989</u>
Balance at beginning of year	US\$226,240	US\$212,153
Net receipts:		
Ilo project	17,806	-
ADB project	14,005	-
Unesco project	10,432	4,542
AIDAB project	-	9,545
Other special programs	8,922	-
Transfer to Endowment Fund	( 150,000)	-
Expenses of prior year disbursed currently	( <u>67,240</u> )	<u>-</u>
Balance at end of the year	<u>US\$ 60,165</u>	<u>US\$226,240</u>

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5. WORKING CAPITAL RESERVE

In accordance with the financial rules of the Staff College, a reserve in cash or suitable securities is retained for working capital requirements of the Staff College. In 1990, a transfer from accumulated fund amounting to US\$58,880 was made to working capital reserve to meet its appropriated maximum balance of US\$150,000 as provided in the College's Constitution and financial rules.

6. ENDOWMENT FUND

In 1990, the College's Governing Board approved the creation of this fund to achieve long-term financial stability of the College. As a starter, the money was taken from the consultancy fund. The fund shall be invested and only the income earned from the investment shall be utilized for educational purposes.



**COLOMBO PLAN STAFF COLLEGE FOR TECHNICIAN EDUCATION**

Inter-Regional Training Course on the  
"Incorporation of Environmental Education into Technical  
and Vocational Education", September 25-30, 1989  
(UNESCO-UNEP/CPSC CONTRACT NO. 109.011.8)  
(in US DOLLARS)

Report on Expenditures

UNESCO Grant		20,000
Less: Costs incurred		
I. Travel and Local Transportation		
A. Airfares	7,989	
B. Airport Taxes	90	
C. Misc. Transportation Services	230	
II. Subsistence, Accomodation and Lunch/Tea		
A. Subsistence Allowance	1,056	
B. Accomodation	1,438	
C. Lunch/Tea	1,060	
III. Instructional Materials and Support Services (Printing and Binding)	380	
IV. Editing/Printing of final report	1,800	
V. Administrative Support Services (Including Overtime) 3 typists and 1 clerk	1,000	
VI. Faculty Consultants, Resource Persons, Visiting Specialists	5,000	20,043
Excess of cost over grant		(43)
		=====

  
PILAR C. MAYORDOMO  
Finance Officer



**CHARTER**  
of the  
**CPSC ENDOWMENT FUND**

Approved at the 46th GOVERNING BOARD Meeting  
22nd February 1990

**NAME** : The fund shall be named "The Colombo Plan Staff College Endowment Fund" or 'CPSC Endowment Fund,' for short.

**OBJECTIVES** : The objectives of the CPSC Endowment Fund are as follows:

- 1) to serve as a capital reserve of the College for long-term financial stability for the operation of the College;
- 2) to further advance the course of the College in providing services in technician education to member countries.

**SOURCES OF FUNDS:**

The CPSC Endowment Fund shall derive its incomes or revenues from the following, but not limited to, sources:

- 1) contributions from member countries and other governments as well as international organizations and national agencies;
- 2) savings from the College budget or incomes; .
- 3) fees or funds derived from providing services and assistance to other organizations, agencies or individuals;
- 4) others

**MAINTENANCE AND OPERATION OF THE ENDOWMENT FUND:**

- 1) The CPSC Endowment Fund shall be invested in approved financial institutions to earn incomes from the capital;
- 2) Donors/contributors may set special conditions as to how the incomes from the principal investment may be used. In any case, part of the incomes generated must always be added to the capital fund;

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- 3) Only the incomes generated from the principal of the Endowment Fund may be used to finance educational related activities and programs of the College;
- 4) Special names may be given specific contributions in order to honor the contributors or donors or symbolize the significant assistance given by certain organizations or individuals.

#### REPORTING ON THE STATUS AND USE OF THE ENDOWMENT FUND:

At the end of each fiscal year of the College, a report shall be prepared to give details as to the incomes, expenditures and the status of the Endowment Fund to the donors/contributors and all concerned.

The GOVERNING BOARD of the Colombo Plan Staff College empowers the Director of the College to set up the CPSC Endowment Fund and manage it in order to ensure that the objectives of the fund are met.

#### DATE OF EFFECTIVITY:

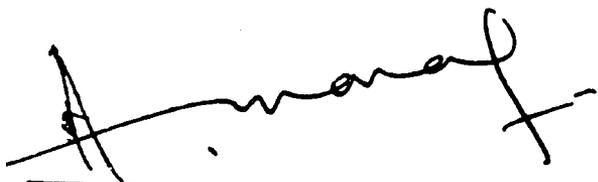
This charter shall be given on 22 February 1990.

#### FUND SIGNATORIES:

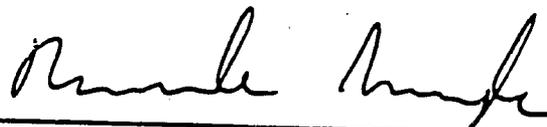
Authorized signatories for withdrawals against the Endowment Fund shall be the CHAIRMAN of the GOVERNING BOARD and the DIRECTOR of the College.

Given and approved by the GOVERNING BOARD of the Colombo Plan Staff College for Technician Education on 22 February 1990.

#### SIGNED:



MAJ. GEN. ABDUL MANNAF  
CHAIRMAN  
GOVERNING BOARD



DR. THAMRONGSAK MOENJAK  
DIRECTOR  
COLOMBO PLAN STAFF COLLEGE

### List of Affiliate Institutions

This is a list of institutions in the Philippines which have collaborated with CPSC in organizing and conducting programs and activities of the College.

1. **INNOTECH**

Regional training institution for innovations in education of the Southeast Asian Ministers of Education Organization (SEAMEO) for the six ASEAN member countries of Brunei, Indonesia, Malaysia, Philippines, Singapore and Thailand.

2. **National Manpower and Youth Council (NMYC)**

An agency of the Government of the Philippines under the Dept of Labor involved in undertaking training programs for industry and out-of-school youths.

3. **Technological University of the Philippines (TUP)**

The flagship public institution in the Philippines that offers formal courses in technical and technician education.

4. **Manila Technician Institute (MTI)**

A satellite institution of TUP involved in short-term technician training courses.

5. **Meralco Foundation Training Institute**

A privately funded (electric company) training institution involved in short-term technician training programs with very strong ties with industry.

6. **DUALTECH**

A short-term technician training institution patterned after the German-system and funded by the Hans Seidel Foundation of Germany.

7. **Don Bosco Technical Institute**

A private (religious, sectarian) educational institution offering various courses, both short-

term and degree programs, in technician and technical education.

8. **Precision Electronics Corporation**

A joint venture company with Matsushita Corp of Japan involved in the manufacture of the NATIONAL line of home appliances and electronics equipment.

9. **University of the Philippines at Los Banos (UPLB)**

The Philippine state university campus primarily involved in agricultural education.

10. **Southeast Asian Regional Center for Graduate Study and Research in Agriculture (SEARCA)**

Another center under the SEAMEC network of training centers in ASEAN member countries.

11. **Asian Institute of Management (AIM)**

A regional education institution that trains managers for Asia, offering degree and non-degree courses.

Appendix VI-2  
(7 pages)

COLOMBO PLAN STAFF COLLEGE FOR TECHNICIAN EDUCATION

PROJECT PROPOSAL  
TO ESTABLISH A REGIONAL RESOURCE CENTER FOR  
DISTANCE EDUCATION IN TECHNICAL & VOCATIONAL EDUCATION  
FOR THE CPSC MEMBER COUNTRIES

December 1988

## INTRODUCTION

In September, 1988 the Colombo Plan Staff College for Technician Education (CPSC) wrote a letter to the Director, Infrastructure Department of the Asian Development Bank, exploring the possibilities of the Bank's financial assistance to develop a Regional Resource Centre for Distance Education in Technical and Vocational Education for the seventeen (17) regional member countries\* of the CPSC. Most of these member countries are common to the bank. The matter was further discussed between the CPSC and the Bank Staff. Dr. Motilal Sharma, Education Specialist in the Bank visited CPSC on 14 November 1988 and discussed the details of the proposal with Dr. Thamrongsak Moenjok, Director Designate, and Dr. C. K. Basu, Faculty Consultant. Dr. Robert McCaig, Director was on mission abroad. However, he had telephonic discussion with Dr. Sharma. Based on these discussions and the positive and encouraging responses from the Bank, the following formal proposal is submitted for further consideration by the Bank.

## 2. BACKGROUND

### A. The Colombo Plan Staff College

2.1 The Colombo Plan Staff College for Technician Education was established in April 1974 as a joint and cooperative enterprise of twenty-seven member countries and became operational in March/April 1975. The efforts of the Colombo Plan members to promote technical manpower training as an essential part of national development were given an institutional form with the establishment of the College in Singapore. The location of the College has been shifted to Manila in 1987. (See enclosed "CPSC at a glance".

2.2 Although technician education in the region has made considerable progress over the past two decades, the progress has been very unbalanced. International aid to the member countries has been directed mainly to the provision of infrastructure. Far less well-supported has been the provision of trained staff and adequate information services for those staff. The Staff College has, in this context, become a unique organization being the only regional institution addressing issues related to quality improvement in technician education.

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\*These are: Afghanistan, Bangladesh, bhutan, burma, India, Indonesia, Iran, Fiji, South Korea, Malaysia, Nepal, Pakistan, Papua New Guinea, Philippines, Singapore, Sri Lanka, Thailand

- 2.3 One of the major concerns of the Staff College, the training of technician teachers, varies widely in countries of the Colombo Plan region. In some of the member countries in Asia and the Pacific region, a very insignificant proportion of teachers can be reached through the existing programmes of teacher training. But the country situation demands that a large backlog of untrained teachers within the systems have to be provided with opportunities for in-service training at a comparatively low cost. In addition to the problem of a large number of untrained teachers, the institutions in many of the countries often are understaffed. It is therefore difficult to spare teachers for attending courses outside the institution for any length of time. To alleviate such a situation in the member countries, the College has initiated a number of regional, sub-regional and in-country programmes.
- 2.4 In addition to the training courses, the Staff College functions include research development and information dissemination in technician education and training. The College has developed a series of staff development modules for institution-based teacher-training programmes.
- 2.5 The Staff College possesses full juridical personality and has been declared to be an International Organization by the Government of Philippines. It is administered by a Governing Board consisting of the representatives of the government of the participating countries along with the Director of the College and the Director of the Colombo Plan Bureau in Sri Lanka, as members ex-officio.
- 2.6 An Academic Board, comprising the Director, as Chairman, and all the members of the College Faculty, who are experts in various fields of technical and vocational education, is responsible for planning and providing training, research and development activities of the College programmes.
- 2.7 Financial support for the Staff College is provided by the member countries for its regular programmes of training and development. Some funds are also available from CPTC, UNESCO, ADB, AIDAB, JICA and other international agencies for specific projects related to developments of technical and vocational education in the region.

**B. Distance Education in Technical and Vocational Education**

- 2.8 The Staff Colleges for the last two years have been receiving requests from the member countries to develop a distance education programme in technical and vocational education. In February, 1989 it is planned to hold a regional workshop on "Learning Concepts and Module Development with special reference to Distance Education". This has to be followed up with a regional programme.
- 2.9 A Regional Seminar on Distance Education was convened at Bangkok from 26 November to 03 December 1986 by the Asian Development Bank in collaboration with UNESCO and other organizations. The reports of the Working Groups of the Seminar as well as the recommendations made by the Seminar also urged international agencies to initiate regional and in-country actions for meeting training needs of developing member countries of Asia and the Pacific in various aspects of distance education. Training of teachers, teacher-educators and administrators of technical and vocational education was considered a priority area of action through distance education programmes.
- 2.10 Information on the developments and trends in trainers training is substantial and have to be accessible to trainers to increase their awareness of new approaches that could significantly improve the delivery of their services. Information which plays an important part in economic and social development, including education is likewise vital to the development of a sound training technology. Inadequacy of training materials in the member countries, the isolation of specialists, researchers, and the difficulty of obtaining information, constitute obstacles to the development of education. A regional resource centre where trainers can develop their curricula and training aids as well as practice the use of software with various hardware is deemed necessary for the continual development of trainers in the field of technical-vocational education.
- 2.11 To have a long range follow up of Distance Education program and to provide effective support to the Colombo Plan member countries in Asia and the Pacific region, it is proposed to develop a Regional Resource Centre For Distance Education in Technical and Vocational Education (RDEC). Through the Regional Resource Centre it will be possible to train larger number of core-personnel in each country

as well as develop exemplar distance learning material and methods, suited in the needs of CPSC member-countries. The Regional Resource Centre, in course of time, may function as a kind of model for other sub-regional resource centres. With this background and rationale, a multi-phase project framework is prepared.

## 5. OBJECTIVES

### 1. Development Objectives

- 3.1.1 To enable large number of serving technician teachers, teacher-educators, and key personnel responsible for management and quality improvement of technical-vocational education in the developing member countries in the Asia-Pacific Region to have convenient and continuing access to advance training which are of immediate relevance to industries, cost effective, and reflective of latest developments in technology of learning and instruction;
- 3.1.2 To contribute towards developing a cost-effective regional model for establishing distance education resource centre for technical-vocational education;
- 3.1.3 To promote innovations, research, and development for quality improvement in technical-vocational education in the Asia-Pacific region;
- 3.1.4 To support technical cooperation among developing member countries for designing appropriate methods and materials for distance education.

### 2. Immediate Objectives

- 3.2.1 To establish a Regional Resource Centre for distance education in technical and vocational education devoted to development and delivery of high quality distance learning programmes for teacher educators in technical and vocational education in the member countries of CPSC.
- 3.2.2 To develop exemplar core course materials with appropriate use of print-based, audio visual and computer-based, in technical and vocational education for try-out and adaptation, translation in the member countries and to disseminate such information.

- e) Equipment for production of materials/modules/packages
- f) Research and Evaluation
- g) International Communication
- h) Contingency

#### 4.3 Description of T.A. Components

- a) The objective of the survey is to establish a basis for planning other components, particularly the identification and selection of core subject areas of technical and vocational education in which exemplar distance learning materials/modules/packages, etc. will be developed in the first phase of the project on a priority basis. The CPSC faculty will visit some of the countries in consultation with ADB to collect information about priority needs, for material development; identification of core personnel for participating in in-country activities and for selecting centres for dissemination of information through the Clearing House.
- b) From 06-17 February, 1989 a group of 25 teacher-trainers from the member countries will be coming to Manila to participate in a workshop on "Learning Concepts and Module Development with special reference to Distance Education". This group, along with other consultants and faculty members of CPSC will prepare a draft-plan of operation of the RDEC for the next five years. This five year plan will be finalized in consultation with the ADB for purposes of this project.
- c) The provision of advisory consulting services is on two levels, namely, on the production of learning softwares/modules/packages, etc. and on selection of learning modes, training of core group personnel. These two levels require specialist with different expertise. With the first group, some experts are required for different subject areas, others would require knowledge in curriculum development, preparation of audio-visual materials, selection of media for distance education. Actual areas will be identified on the basis of need assessment survey. It is anticipated that about 60% man/months of consultancy will be required for the five-year life of the project.
- d) Some equipments already available to the College through other donor sources will be available for this project as well. Computer facilities, provided through JICA, will be available for use in the project. Some printing and photo copying facilities exist but need to be further augmented. Other needed equipments include: video camera, professional tape

recorder, and photo off set printer, etc.

- e) For international communication, direct dialing telephone, telex and fax are available. Support staff for these equipments are also available. Cost of communication will be the important budget item for the project.

5. INSTITUTIONAL FRAMEWORK FOR PROJECT MANAGEMENT

It is proposed that the Resource Centre will be an integral part of the Colombo Plan Staff College under the overall management of the CPSC Director. However, for efficient functioning of the project one overall Project Coordinator be nominated by CPSC from among the Faculty of the Staff College. The Education Division of the Bank will nominate a Liaison Officer of the project for continuous consultation purposes. This arrangement would facilitate the control and timely flow of project resources, both physical and human. Additionally a Technical Advisory Committee will be set up to advise on research, development and training aspects of the project. All the members of the College Faculty plus one representative from ADB and one outside expert will form this Technical Advisory Committee for RDEC. Director, CPSC will be the Chairman and the Project Coordinator will be the secretary of the Committee. This committee will meet at least twice a year but may meet more often, if need be. The Technical Advisory Committee will develop methods for establishing close contact with the member countries with the help of the Senior Administrators from the countries. An organizational chart for implementation of the project is attached.

A SUMMARY OF THE REPORTS PREPARED BY  
THE COMMISSION ON TRAINING

**Members:**

1. Mr. M. R. Khan
2. M. M. R. Siddiqi
3. K. Kanjanapattkul
4. M. Ilyas
5. B. M. Mukherjee
6. J. T. Poha
7. P. L. Esteban
8. L. Choong-Bok
9. A. M. Pathammavong
10. F. Gyeltshen
11. U. N. Shrestha
12. T. Ghooratollah
13. N. Sukanaivalu

The members agreed that every participants should list the emerging needs of his country in a precise manner and analyse statistically in their order of merit for consideration according to priority.

The training needs mentioned by the members were as follows:

1. Policy and Planning
2. Management of Institution
3. Manpower forecasting (need assessment technique)
4. Content upgrading
5. Pedagogic
6. Industry-Institution collaboration and relationship
7. Computer in TVE
8. Technological Trends & Development
9. Development and Establishment of Training Institution (Expanding capacity of existing institutions)
10. Teacher Training
11. Participation of women and other special groups in TVE
12. Monitoring and evaluation
13. Curriculum Design (Practical approach)
14. Resource Deployment
15. Rural Development
16. Training of Administration Staff
17. Research Training
18. Training of Examiners, Moderators & Assessors.
19. New approaches to training new breeds of multi-skilled technician
20. Strategies of co-ordinating efforts in TVE
21. New approaches to continuing education/distance education
22. Agricultural Education
23. Health Education
24. Business & Commercial Education

## 25. Library Staffs

Statistical analysis (modified DELPHI method) was drawn up to establish needs in their order of merit and the following ratings were arrived at

- Positions:
1. (2) Management of Institution
  - (6) Industry-Institution collaboration & relations
  3. (12) Monitoring & Evaluation
  4. (10) Teacher Training
  5. (22) New approaches to continuing education/distance education
  6. (3) Manpower forecasting (need assessment tech.)
  7. (1) Computer on TVE
  8. (1) Policy and Planning
  9. (20) New approaches to training new breeds of multi-skilled technicians
  10. (4) Content Upgrading

- o The members of the Commission then considered on the change of directions and thrusts in training for quality improvement in TVE in 1990s. There was vigorous interaction among the members each visualising the futuristic implications in different ways. As level of technological development in member countries are different, divergence of opinions on the uncertain future was natural. The Resource Person, the observers and the facilitator also expressed their perceptions of the task. The Chairman requested each member to write down five areas which will have future implications needing major thrust in training. The areas identified are listed in Table 1. The list was not in order of priority.

Appendix VI-4  
Commission on Training:  
Recommended Changes in Thrust for the 1990's

Table 1

1. Use of computers in technical education, training and management
2. Strategies of coordinating TVE
3. Curriculum redesign
4. Teacher training
5. Continuing education
6. Manpower forecasting
7. Research training
8. Management of institutions
9. New approaches to training multiskilled technicians
10. Technology development and transfer
11. Inclusion of environmental education
12. Rural development
13. Training of examiners
14. Participation of women and other special groups in TVE
15. Core skills
16. Energy management and conservation
17. Material Science - choice and technology
18. Participation of private sector in TVE
19. Policy and planning
20. Training of instructors in specialised new skills
21. Human resource development as a characteristic of development
22. Distance Education
23. Preparation of multimedia packages
24. Industry institution collaboration
25. Training of library personnel
26. Restructuring of TVE systems
27. Business and enterprise development
28. Training of Agricultural technician
29. Entrepreneurship training for small and medium scale business.

After a threadbase discussion, the following areas were selected in order of preference by the Commission as areas in TVE which will experience change of direction and hence will need thrusts in training for quality improvement in 1990s:

1. Use of computers in technical education, training and management
2. Curriculum redesign for TVE, and Business education
3. Teacher training
4. Continuing education/distance education
5. Manpower forecasting
6. Management of institutions
7. New approaches to training multiskilled technicians

Appendix VI-5  
 Research and Development Commission Report  
 (3 pages)

Prioritization has been done on the basis of number of countries interested in a particular programme. The countries which indicated interest are also shown against each item.

a) Priority Areas of College-based Research and Development for TVE in the next two years:

<u>Topic</u>	<u>Countries Interested</u>
1. Linkage between Institutes Industry	- Indonesia, Iran, Bhutan, Malaysia, Pakistan, Philippines, Bangladesh, India, Nepal, Laos, Fiji
2. Survey of Technical Manpower	- Pakistan, Iran, Nepal, Bhutan, Korea, Laos, Philippines, Bangladesh, India, Fiji
3. Women in Technical Education	- Thailand, Laos, Bhutan, Fiji, Philippines, Bangladesh, Singapore, Pakistan, India
4. Continuing Education	- Thailand, Nepal, Laos, Indonesia, Bhutan, Philippines
5. Courses related to New Technology	- Pakistan, Indonesia, India, Malaysia, Singapore
6. Distance Learning	- Singapore, Iran, Pakistan, Fiji, Bangladesh
7. Multi-disciplinary Training	- Malaysia, Indonesia, Singapore, Fiji
8. Effective Methods of Teaching	- India, Laos, Iran
9. Technology transfer and Promotion of TCDC	- India, Korea
10. Coordination between training agencies	- Nepal

b) Priority Areas of Country-based Research and Development for TVE in the next two years:

<u>Topic</u>	<u>Countries Interested</u>
1. Entrepreneurship training for small and medium scale industries	- Nepal, Indonesia, India, Thailand Malaysia, Fiji, Korea, Pakistan, Philippines
2. Women in Technical Education	- Thailand, Laos, Fiji, India, Pakistan, Bangladesh, Bhutan, Singapore, Philippines
3. Computer-based Training	- Korea, Malaysia, Indonesia, Singapore, India
4. Technical Education for Disabled	- Pakistan, Iran, India, Fiji
5. Instrumentation - Maintenance and calibration	- Nepal, Indonesia, Pakistan, India, Philippines
6. New Technologies	- Pakistan, India, Fiji, Bangladesh
7. Effective Management and Resources for TVE	- Iran, Bhutan, Bangladesh
8. Tourism related technology	- Nepal
9. Technical Courses in General Education	- Pakistan

It may be noted that some member-nations views could not be reflected in the absence of any representatives from them in the meeting of the commission.

RESEARCH AND DEVELOPMENT IN TVE

Sector	College-based Activities	Country-based Activities
<b>Administrative &amp; Management</b>	<ul style="list-style-type: none"> <li>a) Linkage between institutions and industries</li> <li>b) Technology transfer and promotion of TCDC</li> <li>c) Coordination between training agencies/institutions</li> </ul>	<ul style="list-style-type: none"> <li>a) Effective Management and resources for TVE</li> </ul>
<b>Curriculum and Instruction</b>	<ul style="list-style-type: none"> <li>a) Courses related to new technologies</li> <li>b) Distance Learning</li> <li>c) Multi-disciplinary training.</li> <li>d) Effective Methods of Teaching</li> </ul>	<ul style="list-style-type: none"> <li>a) Entrepreneurship training for small and medium scale industries</li> <li>b) Computer-based training</li> <li>c) Instrumentation-maintenance &amp; calibration</li> <li>d) New technologies</li> <li>e) Tourism related technologies</li> </ul>
<b>Human Resources Staff Students Other Clients</b>	<ul style="list-style-type: none"> <li>a) Survey of technical manpower</li> <li>b) Women in technical education</li> <li>c) Continuing Education</li> <li>d) Positive attitude for continuous learning</li> <li>e) Impact of Technology on Society</li> </ul>	<ul style="list-style-type: none"> <li>a) Women in technical education</li> <li>b) Technical Education for disabled</li> </ul>



## COLOMBO PLAN STAFF COLLEGE FOR TECHNICIAN EDUCATION

### REVIEW OF CPSC PROGRAM

1984 - 1990

#### *Questionnaire & Interview Schedule*

The Governing Board of the Colombo Plan Staff College for Technician Education seeks your assistance in providing information as one of the major inputs to a review of the CPSC activities for the period 1984-1990.

The purpose of this review has been defined by the Working Group of the Standing Committee of the Board and is:

*To determine the effectiveness and appropriateness of the College programs and activities which were conducted between 1984 and 1989 in order to provide recommendations and guidelines for future planning of the College for the next five years (1990-1995).*

Your cooperation is vital to this exercise. The Governing Board, through the Review Working Group, is seeking your assistance in determining some of the effects of the Colombo Plan Staff College's courses. The Board seeks your responses to the series of questions prepared for this part of the Review.

Your frank and honest responses to the questions will contribute directly to the success of the Review and to the nature and direction of future College programs. Please consider each response carefully. The Governing Board would welcome, in particular, any suggestions which you believe would assist the College to improve its services to Technician Education in your country.

Your responses and opinions will remain confidential.

August 1990

Manila, Philippines

**Personal Information**

Country : \_\_\_\_\_  
Present Position : \_\_\_\_\_  
Age : \_\_\_\_\_  
Sex : Female  Male

**Course Attendance**

Would you indicate which CPSC course(s) you have attended as a participant? (If you have attended more than three courses indicate the three *most recent courses* only.)

1. Course Title: \_\_\_\_\_  
Year: \_\_\_\_\_
2. Course Title: \_\_\_\_\_  
Year: \_\_\_\_\_
3. Course Title: \_\_\_\_\_  
Year: \_\_\_\_\_

**Nominating Procedures**

Were you an appropriate person to attend? Yes  No

Would you explain your reasons for your response to this question?

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How do you think the CPSC decides on the themes for its

(a) College-Based Courses?

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(b) Sub-Regional Courses?

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(c) In-Country Courses?

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What improvements could you suggest to make the choice of course themes (content areas and approaches) more meaningful?

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**Efficiency of Operations**

CPSC's courses require support. From your knowledge of CPSC course(s) how would you rate the following aspects?

	Your Rating				
	Low				High
<i>General organisation and management of the course?</i>	1	2	3	4	5
<i>Efficiency of support services (such as secretarial, travel, visa, accommodation and local transport arrangements)?</i>	1	2	3	4	5
<i>Effectiveness of the use of time in order to achieve course objectives?</i>	1	2	3	4	5

What improvement could you suggest in the general organisation and management of CPSC courses?

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**Impact of CPSC Courses**

Would you indicate whether your course was evaluated and, if it was, in what way was the evaluation carried out?

In your course, was there:	Yes	No
An end of course <i>written</i> evaluation?	<input type="checkbox"/>	<input type="checkbox"/>
An end of course <i>verbal</i> evaluation?	<input type="checkbox"/>	<input type="checkbox"/>
A report on the course which you sent to CPSC <i>some time after</i> the course?	<input type="checkbox"/>	<input type="checkbox"/>
A report on the course which you prepared for an appropriate authority in <i>your country</i> ?	<input type="checkbox"/>	<input type="checkbox"/>



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Would you indicate, for the course(s) you attended, whether you had an opportunity to do the following:

	Yes	No
Decide on or contribute to the selection of theme(s) or content of the course?	<input type="checkbox"/>	<input type="checkbox"/>
Decide on or contribute to the kind of instructional strategies used in the course?	<input type="checkbox"/>	<input type="checkbox"/>
Influence the implementation of the course (how it was run and organised, day to day)?	<input type="checkbox"/>	<input type="checkbox"/>

Besides this questionnaire, have you ever been asked by the CPSC to provide feedback on how the course has helped you in the performance of your job?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

If you marked Yes please give details:

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When you returned to your home country after you had attended the course(s), did you do any of the following things?

	Yes	No
Organise and conduct a <i>seminar or workshop</i> based on the material presented at the CPSC course?	<input type="checkbox"/>	<input type="checkbox"/>
Give a <i>summary of the course</i> to your staff or colleagues at a staff meeting?	<input type="checkbox"/>	<input type="checkbox"/>
Undertake any <i>further work</i> as part of the course, and report on this work to CPSC?	<input type="checkbox"/>	<input type="checkbox"/>
Undertake any <i>special project(s)</i> based on the course, and do this work for your own institution or national authority?	<input type="checkbox"/>	<input type="checkbox"/>



Would you rate the extent to which the course has contributed to:

	Course Contribution				
	Low				High
helping you in your work?	1	2	3	4	5
helping you in your career?	1	2	3	4	5
the development of your institution/organisation?	1	2	3	4	5
the development of technician education in your country?	1	2	3	4	5
the achievement of national goals?	1	2	3	4	5

If you have gained from attending a CPSC course, would you describe how you have used the knowledge or skills gained? (That is, what difference - to your work or your institution - have you brought about *because* of attending a course?)

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What measures could be taken by your organisation, institution or country to improve the impact of CPSC courses?

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**New  
Directions**

What themes should CPSC courses focus on in the future?

Would you list any suggested themes in priority order.

- Priority 1: \_\_\_\_\_  
2: \_\_\_\_\_  
3: \_\_\_\_\_  
4: \_\_\_\_\_  
5: \_\_\_\_\_  
6: \_\_\_\_\_  
7: \_\_\_\_\_

Briefly describe your vision of the CPSC of the future? Answer in relation to the needs of your institution or country.

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What major recommendations could you make for improving the value of the CPSC Programs to your country?

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## Appendix VII

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