REGIONAL
(British Solomon Islands Protectorate,
Cook Islands, Fiji, Gilbert and Ellice*
Islands, New Hebrides, Niue, Tokelau
Islands, Kingdom of Tonga and Western
Samoa)

Secondary School Curriculum Development Project,
University of the South Pacific, Fiji

Project Findings
and
Recommendations

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Secondary School Curriculum Development Project, University of the South Pacific, Fiji

Project findings and recommendations

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TERMINAL REPORT

I. INTRODUCTION

Project Background

1. The South Pacific region includes several groups of islands spread over a six million square mile expanse of the Pacific Ocean. The inhabitants include a variety of nationalities, with Polynesians, Melanesians and Micronesians constituting the major ethnic groups, and people of Chinese, Indian and European origins in the minority. The populations of the countries range from 2,000 in the Tokelau Islands to half a million in Fiji.

2. The island territories are governed by several different administrative arrangements. Some, like Fiji, Western Samoa, and the Kingdom of Tonga, are independent. Others are not yet fully independent. The economies of the countries are based on agriculture and fishing, which provide most of the employment opportunities. In some countries, tourism is becoming an important industry.

3. During the past two decades, there has been a widespread tendency to re-examine the systems of education, with special attention to the content or curricula and to the methods of instruction. The South Pacific area has recognized the need for reform because so much of what was being taught was irrelevant to local needs and to the aspirations of its peoples.

4. The Fiji Education Commission reported in 1969 that:

(i) The content of the subjects is too formal and academic for the majority of the children, who do not go on to higher studies;

(ii) The examinations given at the end of the secondary stage of education dominate the choice of subjects and methods of study. "The existing school curriculum in Fiji seems to be designed mainly to secure the passing of examinations. It is inevitable that in such a system of education, preparation for examinations becomes the preoccupation of both teachers and pupils." (Commission Report 4.6 and 4.8)

(iii) "The whole curriculum appears to have been designed to transmit factual knowledge rather than to provide learning experiences that will encourage creative activities and thus lead to an all-round physical, emotional and intellectual development of the pupils." (4.9)
Request for Assistance

5. Many countries of the South and Western Pacific expressed the need for more relevant curricula in their secondary schools, based on their regional requirements rather than on those of Britain or New Zealand. Towards the end of 1969, a request for assistance in creating new curricula was submitted to the United Nations Development Programme (UNDP) in New York.

6. At its ninth session, in January 1970, the Governing Council of UNDP approved a project for the establishment of a Curriculum Development Unit within the School of Education of the University of the South Pacific (USP) at Suva, Fiji. The project was to commence in January 1970 and to terminate on 31 December 1973, and entailed a financial contribution of US $1,283,070 from UNDP.

7. The objectives of the project, as defined in the Plan of Operation are:

1. To help the governments of the Pacific region to improve the quality and capacity of secondary-level education;

2. To provide a new and comprehensive curriculum based on the requirements of the region;

3. To produce experimental curricular materials and teaching aids based on the new curriculum;

4. To train teachers to implement this new curriculum;

5. To establish a permanent unit in the University of the South Pacific for the development of curricula and teaching materials and for pre-service and in-service training of teachers.

8. Initially, the project's activities were confined to the Forms I through IV school range, i.e. beginning with the seventh year of schooling. The last two years were not included, mainly because the existing systems of education were closely linked to the examinations that were required for senior students. Since the first four forms included a high proportion of all secondary school students, it was reasonable to focus on these classes. The vast majority of secondary pupils in the Pacific region leave school at the end of the Form IV level, if not before.

9. The Governments participating in this Regional Project are the British Solomon Islands, the Cook Islands, Fiji, the Gilbert and Ellice Islands, the New Hebrides, Niue, the Tokelau Islands, the Kingdom of Tonga and Western Samoa. The USP, on behalf of the participating governments, the UNDP, and Unesco as the Executing Agency, are jointly responsible for the administration of the project. In addition, UNICEF has also contributed funds to install a printing unit and to buy science equipment.
II. A HISTORY OF THE FIRST PHASE OF OPERATIONS

Assessing the Problem

10. The Plan of Operation called for ten Unesco advisers, including one Chief Technical Adviser (CTA), in the following subject matter areas: English Language, Social Science, Mathematics, Physical Sciences, Life Sciences, Business Studies, Home Economics, Educational Media and Industrial Arts. It was essential to understand the existing conditions in these islands before launching a curriculum development activity. The project staff visited the participating countries to consult with the Directors of Education and their staffs, with school principals, teachers, and all persons closely involved in or concerned with the educational process. Reaching these countries in the early days of the project was a formidable task, considering the distances involved and the infrequent air services (see page 1). Western Samoa, Tonga, the New Hebrides, the Solomons and the Gilbert and Ellice Islands were accessible by air, though in some cases only by weekly or bi-weekly flights, while others had no service at all. Project members visited nearly all these countries in 1970. An air service to the Cook Islands and Niue was established in late 1970 or 1971. There is still no air service to the Tokelau Islands, which has only two or three ships a year.

11. The visits to the islands and their schools, rural and urban, primary and secondary, day and boarding, gave project members some idea of how to begin their curriculum building task. They also used various reports provided by the governments which contributed to the preliminary analysis of the problem.

Aims and Objectives

12. Having analyzed the situation as far as time and circumstances permitted, the next step was to identify the objectives to be served by the new curricula. What did the countries want? What were their aims and objectives? Rational curriculum planning must begin with clearly specified aims and objectives. Then, and only then, can one design the content and methods through which the objectives are reached.

13. These objectives, expressed wherever possible in operational terms, evolved from dialogues with Directors of Education, administrators, school principals, teachers and others interested in curriculum reform. Despite the cost and difficulty of travel between the islands, it was essential for experts and the appropriate local authorities to meet together frequently during this early developmental period. Regional workshops were seen as the most useful way to promote these dialogues. Although funds had not been foreseen for this purpose, UNDP provided the extra resources, and the first Regional Workshop on Curriculum Development was held from 28 June to 10 July 1971. Over 75 participants were drawn from nearly all the participating Pacific countries. Specialist groups in the fields of Science, Mathematics, English Language, Social Sciences, Business Studies, Industrial Arts and Educational Materials discussed together different strategies for developing more relevant curricula. The Workshop was a clearing-house for ideas and it helped to unify the participants and to launch the joint curriculum building effort.

Preparation of Materials for Instruction

14. The preparation of instructional materials or teaching units involved the selection of learning experiences and appropriate methods of presentation. Due attention was given to ensure continuity of learning and the integration of the
various learning experiences. Continuity of learning involved a developmental sequence or vertical progression from one level to another, whereas integration involved horizontal relationships between many areas of learning. The common philosophy underlying the structure of the courses developed by the project was that they should be inquiry-oriented, activity-based, and rooted in the environment. These vertical and horizontal relationships were based upon carefully selected ideas or concepts. For instance, the unit of study for one year of social studies was based on the concept of "Making a Living". The experiences offered to students would vary from one island to another, but they would all be focussed on the universal idea of learning about jobs and adult activities. Thus the curricula could take on a common pattern without being the same for all communities. To impose a standard syllabus throughout the eight countries, each with its own language, culture, traditions, each differing immensely in climate, vegetation, economic viability and educational attainments, each with its own individual needs and aspirations, would have been foolish and doomed to fail. The only solution was a flexible curriculum, one that permitted adjustments to differing local conditions and needs, as well as to the individual differences among pupils and varying capacities of the teachers.

15. The project staff collaborated closely with the local curriculum development committees in each community in preparing instructional materials. These units were tried out in the schools and revised in the light of results reported by the teachers. Their reactions were obtained from the evaluation sheets which were included in each unit. These evaluations enabled the international staff to refine their work and to produce new units which were more suitable, and more effective. Only 20 pilot or "trial" schools were selected in Fiji and not more than ten in each of the other countries. Within this limited try-out field, the project sought to create scientific conditions for testing the new units. The new curriculum materials were supplied free to all pilot schools. In addition to pupils' booklets and activity cards, there were teachers' guides and handbooks. This was essential to ensure that the teachers understood the philosophic approach. A shortage of qualified teachers complicated the try-out stage. Teachers often had to teach a subject they had never taught before, or perhaps not even studied previously.

The Training of teachers

16. It has been said that a curriculum is only as good as the quality of its teachers. Therefore to acquaint teachers with the philosophy behind the new curricular materials and to familiarize them with new methods of instruction, the project provided in-service courses for teachers, in Fiji and in all the participating countries. The project personnel were deeply involved in pre-service teacher training, serving as lecturers in the School of Education at USP. Three types of formal training were offered;

(i) A three-year Diploma in Education Course designed to produce teachers for the junior forms of secondary schools;

(ii) A four-year graduate B.A. or B.Sc. course in Education designed to produce teachers for the whole range of secondary schooling;

(iii) A one-year Post-Graduate Course following the B.A./B.Sc. course in education.
17. It was vital that the graduating teachers, who would be making use of the new curricula in the schools, understood the rationale and philosophy underlying the new curricular materials and were capable of using them to maximum advantage. Therefore, all members of the project took part in teaching the methodology courses to the B.A./B.Sc. degree students and to Diploma in Education students in the University, and in supervising their teaching practice. The first graduation ceremony of the University was held on 2 December 1971, and the King of Tonga, Chancellor of USP, then presented B.A./B.Sc. degrees in Education to eight students, and Diplomas in Education to eighteen students.

Training Counterparts at the University

18. The USP, as the coordinating agent of the regional governments, agreed to provide personnel who would work with the international staff. It was foreseen that these persons, known as local counterpart personnel, would eventually take over the tasks performed by the experts. However, the university had great difficulty in finding local personnel who were qualified for appointment to university posts. Most qualified nationals were in key government posts and could not be released. However, these difficulties were eventually overcome and local counterparts were appointed (see Appendix B). Unfortunately some of the appointees were so heavily committed to the university's teaching programme that they had little time to participate fully in the curriculum development process with their Unesco colleagues. However, their work in training future teachers who would later teach the new curricula in the pilot schools, involved them in at least a part of the process of launching new curricula.

Expanding Production of Teaching Materials in 1972-1973

19. The preparatory work in 1970 and 1971 led to a considerable increase in the volume of materials produced in the years 1972 and 1973. Experimental science kits for Forms I and II, teacher training kits for the Social Sciences (consisting of slides, tapes, booklets, etc), audio tapes for use in language courses, pupil booklets and task cards, teachers' guides, test questions, evaluation sheets, charts, slides, all sorts of such material were supplied to the pilot schools for trial and comment. In one month alone, January 1972, the project print shop produced 1,250,000 pages of printed materials. The participating countries were using the materials more and more widely as their usefulness was demonstrated. More than 750,000 pupil pamphlets and nearly 75,000 teachers' guides were produced.

Resource Centre

20. It was clear from the outset that materials other than printed items would be necessary to establish curricula. To promote active, creative learning, students need a great deal of equipment and apparatus to work on. The Unesco adviser in science, Mr. Andersen, designed and produced 800 items of sample science teaching apparatus at the end of 1972, items such as circuit boards, force meters, inertial balances, trays for holding marbles, etc. Mr. Ryding, another Unesco expert, produced a Teachers' Resource book (140 pages) called "Equipment and Techniques for Life Science", showing how to build locally improvised apparatus. These initiatives were promptly distributed to teachers throughout the region.
The Need for Evaluation and Feedback

The project personnel recognized the need for systematic evaluation of the instructional materials which were being produced. It is essential in the curriculum development process to know to what extent the objectives of each unit are achieved. For this purpose, evaluation sheets went out with each unit of instruction to find out how teachers and students reacted. These questionnaires sought to ascertain if the units were interesting, difficult, easy, etc. so that revisions could be made. Feedback was also obtained through the organization of regional workshops in 1971 and 1973. More than 100 persons involved in the design, or use of materials met at USP in 1973 to review the work at that stage, and make suggestions for the future.

1973 Project Review Mission

In June and July 1973, a joint UNDP/Unesco Project Evaluation Mission visited the project. One of the main conclusions emerging from the mission report was that the countries of the region were insisting on becoming more self-sufficient and self-reliant in the matter of curriculum development for their own schools. There was a trend towards establishing local curriculum development units rather than relying only on the work of the CDU at the University in Suva. The mission reported that the countries participating in the project had not yet given their full support to the idea of a central curriculum development unit providing instructional materials for the secondary schools of the region. It had become clear that the international staff should be working with local counterparts not only at USP but in each of the participating countries. In this way, each island would share the benefits of the project, and they would have trained personnel able to carry on the work of curriculum development when the project terminated.

The review mission, made up of four members, spent nearly five weeks assessing the progress and problems of the project. As a result, they recommended that the project should be extended for a second phase of two years. Their report states that "the secondary curriculum project ... has made a noticeable impact in realizing its objectives" (paragraph 33). Through the efforts of the international experts assigned to the project, the project obtained the active involvement of secondary school officials, institutions and teachers. Moreover, curriculum development units have been organized in several participating countries and are, to varying degrees, cooperating with the project team to further develop and produce teaching materials (paragraph 3). A great many units had been prepared, especially for Forms I and II, and the objective was to complete all units needed for instruction in Forms I - IV.

The members of the review mission believed that the new materials had been favourably received. All countries had indicated that the basic themes, upon which the units were constructed, could be adapted to their needs. Many of the countries were producing their own units based upon those created by the project. Thus the basic procedure of providing models of units which would subsequently be adapted for local use, seems to have been effective.

Most of the people interviewed by the members of the mission "felt that the project had accomplished a great deal, but all stressed the need for a continued and strengthened effort". The mission noted that no one claimed that the curricular materials were inappropriate to the needs of the individual areas. The Unesco experts appeared to have earned the respect and confidence of those with whom they dealt.
26. The mission report remarked that in-service training in the development and use of the new materials was an important component of the project's activity in the several participating countries. As a result, the teaching materials developed are largely adapted and used in most countries of the region. The mission noted that a new awareness of the need for functional content is developing in the region, and that this achievement alone would justify the UNDP contribution.

27. Concerning counterparts, the members of the mission stressed the importance of the university counterparts, according to the project's Plan of Operation especially as the international experts became more involved with work outside the university. Moreover, the training of local counterparts in participating countries "is of utmost importance and should, in the future, take up a considerable portion of the experts' time". The mission report observed that the international experts had served as teachers in the university since the beginning of the project, in order to launch the curriculum development unit at USP. However, the report stressed that "the time has come... for the expert team to terminate such teaching duties". The needs of the region should be given priority over the needs of the university. The report concluded, "consequently, we consider it mandatory that, should the project be extended, the nature of the commitment (of the project) within the School of Education at the University should be severely delimited. We recommend that project members not be tied down to university teaching commitments in any way that would prevent them from giving the countries of the region the assistance they need".

28. The report ended with a recommendation that the project be extended for two years or more. The main objective should be the completion of the materials needed for instruction in the first four years of secondary education. Sub-objectives should include strengthening the country-level curriculum development units, in-service training of teachers at the country level, and the use of radio audio-tapes to support the work of practising teachers.

III. A HISTORY OF THE SECOND PHASE OF OPERATIONS

29. As a result of the recommendations of the Review Mission discussed above, the project was extended to 31 December 1975. The project goals were modified as listed below:

1. Consolidation of the work undertaken in Phase I, i.e.

   (i) to complete the production of new teaching materials for Forms I - IV;

   (ii) to move towards the integration of instructional materials to insure learning experiences which are more relevant to the needs of the individual and his society and which are rooted in the local environment;

   (iii) to assist country-level curriculum development units to become self-sustaining;

   (iv) to provide in-service training for teachers in the use of the new materials;

   (v) to support the experimental use of new media and techniques, especially the use of radio as transmitted by satellite.
2. Curriculum Development for primary education by training 40 - 60 educators from the participating countries who will assume leadership roles in curriculum development in the countries of the region. This training will focus on the theory of curriculum development.

3. Assistance to the Curriculum Development Unit at USP. This objective shall not jeopardise the activities foreseen above.

30. The work of Phase II was slowed by delays in the replacement of personnel who left the project. Mr. Andersen (Physical Science) and Mr. Leaton (Mathematics) left at the end of Phase I, having completed four years each of outstanding service. Mr. M. Davies of Australia replaced Mr. Andersen in September 1974. Mr. McNamara of Ireland replaced Mr. Leaton in October 1974, and Mr. B. Cahill of New Zealand joined the project in September 1973 to replace Mr. Bartram (Educational Media) who left in December 1972.

31. Mr. N. Harrison of New Zealand joined the project in July 1974 as adviser for Primary Curriculum Development. A second adviser in this field had been foreseen but it was not possible to recruit an appropriate person in the time available. Consequently, this post was reallocated to science teaching. Mr. W. Murphy of Ireland, was appointed in January 1975 as an adviser in Biological Sciences. In July 1974, Mr. M. Jarema (USA) joined the project as a United Nations volunteer to assist Mr. Tan with English language courses.

32. Despite these handicaps, the project continued its work toward the objectives of Phase II. By December 1975 a full range of materials for Form IV in Basic Science, Social Science, Mathematics, Home Economics and Business Studies was completed. The English Language course for Forms III and IV was not finished, primarily because the project was without an English adviser for nearly ten months. Moreover, far more materials are needed for the study of English in these islands than for other subjects. More periods of instruction per week are scheduled for English.

33. The project team endeavoured to integrate the different subject matters wherever possible. Instructional units were based upon broad themes or concepts which lend themselves to interdisciplinary treatment. Units dealing primarily with social studies often included elements of mathematics, or science, or even commercial studies. The goal was to create units which stress formation of functional skills which the students need in dealing with their own environments. This approach was designed to achieve the removal of barriers between the traditional subject matter areas.

34. The project team made a great effort to lend practical support to the participating countries during Phase II. Relieved of most commitments at the university, the experts were able to sharply increase the number of visits and consultations away from Fiji. Moreover, the project continued to provide group-training for curriculum leaders over the years. As in 1971 and 1973, a curriculum workshop was held at USP in January 1975, attended by over 130 persons from the region. Its purpose was to take an overall view of the materials produced, and to make recommendations for modifications and future improvement. Thus, the workshop tried to redirect the efforts of local educators, where necessary, and to identify those tasks which remain to be done and which will have to be carried out with less assistance in the years ahead.
Fellowships

35. Fellowships in secondary and primary curriculum development were provided by the project. These training courses and study tours ranged from a few weeks up to several months, and contributed to the achievement of the project objectives. It is important to note that all those sent on fellowships returned to their jobs and are actively engaged in curriculum development (See Appendix C for list of fellows). It is interesting that some fellowships produced important results when the trainees returned to the region. For instance, one specialist from Fiji studied techniques of assessment in the United Kingdom. On his return, the Ministry of Education was persuaded to introduce internal assessment (teacher based) instead of assessment by external examination in two subject matter areas, Technical Education and Home Economics. This break-away from a formal examination system opened the way for a more flexible approach to the teaching of practical subjects, the teacher being given the freedom and responsibility to establish his own scheme for the measuring of his students' achievement. The workshop becomes a place where locally relevant tasks can be set for young people, in which their creativity and skills are given full scope.

Use of Educational Technology

36. With the assignment of Mr. Cahill in September 1973, the project was able to make greater use of technology in its activities. Closed circuit television was used for training teachers, as was video-tape for micro-teaching at USP and in two teacher-training colleges in Fiji. This equipment was also used in the Solomon Islands, Gilbert and Ellice Islands, Niue and Tonga. Language laboratories were also used for teacher training. In 1975, a new Certificate of Efficiency in Educational Media was awarded at the School of Education, and to teachers in the schools. Mr. Cahill conducted the courses leading to this award.

37. Mr. Cahill provided valuable guidance in the development of educational resource centres. These play an essential role in the curriculum development process, by enabling the local curriculum developers to reproduce their own materials.

38. The use of educational broadcasting as a tool for teacher training and curriculum development had not been well developed in the South Pacific. By 1975, this medium was playing an important role in linking the different islands and facilitating a broad range of cooperative efforts. Mr. N. Harrison contributed to this development which made it possible for the project to reach a large audience spread out over thousands of miles. By making use of a satellite which was launched and administered by the US National Aeronautics and Space Administration, the project experts were able to conduct seminars, give lectures, and even hold consultations between islands which in some cases are 3,000 miles apart.

39. This new facility was made possible by equipping each country with a low-cost ($2,000) ground unit which is not much more than a two-way radio used in taxis. The project had been using this technique since 1972. The university also used it as an "external classroom" to serve those students who could not attend the university. They became "external" students and learned through broadcast programmes and correspondence materials. It was even possible for them to receive tutorial assistance from time to time.
Curriculum Development for Primary Education

40. Many of the educators in local primary teacher training colleges and local curriculum development units are expatriates whose services are relatively short-term. It is important that these local institutions have their own national staffs as soon as possible. To this end, the regional project provided advanced training in curriculum development for local primary educators. Mr. Noel Harrison organized a training course for 56 teachers, lecturers and school broadcasters starting in early 1975. In effect, it was a workshop in which each participant prepared his own curriculum unit, including tapes, booklets, audio-visual materials, etc. They used a variety of resources, training opportunities, models, and a general theoretical framework which emerged from group discussions. Integration of subject matter was accepted as an important aspect of the work, and many units reflected this commitment. A unit on Bamboo, for instance, included environmental studies, music, mathematics and languages.

41. After this initial stage, the participants went back to their home countries where follow-up training and support were given. Some of them were carrying out research on many subjects such as number concepts of young children, problems of vernacular languages and learning a foreign language, the visual perception of island children, and typical childhood experience in the South Pacific.

42. The second stage also included the organization of follow-up courses in curriculum development given in the local teacher-training colleges. By December 1975, 90 people had received training and were better prepared to contribute to local curriculum development.

43. A programme of fellowships provided additional support for the training effort in primary curriculum development. By sending the fellows to USP instead of to Australia or more distant institutions, a larger number of fellows were trained. Moreover, there is an advantage in training within the region where the conditions and cultures of the South Pacific are well understood. The university agreed to award certificates in Curriculum Studies to all fellows who completed their work satisfactorily. (The certificate can be applied towards the external diploma in Education.)

44. Mr. Harrison summed up his assessment of the primary curriculum programme as follows:

"My personal opinion is that the courses and the subsequent activities have been useful. They have given a sizeable number of capable primary teachers practical experience of some of the main problems of curriculum development. They have provided these teachers with considerable information about what is happening in their own country and in other parts of the Pacific. They have given some of them skills in unit preparation and in the use of tapes and radio for educational purposes. They have introduced the basic question of Pacific-oriented educational research. They have been solidly linked with the teachers' colleges, and should lead on to continuing cooperation between the colleges and the School of Education of the University of the South Pacific."
IV. **RECOMMENDATIONS FOR FUTURE ACTIVITIES**

**Curriculum Development for the Study of English**

45. The task of preparing a curriculum and the requisite teaching materials for the teaching of English had not been completed when the project ended in December 1975. The fact that English requires relatively more materials, and that the English-teaching post was vacant for some time, retarded progress in this important field. All participating countries formally indicated their wish that the English materials should be completed for Forms I to IV. Therefore, the first recommendation is that the incumbent expert in the teaching of English should be extended for an additional two years. Moreover, an additional expert in this field should be appointed to undertake the revision of materials already produced by the project, based on the extensive field evaluations available. Without this additional manpower, the usefulness of much of the try-out process will be lost.

**Using Educational Media and Technology**

46. A good beginning has been made in the use of radio, closed-circuit television, and the opportunities offered by a satellite. Some equipment has been procured and installed, teachers have been trained to use the equipment, and several island communities have begun to share and cooperate using these new techniques for communication. In support of this initiative, UNICEF has pledged $60,000 worth of equipment, all of which will arrive after the termination date of the project. Therefore, it is recommended that the incumbent expert in Educational Media should be extended for a period of six months to ensure the proper installation of the equipment, and to continue the training of local staff who will be responsible for its use.

**Assistance to Local Curriculum Development Units**

47. The local curriculum development units were assisted by the project staff, especially in the last two years of the project. The Unesco staff members visited, consulted, corresponded, etc. as one of their most important activities. They supplied resource materials, model units, and equipment. They played an important role in training local personnel. This process of building up the capacity of the local curriculum development units should be continued. Many of these countries will require further technical assistance to ensure that the present enthusiasm and momentum are sustained. This assistance could be provided in the following ways:

(i) by providing experts to work in two sub-groups of countries. They would assist in improving existing materials, in training personnel for curriculum development, and in evaluating overall progress. One group should be the Gilbert and Ellice Islands, the Solomon Islands, and the New Hebrides; the second should be Tonga, Niue, Western Samoa and the Cook Islands. Two experts for each group are recommended;

(ii) by funding or establishing local resource centres whose main purpose would be to provide material for teaching aids and equipment, locally manufactured wherever possible. The centres would also coordinate the storage and distribution of materials.
(iii) by funding part of the cost of pre-service and in-service training for teachers. Support for costs of transporting and maintaining teachers from distant islands who are trained in central locations should be foreseen.

48. The participating countries may wish to include assistance of these types, in the long-range country programming exercises now under way. The office of the UNDP Regional Representative, and Unesco representatives should help the interested Governments in formulating their requests.

**Printing Facilities**

49. During the last five or six years, the project has provided large quantities of instructional material to all participating countries. Most of it was used in the selected pilot schools where the materials were tried out in the classroom, but in some countries, the materials were more widely disseminated. By the end of the project many countries were ready to adopt these materials on a national scale. However, in general, they lack facilities to undertake the large task of printing or producing pupils' booklets, teachers' handbooks, pupil work cards, charts and so forth. In particular, printing presses will be needed; printers must be trained, storage and distribution systems organized, etc. At the 7th Regional Conference on Education held by the South Pacific Commission in Tahiti in February 1975, the Directors of Education recommended that "arrangements should be made to continue (provision of) facilities for the printing and reprinting of curriculum development materials when the project ends in December 1975". The directors recommended that the existing printing facility provided by UNDP at Suva should be available to meet their future printing needs.

50. It may be necessary, moreover, to foresee assistance for some of the least developed countries in purchasing paper, ink and similar supplies, to ensure the dissemination of teaching aids.

**Training of Primary Curriculum Developers**

51. A good beginning was made during the project's second phase on training local personnel for primary curriculum development tasks. However, it seems clear that this work should continue. Many more persons could profit from such training, and several countries, including Niue and the New Hebrides, have specifically asked that this assistance should continue.

**Assistance to the Curriculum Development Unit at USP**

52. The University of the South Pacific has requested future assistance for a Curriculum Studies Project based in its School of Education. Its objective, stated in the request dated 3 June 1975, is "to assist the Professor of Education (curriculum studies) to develop and establish a Curriculum Studies Unit capable of meeting the university's responsibilities to the region in the field of curriculum reform. Among the tasks which the university expects the unit to perform are training personnel for service in the region, including curriculum evaluators, establishment of a "clearing house for curriculum information", expanding the capacity of the existing printing facility, integrating curriculum studies into existing programmes for teacher education, and providing regional governments (on request) with technical assistance. The university attaches considerable importance to the establishment of the Curriculum Studies Unit, and is taking
steps to ensure that it will be coordinated with related policies and activities of the USP. This request merits detailed examination in the light of the needs and wishes of all the countries of the region. The existing project was designed to create a self-sustaining Curriculum Development Unit, and, after six years of activity, has not achieved that particular objective. It might now be asked whether a new project designed to establish a similar Curriculum Studies Unit is more likely to succeed. A new spirit of independence in these islands seems to have emerged since 1970, judging from the desire of several countries to take responsibility for developing their own curriculum at the primary and secondary levels. Therefore, it may be more useful to decentralize future assistance and to give priority assistance to the on-going work of local curriculum development units in several countries.
### APPENDIX A

#### Unesco Experts and Consultants

(i) **Experts**

<table>
<thead>
<tr>
<th>Name of Expert¹/² Consultant</th>
<th>Country of Origin</th>
<th>Field of Specialization</th>
<th>Duration of Contract</th>
</tr>
</thead>
<tbody>
<tr>
<td>ROBERTS, M. Miss</td>
<td>United Kingdom</td>
<td>Home Economics</td>
<td>26.11.69 - 31.12.75</td>
</tr>
<tr>
<td>BISHOP, G.</td>
<td>United Kingdom</td>
<td>Chief Technical Adviser</td>
<td>May 1970 - 31.12.75</td>
</tr>
<tr>
<td>HART, P.</td>
<td>United Kingdom</td>
<td>Geography/Social Science</td>
<td>19.7.70 - 31.12.75</td>
</tr>
<tr>
<td>ANDERSEN, L.</td>
<td>Australia</td>
<td>Physical Science</td>
<td>16.9.70 - 31.12.73</td>
</tr>
<tr>
<td>LEATON, E.</td>
<td>United Kingdom</td>
<td>Mathematics</td>
<td>1.1.71 - 28.2.74</td>
</tr>
<tr>
<td>BARTRAM, A.</td>
<td>United Kingdom</td>
<td>Educational Aids</td>
<td>1.1.71 - 31.12.72</td>
</tr>
<tr>
<td>RYDING, J.</td>
<td>United Kingdom</td>
<td>Biology/Agric. Science</td>
<td>1.1.71 - 31.10.75</td>
</tr>
<tr>
<td>GREAVES, W.</td>
<td>United Kingdom</td>
<td>Technical Education</td>
<td>14.2.71 - 15.6.74</td>
</tr>
<tr>
<td>HILL, L.</td>
<td>United Kingdom</td>
<td>English Language</td>
<td>18.4.71 - 7.5.72</td>
</tr>
<tr>
<td>TAN, J.</td>
<td>Indonesia</td>
<td>English Language</td>
<td>21.2.73 - 31.12.75</td>
</tr>
<tr>
<td>CAHILL, B.</td>
<td>New Zealand</td>
<td>Educational Aids</td>
<td>31.8.73 - 31.12.75</td>
</tr>
<tr>
<td>HARRISON, N.</td>
<td>New Zealand</td>
<td>Primary Curric. Devt.</td>
<td>30.6.74 - 31.12.75</td>
</tr>
<tr>
<td>DAVIES, M.</td>
<td>Australia</td>
<td>Physical Science</td>
<td>7.9.74 - 31.12.75</td>
</tr>
<tr>
<td>McNAMARA, N.</td>
<td>Ireland</td>
<td>Mathematics</td>
<td>29.9.74 - 31.12.75</td>
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<tr>
<td>MURPHY, W.</td>
<td>Ireland</td>
<td>Biology/Agric.</td>
<td>1.7.75 - 31.12.75</td>
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(ii) **Consultants**

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<th>Name of Consultant</th>
<th>Country of Origin</th>
<th>Field of Specialization</th>
<th>Duration of Contract</th>
</tr>
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<tbody>
<tr>
<td>McCLYMONT, W.</td>
<td>Australia</td>
<td>Rural Science</td>
<td>5.5.73 - 13.5.73</td>
</tr>
<tr>
<td>SUTHERLAND, A.</td>
<td>Australia</td>
<td>Rural Science</td>
<td>6.5.73 - 14.5.73</td>
</tr>
<tr>
<td>TONKIN, C.</td>
<td>New Zealand</td>
<td>Social Science</td>
<td>21.8.73 - 20.11.73</td>
</tr>
<tr>
<td>ROGERS, J.E.</td>
<td>New Zealand</td>
<td>English Language</td>
<td>27.2.74 - 23.5.74</td>
</tr>
<tr>
<td>MCKAY, M.</td>
<td>Papua/New Guinea</td>
<td>Mathematics</td>
<td>30.5.74 - 7.7.74</td>
</tr>
<tr>
<td>MURPHY, W.</td>
<td>Ireland</td>
<td>Biological Science</td>
<td>12.8.74 - 31.12.74</td>
</tr>
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</table>

¹ In chronological order of date of arrival.
## APPENDIX B

### Counterpart Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position held</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. University of South Pacific</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BABA, T.</td>
<td>Lecturer, Curriculum Development</td>
<td>B.A., Dip. Ed. (New England), M.Ed. (Sydney); now doing Ph.D. at Macquarie University, Australia</td>
</tr>
<tr>
<td>BASHA, K.</td>
<td>Lecturer, Industrial Arts</td>
<td>B.Sc. (Education), Loughborough University, U.K.</td>
</tr>
<tr>
<td>COLES, B.⁺</td>
<td>Lecturer, Science</td>
<td>M.Sc. Wellington University</td>
</tr>
<tr>
<td>METCALFE, R.⁺</td>
<td>Lecturer, Mathematics</td>
<td>B.A. New Zealand</td>
</tr>
<tr>
<td>NAIVALUVOU, V. (Mrs.)</td>
<td>Head, Home Economics Dept.</td>
<td>B.Sc. Washington State University, USA</td>
</tr>
<tr>
<td>PILLAI, R.</td>
<td>Lecturer, English</td>
<td>B.A. University of South Pacific</td>
</tr>
<tr>
<td>RILEY, M. (Miss)</td>
<td>Language Laboratory &amp; Educational Media</td>
<td>Diploma, Educational Media, London</td>
</tr>
<tr>
<td>STEWART, I.⁺</td>
<td>Head, School of Education</td>
<td>M.A. Otago, N.Z.</td>
</tr>
<tr>
<td>THAMAN, K. (Mrs.)</td>
<td>Lecturer, Social Science</td>
<td>M.A. Berkeley, California, USA</td>
</tr>
<tr>
<td>WAQA, M.</td>
<td>Lecturer, Science Methods</td>
<td>B.A. Auckland, N.Z.</td>
</tr>
<tr>
<td><strong>II. Regional Counterparts (All nationals)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACHAL, S. (Mrs.) (Fiji)</td>
<td>Education Officer (Science) Curriculum Development Unit, Fiji</td>
<td></td>
</tr>
<tr>
<td>BAENISA, A. (Solomon Islands)</td>
<td>Deputy Principal, Teachers Training College Teachers' Certificate, U.K.</td>
<td></td>
</tr>
<tr>
<td>BLOOMFIELD, B. (Tonga)</td>
<td>Curriculum Development Officer, Tonga</td>
<td>M.A., London</td>
</tr>
<tr>
<td>BUADROMO, R. (Fiji)</td>
<td>Education Officer (Technical)</td>
<td>Teachers' Certificate, Fiji</td>
</tr>
<tr>
<td>CELESTIN (Solomon Islands)</td>
<td>Social Science Teacher, Tenaru College, Honiara</td>
<td>Dip. Ed., University of South Pacific</td>
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⁺ Non-national
<table>
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>DAWSON, S. (Miss)</td>
<td>Curriculum Development Officer (Social Science &amp; English), Rarotonga, Cook Island</td>
<td>M.S., Canterbury, N.Z.</td>
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<tr>
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<tr>
<td>FALAU, S. (Miss)</td>
<td>Teacher, Queen Salote College, Nuku'alofa, Tonga</td>
<td>B.A., McQuarrie University, (Australia)</td>
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<tr>
<td>FIAMALUA, S.</td>
<td>Dept. of Education, Apia, Western Samoa</td>
<td>Teachers' Certificate, N.Z.</td>
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</tr>
<tr>
<td>FIELAKAPA, T. (Mrs.)</td>
<td>Teacher Training College, Tonga</td>
<td>Teachers' Certificate, Ardmore College, N.Z.</td>
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<tr>
<td>(Tonga)</td>
<td></td>
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<tr>
<td>SINGH Gajraj</td>
<td>Education Officer (Business B.A. University of South Pacific Studies), Curric. Devt.</td>
<td></td>
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<tr>
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<tr>
<td>SINGH, Gurmeet</td>
<td>Senior Education Officer (Primary), Department of Education, Fiji</td>
<td>M.A. Massey (with Distinction) (N.Z.)</td>
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<tr>
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<tr>
<td>HAVEA, A.</td>
<td>Maths. Lecturer, Teacher Training College, Nuku'alofa, Tonga</td>
<td>Diploma in Education, University of South Pacific</td>
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<tr>
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<tr>
<td>BATE, K. (Miss)</td>
<td>Maths. Teacher, King George School, Tarawa</td>
<td>Diploma in Education, University of South Pacific</td>
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<tr>
<td>(Gilbert &amp; Ellice Is.)</td>
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<tr>
<td>KALAAM, M.</td>
<td>Education Officer (Social Science), Curric. Devt. Unit, Fiji</td>
<td>M.A., Hawaii</td>
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<tr>
<td>KAMITKAMICA, E. (Mrs.)</td>
<td>Member, Fiji Social Science B.A., Adelaide, Australia Committee</td>
<td></td>
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<tr>
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<tr>
<td>KELIMAE, A.</td>
<td>Curriculum Devt. Unit, Teacher Training College Honiara</td>
<td>Teachers' Certificate</td>
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<tr>
<td>KUMON</td>
<td>Teacher Training College Tarawa, Gilbert &amp; Ellice Is.</td>
<td>Teachers' Certificate, N.Z.</td>
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<td>LASHMAN, K.</td>
<td>Education Officer (Maths.) Curric. Devt. Unit, Fiji</td>
<td>Teachers' Certificate, Fiji</td>
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<tr>
<td>LESOURD, S. (Miss)</td>
<td>Dept. of Education (Social Science), Apia, W. Samoa</td>
<td>Teachers' Certificate, Fiji</td>
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# APPENDIX B (cont'd)

**II. Regional Counterparts (All nationals)**

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>LINI, H. (Miss)</td>
<td>Teacher, Social Science, Onesua Sec. School, New Hebrides</td>
<td>Dip. Ed., University of South Pacific</td>
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<tr>
<td>(New Hebrides)</td>
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<tr>
<td>MAGU, R. (Miss)</td>
<td>Home Economics teacher Goldie College, Solomon Is.</td>
<td>Teaching Certificate; Community Training Certificate, South Pacific Commission</td>
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<tr>
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<tr>
<td>MASTERS, A.</td>
<td>Lecturer (Science) Tereora Training College, Rarotonga</td>
<td>Teachers' Certificate, N.Z.</td>
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<tr>
<td>PANDARAM, A.</td>
<td>Senior Education Officer (Technical) Dept. of Edu-</td>
<td>Teachers' Certificate, Fiji</td>
</tr>
<tr>
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<tr>
<td>PORARA, F.</td>
<td>Teacher, Social Science, Selwyn College, Honiara</td>
<td>Dip. Ed., University of South Pacific</td>
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<tr>
<td>RACULE, R. (Mrs.)</td>
<td>Education Officer (English Language), Curric. Devt. Unit, Fiji</td>
<td>B.A., University of South Pacific</td>
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<tr>
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<tr>
<td>RAM, Hari</td>
<td>Deputy Secretary, Ministry of Education, Fiji</td>
<td>B.Sc., Delhi</td>
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<tr>
<td>RATU, I. (Miss)</td>
<td>Education Officer (Home Economics), Dept. of Edu-</td>
<td>Dip. Home Science, Otago University, N.Z.</td>
</tr>
<tr>
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<tr>
<td>RAYLU, V.</td>
<td>Education Officer (Maths.) Curric. Devt. Unit, Fiji</td>
<td>B.Sc, New Zealand</td>
</tr>
<tr>
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<tr>
<td>REX, P. (Mrs.)</td>
<td>Social Science teacher, Niue High School</td>
<td>Dip. Teaching, Ardmore Coll., New Zealand</td>
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<tr>
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<tr>
<td>SAIAKAIMOTU, (Mrs.)</td>
<td>Teacher, Home Economics, Niue High School</td>
<td>Teaching Certificate, Home Craft, Christchurch, N.Z.</td>
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<tr>
<td>(Niue)</td>
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<tr>
<td>SAVAGE, J. (Mrs.)</td>
<td>Lecturer, Home Economics, Tereora Training College, Rarotonga</td>
<td>Teaching Certificate, Home Craft, Auckland, N.Z.</td>
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<td>(Cook Islands)</td>
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<tr>
<td>SHORT, T.</td>
<td>Ministry of Education, Cook Islands</td>
<td>B.A., Auckland, N.Z.</td>
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### APPENDIX B (cont'd)

#### II. Regional Counterparts (All nationals)

<table>
<thead>
<tr>
<th>Name</th>
<th>Position held</th>
<th>Qualifications</th>
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<tbody>
<tr>
<td>TABOKAI, N. (Gilbert &amp; Ellice Is.)</td>
<td>Teacher, Social Science, King George V School, Tarawa</td>
<td>Dip. Teaching, Adelaide, Australia</td>
</tr>
<tr>
<td>TAMBU, L. (Miss) (New Hebrides)</td>
<td>Lecturer (Home Economics) Kawenu Teacher Training College, Vila</td>
<td>Community Training Certificate, South Pacific Commission, Suva</td>
</tr>
<tr>
<td>TAURAKOTO, P. (New Hebrides)</td>
<td>Lecturer, Kawenu Teacher Training College, Vila</td>
<td>Associateship, Education, University of South Pacific</td>
</tr>
<tr>
<td>TEKANNANG, K. (Mrs.) (Gilbert &amp; Ellice Is.)</td>
<td>Lecturer (Home Economics) Teacher Training College, Tarawa</td>
<td>Dip. Ed., (Home Economics) University of South Pacific</td>
</tr>
<tr>
<td>TEKULU, G. (Solomon Islands)</td>
<td>Teacher, Mathematics, King George VI School, Honiara</td>
<td>Teachers Certificate, Ardmore College, N.Z.</td>
</tr>
<tr>
<td>TENTOA, T. (Gilbert &amp; Ellice Is.)</td>
<td>Lecturer, Educational Media Teacher Certificate Teacher Training College, Tarawa</td>
<td></td>
</tr>
<tr>
<td>TOHI, (Miss) (Tonga)</td>
<td>Lecturer (Home Economics) Teacher Training College, Nuku'alofa, Tonga</td>
<td>Teacher Certificate</td>
</tr>
<tr>
<td>TOGATULTE, Tiva (Mrs.) (Niue)</td>
<td>Department of Education, Niue</td>
<td>Dip. Teaching, Ardmore College, N.Z.</td>
</tr>
<tr>
<td>TUAMOTO (Cook Islands)</td>
<td>Lecturer (Mathematics) Tereora Training College, Rarotonga</td>
<td>Teachers' Certificate, Ardmore College, N.Z.</td>
</tr>
<tr>
<td>Name of Fellow</td>
<td>Country of Origin</td>
<td>Field of Study</td>
</tr>
<tr>
<td>-----------------</td>
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<td>-----------------------</td>
</tr>
<tr>
<td>BABA, T.</td>
<td>Fiji</td>
<td>Curriculum Devt.</td>
</tr>
<tr>
<td>NAIVALUVOU, V.</td>
<td>Fiji</td>
<td>Home Economics</td>
</tr>
<tr>
<td>MR.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BASHA, K.</td>
<td>Fiji</td>
<td>Industrial Arts</td>
</tr>
<tr>
<td>WAQA, M.</td>
<td>Fiji</td>
<td>Biology/Agric.</td>
</tr>
<tr>
<td>PANDARAM, A.</td>
<td>Fiji</td>
<td>Examination Techniques</td>
</tr>
<tr>
<td>TABOKAI, M.</td>
<td>Gilbert &amp; Ellice Is.</td>
<td>Social Science</td>
</tr>
<tr>
<td>PESEETA, T. (Miss)</td>
<td>Western Samoa</td>
<td>Social Science</td>
</tr>
<tr>
<td>KAMIKAMICA, E.</td>
<td>Fiji</td>
<td>Social Science</td>
</tr>
<tr>
<td>(Mrs.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REX, P. (Mrs.)</td>
<td>Niue</td>
<td>Social Science</td>
</tr>
<tr>
<td>Name of Fellow</td>
<td>Country of Origin</td>
<td>Field of Study</td>
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<tr>
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</tr>
<tr>
<td>PILLAI, R.</td>
<td>Fiji</td>
<td>English Language</td>
</tr>
<tr>
<td>ACHAL, S. (Mrs.)</td>
<td>Fiji</td>
<td>Basic Science</td>
</tr>
<tr>
<td>LEFALE, T.</td>
<td>Western Samoa</td>
<td>Laboratory Workshop Techniques</td>
</tr>
<tr>
<td>VAILAUS</td>
<td>Western Samoa</td>
<td>&quot;&quot;</td>
</tr>
<tr>
<td>ROROBUAKA, M.</td>
<td>Gilbert &amp; Ellice Is.</td>
<td>School Broadcasting Educational Media</td>
</tr>
<tr>
<td>RILEY, M. (Miss)</td>
<td>Fiji</td>
<td>Educational Media</td>
</tr>
<tr>
<td>NAIVALUVOU, V. (Mrs.)</td>
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<td>Home Economics</td>
</tr>
<tr>
<td>HERMAN, J.</td>
<td>Cook Islands</td>
<td>Social Science</td>
</tr>
<tr>
<td>SIBISOPERE, M.</td>
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<td>Social Science</td>
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<tr>
<td>NARAIN, P. (Mrs.)</td>
<td>Fiji</td>
<td>Textbook Production</td>
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</table>
## APPENDIX C (cont'd)

<table>
<thead>
<tr>
<th>Name of Fellow</th>
<th>Country of Origin</th>
<th>Field of Study</th>
<th>Place of Study</th>
<th>Period of Study From</th>
<th>To</th>
<th>Position upon Return</th>
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<tbody>
<tr>
<td>TEALIKLAVA, J.</td>
<td>Solomon Islands</td>
<td>Curriculum Devt.</td>
<td>Countries of the South Pacific</td>
<td>Sept. 74</td>
<td>Dec. 74</td>
<td>Director of Curriculum Devt. Solomon Islands</td>
</tr>
<tr>
<td>PRASAD, D.</td>
<td>Fiji</td>
<td>Textbook Production</td>
<td>Australia</td>
<td>Oct. 74</td>
<td>Oct. 74</td>
<td>Printer/Manager, Curriculum Resources Centre, Dept. of Education, Fiji</td>
</tr>
<tr>
<td>SINGH GAJRAJ</td>
<td>Fiji</td>
<td>Business Studies</td>
<td>College of Business Education, Ohio Uni., USA.</td>
<td>Apr. 75</td>
<td>Aug. 75</td>
<td>Education Officer, Curriculum Devt. Unit, Fiji</td>
</tr>
<tr>
<td>RAINIBOGI, I.</td>
<td>Fiji</td>
<td>Primary Science</td>
<td>Papua/New Guinea</td>
<td>July 75</td>
<td>Sept. 75</td>
<td>Education Officer, Curriculum Devt. Unit, Fiji</td>
</tr>
<tr>
<td>SAVAGE, J. (Mrs.)</td>
<td>Cook Islands</td>
<td>Home Economics</td>
<td>University of South Pacific</td>
<td>July 75</td>
<td>Sept. 75</td>
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<td>SINGH, Gurmeet</td>
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<td>Primary Curriculum Devt.</td>
<td>Primary Pilot Project, Malaysia</td>
<td>Sept. 75</td>
<td>Nov. 75</td>
<td>Senior Education Officer, (Primary) Curriculum Devt., Unit, Dept. of Education, Fiji</td>
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### Regional Fellowships - Primary Curriculum Development

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<th>Place of Study</th>
<th>Period of Study From</th>
<th>To</th>
<th>Position upon Return</th>
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<td>1.3.75 23.3.75</td>
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<td>Apr. 75 Aug. 75</td>
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## APPENDIX C (cont'd)

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<th>Position upon Return</th>
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<td>University of South Pacific</td>
<td>May 75 - July 75</td>
<td>School Broadcasting Officer, Tarawa</td>
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<td>RIQEO, H.</td>
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<td>&quot;</td>
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<td>3.7.75 - 23.7.75</td>
<td>Teachers' College (Curriculum Devt.), Honiara</td>
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<td>OLIBUMA, A.</td>
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<td>New Hebrides</td>
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# Appendix D

## Student Enrolment and Graduate Output

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<td>Diploma in Education</td>
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<td>72</td>
<td>142</td>
<td>111</td>
<td>197</td>
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<td>254</td>
<td>161</td>
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<td>197</td>
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<td>39</td>
<td>60</td>
<td>88</td>
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<td>30</td>
<td>12</td>
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All the above graduates and diplomats are now engaged full-time on teaching, on curriculum development, or in educational administration.

+ Started 1975
APPENDIX E

Programme of Studies

1. Courses leading to Diploma in Education

The course lasts three academic years (six semesters)

Students can major in:

- Education (compulsory)
- English Language (compulsory)

plus one programme from:

(i) Arts (English, Mathematics and Social Science)
(ii) Home Economics (Applied Science, Food and Nutrition, Home Management, and Clothing and Textiles)
(iii) Science (Mathematics and Science)
(iv) Industrial Arts (Woodwork, Metalwork and Technical Drawing)
(v) Commercial Studies (Commercial Studies and Social Science)

Distribution of hours per week by subjects and semesters

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<th>Subjects</th>
<th>I Sem. 18 weeks</th>
<th>II Sem. 22 weeks</th>
<th>III Sem. 18 weeks</th>
<th>IV Sem. 22 weeks</th>
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<td>17</td>
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<td>18</td>
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<td>(iv) Industrial Arts programme</td>
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<td>(v) Commercial Studies programme</td>
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<td>5 weeks</td>
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Sem. = Semester, L. = Lecture, P. = Practice

+ Teaching Methods and Curriculum Development in the respective subjects
2. Courses leading to concurrent B.A. or B.Sc. with Graduate Certificate in Education

This course lasts four academic years (eight semesters)

Students can major in:

- Education
- Science
- Mathematics and Science
- Social Sciences
- English and the Social Sciences

**Distribution of hours per week by subjects and semesters**

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APPENDIX E (cont'd)

3. Courses leading to Bachelor of Education Degree (B.Ed.)

The course lasts two years (four semesters), and is for those who have a Diploma in Education and who have completed a minimum three years of successful teaching. This course started in 1975.

Students can major in:

- Education, including Curriculum Studies
- English
- Mathematics (for Teachers)

**Distribution of hours per week by subjects and semesters**

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<th>Subjects</th>
<th>I Semester</th>
<th>II Semester</th>
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<th>IV Semester</th>
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<td>Child Development</td>
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<td>Principles &amp; Methods of Teaching</td>
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The course lasted two years (four semesters), and is for those who have a Diploma in Education and who have completed a minimum three years of successful teaching. This course started in 1975.

Students can major in:

- Education, including Curriculum Studies
- English
- Mathematics (for Teachers)
APPENDIX F

A. List of major items of equipment provided by UNDP/Unesco

1. Science Teaching

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<thead>
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<th>Description</th>
<th>Quantity</th>
<th>Unit Cost</th>
<th>Total Cost</th>
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<td>1971</td>
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<tr>
<td>1972</td>
<td>Aug. Bioviewers - for trial schools</td>
<td>1</td>
<td></td>
<td>4,590.00</td>
</tr>
<tr>
<td>1974</td>
<td>May Banta Biology Teaching Aids</td>
<td>1</td>
<td>£1,338.00</td>
<td>3,216.00</td>
</tr>
<tr>
<td>1974</td>
<td>Jan. Microscopes (20) Aus. $315.00</td>
<td>20</td>
<td></td>
<td>380.00</td>
</tr>
<tr>
<td></td>
<td>On order Science teaching equipment</td>
<td></td>
<td>709.00</td>
<td>1,702.00</td>
</tr>
</tbody>
</table>

2. Technical Education

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
<th>Quantity</th>
<th>Unit Cost</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972</td>
<td>July Power Experimenter</td>
<td>1</td>
<td></td>
<td>550.00</td>
</tr>
<tr>
<td>1972</td>
<td>Oct. Enovac 810-1 Plastic Moulding Kit etc.)</td>
<td>1</td>
<td></td>
<td>2,829.00</td>
</tr>
<tr>
<td>1975</td>
<td>July 1 Transformer</td>
<td>1</td>
<td>Kr. 1,885.00</td>
<td>435.00</td>
</tr>
<tr>
<td></td>
<td>1 Earth fault security device</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. English Teaching

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
<th>Quantity</th>
<th>Unit Cost</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1974</td>
<td>Nov. Dictionaries, for distribution to trial schools</td>
<td>3</td>
<td></td>
<td>3,500.00</td>
</tr>
</tbody>
</table>

4. Audio-Visual/Educational Media

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
<th>Quantity</th>
<th>Unit Cost</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970</td>
<td>Apr. 1 3 M Dual Spectrum Document Copier.</td>
<td>1</td>
<td>F$ 285.00</td>
<td>342.00</td>
</tr>
<tr>
<td></td>
<td>Type 251</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1971</td>
<td>Apr. 1 Minolta SRT-101 Camera</td>
<td>1</td>
<td>F$ 277.36</td>
<td>334.00</td>
</tr>
<tr>
<td></td>
<td>1 Olivetti Editor 4 Electric pica typewriter</td>
<td>1</td>
<td>F$ 350.00</td>
<td>420.00</td>
</tr>
<tr>
<td></td>
<td>1 Gestetner Duplicator</td>
<td>1</td>
<td>F$ 399.00</td>
<td>480.00</td>
</tr>
<tr>
<td></td>
<td>Aug. Electronic Stencil Scanner Cutter</td>
<td></td>
<td></td>
<td>725.00</td>
</tr>
<tr>
<td>1972</td>
<td>Jan. 1 Rootes Tempo Air Conditioner</td>
<td>1</td>
<td>F$315.00</td>
<td>378.00</td>
</tr>
<tr>
<td>1973</td>
<td>Jul. 1 Banda spirit duplicator</td>
<td>1</td>
<td>F$ 267.30</td>
<td>644.00</td>
</tr>
<tr>
<td></td>
<td>+AIWA Cassette Recorders (10)</td>
<td></td>
<td>F$560.00</td>
<td>672.00</td>
</tr>
</tbody>
</table>

+ Local Purchase
APPENDIX F (cont'd)

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1974</td>
<td>Feb. Portable C.C.T.V. Camera, video-recorder, monitor &amp; accessories</td>
<td>1,500.00</td>
</tr>
<tr>
<td></td>
<td>Nov. For Language Laboratory. Control console, tape recorders, head sets, spare parts.</td>
<td>5,563.00</td>
</tr>
<tr>
<td></td>
<td>Dec. +1 Olivetti Linea typewriter F$559.00 = 672.00</td>
<td></td>
</tr>
<tr>
<td>1975</td>
<td>Jan. Cassette recorders, mixers, microphones, editing kits (for Tokelau Islands)</td>
<td>900.00</td>
</tr>
<tr>
<td></td>
<td>May Equipment for Satellite Communication</td>
<td>4,090.00</td>
</tr>
</tbody>
</table>

5. General

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972</td>
<td>Jan. +1 Addo x 4383 All round calculator F$360.00 = 432.00</td>
<td></td>
</tr>
</tbody>
</table>

6. Print Shop

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975</td>
<td>July Printing paper F.Fr. 66,400.00 = 15,810.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aug. Woodfree off-set paper Aus. Sh. 478,170.00 = 29,068.00</td>
<td></td>
</tr>
</tbody>
</table>

B. List of major items of equipment provided by UNICEF

1. Science Teaching

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972</td>
<td>June 22 cases of laboratory equipment</td>
<td>3,737.00</td>
</tr>
<tr>
<td>1973</td>
<td>April Science teaching equipment</td>
<td>1,270.00</td>
</tr>
</tbody>
</table>

2. Audio-Visual

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972</td>
<td>June +1 Selectric typewriter F$ 534.60 =</td>
<td>642.00</td>
</tr>
<tr>
<td>1974</td>
<td>Feb. Duplicating machine + supplies</td>
<td>1,430.00</td>
</tr>
</tbody>
</table>

3. Print Shop

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972</td>
<td>May Air Conditioners (3)</td>
<td>1,044.00</td>
</tr>
<tr>
<td></td>
<td>June Worsley Brehmer Wire - Stitching Machine</td>
<td>1,162.00</td>
</tr>
<tr>
<td></td>
<td>Wohlenburg Paper Cutter</td>
<td>5,800.00</td>
</tr>
</tbody>
</table>
APPENDIX F (cont'd)

<table>
<thead>
<tr>
<th>Date</th>
<th>Item Description</th>
<th>Cost (US $)</th>
</tr>
</thead>
<tbody>
<tr>
<td>June</td>
<td>Nur-Arc Camera &amp; Platemaker</td>
<td>3,405.00</td>
</tr>
<tr>
<td>July</td>
<td>Rex Rotary 4500 Electrostatic Copy Machine</td>
<td>1,536.00</td>
</tr>
<tr>
<td>Aug.</td>
<td>Multilith 1250</td>
<td>4,578.00</td>
</tr>
<tr>
<td>Dec.</td>
<td>Century Paper Drill</td>
<td>632.00</td>
</tr>
<tr>
<td><strong>1973</strong></td>
<td>Printing supplies A$ 2,280</td>
<td>2,736.00</td>
</tr>
<tr>
<td>Mar.</td>
<td>Vari typewriter Headliner</td>
<td>3,420.00</td>
</tr>
<tr>
<td>July</td>
<td>143 bales printing paper K 5,606.00</td>
<td>1,294.00</td>
</tr>
<tr>
<td>Aug.</td>
<td>Chemicals for print shop £1,676.66</td>
<td>4,025.00</td>
</tr>
<tr>
<td><strong>1974</strong></td>
<td>162 bales (32 tons) offset paper</td>
<td>19,017.00</td>
</tr>
<tr>
<td>May</td>
<td>206 bales paper boards</td>
<td>28,500.00</td>
</tr>
</tbody>
</table>

| Aug.   | Photographic equipment                                 | 753.00      |
APPENDIX G

Bibliography of Documents Prepared
(other than Curriculum materials)

PROJECT DEVELOPMENT

1. Dr. G.D. BISHOP (Chief Technical Adviser)

"The UNDF/Unesco Curriculum Project"


CURRICULUM


ENGLISH LANGUAGE


11. "English Language Teaching: Generalist or Specialist?" South Pacific Commission Language Workshop. October 1974
APPENDIX G (cont'd)

MATHEMATICS

12. Mr. E. LEATON - "Mathematical Attainments of Children at Class Six Level"
   University of South Pacific. March 1971

SCIENCE

13. Mr. L. ANDERSEN - "Teachers' Demonstration Experiments"
14. "Local Production of Elementary Science Teaching Equipment" December 1973
15. Mr. J. RYDING - "Suggestions for an Education Department Science Equipment Resource Centre" November 1973
17. "Equipment and Techniques for Life Science" (140 pp.)
   A Teachers' Resource Book. April 1974

SOCIAL SCIENCE

   "The Solomons Community in Fiji"
   "Indian Indentured Workers in Fiji"
   "Fijians at War"
   "The Part-European Community in Fiji"
   "A Chinese Community in Fiji"
   "Rotuman Marriage"
   "The Chinese in the Pacific"

INDUSTRIAL ARTS

22. Mr. W. GREAVES - "Craft Education and Technology in the Secondary Schools".
   Suva. June 1971
APPENDIX G (cont'd)

EDUCATIONAL MEDIA

24. Mr. A. BARTRAM - "Aids to Lecturing and Seminars"
25. - "Audio-Visual Aids and the Science Teacher"
26. - "Improvised Photocopying Techniques"
27. - "Setting up a small (stencil) Production Unit"
28. - "Filmstrip/Slide Production Procedures"
29. - "Sources of Information, Services, Publications, etc., of use to Secondary Teachers"
30. - "Making a Flat-bed Silk Screen Duplicator"
31. - "Making a Daylight Rear Projection Screen"
32. - "Making an Improvised Episcope"
33. - "The Chalkboard"
34. - "Educational Technology and Educational Media"
35. - "A Simple Filmstrip Viewer. An Episcope"
36. - "Operating the B.T.H. 16 mm Sound Projector"
37. - "The Manipulation of the Tape Recorder"
38. - "Projection Lamps"
39. - "The Safe Way to Connect Plugs"
40. - "Teaching Illustrations and Flip Charts"
41. - "Using a Filmstrip Projector"
42. - "The Spirit and Stencil Duplicator"
43. - "Interaction Analysis"
44. - "Self-Instructional Methods"
45. - "Science is Finding Out"
46. - "The Use of the Tape Recorder in School"
APPENDIX G (cont'd)

47. - "How to use the Typewriter"

48. - "The Flip Chart: A Versatile Teaching Aid"

49. **Mr. B. CAHILL** - "Catalogue of 16 mm Films and 35 mm. Filmstrips"
    February 1974


51. - "Setting up of Teachers' Resource Centres"
    June 1974.

52. - "Micro-Teaching" June 1974


54. - "Establishing a School Library System" July 1974

55. - "Preparing Curricular Resource Materials" July 1974

56. - "Closed Circuit Television" July 1974

57. **Mr. N. HARRISON** - "Radio as an Aid to Curriculum Development"
    August 1974

LOCAL CULTURE, ART

58. In association with Solomon Islands teachers:
    "Images and Islands": A Resource Book on Solomon Island Art. 165 pp. 1973

59. **Mr. B. CAHILL** - "Traditional Pottery Making in Fiji. August 1974

In association with local teachers:

60. - "Traditional Fijian Meke" February 1975

61. - "Indian Classical Music" February 1975