

Preface

In the last decade, in-service education of teachers (INSET) has come to be inextricably interwoven with the whole process of teacher education and to be seen by more and more countries, not as an optional extra, but as an essential element in the development and maintenance of an effective teaching force. The different kinds of emphasis placed on INSET by member countries and the variety of innovations in its implementation adopted, provide an interesting commentary on Commonwealth-wide efforts to produce teaching in sufficient numbers, and with the necessary skills to meet the pressing demands of today's education. To do so within the constraints of severely limited education budgets, may well be considered one of the greatest challenges of our time.

During the past few years, the Commonwealth Secretariat has responded to various Ministerial recommendations on the in-service education of teachers by conducting a series of regional workshops on different aspects and publishing a handbook on the subject. The present publication, recommended at the Eighth Commonwealth Education Conference in Colombo 1980, is an attempt to draw together the information gathered from the programme of regional workshops and from current studies in in-service teacher education. Through this publication it is hoped to bring to the notice of member countries how far and in what ways INSET has progressed in the Commonwealth and, by sharing this information, to indicate what can be achieved by INSET and alert them to some of its dangers.

The Secretariat has been assisted in the task of drawing all this information together by the Department of Overseas Studies of the University of Bristol School of Education and, we wish to thank them for their assistance. While the Secretariat is not responsible for the full

accuracy of the information supplied or the views expressed, I should like to commend to all who are working in this field this survey as an important step in Commonwealth co-operation.

Rex E. O. Akpofure
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