

BACKGROUND PAPERS

REPORT ON COMMONWEALTH CO-OPERATION IN THE SUPPLY AND TRAINING OF TEACHERS DURING 1970

In May 1971, the Commonwealth Education Liaison Committee approved the issue of a questionnaire on Commonwealth co-operation in the supply and training of teachers during 1970.

2. Those countries which had provided assistance to other Commonwealth countries during 1970 were asked to give a descriptive account of the assistance they had extended and to provide, where appropriate, information on the following topics:

- a) their policy regarding the provision of assistance in the supply and training of teachers;
- b) major changes, if any, since December 1969 in the machinery for handling offers and requests for assistance, or for arranging the recruitment of educational personnel;
- c) new bilateral arrangements made during 1970 with other Commonwealth countries in respect of the supply and training of teachers;
- d) anticipated difficulties, if any, in the continuation of existing schemes of assistance;
- e) plans for new or expanded schemes of assistance;
- f) trends or particularly interesting developments to which attention should be drawn.

3. Those countries which had received assistance from other Commonwealth countries in 1970 were asked to comment on the following topics:

- a) Teacher supply
 - i) trends in the demand for expatriate teachers; subjects and levels in which teacher shortages were likely to persist. In particular, the probable extent of the assistance required in the teaching of technical subjects, handicrafts, commercial subjects and French.
 - ii) arrangements, if any, made to provide orientation programmes for expatriate teachers on arrival in the country;
 - iii) surplus teachers, if any, by subjects and levels (with approximate numbers) who could be made available for service in another Commonwealth country;

- iv) trends in the demand for volunteer teachers.
- b) Teacher training
 - i) new teacher training courses introduced in 1970, or planned for 1971, especially courses for secondary school teachers and technical teachers;
 - ii) measures taken during 1970 to improve the quality of teacher education;
 - iii) changes in the pattern of demand for overseas teacher training.
- c) Key personnel

Key personnel, such as senior administrators, advisers, principals of major institutions, planning and research officers, required from other Commonwealth countries in 1972.
- d) Status of teachers

Measures taken in 1970 to improve the status of teachers, e.g. better conditions of service, new career structure, wider opportunities for in-service training, consultation with teachers' representatives over development programmes.

4. Several of these questions stemmed from recommendations made at the Fifth Commonwealth Education Conference, held in Canberra, February 1971.

5. Replies to the questionnaire were received from Australia, Barbados, Botswana, Britain, Canada, Ceylon, Cyprus, Malta, New Zealand, Singapore and Zambia; three of the Associated States of the Eastern Caribbean (Antigua, St. Kitts-Nevis-Anguilla and St. Vincent); Papua and New Guinea; and Montserrat.

6. The information provided by these countries has been reproduced in Part II (Reports from Governments) and in the statistical tables which form Part III of the full report which has been circulated to all member governments.

7. Some of the information provided in the country reports is summarized here under the following headings:

- a) the supply of educational personnel;
- b) the training of educational personnel;
- c) the pattern of demand for future assistance;
- d) the status of teachers.

SUPPLY OF EDUCATION PERSONNEL

8. The number of teachers, including volunteers, supplied to the developing countries under bilateral arrangements during 1970 was 2721. It is not possible to make an exact comparison with figures for previous years but teacher supply in 1970 was approximately 640 less than in 1969. This fall may be accounted for by reduced demand from the developing countries and by a more selective approach by the governments of the sending countries, particularly Britain, which recruited nearly 600 fewer teachers in 1970 for service in Commonwealth countries.

9. African countries again absorbed well over half the teachers. Other teachers went to countries in the Pacific and Caribbean areas, the Mediterranean and South Atlantic and to Asia.

10. Approximately 1800 of the teachers were assigned to classroom duties chiefly in secondary schools, 280 to technical institutions at various levels and 220 to teacher training establishments, while 420 filled posts in universities and other institutions of higher education.

11. Several important steps were taken during 1970 to ensure that the assistance offered by the more developed countries matched the actual needs of the developing countries. Australia, for example, sent educational survey missions to west, east and central Africa and to the Pacific in order to review Australian assistance under its scheme of Commonwealth Co-operation in Education. By means of annual reviews with overseas governments, Britain is endeavouring to relate teacher supply more closely to the manpower needs of the countries concerned. In Canada, a re-assignment of duties among divisions of the Canadian International Development Agency had as one of its aims the maintenance of close working relations with overseas countries.

Surplus teachers

12. As a result of a recommendation by the Fifth Commonwealth Education Conference, developing countries were asked to provide details of anticipated surpluses of teachers who could be made available for service in other Commonwealth countries. Four countries indicated that there were surplus teachers in some fields: Barbados (history teachers at secondary level); Ceylon (graduate teachers in Arts subjects); Cyprus (surplus teachers in science, mathematics and Greek language, although not necessarily available for service elsewhere); Malta (over 100 redundant fully trained teachers who could teach up to secondary level). Countries which are short of teachers in the above categories may wish to approach the governments concerned directly.

Key personnel

13. Key personnel is a term used to describe experienced educationists who occupy positions of major importance in an educational system. They include senior administrators, advisers, principals of large institutions, planning and research officers.

14. In 1970 more than 200 key personnel went from Australia, Britain, Canada and New Zealand to fill a wide variety of posts in the developing countries. An Australian, for example, advised on agricultural education in Malawi; a British education administrator was posted to Pakistan; Canada provided a procurement officer for Guyana; New Zealand assigned a specialist in jig and tool design to Singapore.

Volunteers

15. There was a fall in the number of volunteer teachers from the more developed countries who took up assignments in 1970. A total of 1237 volunteers were appointed, mostly to secondary schools, compared with 1560 in 1969. This fall probably reflects the reduced demand for expatriate volunteers by countries which are becoming increasingly self-sufficient in newly qualified graduate staff. Many countries, however, continue to seek the services of volunteers, particularly those who are available for 2 years or more and who have qualifications in technical subjects.

Orientation programmes

16. The importance of providing adequate orientation programmes for expatriates on arrival in the host country is generally appreciated. There are, however, considerable practical difficulties in arranging such programmes, especially when the expatriates arrive singly or in small groups. In practice, it appears that most expatriates do not receive systematic orientation but are briefed on local problems, culture and customs by their principals or departmental colleagues. A notable exception is in Papua and New Guinea, where it is planned to provide 10 day orientation programmes for expatriates, who will be accompanied on visits to villages by senior students serving as guides and interpreters.

TRAINING OF EDUCATIONAL PERSONNEL

17. The country reports give details of numerous new courses of teacher training which were introduced during the year. At the primary level, many countries mounted courses designed either to upgrade teachers holding minimum qualifications or to provide in-service programmes necessitated by the introduction of new syllabuses in the schools. In Zambia, for example, 200 teachers each term were retrained in order that they could teach the new Zambian Primary Course, while Papua and New Guinea was planning in-service courses for similar numbers of teachers who were initially trained when academic standards were low.

18. Ceylon started a 2 year training programme for teachers of the visually handicapped; Botswana raised its training college entry requirements to 3 years of secondary education; in St. Vincent, a series of seminars were held on new mathematics; Malta planned day release courses in science subjects for selected primary school teachers who are to be upgraded for secondary school work. These are just a few examples of steps being taken to improve the quality of primary teacher training and to meet changing needs.

19. At the secondary level the determination of ministries to diversify the school curriculum is reflected in the new courses provided in training colleges. Many countries have given priority to the training of teachers of practical and vocational subjects. Barbados provided training for teachers of industrial arts; Ceylon began a 1 year training programme for those who had completed a technician level course in agriculture; Singapore started a new course in home economics; Zambia planned a 2 year course for teachers of commercial subjects.

Overseas training

20. The more developed countries continued to provide in 1970 awards for students nominated by their governments for advanced and specialised

forms of teacher training. A total of 930 such awards were made in 1970, including 151 awards for the training of technical teachers. Details of the training courses followed by these teachers are given in Tables B and C.

21. Australia conducted a number of special courses in 1970 for Commonwealth students; these included teacher training methods, primary and infant teaching methods, the teaching of new mathematics and the teaching of English as a foreign language. Britain's awards covered training in approximately 30 educational disciplines. A British initiative in the training of technical teachers is worthy of note. A member of the staff of a British College of Education (Technical) visited the South Pacific early in 1970 to direct a 3 month in-service training course for teachers from technical institutions in the region. The British expert returned to the area later in the year to conduct a vacation course for the same teachers. Canada continued to make the bulk of its awards in the technical field. New Zealand provided primary teacher training for countries in the South Pacific for which it has special responsibilities, as well as a range of more specialised courses for other countries.

THE PATTERN OF DEMAND FOR FUTURE ASSISTANCE

22. From the reports contributed by governments, it is possible to identify a number of trends in the demand for assistance in the supply and training of educational personnel.

23. In several developing countries, the expansion of educational facilities has outstripped the production of local teachers to staff the new schools. These countries must continue to rely on expatriate teachers for the adequate staffing of their schools. At the secondary school level it is apparent that for several years there will be no appreciable falling off in the demand for maths and science teachers and, as the schools extend the range of their curricula, for teachers of commerce and other practical subjects. In the technical institutions, the need for expatriate instructors and lecturers is growing, in spite of the efforts of the developing countries to train their own personnel.

24. Details of projected expatriate staffing requirements are given in the country reports. Of those countries which replied to the questionnaire, few indicated a need for teachers of French.

25. Several countries reported difficulty in obtaining the services of well qualified and experienced expatriates, particularly in subject areas where the supply of trained teachers on a global basis is unequal to the demand. Improvements in teachers' salary scales in the more developed countries, which effectively reduce the financial inducement to serve overseas, can have a serious effect on the recruitment of personnel for overseas service. Britain's report refers to a more discriminating attitude by teachers towards serving in developing countries and draws attention to the reluctance of teachers to renew their contracts when accommodation is inadequate and when medical and education facilities for teachers' families are limited.

26. Most countries are self-sufficient in the training of primary school teachers and an increasing number can meet their training requirements for junior secondary teachers. There is a continuing demand, however, for advanced and specialist courses in the more developed countries. Barbados expresses the view that overseas training programmes should include short, intensive, action-orientated courses of one term's duration. Britain's new

Study Fellowship Scheme will make such programmes possible; some other countries already offer such training facilities.

27. The report from Antigua refers to a change in the pattern of demand for overseas teacher training: "More emphasis was placed on local courses of training for teachers to which specialists from Britain were invited rather than sending a few teachers to metropolitan countries." A good example of this type of training is recorded by Singapore where British instructor-trainers have been used to assist in the upgrading of skills of the craft/technical teachers in Singapore's vocational institutes. Although the trend is increasingly towards in-country teacher training, the overall demand for specialist training overseas is unlikely to diminish for a good many years.

THE STATUS OF TEACHERS

28. A good deal of discussion took place at the Fifth Commonwealth Education Conference on ways and means of enhancing the status of teachers. The country reports in Part II provide interesting details of measures taken to improve the status of teachers during 1970. These include the provision of better salaries and conditions of service; the building of quarters for teachers in remote areas; the planning of a unified teaching service; the creation of larger numbers of teaching posts carrying a responsibility allowance.

29. Several countries report regular consultation between Ministries of Education and teachers' organizations in educational planning and a greater involvement of teachers in the development of education programmes.

30. The reports provide evidence of increasingly wide opportunities for in-service training through seminars, workshops, regional conferences and, in some countries, through the establishment of training colleges specifically intended for in-service and upgrading programmes. These measures may be regarded as particularly important since the professional competence of teachers is perhaps the main factor in determining their status in the community.

TABLE 1

SUPPLY OF TEACHERS AND
KEY EDUCATIONAL PERSONNEL, 1970

SUMMARY

Country supplying	Teachers	Volunteer teachers	Total teachers	Key personnel	Total staff supplied
Australia	7	43	50	12	62
Britain	1177	836	2013	140	2153
Canada	145	287	432	33	465
New Zealand	152	71	223	17	240
Papua New Guinea	2	-	2	-	2
Singapore	1	-	1	-	1
TOTALS	1484	1237	2721	202	2923

TABLE 2

TEACHER TRAINING AWARDS, 1970

SUMMARY

Awarding country	Teacher training	Technical teacher training	Total Awards
Australia	103	5	108
Britain	482	39	521
Canada	70	94	164
New Zealand	124	13	137
TOTAL	779	151	930

ABSTRACT
OF MAIN DECISIONS AND RECOMMENDATIONS ON TEACHER
EDUCATION FROM THE FIFTH COMMONWEALTH EDUCATION
CONFERENCE HELD IN CANBERRA, 1971

The Fifth Commonwealth Education Conference recognised the importance of teacher education, and considering the issues involved, took certain decisions and made recommendations concerning the status and training of teachers.

The Status of Teachers

Regarding the status of teachers, the Secretariat had listed the following problems relating to the issue:

- (a) the effects of escalating costs of services for educational personnel;
- (b) the implications of developments in educational technology;
- (c) the tendency of parents and societies to blame teachers for the large numbers of unemployable school leavers who had no demonstrable vocational skills;
- (d) the emergence of agents of change other than teachers, which had weakened the position of teachers as community leaders.

Delegates recorded their belief that teachers had an important role to play in any education system and every society. They agreed that salaries, conditions of service and similar matters affecting the status of teachers were of concern to those responsible in each individual country, having regard to their own circumstances. However, it was noted that I.L.O. and Unesco had given continuing consideration to the status of teachers through a series of committees, and recommended that Commonwealth governments should be urged to recognise the principles laid down by these bodies. These included, among other points:

- (a) encouraging teacher participation in policy making and determination of conditions of service;
- (b) making in-service education available to all teachers;
- (c) providing professional training for both primary and secondary teachers.

It was generally agreed that, unfortunately, in most Commonwealth countries teachers did not enjoy high status in their communities. Salary and qualifications were seen as relevant factors, but not necessarily the most important. It was seen as all-important that there should be an active public concern for education, resulting in influential opinion which would lead governments to give or maintain a higher priority for education: this would lead to improvements in the quality of teacher education and increasing esteem for teachers whose professional standing would be enhanced through improved conditions of service. However, it was seen as equally important that teachers themselves should act so as to earn public esteem by involving themselves in the solution of social and economic problems in their own communities: teachers should be seen to be among the important agents of social change.

It was recognised that employing authorities had responsibility for positive action designed to enhance the status of teachers. Among other measures, they needed to provide appropriate physical conditions; to provide initial training; to establish minimum qualifications for the employment of teachers; to accept the obligation to provide opportunity for upgrading of teachers through in-service education and to be responsible for the removal of petty restrictions; to provide opportunities for regular consultation between teachers, administrators and planners.

It was agreed that it was important for each education system to provide a clearly recognisable career structure for teachers with effective opportunities for promotion. It was suggested that it could be of great advantage to separate the salary-fixing, appointment and promotion authorities for teachers from those dealing with other branches of the civil service. It was noted that in some countries a Teaching Service Commission which gave promise of better standing for teachers had been appointed.

It was also agreed that teachers' organisations had an important part to play in improving the status of teachers. Delegates urged that each country should have a strong association concerned with professional matters as well as with salaries and other conditions of service. They considered that teachers should strive to maintain high professional standards, both personally, and in the conduct of the affairs of their organisations. Teacher organisations should support the employing authorities in the enforcement of mutually agreed minimum standards of entry.

The Conference noted the suggestions in the Secretariat reference document "Teacher Education in the Developing Countries of the Commonwealth"* that in some instances the unsatisfactory quality of teacher education had the effect of lowering teacher status. This effect could stem from the low course entry standards, unsatisfactory tutoring, inappropriate curricula, the absence of in-service opportunities for extending basic training and ineffective methods of selection. Associated with this need was the reiterated opinion that it was of fundamental importance that there should be general acceptance of the need to provide further education for teacher educators. It was suggested that it would be instructive to make a study of institutions concerned with teacher-education in order to determine to what extent the nature of the institutions and their programmes tended to depress teacher status.

Other factors considered in relation to the status of teachers were housing and the establishment of positions for married women carrying permanent status and pension rights.

The Conference recognised the importance to teachers of academic freedom, which was referred to in key documents, but felt that further consideration was needed in order to establish a clearer definition of the term in the contexts of teacher education and teacher status.

The Training of Teachers

Reports and information from delegates made it clear that considerable progress had been made since the Fourth Conference in the training of teachers in developing countries and through the various schemes of Commonwealth co-operation. From the reports contributed by several governments it was possible to make some generalisations:

* Dodd, W.A., Commonwealth Secretariat, 1970

- (a) that it was generally the policy in most countries to aim at providing pre-service training for all intending teachers.
- (b) nearly all primary school teachers were trained in their own countries;
- (c) increasing numbers of secondary school teachers were being trained in institutions in their own countries, although some countries would require the services of expatriates for at least another decade.
- (d) facilities for training specialist teachers were lacking in many countries and the need for overseas training of such teachers remained.

It was evident that faced with constantly expanding school population and extension of the range of school services, there remained a need for the expansion of all teacher-education programmes - to train more young people before service, to train the large numbers of untrained teachers, and to provide further education for trained teachers. However, there was increasing and insistent concern for quality in teacher education. This was being considered in relation to the academic qualification and the motivation of those selected to enter training, the calibre and stability of college staff and the quality of their teaching, the nature of teachers' colleges as institutions (tertiary colleges for students or secondary schools for pupils), and the content and structure of college curricula. In addition, there was increasing general awareness of the vital part played by various schemes of in-service training.

In-service Education

Strong emphasis was given to in-service education. It was apparent that while all members had adopted the policy of providing pre-service education for all new teachers, the expedience of employing untrained personnel had to be resorted to sometimes. In-service training was provided to increase their effectiveness, morale and status. Hence, the continuing provision of in-service education for trained teachers at various levels was strongly recommended, and the need for total systematic planning of in-service schemes was envisaged.

In this context, it was emphasised that in-service education was important for improving teachers' effectiveness, status and morale through refresher courses, courses for higher qualifications, and courses designed to assist teachers to adapt to changing circumstances.

The Conference accepted as a summary of the different forms and purposes of in-service training the following statement from the reference document 'Teacher Education in the Developing Countries': * 'In the search for a means of achieving both quantity and quality in the teaching profession in-service teacher-education has a number of obvious attractions. It is seen as a form of initial training, either as an alternative to the conventional pre-service course or as a method of providing initial training for the untrained; it is seen as a means of up-grading the status of qualified, serving teachers; and, thirdly, it is seen as a means of refreshing and up-dating the mass of serving teachers without necessarily improving their professional and financial status.'

* Dodd. Ibid.

The Training of Teacher Educators

The need for more and better qualified staff in teacher training institutions was referred to in many contexts. Representatives of donor countries made it clear that they recognised the high priority of this demand, and that in their future aid they would favour schemes for training staff in training colleges. Several developing countries gave encouraging reports of their progress in training staff for colleges.

It was noted that even experienced and successful teachers needed an induction course before undertaking lecturing in teachers' colleges. They needed guidance to appreciate the different attitudes to be expected in dealing with students at tertiary level, and also needed to be made familiar with current trends in educational thinking and practice related to the level for which their students would be preparing to teach. It was suggested that regional seminars might be appropriate for this purpose. For teachers with experience in teacher-education it was recommended that periodical refresher seminars should be conducted to allow for evaluation and updating of objectives and methods.

The development of teacher education courses had sometimes been facilitated by the links which existed between training colleges in the developing and the more developed countries. Linking schemes, several of which had developed in the inter-conference period, appeared to lead to particularly beneficial results in the field of teacher education. Another feature of the last three years had been the growth of Britain's programme of assistance with vacation courses for teachers. Both measures were usually intended to bring teachers up-to-date with new methods and materials and were particularly valuable when curriculum changes were made.

There was evidence however that the pattern of demand for overseas training places was changing. While some of the smaller countries still sought basic training courses for their teachers, a growing number of countries had developed their own resources and looked to the more developed countries to provide only the more highly specialised type of training. The range of courses taken had continued to be very wide. An interesting feature had been the development of training programmes for groups of teachers rather than for individuals. Thus, in Australia, 19 Ugandan teachers had begun a two year training course in infant methods in 1969, while 22 teachers from Malaysia had undertaken a course in the teaching of English in New Zealand. Britain had arranged special programmes for the staff of training colleges in Ghana, Malawi and Singapore; under the most ambitious of these schemes, concerned with curriculum development in Ghana, some 90 Ghanaians would have been brought to Britain in the period 1968-1971.

The development in in-country training courses during the previous three years had been considerable. At the Fourth Commonwealth Education Conference, it was suggested that 'the Education Division of the Commonwealth Secretariat might operate as a clearing house for the passing on of information obtained from any Commonwealth country on new training courses which had proved effective.' This recommendation had been implemented in two ways. Articles on new courses which had been established and proved satisfactory had been published in the C.E.L.C. "Newsletter". Secondly, the Secretariat booklet "Teacher Education in the Developing Countries of the Commonwealth",* identified recent trends through a survey of published material concerning the professional education of teachers in developing Commonwealth countries.

* Dodd. Ibid.

Link Schemes

Delegates who were familiar with successful link schemes spoke enthusiastically about their value. However, it was apparent that some delegates had little knowledge of the operation of the schemes and some had met disappointment in attempting to establish links or to operate schemes. An advantage of a link scheme of assistance was that recipients could from time to time call on the total resources of institutions or authorities rather than on individuals. It seemed that difficulty existed in establishing and fostering links through central authorities: success often began with personal contacts, and might be most easily achieved between single institutions or local regions.

A major trend was towards co-operation and co-ordination of efforts at every level. Internationally, teacher education was regarded as an aspect of education in which external aid and technical assistance could be used to maximum effect, for in no other field could the effect of a small project be multiplied to assist so many. At the regional level - in the Caribbean, in East and West Africa, in South-East Asia - there was a growing co-operation in teacher education, in which shared experience and shared knowledge were brought to bear upon common problems. And nationally also, in the establishment of an increasing number of institutes of education, the colleges of education were being brought closer together in standards, curricula and endeavour. Indeed it was through the co-ordination of effort at international, regional and national levels that so many of the ideas concerning quantity, quality and curriculum had begun to circulate and begun to take effect.

The Conference noted that, while the use of link schemes for teacher education had not been widely used, they offered considerable advantages, and it was urged that member states should attempt to make their own enquiries for possible liaison. Vacation seminars had provided valuable occasions for providing training assistance in specific fields.

Third Country Training

The use of third country training schemes was fully discussed: it was apparent that many delegates had not realised the possibilities offered by such schemes for co-operation, and encouragement was given to extend their use. The view was strongly expressed that many students from developing countries could study much more happily and appropriately in other developing countries of their own regions than by travelling abroad to developed countries with very different cultures.

Although delegates evinced interest in the possibilities of third country training, initially there was uncertainty about the operation and possibilities of such schemes.

It was apparent that success of schemes would depend on information being available, and that at the time many delegates were not aware of the availability of resources which might meet the needs of their countries. It was suggested that the Secretariat might seek information in this field and produce reports, though delegates were reminded of the limited response to previous questionnaires. Many felt that it would be useful for member countries to make inquiries among themselves: one suggestion was that cultural attachés or other diplomatic representatives in possible 'third countries' could be asked to make inquiries about possible courses and programmes.

The validity of four conditions for third country training was recognised:

- (a) the country offering training should be a developing country;
- (b) third country training should not normally be arranged if suitable facilities for training are available locally;
- (c) awards should relate only to those areas where training was directly related to national development;
- (d) there was a need for co-ordination with existing agencies so as not to duplicate their activities.

The Secretariat reported that the number of students able to study in another country with the financial support of a third country had been small. There were strong opinions expressed, with supporting examples, that many students from developing countries would be much happier personally and would enjoy much more relevant programmes if they studied in countries nearer their homes and with related cultures.

One suggestion made was that to reduce the difficulty caused by absence of personnel on courses, short-term third country training might be considered in conjunction with the use of correspondence courses and mass media in the home country.

There was strong support for the opportunity offered to developing countries to provide valuable assistance to one another under third country schemes. It was also suggested that flexibility of arrangements could allow some teachers to study in a number of other countries.

It was noted that the Commonwealth Fund for Technical Co-operation might be applied to third country training in three ways:

- (a) One developing country could offer places to another.
- (b) One developing country could offer facilities to train the staff of another.
- (c) Two developing countries could exchange staff.

The Secretary-General gave assurance that the Fund could be used to supply scholarships for teacher-education.

The Conference was informed that although the Commonwealth Fund would be used to finance training only in Commonwealth countries, third country training could nonetheless be undertaken in countries outside the Commonwealth with finance from other schemes.

This vital new factor would have an important bearing on future planning. In the past, Commonwealth co-operation had tended to be regarded as involving matching the needs of the developing countries with resources of the developed countries. A new dimension would be brought into Commonwealth co-operation as the developing countries found themselves in a position to give greater assistance to one another in the field of teacher education. The establishment of the Commonwealth Fund for Technical Co-operation might well prove of considerable assistance in furthering a development which would demonstrate both the spirit and the strength of the Commonwealth link.

Teacher Training Fellowship Scheme

British delegates presented a paper introducing a new Commonwealth Education Study Fellowship Scheme which was designed to replace the Commonwealth Teacher Training Bursary Scheme. The Fellowships were intended to cover study in the field of education only, and in the developmental interests of the sending country. Britain considered that teacher education and training, educational administration, inspection and curriculum development were key factors in a successful education system. It was stressed that the new scheme did not mean any reduction in the funds allocated to this form of aid. It was hoped that the scheme would enable Britain to respond more effectively and more substantially to requests for help. It was hoped to preserve the best of the old scheme and to take advantage of the flexible arrangements of the new scheme. Fellowship holders would be accepted for periods varying from three months to three years and courses would be tailored to particular candidates. The new scheme, it was noted, was more complex and more ambitious than its predecessor and the need for continuing dialogue with overseas Governments was stressed.

Many delegates spoke appreciatively of the British initiative, welcoming especially the increased flexibility. Among many questions raised by delegates were the problems associated with absence for up to three years of senior officials (men and women) from developing countries; consideration of possible co-operation between British and local universities was requested to reduce the period of the Fellowship spent away from home. The British delegation took note of this request, but stated that British universities were autonomous and that the delegation could not speak for them.

The Conference was pleased to recognise the better opportunities for assistance in the fields of training offered by the new Commonwealth Fund for Technical Co-operation, and by the Commonwealth Education Study Fellowship Scheme.

SUGGESTED COMMONWEALTH DIPLOMA IN EDUCATIONAL STUDIES

This is an outline in general terms of a suggestion that there might be established a Commonwealth Diploma in Educational Studies. A favourable reception of the proposal in principle would be followed by detailed planning in consultation with interested Commonwealth countries.

2. Throughout the Commonwealth adequate provision is made for professional qualifications to be obtained through full-time courses but there is an increasing number of educators being offered short-term study periods at home and overseas for which no recognised award is received. These study periods take various forms: a three-month course at a university or another academic institution, for example, a practical attachment to an education authority, or a period of specialist training with a commercial firm. In most cases, although the experience is relevant and personal competence has been improved, there are no means through which credit can be given as a first step towards a recognised qualification. Home countries find it difficult to relate the study programmes overseas to the locally accepted framework of qualifications and to evaluate them for increments or promotion. The provision of an award based on acceptable standards would give positive guidance to Governments and meet the expectations of individuals.
3. Such an award would also seem to fit in well with the new pattern of the British Commonwealth Study Fellowship programme which provides for an increasing number of short-term Fellowships not leading to named qualifications.
4. The proposed scheme represents an attempt to initiate new methods of providing recognition for short-term professional courses taken by those who for various reasons are unable to be released for periods long enough to gain a conventional qualification. Such people would be able to follow a series of short courses or attachments in institutions and organisations throughout the Commonwealth suited to their personal and professional growth and particular national requirements knowing that they could eventually gain official recognition.
5. To meet this need it is suggested that there might be established a Commonwealth Diploma in Educational Studies, based on a system of credits awarded for the successful completion of a series of short courses or attachments taken in any part of the Commonwealth over a period of 10 years. This is an adaptation of a pattern used successfully by some Commonwealth universities and the Open University in Britain and might be implemented along the following lines.
6. A short course (unit) would normally be the equivalent of one term of 10 - 12 weeks, and three units would be equated to one year's full-time study. Each unit successfully completed would gain credits towards the aggregate necessary for the Diploma.
7. The Diploma would be taken in two parts. Part I would comprise the short courses and attachments (units 1, 2 and 3); Part II would be a practical application in the home country of the experience gained (unit 4).

8. Each of the units in Part I would be worth 3 credits making a total of 9 and the unit in Part II would gain 6 credits. A final total of 15 credits would qualify candidates for the award. In order to receive the necessary credits evidence would be required from institutions to show that:

- a) the assignment was relevant to home needs;
- b) the quality of the work was of the required standard;
- c) the applicant had demonstrated an ability to identify and analyse problems, investigate evidence objectively before reaching conclusions;
- d) the applicant had benefited personally and professionally from the experience.

9. Supervisors responsible for the programmes for each unit would report on the quality of the applicant's work and on this evidence credits would be awarded.

The emphasis would always be on the relevance of the programmes to particular national needs and the quality of the applicant's contribution rather than on a set sequential content.

10. The organisation to administer the scheme could take the form of:

- a) a Council - responsible for policy, arbitration and granting the Diploma;
- b) an Advisory Panel - to advise the Council on academic and professional matters;
- c) an Executive Committee - headed by an Academic Registrar, responsible for the administration and operation of the scheme.

11. Applicants who wished to be registered for the Diploma would normally have to be recognised by their own countries as professionally qualified with 5 years' experience before the first unit. No other qualification would be required for registration. The subsequent ability of candidates to meet the required standards would be the main criterion and would ensure the quality of the Diploma.

12. Ten years would be allowed for the completion of the programme and experience could be considered retrospectively 5 years from the initial application to a maximum of 6 credits.

13. Initially the scheme could be administered from the Commonwealth Secretariat through the Registrar and Council at little extra cost to the present budget.

14. This proposal could be the beginning of a new Commonwealth approach to the whole problem of further professional training programmes and might prove applicable to areas other than education. It could initiate a more flexible pattern to meet national and personal requirements through relevant short courses. Countries would not be deprived of key personnel for long periods and at the same time professional development could be maintained.