

REGIONAL CO-OPERATION IN IN-SERVICE TEACHER EDUCATION

THE COMMONWEALTH SECRETARIAT

The Commonwealth Scholarship and Fellowship Plan (CSFP) was drawn up at the very first meeting of the Ministers of Education of the Commonwealth at a conference held at Oxford in 1959. It was the intention of the authors of the Plan that it would enable scholars, particularly from the developing countries of the Commonwealth, to gain experience of universities abroad at the post-graduate level and thereby to raise the academic standards of these universities. From the beginning, the emphasis was on academic excellence.

The plan consisted of a series of bilateral arrangements between Commonwealth Governments, and this pattern has continued to the present day without variation. The general basis of the Plan is that those Commonwealth Governments which are able to do so should institute Commonwealth Scholarships and Fellowships to be held by men and women from other Commonwealth countries at universities and other centres of higher learning in the awarding country. The value and the conditions of these awards are laid down by the awarding country. Every country participating in the Plan has a scholarship Agency usually located in the Ministry of Education. Applications for awards are made to the Agency of the country of the applicant and the final selection from among the nominations is made by the Agency in the awarding country.

There are at present 39 Commonwealth countries which participate in the Plan and, of these, 13 are awarding countries. While most of the awards were originally made by developed countries such as the United Kingdom, Canada, Australian and New Zealand, developing countries such as India and Nigeria have subsequently become awarding countries. Sri Lanka is also among them with an award of 3 scholarships. The target of 1000 scholarships which was laid down in 1959 has now been exceeded and at the last Commonwealth Education Conference held in Accra (Ghana 1977) a new target of 1500 awards was laid down. In the figures for 1975/76, as given in the latest Annual Report of the CSFP, the total of awards now stands at 1099.

The awards consist of Scholarships of about two years duration and fellowships of a year or less. The Scholarships are mainly at the post-graduate level except in the case of a few countries which do not have universities of their own. These are mainly British dependencies. Fellowships of a year's duration are awarded to senior academics at the post-doctoral level and these are mainly held in the United Kingdom. Some of these are for the medical profession only. Other senior Fellowships of shorter duration are also made by the United Kingdom, Canada and Australia. There are, in addition to these, visiting Professorships which are by invitation only and not subject to application.

The administration of the Plan is the responsibility of the Association of Commonwealth Universities (ACU) and the Commonwealth Secretariat is responsible to the Ministers of Education in regard to its operation. The

progress and development of the scheme has been reviewed at successive Commonwealth Education Conferences, New Delhi (1962), Ottawa (1964), Lagos (1968), Canberra (1971), Jamaica (1974), and Accra (1977). At the Canberra Conference a committee was appointed to review the working of the Plan over the previous ten years and its Report was submitted to the Jamaica Conference in 1974.

The committee considered every aspect of the Plan and confirmed that the purposes of the CSFP which had been formulated in 1959 were still valid and that the Plan had made a valuable contribution to Commonwealth co-operation in education and that it had served to raise significantly the academic standards of universities in the developing Commonwealth. It recommended the continuation of the Plan and its further expansion. It was noted that apprehensions, regarding "brain drain" resulting from the Plan were unfounded and also that increasing emphasis was being given to the implications of the Plan for development.

One particular observation of the Committee was that most of the awards were still being offered by the developed countries and that in order to remove this imbalance, developing countries should institute awards tenable in their universities. There was, they commented, a need for greater inter-change of scholars between developing countries. At the Jamaica Conference, therefore, the Commonwealth Fund for Technical Co-operation (CFTC) which is the funding division of the Commonwealth Secretariat offered to meet part of the value of awards instituted by any developing country and repeated this offer at the Accra Conference in 1977. The fund will offer up to £2,500 or two thirds of the cost of each CSFP award up to an agreed limit. The response for various reasons has not been encouraging as far.

It is felt that part of the difficulty in increasing the awards of developing countries is the lack of knowledge about the research potential of their universities which is now considerable. There is an advantage in increasing access to these centres as their areas of research are usually development oriented and are relevant to the stages of development in those countries. To meet this need, the ACU in co-operation with the Commonwealth Secretariat, has now published a directory entitled "Research Strengths of Universities in the Developing Countries of the Commonwealth" which has now gone into its second edition. The encouraging response to this publication gives hope that the inter-change of scholars between developing countries of the Commonwealth will gradually increase. It is also gratifying to note that the value and prestige of the awards under the Plan tenable in developed countries of the Commonwealth also continues to increase.

CSFP Agencies in the Asian Region

BANGLADESH

The Permanent Secretary
Ministry of Education
Scientific and Technological Research
and Atomic Energy
Government of Bangladesh
Dacca 2

HONG KONG

The Director of Education
Education Department Branch Office
Leighton Centre
Leighton Road

INDIA	The Deputy Education Adviser (ES) Ministry of Education and Social Welfare Department of Education External Scholarship Division Shastri Dhavan New Delhi 1
MALAYSIA (all States)	The Secretary Malaysian Liaison Committee Commonwealth Education Scheme Ministry of Education Federal House Kuala Lumpur
SINGAPORE	The Secretary Public Service Commission Top Floor Supreme Court Building Singapore 6
SRI LANKA	The Permanent Secretary Ministry of Education Malay Street Colombo 2

The Commonwealth Fund for Technical Co-operation (CFTC) is the funding division of the Commonwealth Secretariat. The fund was established in 1972. It consists of contributions from governments of Commonwealth countries but developed countries have promised to double the contributions made by developing countries. Today the fund stands at about £11 million.

The purpose of the fund is to promote the economic and social progress of member countries particularly developing countries. Through Commonwealth co-operation and sharing of experiences a wide variety of projects have received support from the Fund. Those relevant to education however, are the responsibility of the Education and Training Division. There are at present no projects in operation in Asian member countries in the field of in-service teacher education apart from this present series of regional workshops. But funds are available in principle for projects in developing countries which would involve the employment of consultants, the exchange of specialists and trainees and study visits to neighbouring Commonwealth countries. Applications have to be made by respective ministries through the CFTC agency in the country concerned. The addresses of these are given in the Secretariat publication "Education and Training Programme".

SOUTH EAST ASIA MINISTERS OF EDUCATION ORGANIZATION (SEAMEO)

In order to fulfil its mission to promoting educational innovation and technology for the improvement of the quality of human life in the Region, INNOTECH has engaged itself in two activities.

(a) Training programmes for top level educators in the SEAMEO member countries.

(b) Research activities in areas identified as priority areas in the region by the SEAMEO Technical Working Group.

There are two training programmes which INNOTECH runs simultaneously. The first is the three-month course on educational planning and innovation and the second, a nine-month course on research methodology. Three courses of three months duration each are organized annually and every member country sends four participants to each course.

The INNOTECH research project most closely linked to the theme of in-service teacher education is that concerned with the development of models to prepare teachers for alternative educational programmes in mass primary education, entitled "Non-Traditional Roles of Teachers" (NTR). This project is being funded by the International Development Research Centre of Canada (IDRC).

Having been entrusted the task of undertaking research activities on the preparation and utilization of teachers as one of the priorities of the development plan for the 70's, INNOTECH conducted three regional conferences between 1976 and the first part of 1978 using brainstorm planning to formulate the research design for the development of models to prepare teachers for the changing roles of innovative programmes.

In all the conferences, participants from the member countries were agreed that present innovations in education necessitate a new set of teacher styles and behaviour to insure their successful implementation.

Project NTR aims to develop a variety of teacher preparation packages intended primarily to train and retrain personnel for the major types of non-traditional education programmes used or likely to be used in the region. In order to attain this goal, the study hopes to:

- (a) Develop teacher preparation packages for specific alternative programmes.
- (b) Derive generalizations from the results of the study.
- (c) Prepare a set of guidelines for the preparation of the packages for the innovative projects.
- (d) Evaluate instruments for identifying and assessing critical teachers behaviour in each major type of non-traditional programme.

The project is scheduled to be conducted in eight phases:

1. Initial planning and preparation.
2. Co-ordination with project sites.
3. Preparation, collection and analysis of data.
4. Development and pilot trials of selected modules representative of the teacher preparation packages.
5. Production of selected modules for teacher preparation packages.
6. Evaluation and revision of the pilot modules.
7. Preparation of the final report by countries.
8. Consolidation of the final report.

Three of these phases have already been completed.

The countries participating in this project are Indonesia, Malaysia, Philippines, Singapore and Thailand.

Enquiries concerning the self-instructional modules on educational planning and innovation or INNOTECH publications may be addressed to:

The Regional Director
INNOTECH Regional Centre
U P Diliman
Quezon City
Philippines

WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION (WCOTP)

The WCOTP was founded in 1952 and has its Headquarters in Switzerland:

WCOTP
5 Chemin du Moulin
1110 Morges
Switzerland

By virtue of its size, its deliberately non-ideological approach to professional problems of the teaching profession, its non-government and non-political approach, and its flexible constitution which permits the constituent federation a large measure of autonomy, the WCOTP has now become the most important and the most representative international organization representing teachers in non-communist countries. Representing 5 million educators, 120 national teacher organizations in 78 countries and having 45 associate members and 5 international members, the WCOTP is the largest teacher organization in the world. The WCOTP is growing because of its supreme goal of actively supporting the teaching profession around the world. It has promoted participation of the teaching profession in national and international affairs and fostered international understanding, regional co-operation in teacher education, and provided support for educational innovation. Another major goal it has achieved with remarkable success is the development and strengthening of teachers organizations in various countries.

The WCOTP is dedicated to the expansion of teacher training and the training of all workers; and the improvement of teachers' conditions of service and students' learning conditions in all countries. It has also succeeded in raising the status of teachers everywhere.

All the major international teachers' organizations generally discuss questions relating to education and the status of the teaching profession in their meetings and seminars. All of them issue publications and newsletters in which these problems are discussed. To the extent their resources permit, they also engage in educational and training activities for teacher leaders. They have attempted to provide assistance and material support to teacher organizations faced with difficulties. There is no doubt that these activities have benefited the teaching profession, both directly and indirectly, and that these international exchanges have widened the horizons of national teachers' associations and their members.

The programme of WCOTP and all its activities during recent years reflect the unique character of the confederation within the international education community.

The WCOTP is dedicated to the cause of teachers, the promotion of their viewpoint, the defence of their interests and the advancement of their status. It is an independent, non-aligned political force seeking equality of opportunity through education, quality in education, economic security and the protection of civic and human rights. While teachers all over the world have developed the conviction that WCOTP is their greatest champion, the confederation is concerned equally with the promotion of regional co-operation in teacher education, international understanding, and defence of civic and human rights along with educational innovations. In doing so on a totally independent and non-aligned basis, the WCOTP seeks to promote the cause of justice and truth which are the essential foundations of any educational process. The programmes and policies of the WCOTP are practical and flexible because it recognizes that the application of universally accepted principles varies in time and place. It recognizes the realities of the contemporary world and the divergent interpretation of international declarations by national bodies, both governmental and non-governmental. It has been demonstrated in several instances that the WCOTP does not over-rule the national situations except when such aid is sought by the national members concerned.

It is for these reasons that the WCOTP is the most powerful international organization of teachers and it can do more for teachers and teacher organizations. Consistent with the democratic aims of the constitution of the WCOTP and consistent with the theme of 1976 Washington Assembly, the WCOTP declares its belief that the gathering together of the world's teachers into a single international organization constitutes a prime goal of growing urgency for WCOTP.

The Confederation recognizes among its aims the improvement of teaching methods, the promotion of international understanding and goodwill and the fostering of closer social and professional relationships between all teachers of the world.

Among its aims, WCOTP seeks to encourage open discussion which allows teachers and students to develop a respect for all human beings. Thus it champions the cause of social justice for teachers and students. Secondly, it encourages teachers to work in harmony with the home and community and to help community leaders to accept their responsibility for educating the younger generation.

It is the responsibility of teacher organizations in every country to facilitate the development of their members as participatory decision-makers by striving where necessary to extend the right to such participation within their respective schools and at all levels of administration and policy determination. They should actively sponsor professional development programmes, including teacher and student exchanges. The WCOTP has now expanded its regional activities and many teacher organizations are taking full advantage by continuing involvement.

WCOTP believes that teacher organizations should come out from their traditional isolation and explore every appropriate avenue for representation in political and non-political groups. They should undertake a drive for enrolling new members for gaining community support and for encouraging their members to be actively involved in community organizations and agencies. They should co-operate with other teacher organizations in expanding their influence and resources. Finally, they should influence and use the mass media to develop not only harmonious relationships between their members and the community but also to help keep the community well-informed on educational developments, issues, trends and related teacher matters.

Teacher organizations should take the opportunity to place special articles on educational developments in weekly editions of important newspapers and journals. It is in this context that educational journalism needs to be developed in every country on a priority basis.

Teachers all over the world have a special reason to be proud of the WCOTP for its contribution to acceptance of the International Recommendation on the Status of Teachers. Due to the incessant efforts of the WCOTP, this recommendation consisting of 146 clauses was adopted on October 5, 1966 in Paris by the Special International Conference attended by representatives of 75 countries. The Conference adopted a resolution calling on the International Labour Office and UNESCO to take measures for the implementation of the recommendation. It is remarkable that this recommendation is very comprehensive and deals with definition, scope, guiding principles, educational objectives and policies, preparation for the profession, further education for teachers, conditions for effective teaching and learning, teachers' salaries, social security and teacher shortage. This International Recommendation is the World Teacher's Charter which, if implemented, would enhance the prestige of teachers and of the profession of teaching everywhere. It can be taken for granted that the WCOTP and all other international teacher organizations and their national affiliates will try to ensure that governments live up to the commitments they accepted when they agreed to the Recommendation in Paris.

Every teacher and every teacher organization should be familiar with this important document and should actively pursue the implementation of all its relevant provisions.