

## LEAD PAPERS

### SUMMARY OF COUNTRY REPORTS ON IN-SERVICE TEACHER EDUCATION IN COMMONWEALTH AFRICA

#### BOTSWANA

##### The In-Service Project

About half of the teachers in Botswana have had no training and so in-service teacher education is recognized as vital. Primary in-service falls under the Department of Primary and Teacher Training. The head of the department is a Chief Education Officer. There are other Chief Education Officers for Secondary, Curriculum Development and Evaluation and a Chief Education Officer for Adult Education.

The cost of all in-service programmes is borne by central government. This includes officers' travel and subsistence claims, teachers' board and lodging expenses and travel, together with the purchase of in-service materials including duplicating costs.

All serving teachers belong to a Unified Teaching Service headed by the Director of Unified Teaching Service. He employs, posts, transfers and promotes all teachers, except those in private schools.

Primary Education is the responsibility of two ministries, the Ministry of Education and the Ministry of Local Government and Lands. The Ministry of Education looks after the professional life, while Local Government and Lands looks after the material provisions and school buildings. Central Government subsidizes Councils.

##### In-Service Methods Used Before 1973

Distance teaching (radio, printed lectures and assignments, six-weeks face-to-face) was used in the Francistown upgrading scheme 1966-1972. Short vacation courses for groups of teachers were also employed.

The Commonwealth Bursaries Scheme offered selected teacher's places in universities abroad for one or two academic years. Until recently no certificates were issued for these. The impact of these was very difficult to assess in the absence of a reliable evaluation instrument.

##### The 1973 In-Service Project

"Primary In-Service in Botswana" is a project conducted by a team comprising seven British tutors, seven Botswana and a leader who is British. Recently however, a German agency and an American one have each offered the project a member each.

The objectives of this project are:

- (a) To provide assistance to schools according to a pre-arranged programme in order to encourage teachers in classroom organization and techniques.
- (b) To stimulate and organize the use of the two Teachers' Centres as resource areas in close consultation with the education officers in the field.
- (c) To plan, equip and mount in-service workshops for teachers.
- (d) To assess critically the present syllabus and suggest new initiatives where necessary.
- (e) To spread the work of the in-service project beyond the immediate college areas.
- (f) To identify promising teachers who have ability, initiative and enthusiasm so that they can be used to promote the aims of the in-service work by motivating their colleagues.
- (g) To encourage teachers to submit material for teaching aids and booklets in various aspects of the curriculum so that work in curriculum development can be continuous and relevant.

#### National Policy on In-Service Teacher Education

The current National Development Plan has shifted emphasis from secondary to primary **teacher** training and curriculum development.

Every effort is being made to influence serving primary teachers and primary teacher trainers to embark on a teaching approach which emphasizes the child in a learning situation, to design programmes which are based on clear instructional objectives and are child centred. Primary education is striving to emphasize the attainment of literacy and numeracy, individualized instruction and remedial work, and the national language and locally produced instructional materials, including texts. The year 1980 has been proposed as the year when primary education will be made free and available to all children.

The National Commission on Education (1977) published a report and its recommendations provide guidelines for all educational activities. A government white paper was published and it accepted most of the Commission's recommendations. At present, in-service work and curriculum development are geared to the realization of the white paper's recommendations.

Primary in-service work uses the approach where members of the project work inside classrooms with teachers or gather teachers for a week or two on a chosen curriculum course for the production of support material. This has meant extensive travelling. A great deal of the activity is also in the two new teachers centres, which are being equipped as funds become available.

## THE GAMBIA

Gambia College is the only Teacher Training College in the Gambia. According to the Ten Year Policy on Education the college will be developed and redesignated the Gambia College of Further Education.

The college has always played host and participated in running in-service teacher education courses (INSET) during short term breaks and long vacations. In the 1965-66 and 1966-67 academic years it conducted a Returned Teachers' Course. This was a crash course for unqualified teachers who had been teaching for several years but who were neither trained nor certificated. Successful completion led to a Returned Teachers' Certificate, which entitled the trainees to be members of the teaching profession with pension benefits.

Some measure of success has also been achieved in running INSET for qualified teachers. In 1966 a history workshop and a British Council English language course were run. The annual Oxfordshire-Gambia courses were hosted at the college until 1976. A course on the teaching of reading using the Initial Teaching Alphabet (i.t.a) medium was hosted for three years at the college beginning in 1969. In January this year a course on basic librarianship for primary school teachers was held in the college.

Even though the college has been host to most of the INSET programmes in the Gambia, it has not organized or been involved much in the provision of in-service teacher education. It is hoped now that since a resource centre has been established at the college, education officers, advisers and teachers will be regularly drawn into the centre to aid them in the performance of their jobs.

In 1967, the Ministry and Department of Education of the Gambia Government through ODM established a link with the county of Oxfordshire, England, known as the Gambia-Oxfordshire Education Link. The objective was primarily to help the Department of Education to rationalize the provision and organization of INSET in the Gambia. Nevertheless, some other advantages accrued from the link.

Initially the activities in the area of INSET were confined to Oxfordshire participation in summer vacation courses for the Gambia primary school teachers. A series of courses were conducted on various aspects of the primary school curriculum which in 1976 significantly ended with a workshop on curriculum Development in Primary Schools.

Later it was considered beneficial to both parties to include secondary school teachers in these activities. Consequently such facilities were extended to the secondary sector.

The first course in primary education held in 1976 lasted for three weeks. It was residential (as all other courses were) and was attended by 60 teachers. Subsequent courses attracted twice this number and, as a result, the teachers were divided into two groups each of 60 teachers. Each group stayed at Yundum College for two weeks. From 1972 onwards, Gambian education officers were appointed as co-ordinators and co-directors to courses. Some of these visited Oxford to familiarize themselves with new trends and developments in primary education. Meanwhile an education officer from Oxford visited the Gambia every year to make preliminary arrangements for courses locally, and an education officer was appointed to be in charge of INSET. By this time the arrival of the Oxfordshire team in Banjul became an annual event for teachers in the Gambia. It would be true to say that both Gambian teachers and the team from Oxfordshire used to look forward to this event - a pointer to the success of the project.

After five years of such co-operation Mr E. A. Durrel, Director of Education, Oxford, visited the Gambia during August 1972. He was in the Gambia to affirm the renewal of the agreement for another five years.

Apart from INSET, the link helped in other areas as well; for example, four senior officials from the Education Department visited Oxford at different times for a period of three months on attachment. They looked into various aspects of education according to their areas of interest. Again in 1969 two teachers from Oxford were appointed as lecturers at Yundum College. It was followed by the appointment of a principal for the Vocational Training Centre in 1970, when the Gambian principal of the institution had to proceed on study leave for a year.

At the request of the Education Department two HMIs visited the Gambia in February 1973. These gentlemen were asked to inspect all the high schools in the Gambia. They stayed on for six weeks and submitted a report to the Director of Education. The report no doubt helped in the formulation of policies for high schools in the Gambia. Education for girls was also dealt with. Mrs Joan Donovan, adviser in girls education, Oxfordshire Local Education Authority, visited the Gambia during May 1973. She considered the position regarding girls education in the Gambia and also investigated the possibilities of mounting a Home Economics Nutrition Education In-Service Course. Immediate action was taken when her report was submitted. It subsequently resulted in a course under the Directorship of Mr Basil Benson during the summer of 1973.

The link has certainly been beneficial to the Gambia. It has helped to improve the attitude of teachers towards their profession; and surprisingly, it has brought the officials of the Department and the teachers closer together. Now officials have accepted teachers as colleagues rather than as subordinates.

The most significant achievement, I believe, is that, even though the project has ended, a core of trained Gambian advisers has been able to carry on and continue to organize in-service training courses at various regional offices.

Besides these local activities in the area of INSET, the Ministry and Department of Education will continue the scheme of giving in-service education to experienced qualified teachers overseas under the Commonwealth fellowship award scheme. A large number of teachers have already enjoyed this privilege.

The teaching profession in the Gambia has a high percentage of unqualified teachers. The Gambia Teachers' Union, therefore, thought it wise to advise the Education Department on the provision of INSET. This was accepted by the Department and now a programme has been devised aimed at reducing the number of unqualified teachers.

The Ten Year Education Policy urges professional organizations such as the Gambia Teachers' Union and the Headteachers' Association to work closely with institutions such as the Curriculum Development Unit and other agencies in a united effort to update and enhance the professional knowledge and efficiency of all teachers. As a result the Gambia Teachers' Union has always sought ways to provide professional services to members of the teaching profession. It has always co-operated with the Ministry and Department of Education as well as other institutions in the provision of INSET.

Thus in 1970 the Gambia Teachers' Union decided to launch an intensive programme of pre-service/in-service training courses for unqualified teachers. The main objective of the course was to groom this class of teachers and to prepare them to participate effectively in the education system of the Gambia by enabling them to acquire the necessary academic competences, skills and attitudes. They would be taught pedagogy in its widest sense, even though activities would be limited in matters relating to content and methodologies. Some aspects of communication management and organization would equally be covered.

The first programme was started at the Gambia High School, Banjul in the 1970-71 academic year and it lasted for two weeks. It was conducted with the co-operation of the Canadian Teachers' Federation, who under technical assistance provided for the Gambia Teachers' Union five experienced teachers to help in running the course. The Department of Education helped financially and materially by making available vehicles and other supplies required for the successful conduct of an in-service course.

One hundred and fifty participants registered for the course. Subsequently, the number of participants tended to increase, as a result of which the course was extended to three weeks. By 1975-76, four years after CTF has stopped participating, the numbers of participants had increased to 500. This was desirable as it aided the Education Department to have a range of choices in the appointment of unqualified teachers for primary schools. The courses have become the GTU's main annual activity. Motivation has always been high and applications for this INSET continue to increase yearly.

As the teaching force expands and the number of unqualified teachers increases, the main problem has become the quality as well as the quantity of unqualified teachers who need INSET or pre-service training; added to this has been the problem of unqualified teachers who use the teaching profession as a stepping stone in search of appointment to other professions.

This situation continues to pose considerable problems of selection. The criteria used in the selection process sought to assess the unqualified teachers' academic status and their capacity to benefit from an intensive three week's course, and subsequently to final entry into Yundum College for training as qualified teachers. A pre-selection examination, conducted by the West African Examination Council on behalf of the Education Department is taken every year. Participants are examined in English language and Mathematics. The successful candidates are allowed to attend the course.

The merits of the programme have been reflected by the following:

- (a) The Education Department has recognized the courses conducted every year as a pre-requisite for appointment as an unqualified teacher.
- (b) There is a pre-selection examination for unqualified teachers before registering with the Gambia Teachers' Union courses.
- (c) Unqualified teachers have to undergo a period of apprenticeship for at least a year in order to be eligible to sit the examination for entry into Yundum College. This presupposes the candidates attendance at the Gambia Teachers' Union Pre-service/In-service Training Course.

This paper certainly demonstrates that the Department of Education, teachers' associations and teachers themselves are very much aware of the necessity of in-service teacher education in the development of the profession. It is, therefore, likely that many more avenues will be utilized in order to develop and improve INSET programmes in the Gambia.

## GHANA

### The In-Service Training Unit

In Ghana, in-service teacher education is mainly conducted by the In-Service Training Unit of the Ghana Education Service, but departments which co-operate with it include the Teaching Aid Production Unit, the Inspectorate, the Department of Adult Education, the University Department of Extra Mural Studies, Local Government Education Committees and the Curriculum Development and Evaluation Unit. The Unit also carries out evaluation, financing and certification of participants for courses and workshops. It liaises with other bodies such as Teachers' Subject Associations, the Ghana Library Board, the Ghana Broadcasting Corporation, teacher colleges, teachers' unions and the universities, to give on-the-spot in-service courses for teachers of all categories and other administrative personnel of the Ghana Education Service.

The departmental training scheme provides local and overseas courses. Overseas courses include short educational tours and long professional courses of one to three years' duration in keeping with staff development programmes.

The local courses may be classified into two groups:

- (a) National and
- (b) Regional and District Courses.

Courses run at the national level are financed from the department training votes at headquarters but courses run at the regional and district levels are funded from the regional votes, approved in the estimates for each of the nine regions of the country.

The ultimate goal of the in-service training programme is to improve the professional, academic competence and skills of all personnel in the Education Service. It attempts to update and upgrade the knowledge of teachers as an exercise in self-renewal and self-appraisal. This is done through:

- (a) Reinforcing desirable teaching-learning methods and techniques.
- (b) Introducing educational personnel to new concepts, practices, trends and thinking in education and educational administration.
- (c) Impressing upon the personnel of the Service the need for innovation and change.
- (d) Considering and attempting to analyse and remedy any defects in current educational practice and administration.
- (e) Assisting teachers to meet specific needs brought about by curriculum innovation resulting from changing situations.
- (f) Helping teachers to develop and evaluate curriculum materials.

(g) Enabling all personnel to evaluate themselves and update their professional knowledge and qualification and improve their status in the service.

(h) Orienting personnel to new obligation and responsibilities resulting from appointments, promotions, postings and changes of schedule.

#### Agencies Involved in In-Service Teacher Education

The In-Service Unit of the Service, the Curriculum Research Unit, Education Broadcasting Unit, the Examination Councils, University of Cape Coast, polytechnics, professional teachers' subject associations, the teachers' union, the Inspectorate Division of the Education Service, all mount courses in in-service teacher education.

#### Methods of In-Service Teacher Education Used

Courses are organized through seminars, conferences, workshops and refresher courses. The subject organizers deal directly with the classroom teachers and so course organizers deal with them before they organize courses.

Courses are organized also for training college staff, education officers and training staff. Working with these groups, the main course organizers hope to reach the student-teacher before he comes out as a fully fledged teacher.

Workshops and courses concentrate on the following:

(a) Getting workshop participants involved in activities. In all cases the emphasis is on methodology. Depending on the group involved, visits are always arranged to elementary schools or training colleges where participants practise.

(b) Sharing of ideas based on participants' personal experiences during small group discussions.

(c) Study of materials in use - books, syllabuses, etc.

(d) Improvisation of teaching equipment using common and easily available materials.

For effective work to be done workshops are planned to last two weeks (10 working days) and take a maximum of 35 people, except for conferences which may take more than a hundred participants.

Follow-up work is an essential part of in-service training; therefore, the staff of the various units visit organizers and training college tutors to work with them in the field. This takes staff to classrooms where they work with teachers and pupils and also with students in training.

The staff of the various units themselves need in-service education and they have instituted for themselves what are called "Professional Meetings". These meetings are held to discuss the work on hand and also to share ideas. Sometimes people from outside the units are invited to deal with specific areas of interest.

The selection of participants for in-service courses is based on the size of the region-district in relation to the number of schools. They are picked on the basis of leadership so that they can be expected to facilitate follow-up programmes.

Every course is appraised through questionnaires sent to the participants to express their opinions on the course indicating its usefulness, effectiveness and shortcomings. This feed-back enables the planners to remedy any defects that come to light and to avoid any foreseeable mistakes in future courses and improve upon them. The follow-up visits also enable officers to observe how teachers are applying the new ideas in their work and to evaluate the results.

### National Policies in Relation to Teacher Education

Since independence there has been a great expansion in education throughout the country with a view to providing equal educational opportunities to all regions of the country. To meet this demand, it became necessary to establish teacher training colleges to produce teachers to man the new schools, but the rate of production of teachers has not kept pace with the growth of schools, with the result that a fairly high proportion of teachers in our schools are untrained. Statistics for 1977-78 indicate that 32.09% of the 67,181 teachers in first cycle schools were untrained. The situation has been aggravated by the exodus of trained experienced teachers to neighbouring countries, where salaries are higher and the cost of living is lower than in Ghana.

In-service courses on teaching methods and making of learning-teaching aids are run for pupil teachers in primary and middle schools. Official policy is to do away with the employment of untrained teachers. All pupil teachers are encouraged to enter training colleges and are given help to prepare for entrance examinations.

The minimum teaching qualification for primary school teachers is the Certificate 'A' post-primary obtained after 4 years residential course in an initial college or a three-year post-secondary Teachers' Certificate 'A' for trained GCE 'O' Level holders.

For junior secondary teachers a post-secondary Certificate 'A' or specialist certificate, or diploma is required, though a trained teacher with 'A' Level passes is accepted.

For junior secondary schools the idea is to have teachers who possess a degree or a specialist certificate or a diploma or a GCE 'A' Level in relevant subjects. The main idea is to have a new type of teacher who will be a specialist of a sort in one or more subject areas, and whose academic qualification and professional training will be such as to enable him to teach and function effectively and confidently at the level at which he works. The lowest and basic qualification into any training college will be the GCE 'O' Level. This basic entry requirement shall apply to technical/commercial/vocational/agricultural teacher training colleges as well.

### In-Service Training with Special Reference to Incentives

The Ghana Education Service requires all teachers and officers to attend in-service training courses before being promoted. It is therefore an obligation on the part of the Service to provide such courses, and for the officers and teachers concerned to attend them. Incentive is in the form of promotion

to the next grade, subject to a satisfactory inspection report on the participants' classroom work and confidential reports. Certificates of attendance are also issued to successful participants after the courses.

Before a participant is accepted for a course he must have done ten years' continuous service as a Certificate 'A' teacher. Assistant Superintendents should have held that grade for 6 years before being eligible for promotion to Superintendent Grade as a result of the course.

## KENYA

The concept of in-service education in the educational system of Kenya has at different times been referred to in a variety of terms. Currently the term "in-service courses" is being used. In the past, there have been such terms as "refresher courses", "orientation courses", "induction courses", "updating courses", "upgrading courses", and "crash programmes" for teachers. The last two, were introduced in the country not only for the purpose of certification but also for the upgrading of teachers. Four categories of in-service courses have been employed in Kenya. These are:

- (a) In-service courses for untrained teachers.
- (b) In-service courses for both trained and untrained teachers.
- (c) In-service courses for tutors in colleges and Teacher Advisory Centres.
- (d) In-service courses for educational personnel.

In service courses for untrained teachers have generally involved three components:

- (a) Residential courses organized in a primary teachers' college or a secondary school covering both professional and academic aspects of teacher education.
- (b) Correspondence courses organized by the Correspondence Course Unit of the Institute of Adult Studies, University of Nairobi.
- (c) Radio programmes prepared by the Educational Media Service of the Kenya Institute of Education.

In-service courses for serving teachers are organized by school inspectors. However, curriculum specialists from the Kenya Institute of Education participate in the running of the courses.

A variety of in-service courses are organized for tutors in primary teachers colleges and teachers advisory centres to introduce them to new curriculum changes in the school system.

Courses are also held for educational personnel at different levels. These courses include regular courses for in-service training on different aspects of educational administration at different levels.

The Kenya Heads Association organizes annual courses for headmasters and headmistresses on different aspects of secondary school administration and the Counselling Section of the Ministry of Education organizes one-week national and provincial seminars for teachers on guidance and counselling.

## Other Agencies Involved in In-Service Teacher Education

The main agencies involved in in-service teacher education are:

- (a) East African Examinations Council - The East African Examinations Council organizes courses for secondary school teachers and tutors in teachers colleges on different aspects of secondary school and post-secondary education in collaboration with the Inspectorate and the Kenya Institute of Education.
- (b) The National Christian Council of Kenya - The National Christian Council of Kenya organizes courses on family life education in collaboration with the Ministry of Education.
- (c) Kenya National Union of Teachers (KNUT) - The National Union of Teachers organizes courses for primary school teachers including administration for headteachers and the rights and obligations of teachers in the teaching service.
- (d) Teachers Advisory Centres - The Teachers Advisory Centres (TAC) organize courses aimed at improving the quality of primary education in each district.

## Methods Used in In-Service Teacher Education

A variety of methods are used in in-service education. The methods used depend on the objectives of particular in-service education programmes and these include:

- (a) Workshops and short courses to introduce teachers to new curricula.
- (b) Extended specialist courses usually for upgrading purposes.
- (c) In-service training through participation in development at the Kenya Institute of Education.

## National Policy in Relation to Teacher Education

Because of the shortage of qualified trained primary school teachers, there are at present about 28,000 untrained teachers in the teaching service out of a total teaching force of 85,000 primary school teachers.

The pre-service teacher education students are selected mainly from this pool of untrained teachers in primary schools. Therefore all untrained teachers must satisfy the minimum entry requirements for pre-service training before they are employed in schools. According to the newly published Government Five Year Development Plan (1979-1983) untrained primary school teachers will be phased out through formal training.

It is the policy of the Government to continue to improve the quality and the number of the primary and secondary school teachers.

The curriculum and the entry requirements in teachers colleges have been under constant evaluation by the Ministry of Education. The entry requirements for teacher training are a minimum of Kenya Junior Secondary Certificate or a Division IV in the East African Certificate of Education. In each case, the candidate must have passed in English, Mathematics, and a science subject.

The teachers undergo a two year training course at the end of which the teachers are graded as P3, P2, or P1 depending on their individual performance in the final Teachers' Certificate Examination, P1 being the highest grade.

All promotion of teachers is based on merit. Classroom teaching, length and quality of service, passing recognized examinations, acceptance and ability to carry out responsibility, involvement in school extra-curriculum activities and participation in community affairs are some of the qualities that are sought in teachers to make them eligible for promotion.

#### Problems and Issues in the In-Service Teacher Education

An examination of the present teacher education programmes in Kenya indicates that there are a number of problems and issues that must be taken into account in planning and implementing in-service education programmes such as the identification of the needs of teachers, the administration of in-service education programmes, strategies used in the in-service programmes, the supply of personnel for in-service programmes, facilities for in-service teacher education, and the financing of in-service education.

The Ministry of Education is seeking ways and means of strengthening and improving the quality of teaching in secondary and primary schools in various subjects through innovative pre-service and in-service training programmes. In order to design effective programmes of in-servicing of primary school teachers it is necessary to make both short-term and long-term plans. To do this, it is considered there is need for a variety of in-service programmes. These include induction courses for newly recruited untrained teachers, courses for serving untrained teachers, and courses to introduce teachers, college tutors and field staff to curriculum development and teaching methods.

The administration and organization of the in-service education programmes are the responsibility of the Chief Inspector of Schools through the Inspectorate and the Kenya Institute of Education. An expanded service by tutors at the Teachers Advisory Centre tutors service is to be used with implementation of the new in-service education programme.

The Chief Inspector of Schools ensures that:

- (a) In-service courses are held regularly for primary and secondary school teachers.
- (b) Priority areas for in-service education programmes are identified and a comprehensive in-service education programme is designed to meet these needs.
- (c) In-service courses are continually evaluated and the information that is gathered is used to improve future courses.

National, provincial and district inspectors from the Inspectorate, and curriculum specialists from the Kenya Institute of Education, and tutors from the Teacher Advisory Centres and local subject panels will continue to play a major role in in-service education programmes.

Agencies Currently Engaged in In-Service Teacher Education

All in-service education is co-ordinated by the Central In-Service Education Committee which is advisory to the Permanent Secretary for Education and is composed of representatives of all agencies involved in in-service education and teachers.

The Primary Inspectorate, Subject Education Officers, National Curriculum Development Centre and the National University of Lesotho run short courses from one day to two weeks to help primary, secondary and high school teachers with the following objectives:

- (a) Administration for headmasters.
- (b) Updating in content and methods in specific subjects.
- (c) Developing and trying out of new curricula and materials.

The Institute of Education of the National University of Lesotho also runs a part-time diploma and degree programme for primary and secondary school teachers.

The National Teacher Training College runs pre-service courses leading to a Primary Teacher's Certificate, or an Advanced Primary Certificate or a Secondary Teacher's Certificate. But it also has wide in-service responsibilities. Through the presence of field staff supervising second year students over Lesotho, the NTTC can organize workshops with or without on-campus staff about six times a year at all of the 20 sites. These workshops normally take place on Saturdays and are mainly directed at the primary school teachers to introduce new content and methods as developed at the college. The NTTC also runs in-service programmes to help certify unqualified or under-qualified teachers in co-operation with the Lesotho Distance Teaching Centre.

The NTTC is also establishing 35 small Educational Resource Centres so that all teachers are within one day's travel from such a centre. These ERCs aim to be:

- (a) Administrative centres for intern and in-service students.
- (b) Study places and meeting places for such students and other teachers.
- (c) Storage places for educational and demonstration materials.
- (d) Information centres with a small reference library.
- (e) Shops for simple educational materials, needed in the schools.

At the NTTC, an Instructional Materials Resource Centre has been established which is responsible for the development of materials to help teachers, such as assignment cards and teaching aids. These can also be distributed through the ERC.

## EDUCATION PROGRAMMES AND LIET EQUIVALENCIES

LLET Professional Certificates

## Special Programmes

In 1976 the rules and regulations of the Lesotho in-service education for teachers (LIET) programme were approved, which established seven certificates equivalent to existing certificates as is shown on the figure. Teachers who only passed the primary leaving certificate (there are about 800 (20%) in the primary schools) can enter at level 1. All teachers can enrol in principle and improve their certificates. Originally it was hoped that a system of credits could be set up which could be earned by the teachers through a wide variety of educational experiences. One hundred and fifty credits would be necessary to award the teacher a certificate. But because of the lack of manpower and facilities, an experimental programme was started, which was more structured: five vacation courses totalling ten weeks, and assignments to be done while the teachers were in the field. In 1978, 100 school teachers received the first LIET certificates at level 1, 2, 4 and 5.

From the experience of this experimental programme a new plan was developed which aims to concentrate on primary school teachers only, hoping to bring about 1300 unqualified teachers to level 2 (through level 1, if necessary), by 1988. The first phase of this plan started in January 1978 when 366 teachers enrolled in a programme at level 1. They are attending five vacation courses for a total duration of ten weeks. They do field assignments, assisted through monthly meetings with the field staff and are also enrolled with the Lesotho Distance Teaching Centre (LDTC) to study the content of SeSotho, English and Mathematics up to JC level.

The college provides courses and materials in professional studies, methodology and some elective subjects. It is hoped that about 300 teachers will receive certificates in 1980. The second phase of the plan, aims at enrolling 260 teachers at level 1, who will follow the same programme as those in the first phase and 240 teachers at level 2, who will also attend vacation courses, do field assignments and will also be enrolled with the LDTC in SeSotho, English, Mathematics and either agriculture and/or human and social biology.

In spite of the fact that Lesotho is now concentrating on level 1 and 2, it is hoped to cater for the other levels as soon as manpower allows it, most probably then using the credit system mentioned above.

## MALAWI

### Agencies Currently Engaged in In-Service Teacher Education

In Malawi, in-service teacher education is organized by a number of agencies which include the University of Malawi through its constituent colleges, the Ministry of Education Headquarters Inspectorate, Regional and District Inspectors and the Malawi Correspondence College and Broadcasting Unit which is a department of the Ministry of Education.

### Areas of Professional Development Catered for by In-Service Teacher Education

The University of Malawi through its two constituent colleges, Chancellor College and Bunda College of Agriculture, mounts degree and diploma courses lasting from two to three years. These include the upgrading of primary school teachers who have a T2 Certificate (T2 Certificate is awarded to students who have followed successfully a teachers' course for two years after four years of secondary education) to diploma level (Diploma in Education)

after a three-year course, and a two-year course leading to degrees in education and agriculture for secondary school teachers who are holders of a diploma in education. These upgrading diploma and degree courses are offered to mature students who have shown promise in their career for four or more years.

Both types of courses are aimed at improving the academic knowledge of the teachers in general as well as in specific teaching subjects of the secondary school curriculum. The University of Malawi, through Chancellor College, together with the Ministry of Education Inspectorate and Teachers Professional Associations mount each year short in-service courses lasting not more than one week for secondary school teachers and tutors of teachers' colleges. Such courses are aimed at improving teachers' practical teaching skills in specific subject areas of the secondary school and teachers' colleges' curricula. The Regional and District Inspectors mount similar courses for primary school teachers.

The Ministry of Education Inspectorate also runs courses for heads of post-primary institutions and the Regional and District Inspectorate runs similar courses for heads of primary schools. Courses for both categories of heads of institution lay emphasis on developing skills in educational administration in the institutions and help the heads to understand the school system and the way it works. Such courses are aimed at helping to maximize the effective use of the available resources in their respective institutions so that the quality of education can improve.

The University of Malawi also mounts a one year in-service course for university graduates who have been teaching in secondary schools without a teaching qualification. The graduates are given a University Certificate in Education at the end of the course.

Under an agreement between UNICEF and the Malawi Government signed in 1977, a programme of in-service teacher education began in 1977 for all under-qualified and unqualified primary school teachers. The courses mounted under this programme are aimed at giving the underqualified and unqualified teachers basic professional training in teaching skills and upgrading their background knowledge in specific subject areas of the primary school curriculum. The course comprises a residential five-week course at the Domasi In-Service Centre followed by a workshop at district level after six months of teaching. A number of such teachers have found their way into normal teachers' colleges where they have gone on to do a two-year course leading to a teachers' certificate. This programme will last for the next five years.

The Malawi Correspondence College and Broadcasting Unit run an upgrading course for primary school teachers. At the moment there are three categories of primary school teachers designated as T2, T3 and T4. A teacher was awarded a T4 teachers certificate after following a two-year teachers course on completing eight years of primary education. This course was phased out in 1970. Teachers with this grade have been encouraged to obtain a Junior Certificate, which is a terminal award after two years of secondary school education, so that they can be upgraded to the next teachers' grade namely T3. The T3 and T2 certificates are awarded to candidates who have successfully completed a two-year teachers' course following two and four years of secondary school education respectively. Similarly, teachers with a T3 certification have been encouraged to obtain an 'O' Level certificate in order to be upgraded to T2. The course aims at upgrading the teachers' academic as well as professional skills. At the end of the course and subject to their receiving a favourable inspection report on their teaching ability from the District Inspector of Schools, the teachers are upgraded to the next grade.

### Methods of In-Service Teacher Education Commonly Used

Methods of in-service education commonly used include college residential courses lasting from one week to three years, conferences and workshops in the case of secondary school, technical school and teachers' college staff; individualized study on the job by correspondence supplemented by radio programmes and on-the-job supervision after completion of a residential course by District School Inspectors in the case of upgrading courses for primary school teachers. In the case of all primary school residential courses, educational visits to places of educational relevance is an additional component of the course.

### National Policies on In-Service Teacher Education

The present national policy in relation to untrained teachers is that diploma holders and graduates are given in-service teacher education through the University of Malawi after serving as teachers for one or two years. Such teachers are awarded a University Certificate in Education after attending a one-year residential course at Chancellor College. Unqualified primary school teachers with at least four passes at Junior Certificate level and full Junior Certificates are given an induction course prior to their taking an appointment as temporary teachers.

The minimum qualification for teachers in primary school is a T3 Certificate; a Diploma in Education, Agriculture or Technical Studies is the minimum qualification for junior secondary school teaching, and a degree for senior secondary school teaching.

There are built-in incentives in teacher education programmes in that apart from improving the academic and professional skills of the teachers the courses lead to certification and upgrading to the next grade which entails an increase in remuneration. This is true for the long primary, secondary and teachers' college courses. The short courses, workshops and conferences for secondary school teachers, headmasters and principals and primary school heads, make the teachers concerned more efficient in their work and also eligible for promotion to the next grade.

### Innovations in In-Service Teacher Education

Over the years the courses have been under constant review so that this has led to overall improvement of the course content and methods of approach to the course. To date 1,391 teachers have been upgraded from T4 to T3, and 236 have been upgraded from T3 to T2.

Throughout the upgrading programmes the main objectives of the Malawi Government have been to improve the quality of teaching in primary and post-primary institutions as the education sector continues to expand, and to provide recognized channels by which teachers can improve their own qualifications and promotion prospects.

## MAURITIUS

### Introduction

Mauritius became independent on 12 March 1968 and is a member of the Commonwealth. The size of the island is 720 square miles, and the present population is 942,000.

The official language is English although French is more commonly spoken than English. Other languages spoken in Mauritius are Hindi, Bhojpuri or Hindustani (a dialect from Bihar in Uttar Pradesh, India) Urdu, Tamil, Telegu, Chinese (Hakka and Cantonese dialects), Gujerati, Marathi, and Creole.

### Pre-Primary Education

There is a large number of pre-primary schools privately run by teachers who have not had any training whatsoever. Exception is made of the Joint Child Health and Education Project, financed mainly by the Danish Government.

### Primary Education

Primary schools are either Government schools or Roman Catholic aided schools. The total number of primary schools is 246 with a total population of 152,000. Schooling is free. Although attendance at these schools is not compulsory, 95% of school-going children, aged five to twelve, attend schools.

### Secondary Education

The number of secondary schools is 136 and the present school population is approximately 84,000. The pupils either follow a five years' course leading to the Cambridge School Certificate or a seven years' course up to the Cambridge Higher School Certificate. Education at the secondary level is also free.

### University Education

The University of Mauritius, established in 1965, conducts both degree and non-degree courses in Agriculture, Administration and Industrial Technology. The total present enrolment, both full-time and part-time, is around one thousand. University education is also free.

### The Mauritius College of the Air

The MCA was set up in 1971, and inaugurated by the Prime Minister in 1972. This is a "centre for the promotion of education generally by means of radio and television broadcasts, correspondence courses and tuition", with emphasis on the promotion of employment related skills.

### Teacher Education

The teacher education programme is as follows:

(a) Pre-Primary

Pre-primary education is still very much in the hands of untrained teachers. The Joint Child Health and Education Project financed mainly by the Danish Government, has undertaken the training of teachers in that area. The output is not great but it is an initial step to be welcomed. The Ministry of Education has set up a Pre-Primary Unit with a view to improving pre-primary education since the problem of pre-primary education is a national concern.

(b) Primary

The training of primary school teachers, pre-service and in-service, is the responsibility of the Ministry of Education and Cultural Affairs.

(c) Pre-Service

The pre-service course is run at the Mauritius College of Education (MCE) for two categories of teachers:

- (i) The general purpose teacher (GP)
- (ii) The oriental language teacher (OL)

The present student population is divided thus: 265 general purpose student teachers and 189 oriental language student teachers. The minimum entrance requirements for GP teachers (i.e. those who teach the normal school subjects) are a full Cambridge School Certificate with at least three credits, namely in English, French and Mathematics or a GCE 'O' Level with the forementioned subjects included. The OL teachers must possess the relevant qualification in the oriental language they are to teach, plus a working knowledge of English. The course is of two years' duration with three weeks of observation in schools in January in each year, and six weeks of teaching practice.

The teacher trainees are given a monthly allowance and are refunded almost all their travelling expenses.

(d) In-Service

It is true to say that there are no untrained teachers in our primary schools. The teachers who lack sufficient training in their overall competence, or in subjects newly implemented, e.g. New Mathematics, Integrated Science, Environmental Studies, or in new trends, are required to attend in-service courses, seminars or workshops which are usually run during the long July-August vacations. A certain amount of in-service is also done during working hours, and teachers are released for half a day, twice a week for the purpose. These courses are sponsored by the Ministry and run by MCE tutors, primary inspectors, and experts whenever available.

Other Facilities

We also have an Educational Broadcast Advisory Committee where the members of the different subject panels use the facilities available at the Audio-Visual Centre and the Mauritius Broadcasting Corporation to broadcast radio lessons to supplement teachers' work in class (almost all our schools are equipped to receive transmission) and to produce television programmes after school hours to help teachers in their teaching skills.

## Upgrading of Teachers

There are a certain number of Extra Teaching Assistants (ETA) in our primary schools. These are selected from the reserve list of applicants who have not been able to secure admission to the MCE although they have passed the entrance examination. These ETA teachers find their way into the schools when vacancies occur as a result of teachers taking maternity leave, overseas leave, study leave, sick leave or other forms of leave. The Government policy is now to send the ETA teachers to follow the normal MCE two-year course. This applies to both categories of teachers, i.e. GP AND OL teachers.

In the event of students having failed to satisfy the requirements of the MCE course with regard to assessment, written examination and teaching practice, they are posted to schools as ETAs and are allowed to have two re-sits. The work of these "referred students", as they are called, is followed by tutors who give them advice on the spot and at the MCE where they call once a week for almost two months. Extra written work is also assigned to them to help them improve. Should they fail in their third attempt, they cannot then be allowed to practise as teachers.

It is also to be noted that ETAs draw a lower salary than professionally qualified and appointed teachers.

## The Mauritius Institute of Education

The formation of the MIE took place in January 1973. The objects of the Institute are to provide facilities for and to engage in educational research, curriculum development and teacher education.

The MIE provides courses to undergraduate and graduate teachers both at pre-service and in-service levels leading to a Teacher's Diploma and to a Postgraduate Certificate in Education respectively. By next year the MIE is planning to start a Bachelor in Education (B.Ed) course for those teachers who have obtained their Teacher's Diploma and attained the qualifying level.

The MIE also provides short in-service courses for headmasters and inspectors of primary schools. Practising teachers in secondary schools also come to the MIE to follow short vacation in-service courses whenever such arrangements are made. On the other hand, the MIE is sometimes invited by secondary schools to give lectures and advice on such subjects as psychology in education, sociology, philosophy, and principles of teaching to teachers in the schools themselves during after-school hours. Such lectures are usually delivered by the staff of the Education Studies Department.

It is also the aim of the MIE in conjunction with the Ministry of Education to found a Child Study Centre in the near future. This centre will be involved in providing information on child development, and any other aspects concerning the upbringing and education of the child. It will be an information resource centre that can advise on the general development of the child at his various stages of growth and development as well as on his needs. The Child Study Centre will certainly be of much help to teachers who may increase their understanding of the child.

## NIGERIA

### Agencies Currently Engaged in In-Service Teacher Education

The University of Lagos Continuing Education Centre runs correspondence education courses for teachers. The courses are structured into the broadcasting programmes so that teachers in remote areas can listen to and react to such programmes as part of their on-the-job training or retraining. The in-service education courses for up-grading teachers are thus linked with educational broadcasting.

The Federal Ministry of Education, in collaboration with the Institute of Education, arranged in-service courses for serving teachers in special subjects such as the teaching of English, to improve their skills.

The Mathematics Association of Nigeria and the Science Teachers Association of Nigeria, in collaboration with universities organize in-service courses. The Guidance and Counselling Unit of the Federal Ministry of Education has organized in-service courses for guidance-counsellors.

State Ministries of Education also arrange in-service courses for uncertificated/auxilliary teachers to improve their teaching skills and to give them greater academic depth.

Curriculum Research Units often arrange in-service courses to introduce subject teachers to innovations in the curriculum. This is done with the help and co-operation of the Ministries of Education

During long vacations, the Nigeria Union of Teachers arranges in-service courses for members of the Union, ostensibly to up-date their knowledge and improve their teaching skills. So far, the Canadian Teachers Federation has been very co-operative in sending their members to conduct these in-service courses.

Both Federal and State Inspectors organize in-service courses to acquaint teachers and education administrators with proper methods of supervision, organization and administration. These courses enable the teachers and administrators to understand the school system and the way schools work.

The Professional Associations, the Science Teachers Association of Nigeria (STAN) and the Mathematics Association of Nigeria organize in-service courses, workshops and seminars for their members from time to time to introduce new skills, techniques or approaches to new syllabuses. They also help their members to improve their teaching skills by these means. Most of these courses are based in the university, teachers colleges and colleges of education.

### Areas of Professional Development Catered for by In-Service Teacher Education

In-service education is used extensively to up-date the knowledge of teachers, and to up-grade teaching qualifications. It is used also to introduce new syllabuses as well as to improve the teaching skills of teachers generally and on specific subjects. It is used to bring about innovation in the curriculum, and also to improve the managerial skills of administrators.

## Methods of In-Service Teacher Education Commonly Used

Methods of in-service education commonly used include workshops, conferences, seminars and short courses. By and large, these workshops etc., are run during the holidays to make it possible for participants to attend without any adverse effect on the schools. During conferences and workshops case studies are used. Where applicable, provision is made for practical work.

## National Policies on In-Service Teacher Education

Provision is made in the National Policy on Education for teachers to up-grade themselves and improve their skills through distance education. The National Teachers' Institute was specially established to handle the programme. Some universities also conduct correspondence courses.

The National Policy on Education provides that:

- (a) Since a large number of their primary school teachers are below Grade II certificate or are untrained, all such teachers will be assisted to advance to Grade II within the shortest time possible through in-service courses to be organized by State Ministries of Education and financed by the Federal Government.
- (b) Teacher aides are to be encouraged to acquire professional training and qualifications either in a teacher-training institution or through in-service courses.
- (c) The minimum qualification for teachers in primary schools at present is the Grade II Teachers' Certificate. Junior secondary schools are not yet in existence. In time the minimum qualification will be the NCE (Nigeria Certificate in Education). The teachers will teach in the junior secondary schools as well as in the senior secondary schools.
- (d) All teachers in educational institutions from pre-primary to university will be professionally trained. Teacher Education programmes will be structured to equip teachers for the effective performance of their duties.
- (e) Induction courses are organized for untrained, uncertificated and other categories of auxiliary teachers before they commence teaching in schools.
- (f) In-service education of teachers will continue to fill the gaps left by pre-service training and will be systematically planned so that successful attendance at a number of such courses will attract incremental credits and/or count towards future advancement. Candidates are selected on the basis of efficiency on the job. Methods of supervision on the job vary. This can be undertaken by either the head of the school, the head of department or a specialist from the Inspectorate. The National Teachers' Institute (NTI) is charged with responsibility for organizing programmes of in-service training of practising teachers. By this means, opportunities will be provided so that every teacher at regular intervals will undergo in-service training.

## Innovations in In-Service Teacher Education

When the NTI becomes fully operational, it will be the most important organ for in-service teacher education programmes. This will be possible because the NTI will use all the available media and institutions - radio and television, the universities, teacher training colleges and teachers' centres. In fact, it will be the rallying point for in-service education programmes in the country.

Some universities organize sandwich courses for practising teachers during the long vacation. The courses are designed to upgrade teachers and also to give professional training to graduates without a teaching qualification. The courses allow the teacher to remain in the school during the academic session.

All the Ministries of Education in the country attach very great importance to in-service training and the continuing education of their teachers. To this end, selected teachers are from time to time given opportunity to go for in-service training either locally or overseas. Such courses vary in duration - from three months to about a year.

## SIERRA LEONE

### Introduction

The education system provides for the following:

- (a) Primary education: Children enter class 1 at the age of five and may continue to class 7. Education is free for classes 3-7, but not compulsory.
- (b) Secondary education: Admission to Form 1 is through the Selective Entrance Examination, and to the Sixth Form through the General Certificate of Education (GCE) 'O' Level Examination.
- (c) University education:
  - (i) Bachelors Degree: 3 years
  - (ii) Bachelor in Education: 4 years
  - (iii) Postgraduate Diploma in Education: 1 year
  - (iv) Masters Degree: 2 years
- (d) Teacher education (colleges): Admission to the three-year Teachers' Certificate course is possible on completion of secondary school and either a pass at the national entrance examination or two GCE 'O' Level passes including English. Admission to the Higher Teachers Certificate course requires four GCE 'O' Level passes including English.

### Agencies Currently Engaged in In-Service Teacher Education

The Institute of Education has responsibility for the co-ordination of in-service education. Its Curriculum Revision Unit deals with key subjects in the curriculum; its Audio-Visual Centre runs courses in the production and use of teaching aids and its In-Service Education Division organizes in-service courses.

The University of Sierra Leone through its constituent colleges, Njala University College and Fourah Bay College, provides personnel for in-service courses, organizes workshops and conducts seminars for primary and secondary teachers and college tutors.

The Ministry of Education organizes in-service courses for teachers and supervisors through Inspectors of Schools, the Guidance and Counselling Unit and the Home Economics Unit.

Other organizers are the Sierra Leone Teachers Union, subject associations, the West African Examinations Council and Local Education Authorities.

Teachers College Tutors serve as tutors and the colleges are used for residential courses.

#### Areas of Professional Development Catered for

Courses are organized for updating, renewal and enrichment, for developing skills and techniques of teachers for classroom operations, for production and use of teaching aids, for developing curriculum materials, for upgrading teachers, for school administration, and for induction.

#### Methods of In-Service Education Commonly Used

Usually short courses are run during term-time, e.g. one-day, weekend and week-long courses, while longer ones are held in the vacation. Methods include workshops, conferences, seminars, courses lasting between three months and one academic year, educational visits (local and overseas) as well as on-the-job training.

#### National Policies Relating to Teacher Education

There is a large number of unqualified teachers in the primary schools, and since the teachers colleges cannot increase their intake to any significant degree, the Institute of Education is shortly to embark on a comprehensive programme of training to be conducted in various centres in the country. The programme is to be geared towards professional upgrading, providing first qualified status for untrained and unqualified primary school teachers. Selection will be by performance at refresher courses, teaching experience and reports by headteachers and supervisors. At present, unqualified teachers are encouraged to pursue training in teachers colleges and those with at least five years of teaching experience enjoy study leave with pay and free tuition, free board, together with personal and book allowances.

#### Policy Relating to Minimum Qualification for Teachers

The minimum qualification for primary school teaching is the Teachers Certificate. Unqualified teachers must have completed secondary school.

For secondary schools, the Higher Teachers Certificate is required for teaching in the lower forms, and the Postgraduate Diploma in Education for teaching upper forms. Unqualified teachers must have obtained four 'O' Level passes including English in the General Certificate of Education Examination.

Teachers in technical institutes must have obtained at least the Higher National Certificate or the Higher National Diploma.

#### Institutions Providing Pre-Service and In-Service Education

Pre-service teacher education is pursued in teachers colleges and the University. Most students enjoy Government scholarships which carry free board and lodging, tuition, books and personal allowance and examination fees. The Institute of Education conducts an on-going series of refresher courses. In addition, Instructional Resource Centres are being constructed on college campuses to provide facilities for professional enrichment and for the production of materials for pre-service and in-service programmes.

#### Incentives Provided for In-Service Teacher Education

All in-service courses are free. Currently, participants receive adequate subsistence and travel allowances. Participants who successfully complete a specially designed modular course in the future may receive incremental points.

#### Innovations

Arising from workshops for teacher educators, i.e. college tutors and primary school inspectors, committees have been set up to review the content and structure of the college curriculum and a reduction in the training period from three to two years for able students. Strategies for in-service training, college staff development, procedures and techniques for evaluating student progress and research for the identification of needs in teacher education are also being reviewed.

One of the primary teachers colleges, the Bunumbu Teachers College, has embarked on a project sponsored by Government-UNDP-UNESCO and entitled, Primary Teachers for the Rural Areas.

The objectives of the project include:

- (a) Developing a rurally biased primary school curriculum.
- (b) Transforming a Primary Teachers College into a Community Teachers College to prepare community teachers for work with school children and adults in the rural areas.
- (c) Providing in-service programmes to update and familiarize teachers with the new curriculum.
- (d) Transforming twenty pilot schools into community education centres.

The project is in its fourth year of operation and among other developments, the college has provided:

- (a) A year's refresher and orientation course for headteachers of the pilot schools.
- (b) In-service courses for pilot school staff on a monthly basis and during the long vacation.

(c) In-service courses for supervisors and headteachers from other schools to provide them with an insight into the Bunumbu Project.

(d) Teachers guides, simple story booklets and other curriculum materials for use in the pilot schools.

Students and pilot school teachers participate in the development of some of the materials which are trial-tested in the pilot schools.

## SWAZILAND

### Introduction

The existence of in-service education can be justified by the extent of the service it renders to the educational system of the country in which it is based. The number of unqualified or under-qualified teachers in the schools of Swaziland, which cater for approximately 70% of the school-going age population, would probably be very high had it not been for the existence of a variety of in-service programmes.

The current situation in the schools is as follows:

|                    | Primary Schools | Secondary Schools |
|--------------------|-----------------|-------------------|
| Number of Schools  | 464             | 80                |
| Number of Pupils   | 96,835          | 19,359            |
| Number of Teachers | 2,549           | 1,109             |
| % Qualified        | 73.9            | 73.6              |
| % Unqualified      | 26.1            | 26.4              |

### Types of Teacher Qualifications

Categories of teacher qualifications for primary education structure were as follows:

- (a) Elementary Vernacular Teachers Certificate
- (b) Primary Lower Certificate (T4)
- (c) Primary Higher Certificate (T3)

The new professional requirements for primary school teaching is the Primary Teachers Certificate; hence, an upgrading in-service programme with an emphasis on English, Mathematics and Science was launched for teachers in categories 1 and 2 in one of the teachers colleges with the assistance of foreign aid. This programme was extended to include untrained primary school teachers and led to the award of the new minimum teacher qualification at the end of a three-year period of study by correspondence and contact with tutors. The teacher out-put of this programme, over the six-year period from 1973, was 1100.

Qualifications required for teaching in secondary schools are as follows:

- (a) Secondary Teachers' Certificate for teachers of junior secondary schools.
- (b) A degree with professional training for senior secondary school teachers.

In-service programmes exist for practising teachers in category (a) at the university. The academic and professional requirements lead to a Diploma in Education award at the end of a two-year period.

A two-year postgraduate Diploma in Education is available at the university for practising teachers who hold a degree without professional training.

Practising teachers often take advantage of the services provided by:

- (a) The Swaziland International Education Centre (SIEC) which caters for the Junior Certificate and O-level examination requirements through correspondence and contact with tutors.
- (b) The Division of Extra-Mural Services (DEMS) which is based at the University and caters among other functions, for preparedness in O-level examinations by conducting evening classes.

Both the SIEC and DEMS make extensive use of radio broadcasts for distance teaching purposes.

Subject specialists at the Ministry of Education often conduct short courses and workshops. The purpose of these in-service courses is to deal with problems which are discovered in the various district schools as a result of school visits.

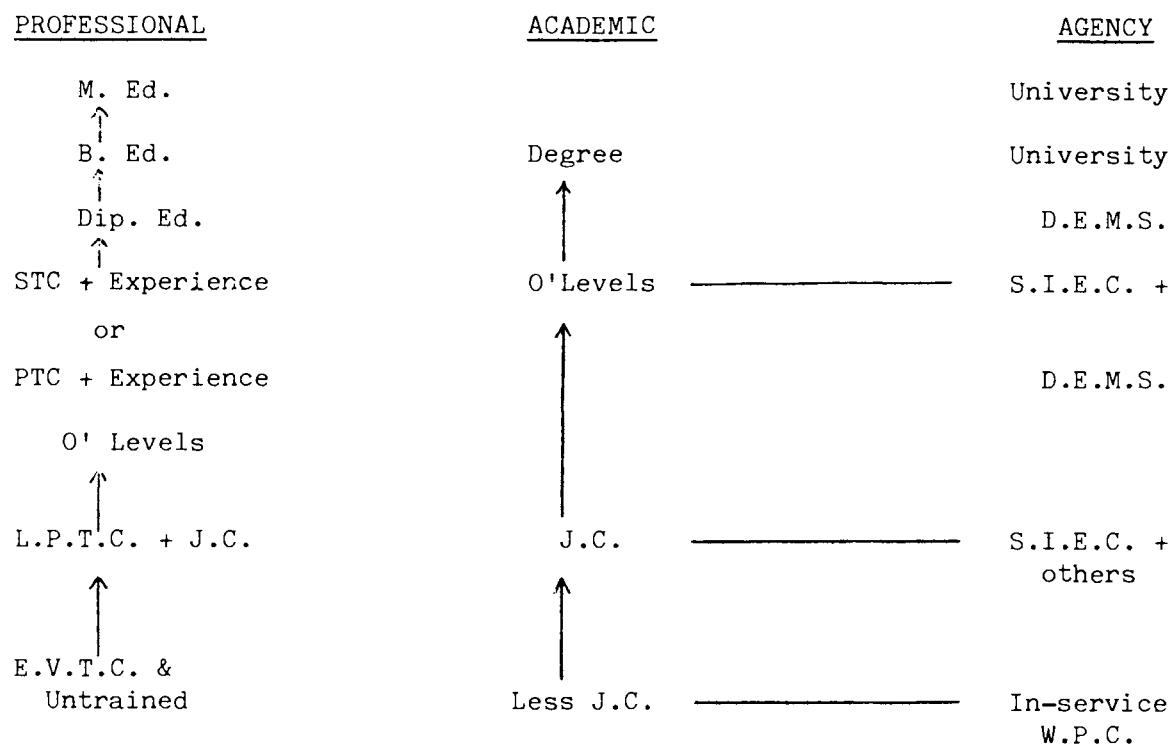
The William Pitcher College In-Service Unit is responsible for the up-grading of under-qualified and unqualified primary school teachers (see previous page).

The Primary and Secondary Curriculum Units besides designing and producing new curricula compatible with the aims of an independent Swaziland, are responsible for the implementation of these new curricula into the schools. Implementation inevitably involves in-service teacher education, and this process of induction is carried out during the school holidays and during the school term.

Subject Teachers Associations on the whole are organized and financed by secondary school teachers. Weekend courses, workshops and activities for students depend very much on the enthusiasm of teachers.

Currently, the in-service teacher education thrust of the education sector of the university is on the secondary school teacher. This unit serves to upgrade teachers so as to enable the best to enter degree programmes. Secondly the university offers a first qualification for the unqualified graduate teacher.

CHANNELS FOR UPGRADING TEACHERS TOWARDS HIGHER  
QUALIFICATIONS IN SWAZILAND



1. PTC, STC, B. Ed. are normally attained through pre-service education/training.
2. DEMS - Department of Extra-Mural Studies (University)  
SIEC - Swaziland International Education Centre

## TANZANIA

Primary education takes seven years and currently there are about 10,000 primary schools with 39,291 qualified teachers. In the case of secondary education there are 'O' and 'A' level secondary schools and at present there are about 150 secondary schools. The first four years of secondary education lead to 'O' level while six years of secondary education lead to 'A' level. The secondary schools are manned by 2,266 teachers. Students who perform well in their 'A' level join the tertiary education, e.g. the University of Dar es Salaam.

Primary 7 holders who join the teachers' college spend two years in residence and one year of internship and are awarded certificates as grade 3 (c) teachers while the 'O' level graduates spend two years in teachers' college and on successful completion of the course are awarded certificates as grade 3 (a) teachers. The two grades of teachers teach in primary schools.

The Diploma of Education is usually awarded to Form 6 holders who pursue a two-year course in the Senior Teachers' College and eventually they are posted to secondary schools. The Form 6 graduates who pursue degree courses in education, on successful completion of their courses, qualify to teach in secondary schools. At present there are 35 teachers' colleges with 750 tutors. A graduate or diploma teacher becomes a tutor in a teachers' college after teaching experience of six years in secondary or primary schools.

Teachers as agents of change have to be responsive to the dynamism of the society they serve. In-service courses become necessary therefore to orient the teachers so that they are better equipped to carry out their duties more efficiently and successfully.

Up to 1970, the in-service courses offered by the Tanzania Ministry of National Education were mainly upgrading courses. These were intensive, well organized and competitive. Each year only a small proportion of the teachers in the primary schools enrolled in the teachers' colleges and increase in salary followed on successful completion of the course.

However, with the new education policy of Education for Self-Reliance which was declared in 1976, there was the obvious necessity to help teachers at all levels of educational structure to handle the new curriculum which emerged from the new philosophy.

Primary school teachers have, since 1970, been served by colleges of national education. The programme of in-service education for primary schools became more systematic when it was a joint undertaking of the Government of Tanzania, UNESCO and UNICEF. UNICEF and UNESCO have formal agreements with the Tanzania Government by which the UN Organizations channel support to activities which have Government approval and which are in accord with Tanzania's policies and aspirations. The joint venture is known as "Mpango wa Tanzania UNESCO UNICEF" which is popularly known as "MTUU" (in Swahili).

Together with the activities of MTUU, there are other agencies equally involved in in-service education for teachers in Tanzania. The colleges of national education provide both physical and manpower resources for in-service courses for primary school teachers. Long in-service courses (one year or more) are conducted at local and overseas institutes and successful teachers are awarded increments and promotion on successful completion.

The Institutes of Education and Adult Education also carry out in-service courses for secondary school teachers and primary school inspectors and

usually they use the facilities and manpower of the University of Dar es Salaam. The short courses of two to six weeks in-service mounted in the colleges and University of Dar es Salaam take place when the students are on holiday. All the courses are organized in liaison with the Ministry of National Education Headquarters.

As mentioned earlier in this paper, primary school teachers are served by Colleges of National Education. Tanzania has 16 Senior Colleges of teacher education with a capacity of about 5,000 students. Each college has one Itinerant Teacher Educator (ITE), whose main functions are to organize the in-service courses and to carry out research and evaluation on teacher education. The ITEs carry out their duties in liaison with the Directorate of Teacher Education in the Ministry of National Education Headquarters and the Institute of Education.

Since 1970 in-service education for primary school teachers has been administered by MTUU. The major aims have been:

- (a) Understanding the new philosophy of education for self-reliance.
- (b) Improvement of practical teaching skills as required by the new curriculum developed from the new philosophy.

Since 1970 when systematic re-orientation of primary school teachers began, 12,800 teachers have attended two-months courses under the management of MTUU.

In actual teaching of these courses, it is not only the ITEs who participate. The courses become part and parcel of the college activities hence all college tutors take part. The primary schools inspectors from the Districts and Regional Headquarters also participate. Officials from the Ministry of National Education visit the college to see how the courses progress. Such an integrated participation gives rise to the general raising of standards among teachers in the schools and provides tutors and inspectors with the actual problems they face in the field. The tutors use such experience to train their pre-service students while the inspectors use such experience during school inspections and in their normal administrative duties.

Teachers have formed different associations which in general aim at promoting better teaching of different subjects. Some of the associations are the Science Teachers Association of the United Republic of Tanzania (STAURT), the Historical Association of Tanzania (HAT), and the Mathematical Association of Tanzania (MAT). The associations organize regional and zonal conferences, workshops and exhibitions and the Ministry of National Education partly sponsors the associations' activities.

Looking at the present trend of in-service education for teachers and the number of teachers in the system of education, it is obvious that MTUU and the other agencies cannot cope with the programme adequately. The Ministry has made plans to this effect. In-service wings will be established in six Senior Colleges of National Education. Five Colleges of National Education will become in-service colleges instead of pre-service and will cater for primary school teachers only. The total intake per session will be 5,000 participants and the duration of the course will be three months. The participants will be required to pursue correspondence courses for a year before admission. On successful completion of the course it has been recommended that they be awarded certificates and a salary increment as an incentive.

For secondary and college tutors, who are usually university graduates, it is suggested that they should study for a diploma in education for one year as a postgraduate qualification. This will give them more time to concentrate on teaching methods and go deeper into the whole question of education.

An Institute to be opened in July 1979 will be offering in-service courses of three weeks to three months for various categories of educational administrators ranging from primary school headteachers to heads of secondary schools and colleges. In this group are also included district, regional and ministry headquarters administrators as well as school and college inspectors. The Institute will also be engaged in research projects concerning educational programmes and offer advice for improving operation.

## ZAMBIA

The main objectives of in-service teacher education in Zambia are:

- (a) To keep the teacher abreast with current educational innovations.
- (b) To enable the teacher to acquire additional academic and professional qualifications, which he did not acquire in his pre-service teacher education.
- (c) To enable the teacher to take up certain specialized duties for which pre-service teacher training did not equip him.

From the objectives above, it will be appreciated that in-service teacher education should not be confined to teachers of lower academic or professional education only but to teachers in higher institutions as well.

### Agencies Engaged in In-Service Teacher Education

The National In-Service Teacher Training College (NISTCOL) is the only college which offers formal in-service teacher training programmes. There are three categories of such training:

- (a) General courses: These have been necessitated by the introduction of a new curriculum (Zambia Primary Course) which made English a medium of instruction from Grade I. In this course the teacher is required to use a lot of teaching aids in order to achieve his goals effectively.
- (b) Upgrading Course (Advanced Primary Course - APC): This is designed to prepare the teacher for higher and more varied responsibilities such as headmastership, deputy headmastership or senior teacher. This course lasts for one year and caters for experienced primary school teachers who have General Certificate of Education 'O' Levels and who have satisfactory records of service.
- (c) Specialist courses: These are designed to re-train primary school headmasters, deputy headmasters and senior teachers to re-orient them to their administrative and professional roles in the schools. Other specialist courses are in such areas as Music, Homecraft, Art and Crafts (creative activities) and practical subjects - these being specialist subjects in schools.

The University of Zambia runs in-service teacher education programmes such as:

- (a) Experienced College Lecturers Course. This caters for lecturers in pre-service teachers' colleges so as to acquaint them with current innovations in teacher education.
- (b) Diploma in Teacher Education (DTE). This is a two-year in-service programme which prepares experienced primary school teachers with full General Certificate of Education 'O' Levels to teach in primary pre-service colleges.
- (c) Degree programmes in education. Experienced teachers with the necessary qualifications are enrolled for this programme either through correspondence studies or by full-time residence in the University. On successful completion, the graduates are either posted to secondary schools as teachers or to teachers' colleges as lecturers.

Three secondary teachers' colleges offer the Secondary School Teachers' Diploma. They have associate relationship with the University of Zambia and their diplomas are underwritten by the University. Although these are pre-service teachers' colleges, they also enrol experienced serving primary school teachers who, on completion of the diploma programmes, are posted to secondary schools.

The Inspectorate in Zambia is effectively decentralized. There are nine educational regions and each region has a team of inspectors whose function it is to carry out and co-ordinate in-service courses for teachers in the field using seminars, workshops, week-end and vacation courses, subject association meetings, refresher courses, etc. They do this in collaboration with teachers' colleges and education officers. These programmes are financed by the central government.

The Education Broadcasting Services (EBS) provides radio and television in-service teacher education programmes. Some of them have featured on specific topics focusing on specific subject teachers such as teachers of English. Objectives have varied from general methods of teaching English to drawing the teacher's attention to specific techniques of teaching the language. However educational broadcasting is regarded as supplementary to the other in-service teacher education programmes.

Commonwealth in-service teacher education programmes help to solve manpower problems especially at staffing pre-service teacher training institutions where the multiplier effect is greater. These are regarded as supplementary to all the other in-service teacher education courses run in the country.

### Problems

In organizing these courses a number of problems have been experienced.

- (a) Inadequate funds: Because of economic problems that the country is going through, money is not so plentiful. The amount distributed to the regions has been drastically reduced and therefore the field course organizers have faced a lot of financial constraints. As a result, self-reliance courses have been introduced. These "new look" courses require the teacher to contribute a little towards the expenses of running them in the form of transport, meals, etc. These courses have just been initiated and have resulted in encouraging feed-back which is still being studied and analysed.

(b) Numbers of teachers: The National In-Service Teacher Training College has sufficient facilities for re-training about a thousand teachers per year. There are approximately 20,000 primary school teachers. At this rate it will take us 20 years to retrain them all and, at the same time more teachers are completing their initial training and joining their fellow teachers in the field. So the numbers of teachers to be re-trained are increasing every year. Therefore the problem of re-training teachers is likely to be a long lasting one. It is however, hoped that supplementary courses organized jointly by the Inspectorate and colleges will minimize the problem.

(c) Length of in-service courses: In-service courses in teacher training colleges last for only three months. It has been observed that this period is not long enough to sufficiently orientate some of the teachers to the new teaching techniques and innovations and to create enough confidence in them. It may therefore be found necessary to lengthen the courses.

(d) Formal in-service courses for secondary school teachers: There is no formal in-service training for secondary school teachers at the moment. Secondary teachers' colleges train teachers to teach in the junior secondary classes (Forms I-III). While these teachers have been found to be proficient in their work, they are not deep enough in their knowledge of their subjects to be able to teach senior forms and at the same time the University of Zambia is not producing graduate teachers fast enough to adequately staff our senior secondary schools. Therefore upgrading in-service courses at this level are needed. The Government is still trying to find ways and means of solving this problem. The Government's determination to do this is shown in the following quotation:

"It is essential that all who are involved in one way or another in the educational enterprise should participate in various in-service programmes."

Reference: Ministry of Education: Educational Reform, Proposals and Recommendation. October 1977. Page 66.