

## Chapter Six

# Professional Development

### ***Rationale for Professional Development***

The health and growth of educational systems depend to a large extent on the competence of the personnel working within them. In turn, pedagogic, technical or administrative competence is dependent on the employees' ability and willingness to improve their knowledge and upgrade their techniques. Individuals who work hard and conscientiously need to keep up-to-date with professional and vocational developments if they wish to provide the best service to their institutions. Changing social requirements, technological and administrative innovations, and revisions of on-going projects demand competencies that, as much as possible, reflect the state-of-the-art.

INSET (In-Service Education and Training) programmes are essential for teaching as well as for non-teaching administrative or technical personnel. However, such programmes are usually expensive, whether they are evaluated in monetary terms or in human endeavour. They are particularly costly for educational systems of small states owing to the limited number of people requiring training and retraining, and the restricted availability of training personnel. The *per capita* expenditure often becomes very high. Yet, the arguments for continuous professional development become stronger since small states cannot afford the waste of out-dated procedures, or the training of new staff in current techniques when existing personnel are still operative. Furthermore, the limited human resources of small states serve as strong arguments for the development of labour-saving strategies that produce efficient results at lower overall costs. For example, the installation of computer equipment and the training of staff in informatics are expensive and yet the man-hour savings, efficiency and accuracy (in, say, data storage and statistical up-dates) make it mandatory for educational systems in small states to invest in computer technology, even though the cost is high.

A second example: small states cannot afford the reduced productivity of their few senior executives owing to personal stress and time-wasting procedures when specialized administrative training can improve their working capacity and efficiency. The cost of providing continuous professional development is exacting on all states, but more so on the stretched resources of small states where the impact of failing to provide continuous professional training is, in the long term, more harmful.

This chapter assumes that senior education administrators recognize fully the need for continuous training and retraining programmes. It offers suggestions on how local and foreign resources can be utilized to develop formal and non-formal programmes, makes recommendations on the best use of local and foreign experts, and evaluates the advantages and disadvantages of sending local personnel to train overseas.

### ***Formal and Non-Formal Professional Development***

The implementation of regular and comprehensive training and retraining programmes creates many difficulties in small states. One difficulty arises from the cost. In some cases the education budget barely covers the basic training requirements, let alone sophisticated and expensive re-training programmes. More complex is the question of time. The multi-functional duties of officials in small states mean that they have to handle a multiplicity of tasks with the result that, while several tasks can be postponed for the duration of the retraining period, some issues cannot wait. The demands on the officials' time are generally such that they cannot be easily spared from their jobs for retraining. Unlike their counterparts in large systems, they cannot refer pressing items to colleagues while they are away. The problems are exacerbated when senior administrators themselves, as the most knowledgeable and experienced officials, are also called upon to provide the training to their subordinates.

### ***Establishing a Training Schedule***

One approach to these problems is to establish and adhere to a training schedule (see Activity One) and ensure that all personnel, from the lowest to the highest grade, undergo regular training and re-training. Experience shows that many officials present a strong case and offer many reasonable arguments why they should be exempted or have their turn postponed. Such demands usually do not stem from negligence but from a genuine desire to proceed with the work in

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\* **Participatory INSET** \*

\* The handful of in-service programmes that have been documented and \*

\* evaluated indicate that the training should involve much more than the \*

\* presentation of knowledge through lectures and reading. Successful \*

\* in-service programmes provide opportunities for participants to \*

\* experience cognitive, attitudinal, and behavioural change. This means \*

\* that, along with presentations of information, the effective in-service \*

\* course affords structured opportunities for teachers to communicate \*

\* with each other about their attitudes and feelings as to the new \*

\* information and its implications for changes in their role. The effective \*

\* in-service course also affords opportunities for systematically planning \*

\* how the new information might be implemented in the classroom and \*

\* for trying out new behaviours within a 'safe climate' such as can be the \*

\* case in role-playing and micro-teaching. \*

\* Smuck, R.A. (1980), "Interventions for Strengthening the \*

\* School's Creativity", in Bush, T. et. al., eds, *Approaches to School \**

\* *Management*, Harper & Row, London. \*

\* — To what extent can the book you are reading serve as a basis for \*

\* INSET programmes for education administrators? \*

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hand. They honestly believe that the claims on their attention by their current work are greater than the need for training programmes. Such arguments should be resisted. Regardless of the pressure of work, the long-term pay-off in consistently adhering to the training schedule will far outweigh the temporary or immediate inconvenience.

One method to reduce the work-versus-training pressure is to rely less on formal programmes which require participants to be away from the job, and, instead, to introduce sandwich, attachment or study-group, on the job training. Well-thought out, carefully structured work experiences (including visits to other service sectors and private enterprises) provide an excellent form of continuous professional development. These are enhanced by carefully selected readings intended as the theoretical support.

Such schemes do not disrupt unduly the regular on-going work in the trainee's section. Indeed, many institutions in small and large states are moving to this type of non-formal professional training. It involves short attachments to local and foreign institutions or firms with new operational approaches. It encompasses also the setting up of study-groups with specific objectives, and internal collegial

evaluation of existing practices. Such methods encourage employees to stop, think, assess, discuss, plan and act on the job. They provide the most effective type of professional development when the issues raised and the solutions sought become directly related to one's very real occupational concerns.

Although such activities may appear informal, they can and should be formally scheduled to provide an on-going training scheme. The process requires decisions on the selection of people to be involved (trainers and trainees), locations, timing, facilities required and costs. Since time and resources are critical in small states, care and attention at the planning stage will ensure maximum benefits at the execution stages.

### ***Local Expertise and Resources***

Local expertise in professional development programmes is the most convenient and generally the least costly resource. Planners of formal and informal INSET programmes can draw upon the services of specialists in the Department or the Ministry of Education or in the other sectors of the Civil Service. They can seek the participation of experts in private industry, in commercial and professional groups, and the community at large. Expatriates who have settled in the country or who visit the country regularly can also be invited to contribute as can foreign 'experts' with knowledge of the country. Senior education administrators find it helpful to draw up a list of potential contributors for immediate or eventual use.

When planning professional development programmes, particularly of the formal type, senior education administrators may wish to keep in mind the following considerations:

- a. Specialists or experts, regardless of their competence in a particular field, are not necessarily the best teachers. They may know the content but may be unable to communicate it to those who are not so knowledgeable. In such cases it is quite useful to ask the course co-ordinator, especially in formal programmes, to work closely with the lecturers attending training sessions and act as an interlocutor or exemplifier of experts' expositions.
- b. A series of lectures or demonstrations by different speakers can become disjointed with apparent lack of cohesion or relevance between the topics. Conversely, not being fully aware of what others have covered, speakers may repeat each other. Here again the course co-ordinator should act as anchorman to provide linkage

- between speakers and their topics, and avoid excessive redundancy.
- c. Some individuals may claim to be or think themselves to be experts but are not necessarily so. Their actual knowledge and techniques may be very limited or may have become obsolete. The participation of such people can be highly undesirable, especially if the course aims specifically to introduce innovations and departures from past and established techniques. In cases where such “experts” have influence and where rejecting their offer of assistance will lead to offence and harm to the whole training programme, one possible solution would be to include an “overview” or “historical development” topic at the beginning of the course and limit their participation to that. Some valuable time will be lost, but respect, pride and good-will are preserved.
  - d. Highly competent experts are extremely busy people and their contributions are in great demand. It is always wise to consult them well in advance prior to drawing up detailed plans and schedules and ensure that they are willing and available to participate, and that they are present when expected.
  - e. Check what ancillary material or back-up equipment is required, especially if the invited speakers are lecturing away from their institutions. It will be awkward if they take it for granted that audio-visual aids or a particular piece of equipment is readily available only to discover, at the very last moment, that it is not.
  - f. Establish the rate of payment or honorarium (or the fact that there will not be any) at the time of the invitation, to save many embarrassing explanations afterwards. If there is no payment, or the invited speakers decline it, it is worthwhile to offer a memento in recognition for their service and assistance. It is always pleasant to have one’s contribution acknowledged and appreciated — and the speakers will be more likely to accept when they are asked again next time.

One particular problem with ‘experts’ in small states is that they tend to form part of a small select group of knowledgeable people who are constantly on demand to give lectures, present papers, lead seminars, appear on talk-shows, participate in discussion groups, and generally pronounce themselves even on those issues in which they have no expertise. Some cherish the public exposure, others prefer to limit themselves to those topics they feel fully confident in. Ironically, both positions create difficulties: the first projects the misconceived

idea of expertise when none really exists, the second may be interpreted as snobbery or high-brow stand, with consequent loss of prestige and influence when the services of the more serious individual are really required.

**Foreign Experts**

Limited local resources make it necessary for small states to engage foreign experts to provide advice, training and support to local personnel. This is a need that most, if not all, small states readily acknowledge but with different attitudes, ranging from adulation to pre-conceived hostility. Usually, however, foreign experts — or to use the more trendy term “consultants” — bring with them specialized knowledge and techniques as well as new concepts and approaches which local officials welcome.

The fact that they are “foreign” and labelled “experts” tends to stimulate and generate support and enthusiasm which local colleagues may find wanting. In insular communities, the foreign consultant’s word tends to carry great weight, while the local official who has been providing similar advice — if not in the same jargon — goes unheeded. It is to be assumed that the foreign expert has a specific and significant contribution to make and the senior education administrator should exploit the visit to the maximum benefit of the local educational

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 \* **Reducing Dependence** \*  
 \* Aid will also have to be judged on the extent to which it has helped small \*  
 \* states advance from a condition of dependence to one of more \*  
 \* independence. There is a strong case for a greater part of aid to be \*  
 \* diverted from the functional or operational levels of the educational \*  
 \* system, and to be allocated towards the development and/or \*  
 \* strengthening of educational decision-making processes and systems. \*  
 \* Through such an approach, small states will then be able to develop \*  
 \* their own capacity for strategic planning, as well as the tools necessary \*  
 \* to diagnose their own problems, and to design and implement strategies \*  
 \* which are truly their own. \*  
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 \* Bacchus and Brock (eds), (1987) *The Challenge of Scale: Educational \*  
 \* Development in the Small States of the Commonwealth*, \*  
 \* Commonwealth Secretariat, London. \*  
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 \* — In which areas and to what extent does your country’s educational \*  
 \* system depend on foreign expertise? Do you feel this should be \*  
 \* increased or reduced? Why? \*  
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system. Otherwise, why seek foreign expert assistance at all?

In answering this question and before seeking foreign expertise, senior education administrators may well ask and evaluate honest answers to the following:

- a. Is local expertise really not available?
- b. Will the presence of foreign experts support and enhance the standing of local personnel, or will it undermine and lower their morale and status?
- c. To what extent will the foreign expert's contribution perpetuate dependency on ideas, concepts, and solutions emanating overseas at the cost of indigenous attempts?

It is unlikely that the answers will point clearly to unmitigated advantages or absolute negative repercussions. However, the questions and the answers will alert senior education administrators to the possible positive as well as negative outcomes of seeking foreign expertise and to prepare for them.

Once the decision is taken that the foreign expert's services are necessary and desirable, senior education administrators will maximize the benefits of the visit through planned and thorough preparations. Attention to the following points will prove useful:

- a. The nomination of a local counterpart to co-ordinate the visiting expert's activities, to deal with arising organizational problems, and generally to make it possible for the visitor to concentrate on the assigned tasks rather than be distracted by trivial problems. More important, the local counterpart will be learning from the experience, from the way in which the expert analyses problems and his/her approach in seeking solutions.
- b. At the same time ensure that the local counterpart does not monopolize the expert. The latter should be accessible to as many officials as possible, to their ideas and views in order to acquaint himself or herself with every facet of the issues under review. It would be a waste if the expert is exposed to a one-sided or lop-sided view. Special care is to be taken to ensure that the presence of the local counterpart will not inhibit other officials from expressing their candid views and from taking full part in free discussions.
- c. It will save time and unnecessary confusion to provide as much advance detail as early as possible to acquaint the visitor with the general aims and specific objectives of the project, and how these fit in the general structure of the country's educational goals. It will

not pay to provide vague objectives and let the visitor discover the details.

- d. Consequently, it would be valuable to establish clear indicators of the contribution that the expert is expected to make, and how his/her work fits into other projects that are related to the assignment. This would avoid unnecessary repetition or possible conflict with other projects or personnel.

Early preparation and clear briefings avoid waste of time, energy and funds. Great frustration is generated when an expert's assignment is rendered irrelevant, inadequate or inapplicable to a country's needs as a result of insufficient attention to details. No small country can afford such mishaps.

In addition to the detailed planning that is directly related to the foreign expert's assignment, senior education administrators need to take care of other aspects of the expert's visit. These could include personal matters such as accommodation, especially when the foreign expert is going to have a long stay. For example:

- a. Visiting experts will need to be acquainted with important local customs and conventions which, if neglected, will lead to mishaps.
- b. They may require assistance to overcome a language barrier.
- c. Visiting experts will require advice and assistance with accommodation and other matters such as schooling and domestic help if they are accompanied by their families.
- d. The visitors should be fully aware of the financial and other benefits that they are entitled to, the services that are provided free, and those that they are expected to pay for. Indeed, such information should be clearly specified in the contract.
- e. Visiting experts should know beforehand when their visit comes to an end and should not be allowed to overstay their term of office unless it is absolutely necessary. The hospitality, the attention and the importance usually given to them by the locals make it very tempting to want to stay on, even when work is complete and their presence is not really required. This may prove detrimental to the local service which should become self-reliant as soon as possible.

Attention, or lack of it, to these important details can enhance or mar an expert's work. Consideration of these points should not be regarded as a form of pampering the foreigner in contrast to the "taken-for-granted" attitude afforded to the locals. It should be seen as an effective and efficient safeguard that enables the country to

derive the maximum benefit from the visitor's expertise by enabling him/her to concentrate on the important facets of the assignment while the secondary details are taken care of by others. Furthermore the wise senior education administrator will regard an expert's assignment as a valuable investment that entails personal, financial, and often political commitments, and that it is in the country's interest to obtain the highest returns possible.

The success or failure of a foreign expert's assignment will reflect in a most significant manner on requests for further aid. However, the main concern of the senior education administrator should be to avoid becoming dependent on any external agency or institution or country. The principal aim should be to become as independent as possible, and as soon as practicable. The external agency or institution must be at the service of the local authority. Co-ordination should be, as far as possible, in the hands of the local personnel. A healthy relationship between the local education service and foreign aid agencies will regard the latter as facilitators who aim at assisting rather than attempting to dominate.

### ***Specialist Training Abroad***

Small states, like large developing states, find it necessary to send selected education and administrative officials abroad for specialist training and experience. There are several advantages in this practice, especially when:

- a. The limited number of officials requiring training, or the total costs involved, do not justify mounting a course locally.
- b. The facilities and the equipment required are not available in the small state.
- c. The variety of expertise, the academic level and innovative content of the course offered abroad are of a much higher quality than anything the small country can possibly offer.

Furthermore, specialist training away from the small state can have additional benefits. Trainees will be exposed to administrative, organizational practices, academic ideas and general educational orientations which enrich their personal and professional perspectives. Encounters with professionals from the host country and from other states provide trainees with wider opportunities to exchange views, test techniques and share experiences which eventually can be considered for possible adoption at home.

Participants from different countries studying in foreign instit-

utions often form friendships that last a lifetime and serve as a basis for continued personal and professional exchanges. This type of international interaction helps small states to overcome their tendency for isolation. Furthermore, on their return, trainees bring with them a degree of enthusiasm that, well channelled, can often infect colleagues, leading to situations that can be exploited to introduce innovations and any needed re-organizations.

Many experienced senior education administrators know, however, that the situation is not always so favourable. Sending personnel for specialist training abroad can lead to several management and personal problems. Indeed, some tensions could arise even before the selected candidates depart. For example, it becomes a problem when the non-selected candidates (often fellow officials of the selected person) feel that they have been unfairly treated, that their work and dedication have not been appreciated. Such feelings often lead to apathy and friction in the section. In such cases the most convincing justification depends on the fairness of the selection process. Senior education administrators should also stress that investment in training abroad is to be regarded as an asset to the whole sector, to the educational system as a whole, not merely as a favour to individuals.

Another problem arises when the selected candidates hold key positions which have to be catered for by colleagues less competent and when one official's departure results in extra workloads for already harassed colleagues. This is always a difficult situation which, one assumes, senior officials would have already evaluated with the conclusion that the payoff on the official's return will compensate for any temporary shortcomings. It may be flattering to feel indispensable, but practical precautions should be taken to train replacements or deputies and ensure that the whole section will not come to a halt when a key official leaves for any length of time. On the other hand, when handled well, long absences can serve as a positive impetus for younger staff to gain experience and demonstrate their talents.

### ***Returned Scholarship Holders***

The problems following a trainee's return may prove even more daunting. For example, returning officials bring with them the expertise and the desire to apply it at the highest degree, even if the educational system of the small state and the community at large are not yet ready for it. For instance, the returning test-construction expert may want to implement non-selection procedures which are alien to the highly selective orientations of the community. In such

cases, it will be the job of the senior education administrator to persuade his/her new expert that rather than attempt to do away with examinations altogether, the primary task would be to re-orientate the teachers and re-educate the parents away from rigid selectivity towards continuous assessment.

Such a task may not have the immediate results that the returning official would wish for. In the long run, however, it may prove more effective, even if it is more arduous in terms of personal competence and persuasive skills. These have to be carefully applied also with local politicians who, cautious about their popular base, will be wary of educational and social tremours that may upset their constituents. In small states where education is often not only centralized but also politicized, the strong desire for change by enthusiastic trainees returning from overseas has to be toned down by the more down-to-earth, if cautious attitudes of senior education officials.

Additional problems arise when the full utilization of the returning experts' competencies depends on ancillary staff support and equipment which the small country lacks or cannot afford. The situation becomes most problematic when the concepts and applications learned abroad prove alien to the small country's beliefs and aspirations. In such cases it will be the task of the senior education administrator to support the work of the returning officials in a manner that encourages them not to give up, but to adapt their knowledge and techniques within the existing limitations of the small country. Returning scholarship holders will be encouraged to seek indigenous and practical solutions even when these do not reach the ideal propositions of their specialized training. Continued support and encouragement by the senior education administrator is essential even on the personal level.

Following a stay in the often sophisticated academic and social life of an economically advanced country, many returning officials find conditions in the small home country restrictive, the ideas of the locals rather obtuse and social attitudes inhibiting. They often find the research facilities, the working conditions and the salaries inferior to those offered in the training institutions abroad. These factors constitute a constant attraction to return to the more enticing metropolis, especially when they lack job-fulfilment at home. This pull is reinforced further when the trainees meet and marry foreign partners who, following the initial euphoric period in the small states, start clamouring to return "home".

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\* **Needs and Risks** \*

\* For both administrators and teachers in all countries, opportunities of \*

\* release from routine duties in order to reflect on their work and \*

\* acquiring new skills are vital, not only for personal development but \*

\* also for staff development in general. The smaller the country, in terms \*

\* both of economy and demography, the more difficult it is for staff to be \*

\* released. In many cases there may be only one person looking after a key \*

\* specialism, in which case release may require buying in a replacement. \*

\* This not only doubles the cost but runs the risk of further external \*

\* influence that may be inappropriate. \*

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\* Brock, Colin, (1987), "The Educational Context" in Bacchus and \*

\* Brock (eds) *The Challenge of Scale*, Commonwealth Secretariat, \*

\* London. \*

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\* — To what extent does your country appreciate the need for the re- \*

\* training of education personnel, even when these hold important \*

\* and demanding posts? \*

\* — How many and how often do high officials in your country have \*

\* opportunities to attend re-training programmes? \*

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There is no simple or easy answer to such problems. For example, it has been proved over and over again that "bonding" scholarship holders is not a very effective way to make them return. Perhaps, the most effective precautions can be taken at the time of interviewing candidates to ensure that selection depends not only on academic and technical competence, but also on the candidates' maturity, personality, as well as on their commitment to the education service, to the people working in it and, above all, to the country's students. When small states award scholarships they are investing in the system as well as in the individual. It should be clearly explained to the individuals concerned that training abroad would benefit the trainees who, in turn, are expected to work for the educational system.

Many senior education administrators will not find such attitudes strange. Probably they themselves have been on specialist training abroad, and while they found the experience most beneficial and exhilarating, they are glad to be back home making a special input into their country's educational service. The desire to re-visit the metropolis occasionally will still be there, but the commitment to stay home is complete.

Careful screening at the time of selection is essential and

interviewing boards can ensure that candidates selected for training abroad should:

- a. Have the intellectual calibre and technical competence to carry out their studies successfully;
- b. Have enough staying power to overcome the initial loneliness that inhabitants of small states suffer when they move to the impersonal metropolis of larger states;
- c. Have a strong commitment to return home and have enough resistance against the potential benefits of staying away.

### ***On the Trainee's Return***

The time immediately following the officials' return from specialized training is also crucial. Senior education administrators must offer subtle but firm guidance. On the one hand they may have to contain the enthusiasm of the returning officials so that they will not appear as all-knowing experts and, perhaps unwittingly, alienate their colleagues. On the other hand senior education administrators should not dampen the returning official's zeal for innovation in a manner that frustrates. On the whole, however, one extremely positive and successful method to enthuse returning scholarship holders is to encourage them to share their newly acquired expertise with others. Normally, they would be glad and proud to expose their ideas and demonstrate their knowledge and skills to their colleagues. At the same time, returning officials must learn how to wait for the appropriate occasion to implement their newly acquired ideas and techniques, how to handle snide remarks from colleagues who may be jealous or feel threatened. They must learn not to get easily frustrated by lack of support services or by the shortage of specialized equipment. Senior education administrators themselves must not feel threatened by the returning specialists; they will act as their subordinates' mentors, neither exploiting, nor suffocating their enthusiasm. It is a time when the senior education administrators have to acknowledge their limited expertise in a particular field, but at the same time demonstrate the ability to lead wisely, firmly, with great understanding.

**FOLLOW-UP ACTIVITIES*****Activity One:  
A Training Schedule***

Consider the following training schedule and evaluate its practical application in your particular organizational set-up. Perhaps you can ask one or two of your colleagues to do the same in order to compare and discuss notes.

*Director-General of Education:* one international conference per year.

*Deputy/Assistant Director of Education (Academic and Administrative):* one international conference or short course per year.

*Education Officers (Academic and Executive Officers):* one international conference or training course every three years.

*Heads of School:* one local workshop or seminar every two years.

*Deputy Heads of School:* one local workshop or seminar every three years.

*Teachers:* one local workshop or short course every three years.

*Clerical Staff:* one local workshop or short course every five years.

Present your evaluation as a memo to your Head of Personnel, giving reasons for supporting or rejecting the proposed training periods, especially from the practical application point of view. Can you think of non-formal professional development activities to substitute the above?

***Activity Two:  
Training Courses Priorities***

In your opinion, what should be the content and structure of workshops, seminars and short training courses, organized locally for specified groups?

Following discussions with some of the incumbents identified in Activity One, list in order of priority the topics that they consider as most important for inclusion as part of their In-Service Education and Training programmes.

**Activity Three:****Case Study: Teachers for Special Schools**

The shortage of teachers in special schools for the handicapped has always been acute. The Department has invariably found it difficult to recruit teachers for this sector, and when it did and sent them for specialist training abroad, many found the strain too demanding. After a few years' service, most teachers ask for and are granted transfers to the normal schools.

To compound the problem, in the last ten years there has been a break in sending teachers of the handicapped for training abroad with the result that out of the 102 teachers presently serving, there are only 28 specially trained. The rest are teachers who have been attracted partly by the desire to teach disadvantaged children, and partly by the generous allowance attached to the job. As the senior official responsible for these schools you are extremely dissatisfied with the situation, and you have been harping on anyone who would listen about the necessity of doing something to solve this urgent problem. The new Minister of Education has been persuaded of the urgency of the problem and has asked you to make specific proposals on how it can be solved.

You believe that the most effective way would be to send untrained teachers for studies abroad, as used to happen in the past. However, on closer inspection, you realize that such a solution would not be very practical for the following reasons:

- a. The schools for the handicapped would lose many of their teachers and there is no likelihood that they could be replaced overnight.
- b. Not all the teachers would be prepared to go abroad for specialist training and you have no clear indication how many would want to go.
- c. The cost would be prohibitive, local sources together with foreign aid will never muster enough funds to provide overseas training to so many people at the same time. Staggering would prolong the training over too long a period.
- d. The specialist training cannot be identical for all teachers, and a breakdown shows that at least seven, possibly eight categories of different specialities are involved. These range from teachers for the hearing impaired to teachers for severely disturbed children. To send a group, one after another, would take ages.

An alternative possibility is to mount a course locally, utilizing the

resources of the teachers training college and the lectures in psychology there. You know, however, that while their knowledge in general psychology is advanced, their expertise in special education is limited. You could participate as a tutor in such a course but, then again, your specialization is in just two areas and you could not adequately cover the rest. There is also the problem of time. Like the college lecturers, you are extremely busy, and will be hard pressed to add on such a load of extra teaching hours to your already over-loaded working day.

In spite of the many difficulties, you have to make proposals since:

- a. The problem is urgent;
- b. The Minister of Education has acknowledged it and this favourable opportunity may not arise again;
- c. The specially trained teachers are continuously on the decrease and, if no new ones are trained, the whole sector will lose any expertise it now has.

Plan a draft course of action and discuss its implementation with colleagues.

***Activity Four:***

Discuss the value and practical implementation (e.g. costs, availability of trainees, replacements) of the following forms of INSET for small specialist groups of teachers:

- a. Seminars and conferences;
- b. Attachments, for a short period of time, to locally or foreign-based institutions;
- c. Study leave;
- d. Self-learning packages and distance learning.