

INTRODUCTION

Educational expansion

With the coming to independence of many formerly dependent countries in the past two decades or so there have been striking developments in the field of education. The widely held conviction that in education lies the key to future progress and a better way of life for all, has led governments to give educational development top priority in their planning and consequently to devote to it a major share of scarce resources, financial and human.

The problem of teacher supply

There has thus been a remarkable and very rapid physical expansion of educational facilities at all levels, but more especially in the field of secondary and higher education, in response to the need for educated and trained manpower in all sectors of national development. The need to staff the new and expanded schools, colleges and universities has been a major problem, met in part by recruitment from external sources, but increasingly dependent on the establishment and rapid expansion of national facilities to provide both pre and in-service teacher training. The latter has frequently taken the form at secondary school level of intensive upgrading type courses for selected primary or intermediate teachers, enhancing the status of those concerned but having the unfortunate effect of depriving the primary schools of some of their best and most experienced staff. The rapid increase in the numbers of secondary school leavers has, however, made it possible increasingly to concentrate on the initial training of academically better qualified students.

Although the primary education sector has not usually grown in size as rapidly as the secondary there has, nevertheless, been an

ever-growing demand for more school places, if only as a result of population growth; and it has to be remembered that many countries can still provide even a basic education for no more than half of their primary school-age children. Here too, then, the demand for more teachers has been urgent and has in part been met by in-service and emergency training programmes, more especially for the large numbers of un-qualified and under-qualified teachers in the field.

New thinking
on schools
and the
curriculum

As educational expansion has gone ahead, however, there has been a growing and wide-spread concern amongst those professionally involved as to the nature and quality of the education provided at all levels. The purposes, content and methods of existing school curricula have been questioned, both in terms of their relevance to the requirements of rapidly developing modern economies and to the no less important cultures of the society or societies involved. Concern that the strictly limited financial and human resources available should be used to the best possible effect has been another element in this re-examination of educational aims and practices. All this has taken place at a time when the sum of knowledge has been growing at an ever-increasing pace and when our fuller understanding of the psychology of learning has led to radically new emphasis in the teaching of many areas of the curriculum, notably in mathematics and the sciences.

New modes
and methods
of training
for teachers

One of the major outcomes of the re-thinking stimulated by such factors as these is to be seen in the efforts of many countries - by no means uniformly successful - at curriculum reform and development. It has become all too clear that changes in the content, and even more in the methods, of teaching and learning, can only become a reality if the teachers - and this means the very large numbers of existing teachers, especially in the primary schools - are adequately prepared for change by a process of re-training. Curriculum reform

has thus provided a major impetus to the very considerable in-service training programmes which have been launched in developing countries in recent years. This applies equally to those long-term upgrading programmes for unqualified and under-qualified teachers and to the shorter courses aimed at introducing new materials and developing specific skills. Further, what is involved, as Dr Beeby points out in his "The Quality of Education in Developing Countries", is not merely the acquisition by the teacher of a new method or technique but the understanding and acceptance of a new purpose in education.

The need
for in-service
teacher
training

Both the rapid growth of educational systems and at the same time the need to devise and implement a more suitable kind of education have thus presented those concerned with a major challenge. Whilst more and better pre-service education and training has been seen to be needed and has indeed often been provided, the speed of growth and change has, in addition demanded large-scale efforts to provide re-training and further training for the mass of serving teachers who will continue to set the educational standards for a good many years to come.

About this
handbook

It is against this background of widespread and varied work in the field of in-service training that this handbook is offered. It sets out to do two main things: first, in Part 1, to consider, in the light of experience, the many problems involved in the planning and carrying out of in-service programmes; second, in Part 2, to provide a number of Case Studies of recent significant in-service programmes of varied types and from a variety of situations and countries. These provide illustrations of the different ways in which the problems discussed in Part 1 have been, and are being, tackled in the field. In Part 3 we include certain observations and conclusions which we feel can be drawn from the Case Studies cited and from other general experience in the field

of in-service teacher education. The bibliography will assist the reader who wishes to go further.

It should be emphasized that in no sense does this handbook pretend to be a complete "how-to-do-it" manual. Simple and easy answers do not exist for what are difficult and complex problems. Circumstances vary widely from country to country, and even within countries, and must obviously be the base on which plans are built for the further education and training of the teaching profession. We have not, however, in the past been as ready as we might have been to learn from relevant experience - including failures where publicized - elsewhere. It is this sharing of experience in a major area of educational concern that it is hoped to assist and encourage by the production of this handbook.