

PARTICIPANTS FOR IN-SERVICE TRAINING

Categories of
in-service
training need

In the conditions of educational change and development obtaining in almost all developing countries today the need for in-service training appears limitless and ranges across all levels and types of staff. These may be briefly summarized as follows:

- (a) Primary and secondary levels
 - Unqualified teachers
 - Qualified teachers
 - Headteachers
- (b) Teachers' college level
 - Potential and recently appointed tutors
 - Experienced tutors
- (c) Inspectorate
 - New recruits to the Inspectorate
 - Experienced inspectors
- (d) Educational administration
 - Provincial/regional and district education officers

Choosing the
participants

Decisions on priorities at national level will determine which categories of staff will, in any given period of time, receive major attention in the in-service programme. In practice, the need is likely to be such that few, if any, major groups will be entirely excluded. Further, since it is clear that the implementation of curriculum change is a main purpose of many in-service programmes, a new development at

one level will automatically involve staff at other levels. For example, in order to implement a newly devised and tested primary science curriculum, with its materials, it may be decided to mount an in-service training programme on such lines as:

- (a) A national-level course for key staff - senior inspectors and heads of science departments in teachers' colleges.
- (b) Regional-level courses for district inspectors, assistant inspectors and other college tutors.
- (c) District-level courses for head-teachers and teachers from selected schools, timed to correlate with the progressive implementation of the new curriculum in the schools.
- (d) A series of local school-based one-day courses to follow up the district-level courses, and staffed by the district inspectorate and college tutors.

The carrying out of a programme of this nature is a complex operation. There will be numerous practical problems to be tackled and difficult decisions to be made. What are these likely to be, as far as the various participants are concerned?

In-service training for primary school teachers

The main problem here would seem to be the sheer size of the teaching force, unqualified and qualified, in need of in-service training. Ghana had in 1971 some 33,000 primary school teachers, of whom about 42% were unqualified. In 1970, in Kenya, the comparable figures were 45,000 and 27%; in 1973 in Jamaica 10,000 and 47%; in Malaysia in 1971 the figures were 45,000 and 21%. Such situations pose considerable problems of selection, and the criteria to be used in the selection process, more particularly in the case of major programmes for unqualified teachers. Their

academic standards and capacity to benefit from in-service training have to be assessed, possibly by some form of written examination.

Even in the case of qualified teachers it cannot be assumed that their previous education and training, especially in the case of older teachers, has been such as to enable them at all easily to profit from further training. In Kenya, 63% of the qualified primary teachers in 1970 had no more than a primary education themselves; in Malawi 86%; in Sierra Leone 54%. Paradoxically, therefore, it may well be that those selected for in-service training are those who are least in need of it, and vice versa. And yet the teacher supply situation usually makes it necessary to continue to employ all, qualified and unqualified, who are willing to offer their service.

Deciding on incentives

Increasingly, too, the provision of incentives for professional advancement is seen as a major problem in in-service training. With the numbers involved at the primary level Governments clearly have to approach this matter with considerable care in view of the likely financial implications. The keen competition for places on upgrading courses at various levels is sufficient evidence of the effectiveness of the incentive i.e. upward movement to a higher salary scale. Such courses however, tend to be relatively long, residential, or partly residential, with participants on full salary, and so very expensive in themselves, particularly when the teachers concerned are away from their schools for considerable periods and replacements have to be found. The award of one, or perhaps more, increments is thus an alternative form of incentive for certain types of courses and this may well be geared to "a credit" system for in-service courses along the lines proposed in Papua New Guinea. For most shorter in-service courses, however, no direct financial incentives are likely to be available; and at primary level the opportunities for promotion in any meaningful sense are so limited that this prospect is hardly calculated

to provide an effective substitute for financial reward. It may, very well be agreed however, that a teacher may reasonably be expected from time to time to devote a weekend in term time or a week or two in a school holiday period to activities which aim at helping him, in a period of change, to do his job more effectively. He should not, however, be out-of-pocket as a result of fulfilling such an obligation. In many countries it may be the in-service staff, especially college tutors and inspectors rather than the participating teachers who may justifiably feel over-stretched. It has not been unknown for such men and women to be required to serve at one and the same time both as course tutors and as members of staff training courses.

In-service training for headteachers

The crucial role of the primary school head-teacher in building up sound educational standards has long been recognized. However, many good heads of former years have been overtaken by more recent educational developments and the number of schools, and thus of heads, has greatly increased. Thus head-teachers, as in Kenya, now figure increasingly in in-service courses, particularly those concerned with improving administration and supervisory skills. Where new curriculum developments have been to the fore, the need for headteachers, as well as members of their staffs, to be fully aware of, and sympathetic to such changes, has frequently led to their personal involvement in curriculum courses from an early stage. The realization that change involves the whole school and its organization has led in some cases to the whole school staff, rather than individual teachers, being regarded as the proper unit for further education and training; such is the case in the current phase of Lesotho's in-service programme. (see Case Study 1)

Here the problems have been less acute because of the much smaller numbers. The needs, however, have often been very real,

particularly in two areas. First, many secondary schools have been staffed in part by professionally unqualified staff, mainly young graduates straight from university. For many of these, teaching may only be a temporary measure before moving on to a better paid job elsewhere. Others, however, may not find this possible or may wish to make teaching their career. Professional qualification can then be obtained either by full-time attendance for a year at a university education department or by a series of shorter courses during vacations of the kind recently introduced at the Institute of Education, Zaria, Nigeria.

Second, the demands being made by curriculum developments, particularly in science and mathematics, are requiring the re-training of many existing secondary school teachers. Problems here are lack of enough qualified and suitably experienced staff for the needed courses and the relatively high costs both of bringing teachers from far afield to the centres (often the university) and of providing the apparatus and materials required by the new curricula.

In-service
training for
teachers'
college tutors

Higher minimum entry levels into teacher training have not only meant that many primary school teachers have found themselves under-qualified. Many college tutors have also been in much the same position. Upgrading programmes for such members of college staffs, together sometimes with newly appointed or potential tutors, have thus been a feature of in-service work at this level. The National Institute of Education in Uganda has provided one and two year courses of this kind since 1966. Increasingly, too, graduate-level education courses have made special provision for the entry and further education of experienced teachers' college tutors.

Additionally many, usually shorter, in-service courses have been organized to bring the experienced tutor abreast of recent developments in his own subject field, particularly in science and mathematics.

All such programmes aim to increase the tutors' effectiveness both in his pre-service and in-service role. The problem for the well qualified and experienced tutor has therefore been to find time for the varied activities in which he is called upon to engage.

In-service
training for
inspectors
and
supervisors

The participation of members of the inspectorate in in-service training seems likely to be evident at two main levels:

(a) Orientation-type courses for newly appointed inspectors. Both the rapid growth of numbers in the inspectorate and re-definition of their role have made courses of this nature essential.

(b) Curriculum courses associated with new developments. These usually involve inspectors' active involvement in an in-service role such as, for example, the primary science programme referred to earlier.

The main problem faced by inspectors, as Trevaskis points out, is to find time amongst their many duties to attend courses and conferences aimed at improving their own competence. Yet in the changing conditions of today, it is essential that inspectors, or advisers as they might be better called, should be professionally well equipped and abreast of educational developments.

In-service
training for
educational
administrators

The importance of an efficient and well-informed educational administration not only in supporting in-service teacher training but also in educational development generally is unquestioned. With the recent rapid educational expansion in many countries both the range and complexity of the administrators' task have increased

considerably. So have the number of administrators. As with the inspectorate, therefore, orientation and regular training courses have become a feature of in-service work, limited only by the time and finance that can be devoted to them.