

In-Service Teacher Education in Commonwealth Asia

Report of a Commonwealth
Regional Workshop

Sri Lanka 23 October - 3 November 1978



Commonwealth Secretariat

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**Education Division
Commonwealth Secretariat, Marlborough House,
London SW1Y 5HX.**

COMMONWEALTH SECRETARIAT

Marlborough House Pall Mall London SW1Y 5HX

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ISBN 0 85092 162 7

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Printed and Published by the Commonwealth Secretariat

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INTRODUCTION

With the rapid expansion of education in many developing countries and the demands of new curricula and methods of teaching, the problem of providing a teaching profession suitable in quantity and quality for the task has become increasingly difficult by traditional patterns of teacher education. There is therefore an urgent need to consider ways and means of increasing the supply of teachers and renewing their training in such a way as to enable them to meet the challenge of changing needs. In-service teacher training in various forms would appear to offer a potential solution.

Many Commonwealth countries are still in the process of formulating their national educational policies, and as a result, teacher training has yet to be closely geared to the needs of the school. In addition, the various stages in teacher education - initial training, induction and in-service training - are still not well co-ordinated. In-service training is frequently organized on an ad hoc basis or allowed to become the first victim of financial cuts in training. The problem is very real and requires deliberate action in the form of policy decisions about educational objectives and ways in which these objectives can best be achieved.

Conventional methods of training teachers in monotechnic institutions tend to be relatively expensive and to attract teachers from a rather narrow section of the community. For this reason countries are considering alternative ways in which teachers can be trained, and means by which entry to the teaching profession may be broadened.

For example, many member countries especially of the Third World recognize the need to give priority to pre-vocational subjects in schools so that primary school-leavers can be fully or partly self-employed. Such education may require that teaching should depart from the over-emphasis on traditional methods of training in basic number and language skills and incorporate the development of vocational skills; these might include crafts and farming which apart from their intrinsic value can be used to reinforce basic number and language skills. The education of teachers themselves for this purpose should therefore take into account an appropriate orientation.

It is in recognition of these issues that recent Commonwealth Education Conferences have recommended a series of regional workshops on in-service teacher education throughout the Commonwealth. These workshops are aimed at helping member states to develop their in-service teacher education programmes in such a way as to meet their most urgent national requirements. With funds provided by the Commonwealth Fund for Technical Co-operation, the Secretariat, through this Division, has undertaken these workshops with these basic objectives in view. The Sri Lanka workshop was the second in the series and had as its theme "Educating Teachers for Changing Roles". The first was held in Barbados in April 1977. In the pages that follow, the proceedings and conclu-

sions of the Sri Lanka workshop are set out and it is hoped that member states will find among them measures which will assist the objectives for which these workshops were designed.

Education Division
Commonwealth Secretariat

Part 1

Workshop Recommendations and Deliberations

RECOMMENDATIONS

The following recommendations are offered for consideration by International Organizations, Governments and Educational Institutions. A number of conclusions are also presented as a result of the deliberations of participants.

TRAINING FOR INCREASED PUPIL-TEACHER RATIOS

Recommendations to International Organizations

1. The Commonwealth Secretariat should consider measures for helping member countries which have difficulty in universalizing primary education to gain a better understanding of IMPACT and how its principles might be applied to the expansion of primary education.

Recommendations to Governments

1. Where possible, Governments should pursue as a matter of priority a policy of ensuring low teacher-pupil ratios in classrooms.
2. In countries that have not achieved universal primary education because of the strain on financial and manpower resources, governments may consider the possibility of experimenting with realistic alternative approaches such as the IMPACT model and major revisions of the school day.
3. Governments should give active consideration to the provision of substantial training facilities and encouragement to teachers working under special conditions. Particular attention should be directed to the needs of teachers working in small rural schools and deprived schools in urban areas.
4. Schools are facing increasingly serious socio-economic problems such as high drop-out rates, poor employment prospects, drug addiction etc. Governments should seek to establish innovative programmes to assist the schools in tackling such problems.

Recommendations to Educational Institutions

1. The programme of teacher education colleges should be re-oriented in such a manner as to equip teachers with the skills necessary for coping with existing conditions, such as high teacher-pupil ratios, shortage of books and equipment, inadequate buildings and lack of other facilities.

PREPARING TEACHERS FOR COMMUNITY EDUCATION

Recommendations to Governments

1. Governments should establish a structure to incorporate a departmental

unit whose role should be to monitor and evaluate community oriented programmes in schools, to sustain enthusiasm, render assistance to schools and teachers, and to develop ideas and resources for use by schools.

2. Teachers, educational administrators and supervisors should be exposed to short term orientation programmes in teacher training colleges with a view to encouraging a positive attitude to community involvement and to equipping them with the necessary skills and ideas to undertake such tasks. The course content may vary depending on the circumstances in which each group of teachers will operate.

3. In the interests of the community oriented education programmes in schools, previous involvement in community work and evidence of the ability to establish fruitful and effective personal relationships should be regarded as important factors in the selection of recruits for the teaching profession.

4. While the school curriculum currently has provision for social studies, etc. such subjects should be taught in a way that helps children to appreciate their relevance and helps to link what they learn with the well being of the community of which they are a part.

Recommendations to Educational Institutions

1. Teacher education institutions should ensure that community education should constitute an integral part of pre-service and in-service teacher education programmes.

2. Where appropriate, educational institutions should act on recommendation 3 above.

3. Teacher training institutions should consider the adoption of five to ten neighbouring primary and secondary schools for their total improvement. In addition, they might give consideration to the advantage of including four elements in the workload of every teacher educator, namely: pre-service training, in-service training, research, and responsibilities involved in the adoption of schools or villages.

Conclusions

1. To ensure a serious and committed approach to community education and involvement, the effort should be nationally motivated and should find a place in the statement of National Educational Policy.

2. The organizational and administrative structure of education should reflect a concern for the promotion of community education in which opportunities for the effective participation of teachers are ensured.

3. Due recognition should be given to the effort of schools in community work. Optimum use should be made of the mass media for the development of such programmes.

NEW ROLES FOR TEACHERS

Recommendations to International Organizations

1. It is recommended that the Commonwealth Secretariat supports programmes of professional development in the field of research and development in changing

roles for teachers in Commonwealth member countries and follows up these programmes to assist in the implementation of such programmes.

Recommendations to Governments

1. It is strongly recommended that each country should have a definite strategy of research and development relating in particular to the professional needs of teachers and the schools and areas in which they serve. Therefore it would be necessary to strengthen the existing provisions for research and development. Where these do not exist Governments should see that they are established.

Conclusions

1. It is recommended that the preparation of teachers should emphasize the following skills:

- Skills in organization and management of learning.
- Communication skills.
- Diagnostic and evaluation skills.
- Human relationship skills.
- Skills in self-learning for teachers including analytical thinking.
- Ability to improvise materials and fully utilize available materials.

2. The priorities of in-service education should be decided as the result of consultation between the major agencies i.e. teachers, teacher educators, educational administrators and, where relevant, representatives of the community.

3. In view of the changing roles of teachers it is necessary for teacher educators to play new roles by not only shouldering the responsibility of pre-service teacher education but also meeting the needs of in-service education that supports activities in school, and research and development functions.

REGIONAL CO-OPERATION IN IN-SERVICE TEACHER EDUCATION

Recommendations to International Organizations

1. This workshop recommends that there should be a broad based programme for the exchange of personnel engaged in in-service teacher education and that funds should be sought for this purpose from agencies such as CFTC, UNESCO, British Council and other relevant agencies.

2. We congratulate the Commonwealth Secretariat and the CFTC for making this present workshop possible in Sri Lanka. We recommend that this practice be continued and that further opportunities be provided for exchange of information and experience about in-service teacher education in the region.

3. This workshop recommends that one of the existing regional organizations be asked to act as a regional clearing house for the collection and dissemination of information. Further it is recommended that the Commonwealth

Secretariat with the support of the Ministry of Education should maintain a register of resource persons.

Conclusions

1. This workshop recommends that in special fields such as the teaching of science, physical education, home economics, handicrafts, aesthetic education etc. centres of excellence be identified within the region to enable teacher educators to obtain further experience. We also urge that the system of scholarships be extended to implement this programme.

2. This workshop endorses the UNESCO-ILO Recommendation adopted in Paris in October 1966 entitled The Status and Responsibilities of Teachers and recommends that knowledge of this document be included in the training programmes of teachers colleges.

SPEECHES AT THE OPENING CEREMONY

ADDRESS OF WELCOME

Dr D. Wesumperuma

Assistant Director, Sri Lanka Foundation Institute

On behalf of the Sri Lanka Foundation Institute, I extend to you all a warm welcome for the inaugural session of the Commonwealth Regional In-Service Teacher Education Workshop for Asia.

We are indeed glad that Sri Lanka has been selected as venue for this Asian Regional Workshop.

This workshop is the outcome of a long-term programme launched last year by the Commonwealth Secretariat to have a series of annual regional workshops in the Commonwealth. The workshop is the second in this series. The first was held last year in Barbados for the Caribbean region. The third is scheduled to be held next year in Swaziland for the African region.

We are happy to have with us today, two representatives, one from the Caribbean region and another from the African region who will be with us during the period of the workshop as observers. We are also happy to have with us two representatives from the World Confederation of Organisations of the Teaching Profession. We have with us today delegates from India, Bangladesh, Singapore, Malaysia and Hong Kong, besides the delegates from our own country. To all observers, delegates and resource personnel from abroad, I take this opportunity to wish a pleasant and a fruitful stay in our country.

The fact that our countries are members of the Commonwealth means that we have been deeply influenced in the past, for better or for worse, by one major colonial power. All of us have had a common colonial experience. What is relevant to us today is that we are in a position to view the problems of our member states within a broad common framework, and therefore the experience of any one member state in our region could well offer lessons, perhaps very useful lessons, to the other member states in Asia.

What of the theme of the seminar itself? It is on In-Service Teacher Training. In the broad spectrum of the national education policies and programmes, in-service teacher training is an area which calls for careful study and top priority. I believe that in most of our member states, certainly so in Sri Lanka, pre-service education is a highly subject-oriented one, where a student acquires an intensive knowledge about the subjects he studies. The new recruit to the teaching profession, whether from the university or a high school, knows only the subjects he has studied and has only a haphazard knowledge of the methodology and the skills of teaching. The period of in-service teacher training is therefore the stage during which a new recruit to the teaching profession acquires the skill in teaching and learns teaching methods. In fact this is a stage during which a teacher is

really moulded. In a sense, the success of the teaching profession seems to depend on the quality and the kind of in-service teacher training offered to the teachers of our countries.

The particular objective of this workshop is to identify the problem areas in in-service teacher education in our region and seek solutions to these problems. In this process, an endeavour will be made to see how far the traditional methodology should be modified to suit modern conditions; to see how far the teacher could be put to better use in the fast changing socio-economic and educational environment in our country; to see how the teacher could be made use of not only in the schools but also as a community developer in the area where he works.

The holding of this regional workshop is most timely. The Ministry of Education in Sri Lanka is planning to introduce certain important changes into the in-service teacher training course in the near future. They plan to prepare for these changes by organizing in the early part of next year a national workshop. I therefore believe that the workshop we inaugurate today will be a useful prelude to the country seminar due next year. This regional workshop offers the educators and planners of the country an opportunity to share the experiences of our neighbouring countries, which I am sure, will provide food for thought at the national seminar next year.

It might be of interest to some of you to find out why the Sri Lanka Foundation Institute should offer our co-operation so readily to the Ministry of Education and other major educational organizations, here and abroad. The Sri Lanka Foundation Institute is the premier adult education centre in the island and in fact ours is the only residential adult education institute in the island. Therefore projects designed to improve the quality of the teaching profession are directly relevant to us. Themes such as those on the agenda in this regional workshop are so important to our educational activities, that I on behalf of the Sri Lanka Foundation Institute, am ready to make an offer to our partners - the Commonwealth Secretariat and the Ministry of Education - to undertake to translate the proceedings of this workshop into our national language and get the proceedings published so that the deliberations of this workshop may reach a wider audience. I presume that the English version of these proceedings will be published by the Commonwealth Secretariat as it has done with the proceedings of the workshop held last year for the Caribbean region.

In that hopeful note, may I conclude my welcome address wishing this workshop every success.

ADDRESS OF WELCOME

Mr E. M. D. Wickremesinghe
Acting Secretary, Ministry of Education

I am happy to be associated with such an important event as the inauguration of the second regional in-service teacher education workshop organized by the Commonwealth Secretariat. We are thankful to the Commonwealth Secretariat for the initiative taken in organizing workshops for sharing experiences in this sphere.

In Sri Lanka, we attach great importance to in-service education of teachers for several reasons. We recognize that education is a life-long process. In spite of the accumulation of research findings over the years, it is not yet possible to lay down in specific detail what needs to be taught and how it should be taught. Although innovations have been introduced into school curricula, the instructional and assessment methodologies continue to perform mainly the functions of selecting able pupils and eliminating those who do not measure up to pre-determined standards. The quality of education has to be considered not only in relation to standards attained in various disciplines but also in relation to whether the kind of education offered is suited to the needs of the recipients who have to live in a changing world.

The whole complex of curriculum construction, teacher education, educational infrastructure, and management has to be designed to benefit the learner. In the teaching-learning situation the teacher has a unique role to play. Today, we are witnessing a technological revolution. This is all the more reason why we should get the teachers better prepared to face the changing situations in the present world.

In developing countries, the population explosion has been accompanied by an educational explosion. The sharp rise in school enrolments, particularly at the secondary level, is primarily due to the growth of the school-age population and increasing access. Sometimes, school systems are forced to recruit personnel who are not competent to teach the subjects included in the curricula. In this context, it is relevant to define the scope, and recognize the limitations of in-service education. Undoubtedly, in-service education can make a positive contribution towards the enhancement of teacher-competency. But to what extent can in-service education overcome the problems arising from subject-oriented incompetency and professional incompetency? As I ponder over in-service education more questions spring to my mind: What linkages should exist between teachers and parents in the task of helping the learner to learn? Should a slow-learner be required to repeat a grade? Or should there be automatic promotion? What should be the optimum class size for imparting instruction in a given subject-area? Is reduction of the pupil/teacher ratio an indication of improvement of the teaching-learning situation? How can teachers be motivated to assume the many roles and functions they are called upon to shoulder in developing countries outside their traditional role of teachers of young school children?

I understand that the workshop will focus its attention on in-service education for training teachers for changing roles to suit the educational needs in developing countries. I have no doubt that out of your deliberations will emerge new action-paths leading to improvements in the teaching-learning processes. I wish you success. And I wish the foreign participants a happy sojourn in Sri Lanka.

ADDRESS BY THE CHIEF GUEST

The Hon. Lionel Jayatileke, M.P.,
Acting Minister of Education and Higher Education

I am pleased to say that Sri Lanka has been honoured by the Commonwealth Secretariat by inviting us to host this workshop.

We do not consider this a matter-of-fact request. The Commonwealth Secretariat is aware of the involvement of the Sri Lanka educational system in the extensive teacher in-service education programme and the experiences our system has gained thereby. It is this appreciation I believe that has prompted them to ask us to conduct the workshop here. We lay emphasis on the human potential and have made every effort to help the teacher in his professional growth. We are attempting to help him to keep pace with time and be in step with the changing conditions. Our efforts designed to help the teacher have resulted in a broad-based network of in-service education activities, reaching teachers in all parts of the country. Perhaps, we may be offering some aspects of the programme for study, discussion and improvement at the workshop. We look forward to learning from our colleagues from the neighbouring countries in the region who are participating in this workshop.

Our main concern at the workshop will be improving teaching. We recognize that teaching has extended its boundaries beyond the limits of a classroom and as a consequence of this, the role and function of the teacher have widened.

In regard to qualitative improvement of teaching in school we ought to ask ourselves many questions. Some of the crucial questions are whether children learn as much as we teach, and whether they enjoy learning, and whether they find it meaningful. In respect of the child from the rural village home this question is much more pertinent. We should be mindful of the possibility of too much emphasis on the refinement levels of teaching without proper reference to the child. Society expects each of its children to grow up in his own culture. In this sense we should critically examine whether our schools have integrated naturally into our own culture. Perhaps, we may want to do something new to invest cultural values into our schools. If we examine what we want to do in this country, I would like to speak of the hopes for change as a revival rather than a radically different innovation. I do not intend dealing very much with the past but let me give a thumb nail sketch of our traditional kind of school. The physical location was the Guru Gedera - the teacher's home - an open school with children in a multi-graded system following a flexible timetable, a place where discipline was born of respect and admiration; a learning community within which knowledge, skills and attitudes were handled in a process of smooth transfer from person to person. Since the cultural milieu of the countries of the region has the basic commonness over-riding geographical boundaries it may be surmized that similar structures would have been existent in all countries of this region for ensuring the fostering of cultural values. What I would emphasize is that this past can inspire us to bring back its living spirit to schools today. This spirit should live in new environments, new structures and in new procedures.

This reference is to the valuable 'inside' of our village school. There was its 'outside' which too had its own influencing styles. The school's environment brought within its reach the whole ebb and flow of village life. Its sensitivity was sharp to the sorrows and pleasures of the village. The oft-repeated reference to it as the beacon of light is not a matter of poetry. Education, as understood today in the context of community and as a life-long activity, found its simple but perfect meaning in the village school.

I make these references because I consider them relevant to our task here at this workshop. At this workshop an effort will be made to understand the new roles of the teacher and consequently ways and means of communicating to others what we identify as these roles. The teaching profession as a whole is seeking to broaden its capacities and extend its repertoire of skills. We in Asia should know the proportions to which already the capacities have broadened and skills have extended.

I believe that all countries are making efforts to map-out new and achievable capacities. Some of them have made valuable discoveries. In Sri Lanka we have explored the fields of community education, the experiences of which will receive attention at this workshop. We have also attempted to bring back the out-of-school youth to school - they do come back for new types of experiences. We have some experience in extending the reach of the school to the adults. The more recent attempts have different orientations and are reputed to be popular with the adults. In the course of these experiences, we have found that the enlightened role of the teacher has a significant positive relationship to the success of each exercise.

I will not attempt a recounting of all our experiences in these innovative fields of work. I mention them here in the hope that these and many others from the participating countries will be discussed fruitfully at this workshop. Such discussions will inevitably lead to a meaningful sharing of the experiences by all members. We should feel happy that the pool of experience is rich.

The Commonwealth Secretariat, in organizing this workshop, the second in a series of regional workshops, is making manifest the broad philosophy of co-operation on which it has been built.

ADDRESS BY THE DIRECTOR OF THE WORKSHOP

Dr M. N. Haq
Assistant Director, Education Division,
Commonwealth Secretariat

It is my pleasant duty, at the very outset, to convey the warmest greetings of the Commonwealth Secretary-General as well as to express on his behalf, our profound sense of gratitude and appreciation to the Government and the people of Sri Lanka for their kind co-operation and generosity in hosting the present workshop. We are deeply obliged to the Sri Lanka Foundation Institute, its Director and his colleagues for providing such excellent facilities and wonderful hospitality for the workshop in idyllic surroundings. Our gratitude is particularly due to the Honourable Lionel Jayatilleke for kindly gracing the occasion by his presence and inaugurating the workshop as the Chief Guest despite his pressing duties. His kind words about the Commonwealth Secretariat will be fondly treasured and his erudite and illuminating speech will be a source of great inspiration to all of us. I extend a very hearty welcome to consultants, observers and delegates and wish their deliberations every success. In this connection it is worth mentioning that the participation of a delegate from the Caribbean and one from Africa lends an inter-regional character to this regional workshop. I must thank the various Commonwealth Governments in this region for their enthusiastic support for the workshop. I also thank all our distinguished guests for their kind and inspiring presence in our midst.

I would like to take the opportunity at this auspicious occasion to say a few words about the Commonwealth itself. The Commonwealth symbolizes an intimate comradeship of humanity in all its variety. It demonstrates to the world a special modus operandi for communication across the barriers of race, geography and wealth - a rare facility by which a quarter of the world's states may augment understanding and promote co-operation. It represents unity in diversity and offers the potential of shared experience and co-operative efforts. Truly speaking, the Commonwealth is a microcosm of the international community and while serving itself, it serves the world at large. The granting of observer status to the Commonwealth Secretariat by the General Assembly of the United Nations bespeaks this commitment to service.

The Commonwealth Secretariat, established in 1965, is responsible to all member governments. Its principal role is to serve as a focal point of co-operation in direct and flexible response to the priorities set for it by the consensus of Member Nations. Its main areas of operation are education, economic affairs, international affairs, legal matters, medical and scientific affairs, youth activities, food production and rural development.

The Commonwealth Fund for Technical Co-operation, commonly known as CFTC, was established in April 1971. It is an inter-governmental multilateral development fund administered by the Commonwealth Secretariat. The CFTC represents a practical application of the concept of mutual self-help in which the recipients are also donors and full partners. It endeavours to mobilize for development the expertise and facilities available in the Commonwealth as a whole. Its operations are conducted through three programmes: the General Technical Assistance Programme, the Export Market Development Programme and the Education and Training Programme. Needless to say, the present workshop enjoys the financial support of the Education and Training Programme.

I may now refer briefly to the activities of the Education Division of the Commonwealth Secretariat. This Division was established in 1966 in order to assume responsibility for functions previously undertaken by the Commonwealth Education Liaison Unit. It assists the Secretariat in the following ways: promoting co-operation among Commonwealth countries in appropriate areas of education, identifying educational problems and investigating possible solutions and providing information on educational innovations and developments to Commonwealth countries. The main functions of the Division include organizing and servicing Commonwealth meetings, seminars, workshops, conferences and training courses; acting as a clearing-house for information on selected areas of education and publishing reports and research studies. Obviously, a report will be published comprising the final proceedings of this workshop as well.

The Education Division also maintains liaison with other divisions of the Secretariat and with national, regional and international organizations such as WCOTP, UNESCO, CARICOM, L'Agence de Cooperation Culturelle et Technique etc. The triennial ministerial conferences set broad guidelines for the programme of this Division. The Commonwealth Education Liaison Committee abbreviated CELC, on which are represented all the Commonwealth High Commissions in London, the British Government and the Associated States advises the Education Division and acts as a link between Commonwealth governments and the Secretariat. While the Commonwealth Education Conferences serve as a forum for ministers to hold deliberations on broad educational policies, specialist conferences bring together senior educationists from all over the Commonwealth to discuss crucial aspects of educational development. These meetings are convened every two years on recommendations from ministerial conferences. The specialist conferences in the past dealt with such selected subjects as the teaching of mathematics, education in rural areas, the role of teachers in national development, public examinations, materials for learning and teaching etc. The next specialist conference is scheduled to be held in India from 22 January to 3 February 1979, its theme being Non-Formal Education for National Development.

The main areas of operation of the Education Division as identified at Commonwealth Education Conferences and other meetings include educational administration and supervision, book development, science and mathematics education, technical education, universal primary education, non-formal education, curriculum, educational media, teaching about the Commonwealth, higher education and teacher education. In these areas, the Secretariat sponsors training oriented regional seminars, meetings, workshops and training courses in order to assist member governments to improve the specialist expertise of their staff. The present workshop is in pursuit of this objective.

Successive Commonwealth Education Conferences have emphasized the pivotal role of teachers in improving education. Rapid educational expansion and significant curriculum development have led to a crisis in teacher education in many countries, pointing to the need to consider new approaches to teacher training. It is being increasingly realized that teacher education is a continuous process and pre-service education is only the initial phase. It is further felt that there is a need for integrating pre-service and in-service education of the teacher in order to promote the concept of lifelong learning aiming at both professional up-dating and professional mobility. Furthermore, it is said that if teacher education were to serve the present as well as future needs of society, it should also encompass the pre-service as well as in-service training of educational personnel of other categories - inspectors, supervisors and administrators - with implications for changes

in status and conditions of work. Above all, it is firmly held that all statutory and desirable changes in teacher education will not take place unless there is a happy marriage between political will and professional commitment.

The first Commonwealth regional in-service teacher education workshop was held in Barbados in 1977. The theme of the workshop was "Towards an Overall Strategy for Teacher Education" and the pressing issues discussed were needs and priorities in in-service teacher education in the Caribbean; educational support services and in-service teacher education; patterns and methods in in-service teacher education and regional co-operation in in-service education in the Commonwealth. The Seventh Commonwealth Conference held in Ghana in 1977 reiterated the need for regional workshops that aim to assist member governments in tackling problems and sharing ideas about teacher education. It is in response to this mandate that we have assembled here to consider the theme, 'Educating Teachers for Changing Roles'. We have already been told about the objectives of the workshop and the issues to be discussed. It is heartening to learn about the existence of various innovative practices and programmes related to in-service teacher education in Commonwealth Asia purported to meet the national needs. Against this backdrop of innovative experiences of the delegates and the rich expertise of the learned consultants, we can confidently look forward to finding this workshop an enriching and worthwhile exercise and likely to have far-reaching consequences.

To my mind the four cardinal virtues of Buddhism might serve as the motto of the workshop to guide and inspire its deliberations - 'Karuna, Metta, Upekkha and Mudita' - 'Compassion, loving kindness, equanimity and tranquillity'.

VOTE OF THANKS

Mr George Mendis
Deputy Director-General of Education,
Ministry of Education

It is my privilege to move a vote of thanks to all those present here today and others responsible for today's proceedings.

This workshop will be a memorable one as the outcome of the deliberations will be of immediate and lasting value in the international field and especially to the developing nations in the Asian regions.

We in Sri Lanka have given a very important place to education, which is considered the main agent for national development. We are happy to note that in the agenda that has been prepared for the workshop, very important matters relating to teacher pupil relationships are included: the teacher as a community link, and the teacher as an agent for the development of the child and of the community. In appreciation of the fact that education is indispensable, the Government of Sri Lanka invests a big portion of its national budget on education. A substantial portion of the expenditure is diverted towards the development of the teacher in matters relating to his work. In point of fact Programme II of our education budget utilizes 90% of the expenditure on teachers. There is also a reasonable amount of money spent on teacher education which is a separate programme in the education budget. What I am emphasizing is the fact that the teacher in the education system in Sri Lanka is considered second only to the child. Hence all our efforts have to be channelled to improve the work of the teacher. As such we need new training schemes, new pedagogical methods and innovative technologies and also adaptation of our traditional systems. I anticipate that this workshop will give us very solid directions and foundations for future programmes affecting the teacher.

We are thankful to the Acting Minister of Education who has graced this occasion and also inspired us with his enlightening address. This is the first official function he has attended since he took his oaths as Acting Minister of Education this morning.

The Acting Secretary of Education, Mr Wickremesinghe has given us a lot of advice and guidance in the working of this workshop. We are thankful to him.

We have with us today Dr Haq, Assistant Director, Education Division, Commonwealth Secretariat, Dr Perera, A Sri Lankan working as Chief Project Officer, Mr S. Farrant, Education Officer, who is really the live wire of this whole workshop. We are privileged to have Mr James Porter, Head of the Commonwealth Institute, who is a highly recognized personality in the education field. We have also Dr Rosetta Mante from the Phillipines to explain the IMPACT Programme. Mr Uvais Ahamed who has come to us as a consultant was until recently one of our distinguished Directors. It is a privilege to have them with us. I am not in a position to mention names but we have with us representatives from the Commonwealth regions of Africa and the Caribbean and from WCOTP.

We are thankful to Bangladesh, India, Hong Kong, Malaysia and Singapore for sending us learned persons in the field of education. Sri Lanka is also represented by experienced educationists.

A word of thanks to the Sri Lanka Foundation Institute for hosting this workshop. The Sri Lanka Foundation Institute has taken a very important place in matters relating to development in the country.

COUNTRY REPORTS ON IN-SERVICE TEACHER EDUCATION IN COMMONWEALTH ASIA

BANGLADESH

Introduction

The existing educational structure in Bangladesh incorporates:

- (a) Primary education: Grades I to V.
- (b) Secondary education: Grades VI to X.
- (c) Higher secondary education: Grades XI and XII.
- (d) Graduation: Ordinary degree - 2 years
Honours degree - 3 years.
- (e) Masters' Degree - 2 years for pass graduates
1 year for honours graduates.

Agencies Currently Engaged in In-Service Teacher Education

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

- (a) The Bangladesh Education Extension and Research Institute (BEERI), Dacca. This Institute was established in 1959 in order to offer in-service training to teachers of secondary schools and colleges as well as to educational administrators such as Superintendents of the primary training institutes, officers of the Inspectorate, Heads of secondary schools and Principals of colleges. It started with two types of course - short and long. The short courses vary in length from one week to four weeks. The long courses last for one academic year and are meant to prepare teachers of agriculture for secondary schools.
- (b) The Institute of Education and Research is located in the University of Dacca (IER). Although this Institute is primarily concerned with pre-service teacher education leading to the Diploma, Master's and Doctorate degrees in Education, it also offers in-service training to teachers on a small scale.
- (c) The Teachers's Training College for Technical Education. Teachers in Polytechnics received in-service education in this college. It offers two courses - a one year diploma course and a two year degree course.
- (d) The Academy for Fundamental Education - (AFE), Mymensingh. The Academy has been in operation since 1977. It aims at conducting in-service training courses for the staff of the primary training institutes and educational administrators concerned with primary education such as

Thana Education Officers, Sub-divisional Education Officers and District Inspectors of schools.

(c) The College of Physical Education. This college prepares teachers of Physical Education and conducts in-service training for them. It offers diploma and degree courses of one year duration each. Admission requirements for the former are Higher School Certificate and for the latter a degree.

(f) The Bangladesh Academy for Rural Development. The Academy conducts occasional in-service training courses in Agriculture for the Faculty of the primary training institutes.

Areas of Professional Development Catered for by In-Service Education

The areas of professional development catered for by in-service education involve:

- (a) Imparting professional training to untrained teachers.
- (b) Upgrading the qualifications of trained teachers.
- (c) Developing skills in educational administration.
- (d) Disseminating educational innovations such as population education and work experience.

Methods of In-service Education Commonly Used

Workshops, conferences and training courses varying in duration from two to four weeks are arranged for teachers. For Educational Administrators, the duration of the programme is generally two weeks.

National Policies Relating to Teacher Education

In order to improve teacher education the following programmes have been proposed in the National Two Year Plan (1978-1980):

- (a) Development of forty-seven existing primary training institutes.
- (b) Establishment of four new primary training institutes.
- (c) Development of ten existing teacher training colleges.
- (d) Establishment of an Education Extension Centre at Rajshahi (a Divisional Headquarters).
- (e) Improvement of the Bangladesh Education Extension and Research Institute in Dacca.
- (f) Development of the Academy for Functional Education.

Audio Visual Aids and Educational Technology

Audio visual aids such as charts, models, films and slides are used. Radio has been in use for schools for a long time, coupled with the use of television on a limited scale. Teachers are encouraged to prepare and use improvised

teaching aids from low cost materials that are readily available in the community. The Audio-Visual Centre attached to BEERI conducts in-service training in audio-visual aids.

Policy Relating to Minimum Qualifications for Teachers

The policy relating to minimum qualifications for teachers is as follows:

- (a) Primary school teachers: Secondary School Certificate of ten years' duration with Certificate in Education of one year's duration from primary training institutes.
- (b) Secondary school teachers: Bachelor's degree in Arts, Science or Commerce together with a one year degree in Education.
- (c) Higher secondary teachers (intermediate): Masters' Degree.
- (d) Teachers in Polytechnics: Diploma from a Polytechnic together with a diploma (one year duration)/degree (two years duration) from the Teachers' Training College of Technical Education.
- (e) Teachers of Physical Education: Secondary School Certificate plus one year diploma in Physical Education; Degree in Arts/Science or Commerce together with Bachelor of Physical Education Degree (one year duration).

Institutions Offering Pre-Service Teacher Education

Three types of institution offer pre-service teacher education:

- (a) Primary training institutes.
- (b) Teachers' training colleges.
- (c) Institute of education and research.

The Teachers Training College, Mymensingh is a Staff Training College as it prepares teacher trainers for the primary training institutes.

Incentives Provided for In-Service Teacher Education

All in-service courses are offered free. In addition, participants are entitled to an allowance covering expenses of travel and subsistence.

Main Current Programmes of In-Service Teacher Education

The following crash programmes in respect of in-service teacher education are in operation:

- (a) Training of Untrained Teachers. This programme is aimed at clearing the backlog of untrained primary teachers. It was introduced in 1974 and continued until 1977.
- (b) Population Education Programme. This programme is intended to introduce Population Education in all schools - primary, secondary,

higher secondary as well as in undergraduate courses. Its aim is to prepare teachers for teaching Population Education in grades IV to XIV. This is an ambitious programme which aims at imparting in-service training to all Head Teachers of primary schools, selected teachers of secondary and higher secondary and undergraduate levels together with Head Masters, Head Mistresses and Principals of these institutions. This programme has tremendous significance for relating in-service teacher education to community needs. The programme which has been designed by experts belonging to various disciplines such as Education, Agriculture, Nutrition, Economics, Sociology, Crafts, Health, Planning, etc. has various components which are directly related to development activities.

(c) Compulsory Physical Education Programme: A massive in-service training programme has been undertaken for preparing teachers of physical education for introducing compulsory Physical Training in all educational institutions.

INDIA

Agencies Currently Engaged in In-Service Teacher Education

For more than two decades now, various in-service programmes and courses for teachers - whether of short or long duration - have been organized by different departments of the National Council of Educational Research and Training (NCERT). While the Council caters mainly for the needs of secondary school teachers, programmes for primary school teachers are conducted by State Institutes of Education. Notable examples are SIEs at Pune, Udaipur, Ahmedabad, Bangalore, Dharwar, and Trivandrum. Some SIEs conduct in-service education programmes for secondary teachers and teacher educators also. It is necessary to mention that in-service programmes, particularly aimed at improving the effectiveness of post-graduate and college teachers, are organized with or without the help of NCERT/UGC by the university departments of education. Again, notable names are, Calicut University, Madras University, CASE, Baroda and SVP University, Vallabh Vidyanagar.

At present, the degree oriented regular Summer-School-Cum-Correspondence Courses for secondary school teachers are conducted by regional colleges of education (Ajmer, Bhopal, Bhubaneswar and Mysore) and by some universities. In order to improve the effectiveness of secondary school teachers and elementary teacher educators for the now 10 + 2 curriculum, Correspondence-Cum-Contact Courses are being run at regional colleges of education. In addition to this, some state institutes of education and university departments of education are also conducting Correspondence-Cum-Contact Courses leading to a degree or diploma in education for primary and secondary teachers. These courses are not geared towards any formal certificates, diplomas or degrees in terms of accreditation. Examinations for formal (recognized) courses are conducted by the universities/SIEs.

Curriculum Development and Research Units and Media Production Units are located at NCERT, SIEs and SCERTs such as the Centre of Educational Technology (CET, NCERT) and the Department of Teaching Aids (DTA, NCERT). Similar units are also located in some SCERTs and SIEs. While the training for secondary school teachers is given by NCERT, that for primary school teachers is carried out by the state agencies. The most notable example of such programmes was the SITE programme beamed in 1975-76 to primary teachers in selected areas of the country with the help of an American satellite.

Although quite a number of educational programmes are broadcast, educational telecasting and radio broadcasting is in the hands of the Central and State Governments.

Technical training for polytechnic and other technical personnel is mainly conducted at technical teachers training institutes (TTTIs: Madras, Bhopal, Chandigarh). However, RCEs' technology and agriculture departments also organize training courses for teachers of work experience and socially useful productive work.

NCERT is in the process of making a major effort to establish teacher centres for secondary school teachers and elementary and secondary teacher educators. It is also in the process of developing Decentralized Resource Centres (DRC) for primary teachers and teacher educators.

It may be mentioned that the involvement of professional teachers' associations in in-service teacher education is marginal, if not altogether insignificant.

Teaching aids are developed, produced and distributed by the NCERT/SCERTs.

Colleges of education affiliated to universities cater for the needs of school teachers in their jurisdiction.

The National Staff College for Educational Planners and Administrators, New Delhi, a successor institution to the UNESCO Asian Institute for Educational Planning and Administration, looks after the in-service education needs of:

- (a) Educational Planners and Administrators of the Central and State Governments,
- (b) Administrative and Planning Officers of the universities,
- (c) Headmasters of secondary and higher secondary schools and
- (d) Principals of colleges affiliated to the universities.

The Central Institute of English and Foreign Languages of the Government of India conducts courses for teachers of English Language and Literature. Corresponding to this central institute there are four Regional Institutes of English which support this activity. The British Council also gives some support to this activity.

For the in-service education needs of the teachers of Indian languages, the Government of India has set up the Central Institute of Indian Language which has established four regional centres to support its activities.

The Central Institute of Hindi of the Government of India conducts in-service education programmes for Hindi teachers.

Summer courses of six to eight weeks duration in the teaching of certain subjects such as Science, Mathematics, Geography etc. are organized for teachers by the University Grants Commission in co-operation with the NCERT and the universities.

Centres of Advanced Studies of Education, supported by the UGC, organize short term courses for teachers in colleges and universities. Teachers receive fellowships to attend these courses.

Areas of Professional Development Catered for by In-Service Education

These in-service courses are mainly aimed at:

- (a) Improving teachers' competence in particular subjects taught in schools.
- (b) Upgrading of teaching qualifications in general - B.Ed., Certificate and diplomas in research methodology, guidance-counselling and pre-school education etc.
- (c) Improving teachers' practical teaching skills, particularly through microteaching and in interaction analysis.
- (d) Diffusing educational innovation.
- (c) The preparation of teaching aids - especially slides, film-strips, films etc.
- (f) The preparation of instructional materials (programmed or auto instructional material, objective-based instruction etc.).
- (g) Training in evaluation techniques for improving examinations.
- (h) Training in non-formal education in order to educate the children of deprived sections of society.

Methods of In-Service Education Commonly Used

The main formal methods of in-service education used are Correspondence-Cum-Contact Courses of six to twelve months' duration. However, there is a prevalent practice of running in-service education through seminars, workshops, symposia, conferences etc. of short duration, i.e., three to fifteen days' duration. Some attempts have been made to educate teachers through radio and television lessons.

National Policies in Relation to Teacher Education

Pre-service teacher education courses for primary teachers are of two types; either a one year course of further education after high school or a one or two year certificate course after high school, i.e., X and XI standard. The present policy is to run a two year vocational teacher education course after standard X. There is also a recommendation to provide graduates and post-graduates with a one year B.Ed. course for handling primary classes. Pre-service education courses for secondary school teachers are also of two types, either a four year integrated teacher education course conducted by one of the Regional Colleges of Education or a one year post-graduate B.Ed. Such courses are run by the teacher training colleges affiliated to various universities.

Minimum qualifications for teachers in primary schools, junior secondary schools and senior secondary schools respectively are standard X (in some States standard XI) plus a teacher training certificate, bachelor degree in a subject plus education and post-graduate degree plus education if possible.

For the last ten years, attempts to clear the backlog of untrained teachers have gone on at RCEs and some university departments of education

through the Summer School-Cum-Contact Courses.

The usual method of selecting candidates for correspondence courses where the award of a certificate, diploma or degree by either a State Government or university is not involved, is to get them nominated by the Education Department of the State Government or by the Headmaster in the case of private schools.

The recent "Teacher Education Curriculum - A Framework" has strongly recommended the establishment of Centres of Continuing Education in order to make such education part and parcel of the overall national plan for teacher education. It has clearly spelt out methods and modes to be used in such centres. The main thrust has been to organize Correspondence-Cum-Contact Courses with the use of programmed self-paced individualized instructional materials in the form of lessons or tapes and/or through radio or television. It is envisaged that each teaching centre will be equipped fully with ample learning facilities such as a good library, laboratory, teaching machines, programme materials, tapes, film-strips, film and if possible video-tapes and CCTV sets.

The National Council for Teacher Education has been set up by the Government of India to advise on matters concerning teacher education including in-service education. At the State level this function is performed by the State Boards of Teacher Education.

HONG KONG

Introduction

In November 1977, the Hong Kong Government published a Green Paper on Education which put forward proposals on the development programme for education beyond the basic nine year course in the period up to 1986. A White Paper on the Development of Senior Secondary and Tertiary Education was published on 18th October 1978.

The proposals in the White Paper have far-reaching implications for education generally in Hong Kong and, include in its principal measures, recommendations for an improved scheme of teacher training, both pre-service and in-service.

The Government's main objective is a progressive extension of the period of universal education. Since September 1971 primary education (a six year course programme commencing from the age of six) has been free and compulsory. The achievement of that objective is in itself a major task when one considers Hong Kong's special circumstances relating to frequent influxes of population.

From the academic year 1978-79 all primary school leavers are being offered three years of junior secondary education. Thus, every child will have nine years basic education. This will be universal and free and will become compulsory as from September 1979, extending to the child's 15th birthday or to his completion of Form III. Beyond that stage, education will remain voluntary and will take diverse forms.

In March 1978 about one quarter of the population of 4.5 million were in school; i.e. well over one million primary and secondary school children

within Hong Kong's high density community.

Agencies Currently Engaged in In-Service Teacher Education

(a) The Hong Kong Government Education Department

Various divisions of the department contribute to in-service teacher education. These include:

(i) **The Further Education Division:** A full-time third year course offering specialization in a wide range of subjects in the secondary school curriculum is conducted for qualified non-graduate teachers in each of the three colleges of education. The colleges also cater for the basic training of serving untrained teachers by means of part-time courses operated on a day release and evening class basis. Retraining courses geared to the redeployment of primary school teachers made redundant by the diminishing primary school population are also mounted by the colleges in accordance with needs.

Included among the programmes offered by the Adult Education Section are courses of in-service professional training for teachers. These courses concentrate on particular areas of the curriculum or are designed for the teacher's personal enrichment.

(ii) **The Advisory Inspectorate Division:** This division organizes regular short courses, workshops, seminars and exhibitions for teachers and headteachers and undertakes appropriate follow-up. A course of part-time in-service training extending over two years is offered to teachers who teach in kindergartens operated by private bodies. Many of the Inspectorate activities are conducted in the division's Teaching Centres for English, Chinese, Mathematics and Cultural Crafts and in its Media Production Services Unit. A Field Study Centre is being established and other new centres are planned. School based in-service training is also encouraged. Certificates of attendance are issued to all who take part in the numerous short courses. All such courses are offered free.

(iii) **The Technical Education Division:** The Technical Teacher's College runs in-service courses designed for teachers in technical schools and technical institutes on a block release, part-time day or evening, and on a full-time one year basis. Training for industrial trade instructors is also provided by the College.

(iv) **The Services Division:** Teachers of handicapped children are trained through one year in-service courses run by the division's Special Education Section. Included in the programmes are courses for teachers of the blind and partially sighted, teachers of the physically handicapped, teachers of slow learning children and of children who are maladjusted or socially deprived. Courses in speech therapy are also offered by this Section.

The Educational Television Section offers in-service programmes aimed at the presentation of ETV programmes in the classroom. It collaborates with the Advisory Inspectorate in the production of teaching films.

(v) **The Schools Division:** This division conducts seminars on school administration for headteachers. Such in-service activities

are organized on a regional basis.

(b) Non-Government Agencies

(i) The Local Universities:

The University of Hong Kong and the Chinese University of Hong Kong provide in-service training at graduate level on a one-year full-time or two-year part-time basis. A two-year part-time Advanced Diploma Course in Education leading to the degree of Master of Education is conducted by the University of Hong Kong. Through their Extra-Mural Departments, both universities also offer in-service programmes for teachers.

(ii) Professional Associations and School Management Bodies:

Various Teachers' Unions, professional associations and school management bodies organize a variety of in-service programmes for their members. Professional support for such activities is often provided from personnel of the Education Department.

Areas of Professional Development Catered for by In-Service Education

The principal objectives of the in-service education programme are:

- to upgrade the professional qualifications and skills of the teaching force,
- to familiarize teachers with current curriculum innovation and developments in educational technology and teaching strategies,
- to develop proficiency in language and improve communication skills,
- to retain teachers for new educational roles,
- to improve school managerial skills,
- to promote the personal enrichment of the teacher and
- to assist the teacher in identifying with the concerns and aspirations of the community.

National Policies Relating to Teacher Education

To improve the quality of teachers graduating from initial courses of full-time and part-time training, the existing two-year programme operated by the Colleges of Education will be largely replaced by three-year courses scheduled to commence in September 1980. Applicants who have completed a matriculation course may, under certain circumstances, continue to be admitted to the two-year course.

Furthermore, systematic courses of refresher training for serving teachers will be instituted in the colleges of education. These will be open to both university graduates and non-graduate qualified teachers whose course of basic training has been completed at least five years previously. Schools are to be encouraged to attach importance to a teachers' course performance when promotion is being considered. The existing third-year course for serving secondary teachers will continue as with the short in-service training

training courses mounted by the Advisory Inspectorate. Emphasis will be placed in both pre-service and in-service courses on the development of proficiency in language and on the improvement of communicative skills.

The expansion of subsidized primary education at a more rapid pace than secondary education has enabled most of the younger generation in Hong Kong to receive basic education and to master essential skills of literacy and numeracy. However, it has led to severe competition for secondary school places in the public sector and, by concentrating resources on the quantitative aspects of education, only limited resources have been available for qualitative development and improvements.

The recent review of senior secondary and tertiary education has attempted to rectify this situation by preparing measures for further expansion of all stages of education beyond the basic course. The 1978 White Paper aims to reduce competition for secondary school places among suitable students. Prominent among the White Paper's proposed measures aimed at improvement in the quality of education are those which place strong emphasis on pre-service teacher training and give new directions to in-service programmes of teacher education.

The Government of Hong Kong is now initiating as a longer-term development an overall review of the education system, the main aim of which will be to consider the inter-relationship of each part of the education service and the effectiveness of its contribution.

MALAYSIA

Introduction

The national educational system in Malaysia provides for nine years basic general education consisting of six years in primary and three years in lower secondary schools. Two years of upper secondary education in the academic, technical or vocational streams is available for about 75 per cent of lower secondary school students. Selected students with good MCE (Malaysian Certificate of Education) results remain for a further two years in the Arts or Science stream sixth form (GCE 'A' level) classes. Performance in the Higher School Certificate ('A' level) examination is the criterion for tertiary education.

Pre-service teacher education courses for graduate teachers of the upper secondary schools are conducted by the universities. These courses are either one year post-graduate Diploma in Education or three to four years concurrent academic and professional courses. Pre-service courses for primary and lower secondary school teachers are conducted by the teacher training colléges. These courses are non-graduate courses and are of two to three-years' duration.

In-Service Teacher Education

Pre-service teacher education is designed to introduce the intending teacher to basic knowledge, skills and attitudes that will be useful to him in his personal and professional development. However, it does not seem possible in one pre-service experience of training to equip a teacher with

the knowledge, skills and attitudes which would continue to serve him throughout his professional career. Hence in-service education forms one of the major considerations in the planning of educational development programmes.

Aims and Objectives

In-service education has the overall aim of assisting the trained teacher to keep abreast of development in knowledge, methods and techniques of classroom instruction as well as in his various roles as a teacher. The formulation of objectives for in-service education for teachers and teacher educators in Malaysia is guided by this over-riding aim.

The main objectives are:

- (a) To upgrade the language skills of teachers in Bahasa Malaysia as a medium of instruction and English as a second language.
- (b) To upgrade the academic and professional knowledge and experience of trained teachers in various subject disciplines.
- (c) To orient trained teachers towards new developments in teaching methods and techniques.
- (d) To equip teachers with sufficient knowledge and skills to enable them to play effective roles beyond routine classroom instruction.
- (e) To provide training in educational administration and management for head teachers, school organizers and other educational administrators.

Organization and Finance

Planning, administration and financial control of in-service courses are the responsibility of two main committees. The In-Service Education Planning Committee with the Teacher Training Division as its Secretariat caters for short term courses and also one year specialist courses at teacher training colleges. The Staff Training Committee caters for post graduate, advanced diploma and higher degree courses. The Secretariat for this committee is the Scholarship Division of the Ministry.

The annual expenditure allocated for the short term courses has increased from M \$4m. in 1975 to M \$10m. in 1978 while a separate allocation of M \$1.1m in 1977 and M \$1.8m in 1979 was given for the higher level courses.

The Ministry also receives assistance from some international agencies in the form of technical expertise and material aid for its in-service programmes.

The steady increase in financial allocation for in-service courses has resulted in a corresponding increase in the number of courses and participants. In 1978 more than 100 courses were organized involving 56,000 teachers which exceeds 50 per cent of the total teacher population in the country.

Agencies Currently Engaged in In-Service Teacher Education

Agencies engaged in planning and running in-service courses include various divisions of the Ministry of Education, teacher training colleges, state education departments and universities.

Courses are organized at national, state and district levels.

Methods of In-Service Education Commonly Used

Various methods such as lectures, demonstrations, group assignments, visits, temporary postings and in-plant assignments are used. The manner of organization and strategies of presentation vary according to situational, local or regional needs.

Decentralization of courses at advanced stage of programme implementation is encouraged whereby the workshop approach is preferred. The trend is to involve personnel from various divisions within the Ministry and also specialists from departments outside the Ministry of Education (e.g. in the Health and Nutrition course professionals from the Health, Dental, Agricultural, Veterinary and Welfare Departments are also called upon to contribute).

Areas of Professional and Academic Development

Examples of areas of professional and academic development catered for in short term courses include new techniques and approaches to the teaching of individual school subjects, orientation to content and methodology of new or revised syllabuses, proficiency in Bahasa Malaysia as the instructional medium and English as a second language.

Areas of specialization catered for under the higher level courses are advanced studies in methodology in special school subject areas, educational technology and various areas of educational studies.

REPUBLIC OF SINGAPORE

Introduction

The Personnel Branch of the Ministry of Education is responsible for all matters related to in-service teacher education. It acts as the controlling and co-ordinating body, identifies needs and liaises with various educational and training agencies in the government, quasi-government and private sectors to mount the necessary courses.

Agencies Currently Engaged in In-Service Teacher Education

The Institute of Education is a statutory institution and functions in close liaison with the Ministry of Education in providing both pre-service and in-service teacher education.

The Ministry of Education itself, plans and conducts its own programme of in-service education which, for the most part, consists of retraining courses necessitated by changes in the education system.

While all training courses are organized by the Personnel Branch of the Ministry of Education, specialist officers in other departments in the Ministry, private and public training agencies, and the services of foreign

experts are utilized in conducting the courses.

A number of professional associations at times initiate joint projects with the Ministry of Education. The various Teachers' Unions also organize enrichment and in-service courses for their members.

The Adult Education Board (AEB) is a statutory organization and offers a wide range of courses to the general public, some of which are relevant to teachers. The Regional Language Centre is a regional organization set up under the aegis of SEAMEO to promote the teaching of languages. The Department of Extramural Studies of the University of Singapore also conducts courses for which teachers are either nominated or encouraged to attend.

Areas of Professional Development Catered for by In-Service Education

Courses are designed to upgrade competence, update content, acquaint teachers with the latest developments in methodology and to give personal enrichment in various areas. A number of orientation and retraining programmes are organized to help teachers adjust to changes in the education system.

Serving school principals attend conferences, seminars and workshops in School Management. At the same time, courses on School Administration for prospective and newly-appointed Principals are conducted annually.

To provide an avenue for the career advancement of non-graduate teachers, an Advanced Certificate in Education course was introduced in 1975. Post-graduate courses in Education are also offered by the Institute of Education for teachers with a degree in any discipline and also the Diploma in Education.

Methods of In-Service Education Commonly Used

Generally, the courses organized by the Ministry and the Institute of Education are conducted during term-time on a part-time basis. The duration of each course may range from 30-360 hours. Tutorials, seminars, workshops and practical sessions are also emphasised. Field trips form an essential part of some courses.

The Ministry provides awards to promising teachers to pursue higher studies in local and overseas universities. These awards are in line with the Ministry's policy of providing more opportunities for teachers for self-improvement and career advancement. The Public Service Commission, an independent agency which recruits for the civil service, provides a number of overseas scholarships to the Ministry of Education. These scholarships are intended mainly to meet the specialist needs of the Education Service.

National Policies Relating to Teacher Education

Untrained relief teachers are employed on a day-to-day basis to meet the teacher shortage in schools. To help ease the shortage of English-medium teachers and to upgrade the standard of spoken and written English of pupils, native speakers of English with the appropriate qualifications are recruited to conduct supplementary and remedial English classes in schools.

Minimum educational qualifications required of teachers in primary schools are five GCE 'O' level passes, one of which should be in English, and

a Certificate in Education. Teachers in the lower secondary classes, must have two GCE 'A' level passes, which should include the General Paper, and a Certificate in Education. A first degree or equivalent qualification and a Diploma in Education are the prescribed qualifications for teaching in Secondary 3, 4 and pre-university classes.

Courses of more than 90 hours duration carry a bonus payment of \$600 spread over four years. Students who have successfully completed the Advanced Certificate in Education course are given two increments. Teachers in service who successfully complete courses and obtain recognized graduate or post-graduate qualifications may be placed on higher salary scales.

With certain courses, selection of teachers is on the basis of their performance in proficiency tests. Where the response to courses is overwhelming, shortlisting is first undertaken, and this is followed by formal interviews. Where courses are designed for a specific purpose, or teachers of particular backgrounds are preferred, teachers are nominated.

Recent Innovations In-Service Education

An important and recent innovation initiated by the Ministry of Education is the planning of in-service activities in terms of a Five Year Rolling Plan with 1978 as the take-off point. The objective of this plan is to ensure that the planning of in-service education, both local and overseas, is conducted on the basis of an overall assessment of the projected needs of teachers, principals and Ministry officials.

In June 1978, the first issue of a new publication - "The Staff and Training Bulletin" - was launched by the Ministry. The objective of this in-house bulletin is to publicize and disseminate information on the various aspects of personnel matters - promotions, staff movements, training and development, career advancement, etc.

SRI LANKA

Introduction

In Sri Lanka, schools are generally categorized as Maha Vidyalayas (schools with upper secondary grades) and Kanishta Vidyalayas (junior schools). There are more than 7000 of the latter out of which more than 2000 are small schools having pupil enrolments of less than 100. The number of teachers exceeds 120,000 out of which about 20,000 are university graduates and about 70,000 are trained teachers (who have had a two-year teacher college training). All schools excepting about 100 are government schools.

Agencies Engaged in In-Service Teacher Education

The Curriculum Development Centre of the Ministry of Education, being the agency through which educational reforms and changes are processed, bears the burden of communicating innovation to the schools. It must be mentioned that the communication referred to is neither simple nor easy. It has involved a complex system of in-service education varying in style to suit the levels and the subject areas treated.

The teachers' colleges also contribute their share in providing in-service education programmes. They provide the services of their staff for the in-service education programmes of the Curriculum Development Centre. The more important programmes by the teachers' colleges are the retraining programmes for trained teachers in areas identified as important. Mention should be made of the six weeks in-service training programme for teachers in primary education undertaken by many teachers' colleges.

The Sri Lanka Broadcasting Corporation, which has an education service mainly in selected subjects for children, participates in the in-service education effort by supplementing the pupil programmes with short broadcasts for teachers.

The university conducts occasional in-service training programmes for teachers on selected topics. Teachers' Unions also organize and conduct short seminars of one or two-days duration for teachers with the assistance of staff from the Curriculum Development Centre, teachers' colleges, schools and universities.

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

These include:

- (a) Study of educational innovations, responding to innovation and adapting to innovations;
- (b) Learning new content and new interpretations in relation to subjects;
- (c) Learning new skills as required by curricular changes;
- (d) Developing skills in educational administration (mainly for Principals and Field Supervisors).

Methods of In-Service Education

Sri Lanka is using the workshop method in many in-service training programmes.

The six weeks course in primary education referred to earlier, is another type of training being used in the teachers' colleges. Some in-service training is provided by way of on-the-job supervision in a few schools mainly used as Pilot Schools for selected programmes.

Educational visits, especially to other schools, is a method of in-service training which is evolving. This can be referred to as a voluntary growth.

The methods adopted for the implementation of the primary programme need special mention. From the curriculum development point of view, the changes involved are fundamental and therefore radical. As such, the in-service programme involves a change of perception regarding the primary school child on the part of primary teachers. The logistic aspect of training thousands of teachers serving the entire pupil population of a given grade per year is in itself formidable.

It is pertinent to make special note of the innovative methods used in the case of new programmes such as Pre-Vocational Education, Project Work,

Population Education and the Small Schools Programmes. A special method had to be adopted in the case of the Small Schools Programme because any small schools having pupil enrolments of less than 100, and located in the remoter parts of the country, are on the periphery of the formal system. Such schools are not scaled down normal schools and a content-based approach to in-service education is not of much value where such schools are concerned.

A large number of work-oriented subjects have been introduced to Grades 6-9 since 1972 as pre-vocational subjects. These have included such topics as coconut palm products and fishing. Community participation has also been a requirement in some subjects. Project work is another innovative programme introduced into the senior secondary grades in 1976. This is work-oriented, community-based, and involves topics such as forestry, rural development, pre-school education, solar energy and wind power. The teachers drawn into this programme lacked expertise in these fields and a large number of government and community experts ranging from research workers to craftsmen had to be involved. The programme is process-oriented requiring community oriented skills and management skills.

National Policies in Relation to Teacher Education

Sri Lanka is aiming to have all her school teachers trained. There is still a fair sized back-log and steps are being taken by the Ministry of Education to reduce this considerably.

The present minimum qualifications for teachers at recruitment are passes at the GCE 'O' level with a given combination of subjects. But owing to the high competition for teaching jobs, most of those joining the profession are better qualified than this.

Teacher induction is considered very necessary. A large number of teachers were put through an induction programme in 1978.

There are no specific incentives for teachers to undertake in-service education, but the chances of promotion for teachers following in-service education programmes have improved considerably. Reference should be made also to a requirement that is in force - that a teacher should undertake in-service training of a specified period to qualify for passing the "efficiency bar". Teachers are usually selected for in-service training programmes on the basis of current job performance.

In-service teacher education within an over-all National Plan of Teacher Education has been achieved as a result of the amalgamation of the Curriculum Development and Teacher Education work in one division of the Ministry, in 1978. This change has made possible the co-ordination of institutionalized teacher education with the curriculum development work.

Significant Teacher Education Programmes

Pre-service teacher education is a matter of priority and is being effected through the Teacher Education Division of the Ministry of Education.

There are twenty-six teachers' colleges providing such training courses for teachers in primary schools and junior secondary schools.

Special provision has been made for teachers over 45 years of age who find it difficult to attend full-time residential courses. This is a three

year correspondence course offered by the Postal Training Unit of the Ministry of Education. This course follows the same pattern as the two-year course for primary teachers, but comprizes correspondence lessons supplemented by seminars.

The Postal Training Unit of the Ministry of Education also organizes a two-year post-graduate course leading to the Diploma in Education which is offered in conjunction with the Faculty of Education, University of Sri Lanka, and the University External Agency Service.

Specialized units conduct short courses for teachers, at teachers' colleges. These courses include Mathematics, English and Religion.

The Peradeniya Field Study Centre, established in 1976 conducts residential and day-courses for science teachers in the teaching of science out-of-doors.

In 1979 the two-year residential course is to be replaced by a three-year sandwich course in which the trainee teacher will spend six month periods alternately in the college and "on-the-job" in school. Supervision of the trainee during his school-based training will be shared between the school Principal (with the assistance if necessary of his staff) and staff from the teachers' colleges who will be operating from local centres.

DISCUSSION EMERGING FROM COUNTRY REPORTS ON
IN-SERVICE TEACHER EDUCATION IN COMMONWEALTH ASIA

BANGLADESH

The Bangladesh Population Education Programme in schools has had an infusion approach touching on several school subjects, the teachers themselves being able to learn about other subjects. The key personnel who handle these programmes come from the fields of family planning, health, agriculture and small industries.

This programme is of special interest because Bangladesh has a very high population density.

Attacking the problem of population in the formal school is not enough. The programme has to be taken to the rural areas. The programmes of illiteracy and the foci needed for the tackling of this problem were discussed.

HONG KONG

The Hong Kong paper was presented by Miss Marjorie Templeton. She spoke of the likelihood of the changes in the Hong Kong education scene following the Green Paper published in November 1977 and the currently discussed White Paper.

The rationale for changing the two year initial teacher training programme to one of three years is to bring about a qualitative improvement in the training given to teachers.

Although the in-service training programmes operated by the government are open to all teachers whether teaching in public or private schools, the teachers in private schools are comparatively less benefitted by these programmes because schools are frequently unwilling to release teachers for courses which encroach on teaching time. The schools are also reluctant to release the teachers for part-time evening courses leading to qualified teacher status because of the likelihood that once they become qualified, the teaches will seek transfer to public schools. For those untrained teachers serving in private secondary schools which have been included, or are intended for inclusion in the government's scheme of aid, the government is according priority in admission to the part-time programmes of the colleges of education.

INDIA

The paper was presented by Professor C.L. Anand and further information and clarification given by Dr Vij, Mr Das and Mr Bomblay.

Some universities have started correspondence courses for teachers leading to B.Ed. and M.Ed. degrees. These courses are very popular, but in a particular case the high popularity is thought to have contributed to a lower quality.

As a measure towards the universalization of education, there is a non-formal course for the under 14 school age pupils.

MALAYSIA

The paper was introduced by Mrs Haf'sah Haji Nasir. The two main thrusts of pre-service education are:

- (a) To provide sufficient numbers of trained teachers to meet the needs of the growing school population at both primary and secondary levels.
- (b) To provide teachers with competency in the use of Bahasa Malaysia as the medium of instruction, the teaching of English as a second language and the teaching of science and mathematics.

(Other member of the Malaysian delegation who took part were Mr Annas, Mr Abdul Rahim and Mr Hashim).

A leadership training programme for teacher trainees was launched in 1978 with the co-operation of the Ministry of Culture, Youth and Sports. The aim of this programme is to develop qualities of leadership and resilience to help prepare trainees for their role in community service.

There is integration of in-service programmes with other State Agency training programmes especially in health and nutrition.

It was revealed that teachers who had to work in the East Malaysian regions of Sarawak and Sabah were paid a regional incentive allowance.

Mention was also made about a mobile agricultural education unit visiting schools to discuss problems with teachers and work out solutions in situ.

REPUBLIC OF SINGAPORE

The paper was presented by Mr E. Wijesingha. He drew attention to the following priorities of the in-service teacher education programmes in the country:

- (a) Upgrading of the standard of English.
- (b) Re-training of teachers arising from curriculum changes.
- (c) Re-training of teachers for redeployment.

Also mentioned was the fact that while there was no concerted move to involve the teacher in community work, schools were encouraged and did in fact participate actively in the life of the community. A national network of community centres is responsible for the welfare of each community and schools and teachers work with them in assisting the community. There is also provision in the administrative structures of schools for joint participation

between the school and the community. Prominent members of the community sit on a special school committee which provides the link between the two.

In terms of new roles for the teacher, it is becoming more evident that curriculum and structural changes make basic teacher training quite inadequate. A stronger professional competence is likely to be expected of the teacher. Such areas as mastery of language and skills in testing and measurement will become more crucial to the teacher. Bilingual competence, a thorough insight into relevant cultures and the ability to function as an effective counsellor to the child will be other significant demands made on the teacher.

School based in-service education is a feature which is gaining popularity among schools. (Other Singapore delegates who took part in the discussion were Mr Wallace Muthu and Mr Yong Meng).

SRI LANKA

The paper was introduced by Mr K. S. Palihakkara.

In view of the major interest in the Small Schools Project, it was decided to postpone discussion on the topic until the educational visit to Polonnaruwa when it would be possible to meet staff engaged in the project.

The proposed three year Sandwich Course Teacher Training Programme also aroused a great deal of interest. It was introduced in order to:

- (a) Increase the number of trained teachers.
- (b) Give teachers a more realistic practical training related to the normal environment of the country.

The problems recognized include the on and off shifts for teachers and supervision in schools.

TRAINING FOR INCREASED PUPIL-TEACHER RATIOS

PROJECT IMPACT: ROLES AND ROLE EXPECTATIONS AND THEIR IMPLICATIONS FOR TEACHER TRAINING

Dr. Rosetta Mante

Director Naga Project IMPACT, INNOTECH

ROLES AND DUTIES

Identifying the Expected Outcomes of Learning:

- i Duties of Module Writers:
 - a. To be familiar with the complete primary level curriculum prescribed by the Ministry of Education.
 - b. To translate the goals and broad objectives for each subject area in the prescribed curriculum into an integrated and sequenced continuum of content and skills.
 - c. To undertake task analyses or job analyses of the goals and broad objectives on the basis of the sequenced and integrated continuum.
 - d. To translate these goals and objectives into specific measurable terminal learning objectives.
 - e. To divide the integrated and sequenced continuum into a basic path and an advanced path on the basis of the rationale for the division.
- ii Duties of Instructional Supervisor (IS):
 - a. To point out the specific learning objectives of each lesson and of each module to the learner prior to the start of the learner's or the group's learning activity.
 - b. To emphasize to the learners the importance of the objectives in leading them through a series of learning activities.
 - c. To ensure that the learners follow the sequence in the basic path.

Assessing the Learner's Capacity to Learn a Specific Task:

- i Duties of Module Writers:

- a. To prepare tests of varying difficulty to be given to the learners at the start of the school year.
 - b. To prepare appropriate tests to determine the learner's readiness for the lesson.
 - c. To prepare appropriate remedial activity for those learners who do not adequately possess the needed entry behaviour.
- ii Duties of Instructional Supervisors:
- a. To administer tests whose results can serve as a basis for the grouping of pupils for a particular learning level.
 - b. To group pupils by learning levels on the basis of the results of the pre-tests.
 - c. To assist the learners in the necessary remedial activity to attain the needed entry standards.

Selecting Strategies, Activities and Materials for the Learning Modules:

- i Duties of Module Writers:
- a. To choose the appropriate material for a programmed teaching lesson.
 - b. To choose the appropriate learning strategy for transition learning, peer group learning and/or self-instruction.
 - c. To choose the proper visual materials and objects to go with a programmed teaching lesson or a peer learning, transition or self instructional module.
 - d. To decide on the forms and kinds of community resources to use in order to facilitate the learning activity.
 - e. To write the modules in a language level suited to the learners' level.
 - f. To present the learning activities in situations that are relevant to the day-to-day activities of the learners.
 - g. To write the radio lessons which introduce the programmed teaching lessons in language and reading.
 - h. To prepare the script to be used by the voice model for the radio lessons.
 - i. To design the procedures for transition learning, peer learning, and self-instruction.
 - j. To design and develop tutorial guides to use for each module or for a specific learning strategy.
 - k. To design and develop drill exercises for the skill practice period to enable the learners to internalize literacy and numeracy skills.

ii Duties of Instructional Supervisors :

- a. To provide the module writers with a comprehensive list of community resources, both human, institutional and material which could be used for specific, learning tasks.
- b. To offer suggestions to the module writers on other appropriate strategies and techniques.

Managing and Organizing Learning:

i Duties of Instructional Supervisors :

a. Grouping pupils :

1. To organize learning groups for programmed teaching, transition learning and peer group learning on the basis of the children's rate of progress, their closeness to each other, and on the proportion of the sexes.
2. To organize these small groups into families in order to provide each member with a feeling that he belongs and that he can go to the older members of his group for assistance.

b. Scheduling Learning Activities :

1. To schedule activities by one-hour periods.
2. To make sure that the schedules are followed.
3. To adjust the daily schedule for the $\frac{1}{2}$ day visit per week of the itinerant teacher.
4. To adjust peer group schedules so that community resource learning can take place as arranged by the Field Co-ordinator.

c. Keeping Track of Pupils' Absences :

1. To take note of pupils who make excessive absences in order to provide such pupils with necessary assistance to speed up their progress.
2. To encourage peer group members to follow up the absences of other members.
3. To inform the Field Co-ordinator of pupils making excessive absences.

d. Attending to the Needs of pupils and groups for Instructional Materials and Facilities.

1. To ensure that the Aide has made the necessary learning places, equipment and materials available to the pupils whenever needed.
2. To inform the Field Co-ordinator of the needs for equip-

ment repair and maintenance and for facilities and materials.

3. To make the necessary suggestions to the Aide for needed improvements of materials and facilities at the Learning Resource Centre.

e. Monitoring Learning Activities

1. To visit each learning group at least five minutes each hour to observe and help.
2. To ensure that the programmed teachers follow the item programme specified for the lesson.
3. To ensure that the older pupils follow the procedures for transition learning or peer group learning.
4. To give positive reinforcement to pupils, programmed teachers, transition learners, and peer group learners while correcting their weaknesses and deficiencies.
5. To ensure that the group and individual contracts for older pupils are appropriate to the learners' abilities.
6. To enter the weekly contract progress of older pupils.
7. To provide incentives for the successful completion of the contracts.
8. To provide immediate feedback to the Field Co-ordinator and the Instructional Co-ordinator on problems in the pupils' learning activities.
9. To ensure that the 15-minute practice period at the end of each one-hour period is followed.

ii Duties of I.S. Aides:

- a. To make ready all materials needed by pupils in programmed teaching and/or peer group learning and to issue them to the pupils.
- b. To keep records of pupils' attendance and to inform the IS of pupils who are absent.
- c. To assign learning places for programmed teaching and peer group learning.
- d. To keep records of instructional materials, facilities and equipment delivered to the Learning Centres and to keep them within easy access of pupils.
- e. To inform the IS of inadequacy of supplies and facilities and the Learning Resource Centre.
- f. To maintain records of pupils' group and individual progress contracts and to inform the IS of pupils falling behind schedule.
- g. To maintain records of tutors' attendance.

- c. To monitor the conduct of learning activities; improving procedures as necessary.
- d. To train Level 3 pupils who have completed the programmed teaching lessons in the procedures for transition learning.
- e. To practice positive reinforcement with programmed teachers, peer learners, IS Aides and with IS's.
- f. To review records of pupils' contracts and completions as a basis for the discussions with IS's.
- g. To assist the IS's in the preparation of schedules of daily activities.

vi Role Expectations of the Field Co-ordinator:

- a. To ensure a sufficient supply of learning materials, tools and facilities at the Learning Resource Centres.
- b. To maintain and repair equipment as soon as its malfunction is reported.
- c. To train the secondary students, community members and parents as tutors.
- d. To identify the resource persons and arrange for their meeting with the transition or peer group learners in connection with a learning task.

iii Duties of Tutors:

- a. To maintain schedule attendance.
- b. To follow up post-test results, assisting the pupils who failed to meet the criteria for mastery learning.
- c. Whenever possible, to assist those doing self-instruction at home.
- d. To assist in tutoring transition learners whenever assigned by the IS.
- e. To follow the tutorial guides for each module.
- f. To practice positive reinforcement with each learner.

iv Duties of Programmed Teachers:

- a. To attend to their programmed teaching assignments regularly.
- b. To check programmed teaching materials received from the IS Aide and to return them after use.
- c. To conduct programmed teaching in the assigned learning place or kiosk.

- d. To single out the slow learners in the group and provide them with remedial instruction during the second half of the one-hour period.
- e. To conduct programmed teaching according to the specified item programme.
- f. To make a report of the group's progress during the period to the next programmed teacher using the prescribed form.
- g. To inform the IS of any difficulties of the learners.
- h. To inform the Aide and the IS of any missing materials in the kit and of any equipment that needs repair.
- i. To inform the IS of the group's readiness for the module post-test.
- j. To provide positive reinforcement for the pupils.

v Duties of Instructional Co-ordinators:

- a. To train the older pupils in the different item programmes for programmed teaching and to provide an on-going supervision for programmed teachers.
- b. To train the older pupils in the procedures for transition learning, peer learning and self-instruction.
- c. To monitor the conduct of learning activities; improving procedures as necessary.
- d. To train Level 3 pupils who have completed the programmed teaching lessons in the procedures for transition learning.
- e. To practise positive reinforcement with programmed teachers, peer learners, IS Aides and with IS's.
- f. To review records of pupils' contracts and completions as a basis for the discussions with IS's.
- g. To assist the IS's in the preparation of schedules of daily activities.

vi Duties of Field Co-ordinators:

- a. To ensure a sufficient supply of learning materials, tools and facilities at the Learning Resource Centres.
- b. To maintain and repair equipment as soon as its malfunction is reported.
- c. To train the secondary students, community members and parents as tutors.
- d. To identify the resource persons and arrange for their meeting with the transition or peer group learners in connection with a learning task.

- e. To practise positive reinforcement with Aides, IS's, tutors, community resource persons, peer groups and programmed teaching groups.
- f. To establish and maintain itinerant teaching schedules in each Learning Centre.
- g. To contact parents of pupils who have incurred absences beyond the dates specified in the leave-of-absence form.

vii Duties of Itinerant Teachers:

- a. To conduct itinerant teaching activities for each Learning Centre for one-half day each week.
- b. To train the elder pupils in group activities in physical education, arts, music and scouting.
- c. To supervise the elder pupils who train the younger members in the family.
- d. To initiate community programmes intended to present the pupils' works in arts, music and scouting to the parents, at least twice during the school year.

Evaluating the Learners' Progress:

i Duties of Module Writers:

- a. To prepare the criterion-referenced end-of-year post-tests.
- b. To prepare the criterion-referenced module post-tests and block post-tests.
- c. To revise the tests on the basis of feedback from the field.
- d. To prepare remedial materials for all modules for all levels.

ii Duties of Instructional Supervisors:

- a. To note pupils' difficulties in their learning modules.
- b. To verify pupils' readiness to take the module post-test, before it is given.
- c. To supervise the testing activities to ensure the reliability of individual results.
- d. To analyse the post test results in order to determine if each pupil has achieve the mastery learning criteria.
- e. To inform the pupils and the parents of the results of the post-tests through the Pass Slips.

- f. To assign older pupils to tutorial activities; or to undertake the tutorial activity herself on the basis of the seriousness of the pupils' weakness.
- g. To assign programmed teachers to assist particular pupils in their groups.
- h. To conduct item analysis of block tests in order to determine the nature and extent of remedial activities.
- i. To review the pupils' Modular Accomplishment records in order to identify pupils and/or groups who are falling behind their contracts.
- j. To assign appropriate activities for the more and the less able pupils during the "individual pursuit" period.

iii Duties of I.S. Aides

- a. To issue and monitor module and block post-tests.
- b. To score post-tests.
- c. To inform the IS of the results of the post-tests.
- d. To fill out the Pass Slips which inform the pupils and the parents of the child's successful attainment of the criteria for mastery learning for a given module.
- e. To maintain records of group and individual progress.
- f. To notify the IS of any pupil or group that has not kept up with its schedule per contract.

iv Duties of Levels 4 to 6 Pupils:

- a. To help each other in the peer group to prepare for the module post-tests and block post-tests.
- b. To approach the IS for assistance whenever the peer group stumbles upon a learning problem.
- c. To utilize the "individual pursuit" period for remedial activities on the core modules.
- d. To identify the younger pupils in programmed teaching who need remedial assistance.
- e. To give tutorial assistance to those pupils who are identified as slow learners in programmed teaching activities.
- f. To go to a tutor's home in the neighbourhood whenever assistance is needed.
- g. To use the testing carrels for post-tests in order to ensure

independent results.

v Duties of Tutors:

- a. To attend to their tutorial assignments regularly.
- b. To tutor Levels 4 to 6 pupils on the basis of the post-test results.
- c. To assist the slow learners in the peer group during the "individual pursuit" period.

vi Duties of Field Co-ordinators:

- a. To see to it that all Centres are adequately supplied with post-tests and practice materials.
- b. To train secondary students and community volunteers as tutors.

Administering and Supervising a Cluster of Learning Centres:

i Duties of the Field Co-ordinator: (With the Assistance of the Instructional Co-ordinator).

- a. To be responsible for the overall implementation of the learning management system in a cluster of five to ten Learning Centres.
- b. To monitor and evaluate IS behaviour on the basis of the IMPACT model.
- c. To train new IS's.
- d. To conduct the in-service training of the IS's, IS Aides, Tutors and Itinerant teachers.
- e. To build with the Local Steering Committees the needed learning kiosks and to inform them of needed repairs at the Learning Centres.
- f. To establish a system of routine and records to facilitate the functions of the Learning Centres.
- g. To conduct an on-going parent education programme in order to continually bridge the gap between the Learning Centres and the Community.
- h. To practise positive reinforcement with the IS's, IS Aides, Tutors, Programmed Teachers, pupils and parents through a system of rewards and incentives.
- i. To establish and maintain itinerant teaching schedules.

- j. To provide leadership in the search for needed resources from the community.
- k. To assist the IS's in the preparation of schedules for the learning activities of different groups of pupils.

2. IMPLICATIONS FOR THE IN-SERVICE AND PRE-SERVICE TRAINING OF THE STAFF

A. Limitation of These Listings:

These perceived needs in terms of knowledge, attitudes, and skills of the professional members of the staff (the IS's, the Module Writers, the Field Co-ordinator, and Instructional Co-ordinator) admits the risk of their being socio-culturally biased and of their inadequacy or incompleteness.

B. Certain Necessary Prerequisites:

- i There is a need for continuous in-service training of teachers to help them internalize the new concepts, attitudes and skills.
- ii The need for in-service training is not only for the teachers but also for the school administrators and supervisors, the guidance counsellors, the budget and finance officer and other members of the schools' administrative staff.
- iii There is a need to re-orient those who train the teachers to the shift from the teacher-teaching process to the learner-learning process for the obvious reason that one cannot give what he does not possess.
- iv Simultaneous with number iii, is the need to restructure the teacher training colleges to become relevant to the changed structures in the lower levels.
- v One of the chief features of the restructured practices of the teacher training institutions would be the emphasis on closer and more frequent contacts between the pre-service teachers and the pupils whom they are preparing to teach.

C. Expected Outcomes of the In-Service or Pre-Service Programme for the Professional Staff of IMPACT Management System:

- i Working Knowledge of:
 - a. the philosophy, characteristics, components, and activities of the new learning management system;
 - b. the nature of the learner - both as a citizen of the human universe and as a unique personality in the context of a particular socio-cultural environment;

- 1.) that every child exhibits the innate and unending need to know, independent of adult intervention;
 - 2.) that each child displays his innate need to know that he is not threatened;
 - 3.) that the child's self-confidence is directly related to his capacity to learn;
 - 4.) that the child learns and develops intellectually at his own rate and style;
 - 5.) that children pass through similar stages in intellectual development at their own rate, in their own way and in their own time;
 - 6.) that each child is different anatomically, physiologically, and biochemically from another.
- c. the nature of the learning process:
- 1.) that what a student learns, he must learn by himself;
 - 2.) that he learns more if each step is immediately reinforced positively;
 - 3.) that full mastery rather than partial mastery of each step is more meaningful;
 - 4.) that when he is given responsibility for his own learning he is more highly motivated; he learns more and retains more;
 - 5.) that a learner can learn 90% of a given task provided the factors or variables of time, aptitude, quality of instruction, ability to understand, and perseverance are taken into consideration in favour of the learner.
- d. the role of the environment on the nature of the learner and the learning process: the child is as intelligent as his environment has allowed his innate capacity to develop;
- e. the taxonomy and construction of specific measurable learning objectives;
- f. the components of task and job analyses;
- g. the principles and mechanics of criterion-referenced evaluation instruments;
- h. the sources and methods of inquiry for knowledge: the varied strategies, procedures and techniques for self-directed or small-group directed learning activities,
- i. the philosophy and principles of individualized learning, mastery learning and programmed instruction,

- j. principles and techniques in the management of learning;
 - k. broader knowledge base to enable them to prepare differentiated learning materials and to facilitate and monitor pupils' learning efficiently;
 - l. strategies and techniques in organizing and managing learning;
 - m. the different models for the physical arrangement of the resource centres and the materials storage areas which facilitate movement of the learners and easy retrieval of learning materials;
 - n. models and designs for routine and record keeping to facilitate learning centre functions;
 - o. current curriculum development practices, including evaluation techniques and procedures and revision of materials.
- ii Attitudes:
- a. Openness to planned change and the willingness to give up old habits and try new ones;
 - b. Recognition of the value of deep sense of commitment to one's task; of industry and diligence; of creativity and initiative;
 - c. Sensitivity to the needs of the learners, the problems of the parents and the community as a whole, their differing orientations and perspectives; and the needs and aspirations of colleagues, and superiors;
 - d. acceptance of the validity and legitimacy of media, human resources and other community resources as sources of knowledge, in addition to books;
 - e. acceptance of the responsibility to make decisions relevant to the learning activities in the learning centres;
 - f. acceptance of the non-professional members of the learning centre team as partners in the common task of developing the learner;
 - g. appreciation of the value of team work;
 - h. recognition of the role of the socio-economic and cultural environment in personality formation and in the learning process;
 - i. acceptance of the child's experience outside of the school as legitimate knowledge;
 - j. acceptance of the value of research and development as sound basis for decisions on solutions to the nagging problems surrounding the learning process - as opposed to dependence on political decisions and authority;

- k. recognition and acceptance of the changed role of the teacher as the manager, supervisor and/or facilitator in the learner-learning situations, rather than as the sole dispenser of information and, at times, as entertainer;
- l. recognition and acceptance of the importance of adequate and systematic routine and record keeping procedures to facilitate learning centre functions;
- m. recognition and appreciation of the importance of keeping oneself abreast of current curriculum ideas and materials;
- n. recognition and appreciation of practice reinforcement.

iii Skills in:

- a. task and job analyses and in writing specific learning objectives;
- b. constructing valid and reliable learning evaluation instruments which are criterion-referenced;
- c. interpersonal relationships with parents, community members, tutors, aides and programmed teachers in monitoring the activities of the learners;
- d. using audio-visual aids to suit the objectives and the strategy, as well as the level of the learner;
- e. using concepts and skills in the learning materials that suit the level of the learner;
- f. using a teaching strategy/approach and techniques that suit the objectives, the tasks, and the level of the learners;
- g. observing simplicity and clarity in the use of the language of instruction: a second language to the learners;
- h. writing correct grammatical sentences in the learning materials;
- i. using proper built-in remedial measures for each learning module;
- j. relating concepts to real-life situations;
- k. using learning activities that foster independent thinking: reflective, analytic and synthetic thinking; creativity and sensitivity, and inter-personal communication and interaction skills;
- l. providing for a variety of instructional activities to prevent boredom;
- m. monitoring programmed teaching, peer learning, and the tutorial activities;

- n. establishing routine activities in the organization and management of learning activities and in record keeping;
- o. conducting pre-assessment activities and post learning evaluation activities;
- p. coping with unexpected needs and problems;
- q. oral proficiency in the medium of instruction which is a second language to the learners and to the teachers;
- r. diagnosing pupils' weaknesses, problems and difficulties;
- s. organizing the physical facilities and materials to facilitate learners' movement and retrieval of materials;

Expected Outcomes of the Short-Term and Specific Training Activities for Aides, Tutors and Programmed Teachers:

- i Expected Outcomes for the IS Aides' Training
 - a. Knowledge of the philosophy, characteristics, components and activities in the management of learning;
 - b. Knowledge of his place in the totality of the learning management system: his role expectations and his relationship to the professional staff;
 - c. Knowledge of the school rules and expectations;
 - d. Knowledge and skill in the procedure for record keeping;
 - e. Knowledge of and skills in the use of the different learning materials and in the operation of equipment;
 - f. Knowledge of and skill in arranging the learning materials, equipment and facilities to allow for easy retrieval of the same by the learners;
 - g. Recognition of the importance of his role in the totality of the learning process, to the learners, to the IS's and to the administrators and supervisors;
 - h. Recognition and appreciation of positive reinforcement with programmed teachers and pupils, and peer group learners;
 - i. Skill in interpersonal relationship with the tutors, programmed teachers, pupils, peer learners, IS's, and the administrators and supervisors.
- ii Expected Outcomes for the Tutors' Training:
 - a. Knowledge of the philosophy, characteristics, components

and activities of the new learning system;

- b. Knowledge of his place in the totality of the learning management system: his role expectations and relationships with all members of the team and with the pupils;
- c. Knowledge of the school rules and expectations;
- d. Recognition of the importance of his role in the success of the child's learning and of the entire management system;
- e. Recognition and appreciation of positive reinforcement with the pupils and other learners;
- f. Skill in interpersonal relationship with the pupils and other learners, the Aide, and the professional members of the team.
- g. Skill in the use of the procedures for tutorial activities and of the remedial materials.

iii Role Expectations of Programmed Teachers:

- a. Knowledge of the philosophy, characteristics, components and activities in the management of learning;
- b. Knowledge of the different item programmes used to deliver the literacy and numeracy skills to the learners;
- c. Knowledge of the use and/or operation of programmed learning materials and equipment;
- d. Skill in the use of the prescribed item programme to every programmed lesson;
- e. Skill in interpersonal relationship with the IS Aide, the pupils and the tutors;
- f. Skill in conducting remedial activities and using the remedial materials for the slower learners;
- g. Recognition of the importance of his role in the younger pupils' acquisition of the basic literacy and numeracy skills;
- h. Recognition and appreciation of positive reinforcement with the pupils.

IMPACT MANAGEMENT SYSTEM

Curriculum Development: Integrated Continuum
(Modules, Worksheets, Post-Tests, Visual Devices)

Core Path

Advanced Path

Programmed Teaching Modules
Levels 1 - 3
Item Programmes

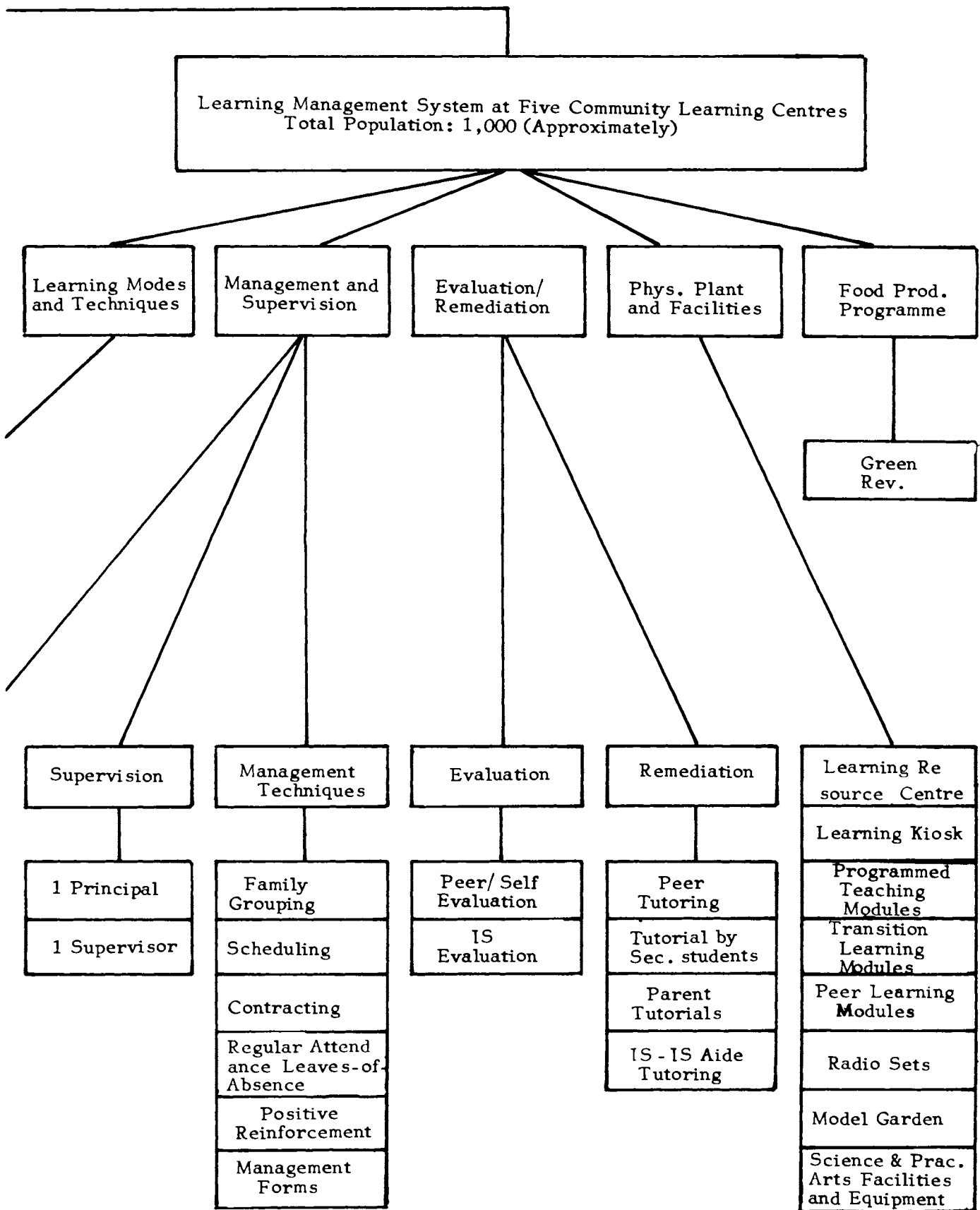
Transition Learning
Modules
Level 3

Peer Learning/ Self-Instruction
Modules
Levels 4 - 6

- Reading Item Programme - RIP
- Reading Item Programme for Group - RIPG
- Simple Item Programme - SIP
- Simple Item Programme for Group - SIPG
- Writing Programme - WG
- Group Teaching Programme - GTP
- Word Sounding Programme for Group - WSPG
- Review Game Programme
- Chain Programme for Problem Solving
- RIPG Continuum Text
- CIPG (RIP + SIPG)
- CIPG (RIP + RIPG)
- Rounds Programme

- Learning how to learn
- Programmed teaching
- Transition learning
- Peer Group learning
- Self-instruction
- Basic Skill Practice Buddy System
- Skill Training by Comm. Resource Person
- Itinerant Teaching for PF, Scouting, Arts Music

- Management
- 9 Instructional Supervisors
- 5 Teacher Aides



APPENDIX 2

TEN COMMANDMENTS OF HUMAN RELATIONS

- i Speak to people. There is nothing as nice as a cheerful word of greeting.
- ii Smile at people. It takes 72 muscles to frown, only 14 to smile.
- iii Call people by name. The sweetest music to anyone's ears is the sound of his own name.
- iv Be friendly and helpful. If you would have friends, be friendly.
- v Be cordial. Speak and act as if everything you do were a genuine pleasure.
- vi Be genuinely interested in people. You can like everybody if you try.
- vii Be generous with praise - cautious with criticism.
- viii Be considerate with the feelings of others. It will be appreciated.
- ix Be thoughtful of the opinion of others. There are three sides to a controversy - yours ... the other fellow's ... and the right one.
- x Be alert to give service. What counts most in life is what we do for others.

APPENDIX 3

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INTRODUCTION TO LEAD PAPERS ON IMPACT

Dr Rosetta Mante

Director, Naga Project IMPACT

Two films depicting project IMPACT in operation in the Philippines and Indonesia were shown. The films illustrate the following main ideas:

- (a) The need to consider seriously, because of the high cost of conventional schooling, an alternative form of schooling that meets the educational needs of the community and fits easily into the socio-cultural milieu of the area.
- (b) IMPACT necessitates a re-training of teachers to fit their new roles in the system as well as re-deployment of facilities, physical plant and learning materials.
- (c) The advantages of the scheme are a pupil-teacher ratio well in excess of conventionally acceptable figures. For example, in the Cebu experience, 12 teachers and 5 aides are managing 1000 pupils where earlier 55 teachers were required.
- (d) From 30% - 50% savings in cost can be shown.
- (e) In the first two grades an element of rote learning is involved in the learning of a second language.
- (f) An important outcome is that children learn how to learn.
- (g) Pupils of IMPACT tend to do better in research and experimentation than pupils taught in conventional ways.
- (h) The teacher is a facilitator of learning, not a dispenser of knowledge.
- (i) Constant curriculum revision is not needed and evaluation is built into the system.
- (j) Self-learning is introduced from Grade IV onwards.

Following the film, Dr Mante highlighted some of the aspects of project IMPACT among which were the following:

- (a) Project IMPACT is an outcome of the SEAMEO-INNOTECH programme.
- (b) IMPACT is an alternative delivery system for mass primary education in developing countries. None of the individual components of the IMPACT is new, but what makes it innovative and original is the way the components are woven together.

- (c) A cost analysis has revealed that IMPACT costs only 50% of conventional schooling.
- (d) Independent evaluation shows that IMPACT is superior at all the pilot sites to conventional schools.
- (e) The modules are not prepared by experts or teacher training college staff but by practising teachers.
- (f) IMPACT was intended for a rural setting but replication studies show that it tends to work better in a semi-urban or urban setting where more facilities are available.

DISCUSSION ON PROJECT IMPACT

Particular features of IMPACT that interested participants included:

(a) The system

IMPACT uses the prescribed subject syllabuses but analyses how the given objectives of these can be achieved through programmed instructional modules.

IMPACT requires only one large room as a resource centre. Learning spaces are in what are called learning kiosks which are huts built by the community. Thereby the savings in teacher and physical plant costs can be diverted to making learning modules. The modules are provided on a shared basis with one module for 6 pupils. The paper used is re-cycled mimeograph paper.

(b) Community participation

Project IMPACT makes use of the strength of the family institution in the Philippines. The older pupils are made responsible for the progress of the younger as in a family. The concept of the family in this context is that of an extended family. Parents participate in their children's learning and in providing for the needs of the school. Children can be supervised by the parents even though the literacy level is only 26%. The modules are colour coded so that parents can monitor the progress of their children from the colour of the modules being used. If a child bring the same colour of module over and over again it means that he is not progressing and his parents will know.

Parents are often invited to discuss community participation. The co-ordination of the parents' activities is the responsibility of the local steering committee.

(c) Discipline

To those used to an orderly formal class, IMPACT looks disorderly. Parents who are initially worried about this aspect are gradually made to understand that discipline has not suffered. They are also helped to see that education is not only the job of the teacher, but is the responsibility of parents as well.

(d) Teaching

Pupils in the high schools are used as aides because of the mandatory requirement that every high school pupil should do 120 hours of community service per year.

(e) Rote learning

Rote learning at Grade I and II level aims to achieve:

- (i) Decoding skills in the native language.
 - (ii) Decoding skills in Pilipino.
 - (iii) Literacy skills in English progressively through the first two years.
- (f) Children with special needs

Remedial work is provided for children who get behind and gifted children can progress at their own pace, completing elementary school in 5 instead of 6 years if they wish.

CONCLUSIONS CONCERNING IMPACT

Participants felt that project IMPACT might be faced with opposition in a situation where there is an over-supply of teachers. Project IMPACT appears to be heavily dependent on an infra-structure where hardware like duplicating machines and typewriters are freely available and such machines can be kept serviceable.

The fear was expressed that a fairly highly structured system such as IMPACT could reduce the degree of inter-personal relationship between the teacher and the child. It was also possible that the constraints on the teacher imposed by the system might limit the freedom and initiative of the teacher to experiment.

On the other hand, it was recognized that IMPACT ensures that the role of the teacher is changed from being a dispenser of learning to that of being a facilitator of learning which, in educational terms, is wholly desirable.

It was also appreciated that IMPACT was designed in the Philippines for a particular need and for a particular setting. Thus, while the intentions of project IMPACT and the circumstances that gave rise to it might not be entirely relevant and applicable to all countries in the Asian region, participants were agreed that the strategies and even the materials developed could very well be utilized to meet particular needs in some of the countries.

PREPARING TEACHERS FOR COMMUNITY EDUCATION

PREPARING TEACHERS FOR COMMUNITY EDUCATION

Mr. Uvais Ahamed

Consultant, Asia Pacific Institute for Broadcasting Development

The school is the greatest educator in any given area and the staff of the school constitute a good portion of the educated sector in the community. So it is the sacred task of the school not to confine its activities to its four walls, but to utilize its resources and skills to enrich the community around it. The school and the community should necessarily be considered entities that could combine for fruitful cooperative endeavours. On this lies the all-round success of any educational programme.

A stable and contented society cannot be built only on the basis of what is done within the four walls of the classroom. In addition to work done in the school, education and training activities must be vigorously pursued in the community enabling maximum participation of the school in the life of the society. This is essential for several reasons.

- a. To supplement the education and training of skills imparted within the school.
- b. To arrange follow-up work of the student who leaves school ensuring his habilitation in some gainful occupation and providing the necessary facilities that could elicit the best out of him and make him enjoy his work.
- c. To look after the school drop-outs and to direct and train them for some useful vocations.
- d. To ensure optimum utilization of the resources available in the school like buildings, furniture, equipment and know-how not only for the few hundreds within the school but also for the thousands in the community.

New Concept of Education

The concept of education once equated with formal schooling is fast giving way to a very much more functional concept where education is equated with learning regardless of where, when and how that learning takes place. The school as an institution cannot exist in isolation as it tried to do in the past. While it is necessary that its resources are made available to the community, it could also draw from the skills and expertise found in the community by creating a climate conducive to mutual and productive endeavours.

The more the school enters the community, the greater the demand on the teachers. What the teachers could offer in these circumstances must inevitably vary, but what is vitally important is their attitude of acceptability and accessibility emphasizing that they care and the whole school cares for the welfare of the community around them. This is fundamental because the act of coming together is itself a step towards engendering a new sense of community.

Need for Community Education

The need for community education has to be viewed in the context of the Asian setting. Around 80% of the people in Asian countries live in rural areas. More often than not, while producing food for the urban sector, they are simultaneously exploited by being deprived of the minimum conditions for decent living. The modern buildings and conveniences of the Asian city contrast with the austere conditions of the country side.

Social mobility is severely limited in the average rural society. In such a society barriers and obstacles to material development are very strong and mass human participation becomes a difficult target to be achieved. A society may be endowed with tremendous natural resources, but they do not mean anything to that society unless and until the human resources are mobilized.

Beset with problems of poor rural economy, under-employment and unemployment, the need for community education is great in Asian countries. Unemployment in the rural areas has to be viewed in the light of the seeming inability of the formal school system to provide sufficient training for the masses to operate productively in their environment. It has to be recognized that there are many who suffer from ingrained attitudes of alienation which the formal system of education had failed to recognize and done little to dispel. This has made them resign themselves to a state of deprivation where failure, ill health, ignorance and poverty are considered the normal order of things, and it is this deprivation with all its attendant barriers to a full and fruitful life that should be the immediate concern of education. Hence the organization of development oriented, community based activities outside the framework of the formal system, is of paramount importance.

Areas of Concern

In terms of community education, some of the main areas of concern in Asian countries are rural development, improvement of health and nutrition, and fostering of employable skills through education.

Through schools and other agencies engaged in non-formal training, it is possible to contribute significantly to community development. School teachers and community trainers should realize that a large part of the work of promoting social change is the crucial one of helping rural people to:

- a. Identify their most pressing problems, and
- b. Actively participate in resolving them

The pre-requisite for any socio-economic development is a very good man power base. This could be provided by a healthy and adequately fed people. Malnutrition has become a very important concern for countries in the region. One important reason for this is the fact that despite major technological advances and grow more food campaigns, total food production has been consistently outpaced by geometric population increases. It has been found that

the lack of nutrition education has aggravated the situation. So in terms of community development, provision of proper food and knowledge of proper nutritional habits has become a felt need.

Another point that has to be pondered is the provision of opportunities for the people in the community to imbibe certain skills. These skills should enhance the individual's capacity to function as a productive member of the society. In this respect employable skills that could prepare the learner directly for employment is of paramount importance.

While discussing the role of the teacher in community education programmes, there is a quality of objectives that has to be kept in mind.

- a. Meeting the needs of the learner.
- b. Meeting the demand of national development.

It is also necessary to wean oneself from the normal practice of imputing learning needs to the learner. What is important is to identify the actual learning needs as seen by the community and the learner.

Teachers as Change Agents

With the changing role of education, the role of the teacher too should necessarily change. A teacher cannot be viewed as a mere functionary within the four walls of the class-room. He has to step outside the bounds of his hallowed environs and be prepared to merge with the community around him. He should cultivate a mental attitude and a sense of preparedness to take part in and influence all the processes of change. This could be done by preparing the necessary conditions to equip people to cope, to understand and to find security in society. The teacher in this context is regarded as a community leader and an agent of socio-economic change.

While enabling people to initiate and to control changes in their environment, the teacher should be able to create the conditions in which effective participation between the school and the community can take place in terms of planned learning situations and other community education projects.

Role of the Teachers' College

As well equipped resource centres, the Teachers' Colleges are eminently well placed to make contacts and assist the community in which they are situated. Their involvement in community education projects, while enabling the community to benefit immensely, should also produce expertise and create favourable attitudes on the part of the trainees that will enable them to develop similar work in the schools and regions to which they will be posted after their training.

Teacher education programmes, with a view to preparing teachers for community education, could be organized in accordance with several objectives:

- a. To prepare teachers as leaders of community development so that they could become agents of socio-economic change in the locality in which they work.
- b. To provide real experiences of rural life to teachers so that they become aware of the problems of remote rural areas and thereby play the expected role in rural uplift.

- c. To equip teachers with such basic skills in agricultural education, health and nutrition education, rural sociology etc. that they can discharge their functions efficiently.
- d. To involve youth and school drop-outs in the community in skills training and useful employment.
- e. To enable teachers' colleges to act as community centres specially for the development of rural areas, and to create an awareness among trainees about their role in community development.
- f. To enable trainees to deal with educational and other problems of rural areas and to develop in them proper attitudes which will help them to understand rural people and their problems.
- g. To develop activities which are centred on rural communities and aimed at improving the economic, social and cultural life of the people of the area.

Another important aspect in the organization of a programme for the preparation of teachers for community education is the planning of a 'need survey'. The survey may focus, for example, on the learners' needs, and teachers' needs in relation to the learners' and community needs, the availability of resources in the area, the feasibility of developing the programmes in cooperation with existing agencies in rural areas, values and beliefs of the community, level of literacy and the position with regard to health and nutrition.

A programme could then be designed in accordance with the objectives that have been spelt out and on the basis of the results of the need survey. It could cover aspects like orienting the trainees towards work in the rural areas, identifying agencies which could possibly be involved in the programme, developing a special in-service training programme for practising teachers and developing appropriate instructional materials.

Village Adoption - A Training Strategy

An experiment was conducted by Hingurakgoda Teachers' College in Sri Lanka which adopted for development three villages in Polonnaruwa district. The villages selected for this project were:

- a. Illukwewa - a small village near the Sigiriya rock fortress situated about 30 miles from the Teachers' college.
- b. Totawewa - a village near the Minneriya - Kantalai canal.
- c. Attanagahawewa - a village situated about 30 miles from the college.

The programme required the trainees and the lecturers in charge to live and work in a village during their stipulated period of teaching practice. They lived in the school premises and cooked their own meals. During the school hours they devoted their time to teaching, while the evenings and week-ends were spent on community education programmes, shramadana (giving free labour) work and cultural projects.

The trainees were given two main assignments during this period. The

first was to study the problems of the school. This included the school-going population in the village, fluctuation in attendance, drop out rate, health problems and achievements of children. Teacher attendance, their relations with the community, physical set-up and the available facilities in the school were also the subjects of study. The second assignment was the study of the village itself. Several surveys were carried out covering the social, economic and cultural aspects of the village and reports were submitted as part of their programmes.

21. This project had a tremendous impact on the life of the trainees as well as of the village community and was bound to spread the influence over the other areas of the national community as the trainees got back into their teaching role in different parts of the country.

Community Education Through Village Adoption

Village adoption projects with community development as the cardinal objective and the concept of life-long education as the underlying principle is a useful means of effecting the desired liaison between the school and the community and thus training the teachers to get more and more involved with the affairs of the community.

In the context of Sri Lanka the Madya Maha Vidyalayas (Central College) scattered throughout the length and breadth of the country are eminently in a position to undertake village adoption projects. The Madya Maha Vidyalayas and some of the big colleges constitute the best equipped schools in the country. They are provided with the facilities for the teaching of all disciplines in the school curriculum like agriculture, home science, physical science, bio-science, wood-work metal work and commerce. Playgrounds are also provided. Large sums of money have been spent on equipping these institutions. These schools have been in existence for the last twenty-five years and throughout this period improvements have taken place and additions made in keeping with the qualitative and quantitative changes in education effected from time to time. An important question that has to be posed is whether the dividends received now is commensurate with the investments made and how much the community around the school has benefited from these investments. More often than not buildings of these schools including the laboratory and its various curricula units are closed when the school day is over. During the week-end and term holidays the college hall is kept closed except for some special occasions. The grounds too are generally deserted except for some stray cattle. A watcher is in firm control watching and preserving the school from the infiltration of the community.

24. Though most of the Madya Maha Vidyalayas are mostly situated in towns, they are surrounded by a number of villages. The fact that this type of school is centrally situated gives it ample scope to make its resources available in many ways to the community around it. These schools could undertake the adoption of one village at a time.

25. While such village adoption schemes will prove largely beneficial to the community, the school too stands to benefit immensely:

- a. The staff and students can be drawn into this programme on a voluntary basis. A preliminary talk by the principal, a teacher or recognized social worker on the importance of community work and the need for the privileged in society to give a hand to the under-privileged ones can convince a fair number of students to take part in this programme with interest and enthusiasm.

b. Students engaged in social studies, economics etc., could be made to undertake a socio-economic survey of the village. This survey would reveal the number of families in the village, the average size of each family their economic level, the general occupation of the people, the literacy level and their basic needs.

c. When the students, staff and principal of the school evince an abiding interest in the welfare of the community, the members of the community in turn will be ready to help the school in all its activities.

26. On the basis of the data collected from the socio-economic survey, a worthwhile programme designed to improve the conditions of the village can be undertaken.

27. This programme should marshal all available resources of the school and make them available to the community without hampering the normal school life. The home science teachers in the school could enrol the girls of the village who have left school, but are unemployed, to a class of dress making and homecrafts. If a home science unit is available in the school, children from the village may be invited to attend it after school hours. Similar arrangements could be made in the areas of handicrafts, needlework and agriculture. The physical training instructor of the school too can be in a position to arrange recreational and physical training facilities for the youth of the village, placing at their disposal the playing field and the sports paraphernalia available in the school. The handicraft and metal work teachers in the school can be requested to teach the unemployed youth a craft or trade with a view to establishing them in self employment.

28. Thus the school can engage itself in working towards the all-round development of the village. This could be done either by taking the school to the community or inviting the community into the school. Village adoption projects of this nature will help the schools to maintain a well informed and educated community all round it. The successful implementation of this programme entails close collaboration between the school and the community. The leadership will necessarily have to come from the school. The resourcefulness of the principal and the staff, their desire for social work and their capacity to persuade the students to give freely of their time and energy for the uplift of the underprivileged will go a long way in making this venture a successful one.

APPENDIX 1

PREPARING TEACHERS FOR COMMUNITY EDUCATION AN OPERATIONAL PLAN

LECTURES

FIELD WORK

Part I

1. General problems of the country
 - A. Economic, B. Social
 - C. Cultural
 2. Rural problems (in particular)
The world population explosion and its effects on developing countries
Population problems in the country-rural and urban
 3. Resources of the village
 - A. Natural, B. Human
 - C. Operational
 4. Economic and Social problems of the village
 - A. Sources of income
 - B. Expenditure
 - C. Exploitation
 - D. Wastage of labour
 5. Agencies which provide services for the village
 - A. Public B. Health
 - C. Education D. Social
 6. Health, Sanitation and nutrition
 - A. Curative
 - B. Preventative
 7. Education Problems
 - A. Rural B. Urban
 8. Women's Education
 - A. Talent identification
 - B. Domestic work
- Survey of land, resources and population relationships in collaboration with family planning unit
- Survey of village resources
- Survey of village
- Survey A. School children
B. Village
In collaboration with the health authorities and village leadership
- Survey
- Survey and practical work on preparation of food based on village resources

LECTURES

FIELD WORK

9. Education and Society
 - A. Awareness of rights and duties
 - B. Respect for law and order
10. School and community work in other countries
11. Psychology of the villager
 - A. Cultural pattern
 - B. Language
 - C. Social relations
 - D. External contacts
 - E. Beliefs and attitudes
12. Leadership in the village
13. Settlement concepts
 - A. Traditional
 - B. Colony
 - C. Others

Organization of such activities

Observation and survey

Survey comparative study of these types

Part II

14. Methodology
 - A. Methods of data collecting
 - B. Processing of data
 - C. Analysis of data
 - D. Presentation of data

Practical work

Part III

15. Community Life

Organization of relevant activities

TEACHER EDUCATION AND COMMUNITY DEVELOPMENT

Mr. S.P. Ekanayake
Principal, Hingurakoda Teachers College

SCOPE OF THE PROJECT

Introduced for the first time in Sri Lanka, this was an innovative project in Teacher Training for Community Development. The project commenced in June 1975. The project which was based on three selected villages of the Polannaruwa District, required the Teacher Trainees (TT) under the supervision of a Teacher Educator (TE), to live in those remote villages during a stipulated time. In addition to the normal teaching programme in the school, organizing and participating in activities involving the community such as development projects based on the local resources were an integral part of the programme. Meeting the villagers, discussing their problems and needs, drawing up projects, helping them in their day to day work, attending their social functions, helping them to bring these matters to the notice of the respective government officials were some aspects of this training programme. Week-ends and afternoons were made use of for these activities in the village.

THE SOCIO-ECONOMIC SET-UP OF THE VILLAGE IN SRI LANKA

"The village in Sri Lanka is a very unpretentious institution. It is a social unit interlinked by economic and kindred ties, keeping unbroken relations with other villages, for martial, economic and other social requirements."* The population in the village is not very large. Agriculture is the main occupation. Often people of the same caste inhabit a village. The village is not an economically self sufficient unit. The resources and the kindness of the villager are invariably exploited by his unscrupulous and sophisticated urban brother.

There is generally a great respect for and undue fear of the government servant and what he says is taken as gospel truth and government policy. Various crafts are practised in villages and these are mainly related and subordinated to the economic and social needs of the village and the adjoining villages. However, today most of them are disappearing. The most common government institution in a village is the school and of the government employees the teacher is resident in the village and enjoys the respect of the villager. As a result of the modernization process there is a general trend of rural population migrating to urban areas causing two problems -

* Dr. N.D. Wijesekara 'The People of Ceylon' pg. 69

- (a) Aggravating the unemployment and housing problem in the urban sector.
- (b) Leaving the rural areas to be exploited and unattended to, due to the lack of skills on the part of the remaining population.

This dichotomy has to be rectified if an overall development process is to succeed in Sri Lanka. The New Educational Reforms introduced in 1972 have emphasized this aspect by recreating a desire and an attitudinal change to serve rural areas.

THE NEW EDUCATIONAL REFORMS

The New Educational Reforms, introduced in 1972, hope to develop the child into a resourceful citizen - a citizen mindful of the problems, resources and priorities of the country and thus introduce the child at an early age, into the world of work and instill in him the correct attitudes towards life and society.

These reforms were geared to meet the socio-economic needs of the country. In this, every citizen bears a responsibility to assist in the task of developing the nation. Since the knowledge, skills and attitudes needed for nation building have to be generated at school level, it is important that the teacher be oriented to this philosophy during the pre-service training itself. Only then will he respond positively to the needs of the community. Hence the importance of a radical change in the teacher education programme.

THE PRESENT TEACHER EDUCATION SYSTEM IN SRI LANKA

In Sri Lanka there are 28 Teachers' Colleges. The duration of all courses is two years. Each Teachers' College has a Special Course and Primary Education is the most common of these. Some of the other special courses are English, Mathematics, Science, Agriculture, etc. Except for the subject speciality, the curriculum and the approach are the same in all Teachers' Colleges. Pre-vocational subjects, which form an important aspect of the New Educational Reforms, are also introduced to all Teachers' Colleges from this year as a part of the course work. The medium of instruction for all courses is the mother tongue. A large percentage of teachers in Sri Lanka are trained in Primary Education. All courses are examination oriented and follow the same pattern of training.

The training they receive is geared exclusively for the urban and suburban schools where many resource facilities are available. The techniques and attitudes the trainee learns and gathers are unsuitable to satisfy the needs and aspirations of the remote, rural and deprived school in Sri Lanka. Even in the urban areas there are a large number of schools which suffer from deprivation of basic needs. The instructional techniques imparted at the TC and the learning process of the rural and the deprived child run at a tangent. The teaching techniques are sophisticated. The rural child learns in a more practical way - climbing a tree, chasing a cow, creeping through the jungle, helping the parents are some of the ways he learns. Hence not

only the instructional techniques but also the content of teacher training, needs a radical change. The fact that all teachers today do not earn the same respect in the rural areas as in older times suggests that the traditional role of the teacher has outlived its purpose. The role thus requires a radical change, to suit present day needs.

Teaching Practice - Its Methods, Scope and Limitations

In the present Teacher Training Programme, where didactic aspect precedes practical training, teaching practice is the only occasion the trainee can go out into the community as part of the course work. We made use of this time for our project.

Teaching practice refers to the period of time the trainee is attached to a neighbouring school and undergoes practical training in pedagogy under the guidance of a TE. This period lasts for two weeks per term i.e. four months, commencing from the second term of the TT's first year. In all, there are four such periods for the course. The last term is devoid of any extra work to allow the trainee to study for the final examination. The performance in teaching practice is important for a pass at the final examination.

The teachers are expected to teach for about two periods a day, in any grade in the 1-9 area. This compels the teacher to stay in the school for only about two hours a day. These two periods of work comply to the normal school work in the time-table. In all, the TT covers up two weeks of work in any subject area. During this period the TT also observes the lessons of his colleagues.

This training does not involve them in any way in the extra curricular work of the school. It is not obligatory either to attend staff meetings, morning assemblies or parent teacher association meetings. The period of time is too short for the teacher even to know the background of the children in the class. He is a visitor who has come to the school for a specific job i.e. to learn the traditional art of teaching, for this is the most he can be expected to accomplish during this 'funnel' approach to the school. That the school has a binding attachment to the community it serves is not a concept for the TT to know and understand during this period. Neither does the teacher get an opportunity to grasp the problems encountered in these schools. The perspective of looking at education from the point of view of the community never enters the mind of the TT. Thus understanding the child, the environment of the school and the community are equally important matters if the teacher is to make an effective impact on the change of behaviour of the child. Since we did not plan a course of action that would have raised protests from teacher trade unions for taking time off the normal examination structured course, we conveniently made use of this period for our work, for it did not matter where teaching practice was conducted.

PHILOSOPHY OF THE PROJECT

Education of the teacher must be to understand the realities of the

community, not in isolation but in participation.

The Teacher Training programme should not turn out mere academics rich in knowledge and poor in skilled action. The TT programme should have a bearing on the socio-economic problems of our country. The training should elicit the initiative and the creativity of the TT. The teacher moulded in this pattern would come to grips with the reality and be a resourceful person outside the precincts of the school.

The introduction of the concept of developmental education and self reliance is a part of the Teacher Education Programme.

In the context of our country, the progress of the village is basic to any developmental planning. The village constitutes the core of the country and the smallest unit of organization. As in most developing countries, so in Sri Lanka too, there is a trend towards the mobilization of traditional strategies at village level, while adopting new techniques. It is here that the teacher comes into importance. A teacher trained in community development work and village leadership could guide the villager by identifying resources, finding problems and priorities and guiding them in organizational matters. These programmes could be related to economic, social and cultural fields. For the teacher, this is a new venture and an additional role. The school could be the centre of activity and the teacher the change agent.

The Role of the Teacher as an Agent of Change

Under this new scheme there is no 'funnel' approach to the village school and they function not as visitors but as Agents of Change. They do not learn just how to teach but how to serve in different capacities. In the village the TT are the operational resource i. e. the body that will activate and generate the human and natural resources in the village for the common good of the community.

The Attitude Developer

The teacher's role is important as all changes operate through him, in the classroom. The ability to invent, to treat knowledge imaginatively and to enlist pupils help to explore ideas are important functions of the teacher. Above all he should be able to know, feel, understand and appreciate the society he lives in. His attitudes should be oriented to meet the above tasks. If the schools are, therefore, to foster new ideals, aspirations and serve as perennial agents of development of the nation, the teacher should be competent in the desired field. The success in translating the objectives and aspirations of the nation will depend, largely, on the nature and quality of teacher training.

The Creative Thinker

Education, by and large, improves the quality of thinking of both the child and the teacher. Such an education will enable them to develop the kind of thinking necessary for nation building. Therefore, it is one of the greatest responsibilities of the teacher to make the young mind fertile enough to cultivate a proper form of thinking. This would be possible not only by training the teacher

to teach the child 'how to learn' but also training the teacher how to sharpen the creative and critical thinking of the child.

The Community Leader

Another vital aspect that needs attention in the teacher training programme is the role of the Teachers' Colleges in relation to its neighbourhood. The new education scheme in Sri Lanka directed towards nation building, brings a significant rapport between the school and society. This objective is yet to be perfected in Teachers' Colleges. There are enough areas of local development which the TT could profitably be associated with. The teacher training curriculum should be channelled in such a way that the TT works intensively and in a wide variety of activities with the community. In addition to his primary role as a teacher, the personality of the teacher should be moulded in such a way that he could comfortably assume the role fitting a community leader. The needs of a villager are diverse today and the teacher has to recognise this diversity if he is to be more profitable to the community. Thus the role of the teacher should be expanded and widened to meet the current demands of the community. For this the teacher needs practical training.

AIMS OBJECTIVES AND ACTIVITIES

Specific Aims and Objectives of the Innovation

1. To deepen the Teacher Trainee's understanding of the following:
 - (a) the development problems faced by the rural people.
 - (b) relevance of one's education to rural development.
 - (c) Interdisciplinary thinking and cross sectional approach to problems.
2. To develop certain skills of the teacher, enabling him to design and participate in village development programmes in a practical way.
3. To provide opportunities for the Teacher Trainee to establish a better relationship with government officials, which in turn enables him to have a better perception of rural development problems.
4. To enable the teacher to be more useful to the community in which he lives and serves.
5. To make the school the operational centre for socio-economic and cultural progress of the community.
6. To enable the teacher to get a deeper understanding of the child.
7. To make villagers aware of the natural resources in the area so that they can make use of them in developing the villages.
8. To develop the concept of self reliance amongst the rural population.

Activities

In each village a convenient group of about six TTs with a TE stayed throughout the entire period of two weeks. This replaced the earlier superficial teaching practice system by a more meaningful and rewarding method. The Trainees by living in the village became a part of the community. During the entire period the group looked after themselves without taxing the villager. During school hours they did their teaching practice and in the evenings and during weekends they involved themselves in survey activities of the village. This helped them to understand the crux of the problem of the village. In further consultation with village leaders, the teachers drew up schemes of development for the village. These plans invariably involved other government departments. The entire project was carried out by the TTs in consultation with the TE.

THE MANAGEMENT PROCESS

Selection of the Villages

The villages selected for the project were all from the Polonnaruwa District, where the TC is situated. It is a socially and economically deprived area in Sri Lanka. It is mainly an agricultural region. The majority of the people here are new settlers. Social amenities and transport facilities are comparatively poor. In the selection of the villages, difficulties and remoteness of the village school were taken into consideration. This was to give more experience for the TTs.

- (i) Illukwewa - a 'purana' village (old village), situated about 25 miles from the TC. Population 200.
- (ii) Attaragallewa - a new settlement in a gemming region. 30 miles from the TC. Population 350.
- (iii) Rotawewa - a 'purana' village (old village) with a new settlement. 10 miles from the TC. Population 290.

Planning

Before embarking on the Project an orientation programme on methodology and sociology was conducted for the TTs at the TC. In addition the District Medical Officer briefed the trainees on the health problems of the District. Identification of diseases, preventive measures and nutrition were some of the topics that were discussed at this session.

(i) Socio-Economic Survey of the Village

This was the first activity of the TTs after the visit to the village. This was carried out during the evenings and weekends. The following techniques were adopted (a) a guided questionnaire (b) discussions (c) interviews (d) observation. Based on these findings reports were submitted by the TTs. These indicated the resources available, demographic characteristics and the pressing needs. Based on these and further discussions with the villagers plans were formulated and presented to the

relevant authorities for action. In drawing up projects the following procedure was adopted.

- (a) Location of resources - natural, human and operational quantity/quality/type/economy.
- (b) Inputs and expenditure.
- (c) Opportunities for employment, including self employment.
- (d) Priority needs.
- (e) External influences.
- (f) Marketing facilities.

This programme was to be worked out in stages.

(ii) Proposed Examples of Such Activities

- (a) Steps were taken to keep the out of school children and villagers occupied by providing facilities for bee keeping and cloth weaving by the supply of bee hives and weaving machines.
- (b) Providing a bus service.
- (c) Introducing mobile dispensaries.
- (d) Starting poultry keeping, brick making, lime making and handicraft projects.
- (e) Preparation of medicinal oils from seeds.
- (f) Collection of medicinal herbs on a commercial basis.
- (g) Provision of a water supply.

(iii) Survey of the Educational Scene of the Village

The techniques were the same as above. The following problems were studied. Drop out rate, non school going population, teacher attendance, the teachers' relations with the school, physical set up of the school and facilities available, aspirations of the villagers, relevance of the curriculum to the socio-economic needs of the village, achievements of the children and health problems of the village.

- (a) Since it was found that certain sections of the general curriculum, meant for all schools in Sri Lanka, had little relevance to these schools, steps were taken to draw up suitable curricula taking into consideration the resources and the aspirations of the people.
- (b) Initiating educational programmes for adults.
- (c) Getting materials in the form of stationery, text books and clothing from well to do schools in other parts of Sri Lanka.

(d) Adopting new teaching techniques by taking children into the village i.e. the well, tank, worksite, where teaching was related to daily life.

(e) Organising cultural activities in the evenings.

(f) Organising exhibitions of work of the school and inviting parents for the occasion.

(iv) Other Aspects of the Innovation which were Accidental Off Shoots of Planning

(a) Taking part in social occasions in the village such as funerals and weddings.

(b) Participating in shramadana work (voluntary) e.g. working in paddy fields, repairing a temple, offering alms to the priest of the temple, preparing a playground.

(c) Getting the assistance of the neighbouring villages to assist one of the villages.

(d) Changing the superstitious beliefs, e.g. after a death in the village, the children do not attend the school for three days through fear. Even adults do not walk alone during this period. This situation was observed at the Illukwewa village.

(v) Problems/Constraints

(a) The time was insufficient to probe deeply into certain problems in certain villages. This was due to the short duration of the programme. Since it was not a part of the main course, there was no possibility of devoting more time. Hence the delay in attending to the overall work of the progress of the project.

(b) Difficulty in keeping the same TE in charge of a group due to transfers.

(c) Finding funds. The additional work involved in the project was too much of a strain on the purse of the TE and the TTs. There was no possibility of getting assistance from the Ministry or other source as the project was in its infancy.

(d) The burden of additional work on the TTs e.g. summoning meetings, meeting various government officers, visiting the villages, all this being extra work for the TTs.

(e) Transport problem. Since two of the villages were situated in places without public transport, travelling to and fro became a problem.

(f) Due to shortage of water, the programme in one village had to be curtailed during one session.

(g) Difficulty in eliciting full co-operation due to the dominance of vested interests (Rotawewa).

(h) The unhealthy relationship between the head of a school

and the villagers in one place caused the villagers to mistrust the mission of the experimenters at the beginning (Illukwewa/Rotawewa).

(i) Since this was the first time a programme of this nature had been started in Sri Lanka, there was a problem of getting other departments to act quickly and enthusiastically.

(j) Loss of confidence in government and voluntary personnel by villagers because a large number of the latter had visited some of these villages earlier and had not lived up to the promises they had made.

(k) Difficulty in getting mass-media to give publicity to the programme.

(i) Organisation

An exhibition of the resources of the village was held in the school premises. The exhibits included medicinal herbs, limestone, bamboo material, fruits and articles turned out of local waste material and timber and arborics. This was organised by the villagers with the guidance of the TTs. There were charts and diagrams which highlighted the present problems and future possibilities. The exhibition was attended by the Government Agent i.e. the administrative head of the district, the Chief Education Officer and other Heads of Departments and also the Political Head of the District.

Friendly and cordial relations with the villagers led to a mutual healthy understanding and trust.

TTs joined villagers in their social life during their stay.

Regular meetings were held between the villagers and the TTs. Village representatives also participated in meetings which were held at the TC where representatives of other departments were also present.

(ii) Methods Adopted

The basis of selection of the villages was discussed with the Chief Education Officer of the District. With progress the innovation was brought to the notice of the Secretary, Ministry of Education and the Director, the Teacher Education Branch of the Ministry of Education. TTs, under the guidance of a TE, contacted other government offices to obtain their co-operation. All co-ordinating activities were done by the TC. A TT was appointed as a Chief Co-ordinating Officer. He, on his own, also held meetings at village level with the co-operation of the Co-ordinating Officer of each village. Drawing up estimates and other matters came mainly under their purview.

(iii) Assistance Received

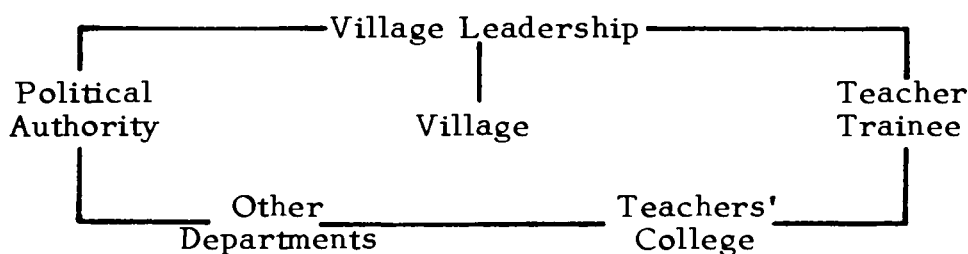
(a) Funds and material came mainly from the Political Authority (extra administrative authority headed by a politician). Providing a water scheme and supplying bee hives are two examples where money and material help were given from the District Development Council.

- (b) Books, stationery and clothing from other schools were received.
- (c) Transport (sometimes) and water from the Irrigation Department were provided.
- (d) Equipment came from the Ministry of Planning and Implementation.

Direction

Decisions were taken after discussion with the staff, TC, village representatives, headmaster of the village school, government officials, Principal TC and TT.

Decision making structure was as shown in the diagram below.



Self Directing Measures

(a) A few young people were trained for leadership. These young men had to go to various departments for their requirements and problems and had to meet the correct officials. This took the traditional fear out of them and gave them self confidence. This change was very markedly seen, towards the latter stages, in quite a number of them. They were also involved in organizing all activities at village level and also represented the respective villages at general meetings held at the TC.

(b) The TTs conducted discussions with villagers and officials of other departments, organized meetings at the TC, drew up plans for development, introduced new teaching techniques, and attempted to understand children in the context of their background.

(c) The villagers were taught the art of bee keeping.

(d) Making the villagers realise the potential resources they possess, was an important achievement of this programme.

(iv) Proposed Improvements

(a) Making Community Education a permanent course in the Teacher Training Curriculum. If each of the 28 TCs in Sri Lanka were to attempt to develop a minimum of five villages, under this method, during a two year period, about 300 villages could benefit in some kind of socio-economic development. Furthermore, the teachers who would be leaving at the end of the two year course to take up positions in different parts of Sri Lanka, could try their hand at Community Development, in the manner in which they had been trained.

(b) TC to adopt villages by residing permanently on a roster basis. Close attention and supervision would be possible under such a scheme.

- (c) Preparing courses of studies to meet the special needs of the children in remote villages.
- (d) Community Development as a part of the school curriculum. This kind of approach would enable the school to be the pivot in community development with the guidance of the teacher. Since schools are the breeding ground of future citizens, they could enable village children to shed petty rivalries and unite in constructive work towards nation building.

Control on the Basis of Communication and Feedback

- (i) Leaders of the village trained by the TC and the Head Master of the school are in touch with the TC.
- (ii) Feedback mechanisms adopted.
- (a) The Head Master makes observation on the progress and reports to the TC.
- (b) The Rural Development Society in the village also makes observations and reports to the TC.
- (iii) Appointed leaders for each village and the Chief Co-ordinating Officer for all villages are in contact with the village leadership.
- (iv) The Principal, TC and the TE also make occasional visits and maintain a continuous improvement.
- (v) The Teacher Education Branch of the Ministry of Education, Sri Lanka, also visits in order to supervise and advise.

Evaluation

(i) Response from the Villagers

The response of the villagers was very promising and encouraging. They had co-operated well with the TTs and TE. The enthusiasm shown in participating and attending the meetings at the TC was further proof of this fact. Even now, parents and office bearers of the village organizations continue to have correspondence with the TC.

(ii) Response from the School

The Principals and the Staff of the schools involved in this work had very encouraging words about the programme. The Principal of the TC requested a confidential report from the Principals of these schools at the end of every session and all reports commended the work. Some wanted this work to be continued for a longer period of time.

(iii) Measures Taken to Find Out the Effect and Influence of the Innovation in the Field of Education

(a) A number of similar programmes, but different in approach, have started in other TCs in Sri Lanka as a result of the publicity given to this programme. Classes for drop outs, pre-schoolwork, the opening of the resources of the TC to the village community are some such examples.

(b) In these schools there has been an increase in the number of children attending school, after the commencement of the project. Even children who left school years ago have been coming back during this period.

(c) There has been interest and enthusiasm shown by parents regarding the exhibitions in the school, the new teaching programmes conducted outside the school, general activities in the school, and more parents have been attending Parent Teacher Association Meetings.

(d) The heads of the adjoining schools have requested TTs for similar programmes in their schools.

(iv) Extent to Which the Innovation Can be Continued for a Longer Period

Since it is not a part of the main course in the TC it cannot be extended for more than two weeks per term. However, if sufficient funds are available, an arrangement could be made to extend it further. Financial commitment is also an important factor.

(v) Follow up Activities

(a) Follow up of bee hives already distributed.

(b) Follow up of weaving machines already distributed.

(c) Follow up of work of the TTs who followed this innovative programme. Of the 18 TTs who participated in this, a satisfactory number has written to the Principal TC about the work they hope to commence. Lack of publicity, lack of recognition from higher officers including Principals and lack of funds are some of the obstacles they have had to face.

COLLABORATION WITH OTHER DEPARTMENTS AND MINISTRIES

Co-operation by the Ministry of Planning was of utmost importance and this Ministry readily granted some of the material and equipment we needed. Health, Irrigation and Transport were some of the other Departments that kindly obliged us in our work. The Village Councils and the District Development Council also assisted in this new venture. This work was also an eye opener for a large number of government officers in the District. However, the actual work was time consuming and painstaking and required a great deal of patience, mainly due to the novelty of this project in Sri Lanka.

PRESENT DEVELOPMENT

Community Education has been introduced as a part of the Teacher Training Curriculum in Sri Lanka with effect from this year. The time allotted for this is 20 hours of work for the whole of the year.

Two seminars on Community Education have been conducted to train TEs for the above purpose.

A paper on this Project was presented at the APEID Conference

on Innovations in Education held in Colombo in November 1976.

The Ministry of Education has also decided to conduct a two months special course for Principals of schools on Community Education. This course will also be conducted at the Hingurakgoda TC. The syllabus for this course was drawn up by the Principal and the TEs of the above TC. After training, these Principals are to be in charge of Community Education Centres organised on an electoral basis.

The same TC has planned to commence a project which is a further development of the one already completed. Here the TTs and the TEs will reside in a village permanently, until the project is completed, working on a roster basis and devoting more time and energy to this. The lack of funds has delayed the commencement of the programme.

APPENDIX 1

SEMINAR ON THE TEACHING LEARNING PROCESS IN THE SMALL SCHOOL

Theme	:	Strategies for the Development of the Teacher in the Small School in relation to its Community
Participants	:	Principals and Teachers of selected Small Schools and the respective villagers
Number	:	A maximum of 25
Venue	:	A Small School in the Polonnaruwa District - Dalukana Vidyalaya - 15 miles east of Polonnaruwa on the Dimbulagala road.
Duration	:	Four days
Dates	:	First week of October 1978.
Objectives	:	To give the teacher an understanding of the nature and the problems of the small school and its community. To develop self reliance and resourcefulness in the teacher. To train the teacher in the implementation of the school curriculum and act as an Agent of Change.

PHASE 1

PROGRAMME

Techniques of surveying 4 hours

Methods of finding information from the community
Processing and analysing of data
Presentation of data
Workshop/Developing methods to elicit information

Survey of the Village/Writing of Reports (Details annexure)

Resources of the Village	Group 1	10 hours
Cultural Pattern	2	
<u>Health and Nutrition</u>	3	
Mass Media	Group 4	
Educational Problems	5	

Areas of the village survey

Resources of the Village

Aim To give the teacher an understanding of the village resources.

Human Resources
Rural Technology
Physical Resources
Problems regarding resources/lack of skills, capital knowledge to exploit resources, exploitation - internal/external, unawareness of resources.

Cultural Pattern

Aim To give the teacher an understanding of the relevance of culture in development.

Study of behaviour patterns/attitudes/beliefs/values
Work/leisure
Folk drama and songs

Techniques - observation/informal conversation/get together.

Health and Nutrition

Aim To give the teacher an understanding of the health habits and priorities.

Common diseases
Mortality rate
Attitude to health activities/sanitation/immunisation
Traditional curing methods/superstitious health beliefs
Availability of health facilities/needs

Mass Media

Aim To train the teacher to find out ways and means of influencing the villager for development.

Availability of Media/frequency of its availability
 Types of Media/Press/radio/local political agent/
 enlightened leadership/gossip carriers
 Location of Media/physical places where ideas are
 expressed
 Ability to make use of Media

Educational Problems

<u>Aim</u>	To give the teacher an understanding of the relevance of <u>institutional</u> education to rural development.	
	Institutional drop outs	
	Non school going population	
	Impact of academic education on the villager	
	<u>Type of skills the village needs</u>	
	<u>Integration with other Departments</u>	4 hours
	Health/Rural/Agriculture	
	Planning and Execution of a Project	12 hours
	Teachers and Villagers	
	Basics of the Course	4 hours
	Significance of the Development of the Small School and its Community in overall socio-economic Plan of Sri Lanka.	
	Leadership role of the Small School in the Community	
	Development strategies for the Small School and its Community	
	Use of available resources for learning in Small Schools	

PHASE 2

PROGRAMME

The teachers and village representatives to be brought to the Teachers' College, Hingurakgoda after a period of three weeks for a three day seminar.

Objectives

To find methods of bringing the school and the community together for the enrichment of both.
 To review and analyse the experiences of the projects undertaken by the groups and identify the weaknesses and strengths and propose solutions for improvement.
 To develop guidelines to integrate all forms of learning for rural reconstruction.
 To identify possible problems that arise in working with other departments and propose strategies to overcome these problems.

Presentation of projects the teachers have carried out in their respective villages during the three week period. Representatives of the village to participate in this seminar.

Discussions/Improvements

Evolving a plan of action on the express gained in the three week project.

INTRODUCTION TO LEAD PAPERS ON COMMUNITY EDUCATION

Mr. Uvais Ahamed
Consultant, Asia-Pacific Institute for Broadcasting Development

Mr. Uvais Ahamed prefaced his presentation with an account of his own experience in this field in Sri Lanka. It was during his tenure of office as Director of Education (Teacher Education) that community education experimental projects were introduced into the Teacher Training Colleges.

The Lead Paper dealt with the outcome of this experience, as well as his experiments in exposing the school to community influences. He illustrated the points he had made in the Lead Paper on matters such as the role of the teacher as change-agent and community leader by reference to the experimental projects in the Polonnaruwa District carried out by the Hingurakgoda Training College in 1976. He recommended the adoption of villages by training colleges as a training strategy in community education.

During the discussion which followed, the danger of a dual system in schools and teachers' colleges was raised - i.e. schools that stressed academic achievement and those that emphasized community education. This is a conflict situation likely to arise if community education continues to be treated as an inferior alternative to academic programmes. With reference to the problems of community education in urban areas, it was suggested that an approach different from that of the rural context had to be adopted.

Mr. Ahamed observed that the teacher cannot be viewed as a mere functionary within the four walls of the classroom: that he had to merge with the community. He emphasized that a teacher should cultivate an open attitude and be prepared to shoulder the problems of the community and suggest how they might be overcome. Well equipped resource centres and teachers' colleges are eminently suited to play an important role in community development.

Sri Lanka's development programme on small schools is of special interest to in-service and pre-service education of teachers because normal training does not prepare teachers for the special conditions obtaining in small schools. The parents of pupils who attend these schools are themselves in need of basic education. In addition, there are problems such as high drop out rate and lack of application to school studies on the part of the pupils. Considering these problems, Sri Lanka has mounted a special programme with UNICEF assistance to develop 2500 such schools on a priority basis. The schools will form part of a general community development effort and therefore training of teachers for community leadership will have special significance here.

DISCUSSION ON THE TEACHER AND COMMUNITY EDUCATION

URBAN COMMUNITY EDUCATION

An attempt was made to establish some common understanding of the term "community education". For the purpose of this discussion, a distinction had to be made between the involvement of schools and their teachers in the life of the community and community service undertaken by individual teachers independently of the school. It was also accepted that community education should have as its objective the involvement of pupils in community work in order to develop in them a sense of concern and commitment to the community.

The group endorsed the relevance of community education in the school curriculum and the overall school programme. The tendency for urban living to develop very selfish and self-centred values and attitudes and the erosion of a sense of unity and common concern were seen as factors necessitating the inclusion of community education in the school programme. Even in urban areas there was ample scope for community work to be undertaken both by teachers and pupils.

In view of the urgency of cultivating proper attitudes and inspiring young people with values for the common good of the community and society, it was felt that there was need for teachers to be prepared for this specific task. As the best approach was direct involvement of pupils in active community participation under the supervision of teachers, teachers would themselves have to be oriented and equipped with the necessary skills.

An orientation programme intended for teachers would have to take account of the special characteristics of each community and might have to include the following elements:

- (a) Rationale for community involvement.
- (b) Problems of urban youth.
- (c) Population education.
- (d) Education for leisure.
- (e) Socio-economic problems.
- (f) Health and nutrition.
- (g) Leadership skills.
- (h) Human relations.
- (i) Project development.
- (j) Availability of resources/agencies.

The course would have to carry a practical component which should include field visits, methods of conducting surveys and collection, tabulation, analysis and interpretation of data.

In the process of implementing a programme of community involvement in urban areas, it was possible that problems would arise. There could be parental objections to the participation of children in unpleasant tasks. Teacher organizations could object to greater demands being placed on the teacher. Society itself might take exception to an over-involvement of the school in a task which it was not able to relate directly to education.

Based on the discussion, the group formulated the following recommendations:

(a) The organizational structure of education should provide for the promotion of community education.

(b) The structure could also incorporate a resource centre whose role would be to monitor and evaluate community oriented programmes of schools, to sustain enthusiasm, render assistance to schools and teachers and develop ideas and resources for use by schools.

(c) To ensure a serious and committed approach to community education and involvement, the effort should be nationally motivated and should find a place in the statement of national education policy.

(d) Teachers should be exposed to short orientation programmes in teacher training colleges with a view to cultivating in them the proper attitude to community involvement and equipping them with the necessary skills and ideas to undertake such tasks. While course content may vary depending on the circumstances in which each group of teachers will operate, the following should constitute the core of any orientation programme and should incorporate practical field work:

- (i) Socio-economic problems.
- (ii) Problems of urban youth.
- (iii) Population education.
- (iv) Education for leisure.
- (v) Resources of the community.
- (vi) Health and nutrition.
- (vii) Leadership skills

(viii) Human relations

(e) Prior to the orientation of teachers, heads of schools should be exposed to a similar orientation course as it was necessary for them to be fully persuaded as to the value of the overall programme. Without the active support of heads, teachers may lack the necessary support to undertake community work with pupils and may not even cultivate sufficient enthusiasm.

(f) Programmes of community involvement undertaken by schools should not be too ambitious as failure can dampen enthusiasm. Where possible, they should be undertaken through the existing infrastructures of schools.

(g) While not precluding programmes involving adults, schools should gear their community programme to the needs of the youth of the community.

(h) Recognition of the effort of schools in community work should be given in the form of publicity through the mass media as this can serve to generate greater interest and enthusiasm.

(i) If a serious and concentrated approach is expected of schools and teachers, then active participation in the life of the community should be expected of all schools and it should constitute a major and permanent feature of the school programme.

(j) Schools should not strike out independently on major community projects but should seek to work with other social agencies, solicit their assistance and supplement their efforts.

(k) Schools should seek to enrich the cultural life of the community by using the community's expertise and resources to mount cultural and entertainment programmes.

(l) The school should serve as the lungs of the community in opening its recreational facilities to the community. In urban areas where land is scarce and play areas limited, the school campus might provide the only recreational facilities available to the community.

(m) To ensure continuity of community involvement by schools and teachers, community education should constitute an integral part of pre-service teacher education as well

(n) To ensure a vigorous community-oriented programme by schools, new recruits to the teaching profession should be selected by giving some weight to the personal background of candidates. Evidence of leadership traits and prior involvement in community work would ensure proper attitudes among recruits.

(o) While the school curriculum currently has provision for civic education, social studies, etc., such subjects should be taught in such a way that children appreciate their relevance and are able to link what they learn with the well-being of the community of which they are a part.

(p) Teacher educators themselves must be fully equipped with all those personal and professional qualities which we expect of teachers in schools. They must also practise the things they advocate.

Training colleges or institutes of education should provide the necessary educational leadership and example to inspire and guide teachers in the schools.

RURAL COMMUNITY EDUCATION

Participants discussed aspects of community education in their own countries and reached the following conclusions:

(a) The Government should have a clear policy on community education to enable various interested bodies government and non-government to carry out a co-ordinated programme in community education. It would be desirable to have a co-ordinating body for this purpose.

(b) Orientation of the supervising personnel of the Education Department and teacher educators is indispensable for the successful implementation of a community education programme.

(c) The main components of community education might be a part of

Bachelor of Education courses.

(d) A process of self renewal should be required by teacher educators and administrators aimed at making them aware of their weaknesses within their own roles related to the field of community education.

(e) Community education must be seen, not as the concern of the teacher alone, but as an integrated programme involving teachers and other agencies. However, the teacher should see himself as an agent of community education.

In considering what training would be valuable, the group felt that the course objectives should be centred around three areas:

(a) Attitudes:

(i) To bring about attitudinal changes in teachers so as to create a sensitivity to the needs of the community.

(ii) To have open minds towards innovations.

(b) Skills:

(i) To provide skills in conducting socio-economic surveys.

(ii) To provide skills in inter-personal relationship.

(iii) To provide skills in utilizing human and other resources.

(iv) To provide skills in evaluation in the form of self assessment.

(c) Knowledge:

(i) To introduce teachers to innovations in education and how to adapt these changes to rural settings.

(ii) To make teachers aware of the various agencies involved in community education and development so as to engage their co-operation.

Courses should be residential and of about six weeks duration preferably attached to a training college, and need not be in one continuous block.

To begin with the head and at least one teacher from each rural school should be trained in community education.

There should be incentives in the form of financial assistance, certificates and promotional prospects in recognition of a teacher's participation in community education programmes.

CONCLUSIONS

It was felt that it is essential that incentives should be given to teachers engaged in community work since such work is invariably additional to their normal duties. One of the views expressed was that a better incentive than some kind of personal reward would be to provide an infrastructure offering

support facilities which would automatically reward teachers doing community work. Another view expressed was that teachers doing community work could be provided with monetary rewards. A third view favoured recognition for community work through awards such as certificates of merit.

The general view expressed was that, if community education is to be adopted on a wide scale, the entire education organization needs to be re-structured. It was felt that present academic evaluation schemes are not designed to assess attitudes and skills fostered by community projects. Therefore, any restructuring of organizational structures must take into account the examination system also.

Recognizing the central role of youth in community improvement, it was thought that community education and improvement schemes should be aimed at young people. Because the problem is one of bridging the gap between the child-oriented school and the adult led community, it was thought appropriate to make youth the link.

A view expressed regarding the training of teachers was that a better type of teacher training be provided through on-the-job training while performing community service, and not through pre-service. Care in the selection of community development teachers was important because prior commitment and inclination will go a long way to making the teacher an effective community worker.

NEW ROLES FOR TEACHERS

WHAT NEW ROLES FOR TEACHERS?

Mr. James Porter
Director, Commonwealth Institute

The roles which teachers play inevitably vary, not only between regions of the world but also between countries and within countries. There are the global differences along the development continuum and with particular regard to the demands of the rural as opposed to the urban situation. Within each educational system teachers play different roles in relation to the age range of the pupils and in relation to the objectives set by the government. Great as these differences are, however, it is possible to recognize certain basic and fundamental changes in the role of the teacher. These changes transcend particular national systems and can be identified in all regions of the world. The cultural expressions of the various changes differ, of course, between one country and another. There is a difference in the rate of change also. In addition, change in the role of the teacher is seen against a background of a continuing belief in the value and ultimate effectiveness of the school as an institution. The aim of this paper is to identify briefly the main direction of change in the role of the teacher and to suggest the implications of such changes for teacher education.

THE CHANGING ROLE OF THE TEACHER

In the UNESCO publication "Learning to be", the authors began with the bold claim that "for the first time in history, education is now engaged in preparing men for a type of society which does not yet exist." (1) There is no doubt that around the world there is a major emphasis upon effective preparation for participation in the building of a new social order rather than merely a conservation of the old. It is that dramatic change in social expectation and political intention that has led to such a rapid and major change in the role of the teacher. At the UNESCO conference in Geneva in 1975, (2) member states identified the following general trends of change:

- (a) Towards more diversified functions in the instructional process and acceptance of more responsibility for the organization of the content of learning and teaching.
- (b) Towards a shift in emphasis from transmission of knowledge to organization of the pupil's learning, with maximum use of new sources of learning in the community.
- (c) Towards individualization of learning and a changed structure in teacher-student relationships.

- (d) Towards wider use of modern educational technology and the acquisition of necessary knowledge and skills.
- (e) Towards larger acceptance of broader co-operation with other teachers in schools and a changed structure of relationship between teachers.
- (f) Towards the necessity to work more closely with parents and other people in the community and for more involvement in community life.
- (g) Towards acceptance of participation in school services and extra-curricular activities.
- (h) Towards accepting a diminution of traditional authority in relation to children.

Teacher education, like education itself, must reflect a changing world; the nature of social change and its causes vary in their specifics from country to country. However, there are two dominant aspects of change which provide the context for all the above changes in the role of the teacher. They are the simple fact that we now live in a "global village" and in an interdependent world. It is a world where the media ensures that traditional values and inherited customs are constantly challenged, and where continuous change is itself of prime importance. Second, of particular relevance to our present discussion is the enormous rate of expansion of knowledge and its continuous challenge to the validity of orthodox opinion. A sense of membership of one world community is a good deal stronger among young people than among many who still have authority over nations. The Declaration of Commonwealth Principles in 1971(3) represents ideas that are easily assimilated by children. However, many countries are still a long way from achieving the principles set out by the Commonwealth and the United Nations. With regard to the explosion and development of knowledge, it is clear that many students and many members of the community accept that the school can only be one agent of education and that there are many others. Some are supportive and some are in conflict with the school.

Implications for the ways in which the teacher should work are profound. Firstly, teaching has to take place in a global context. He has to teach for a basic world morality and help the school to reflect a world view. In relation both to the rapidity of change and the increasing volume of new knowledge, the teacher has to act as an interpreter and as a mediator. As an interpreter he has to place new knowledge and new experience within the context of what is already known and understood by the pupils. As a mediator, the teacher can make no claim to a monopoly of knowledge. He realizes that to live in this age is to be always learning; his task is to help both himself and others to accommodate to that fact. To be a teacher now is to be a mediator in the encounter between the individual and the mass of information, factual, conjectural and mythological which daily threaten to engulf us. Thus, selection and use of knowledge become more important than its absorption. In order to be a good mediator the teacher has to understand a great deal about the nature of knowledge and also about the way in which people at various ages and stages of development perceive the world around them. In short, as Torsten Husen has said, "more emphasis will be put on learning, not on teaching. The focus will be shifted to the economic management of the teaching function, to a close analysis of its real import and of the purposes it is supposed to serve". (4)

LEARNING TO TEACH - PRIORITIES FOR ACTION

In discussing actual approaches to training it is important to accept the constraints of reality and to recognize that the training must be related to the particular stage which has been reached in relation to teaching and to the particular nature of the work of the school. Although the broad developments referred

to in the previous section point the general direction of change around the world, the six countries represented at this Seminar vividly demonstrate that the rate and the extent of change varies substantially. Initial teacher training, in particular, represents an intermediate stage between the schooling which the student has received and the teaching which he will be required to do. Another reality relates to the enormous disparity in resources. The idea of a completely graduate profession, for example, may sound acceptable in one society, with full universal education up to the age of 16, but it does not seem anything like so acceptable in a country where reaching the goal of universal primary education still seems very distant.

Again, the iron law of supply and demand is particularly influential in order to help us to understand what can actually be achieved in various regions of the world. Thus, demographic and economic factors may well be crucial. By 1985 even with the maximum rate of growth in the teaching profession and the provision of schools, only 44% of the six to eleven age group in Africa will be admitted to primary education, 67% in Asia, and 75% in Latin America. The twelve to seventeen age group proportions will be 30% in Africa, 36% in Asia and 55% in Latin America. However, while accepting the existence of such realities, this paper attempts to describe an approach to teacher training which can accommodate to a wide variety of demographic and economic circumstances but, at the same time, reflects some of the implications of the universal nature of change which is being experienced in most of the countries of the world. (5)

THE THREE STAGES OF TEACHER EDUCATION

a. The Personal Education of the Teacher

There are still many countries in which the formal personal education of the teacher takes place entirely in school. Even where this is not the case the argument for a common base of education for all children, and a comprehensive form of schooling, is particularly strong. This is true if one accepts that one of the main functions of the teacher is to aid in the increasing democratization of the countries in which they work. Even before school, it is important also to recognize that basic attitudes relating to the personality of the teacher have been formed through the pre-school period of family life. The social and health policy related to family and to the community are of considerable significance in shaping the kinds of people who are going to take on the enhanced responsibilities implied by the new role of the teacher. When the teacher was primarily regarded as a "knowledge giver" it could be argued that he should to some extent be separated from the children he was going to teach. However when, as in the Philippines, the teacher is seen as a "social integrator, attitude changer and community worker", he needs to display personal skills which no amount of training alone can create. Teaching is now and will increasingly be a deep and searching personal challenge. It is no longer a job in which the teacher can shelter behind his superior knowledge or step onto a raised desk and look down with authority upon the bent heads of the children.

Thus, democratization enters the classroom and the intimate relationship between the teacher and the taught. The post-school personal education of teachers will require either a higher education course followed by a teacher training programme (a consecutive approach), or higher education studies which accompany the training programme (the concurrent style). In both, there should be a sound and responsive system of basic education with an emphasis upon styles of learning rather than upon the acquirement of knowledge. Ideally, there should be a stage between schooling and specific training which should provide the opportunity for reflection, intellectual and personal development and the acquisition of a capacity for independent study. This should also give the

teacher time to make a critical and informed assessment of the school and of the social context within which it operates. Many, perhaps at some stage in the future all teachers, will have had a period in other occupations and have had relevant experience outside the educational system. Fortunately, in a number of countries higher education is being re-organized in a way which relates much more to the developing needs of the country. This is true of the aims of the university re-organization in Sri Lanka in 1972, and is expressed in India's restructuring of universities to make them more relevant to developing needs. When higher education is coming under heavy criticism it is all the more important that it should be concerned in helping students to understand and deal constructively with the problem of inter-personal relationships, of massive variations in standards of living, both within and between societies and the threat both to the human and the physical environment. Such an approach could have an important influence on the curricula offered in schools. The increasing world interest in continuing or recurrent education is also important for potential teachers. Mature students entering education later in their lives often make the most effective contribution in school.

b. Initial Training

Personal education may be seen as the first cycle of teacher education. Initial training is the second cycle in preparing the teacher for his work in school. As will be seen from consideration of the changing role of the teacher, a great deal is being required. Thus, in the Philippines the government stresses that the country is looking towards teachers who can be social integrators, attitude changers and community workers, can understand the nature of child growth, assume roles with regard to rural transformation, health and nutrition and the development of employable skills in the rural setting. They should be able to understand their community, economy and patterns of behaviour. They should be able to contribute to non-formal educational activities and accelerate the acquisition of basic literary communication skills and the development of values. Many other countries have similarly demanding expectations and one of the problems of many initial training courses is that they attempt to produce a "complete teacher" to fulfil such a role. There is a growing movement of world opinion towards the view that initial training should concentrate upon the knowledge and skill required by the beginning teacher.

The first task, therefore, is to define the different areas of competence which schools expect from their new teachers. It also assumes that there will be a third cycle of continuing teacher education. With regard to the second cycle or initial training, however, there is a growing belief that training should be school based and the whole of training should be sharply focused on the skills and understanding which it is necessary for a beginning teacher to establish.

Often initial training will be in two parts. The first part in the college will focus upon the study of school problems, courses in curriculum studies, teaching methods, assessment and evaluation, all based upon regular and sustained experience with children. Social sciences will be studied only in as much as they lead to the better understanding of particular problems in school and to greater success in tackling them. The second part of the initial training should be based firmly in school. In many cases it might be seen as the first year of teaching in special circumstances strongly supported both in and out of school. The school, placed firmly in the centre of the picture will need to be staffed appropriately and should be able to give the new student teacher regular and sustained help as would be the case with an intern in a hospital. Many developing countries have adopted such a school based training approach and these are frequently combined with periods of residence or sustained attachment to a college, when students can reflect upon their experience and prepare themselves for the next stage of their teaching.

Such an approach to initial training is particularly appropriate at a time when the role of the teacher has changed so rapidly and is continuing to change.

Attachments to schools during the training period means that the potential teacher is in touch with the changes that are taking place. He is also able to ensure that he acquires the practical competence to give him the confidence to move on to acquire the more diverse and community orientated roles which are so often required of him. Thus, "a theory of practice is derived from a study of practice." (6) The aim of initial training is relatively modest. However, among the qualities achieved it is hoped would be (1) the establishment of a professional ethic; (2) the acquisition of the capacity to take responsibility for a class; (3) the capacity to organize learning for children of different levels of initial performance; (4) the ability to prepare a sound educational programme, to carry it through and to assess and evaluate its success; (5) a knowledge of learning methods and the technology of education; (6) the capacity to find information, to use sources and resources both for the children and for self-education; (7) finally, the ability to maintain a fruitful and secure relationship with the children and with colleagues.

c. Continuing Education

"For teachers now entering the school system it should be accepted that teacher education is in fact a continuous or recurrent process of which pre-service education is only the initial phase" - such was the conclusion of the Final Report of the International Conference in Education in 1975. All teacher training is a dialogue between theory and practice, between aspiration and achievement. Without in-service education it is in danger of being all theory and aspiration and little achievement. Thus, its link with the previous two cycles is most important. However, it may also be necessary to develop different structures. It may get its direction from urgent national requirements - as, for example, the Asian programme of Educational Innovation for Development has pointed out, the promotion of rural transformation is vital, and this may become a central theme for in-service education in many countries. One example of this is seen in Malaysia, where in-service training has been central to the national commitment to agricultural education, with mobile in-service units as well as the involvement of the university.

Re-organization of in-service education should not only be a national but a regional and institutional concern, not only for updating and refreshment, but also to enable teachers to play an extended role or to take on new activities. Also, it is becoming evident that many teachers find it difficult to take on new responsibilities, such as a school or a major administrative task. Teachers should move in and out of the profession much more frequently, and in-service training is required as preparation for new occupations and also for enabling different professions to understand each other better. Teachers, community workers, social workers and health workers should be able to learn together, as the success of educational endeavours is often dependent upon effective co-operation in the field of many different kinds of professionals. Finally, such rapid change in the development of education, the need for teachers to be innovators and to be informed critics of their own practice is greater than ever before. For research and evaluation to be effective, a certain distance from the classroom is often required. Innovation requires special support and opportunities for experiment. These again are tasks of in-service education and training.

IMPLICATIONS OF THE NEW ROLES OF TEACHERS FOR THOSE CONCERNED WITH TRAINING

The changes, in both the role of teachers and approaches to training which are discussed above have profound implications for those directly involved: for teachers, teacher educators and educational administrators.

a. Teachers

In future, teachers will be increasingly expected to assume a very specific and influential part in the training of new members of the profession. When initial training is more school based, much of the effectiveness of training will depend upon the quality of the teachers who are supervising the students' practice. They will need to discuss his work, guide him through critical experiences and influence his teaching style. A major task of in-service training will be to prepare teachers for such tasks and enable them to look critically and constructively at their own practice.

b. Teacher Educators

For teacher educators the change will often be dramatic. There is a need for a much more practical orientation than has often been the case in the past. Work will often have to be divided between the college and the school, and teacher educators will need to be in regular contact with children and with the problems which the schools face. The teacher educator will also have to acquire the very difficult skill of developing a "theory of practice". He will need to help teachers to be critical about their own work, but also enable them to retain confidence in their own ability. As an educator himself, the teacher trainer will need to be more aware of his own practice and the ways in which an on-going analysis of his own performance can assist his work with students.

c. Educational Administrators

Educational administrators will need to appreciate the significance of the changed function of the school. When the school is also required to be a training agency, good resources will need to be available. Teachers' workshops and staff libraries should be associated with adequate study time which will only be possible if pupil/teacher ratios are favourable. Teachers' centres should be encouraged as part of a general strategy. Administrators need to be conscious of the multiplier effect of broadening the scope of teacher training. The direct involvement of the profession and the schools will encourage the whole staff of the school to look more closely and consistently at current practice, and commit the teaching profession more strongly to the changed role of the school.

CONCLUSION

As in many other fields, education is increasingly faced with the need to establish hard priorities. Nowhere is this more apparent than in Asia. The regional planning workshop of the Asian Programme of Educational Innovation for Development (APEID) pointed out that most of the countries in Asia face tremendous problems. They have a runaway population growth and a high dependency ratio. They have a population structure that is overwhelmingly young and which is concentrated in deprived areas with low productivity. There is uneven and slow economic progress and excessive population growth combined with severe

shortages of food, social services, electrical power, water supply and qualified manpower. In addition, there are inadequacies in infra-structure, all of which are essential to national development. Many of the countries are former colonies of western nations and have a legacy of uneven development and a foreign educational system which is often ill-adapted to new national needs.

21. Such a situation could easily lead to despair and to a concentration upon extreme action. However, very few countries seem interested in the ideas of the de-schoolers. Most countries want to "re-school" their society and make the schools more reflective of the urgent needs of contemporary society. They accept that a double burden will be placed on teacher education - that of preparing students to cope effectively with the school as it is and also to possess the skills, the understanding and the insight to make fundamental changes. That double task can only be accomplished after a radical review of the system of teacher training and of the roles which educators play in the process.

APPENDIX 1

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INTRODUCTION TO LEAD PAPER ON NEW ROLES FOR TEACHERS

Mr. James Porter
Director, Commonwealth Institute

Mr. James Porter prefaced his presentation with an analysis of the processes involved in innovation and fundamental change. He traced the development of an innovation through the stages: idea - innovation - implementation - integration, and indicated that an innovation can get lost at any stage. He said that innovations are modifications of existing situations and need not be fundamental changes. A fundamental change arises out of a major societal event - political, ideological, natural or catastrophic, leading to new priorities, new groups, new ideas (clusters) and new institutions. He then proceeded to highlight some of the main ideas in the lead paper.

During the discussion that followed, it was pointed out that new and challenging curricula could provide the background for innovative teaching. The ever-changing curriculum makes the traditional role of teachers inappropriate and leads to innovations such as team teaching and pupil and teacher learning together. It was also brought out that teacher training should not be an isolated, self-contained process. It should be integrated with school and community activities.

Mr. Porter pointed out that a cause of failure of innovations lay in placing too high a level of expectation on what the teacher could do and overloading him with tasks, while overlooking his basic function of looking after pupils and their personal development.

Referring to the research and development aspects, Mr. Porter indicated that these should be defined broadly and in relation to real educational tasks.

In discussing new roles for teachers, it was pointed out that change in itself is nothing new to teachers. What is new is the rapid pace of change. Therefore teachers have to be prepared for mastering this change. As such, teacher training should take into account the need for giving the teacher the instruments of learning, logic and inductive reasoning. It was felt that a course such as Education and the Social Order could be a device for providing a suitable foundation.

DISCUSSION ON NEW ROLES FOR TEACHERS

TEACHERS

The four most important professional skills that a beginning teacher should have on entry to the profession were thought to be:

- (a) The skill to communicate at the level of the pupils to be taught.
- (b) Skill in testing and evaluating pupil achievement in the learning process.
- (c) Skill to organize and manage learning activities.
- (d) Skill in diagnosing and remedying pupils' learning difficulties.

In addition, it was felt that teachers should possess the necessary attitudes for successful teaching.

There was no agreement on whether in-service training for teachers should be voluntary or compulsory, although the group was unanimous that such training should be available.

It was felt that the priorities of in-service teacher education should be decided by those involved in the system though the responsibility for providing in-service training facilities should be that of Ministries of Education.

In the interest of ensuring consistency in educational practice in the schools and the relevance of what is taught to national needs and priorities, it is necessary for every country to institute a resource and development strategy. The manner of operation of the research institution, i.e. whether it is to be on a centralized state controlled basis, a semi-government statutory body basis, or an independent institution basis would depend on the circumstances and needs of individual countries.

TEACHER EDUCATORS

The four most important professional skills for beginning teachers were considered to be:

- (a) Self study skills
 - (i) The ability to gather material related to the teacher's professional development.
 - (ii) The skill to make, improvise and use effectively, teaching materials and resources with special reference to the use of the chalk board.

- (iii) Skills in evaluation.
- (iv) Skills in how to gather material from various sources.
- (b) Effective communicative skills in the classroom situation.
- (c) Awareness of:
 - (i) the socio-economic background of the child,
 - (ii) the needs of the individual child, and
 - (iii) the needs of the community as a whole.
- (d) Ability to think creatively.

The group did not consider it necessary to arrange the skills in any order of priority.

It was emphasized that teacher educators, themselves, should develop and further the self-learning skills expected of those entering the teaching profession.

In response to the question of whether in-service teacher education should be voluntary or compulsory, the group felt that in-service training should be voluntary. Providing incentives and making qualitative improvement in in-service training would be sufficient to draw a large number to such courses. Moreover, compulsory in-service training may not be possible in some countries due to the non-availability of sufficient funds. Short-term programmes were recommended by the group. However, such programmes would depend on the needs of the country.

Concerning who should determine priorities for in-service teacher education and who should be responsible for it, the group was of the opinion that the individual teacher, the school the local unit of educational administration and the Ministry of Education had a place in deciding priorities. It was suggested that a Central Planning Committee comprising representatives of these four components be responsible for deciding areas in which in-service training was necessary.

With reference to national strategies for research and development, it was suggested that:

- (a) Every country should have a research and development strategy.
- (b) The bulk of research should be of an applied nature rather than fundamental.
- (c) The research strategy should be geared to the overall development of the nation.

EDUCATIONAL ADMINISTRATORS

The group identified the following as the four most important professional skills that a beginning teacher should have acquired on entry to the profession:

- (a) Skill in organization and management of learning,

- (b) Communication skills.
- (c) Diagnostic and evaluation skills.
- (d) Human relationship skills.

The group discussed the necessity for in-service training throughout a teacher's professional career. However the group was of the opinion that there should be two types of in-service training:

- (a) Compulsory courses - arising out of national needs.
- (b) Optional courses - contributing to the overall development of the teacher.

The group also recommended that some incentives should be provided for those who attend in-service training courses.

The group thought that the priorities for in-service training should be decided at the national level but in consultation with the teachers, schools and local units of administration.

Responsibility for training should be taken by the Ministry of Education and implemented through the teacher training institutions and the local educational administration unit in collaboration with other relevant persons and agencies.

The group was of the view that each country should have a research and development strategy, and that this function should be carried out at three levels:

- (a) Higher educational institutions such as ministries, institutes of education and curriculum development centres.
- (b) Teacher training institutions.
- (c) Schools.

Financial assistance should be provided for teachers and teacher educators to engage; in action-research at their own level. Higher education institutions and teacher training institutions should conduct pilot studies to examine specific problems.

REGIONAL CO-OPERATION IN IN-SERVICE TEACHER EDUCATION

THE COMMONWEALTH SECRETARIAT

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

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

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

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

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

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

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

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

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

CSFP Agencies in the Asian Region

BANGLANDESH

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

HONG KONG

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

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

The Commonwealth Fund for Technical Co-operation (CFTC) is the funding division of the Commonwealth Secretariat. The fund was established in 1972. It consists of contributions from governments of Commonwealth countries but developed countries have promised to double the contributions made by developing countries. Today the fund stands at about f11 million.

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

SOUTH EAST ASIA MINISTERS OF EDUCATION ORGANIZATION (SEAMEO)

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

- (a) Training programmes for top level educators in the SEAMEO member countries.
- (b) Research activities in areas identified as priority areas in the region by the SEAMEO Technical Working Group.

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

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

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

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

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

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

The project is scheduled to be conducted in eight phases:

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

Three of these phases have already been completed.

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

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

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

WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION (WCOTP)

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

WCOTP
5 Chemin du Moulin
1110 Morges
Switzerland

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

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

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

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

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

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

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

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

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

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

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

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

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

Part 2

Workshop Arrangements

ORGANIZATION OF THE WORKSHOP

PLANNING

The plan to hold a series of workshops on in-service teacher education grew out of the recommendations made at various Commonwealth Education Conferences, the last being the Seventh held in Accra in 1977.

An invitation to Sri Lanka to host the second in the series of workshops was made in 1977 and the Government of Sri Lanka agreed. In December of that year, Mr Farrant paid a visit to the Ministry of Education and was received by Mr E.M.D. Wickremesinghe and other officers to discuss the programme and arrangements for the workshop.

Invitations to nominate delegates to the workshop were sent to the six Commonwealth Asian countries. UNESCO, WCOTP and SEAMEO were also invited to send observers and three consultants were appointed.

It was agreed that the workshop would be held at the Sri Lanka Foundation Institute, where local participants would be housed. Overseas participants would stay at the Havelock Tourinn.

THEME

The theme chosen for the workshop was "Educating Teachers for Changing Roles".

AGENDA

1. In-service teacher education in Commonwealth Asia.
2. Training for increased pupil-teacher ratios.
3. Preparing teachers for community education.
4. New roles for teachers.
5. Regional co-operation in in-service teacher education in Commonwealth Asia.

OBJECTIVES

1. To identify the trends in education currently taking place and likely to occur in the future that place teachers in new roles for which conventional teacher training does not adequately prepare them.

2. To describe how pupil-teacher ratios have been increased without loss of educational standards in the Philippines through 'Instructional Management by Parents, Community and Teachers' (project IMPACT) and determine the training needed to make it work successfully.
3. To consider different approaches to community education and identify the changes in training that teachers involved in it must be given.
4. To survey the existing provision of in-service teacher education in each country of Commonwealth Asia and draw conclusions with regard to future needs.
5. To survey existing examples of regional co-operation in in-service teacher education and make recommendations for improving co-operation.

TIMETABLE

Monday, 23 October

2.30 p.m.	Opening Ceremony
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Tuesday, 24 October

9.30 a.m. - 12.30 p.m.	Country reports
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2.00 p.m. - 5.00 p.m.	Country reports
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Wednesday, 25 October

9.30 a.m. - 12.30 p.m.	Introduction to Project IMPACT
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2.00 p.m. - 5.00 p.m.	Group session to carry out simulation exercises
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Thursday, 26 October

9.30 a.m. - 12.30 p.m.	Continuation of simulation exercises
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2.00 p.m. - 5.00 p.m.	Plenary discussion of group reports
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Friday, 27 October

Morning	Travel to Kandy
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Afternoon	Educational visits in Kandy area (The Temple of the Tooth and Giragama Teachers' College)
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Saturday, 28 October

Morning	Educational visits in Kandy area (Dambulla Rock Temple)
Afternoon	Educational visit to Hingurakgoda Teachers' College

Sunday, 29 October

Morning	Educational visits in Polonnaruwa area (historical ruins of Polonnaruwa)
Afternoon	Educational visit to Sigiriya Rock

Monday, 30 October

11.15 a.m. - 12.30 p.m.	Plenary session to introduce 'training teachers for community education'
2.00 p.m. - 5.00 p.m.	Educational visit to Moratuwa

Tuesday, 31 October

9.30 a.m. - 12.30 p.m.	Group discussions on the training implications of 'preparing teachers for community education'
2.00 p.m. - 3.15 p.m.	Presentation and plenary discussion of group reports
3.45 p.m. - 5.00 p.m.	Plenary session on 'regional co-operation'

Wednesday, 1 November

9.30 a.m. - 10.45 a.m.	Plenary session to introduce 'new roles for teachers'
11.15 a.m. - 12.30 p.m.	Group session to discuss the training implications of 'new roles for teachers'
2.00 p.m. - 3.15 p.m.	Group discussion (continued)
3.45 p.m. - 5.00 p.m.	Plenary discussion of group reports

Thursday, 2 November

Morning	Educational visits in Colombo (Kalutara Training Colleges, Staff College and schools, girls' schools, Kelaniya temple and schools, Colombo Zoo)
Afternoon	Free

Agenda Item 5

ISTEW/LP/4

Co-operation in In-Service Teacher
Education in Commonwealth Asia

Background Documents

In-Service Teacher Education in the Caribbean

A Handbook on In-Service Teacher Training

General Information

The Commonwealth at a Glance

The Commonwealth Today

Co-operation in Education

Commonwealth Currents

Commonwealth Educational Publications List

Commonwealth Skills for Commonwealth Needs

EDUCATIONAL VISITS

The Temple of the Tooth, Kandy

One of the most important places of worship for the Buddhists in Sri Lanka. The annual pageant held in August is an important religious event connected with this temple.

Teachers' College (Aesthetic Studies), Giragama

The participants had occasion to be present at a programme of cultural items presented by the teachers and trainee teachers of the Institute. Points of interest included an Art and Craft Exhibition in which student paintings, carvings and sculpture were displayed and in which examples of locally made musical instruments were shown. The Principal of the Teachers' College is Mr G.A.P.R. Gunasekera.

Some aspects of a community education project undertaken at Uyanwatte Teachers' College were presented on slides by the Principal, Mrs P.Edirisinghe (at present Principal, Gampola Teachers' College).

Dambulla Rock Temple

This is an ancient place of worship.

Teachers' College (Community Education), Hingurakgoda

The participants attended a seminar on Sri Lanka's Community Education Programme at this College. An account of the programme was given by Mr S.B. Ekanayake, Principal, Teachers' College, Hingurakgoda.

The meeting was chaired by Mr George Mendis, Deputy Director-General of Education. Also present at the meeting were the District Chief Education Officer, Mr Sirisoma de Silva, Teachers' College personnel and village teachers who had taken part in the community education programmes. Community education at the villages of Dalukana and Illukwewa were reviewed at the meeting. The participants were given the opportunity to interview the village teachers. An exhibition was also arranged to enable participants to get a fuller view of the programme.

The general impression created among the delegates was very favourable. The value of having a college which offered courses to meet the special needs of teachers working in a village environment was fully recognized as was the dedication of the staff and of the teachers who had experienced this training to foster true community education. The view was expressed that other situations that presented teachers with unusual difficulties or placed them in unaccustomed roles, might well be catered for in a similar way by the provision of special training.

A question that participants felt must be clearly resolved was the balance between the teachers' role as an educator and as a community worker.

The Ruins of Polonnaruwa

Participants spent about 3 hours visiting the ruins of Polonnaruwa. They were able to have a glimpse of the past, some aspects worth mentioning being the large man-made reservoirs which maintained the agrarian society, the well developed language used in inscriptions which bears evidence of a rich literary tradition, and the ruins of libraries and council chambers which provide evidence of a socially articulate and progressive community.

Sigiriya Rock

The 5th century paintings of Sigiriya were visited by the group. These frescos reveal the poetry and evidence of a sense of appreciation and sensitivity to things of aesthetic value in those remote times.

Sarvodaya

Participants of the workshop visited 'Sarvodaya' Headquarters at Moratuwa. Sarvodaya is a voluntary organization engaged in a country-wide programme of social, educational and cultural development. Participants were shown round the headquarters complex before they engaged themselves in a fruitful discussion with the Sarvodaya leader Mr A.T. Ariyaratna and two senior executives/consultants, Mrs Sita Rajasuriya and Dr Nandasena Ratnapala. The cultural traditions re-discovered and harnessed for the extensive task of national development, particularly the social and educational aspects, are important components of the entire movement and make it unique. The Sarvodaya model provides many possibilities for adaptation in education.

The Zoological Gardens, Colombo

The Zoo claims to have the most comprehensive range of animals in Asia.

The Kelaniya Temple

The temple contains both modern and ancient paintings on the walls of Mahavihara and a number of massive buddha statues.

Aluthgama Women's Training College

This college is for Muslim women student teachers. The Principal, Mrs A.Y. Shakoor, arranged an elaborate programme for the visitors including an exhibition of students' practical work, teaching aids made by the students for teaching English as a second language, home economics demonstrations and a programme of entertainment. Lunch was also kindly provided for the visitors.

SOCIAL PROGRAMME

Tuesday, 24 October

Buffet dinner hosted by the Sri Lanka Foundation Institute for participants

Wednesday, 25 October

Exhibition, buffet tea and cultural display by Colombo school children at the Curriculum Development Centre for participants

Friday, 3 November

Dinner by the Commonwealth Secretariat at the Sapphire Hotel for local support staff and participants

PARTICIPANTS

NATIONAL DELEGATES

BANGLADESH	Mr Khan Alauddin, Vice Principal, Teachers Training College, Rajshashi.	Mr Biswas Md.Rajab Ali, Superintendent, Primary Training Institute, Khulna.
	Mr Alam Md. Nurul, Associate Professor, Teachers Training College, Jessore.	Mr Karim M. Roza-Ul, Associate Professor, Teachers Training College, Dacca.
HONG KONG	Miss Marjorie Templeton, Principal, Northcote College of Education, Sassoon Road, Hong Kong.	Mrs Lau Ruby Kit-Hing, Principal Curriculum Planning Officer (Primary), Advisory Inspectorate, Education Department, Lee Gardens, 5th Floor, Hysan Avenue, Hong Kong.
	Mr Lee Tze-Chun, Senior Education Officer (Administration), Education Department, Lee Gardens, 3rd Floor, Hysan Avenue, Hong Kong.	
INDIA	Dr C. L. Anand, Head of the Department of Education, Faculty of Education, University of Calicut, P.O. 673 635.	Mr G. M. Bomblay, Director, State Institute of Education, 1034, Sadashiv Peth, Kumthekar Marg, Pune 411 030, Maharashtra.
	Mr K. C. Das, Headmaster, D.M. School, Regional College of Education, Bhubaneswar 7, Orissa State.	Dr J. N. Kaul, Consultant, National Staff College for Educational Planners and Administrators, 17-B, Sri Aurobindo Marg, New Delhi 110016.

INDIA
(Cont'd..)

Dr D. R. Vij,
Principal,
Government College of
Education,
Jullundur,
Punjab.

MALAYSIA

Mrs Hafsa Haji Nasir,
Deputy Director of
Teachers' Training,
Teacher Training Div.,
Ministry of Education,
Wisma Mirama,
Kuala Lumpur.

Mr Abdul Rahim Che Teh,
Headmaster,
Victoria Institution,
Jalan Shaw,
P.O.Box 1043,
Kuala Lumpur.

Mr Annas bin Haji Ahmad,
Deputy Director of
Education for the
State of Selangor
Federal Territory of K.L.,
Ministry of Education,
Jalan Swettenham,
Kuala Lumpur.

Mr Jasa Hashim,
Assistant Director of Teacher
Training,
Teacher Training Division,
Ministry of Education,
Wisma Mirama,
Tingkat 1,
Jalan Wisma Putra,
Kuala Lumpur.

SINGAPORE

Mr Wallace Muthu,
Head of Extra Mural
Studies,
Institute of Education,
Paterson Road,
Singapore 9.

Mr Eugene Wijesinghe,
Deputy Director (Staff and
Training),
Ministry of Education,
Kay Siang Road,
Singapore 10.

Mr Yong Meng,
Training Officer
(Staff Development),
Ministry of Education,
Staff and Training
Section,
Kay Siang Road,
Singapore 10.

SRI LANKA

Mr K. S. Palihakkara,
Director of Education
(Teacher Education),
Curriculum Development
and Teacher Education
Division,
255 Baudhaloka Mawatha,
Colombo 7.

Mr J. Munasinghe,
Principal,
Teachers College,
Maharagama.

SRI LANKA
(Cont'd..)

Mr G. B. Gunawardena,
Education Officer
(Teacher Education),
Curriculum Development
and Teacher Education
Division,
255 Baudhaloka Mawatha,
Colombo 7.

Mr V. Kandasamy,
Principal,
Teachers College,
Palaly,
Vasavilan.

Mr M.A. de Silva,
Chief Education Officer,
Curriculum Development
and Teacher Education
Division,
255, Baudhaloka Mawatha,
Colombo 7.

Mr M. A. Cooray,
Principal,
Teachers' College,
Pattalagedera,
Veyangoda.

Mr H.G.C.A.T.Jayasekera,
Principal,
Teachers' College,
Homagama.

Mr P. Samaranayake,
Education Officer,
Curriculum Development and
Teacher Education Division,
255 Baudhaloka Mawatha,
Colombo 7.

Mrs S.Y. Shakoor,
Principal,
Teachers' College,
Aluthgama Muslim Teachers'
College,
Dharga Town.

Prof. Swarna Jayaweera,
Professor of Education,
Department of Education,
Colombo Campus,
University of Sri Lanka,
Colombo 7.

REGIONAL REPRESENTATIVES

AFRICA

Mr M. E. Vilakazi,
Vice Principal,
William Pitcher College,
P.O.Box 87,
Manzini,
Swaziland.

CARIBBEAN

Mr R. V. Goodridge,
Director,
In-Service Diploma in
Education Programme,
The University of the
West Indies,
The Lazaretto,
Black Rock,
St Michael,
Barbados.

OBSERVERS

WCOTP

Dr G. Chaurasia,
Additional Director of
Public Instruction,
D-18, Seventy Four Bungalows,
Bhopal, M.P.,
India.

Mr C. Pathmanathan,
Assistant General Secretary,
All Ceylon Union of Teachers,
59 Shoe Road,
Colombo 13,
Sri Lanka.

Mr S. B. Ekanayake,
Principal,
Teachers College,
Hingurakgoda,
Sri Lanka.

Mr G.A.A.P.R. Gunasekera,
Principal,
Teachers' College,
Aesthetic Education,
Giragama,
Pilimatalawa,
Sri Lanka.

WORKSHOP SECRETARIAT

CHAIRMAN

Mr George Mendis,
Deputy Director General of Education,
Curriculum Development and Teacher Education Div.
255 Baudhaloka Mawatha,
Colombo 7.

DIRECTOR

Dr M. N. Haq,
Assistant Director (Education Division),
Commonwealth Secretariat,
Marlborough House,
Pall Mall,
London SW1Y 5HX,
United Kingdom.

Dr L. S. Perera,
Chief Project Officer,
Commonwealth Secretariat,
Marlborough House,
Pall Mall,
London SW1Y 5HX,
United Kingdom.

CONSULTANTS

Dr Rosetta Mante,
Project Director,
SEAMEO INNOTECH,
Naga Project IMPACT,
Cebu Normal College,
Cebu City,
Philippines.

Mr James Porter,
Director,
Commonwealth Institute,
Kensington High Street,
London W8 6NQ,
United Kingdom.

Mr Uvais Ahamed,
Consultant,
Asia Pacific Institute for
Broadcasting Development,
P.O.Box 1137,
Pantai,
Kuala Lumpur,
Malaysia.

SECRETARY	Mr J. S. Farrant, Education Officer, Commonwealth Secretariat, Marlborough House, Pall Mall, London SW1Y 5HX, United Kingdom.
CO-ORDINATING SECRETARY	Mr A. M. Ranaweera, Director of Education (Curriculum), Curriculum Development and Teacher Education Division, 255 Baudhaloka Mawatha, Colombo 7.
ASSISTANT CO-ORDINATING SECRETARY	Mr M. P. Alwis, Lecturer, Curriculum Development and Teacher Education Division, 255 Baudhaloka Mawatha, Colombo 7.

SRI LANKA FOUNDATION INSTITUTE SECRETARIAT

Mr Heino Froeling	Director SLFI
Dr D. Wesumperuma	Assistant Director SLFI
Mrs S. Sivachandran	Lecturer, SLFI
Mrs S. Fernando	Hostel Manageress, SLFI
Mr M.M.R. Fernando	Maintenance Officer
Mr S. R. Adikari	Publication & Documentation Officer
Miss C. Karunaratne	Secretary, SLFI

SUPPORT SERVICES

Mr W. S. Perera	Chief Rapporteur
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Mr R. D. Cyril	Roneo Operator
Mr T. D. Dayaratne	Messenger
Mr M. D. Seemon	Driver
Mr K. K. Prematilleke	Driver
Mr L.A.D. Seditis	Driver
Mr C. Welgama	Driver
Mr Teetus Perera	Driver

ACKNOWLEDGEMENTS

The Commonwealth Secretariat would like to place on record its deep sense of gratitude to the Government and people of Sri Lanka for hosting this workshop. We are grateful to the Minister of Education for his encouragement and patronage.

Our gratitude is due to the Director and his colleagues of the Sri Lanka Foundation Institute for offering such splendid facilities coupled with generous hospitality.

Our gratitude goes to the Secretary for Education for his continuous support as well as for making the services of his officers available. They have worked ceaselessly as the key members of the workshop secretariat.

Our profound gratitude is due to Mr George Mendis, Deputy Director-General of Education, Curriculum Development and Teacher Education Division who, as Chairman of the workshop, so ably steered the sessions and guided its progress.

We are grateful to the learned consultants of the workshop - Mr Uvais Ahamed, Dr Rosetta Mante and Mr James Porter whose contributions have added intellectual depth to the deliberations of the workshop.

We are beholden to Mr R. V. Goodridge and Mr M.E. Vilakazi whose participation as representatives of Caribbean and African Commonwealth countries symbolized the inter-regional character of the workshop. We must thank also Dr G. Chaurasia and Mr C. Pathmanathan for representing WCOTP and making a positive and constructive contribution to the workshop deliberations.

Mr A. M. Ranaweera, Director of Education who, in his unenviable position as Co-ordinating Secretary of the workshop, has been a moving spirit throughout and has earned our gratitude in full measure along with his worthy colleague Mr M. P. Alwis.

We must thank Mr W. S. Perera, chief rapporteur, and all his colleagues - Messrs. Omerdeen, Jayatilleke, Fernando, Diyasena, Cooray, and Sumanasiri who worked tirelessly as a team for providing the workshop with a permanent record. In the discharge of secretarial duties and production of documents, Mr Samuel, Mrs E. Tillekeratne, Mrs S. Z. Wijedasa, Mr A. Subramanian, Mr W. W. Fernando and Mr R. D. Cyril have put in hard work to bring out the report on time. Mr Weerasuriya and Mr Amarasinghe; our sincere thanks are due to them.

We would like to express our thanks to the principals of the Aesthetic Teachers' College, Teachers' College, Hingurakgoda as well as to the Director, Shramadana Movement for according such warm receptions to the workshop participants during their field trips.

We must express our thanks to the Commonwealth Governments of the Asian region for sending their delegates to the workshop and to the delegates themselves for their friendly co-operation and creative enthusiasm that has contributed immensely to the success of the workshop.

We must not forget the chairmen of the various working groups who deserve our thanks for their constructive role in the workshop.

Last but not least, the workshop is obliged to the Commonwealth Fund for Technical Co-operation whose generous financial assistance went a long way to make the workshop possible.

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Published by
The Commonwealth Secretariat

May be purchased from
Commonwealth Secretariat Publications
Marlborough House
London SW1Y 5HX

