

In-Service Teacher Education in Commonwealth Africa

Report of a Commonwealth
Regional Workshop

Swaziland 15-25 May 1979



Commonwealth Secretariat

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Education Division
Commonwealth Secretariat, Marlborough House
London SW1Y 5HX

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 offers a potential solution. Many Commonwealth countries are still in the process of formulating their national educational policies, and as a result, teacher education, like other sectors of education, has yet to be effectively geared to the needs of the school. In addition, there is an urgent need to co-ordinate the various stages in teacher education - initial training, induction and in-service training. In-service training is frequently organized on an ad hoc basis or allowed to become the first victim of financial cuts in staff training programmes. The problem is not only very real, it requires deliberate policy decisions about educational objectives and ways in which these objectives can best be achieved. Co-ordination of all education and training resources is vital if the piecemeal approach to teacher education is to be overcome. It is important therefore, that initial training, induction and in-service training of teachers should be seen as different aspects of the single on-going process of teacher education, responsive to the process of curriculum change and development.

However, the high cost of conventional forms of teacher training and the inherent difficulty of increasing rapidly the number of teachers through in-service training place severe limitations on governments' ability to provide effective teacher education. It was for these reasons that this third and last in the present series of Commonwealth Regional Workshops on In-Service Teacher Education, funded by the Commonwealth Fund for Technical Co-operation was designed to examine alternative approaches to teacher education and, in particular, the role of distance education in making in-service training available to more teachers. It was also agreed that some guidance should be given as to how programmes of in-service teacher education might be more effectively managed, and how teachers might be provided with better support and supervision in their work.

The earlier regional workshops held in Barbados and Sri Lanka had focused on the themes - "An overall strategy for teacher education" and "Educating teachers for changing roles". For this third workshop it was decided to examine the theme "Implementing programmes of in-service teacher education". The main objective was to help those involved in the provision of in-service training to consider alternative modes of training which would enable more teachers to be given in-service training at less cost than through conventional methods and to establish an effective infrastructure of support and supervision for this training.

The success of the workshop cannot be measured alone by the quality of the ideas presented through this report; but if in time countries that participated in the workshop, and others to whom this report is circulated, have managed to increase the numbers of teachers who are adequately prepared for their tasks, some credit may be claimed for the contribution of the workshop. This report is offered as a step towards that goal.

Rex E O Akpofure
Director
Education Division
Commonwealth Secretariat

RECOMMENDATIONS

RECOMMENDATIONS ADDRESSED TO THE COMMONWEALTH SECRETARIAT AND OTHER INTERNATIONAL ORGANIZATIONS

Commonwealth Secretariat

1. In view of the effective benefits which in-service teacher education can bring to both the supply of trained manpower and the updating of serving personnel in educational systems throughout the Commonwealth, it is recommended that the Commonwealth Secretariat strengthens and improves its collection and dissemination of information and resources on alternative methods of in-service programmes.
2. In view of the numerous problems involved in face to face teacher education and in view of the fact that distance teaching is not necessarily the cheaper of the two, it is recommended that:
 - (a) International organizations, such as UNESCO and the Commonwealth Secretariat, should assist countries wishing to establish alternative teacher education methods to set up institutions which can cater for distance teaching to run alongside the traditional teacher training institutions.
 - (b) Proper planning, quantification and costing should be undertaken before the various methods of distance teaching are adopted as a supplement to face to face teacher education.

Other International and Regional Agencies

3. In recognition of 1979 as the International Year of the Child, it is recommended that international agencies with a special commitment to children (such as UNICEF and UNESCO) as well as regional bodies should in the interest of the development of children increase their contributions to primary school education and primary in-service teacher training.

RECOMMENDATIONS ADDRESSED TO GOVERNMENTS

1. In view of the important contributions teachers' unions can make to in-service teacher education, it is recommended that Ministries of Education should encourage their teachers to establish, where such does not already exist, a single, unified association for teachers of all grades.
2. In view of the importance of the educational value of a healthy interaction between the school and the community, it is recommended that the members of the community, especially parents, be encouraged not only to participate in the decision making process in education, but also to serve as resource persons.
3. It is recommended that buildings and facilities of educational institu-

tions be used to the maximum as centres for community education during periods when they are not in regular use, such as evenings, weekends and holidays.

4. It is recommended that whenever international agencies are providing technical assistance for national programmes, governments should ensure the early appointment of local counterparts and plan training programmes for such counterparts to be suitably structured to the needs of the national project.
5. It is recommended that in-service education for principals of teacher training colleges, inspectors of schools, administrators, lecturers, tutors, curriculum developers, and teacher aides (such as laboratory technicians) should be available on a continuing basis. It is also recommended that wherever suitable facilities exist, such in-service training should be conducted in the national context and as near as possible to the realities of the educators' own environment.
6. Governments should encourage interaction between subject associations and cultural associations, which can produce ideas that may be incorporated into the curricula of schools and teacher training colleges.
7. In view of the fact that teachers, especially in rural areas, have a close involvement in the life and development of the community, it is recommended that they be encouraged to take part in training and orientation programmes organized by other relevant ministries in order to enhance their contribution to rural development.
8. In view of the importance of curriculum development to the education of teachers, it is recommended that the principles of curriculum development should be an integral part of courses prescribed for teachers in their pre-service or in-service training.
9. Governments should recognise cumulative sets of short in-service courses as leading to additional qualifications, incremental credits and/or promotions and determine the appropriate length and numbers of such courses required for each purpose.
10. Governments should establish, wherever it does not already exist, a body to co-ordinate the overall aims of in-service education and continuously evaluate the effectiveness and relevance of all in-service education activities.

RECOMMENDATIONS ADDRESSED TO EDUCATIONAL INSTITUTIONS

1. It is recommended that universities and other institutions of higher learning should be more actively involved in teacher education especially at primary level, by establishing departments of primary education where they do not exist, for research into and the improvement of primary education and the training of teachers for it.
2. Educational institutions should clearly identify the objectives of their various in-service programmes, and design suitable courses which meet the stated objectives.

SUMMARY OF DISCUSSIONS

THE ROLE OF DISTANCE EDUCATION IN IN-SERVICE TEACHER EDUCATION

Plenary Session

Following Mr. Kinyanjui's presentation of his lead paper, discussion turned first to the matter of incentives to teachers to undertake in-service courses. It was suggested that threatening teachers with loss of their position if they did not become qualified would not be appropriate in some countries. However, it was agreed that the financial incentive was a very strong one and should be used to involve as many teachers as possible: offering an improved salary on the completion of a course was very effective too.

Discussion then turned to the problem of persuading governments to use distance teaching to improve the quality of both qualified and unqualified teachers. It was suggested that the problem should be tackled at the highest level and that it was essential to provide facts on cost¹, personnel, equipment and the infrastructure required. There were some 40 examples of distance teaching in Africa and these could be used to persuade decision makers of the possibilities. Specialists could be found to give advice and assist governments in drawing up detailed proposals. It would also be possible to arrange for officials to visit other countries to see how distance teaching was working to deal with the problems of teacher education.

It was noted that the implementation of distance teaching programmes for providing in-service education for teachers was of concern to the Commonwealth Secretariat. But participants who were convinced of the value of distance teaching should be thinking of strategies to make a good case to their governments.

In answer to a question on the feasibility of distance education for teaching practical subjects such as science, it was said that any subject which could be taught face-to-face could be taught at a distance. A science experiment could be prepared which included all the items needed. The student taught through distance education could be helped to realise that his surroundings were a large laboratory and he could be taught to improvise, using things readily available.

Doubt was expressed about a system which depended so heavily on an externally based technology. For example, there could be problems when donor assistance ended and machinery broke down, spare parts were not available, or foreign exchange could not be used to import what was required. As a result, well-planned projects could crumble. Zambia had had experience of this kind with radio, TV and correspondence education. If the required technology was not already available in the country on which the projects depended, then they

1 Distance Teaching for Formal Education (What projects tell us about costs and effects): World Bank 1978. Editor Hilary Perraton.

were likely to fail.

In reply, it was pointed out that foreign aid was often needed to set up a project in the first place and the projects need not fail if clear objectives for the projects were set by the local people. The failure of equipment in such a situation was then a minor problem.

In reply to a question on the problems connected with distance teaching, and its effectiveness, it was pointed out that distance teaching could be effective in many ways but it could not solve all problems. It should be used where an evaluation based on the facts showed that it was the most effective means of solving a problem.

Group Sessions

Participants at this stage divided into two groups and undertook assignments set by Mr Kinyanjui. The reports submitted by each group are presented below.

ASSIGNMENT 1 (for educational administrators' group)

List and discuss the critical decision points regarding administrative activities in the training of teachers by distance teaching methods.

ASSIGNMENT 2 (for teacher educators' group)

List and discuss the initial decision points regarding instructional activities in the training of teachers by distance teaching methods.

SUMMARY OF GROUP DISCUSSION - ASSIGNMENT 1

The main conclusions of the educational administrators' group were as follows:

Project Planning:

Though Government teachers can take advantage of the facilities provided for training by distance teaching methods, more provision should be made for teachers in private schools to participate in these schemes.

Generally, teachers trained by distance teaching methods appear to be as good as teachers trained in colleges. Research has also shown that there is no appreciable difference. ('Teacher Education' 1977 - International Council on Education for Teaching).

Distance teaching methods are expensive, and careful financial planning is called for, especially as equipment such as machines for printing, tape recorders and radios may have to be bought, and technicians employed to maintain the machinery.

It is essential to decide how many teachers are to be trained before beginning distance training. There are financial problems in certificating all teachers, as a country may not be able to pay a teaching force where every single teacher is fully qualified and entitled to full teacher salary rates.

The advantages of distance teaching methods are:

- a) large number of teachers can be produced quickly;

- b) induction courses can be given to help untrained teachers on the job before they embark on their course of training.

The main disadvantage is that face to face contact is missing between tutor and student.

Countries with no experience of distance education should seek advice before setting up a project.

In conclusion, distance teaching can work effectively providing the will and the money is there; and there is careful decision making and planning.

Media to be used:

A combination of suitable media appears to be the most effective approach for distance education. Different forms of utilization should be considered and the need for face to face contact should not be forgotten.

Some media may be more expensive in some countries, or more difficult to obtain. Thus countries should use what is immediately available, but maintenance costs should be closely considered.

Countries should examine all types of media to ascertain what best suits their needs. The main categories of media are:-

- a) Correspondence (books, worksheets etc.);
- b) Radio (including audio media such as tape recorders);
- c) Films (including transparencies and anything that can be projected);
- d) T.V. (including video tapes);
- e) Experiment kits and apparatus.

When choosing media, the following questions should be closely considered:

- a. How best can we utilize what we have?
- b. Can we provide the necessary feedback?
- c. What combination of media shall we use?
- d. What is the content that the media is expected to carry?
- e. How shall we train our personnel to use the media?
- f. Can we build sufficient motivation into the system?
- g. Can we support what is brought in from outside with what we already have?
- h. Can we put our existing buildings to fuller use?
- i. Do we know exactly what we will ask an outside agency for so that there is no duplication of equipment?

A national committee should be appointed to be in overall charge, to decide if the outside aid is leading the country along the lines it wishes to follow, and to make sure a project meets its objective.

In conclusion, we need to know our needs when choosing media; we need to know what media are immediately available; and we need to appoint a person to take charge of the whole project.

Motivation of the Learner:

The main incentive the teacher has for improving his qualification is of a better chance of promotion.

Various other ways of motivating the learner were cited. For example:

- (a) Nigeria gives teachers credits for courses accumulated, which lead to increments;
- (b) Zambia gives up to eight increments for a one year in-service course, and is intending to give credits for attendance at all courses and conferences;
- (c) Ghana is making proposals for national awards for hard working teachers; and
- (d) The Gambia makes unqualified teachers pay for in-service courses and this guarantees them employment if they successfully complete their training.

Minimising drop-out rates:

Materials should reach students on time and should be marked and returned promptly. This will encourage students and help them to feel they are not working completely independently. Every effort should be made to encourage students to meet from time to time to exchange ideas.

Expense:

Countries should note that distance teaching is not necessarily a cheaper way of training teachers.

The budget set aside for distance education must allow for dropping-out which is common in correspondence courses.

We cannot even be sure that distance teaching will work effectively for us; it is a case of 'suck it and see'. Funds must be available for experimentation.

Personnel:

As personnel are frequently initially recruited from outside, countries should be clear about what qualities they should look for.

There are problems involved in training local personnel to take over. For example, people starting a programme may not finish it because of transfer or promotion. Or people may be sent for training after a programme has started, so there is a time lag before they can run the programme. It should be noted also that teachers transferred to the programme from the classroom may already be set in their ways and that the psychological shock to someone if you make him change his job can be considerable. Every effort should be made to make the job attractive, so that people will stay in it.

Feedback and Evaluation:

Feedback and evaluation should be built into the programme. The feedback can be got by sending question sheets with materials as is done in Mauritius.

Good administrative machinery is essential to make a project effective.

Feedback should be carefully evaluated so that necessary changes can be made as required.

Flexibility:

It is essential that materials are relevant to the needs of the learner. If they are not they should be immediately changed.

The trainee:

Not all teachers do courses only for financial reward. If everyone wanted a higher salary and higher status, few would be left in teaching.

Most teachers are keen to improve themselves and more training gives more job satisfaction, so the feeling of self improvement is a reward other than financial, that these courses can give.

General points arising:

Be sure of objectives before asking outside agencies to help and see that they only run the show under guidance from the sponsoring authority.

Local personnel should work side by side with experts and receive on the job training.

Work out the budgetary implications of continuing the project after the donors have left.

Do not rush into projects. Rather, do a project piece-meal.

Try to ensure that personnel are allowed to complete a project before being transferred to other posts.

SUMMARY OF GROUP DISCUSSION - ASSIGNMENT 2

The main conclusions of the teacher educators' group were as follows:

Instructional Materials

The following principles should be observed:

- (a) Instructional materials produced should be relevant to the various groups identified.
- (b) Instructional objectives should be clearly spelt out.
- (c) Instructional materials should have in-built feedback and evaluation devices for the benefit of both teacher trainees and tutors.
- (d) Instructional materials should serve the dual purpose of upgrading teacher-trainees as well as providing them with professional skills.

- (e) In view of rapid changes in educational reform, instructional activities should include familiarising the teacher-trainees with the curricular materials and new methodologies.

The Type of Media Used

It was suggested that a variety of media should be used. Their choice should depend on such factors as availability, ease of maintenance and the possibility of efficiency in the delivery system. It was revealed during the discussion that in many of the developing countries represented, radio reception was poor, notably in Botswana, the Gambia and parts of Swaziland. The group suggested that:

- (a) Correspondence, boosted by face-to-face teaching, is better for distance teaching if the lesson-writers, tutors, teacher-trainees and markers all play their parts effectively and promptly.
- (b) Cassette recorders and tapes could supplement the radio in poor reception areas. An example was given by Tanzania, where teacher-trainees who used this medium to complement other distance teaching media proved to be better informed than those trained by pre-service methods.
- (c) Where obtainable, video tapes should be used as an effective medium for the training of teachers in professional skills.

Motivation of Teacher Trainees

The group felt that a package to help teacher-trainees to be successful students - helping them learn how to learn - is a pre-requisite in distance teaching instruction.

Student involvement was also seen by the group as one of the key factors in motivation.

The following suggestions to ensure involvement were made:

- (a) Giving regular tests and exercises.
The exercises should require the student not only to remember what has been taught, but also to engage in activities with his pupils.
- (b) Making some of the teaching aids needed in the course.
- (c) Teachers centres can be utilized to bring teachers together to share ideas. Study groups can be formed by teacher trainees engaged in the same pursuit, in order to help one another; for instance, study groups have been used in Asia with a measure of success.
- (d) The teacher trainee's responsibilities in teaching, full-time caring for his family and contributing to the welfare of his community should be considered when deciding his study work-load. He should be

given learning materials that he can cope with comfortably, without sacrificing his other responsibilities.

- (e) The Headmaster should recognise successful efforts in mastering professional skills; for example, he could encourage successful teachers to demonstrate such skills to other staff members.

The Training of Personnel

The importance of training all personnel engaged in distance teaching-writers, tutors, radio personnel, markers and student counsellors was stressed if drop-out and failure rates were to be curbed. It was suggested that basic training should include the psychology of one adult learner, and the recognition of the fact that all teaching by distance teaching methods is intended ultimately for the benefit of the child, so this should be projected in all instructional activities.

Feedback and Evaluation

The group suggested that in addition to the feedback and evaluation that the teacher-trainee receives from his tutor, his Headmaster should also give supervision. For example in Ghana, the Headmaster sets aside fifteen periods per week for providing his staff with in-service training.

Trial Testing

It was urged that materials should be trial-tested before being produced and used on a large scale. It was further recommended that materials should be packaged in small units of information so that teacher-trainees might choose packages of their preference.

Face-to-Face Instruction

Face-to-face instruction as a supplement for distance teaching was considered to be vital in achieving what is difficult to do by distance teaching methods, such as the sensitization, motivation and face-to-face feedback on the performance of teacher-trainees. It was suggested that since tutors get the best chance of giving evaluation and feedback to the trainees through face-to-face instruction, it should be one of the determinants for weighing the success or otherwise of a teacher-trainee.

Conclusion

In order to encourage "continuing" teacher education by distance teaching methods, it was suggested that:

- (a) The materials supplied should help the teacher not only to upgrade his academic background but also to be a constant supply of ideas for himself and his learners.
- (b) A reference kit should be started by the teacher-trainee during his period of learning at a distance and continue beyond this period.

- (c) The timing and duration of in-service courses should take into account the fact that teachers need some break from work. For example, to persuade teachers to attend such courses, it should not be expected of them to use all their vacation time doing in-service work.

Plenary Session

Mr. A.L. Jones presented Mr. Stanley Vivian's paper. He drew attention to the seven main areas covered, and commented on them. He pointed out that the paper illustrated the very encouraging variety of devices which were being used to produce more and better teachers and noted that societies were not being de-schooled but schools were being changed by a process of re-schooling mainly by new thinking among teacher-educators.

Referring to the section on The Teacher and the Community, he pointed out that the old methods were not necessarily bad and warned against the view that all change is good. On the wider role of the teacher, he explained that a more complex role was more demanding on the teacher and could lead to conflicts in the school and in teachers themselves.

He stressed the view that teachers should work more closely together because isolation in the classroom could be a bad thing. But such co-ordination was very demanding on teachers.

He continued by considering the active role of the pupil in the learning process which was very important. However, this meant that children were not simply doing as they were told and it required an appreciation that they had a point of view which deserved attention and respect. This involved considerable re-orientation in the role of the teacher and perhaps more than many teachers could manage. Mr. Jones agreed that a more varied approach to learning was required but the re-orientation of teachers was again very demanding.

Commenting on the increased involvement of teachers in curriculum development, Mr. Jones pointed out that this was an essential feature of in-service education.

On the individualization of learning materials, he emphasized that the production of materials required a great deal of time and effort and he gave illustrations of this.

Finally, he questioned the feasibility of every school having equipment such as an overhead projector, a radio, a cassette recorder and a duplicating machine. Although teachers were increasingly using such teaching aids, and were producing their own materials for this purpose, many schools were still without adequate essential facilities and thus over-emphasis in this area was perhaps unrealistic.

In the discussion which followed there was wide appreciation of the value of the ideas illustrated in Mr. Vivian's paper and considerable sympathy with the cautionary comments made by Mr. A.L. Jones.

The first matter discussed was the reconciliation of the innovation with an educational system which taught the syllabus and examined students in traditional ways. It was pointed out that examinations should be used as a tool of curriculum development; examinations should be seen as a means of assessing performance in a course which aimed to meet clear objectives. The

examination should be used to encourage teachers to meet the objectives of the course.

It was emphasized that the curriculum should be developed as a team effort and teachers had a wide variety of essential contributions to make such as sharing in curriculum development and drafting and editing teaching materials. In Kenya, it was explained, selected teachers were seconded to the Institute of Education for some months to work on the production of materials.

It was stressed that it was desirable for teachers to go into other teachers' classrooms and to work together even though this was very difficult to implement.

Concern was expressed that the teachers were not only being urged to accept a considerable re-orientation in their role but were also being expected to do more than in the past and take wider responsibilities. For example, it was pointed out that curriculum development was a demanding field of study in itself and required theoretical training. Because participation in curriculum development helped teachers to become more aware of the need for change, they should be expected to play a part in the process though it was probably unrealistic to assume they would have the time or inclination to play a substantial role.

The importance of the teacher's role in the community was widely accepted and it was pointed out that in many countries the teacher's interaction was already very considerable.

Several speakers stressed the importance of not assuming that all change was good and explained that the value of change should be assessed in terms of the changes in the way of life of all people in a country.

On the wider role of the teacher, it was pointed out that most countries suffered an acute shortage of teachers and thus teachers could be expected to do new things in a limited way because they were already overworked.

Group Sessions

At this stage, participants divided into groups and tackled the assignments printed below.

ASSIGNMENT 1

List the advantages and disadvantages of the following alternative procedures in in-service teacher education:

- (a) Face to face or at a distance.
- (b) College based or school based.
- (c) Continuous courses of a year or more or sandwich courses.
- (d) A general course combining an educational component together with professional training or purely competency based training.
- (e) Training in a monotechnic institution or training in a polytechnic.
- (f) Training for teachers only or training for all personnel involved in the education of children (eg. administrators, school librarians, teacher aides, etc.).
- (g) Comprehensive teacher colleges providing all types of training or specialist teachers colleges concentrating on one kind of training such as physical education, technical education, aesthetic education or training of teachers for village schools.

ASSIGNMENT 2

Study the description of Nobilongwa given below. The Educational administrators' group should attempt to list the main priorities in planning facilities for training teachers for Nobilongwa. The teacher educators group should determine five important new measures in aspects of teacher education to meet the needs of Nobilongwa, providing as much detail of course design and content as possible.

Nobilongwa

Nobilongwa is a country that has everything: mountains, lowlands, desert and jungle. Its climate is tropical. Malaria affects only the eastern districts where a minority of the population live. Natural resources are believed to be rich but are not much exploited so far. There is a well established railway system serving the southern districts but transport in the rest of the country is by road (most of it untarred) or, in parts, by river. Many roads become impassable in the wet season. A well developed postal and telephone system serves the main urban centres but letters may take 3 or 4 weeks to reach some places. Five main vernacular languages are spoken. English is the official language.

Over half the population is under 15 years of age. Rapid development of education has achieved school places for about 40% of the children of primary school age but over half of these children have no school furniture of any kind. Text books and other teaching materials are sufficient to supply, for instance, one copy of an officially prescribed text book for every 2 or 3 children. There is great regional variation in the availability of school facilities. For example, in the northern parts only 10% of the eligible children can find a school place but in the capital city almost 100% of the children can attend well-equipped schools.

Only a small minority of children can get into secondary schools. Primary education, therefore, is terminal for most children. Adult literacy is about 30%.

A vigorous programme of industrialization is being pursued and many foreign firms are being encouraged to set up a base in the country. But meanwhile the large majority of the people earn their living by subsistence farming.

About 60% of the primary school teachers are completely untrained and most of them have had only 2 years of secondary schooling. The secondary schools are staffed by college-trained teachers and some graduates (who leave teaching as soon as they can get a better-paid job in industry, commerce or the civil service) and about 50% are expatriates on 2 year contracts. Only 20% of these renew their contracts.

The government has announced a radical new philosophy for the country and the education service is charged with the duty of spreading it through the population as quickly as possible.

Teachers have been trained in the traditional "concurrent" way for nearly 100 years and many of the colleges are highly respected. Increasingly the staff of these institutions are young, inexperienced graduates. Many of them have had higher education overseas (USA, UK, USSR, etc.)

The school inspectorate is staffed by dedicated men (and a very small number of women) most of whom are near the end of their careers. New recruits to the inspectorate are drawn from the graduates who staff the secondary school

and teachers' training colleges. Despite their efforts to project an image as "advisers" the inspectors are generally regarded by teachers with fear and suspicion. If a teacher is absent from his class unlawfully - having a quiet beer at home, perhaps, during school hours - he knows that he will be punished if an inspector catches him.

Recently a new primary curriculum has been adopted containing English language through a "functional" approach; modern mathematics and a social studies syllabus which includes an element designed to increase equality between men and women.

The Director of Education is a well-qualified man of great experience who has just been appointed to UNESCO in Paris. The Principal of the oldest and largest teachers' training college has recently retired and three ambitious men are competing for his post. A foreign government has offered 10 scholarships for higher studies overseas.

Within the past two years the education service has been beset with several special problems; a proposal for mixed male and female accommodation at a teachers' college led to local protests and one hostel was burned down; the known number of unmarried school girls becoming pregnant has doubled in two years; a group of young teachers refused to serve in a remote rural district and staged a protest march and sit-in at the Ministry of Education. They were eventually evicted by the police and three of them were arrested.

SUMMARY OF GROUP DISCUSSION - ASSIGNMENT 1

Both groups examined the variety of approaches to teacher education suggested in the assignment and drew the following conclusions:

1. Face to face or at a distance

(a) Face to face instruction has the advantage of:

- facilitating communication
- permitting a two way exchange of ideas
- allowing the personality of the tutor to influence the learning process
- enabling the tutor to offer close guidance and supervision to his students
- making demonstration possible
- allowing the optimum use of fixed resources such as the library, laboratory, etc.
- providing immediate feedback thus enabling difficulties to be dealt with right away
- allowing the tutor to motivate his students more easily than at a distance
- encouraging a co-operative approach to learning
- enabling teaching media to be matched to the particular needs of the student.

(b) However face to face instruction can have the disadvantage of:

- putting the teacher in a dominating role with the student filling a purely passive role.
- "spoon feeding" the student

- limiting the student to whatever the teaching resources may be even when these are very poor;
- adversely affecting learning if inter-personal relations are bad;
- being more expensive.

(c) Teaching at a distance has the advantage of:

- placing greater responsibility for learning on the student and, therefore, for encouraging initiative and commitment;
- permitting a small staff to teach a large number of students;
- preventing the possibility of any personality clash between a student and his tutor;
- being generally less costly than face to face instruction;
- enabling students to hold a job at the same time as they follow their course of study;
- allowing a student to proceed at his own pace.

(e) On the other hand teaching at a distance can have the disadvantage of:

- interfering with two-way communication between tutor and student including feedback;
- developing in the student a feeling of isolation and loneliness;
- requiring very strong self-discipline in the student;
- making some kinds of instruction extremely difficult;
- being interrupted by a system of communication, such as the postal system over which the tutor has no control.

2. College based or school based training

(a) The advantages of college based training are that:

- it has all the advantages of face to face teaching;
- it usually provides more resources such as the library, micro-teaching facilities and a better environment for study than may be available in the student's school;
- it offers in a relatively relaxed environment the opportunity to discuss with other minds the issues being studied;
- it is easier to supervise the students' work;
- it brings to the student through the hidden curriculum a wider learning experience than individual study does;
- it allows a core curriculum with a variety of options to be studied;
- it carries a certain amount of prestige that school based training does not.

(b) The disadvantages of college based training are that:

- the accommodation available puts strict limits on the number of students that can be trained and may lead to deserving students being denied training;
- courses tend to be longer and therefore to cover a smaller number of people;
- the facilities offered in the college may be unrealistically generous in comparison with what exists in the schools thus making training irrelevant.

(c) The advantages of school based study are that:

- teachers are not removed from their classes while learning;
- it allows much larger numbers of students to be trained simultaneously and often in a shorter time;
- it enables the teacher to test immediately in practice what he is learning;
- it provides a realistic environment for the student to learn about teaching.

(d) The main disadvantages of school based study are that:

- the student teacher may be too overwhelmed by his routine work to have enough time for his studies;
- resources may be fewer and less appropriate than those offered in the college;
- the student may feel isolated and see much less of his tutor than in college.

3. Continuous long courses or sandwich courses

(a) The advantages of the long uninterrupted training course are that:

- it gives continuity;
- it enables issues to be studied more thoroughly and at greater depth than in short courses;
- slow learners have a chance of catching up before the course ends.

(b) On the other hand, there are disadvantages which include:

- the necessity to provide a replacement for a teacher who leaves the classroom for a year-long study course;
- the greater cost of training where staff replacement and residential accommodation are involved;
- the fact that students must assimilate a whole course before they can put it into practice.

(c) Sandwich courses offer certain advantages such as:

- enabling the student to test out in his school what he learns in the college as soon as it is learned;
- overcoming in most cases the need to provide a replacement for the student taken out of teaching by his study course;
- providing earlier feedback from students to tutors than long courses can, thus enabling the tutor to modify the course as necessary.

(d) The main disadvantages of sandwich courses are that:

- they interfere with continuity in teaching;
- they present a bigger problem for providing replacement staff where this is necessary because it is generally easier to find a staffing replacement for a full year than for a series of short-term engagements;
- they tend to make the contact with students too intermittent for useful relationships to develop.

4. General Teacher Training or Competency Based Training

(a) The advantages of a general course are that:

- it offers more possibilities for integration of the training programme;
- it provides a broader education for the student;
- it enables general education and professional training to be conducted so that they complement each other.
- it offers the chance of making the student more adaptable to curriculum change.

(b) The disadvantages of a general course are that:

- it tends to over-train the student and thus be inefficient;
- it takes a long time.

(c) The advantages of competency based training are that:

- it makes efficient use of limited resources by offering training only in the skills the student will actually require in his next teaching post;
- it coincides with a time when the student is likely to be well motivated;
- it is easy to evaluate.

(d) The disadvantages of competency based training are that:

- because it produces teachers with a limited range of skills, it reduces the flexibility with which teachers can be posted to teaching jobs;
- it may fail to help teachers integrate the separate competencies into effective teaching.

5. Monotechnic or Polytechnic Institutions for Training Teachers

(a) Monotechnic teacher training colleges have some advantages such as the fact that:

- they are able to concentrate all their resources on one task;
- they can attract well qualified and experienced staff;
- teaching can be thorough.

(b) However, they suffer from the disadvantage of:

- not catering for the student who does not know whether he will like teaching and who, if he leaves the teaching profession early in his career, will waste his years of specialized training;
- providing a narrow curriculum which, by itself, is insufficient for enabling teachers to prepare children for the realities of life and employment.

(c) The polytechnic has training advantages in that:

- it gives a broad based education that is of use to students who may not become teachers;

- it encourages intellectual and social exchange between students training for different careers.

(d) The polytechnic however suffers from the fact that:

- it has to spread its resources more widely than a monotechnic institution;
- it is so big that individual students can become anonymous.

6. Colleges for Teachers only or for all Kinds of Educational Personnel

(a) There are advantages in specializing in the training of teachers only in that:

- fewer personnel and resources are required;
- the strong professional commitment of a specialized staff creates a favourable environment for the training of the student.

(b) However a disadvantage is that:

- necessary training may not be provided for auxiliary school personnel.

(c) Comprehensive provision for the training of all educational personnel together has the advantage of:

- ensuring that all the people involved in the formal system of education receive some training for the job they are expected to do.

(d) On the other hand there is a disadvantage in that:

- the administrative organization is much more demanding because training will probably have to be provided in a variety of languages as well as at different levels and in different skills.

7. Comprehensive or Specialist Teacher Training Colleges

(a) The advantage of the comprehensive teachers' college which prepares teachers for a wide range of teaching tasks throughout the education system is that:

- it makes teachers better able to take on a variety of jobs;
- it facilitates curriculum development as, for example, making the integration of subjects easier to bring about.

(b) The disadvantage is that:

- it tends to turn students into 'Jacks of all trades and masters of none'.

(c) The advantage of the specialist college is that:

- it can conduct studies to a greater depth;
- prepare students better for the specific task they will perform as teachers.

- (d) But the disadvantage is that such a college
- tends to prepare teachers whose employment flexibility is very limited;
 - produces teachers who have less appreciation of other aspects of education;
 - tends to overlook the basic common knowledge that is of value to all teachers.

SUMMARY OF GROUP DISCUSSION - ASSIGNMENT 2

The educational administrators' group then examined the information given about the imaginary country of Nabilongwa and decided on the following priorities listed in order of importance:

- (a) Foster national consciousness within the national objectives of the education system.
- (b) Review the existing educational goals.
- (c) Provide technical teacher education facilities.
- (d) Develop family life and health education programmes.
- (e) Establish training facilities for administrators (particularly educational managers).
- (f) Increase the provision of adult education.
- (g) Create tertiary education for teachers.
- (h) Award ten scholarships as follows:
 - two for technical teacher education
 - two for management
 - two for agricultural and rural development
 - one for family life education
 - one for adult education
 - two for tertiary education for teachers

The teacher educators' group recommended the following action in Nabilongwa:

- (a) Reduce primary schooling to 4 years. This would expose more pupils to contact with the small number of qualified teachers.
- (b) Initiate an in-service programme to train the large numbers of unqualified teachers.
- (c) Train technical subject teachers.
- (d) Change teachers' attitudes to inspectors so that they can be used in the teacher in-service education programme.
- (e) Appoint counterparts to understudy inspectors that are near retiring.

(f) Introduce citizenship education for both pupils and teachers.

(g) Provide incentives for teachers to move to the rural areas.

(h) Increase secondary schools so that the numbers of those who qualify to become teachers can be increased.

SUPERVISING PROGRAMMES OF IN-SERVICE TEACHER EDUCATION

Plenary Session

Mr A L Jones introduced his paper and first stressed that recommendations had to be as realistic as possible, pointing out that teachers were increasingly being asked to do many different jobs.

He explained that it was salutary to consider the situation in more developed systems: In the United Kingdom which had had universal primary education for over 100 years there were over two million adults who were illiterate and research indicated that the majority of school teachers in training could not do the mathematics they were supposed to teach.

Referring to the content of his paper, he considered supervision essential though the term had a variety of interpretations.

The aim of in-service education was to change the behaviour of teachers and it was essential that everyone concerned was clear what changes were desirable and why. Those involved in change had to try to be sensitive to the social, cultural and political wishes of the people.

He stressed the importance of building confidence in teachers so that they were encouraged to help themselves.

He emphasized the importance of clear expression in communicating with teachers; technical terms were often desirable but jargon should be avoided as far as possible.

Referring to "motivation" he considered why teachers might want to become better at their work. He accepted that pay and conditions were important but he pointed out that most teachers wanted to do their job as well as possible and "job satisfaction" was significant too.

Courses, meetings and workshops for teachers should meet the practical classroom needs of the teachers. He approved especially of courses which led to the production of materials such as class exercises, lesson plans and teaching aids which could be used in the classroom.

Theoretical considerations were important too, he said, and he referred to a number of complex issues raised during the workshop. Such matters required intensive study and research and he explained that universities had a valuable role to play.

He stressed very strongly the importance of consulting teachers especially with regard to the changes that might be required of them in how they did their job. He explained that the teacher's perception of his role had to be taken into account too.

It was essential that in-service education for teachers was evaluated. At the very least, teachers should be encouraged to give their views and those responsible for programmes should avoid being too defensive about them.

He concluded by stressing the importance of good administration which demanded attention to detail and an acceptance by teachers and others that

even the best plans could go wrong.

After the presentation, the discussion turned to an examination of what the role of the supervisor should be and how it should fit into the system as a whole. For example, it was noted that if teacher education was to be effective, it must enable teachers to overcome the various problems that prevent curriculum objectives from being fulfilled and had to be part of a co-ordinated educational programme in which everyone involved had the causes of conflict reduced to a minimum. This required supervision of a very high order.

Discussion followed on feedback on in-service programmes in systems where communication and transport were poor. Decentralization of supervisory staff and materials were considered important in these circumstances.

Group Sessions

The groups comprising educational administrators and teacher educators held separate sessions to discuss the following assignments:

ASSIGNMENT 1 (for educational administrators' group)

1. What are the rules for teachers getting leave from their school teaching to attend in-service courses? Who must be consulted? By whom? What is the chain of authority? Is it flexible enough for in-service training needs? How might it be changed for the better?
2. What arrangements exist in schools to provide coverage for teachers absent for in-service training?
3. What are the conditions affecting up-grading of teachers? How many teachers are eligible?
4. What teachers' associations or trade unions exist? What influence do they have on the in-service education of teachers? What help can they give?
5. How willing are the authorities to allow teachers to work on problems that teachers themselves perceive as real problems? Which authorities have a say in this matter?
6. What arrangements should be made for social activities on in-service education courses?

ASSIGNMENT 2 (for teacher educators' group)

1. State five aims of in-service education as precisely as possible.
2. What measures should be taken to get different agencies to collaborate in providing in-service education? What are those agencies?
3. What features of the existing system of teacher education should be preserved? Why?
4. State one feature of curriculum development with which in-service education should deal. Suggest ways in which this

might be done.

5. What specifically are the needs of beginning teachers or 'probationers' who have just completed pre-service training? What should be done for their "induction"?

SUMMARY OF GROUP DISCUSSION - ASSIGNMENT 1

In discussing the assignment given, the educational administrators' group reached the following conclusions:

Permission to attend short (1 day to 1 month) and intermediate length courses (1-3 months) can be arranged satisfactorily through District Education Officers in conjunction with Inspectors and then cleared with Headquarters. Where possible they should be arranged so as to make the least interruption to teaching by being held at weekends or vacations or on a day release basis. Applications for long courses (3-12 months) need to be more carefully planned and strictly controlled because of the greater financial implications. For example, they will normally be open only to teachers with at least three years teaching and will be limited to priority areas of education. Where local institutions cannot offer the training required, consideration has to be given to overseas courses and the provision of scholarships for these. Such planning will be conducted at Ministry Headquarters, probably through the Chief Inspector.

Full salary is usually paid at least for the first year. Extra increments are often given for successful completion of these courses. These increments are more generous in some countries than in others.

To prevent some wastage by successful course applicants who wish to leave teaching, candidates are sometimes bonded to serve as teachers for at least as long as the duration of the course they followed.

In most cases teacher educators or serving teachers who wish to become teacher educators, attend overseas' courses, though the training given may be less relevant to local needs.

Because primary teachers are often wrongly considered inferior in status to secondary teachers, and local universities appear to reflect this attitude by their lack of suitable courses for upgrading primary teachers, the following resolution was passed:

"Since the training of high level manpower is one of the functions of universities, it is recommended that Ministries of Education should insist that universities set up systematic degree courses for primary teachers and administrators, particularly in the areas of curriculum development and primary teacher education".

Sabbatical leave should not only be given to University lecturers, but to administrators too, for in this way leadership can be rejuvenated, and the whole educational system be run more efficiently.

The group then turned to the question, "What arrangements exist at schools to provide coverage for teachers absent for in-service training?"

The points which emerged were as follows:

- (a) Short and intermediate courses
 - (i) When courses are held in school holidays there is no replacement problem.
 - (ii) When a day release system is employed, floating teachers are sometimes used, or courses are arranged so that not all students are in college together, and thus those in schools on practice cover those in college.
- (b) Long courses
 - (i) Sometimes replacement teachers are found for the duration of the courses.
 - (ii) Sometimes courses are arranged so that students have alternative years in college and school. Thus those in school cover those in college.

The next questions to be discussed were: "What are the conditions affecting upgrading of teachers?" and "How many teachers are eligible?"

The conclusions of the group on this matter were as follows:

- (a) A small number of teachers (about 10% are sometimes promoted purely on merit. This is often done on the basis of inspection and satisfactory reports.
- (b) To prevent good teachers seeking administrative posts in order to gain promotion, there is sometime a tendency to create new school promotion posts such as that of senior teacher.
- (c) Crash programme courses are sometimes determined by critical shortage areas, which tend to be found particularly in Science and Mathematics. Teachers thus selected for upgrading often go to local or overseas' universities to follow diploma or degree courses.

The group then examined the role of teachers' unions with the questions, "What teachers' associations or trade unions exist? What influence do they have on the in-service education of teachers? What help can they give?"

The main points made were as follows:

- (a) Unions exist in most countries, and the Secretary General is usually a full-time member.
- (b) In some countries the unions are not involved much in teacher education, but are only concerned with salaries and conditions of service.
- (c) In other countries the unions run refresher courses in conjunction with the inspectorate, and there are professional associations for different subject areas.

(d) It was felt that unions could help teachers in the following ways:

(i) By ensuring that teachers work as a team, and that the important work done by primary teachers is seen as important as the work done by secondary teachers.

(ii) By circulating information about facilities and innovations in methodology through newsletters.

(iii) By helping subject associations to function efficiently.

The following questions were then discussed: "How willing are the authorities to allow teachers to work on problems that teachers themselves perceive as real problems?" and "Which authorities have a say in these matters?"

The conclusions reached were as follows:

(a) The main problem in this question is how to ensure, in a centralized system a two way exchange of ideas between teachers and the Ministry since most member countries have centralized systems of education.

(b) Since most teachers' problems relate to the curriculum, the inspectorate is responsible initially.

(c) Teachers can take their problems to the Teacher Advisory Centre, and from there the matter can find its way through to national level if it is important enough.

(d) In some cases a government will take over a programme which it thinks can be presented in a more suitable manner in schools. (An example here might be a programme to do with family planning. The Government might decide to create a more wholesome programme than one conducted by an outside agency).

(e) Authorities should be prepared to listen to teachers' ideas, and to encourage teachers. Ideas could be collected and held in an ideas bank.

Finally, the group turned its attention to the question, "What arrangements should be made for social activities on in-service education courses?"

The conclusions reached were:

(a) Centres should create facilities which encourage teachers to talk socially, and to exchange ideas. (e.g. facilities for making tea and coffee, and a bar).

(b) Centres should organize activities that encourage the meeting of teachers for professional purposes (e.g. libraries, displays of teaching aids, apparatus which can be bought).

SUMMARY OF GROUP DISCUSSION - ASSIGNMENT 2

The main conclusions of the teacher educators' group were as follows:

Aims of In-Service Teacher Education

The main aims of in-service teacher education are:

- (a) To provide more trained teachers and reduce the number of untrained ones.
- (b) To improve the professional and academic standards of teachers and change their career opportunities.
- (c) To enlarge teachers' perception of their role in the community.
- (d) To prepare teachers for new curricular materials and involve them more in the process of curriculum development.
- (e) To build the morale of teachers on-the-job by, providing opportunities for sharing experiences and ideas.
- (f) To relate the training of teachers to the national goals of education.

Agencies which can Collaborate in Providing In-Service Teacher Education

It was suggested that the inspectorate, teacher training colleges, universities, curriculum development centres, professional associations, national and local government authorities, parents, teachers' professional associations and teachers' unions, relevant sectors of the community including employers' associations and headmasters can all collaborate in providing in-service teacher education. The following measures were suggested to achieve the purpose of collaboration:

- (a) Organizing formal and informal meetings for consultation.
- (b) Providing a mechanism, which could be a body or a centre, for co-ordinating all in-service activities in the country.

Priority Area for In-Service Teacher Education

The group were of the opinion that priority should be given to helping teachers with the use of new curriculum materials rather than with the other aspects of curriculum development.

Suggestions on how the training might be done are:

- (a) The running of short residential in-service courses using headteachers, inspectors and teachers followed by regular follow-up visits.

- (b) The running of radio programmes parallel with face-to-face instruction.

Additionally, mass training should be done for all key personnel involved in the implementation of new curricular materials.

Specific Needs of Beginning or Probationary Teachers for Pre-Service Training

Teachers who have just completed their training at a Teachers' College have been taught methodologies and classroom management techniques, but they still need:

- (a) The confidence to take full charge of a class of learners who depend solely on them.
- (b) Follow-up visits from college staff and headmasters. These would go a long way to satisfying this need; but it was suggested that subject teachers whose headmaster's speciality lies elsewhere, need the special attention of their college tutors. Apart from follow-up visits, other forms of help, guidance and support suggested were:
 - (i) Subject-based newsletters.
 - (ii) Continuous interaction with other members of the teaching profession and
 - (iii) Access to advisory centres where the new teacher can get reference books, make teaching aids and get advice from other colleagues.

For the induction of these new teachers, it was suggested that they be attached to an experienced teacher, a headmaster or subject head. Lesotho follows a system whereby teachers-in-training spend their first year studying at a residential teacher training college, then leave the college during their second year of training to do teaching practice as interns. During this time they are visited weekly by college staff. They return to college in their third year, sit for their final examination and then are certificated.

REGIONAL CO-OPERATION

Four papers were presented on Regional Co-operation and the record that follows summarises their presentation and the discussion that followed.

COMMONWEALTH CO-OPERATION IN AFRICA

Introducing the Secretariat paper, Mr R E O Akpofure, Director of the Education Division, Commonwealth Secretariat, began by describing briefly the Commonwealth and the work of the Secretariat pointing out that the Commonwealth was a voluntary organization of sovereign states and was basically an inter-governmental organization. He explained that there were developments to include non-government organizations. He stressed the idea that the Commonwealth was a family of nations of equal standing. He spoke specifically on the role, structure and financing of the Education Division.

Discussion of the paper turned first to the Commonwealth Scholarship and Fellowship Plan and concern was expressed concerning the allocation of awards, selection procedures, and those conditions which applied to an age qualification and stated: "Only rarely are scholarships awarded to men or women over 35 years of age, and candidates under 28 are commonly preferred". It was pointed out that this tended to rule out men and women of experience and proven ability. Mr. Akpofure explained that the role of the Secretariat was only to co-ordinate CSFP and that procedures were very complex. He acknowledged the need to streamline these. He explained that the selection was the responsibility of each country and was usually carried out by a body nominated by each Government. He explained that plans had been made to set up a Commonwealth desk in each country and this would help to make communication more effective and information more easily available.

Questioned on the effectiveness of the CSFP scheme which had been in operation for over 20 years, Mr Akpofure referred to several evaluations and procedures to monitor effectiveness including an evaluation in 1971 (Canberra) and an evaluation which was expected in July 1979.

TEACHERS ORGANIZATIONS' RESPONSE TO IN-SERVICE TRAINING IN AFRICA

Mrs Pumla E Kisosonkole (WCOTP Observer) read the paper by Raymond J Smyke, Assistant Secretary, WCOTP. She concluded by detailing other examples of WCOTP involvement in in-service teacher education:

- (a) Training for the secretaries-general of national organizations to improve their standing as executives;
- (b) Leadership training programmes for women teachers - to increase their confidence and ability to play leading roles in teacher organizations.

Mrs Kisosonkole went on to explain that WCOTP had joined forces with the International Planned Parenthood Federation to discuss the need for family life education and the most effective ways of providing it in co-operation with a variety of teachers' organizations, practising teacher trainers,

educational administrators, curriculum developers, family planning associations and other family welfare organizations throughout Africa and Asia. She stressed that it was the policy of WCOTP that every individual should receive an education to prepare for an adult life in as satisfying and responsible a manner as possible.

Mrs Kisosonkole explained that WCOTP co-operated with other Regional Organizations engaged in education and training and mentioned that WCOTP had been invited to be represented on the Board of the Centre for African Family Studies, based in Nairobi.

The Canadian Teachers' Federation (CTF) had had a long involvement with WCOTP and teachers associations in several countries in Africa.

In the International Year of the Child, WCOTP had appointed consultants to advise and co-ordinate programmes and there had been active co-operation between WCOTP and the UN non-government committee on the International Year of the Child.

Discussion turned first to the assistance CTF had given to the Gambia (WCOTP paper). A representative from the Gambia explained that CTF had links with the Gambia Teachers' Union since 1969. The programme for primary teachers lasted four years and was continued by Gambian teachers. In 1978 a similar programme had been established for secondary technical school teachers. CTF was again asked to assist. Five Canadian teachers worked in the following areas: English, Mathematics, Social Studies, Agricultural Science and Science. They worked with Gambian co-tutors and 85 selected teachers were involved on a three week course. All teachers successfully completed the course and were re-employed. During the three weeks there was continuous assessment and certificates were awarded. Priority was given to unqualified teachers who gained this certificate.

Those involved in primary in-service education of this kind completed seven three-week courses at the rate of one a year. Unqualified teachers over 30 who had completed seven courses were to spend one year at training college to become qualified.

It was noted that several countries already included Family Life Education in the curriculum and it was pointed out that Family Planning is a particularly sensitive issue. In Kenya after 4 years of discussion with all concerned, a new subject was about to be introduced called Social Ethics which included Religious Knowledge and Civics.

In reply to a question on the assistance that WCOTP could give to countries where teachers' associations were weak or non-existent, illustrations were given of how WCOTP could help. Experienced people who were known in the country were sent to strengthen or establish associations.

Specific reference was made to the paragraph of the lead paper which referred to the responsibility that teacher unions undertook for full scale upgrading of their members. This was normally the responsibility of Ministries and Governments and thus there was a possibility of conflict. It was explained by several members that the Associations had a role to play in the preparation of teachers for national examinations.

It was noted that all countries represented at the conference had teachers' associations of some kind and thus it was realistic to expect them to have a role in the in-service training of teachers. In some countries the teachers association was completely independent of Government and had all its own facilities.

The place of teachers associations, where teachers were civil servants, was briefly discussed and it was noted that even where this was the case, associations still functioned, although their role in such situations might be purely professional.

IN SERVICE TEACHER EDUCATION IN ASIA

Mr George Mendis, Deputy Director General of Education in Sri Lanka reported on the Commonwealth Regional Workshop on In-Service Teacher Education that had been held in Sri Lanka in October/November 1978.

He stressed the importance of tackling major problems in a concrete way and noted that the problems in Africa and Asia were very similar. He pointed out that educationalists had to demonstrate that education contributes to the development of the nation.

In the discussion which followed the presentation it was noted that the Parents Charter which had been promulgated by the Government in Sri Lanka was available and was a very valuable paper because it focussed attention on the responsibilities parents had in education.

An important issue discussed at length, was how to mobilize parents and utilize them in the improvement of education. Several different ways of involving parents were mentioned including:

- (a) Using schools and colleges to provide courses for parents which gave them support and information useful for their daily life.
- (b) Communicating with parents regularly by means of an end-of-term letter and open days.
- (c) Involving parents on committees which influenced the school curriculum.
- (d) Encouraging teachers to mobilize the support and understanding of parents.
- (e) Using parents to teach crafts and cultural matters in the school.

It was noted that un-educated parents had much to offer. Where groups were not co-operative there were usually good reasons for this. The alienation of parents was usually due to the fact that parents were aware that the content of the curriculum had little to do with what they saw as important. As far as possible, the content of the curriculum should connect with the occupations, interests and values of the pupils' home. It was noted that parents could play a role in the school and did so. Examples were given of involvement in the teaching of vocations, crafts and cultural matters. It was stressed that the school curriculum had to be relevant to the daily life of the whole community.

IN-SERVICE TEACHER EDUCATION IN THE CARIBBEAN

Mr J S Farrant referred to the report of a Commonwealth Regional Workshop held in Barbados in April, 1977 which had been circulated to all member earlier.

He gave some geographical background and statistics on population and explained that the workshop on in-service education was the first in the series which had been requested at the Ministerial Conference. The concern was how in-service education could be developed in a systematic and integrated way.

Mr Farrant briefly reviewed the main areas covered at the Regional Workshop in 1977 namely:

- National Policies in In-Service Teacher Education
- Educational Support Services and In-Service Teacher Education
- Patterns and Methods of In-Service Teacher Education
- Regional Co-operation in In-Service Teacher Education

He referred, in particular, to the idea of teachers centres which were thought to have a valuable function. Centres of this kind were now developing throughout the Commonwealth to assist in curriculum development and the in-service education of teachers. The pattern varied according to the needs, aims and objectives of each country. He explained that the need had been felt to re-think traditional forms of teachers education, which many countries still practise, because the needs of each country could not be met in this way. Thus at the conference in the Caribbean, an examination began of other ways to train teachers.

Mr Farrant explained that, although the 68 recommendations made in the Report were specific to the area, they deserved examination and might well have wider application. He urged the members of the workshop to limit their recommendations so as to give them weight and requested the groups to deal with three specific targets:

- (a) International organizations
- (b) Governments
- (c) Educational institutions

He concluded his presentation by explaining that a publication would be produced which reviewed the series of Commonwealth Workshops on in-service teacher education.

LEAD PAPERS

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

BOTSWANA

The In-Service Project

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

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

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

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

In-Service Methods Used Before 1973

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

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

The 1973 In-Service Project

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

The objectives of this project are:

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

National Policy on In-Service Teacher Education

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

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

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

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

THE GAMBIA

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

GHANA

The In-Service Training Unit

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

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

The local courses may be classified into two groups:

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

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

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

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

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

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

Agencies Involved in In-Service Teacher Education

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

Methods of In-Service Teacher Education Used

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

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

Workshops and courses concentrate on the following:

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

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

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

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

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

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

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

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

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

National Policies in Relation to Teacher Education

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

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

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

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

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

In-Service Training with Special Reference to Incentives

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

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

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

KENYA

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

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

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

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

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

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

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

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

Other Agencies Involved in In-Service Teacher Education

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

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

Methods Used in In-Service Teacher Education

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

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

National Policy in Relation to Teacher Education

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

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

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

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

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

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

Problems and Issues in the In-Service Teacher Education

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

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

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

The Chief Inspector of Schools ensures that:

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

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

Agencies Currently Engaged in In-Service Teacher Education

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

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

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

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

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

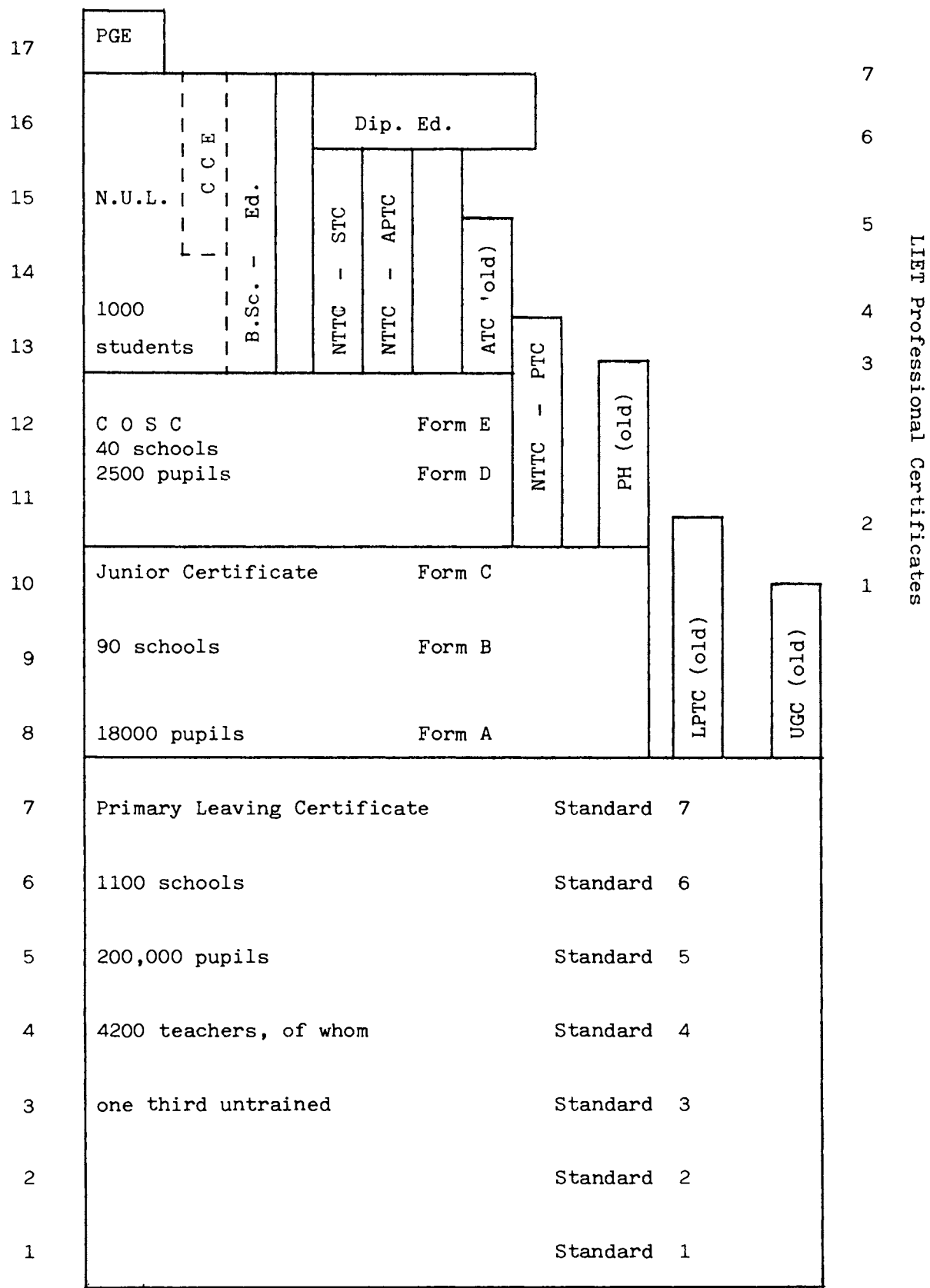
The NTTC is also establishing 35 small Educational Resource Centres so that all teachers are within one day's travel from such a centre. These ERCs aim to be:

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

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

YEAR

EDUCATION PROGRAMMES AND LIET EQUIVALENCIES



Special Programmes

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

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

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

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

MALAWI

Agencies Currently Engaged in In-Service Teacher Education

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

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

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

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

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

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

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

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

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

Methods of In-Service Teacher Education Commonly Used

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

National Policies on In-Service Teacher Education

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

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

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

Innovations in In-Service Teacher Education

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

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

MAURITIUS

Introduction

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

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

Pre-Primary Education

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

Primary Education

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

Secondary Education

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

University Education

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

The Mauritius College of the Air

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

Teacher Education

The teacher education programme is as follows:

(a) Pre-Primary

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

(b) Primary

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

(c) Pre-Service

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

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

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

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

(d) In-Service

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

Other Facilities

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

Upgrading of Teachers

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

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

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

The Mauritius Institute of Education

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

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

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

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

NIGERIA

Agencies Currently Engaged in In-Service Teacher Education

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

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

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

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

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

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

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

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

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

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

Methods of In-Service Teacher Education Commonly Used

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

National Policies on In-Service Teacher Education

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

The National Policy on Education provides that:

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

Innovations in In-Service Teacher Education

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

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

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

SIERRA LEONE

Introduction

The education system provides for the following:

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

Agencies Currently Engaged in In-Service Teacher Education

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

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

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

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

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

Areas of Professional Development Catered for

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

Methods of In-Service Education Commonly Used

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

National Policies Relating to Teacher Education

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

Policy Relating to Minimum Qualification for Teachers

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

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

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

Institutions Providing Pre-Service and In-Service Education

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

Incentives Provided for In-Service Teacher Education

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

Innovations

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

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

The objectives of the project include:

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

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

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

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

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

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

SWAZILAND

Introduction

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

The current situation in the schools is as follows:

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

Types of Teacher Qualifications

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

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

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

Qualifications required for teaching in secondary schools are as follows:

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

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

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

Practising teachers often take advantage of the services provided by:

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

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

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

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

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

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

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

CHANNELS FOR UPGRADING TEACHERS TOWARDS HIGHER
QUALIFICATIONS IN SWAZILAND

PROFESSIONAL

M. Ed.
↑
B. Ed.
↑
Dip. Ed.
↑
STC + Experience
or
PTC + Experience

O' Levels
↑
L.P.T.C. + J.C.
↑
E.V.T.C. &
Untrained

ACADEMIC

Degree
↑
O' Levels
↑
J.C.
↑
Less J.C.

AGENCY

University

University

D.E.M.S.

S.I.E.C. +

D.E.M.S.

S.I.E.C. +
others

In-service
W.P.C.

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

TANZANIA

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ZAMBIA

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

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

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

Agencies Engaged in In-Service Teacher Education

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

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

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

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

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

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

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

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

Problems

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

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

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

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

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

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

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

THE ROLE OF DISTANCE TEACHING IN IN-SERVICE TEACHER EDUCATION

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Introduction

It is an undisputable fact that all countries of the world are committed to providing more and better education for their people. However, few countries have managed to honour their commitment in full because of certain shortages, one of which has been that of qualified teachers. Different countries have approached the various problems related to the provision of education from different angles. Developing countries, in particular, have found themselves in a position whereby, in order to provide education for more children, they have had to employ under-qualified or even unqualified teachers in the schools. And yet many of these countries are not able to expand the provisions for education as rapidly as they would like. There are too few resources, human and material, and too many other developmental problems which demand an equal share of attention. Some countries are already spending as much as a quarter of their total annual budgets on education. If there is going to be greater expansion and improvement in the provision for education, then new ways and methods have to be employed in order to keep expenditure on education in proportion. Ways and means will have to be found of determining how best a country can employ its limited physical and human resources in order to achieve maximum educational results, both quantitatively and qualitatively.

Development of any form of education presupposes availability of teachers in sufficient numbers and possessing the relevant qualifications. Educational planners and administrators have come to realise that any developmental change in education, in terms of numbers and quality, will not be achieved purely by physical facilities and equipment being made available. Hence the task of recruiting teachers and training them has formed an integral part of the educational strategy in developing countries. Although the traditional training colleges have been expanded to offer pre-service courses to teachers in residence, their output will never be able to match the rising demands or even replace the existing unqualified staff. In-service teacher training and upgrading programmes have therefore been mounted to increase the output of qualified teachers, with the added advantage of permitting teachers to enter the profession and obtain professional qualifications while employed.

A realisation that is increasingly receiving attention is that the training of a teacher should no longer be conceived as having been completed once and for all after a specific period of training, but that it should be continued throughout his career. This is made even more necessary by the rapidly changing curricula in the schools calling for more specialised training in the teaching of new subjects such as mathematics, languages, physical sciences and social sciences. In this respect, the traditional methods and techniques of residential teacher training will not suffice. These will have to be buttressed and supplemented by modern technologies and techniques in order to speed up the desired innovations in education.

Problems of Expansion of Education

Developing countries have to face all aspects of educational expansion and reform simultaneously and in a relatively short space of time, rather than through gradual stages in evolution as experienced in the more developed countries. As far as the problem of education is concerned, most developing countries have been grappling with the question of quantity first, and that of quality next.

Perhaps the most convincing argument for in-service teacher training programmes is that more qualified teachers are produced in a relatively short period to provide staff for the schools which are required as the developing countries move nearer towards the ideal of the democratization of education. This is the almost universally held principle; the right of every individual to an education - at least in theory, if not in practice.

Problems of Quality of Education

The problem of quality of education in developing countries is much more difficult, and it will necessarily take longer to solve than the problem of quantity. First there is a lack of up-to-date indigenous books and teaching aids to use in the schools, and together with this is the shortage of local writers and publishers to develop and produce relevant teaching materials. Second, there is a shortage of qualified and experienced key personnel, that is, teacher educators, supervisors, educational planners, curriculum developers and educational administrators, to provide competent leadership. These ranks of leadership will need to be expanded, but the process will be slow since there is no short cut to the creation of this leadership. Third, there is a shortage of classroom teachers with sufficient academic and professional training to cope with the actual task of teaching effectively.

The quality of education in any country will depend to a large extent on the quality of the teachers available to provide that education. There has been a gradual realisation that no educational reform will come about unless the teaching profession itself undergoes reform. And even so, there will be a time-lag between the improvement of teacher education and its full impact in the schools. Teacher preparation should not, therefore, be simply a question of training the number of teachers necessary to meet the projected educational needs of a country. It should be seen rather as an important part of a total and continuous development effort. Creating a long-range educational strategy includes planning for educational reforms, in both form and content, in accordance with the aspirations, needs and resources of a given country.

Many governments, after making heavy capital investments in education following independence, have now come to realise that investment in school buildings and equipment will be fruitless unless placed in the context of such a strategy, and that, without educational reform, social and economic development will be retarded, and education will thus be seen to have failed in meeting the needs of a country.

Problems of Costs of Education

Educational institutions always represent a sizeable investment in resource - personnel, buildings facilities, equipment and money. At a time when people of all ages are demanding more formal as well as non formal education the fullest exploitation of existing resources is required. At the same time, a close examination of the degree of efficiency and effectiveness of orthodox methods of instruction should be carried out and, where found inadequate they should be replaced or supplemented by newer methods which modern

technology has provided. After all, using traditional methods, we have only managed to educate half of our population.

Educational costs will be subjected to closer scrutiny than ever before especially as other equally pressing development priorities compete over the national budget allocation. The question of cost is one which has not been dealt with satisfactorily with regard to the establishment and the running of institutions dealing with in-service teacher training programmes. The costing that has been done on most projects so far has concentrated on incomes and expenditure figures of the ministries, institutes or departments of education responsible for teacher education in their respective countries. There are problems involved in calculating the actual costs of a programme due to the many hidden and assumed costs. In certain cases, several institutions might be involved in the teacher education programmes and here it is difficult to cost the contribution of each one separately. The same difficulty applies to the costing of both modern and traditional methods for teacher training. But one thing is certain; there is urgent need for careful analysis of costs of alternative methods of offering education and training in order to show where economies could be made.

The Role of Distance Teaching

It is appropriate at this point to define what we mean by 'distance teaching' before examining some of the possible roles it can play in teacher education and training.

For our present purposes, we shall take distance teaching to mean an educational process in which a significant proportion of the teaching is conducted by someone removed in space and/or time from the learner.

In practice, distance teaching usually involves a combination of media such as print and broadcasts with some face-to-face instruction. The distance teaching approach stresses the physical separation of tutor and student, but the teaching and learning processes are conducted through a suitable combination of media which include some kind of face-to-face study.

Distance teaching has certain features which warrant close attention when applied to the problems of in-service teacher training. First, it is a cheap and cost-effective method of training at a time when in most countries education is demanding an ever-increasing share of the national budget. It makes use of postal and broadcasting systems which are operational; it does not require a large capital outlay on buildings and equipment; it makes more efficient use of the time and skill of teacher educators. Teachers undergoing training are performing a job while they study and therefore, far from being a financial burden on the country, are continuing to contribute to the economy; teachers who embark on in-service courses are less likely than conventional teachers to leave the profession on qualifying; and finally, what the teacher under training learns can be put into immediate effect, while at the same time his classroom situation provides him with an instant and continuing opportunity for practice.

Secondly, distance teaching allows a degree of flexibility which is necessary in view of the study problems which must face a student already engaged in a full-time and exacting occupation. Trainees can fit their studies into their free time with periods of intense activity reserved for vacations. It can also be applied to a variety of training contexts, presenting an ideal channel for the dissemination of ideas throughout the profession, and for the continuing training of teachers throughout their careers. And it is suitable for adaptation to a variety of difficult geographical circum-

stances; it can reach teachers in the most distant and isolated parts of a country - and it is usually these who are most in need of support.

Thirdly, distance education, representing as it does the injection of new concepts in education, can contribute towards educational innovation and reform by helping to re-define the aims, objectives and techniques of the educational process. Distance education has provided newer dimensions to what is already known about teaching and learning processes. We know, for instance, that students can and do learn efficiently at a distance. The important conditions for this are, however, the provision of systematic and structured units of instruction, encouragement and involvement of the student in the learning activities, and an efficient system of feedback between the teacher and the learner.

Thus, if distance teaching is well structured, using a variety of media and providing for feedback, then it offers a method of education different from that of an orthodox institution. It makes it possible to extend education and training to people who, for one reason or another, cannot get to a residential institution. Distance teaching has also been used to support and supplement in-service training of teachers as can be seen from the following list of projects selected from around the world:

1. KENYA - The Correspondence Course Unit based at the University of Nairobi. The first programme aimed at the academic upgrading of primary teachers; the second programme aimed at providing training for primary teachers who had no professional qualification. Current programmes employ correspondence, radio and face-to-face teaching.
2. ALGERIA - CNEG made use of correspondence lessons, radio, television and face-to-face teaching to provide in-service courses in Mathematics and Education for monitors.
3. SRI LANKA - The Ministry of Education set up a Correspondence Teacher Education Unit to train teachers on the job. Correspondence Courses were supplemented with radio broadcasts and face-to-face teaching.
4. BOTSWANA - Francistown Teacher Training College was established to upgrade all existing unqualified primary teachers by means of correspondence and face-to-face teaching.
5. SWAZILAND - William Pitcher Teacher Training College offers in-service courses for teachers through correspondence and residential face-to-face teaching.
6. UNRWA/UNESCO - The Institute of Education project was set up in Arab refugee camps to train teachers. Correspondence lessons were supplemented by tapes, film-strips and face-to-face teaching.
7. MAURITIUS - The Mauritius College of the Air had as one of its concerns the need to re-train the primary school teachers in modern mathematics as necessitated by the new curriculum. The media used included television, radio, correspondence and face-to-face teaching.

8. UNIVERSITY OF THE SOUTH PACIFIC - Provided in-service training for un-qualified teachers in academic and professional courses. Because of geographical conditions only correspondence instruction was used supplemented by film strips and taped lessons.
9. NIGER & IVORY COAST - In-service training of monitors was carried out in these two countries using television and face-to-face instruction.
10. UGANDA - The Correspondence Unit at Makerere University conducted in-service primary teachers' courses through correspondence and face-to-face teaching with supplementary radio broadcasts.
11. PHILIPPINES - The Ministry of Education has recently established a programme for Continuing Education of Teachers using radio, face-to-face teaching and printed materials.

Some Critical Decision Points

From various studies, researches and evaluation of projects based on distance teaching for in-service teacher education, certain conclusions could be drawn. For the purposes of this paper, these conclusions will be outlined in the form of some critical decision points which must be taken if a distance teaching system is to be effective.

First, during the initial stages of project planning, there should be a clear and agreed statement regarding the project aims and objectives, a definition of educational needs to be met by the programme, and a definition of the learners' needs and characteristics. The project should be established on a clear official policy, bearing in mind the physical and human resources available as well as the constraints and limitations which might be imposed by finance, time, personnel, and so on.

Second, a decision will have to be made on what type of media will be used in a distance teaching programme. Different countries have selected certain media because of their convenience and availability; and varying degrees of emphasis are given to each medium. Whichever media are selected, it is important to note that face-to-face instruction has been found to be essential in the in-service training of teachers since it has provided an opportunity for the teacher to perform certain functions which are difficult to accomplish through say, correspondence or broadcasts. In addition, face-to-face contact sessions provide the human sensitivity and attention which are often lacking in most mass media. The important point to remember here is that, although the organization of face-to-face study is perhaps the most crucial activity in in-service teacher training programmes, it has proved to be much more difficult and expensive to set up for all participants affected by the programme. The time set aside for this activity should therefore be fully utilised by both the teacher and the learner.

Third, we do know that motivation on the part of the learner is necessary for effective learning, and more so when he is learning at a distance. Therefore, for distance teaching to be effective, in the sense of retaining its learners to the end of their course, they need to be highly motivated. For teachers undergoing in-service training, they should be made to see the relevance of their studies to their own profession and their careers.

Fourth, motivation by the distance learner should be matched by an appropriate and efficient organization to provide support to him. Drop-out rates can be minimized through the provision of support services to the learner without delay.

Fifth, it should be made clear that distance teaching is not necessarily a cheap way of solving educational problems. It may work out cheaper or dearer than another alternative - the crucial determinant is the size of the operation and the student numbers. For any given distance teaching unit, there is a minimum size below which it would be difficult to operate the unit regardless of the number of students it teaches. And that minimum size demands a minimum number of students if its costs are not to be out of proportion. Thus a decision should be taken regarding the minimum and the maximum size of a distance teaching operation.

Sixth, the recruitment and training of personnel to work in a distance teaching unit should be done carefully and systematically. There is a richness in the variety of skills to be found in a well established distance teaching unit - ranging from subject specialists, editors, media specialists and educational technologists to student counsellors, administrators, records keepers, material producers and distributors. All these necessary skills need to be learnt and developed, and therefore continuous training of the staff is mandatory.

Seventh, continuous feedback and evaluation is necessary in any distance teaching project and must benefit the institution, the teachers and the learners. Obviously, numerous assumptions must be made in setting up a distance teaching unit and in the selection of media to be used, either separately or in combination; but these assumptions will need to be verified at one stage or another.

Eighth, a distance teaching unit needs to have a certain amount of in-built flexibility so as to be able to adapt to the changing needs and conditions of the country. It should, for instance, be possible to change the course content or the main clientele without overhauling the whole machinery and personnel operating the unit. This is where the 'trial' or the 'pilot' stage of any project becomes so important in that the mistakes made at an early phase are rectified before they are multiplied.

Ninth, while we know that a large amount of work is involved in planning and preparing correspondence teaching materials, in testing and revising them, in administering the programme, in correcting and commenting on the learner's work, in supervising the learners, and so on, there is a tendency to forget or overlook the extra work on the side of the teacher trainee. This requires a considerable amount of self-discipline on his part, and, as such, he should be rewarded for his efforts. Incentives of higher status and salary increments will, no doubt, play a part in maintaining his interest in the programme and in attaining high completion rates. But one would hope that the teacher will look beyond the material benefits of the in-service training and beyond the certificate issued at the end of the course, and that he will enjoy his studies and discover their applicability to the actual teaching situation. Above all, one would hope that the teacher will continue to improve himself for the rest of his professional career.

Conclusion

Obviously, it is not the intention of this paper to claim that distance teaching can solve all the educational problems in a country. But, given a chance, it can offer one more tool with which to bring about in-service teacher training and development which should be going on all the time. Indeed, we would like to view any system of teacher training, not as one which has a beginning and an end, but one which is spread out over the entire professional career of a teacher and which reaches out to those who provide supporting and advisory services. It should be viewed as a long term open ended system, with many entrances and exits - in other words, a system of 'continuing' teacher education. There is no doubt that the use of orthodox methods to meet these needs will be slow and expensive. We have suggested that perhaps distance teaching might be the most practical and most effective way of disseminating the idea of 'continuing' teacher education as rapidly and as widely as possible.

ALTERNATIVE APPROACHES TO TEACHER EDUCATION

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Part 1

The Case for Alternative Approaches to Teacher Education

CONVENTIONAL PATTERNS OF TEACHER EDUCATION

Although moves to modernize school education have been made in many countries over a period of years it is a curious fact that it is only in quite recent times that the education and training of teachers has been the subject of serious critical examination and experiment. Indeed, teacher education has long appeared to be the most rigid and conservative part of many national education systems and one, it must be said, which has received least priority in educational development planning, with a frequent lack of resources, both physical and human, institutions of teacher education have rarely been challenged - nor have they been able - to re-examine their objectives and programmes in any fundamental way.

The vast majority of those who have been trained as teachers have spent anything from two to five years in rather small, single purpose, institutions following a course which had changed but little over the years. Frequently it was found necessary to devote the first year, or longer, to making up the deficiencies in the students' previous general education; but such work - usually examination-oriented - rarely bore any relation to the student's preparation as a teacher. Academic and professional education were separate and unrelated elements in the total programme. Within the professional area, too, in spite of the often expressed need to bridge the gap between theory and practice, the two have tended to remain poles apart with solid "education" and "method" courses on the one hand and periods of teaching practice on the other. Thus the criticism of the remoteness of teachers' colleges and their courses from the hard realities of life and work in the schools was often justified; the more so, since most of the teachers' colleges were in towns while the majority of schools were in rural areas. Even the periods spent by students in schools, useful though they were, were usually too short to be more than a rather artificial exposure to the job of teaching. The potential value of such school experience was also lessened when guidance and supervision was the sole responsibility of visiting college tutors who themselves were not infrequently short on relevant classroom experience.

A frequently-heard complaint from teachers' colleges has been that there is too much to be done both academically and professionally in the time available. So there has commonly been pressure for the lengthening of courses, a step which many countries are reluctant to take for very good reasons. But such pressure is likely to continue as long as there is little provision for the in-service education of teachers on a regular basis. The objective of initial training should be preparation of competent beginning teachers, and this more limited purpose enables the college curriculum to be redesigned more economically in terms of basic skills and competences. Certainly whole areas of educational theory are more profitably discussed against a background of real experience.

In this context also, the methods of teaching and learning adopted by the colleges are highly relevant. By and large, the attitude has been that there is a body of knowledge, academic and professional, which it is the job of the college to ensure that students acquire. But since this is a large and ever growing body, recourse has had to be made to highly formal methods of instruction - lecturing, note-taking and reading. These leave little time or opportunity for active and independent learning by individuals and small groups. And so the same students who are being exhorted to adopt "activity methods" and "learning by doing" in the schools have themselves little or no experience of such approaches in their own education and training. Yet such approaches which place emphasis on learning how to learn through carefully selected units of study can go a long way to reducing the supposed need to cover lengthy syllabuses. Learning experiences rather than bodies of knowledge thus become the key features of teacher education curricula - which is simple realism in an age when no-one can know it all.

The majority of teacher education programmes have been, and often still are, offered in relatively small, single purpose, educational communities. This arrangement clearly has some advantages. All aspects of the course can be so planned as to focus on professional needs, on the student's future role as a teacher, a role to which, in theory at least, he has already given his commitment. The whole college can develop a unity and singleness of purpose expressed as a professional ethic; and because of its small size a relatively intimate community atmosphere can be created in which all - staff and students - can know each other as individual persons. But the disadvantages of such an institutional context for teacher education relate to the very coherence and separateness which have been claimed as its strengths. The fact that students are all working on the same courses to the same goal means that they are inevitably cut off from contact with and understanding of the many others elsewhere whose education and training is also aimed at the social and economic development of their communities. Thus an unacceptable narrow concept of the role of the teacher in the modern world is promoted and the challenge and variety so important for critical awareness cannot be adequately provided. Staff and students may not only be remote from the realities of the school situation but also from those of the everyday world of work.

Colleges of the kind that have been described were established for the most part at a time when the tasks of the schools were assumed to be both simple and clear-cut, concerned with the acquiring of the basic skills of literacy and numeracy; when syllabuses were clearly laid down and methods were standardized. So colleges have responded accordingly and, being small, have been able to offer only a limited range of courses reflecting existing school curricula rather than seeing themselves as agents of change and development.

The monotechnic institution can be seen to have another weakness when there is a change in the flow of demand, as has been the case in Britain and other developed countries in recent years. A very considerable expansion of teachers' colleges in the 1960s has been followed in a little more than ten years by a major reversal of this process as a result of a declining birth-rate. From an economic point of view, therefore, there is advantage in teacher education being an element, though an important one, in a diversified institution where it is easier to redeploy staff and resources to meet changing demands.

CHANGING NEEDS IN TEACHER EDUCATION

It is a truism to say that in a rapidly changing world education must be ready to change both its content and its methods if it is to fulfil its rightful function. It is, however, not so easy to define at all precisely just what

kinds of change may be called for in the circumstances of any particular country.

In the case of teacher education it may be helpful to consider this matter from the point of view of what would seem likely to be the general trends of change in the role of the teacher, since it is to prepare future teachers that systems of teacher education exist. Where any of these trends can be clearly identified as appropriate and desirable in particular country situations, it will then be the job of teacher educators to reorientate their programmes to match these priorities. For the purpose of this study some trends of change in the role of the teacher are suggested, the first three concerned with the teacher's relationships and four with the performance of his professional role in the classroom. It is not of course implied that these are other than closely inter-related.

The Teacher and the Community

Not only in the developing countries, though more especially there, the school has often been an alien institution, existing in isolation from the everyday life and concerns of the community it should serve. In such a situation the "good teacher" is seen as one who is simply efficient in the conduct of his professional duties within the classroom. It is certainly on this basis that his competence is assessed by those in authority. He may indeed feel threatened by unwelcome intrusions into his world by parents or other members of the community. But such an exclusive, inward-looking, institution is hardly one that the new nations can accept as adequate to their purposes of nation building and the struggles of their peoples for a better way of life. If, however, this is to change; if the school is to interact constructively with the community to their mutual benefit, the teacher will have to see his role as a much wider one. This must mean that initial and later in-service training must prepare him to meet this challenge. Instruction will certainly not be enough for what is frankly recognized as one of the most difficult of the teacher's tasks. Teacher educators have also to be challenged to devise imaginative ways, appropriate to local conditions, in which students can be helped to acquire the necessary understanding and skills. Work of this kind has already been undertaken in a number of countries and one example, from the Bununbu project in Sierra Leone is described more fully in Part 2.

Teachers Together

Traditionally the teacher has worked in isolation from his professional colleagues, both those in his own school as well as others elsewhere. It could very well be that once he has been "trained" and assumed to be competent to teach a class of children he will hardly ever afterwards have the opportunity of observing the work of his fellows or sharing with them in an educational task. The isolation of the classroom can be almost total - even where, as very often in many countries, two or more teachers may share the same space! Nor will the very occasional in-service course greatly affect the matter. But clearly it must be the case that in a situation of this nature any professional growth will be unlikely and, especially when combined with geographical isolation of the school, morale and commitment will suffer.

Fortunately, however, this picture is beginning to change in many countries, although there is still a long way to go before we can describe teaching as a co-operative enterprise. Whether at primary or secondary school level, teachers like pupils have their individual differences, interests and capaci-

ties. These can be harnessed in a number of ways, but perhaps two in particular - joint curriculum planning and a sharing of the teaching task. These may well come together in the planning and execution of a programme of work or project covering anything from a week to a term or longer in length. When such work cuts across the traditional subject boundaries, so much the better, though in larger secondary schools, it may take the form mainly of planning and a form of team teaching by members of a subject department.

What are the implications of this trend for teacher education? Clearly, it would seem that at both pre-service and in-service stages students and teachers should have experiences of working together. At the pre-service stage this can take the form of small group studies and projects in, for example, curriculum studies and shared work by two or three students during the early stages of their school experience. Perhaps even more fruitful can be opportunities for serving teachers on in-service courses and workshops to share experience and to work together on the production of curricula and learning materials geared to their needs. Whatever the precise nature of such co-operative work, pre-service or in-service, it must have the effect of widening teachers' horizons and making them more ready and confident in breaking away from the traditional isolation of the teacher in his classroom.

Teachers and Children

In spite of the increasing role of the various teaching and learning aids, from individualized learning packages to television, it remains true that the personal teacher-learner encounter is still the most potent single factor affecting the educational process. But two changes in particular are significantly affecting the traditional teacher-pupil relationship. The first is our greatly increased awareness of the nature of the learning process and the pupil's active role in it, so that the notion of the teacher as the transmitter of a given body of knowledge and the pupil as a passive receiver is now totally inadequate. Secondly, to the pupil's more active role in the business of learning has been added a growing change in the nature of the relationships between young people and adults. Admittedly this change, marked by much freer and less formal attitudes on the part of the young who no longer necessarily accept adult authority simply because it is adult, is more noticeable in "western" and urban communities than elsewhere; but continuing social and economic change seems certain to ensure the further development of this trend. In any case, where school systems are moving as they increasingly are towards the encouragement of more active "child-centred" approaches to learning, inevitably the teacher is called on to accept a diminution of his traditional authority and, instead, to develop a less formal but active working relationship with his pupils. This can be very difficult for many older teachers, set in their attitudes and approaches to teaching, so that it may well be the new generation of teachers who will best be able to adopt this changing role.

This will clearly be most easily done if in their education and training they have themselves both been active participants in the learning process and at the same time have experienced an informal but stimulating and businesslike relationship with their own teachers. If teacher education colleges are to provide such experiences for their students, it follows that more attention than hitherto will have to be given to well thought out means of preparing their own staffs, since for them also this will often mean a re-orientation of role.

The Teacher and the Learning Process

Reference has already been made to the outdated concept of learning having as its purpose the acquiring, very largely through memorization, of a finite body of knowledge. A significant change in the role of the teacher begins when the speed with which new knowledge accumulates forces us to recognize that real knowledge is infinite and cannot simply be "possessed". Further, that the skills required for its comprehension and successful application to current needs are subject to continuous modification. Attempts in school systems to meet this challenge by producing new packages of knowledge have often proved disappointing simply because teachers have lacked both understanding of their purpose and the skills necessary for their successful use. In his changing role, the teacher can make no claim to a monopoly of knowledge and has to accept the need for continuous learning, including the discarding of obsolete ideas. There is still indeed the need to convey appropriate knowledge clearly and effectively, but this is not necessarily best or most economically done by teacher-dominated methods. The increasing use of materials for individual student learning, to which reference is made later in Case Studies, is a significant development. But the greater use of individual and group approaches to learning requires the teacher to be an organizer of selected learning experiences. This implies skill in identifying appropriate knowledge, and ensuring its availability in usable form when required. He is not so much a source or transmitter of knowledge as an organizer of learning opportunities, a guide to sources and a helper in the techniques of enquiry.

This shift of emphasis from formal teaching to planning and organizing will be a very difficult one for many teachers to make. It is right to acknowledge also that it will be virtually impossible when learning materials in adequate quantities hardly exist, and particularly where this is combined with the large classes which are a common feature in many developing countries. At the same time, it is a fact that it is in the more deprived sector of education in those countries - that is the primary schools rather than the better provided secondary schools - that this change in the role of the teacher has been most evident. Formal examination pressures are, of course, a major constraint on change, although their removal or modification will not necessarily, in the absence of other measures, ensure a move in the desired direction.

We return then to the key function of teacher education, acting in concert with the schools and with educational administrators and advisers, in making such a change in the role of the teacher possible. The need is clear. Teacher education staff must themselves adopt the changing role already described for the teacher.

The physical conditions would usually be no obstacle to this. But above all the students - and this includes teachers on in-service programmes - must have first-hand experience both in college and in school of a variety of approaches to learning and more particularly of those which assist in knowing how knowledge can be sought, validated and used as the basis for further learning.

The Teacher and the Curriculum

In most countries of the world the teacher has had little if any say in the planning of school curricula. His task has been seen to be no more than of the purveyor of curriculum content, including any supporting materials, which has already been decided on elsewhere, often by those far removed from the teaching situation. He is unlikely to be aware of the criteria by which decisions were made about the curriculum (for example the introduction of a

new environmental studies syllabus), or often to be familiar with its content or recommended teaching methods. In such a situation his commitment to it is likely to be weak and it will not be surprising if the actual curriculum - that is what actually goes on in the classroom - is rather different from what the curriculum planners intended. This may still be the case in varying degrees even where supporting learning and teaching materials have been made available and in-service courses run; and this is because the teacher has been allowed no part in the curriculum process although it is on him, more than anyone else, that its successful outcome in better learning will depend. The gap between aspiration and achievement is thus likely to remain wide.

But this is, perhaps, to paint too black a picture of what is already in many countries a changing situation. Curricula are increasingly being devised in more flexible forms, providing teachers with opportunities to make their own contributions in the light of local needs and circumstances. In-service courses which instructed teachers what to do and how and when are giving way to workshops in which they are participating in curriculum building along with colleagues. This is sound educational sense both in terms of the teacher's professional development and effective curriculum implementation.

The trend then, towards more teacher responsibility and participation in the process of curriculum development has already been set and seems certain to continue and be further extended. It follows therefore that teachers' colleges have a role to play in preparing their students for such activities. Ways of doing this will vary but may include: study of the curriculum process, critical examination of existing curricula and, perhaps most important, production by students, individually or in groups, of sample teaching and learning materials which they will themselves use and evaluate during their periods of practice in schools.

The Teacher and the Individual Pupil

Educationists have for long been talking about individual differences and it has become the subject of a standard question in teachers' examinations; but relatively little has been done in any systematic way to apply the concept in practice. Now, however, there is a steady move towards individualized programmes in schools particularly by the use of work cards and assignment sheets which allow pupils both choice of activity and the opportunity to move ahead at their own speed. This trend does not mean less work for the teacher; if anything rather more. He will often need or wish to devise his own materials or to adopt others and he will certainly be busy in checking progress and giving help to individual pupils when needed.

Teachers' colleges are also therefore finding an important place in their curricula for the use of individualized learning materials, often of a self-instructional nature. An example is provided in one of the later Case Studies. The preparation of such materials is the responsibility of individuals and groups in the staff and can be a very effective means of identifying key content and an economic way of catering for its learning.

The Teacher and Educational Technology

There was a time when there was a great surge of interest in audio-visual aids to education. In practice the results have generally been disappointing, even where money and materials have been available. Some enthusiasts have shown more interest in the "hardware" than in the uses to which it might best be put. Most teachers have found the practical difficulties of using machines to outweigh their advantages. They have also found that visual materials - produced

elsewhere - have often not been such as to fit their curriculum needs. In any case when used, as they usually were, simply as extensions to chalk and talk they were likely to entrench even more firmly the passivity of the student. The significant change that has occurred more recently is the result of the realization that there is more value in producing audio-visual aids than in simply using them; so that with the overhead projector, the cassette recorder and the slide projector (the last two not very expensive) both teachers and students can be engaged in making their own visual materials.

The opening up of these possibilities in the field of teacher education provides further opportunities for student participation in the production of learning materials of a much more exciting kind than previously. At their best, what is produced is not just semi-detached 'aids' but audio-visual material integrated learning units, often of a self-instructional nature.

Another powerful user of educational technology, and one which is gaining wide acceptance in teacher education is micro-teaching. The "hardware" here is the television camera, video recorder and monitor screen enabling "mini lessons" aimed at practising specific skills to be played back for the purpose of analysis leading to further practice. In fact micro-teaching can take place without the benefit of VTR, using other means of recording, although the audio-visual playback is certainly the most complete and effective. The part played by micro-teaching in a teacher education programme will be described in a later Case Study and its advantages and limitations discussed.

NEW OBJECTIVES FOR TEACHER EDUCATION

Having considered some of the main characteristics of conventional approaches to teacher education and a number of important trends of change in the role of the teacher, and consequent demands made on teacher educators to re-orientate their programmes, it may now be appropriate to attempt a re-definition of the overall objectives.

A Continuing Process

The most fundamental change in thinking about teacher education in recent decades has been that which now accepts that it must be a continuing, career-long, process of which initial training is only the first phase. This, of course, is paralleled by the wider concept of lifelong education for all to meet the demands of a changing world. For the teacher the new complexity of his role, the ever-changing educational scene and the inability of initial training to provide all the skills and knowledge which he will need throughout more than 30 years of his career provide a sufficient justification for this major objective. Teacher education, it is therefore argued, must be planned as one comprehensive and well-articulated process, within which initial training will have a rather different role from that which it formerly exercised. It must be thought of as a bridge into a professional life which will be reinforced by regular and probably compulsory periods of in-service education and training. It is significant, in this context, that many teachers' colleges are now playing an increasing and regular part in in-service training, and an example of this trend will be described in a later Case Study.

Adaptability

In this changing situation the need is no longer for teachers who have been

"trained" to teach a static curriculum by pre-determined "methods": what has been well termed the "tram line" approach which leaves little or nothing to the teachers' initiative or imagination and encourages fixed habits and attitudes. For teachers, as for others, adaptability is now of more importance as an objective than the acquiring of a set body of knowledge. This has obvious implications for teacher education (rather than "training") which must provide scope for students' initiative and choice as well as focusing on the development of skills by means of which new situations can be tackled with confidence. The rising standard of entry into teachers' colleges provides the opportunity of re-orienting programmes of work in this direction.

Teaching Skills

Recent criticism of teacher education has been directed against the vagueness of aims - where these are stated at all - and the assumption as to outcomes. Instead, it is argued that we should first make a careful and realistic assessment of precisely what teachers have to be able to do in order to carry out their professional task and then to set these performance objectives as clear goals for teacher education. This is what has been termed "competency-based teacher education", which sets out systematically to develop such skills as planning learning experiences, preparing worksheets, questioning and management, pupil participation creating and using aids, evaluating, pupil control, etc. The idea of the student mastering basic concepts and skills and out of them developing an individual teaching style is a radical departure from the "model the master teacher" approach which stands for imitation rather than analysis.

Integration

As already suggested, conventional teacher training has often consisted of a number of relatively unrelated elements: academic studies; the study of "education" or its component disciplines - psychology, sociology, philosophy; methods of teaching; periods of teaching practice. Increasingly now the move is towards a unifying of the teacher education curriculum with the teaching studies and skills as the nucleus of which the other studies contribute. It needs to be said, however, that such a development demands a highly professional teacher education staff who are prepared to work as a team regularly monitoring, evaluating and as necessary modifying the curriculum in the context of clearly defined objectives.

Economy

Almost all developing countries share the basic problem of a shortage of qualified teachers and thus the need to train considerable numbers as quickly and economically as possible. There are no easy solutions. However the moves indicated in "Teaching Skills" above together with a re-definition of the function of initial teacher training in the context of a career-long process suggest the practicability of a slimming down of the time - and thus the costs - of college-based courses. Indeed the trend in both initial and in-service training is towards making it more firmly school-focused and school-based. Examples from the Case Studies indicate also how the training programmes themselves can help to alleviate the teacher shortage.

Community Concerns

The responsibility of teacher education in the preparation of teachers to participate actively and constructively in matters of community concern has been referred to earlier in discussing the changing role of the teacher. It need only be added at this point that this aspect of the teacher's preparation, if it is to be effective, should be seen as a major objective rather than, as sometimes, a marginal activity. Undoubtedly the more teacher education is school-based the more realistic such an objective becomes as an integral part of the total exercise.

NIGERIA: A SANDWICH APPROACH TO INITIAL TRAINING

This course was first mounted by the Institute of Education of Ahmadu Bello University, Zaria in July 1972. It has continued each year since then.

The Context

The rapid growth of population and with it of school enrolments in the northern states of Nigeria especially in the last ten years led to an acute shortage of qualified teachers. At secondary school level in 1972 there were 795 graduates without teaching qualifications working in the schools. Against this, the one year, full-time postgraduate diploma course at the University was able to recruit only 24 students in the 1971/72 session - and a third of these were from the southern states. At the same time it was recognized that a full-time course presented problems both to older unqualified teachers with family responsibilities and to the schools who would have to do without their services for a whole year. Thus was developed the concept of an alternative approach by which the teachers could be retained in their schools during term time and undergo their professional training during the long school summer holidays. It was also felt that such a new pattern would not only prove attractive to the teachers concerned, but would also provide an opportunity to devise a more relevant professional preparation. After lengthy and careful preparation and discussion with all those involved in the University and the State Ministries of education - the new course was launched in the 1972 summer vacation.

The Programme

The pattern indicated in 1972 and still retained is for a course in three parts:

- Phase 1: the teachers follow a ten week course of preparation at the University;
- Phase 2: comprises a full year's teaching in schools during which the teachers are supervised but retain their full conditions of service;
- Phase 3: a second ten weeks' course at the University leading to certification 15 months after first enrolment.

To obtain the Diploma the teachers must pass in three areas: theory, practical teaching and a research study based on an investigation carried out during their year in schools and completed during phase 3.

For the first course there were 228 applications for the 45 places available. Within two years the number of applicants reached 400 and the number of places available 75. By 1976 120 students were being enrolled, including a considerable number (44%) of 'self-sponsored' i.e. those from southern states teaching in northern schools but not eligible for official assistance.

Most had two to six years of teaching experience. In earlier years a small number of qualified, but untrained staff of the Kaduna Polytechnic were amongst those admitted to the course.

Well qualified and experienced staff are essential to any teacher education programme. The Ahmadu Bello project has been fortunate in being able to draw in local staff from its own Institute of Education and the three Advanced Teachers' Colleges in the region - thus ensuring the vital factor of continuity. It has also been able, through the Inter-University Council in Britain, to obtain the services of experienced British personnel, although this element is now phased out. The supervision needed in Phase 2 of the programme was first provided by local sources, including head teachers, inspectors and others. However this has not proved very satisfactory in practice and field supervision is now the sole responsibility of Institute staff. An important factor in effective staffing has been the University's policy of offering financial inducement to its own and other staff involved in the postgraduate diploma and other summer courses.

The Curriculum

The curriculum of the new sandwich-type, diploma course had to have coherence and be seen as academically and professionally valid. At the same time it had to be so shaped as to take the maximum advantage of the three-phase programme in which more time was to be spent in schools than in the Institute. Further it had to be recognized as being relevant to the real needs and experience of the students and their schools.

The curriculum for the two residential phases (i.e. 1 and 3) after evaluation and modification in 1974 consists of four main blocks of study: methods of teaching; an integrated foundations of education course run in parallel with courses on psychology and educational administration; research methods and a number of options; measurement; sociology; philosophy; guidance; statistics; speech training and teacher education, (one option to be chosen). As the course developed, lectures gave way increasingly to a seminar and workshop approach with subject methodology being done almost wholly on a workshop basis with maximum student participation.

The research project has been the most innovative feature of the course. It is planned during Phase 1 against the background of the research methodology course, carried out during the year in school and finally presented during Phase 3.

Students need guidance on the selection of practicable topics for investigation and also assistance from their supervisors during its execution.

Such active research is seen as valuable not only for the student himself but also providing data of practical use to others in educational planning and development.

The year of practical teaching avoids the artificial nature of conventional teaching practice since the teacher is doing a full-time job in his own school. The preparation for the year in school is done in Phase 1, the student keeps a full record of his work in school and this is seen and assessed by his supervisor and head teacher.

Final assessment is a combination of continuous assessment and examination which together account for 60% of the total. The research paper and practical teaching count for 20% each.

Administration and Costs

As already indicated, a programme of the kind initiated and further developed over the years has involved a very considerable administrative load. It has been essential to establish and maintain communication and co-operation with all those concerned, in the University, State Ministries of Education, schools and individual students. Without such efficient administration the course could have had its effectiveness seriously weakened. The full-time post of course co-ordinator within the Institute was thus an important element in the overall strategy. It is a mistake to assume that a vacation course can be tackled in any way less seriously than a conventional full-time one.

It has been difficult to assess the costs of this sandwich-type programme compared with a conventional one, though the view is that on balance the former is somewhat cheaper. Some aspects are difficult to quantify, but it is clearly a gain, for example, for the University to use the same resources over a longer period to serve more students. The Ministries can train more teachers without having to replace them. Students have to attend at the University for only two terms instead of the usual three and the response of private, self-sponsored students demonstrates the value they place on the course. Whereas staffing costs were less than on a conventional course, the cost of the considerable amount of supervision of teaching practice and research projects was probably somewhat higher.

Evaluation

Those responsible for the course accepted from the first the need for an on-going process of evaluation so that necessary modifications could be made. Evaluation was carried out in a number of ways: through informal contact with employers and schools, reports from external examiners, staff and staff/student meetings and questionnaires to all students. As a result, initial overloading of timetables and students' assignments have been rectified, fuller prior information on the nature of the course made available to students, the integrated 'Foundations of Education' curriculum re-designed and changes made in the arrangements for supervision of practical teaching.

To Sum Up

Experience of the Ahmadu Bello course since 1972 indicates that it has a number of clear advantages.

- It maximizes the use of resources, physical and human.
- It makes possible training without removing staff from their jobs.
- It provides a more favourable situation for the linking of theory and practice.
- It provides a more professional context for training.

The acceptability of the sandwich approach has been demonstrated further by its adoption elsewhere in Nigeria, at Lagos, Ife and Nsukka, and by its extension at Ahmadu Bello into a number of other sandwich courses: for the National Certificate in Education, the teaching of Hausa and of Arabic and the new Bachelors and Masters programme.

SIERRA LEONE: THE BUNUMBU EXPERIMENT

The Context

In 1973 a national review of education was undertaken under the auspices of the University of Sierra Leone and the final report was published in 1976 under the title "Education Review: All our Future". The report highlighted the unsatisfactory situation in primary education, pointing out that only about 40% of children of primary school age were enrolled in school and that there was a high drop-out rate. Further, the curriculum was largely academic and formal in style, taking little account of the child's social and cultural background. The traditional and formal systems of education, it was thought, were in an unhealthy state of alienation and conflict. Little also was being done for the older age group who had not attended school or who had dropped out.

The need for alternative approaches was thus recognized so that the educational base might be widened and at the same time the orientation might be shifted from an academic to a broadly based curriculum emphasizing pre-vocational and cultural subjects. This should go along with a determined effort to 'bring schooling and traditional life into a co-operative, mutually beneficial relationship'. Such developments would require both an expansion and particularly a reform of teacher education. Thus came into being the Bunumbu project and associated Community Education Centres (CECs).

The Community Education Centre Concept

A major development priority of the Sierra Leone Government is to raise the standards of living of people in the rural areas. This implies programmes of rural development which will in turn require the introduction and diffusion of new skills, including literacy, among the rural population. It is felt that this can best be achieved by a multi-disciplinary approach through which teachers, agricultural extension workers, community development workers, co-operative organizers, local craftsmen and women, traditional leaders and voluntary bodies work in co-operation to common goals. In this context the Community Education Centre is seen as the hub from which will radiate all community development activities. They will make use of resources in the local community enabling skilled local people to contribute to teaching and learning, and they will stimulate traditional societies to engage in the development process.

The CECs will serve three groups: adolescents who have had no schooling; adults who have had no schooling; and primary school "leavers" many of whom will have had only a few years in school. Although the CEC concept is as yet not fully crystallized it is likely that it will take two forms:

- (i) a single community school to serve both school children and adolescents/adults;

- (ii) A separate entity (where there is no primary school) serving the needs only of the older group.

In the context of the Bunumba project, it is the single community school - cum - community education centre which is the focus of effort. However, the long-term aim is for a national network of CECs in both rural and urban areas operating under the overall supervision of an inter-Ministerial National Advisory Committee.

The Role and Training of Teachers for the Community School

The immediate objective is to utilize 20 pilot primary schools within a 20 mile radius of Bunumbu Teachers' College as Community Education Centres in addition to their normal role of providing education for children. These schools will make use of the new school curriculum being developed at the College and will also serve the community through courses in adult education, woodwork and handicrafts, home economics, nutrition, health education and agriculture. The teacher, trained at Bunumbu, is seen not only as a teacher of children but also as the leader of the team of workers operating in and from the Centre. This leadership role, although demanding much from the teacher, is seen as essential since he is likely to remain as the only permanent agent for rural development in village communities. Other extension workers will necessarily have a wider area of responsibility.

In this context the College offers training programmes at a number of levels:

- (i) Pilot school staff.
Headteachers and teachers of the 20 pilot schools have attended a series of in-service courses aimed at orienting them to the community education centre concept and improving their teaching skills with youths and adults.
- (ii) Local craftsmen.
Short courses have been run to help local weavers, carpenters and carvers both to improve their skills and acquire some expertise in teaching others.
- (iii) Teacher trainees.
Training takes place at two levels (each of three years); the Teachers' Certificate and Higher Teachers' Certificate, the second with a somewhat higher academic level of entry and both including a number of serving teachers. The essential elements in the curriculum for both courses, apart from the usual academic and professional studies, are a course in rural community development studies including adult teaching and extended periods of school teaching and participation in community development programmes. Students in the HTC course are expected to assume a significant leadership role and they produce at the end of the course a directed research report based on their experience in the field. The practice periods are spent "on site" living with the people in the pilot school villages. Additional incremental credit is given to head-teachers and teachers in the pilot schools. Some financial inducement is also provided for local craftsmen and others who work at the Centres.

Successful community development must include a strong element of self-help. It is reported that each of the pilot school communities has provided building materials and labour for the renovation and construction of their school.

TANZANIA: A SCHOOL-BASED TEACHER TRAINING PROGRAMME

The Context

Tanzania is a large but economically poor country of some 15 million people. In spite of massive efforts in post-independence years, by 1974 only about 50% of the children of primary school age were enrolled in schools. In the same year the "Musoma Directive" laid down the target of Universal Primary Education to be achieved in the shortest possible time. The primary teaching force then numbered some 29,000 (of whom about 11,000 were unqualified), but an additional 26,000 teachers would, it was estimated, be needed if 100% enrolment was to be achieved. To carry out this very large additional training programme solely by conventional means, i.e. by the expansion of teacher training colleges, was financially impossible. The number of colleges was, in fact, increased from 22 in 1974 to 33 in 1977, but this by itself would be quite inadequate. Consequently a combined policy of reducing the length of conventional college-based courses and developing a quite new alternative programme of teacher training was decided on.

The Colleges

There are two main levels of teacher training for primary school work; the Grade A course with a school certificate entry and the Grade C course with entry following on six years of primary schooling. The Grade A course has been reduced in length from two years to one year followed by one year of supervised internship. The Grade C course has been reduced from three years to two years followed also by one year's supervised internship. Thus there will be financial savings and teachers will enter service in schools more quickly. Such a change has made it necessary to revise the college curricula so as to prune them to essentials. At the same time, however, the task of supervising the internship year effectively is a major one, demanding maximum effort from the available manpower.

The School-based Programme

This has been, and is, a radical and imaginative approach to an emergency situation. In 1976, 15,000 students were enrolled in the first stage of the three year programme, learning "on-the-job". All had to have completed primary school not less than two years previously and done a variety of jobs since then. The minimum age accepted was 18 years. A basic educational test for selection purposes was devised by the Ministry of Education, but recruitment itself was carried out by local committees who were familiar with the applicants and who gave considerable weight to an assessment of suitability based on character. The students then moved into their local school to begin their training. The teacher-trainees (the concept is not far removed from the old one of the "pupil-teacher") teach about 15 periods per week, that is about half-time, and at the same time carry out a study programme based on correspondence materials devised by the Ministry's Institute of Education. These cover both subject content and teaching methods and concentrate on language (Swahili) and mathematics. A radio unit in the Ministry of Education provides regular broadcasts aimed at the trainees. They teach in either Standard 3 or 4 on the premise that more experienced teachers are needed for younger children and more academically able teachers for the upper primary classes (5, 6 and 7).

Clearly the effectiveness of a programme of this nature depends very much on the quantity and quality of the help and supervision the trainees receive on

the job. To some extent this can be provided by headteachers, but this in itself would not be adequate. Thus the resources of the widespread Adult Education network in Tanzania have been utilized. Some 2,000 local-level adult education co-ordinators, most of them ex-school teachers, were given a crash two month course in Swahili, mathematics and the principles and practice of teaching to prepare them to work as tutors to the trainees in their schools. Each tutor is responsible for about 15 trainees and has the task of giving his charges practical help and guidance in the classroom. He should also hold regular meetings with them as a group. Inspectors and teacher training college staff also assist when possible by visits to the schools.

Since they work in their local school, trainees live at home and are paid a small salary, considerably below that of a qualified teacher. The localizing of the training process will, it is hoped, ensure that when qualified these teachers will remain to teach in their own areas and not be attracted to move away in search of jobs in urban centres. During their first year trainees spend two weeks in residence at a college and it is planned that in their third year of training they will, in their study programme, concentrate on upgrading their subject knowledge, choosing two subject options for this purpose. At the end of the three year period they will spend one month in a training college as a finishing off process and a final assessment will then be made. Successful candidates will then rate as full Grade C teachers.

Evaluation

Since the first entry of 15,000 trainees in 1976 have not yet completed their three year programme, it is too soon to attempt any evaluation of the whole project, although it is known that there was a 10% drop-out from the first group. Since then a further 15,000 were enrolled in 1977 and 8,000 in 1978. What is clear is that a programme on this large scale has demanded a high level of administrative effort under considerable pressure - one in which the Institute of Adult Education as well as the Ministry of Education has been closely involved. This, together with the effectiveness of field supervision, is likely very largely to determine the final outcome.

It has been estimated - though at this stage it must be only a very tentative estimate - that the training costs per student will total about 3,000 shillings compared with 25,000 shillings per head in a conventional college-based programme. If this estimate proves to be anywhere near accurate then, in terms of economy, the project will have been shown to be well worthwhile. Any qualitative assessment must await the entry of the new group of teachers into full participation in the teaching situation.

SWAZILAND: AN IN-SERVICE PRIMARY TEACHER TRAINING PROJECT

The Context

Like many developing countries Swaziland found itself, in the early 1970's, in a situation requiring urgent action in the field of teacher training. The normal output from its teacher training colleges was insufficient to keep pace with the rapid growth of primary school enrolments. As a result there were not only many under-qualified teachers in service but also more unqualified teachers were continuing to be employed. The conventional process of teacher training was both too slow and too expensive as a solution to the problem and teacher trainers were hard to come by. Thus developed the idea of an in-service approach using a mixture of face to face and distance teaching

methods. A similar scheme had already operated over a period of three years in Botswana and, benefiting from this experience, a project was drawn up for Swaziland.

Objectives

The original intention was to upgrade over 600 "sub-qualified teachers". But it was soon found that, with continued expansion of the primary school system about 200 unqualified teachers were being added to the teaching force each year, so that many of these too were later drawn into the project. The final stated objectives were:

- to improve the teaching strength of the country by training some 600 primary teachers (later extended to 1,200);
- to inculcate modern methods, not only for use by the trainees, but also as a medium for change in others;
- to organize the training in such a way as to cause the minimum disruption to the staffing of the schools.

Whilst curriculum change was not envisaged as a function of the project, constructive change did in fact result from the involvement of the in-service staff with teachers and their schools.

Resources

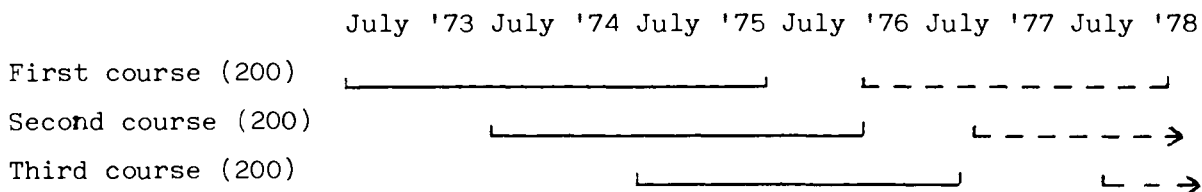
The project has been a joint effort by several agencies cooperating with the Swaziland Government. Finance and staff have been provided by UNDP, UNESCO, UNICEF and the British Government in addition to the Swaziland Ministry of Education. The staff has been made up of a Project Manager, Head of the Correspondence Unit, ten tutors and supporting staff. In addition a number of teachers provide part-time assistance in the marking of correspondence assignments.

The project was located on the campus of the Government William Pitcher Teacher Training College where additional living and teacher accommodation has been built for the purpose. (More recently the new National Curriculum Development Centre has also been established there). Such an arrangement has provided ample opportunity for mutual sharing of staff and resources.

Programme

The programme of work for any one group of students extends over approximately two years, each year being introduced by a six week residential period and followed by the students carrying out their normal duties in their own schools and at the same time being engaged in 60 correspondence assignments each year. Thus, over the whole two-year period there is a total of 12 weeks of course work on campus and 120 assignments which have regularly to be completed, returned to College, marked, graded and finally returned again to the students who retain them. Course tutors keep in touch with their trainees by Newsletters and also - and most importantly - by regular advisory visits to them in their schools. The latter not only ensures continuing on-the-spot help where it is most needed but also provides essential feed-back to the content of the course. A programme of regular radio broadcasts had to be discontinued because of practical difficulties of reception.

A maximum of 100 students can be accommodated on the campus at any one time i.e. two groups of 50 students. Diagrammatically the organisation for the first "wave" of 600 students can be illustrated thus:



Both continuing need and satisfaction with progress made by the project led to the decision to extend it into a second Phase. Thus in July 1976 the first course in a second "wave" of students entered for their first residential session. (indicated by the dotted line).

Curriculum

The curriculum is in two parts: five "core subjects" - English, Mathematics, Science, Social Studies and Education; and a number of subsidiary subjects including si Swati, Music, and Home Economics. About 80% of the time in the in-college courses is spent on the core subjects, which are also followed up in the correspondence assignments.

The work in English is based on the Swaziland "English Through Activity" approach for the lower classes of the primary school. The mathematics course is based on the discovery approach in a workshop environment and with the development of simple apparatus. Both Science and Social Studies have a strong environmental orientation with practical work closely related to the primary school situation. The work in Education has a clear practical emphasis, being concerned mainly with such things as the preparation of teaching materials and aids. Micro-teaching with video recording is also used as part of the education course, as is a local school for demonstration and practice.

The correspondence assignments are written by the course tutors; 24 in all for each of the five core subjects and are closely connected with the content and methods and in the in-college courses. Each assignment has with it a worksheet which the student has to complete and return. The correspondence units themselves provide the teachers with valuable resource material for their work in school - often the only material they have.

Follow-up and Evaluation

As noted earlier the follow-up element in the project has received considerable attention, notably the planned, regular advisory visits by course tutors to their "students" in their own schools. This is felt to be "the most successful way to ensure that real progress is made". The tutors have also produced a variety of curriculum materials in parallel with the correspondence units and this has been made use of by the primary curriculum unit, also housed in the college campus. In these ways the project has had its influence on other teachers in the primary schools who have been able to see in their own schools teaching and learning (and materials) of a kind beyond their previous experience.

At the end of the course, students are awarded a certificate based on continuing assessment of in-college work, correspondence assignments and practical teaching in school. There are no formal examinations. Of the original 600 students in the first wave the casualty rate was only about 3%.

There has been informal, on-going, evaluation of the project through the regular school visits, assessment of the students' correspondence work and their in-college activities all of which have made it possible to make suitable modifications to the programme as it has developed.

The Officer in Charge of the project has argued that the in-service, on-the-job, approach offers a number of advantages over the conventional full-time college course.

1. The on-the-job training is cheaper, roughly one-third that of the conventional course: in the case of the Swaziland project it has been about US\$ 750.
2. The in-service model uses a workshop approach with alternate periods in-college and on-the-job: this is a much more effective method than the conventional lecture-based course.
3. The trainee is at once brought into contact with the environment in which he will work, as a reality, not as a place where he practices and does not really belong.
4. The college plant is used the year round and is not closed for long holiday periods.
5. The regular visits to schools by tutors develop and maintain a college-school relationship which is so often minimal in conventional situations.
6. The in-service process with its feet firmly planted both in the school and the "workshop" makes the student teacher an active participant in the learning process.

SUDAN: THE IN-SERVICE EDUCATIONAL TRAINING INSTITUTE (ISETI)

Context

As in many other developing countries in recent years, the Sudan has experienced a spectacular growth of its educational system, especially at primary school level. As elsewhere too, this expansion has outstripped the capacity of the teachers' colleges to produce the needed newly trained teachers. Consequently the Ministry of Education has had to recruit increasing numbers of higher secondary school leavers into employment as untrained teachers (13,500 in 1976). These teachers were given only a brief introductory course before embarking on their teaching tasks, so that with the growth in their numbers, it became urgent that some properly organized training programme be undertaken to enable them to do their job more effectively. Further, it was necessary to remove the teachers from their schools for the purpose of training. The solution of the problem was the adaptation of the multi-media approach devised and successfully implemented by the UNWRA/UNESCO Institute of Education (Beirut) in the training of Palestinian Refugee Teachers (see "Better Teachers". UNESCO. 1970). In 1972, therefore, the Ministry of Education established the In-Service Educational Training Institute in Khartoum with the technical assistance of the UNWRA/UNESCO Institute and the financial support of UNICEF.

Objectives

The immediate objective is to provide 5,000 untrained primary school teachers

with a two-year course combining general education and professional training.

The longer term objective is to improve the quality of education in both primary and general secondary schools by the training and up-grading of primary school supervisors and headteachers and general secondary school teachers.

Organization

The Institute (ISETI) is an integral part of the education system, functioning within the framework of the Ministry of Education. There are seven sections within the headquarters of the Institute with 41 administrative and professional staff. In addition there are 27 sub-centres scattered all over the Sudan with a total of 73 field workers. The average Supervisor/trainee ratio is 1:35. Part-time assistance is also made use of in assignment writing, marking and the conduct of seminars.

Students

Commencing in 1972 with 250 trainees in Khartoum ISETI has expanded to include 27 centres with 2,600 trainees in 1976/77. Second year trainees, numbering 1,320 graduated in June 1977. To be accepted for the course, the teachers must have completed a higher secondary school course and have worked for at least one year as primary school teachers. In the case of the general secondary school course the trainees must have passed the Sudan School Certificate (roughly 'O' level) and taught for at least one year. About 300 secondary school trainees are expected to complete their course in 1978.

The Training Programme

Both primary and secondary level courses are two years in length and both make use of a variety of instructional means. These include summer vacation courses of about two weeks' duration, weekly study groups organized by the field supervisors, guided self-study correspondence assignments carried out whilst the teacher is continuing his normal duties, and the use of field libraries and audio-visual media.

The curriculum for the primary trainees include some general education courses of an academic nature plus a basic professional preparation for work in the primary school. The curriculum takes into account the student's greater maturity, his higher secondary school attainment and the teaching duties he has to carry out during his two year training period. Secondary trainees specialize in two subject areas as well as following a general academic and professional course. During the second year of the course all trainees are expected to carry out an action research or school improvement project and to submit a report at the end of the year.

Administration and Costs

The size and complexity of the ISETI organization is clearly very considerable and one therefore requiring a massive administrative effort. It is to be noted that between headquarters and the local centres there is altogether a staff of well over 100. (This requirement for a major and efficient administrative organization is one which would appear to be common to teacher education programmes of this nature and size).

It is not possible at this point in time to provide any precise estimate of the costs of the project beyond the fact that for 1978, the estimated input by UNICEF will be of the order of US\$ 250,000 in cash and US\$ 64,000 in the form of supplies. Local salary costs are additional - and considerable. Even so, it seems almost certain that the total cost per student will be much less than that incurred by conventional teacher training courses

Evaluation

Although some informal on-going evaluation has been taking place during the six years since the ISETI project was launched there was no comprehensive attempt to evaluate the total programme. However, this was undertaken, under UNICEF auspices, in mid-1978 and the report of this evaluation is now awaited. This will be particularly important because of the Project's plans to widen its activities (as already indicated) and to review its curricula and instructional materials.

SOUTH PACIFIC: A UNIVERSITY EXTENSION PROGRAMME

Context

The University of the South Pacific serves a vast region of scattered island territories with resulting severe problems of communication. In order to fulfill its responsibility in the field of teacher training the University's School of Education decided in 1971 to introduce an external version of the non-graduate Diploma in Education. The Diploma is an initial teacher training programme designed to produce teachers for Forms One to Four of the secondary schools. Applicants for the Diploma course will normally have had at least three years of teaching experience and will have reached the School Certificate level of education. Thus the external Diploma was designed to cater for experienced, though untrained, teachers to improve both their academic and professional standards without removing them from their posts in school for long periods.

The Programme

Up to 1975 the Extension Services unit of the University was an integral part of the School of Education and was responsible for organizing the external element of the three year Diploma course. Most of the Diploma students were, in fact, resident on the University campus in Fiji, but in order to help those from distant islands, the first two years of the course was "packaged" in the form of correspondence units. However, since it was not considered possible for the Diploma course to be completed entirely "at a distance", at least the third year had to be spent in full-time residence on the University campus. This year was devoted very largely to professional work.

In 1975 the structure was changed. The Extension Services organization was detached from the School of Education and began to cater for a rather wider group of students. Many of the subjects included in the Diploma were of general educational value and so these were made available to non-teachers interested in qualifying themselves for University entrance or for professional training overseas. Consequently the range of subject offerings has gradually been increased so that now there are approximately 1,000 enrolments in 31 courses. Also, instead of registering for programmes students now take individual course units, many of which may still be credited to the Diploma in Education. The Diploma course is itself currently under review, partly as a

result of rising entry standards and because of a decision to revise the syllabus. However, the basic three year structure will remain with one half to two thirds being available through Extension. Currently the course has two components:

1. An education component with four courses:

- Education and Society
- Child Development
- Classroom Learning
- Curriculum Studies

All Education students take these four courses.

2. A speciality component consisting of courses in:

- The Arts
- Sciences
- Commercial Studies
- Industrial Arts
- Home Economics

Only the courses in the Arts and Sciences are presently available through extension studies. All courses at the Foundation level are creditable to the Diploma in Education.

Basic course materials are provided i.e. course guides, reading units and text books (purchased by students). In addition a range of audio-visual materials has been prepared for some courses i.e. tape cassettes, slides, films, etc.

Some islands e.g. Tonga, Gilbert Islands, Solomon Islands and Cook Islands have local University Centres where students can gather together for study and where, in some cases, local tutors are available. Each course has a tutor whether local or at the University in Fiji. Assignments when completed are returned to the tutor for marking and an examination is normally set at the end of the semester. Half the total marks come from the written examination and half from course work.

An interesting use of modern technology by the Extension Services unit is communication by satellite. With two-way transmitters/receivers at the University and in each distant University Centre, audio tutorials can be conducted with several groups of widely separated students at the same time.

LESOTHO: THE NEW NATIONAL TEACHERS' TRAINING COLLEGE

Context

Lesotho is a small, largely mountainous, country of some 1¼ million people set geographically within the Republic of South Africa. Its resources are few and, with the exception of tourism, almost entirely agricultural. In United Nations terms it is one of the 25 "poorest" countries.

Consequently Lesotho's educational development has been constrained by severe shortages of finance and skilled manpower. Nevertheless there is a fairly

wide provision of primary education with about 230,000 children enrolled, although many are "over-age", and there is still a considerable drop-out rate especially in the early years.

In its plan to raise the quality of education in the country the government has given first priority to teacher education. In 1975, with international assistance, it opened a new, purpose-built, National Teacher Training College which replaced the previous seven small Mission colleges. The opportunity was thus provided to develop a new teacher education institution which would be both innovative and responsive to the real needs of the country and its schools.

Course Structure

It was decided that the total course should be one of three years, which is by no means unusual, but that during the year all students would spend the whole year as 'interns', carrying out a normal, full-time, teaching role in schools scattered throughout the country - including more remote mountain areas.

Three courses were established, to run side by side. The largest group follow the Primary Teachers' Certificate (PTC) course, preparing for work throughout the primary school. Entry to this course is at Junior Certificate level (Grade 9). A smaller group, at post-School Certificate level, follow an Advanced Primary Teachers' Certificate course (APTC) and the Secondary Teachers' Certificate course is also open to School Certificate holders. The first graduates of the college completed their courses in December 1977 and at the beginning of the 1978 session there were a total of 833 students enrolled: 521 PTC; 100 AOTC and 212 STC. The staff at this time was made up of 35 nationals, 27 international staff, and 28 intern supervisors (who were members of the Peace Corps). In addition, a total of 471 serving teachers had enrolled on two-year part-time in-service courses.

Curriculum

The college curriculum is organized into five main study areas: Language Studies; Development and Cultural Studies; Practical Studies; Maths-Science Studies and Professional Studies.

However, what is of more interest than the details of these studies is the means by which they are pursued. The three major modes of learning are:

- large group presentations of about 30 minutes each;
- small group sessions of about one hour each (or more);
- individual learning through the use of self-instructional materials.

The first two occupy about 27 hours of the 35 hours of timetabled work per week and the remaining eight hours for individual study.

Individualized learning is thus a major innovative feature of the college programme. To meet this objective college staff have, over the first three years produced over 100 self-instructional units in all curriculum areas. These are intended to complement the face-to-face large and small group sessions - the latter usually having a much less formal nature than the former. The three modes together are intended to produce between them a comprehensive and coherent learning package. A typical self-instructional unit might consist of:

- a pre-test;
- answers to the pre-test;
- a set of job-cards;

- resource material for job-cards (including printed and audio/visual materials);
- a post-test and answers to the post-test.

It has become clear that considerable skill is required in the writing and production of these units, that they can often best be done as a group rather than a purely individual task and that they lend themselves often to integrated studies as well as to single subject studies. A further point that arises is that the task of producing good self-instructional materials is in itself a valuable educational exercise and one in which final year students can well participate in relation to their school work.

Another new development has been in micro-teaching - a technique in which the student teaches in a real but scaled-down situation, practices a specific teaching skill and has the opportunity of obtaining feedback via video tape recording. The college's experience is that students do learn from micro-teaching in conjunction with real school experience in their first year and that this is evident during their second year's internship in schools. The programme is further continued into the third year during which students help in supervising first year students. Another advantage of micro-teaching is the way in which it involves all staff as supervisors, not only those from the professional studies area. There is, of course, the matter of costs since the equipment is expensive and requires expert maintenance. However, micro-teaching is not solely dependent on video recording since other means of feedback are also valid. These can include the tape recorder and written records by the supervisor and/or other students using a standard form.

The college has also moved right away from conventional methods of student assessment - usually by formal examinations of a traditional kind. Instead, the performance of students at the end of each term is assessed by adding together two scores:

1. That obtained from an examination consisting of items drawn from the Test Item Bank of the college (which is open to all students);
2. That obtained by continuous assessment of the students' work throughout the term.

The Item Bank has been built up by the staff in relation to the teaching programme and consists largely, but not entirely, of multiple-choice questions. Expertise in the writing of test items has been developed by the staff with the assistances of specialist workshops conducted by a visiting consultant. (There has been a similar workshop for the writing of self-instructional materials). Further development in both of these fields is envisaged.

Perhaps the most radical departure from traditional teacher training has been the establishment of the one-year of internship for students during the second year of the course. Approximately 250 students in any one year are teaching in primary and secondary schools around the country. They are grouped around more than 30 centres where their supervisors are based. The Peace Corps supervisors are to be replaced by local staff who are to be trained in the Faculty of Education in the University of Lesotho. The internship programme has established a vital link between the college and the schools, ensuring that the college programme is relevant to the real classroom situation and making possible the dissemination of the college's techniques, methods and materials. At the same time, it provides a very suitable framework for in-service, curriculum development and school support activities. In this way also effective professional contact can be developed with the Ministry's field inspectorate. During their year in the schools, students not only carry out a full time teaching programme but also meet regularly with their supervisor both individually in school and in groups at weekends.

From the inception of the college it has been the intention that it should be responsible for developing a major in-service teacher training activity. From the third year this has become a reality. Lesotho has some 1,500 untrained teachers in the primary schools and 200 in the junior secondary schools and first priority has been given to their upgrading. Teachers enrol for a two year course, beginning with two weeks in college, repeated on a further two occasions during school holiday periods, and including four sessions of correspondence assignments with monthly meetings with supervisors in the field as well as a monthly newsletter. This programme is now being conducted in co-operation with the Lesotho Distance Teaching Centre which is providing instruction and correspondence materials for the academic content of the course whilst the college provides the professional input. In connection with the in-service programme a project now exists, with funds from international sources, for the establishment of up to 35 simply constructed 'mini' teachers centres located at the college's internship centres. These centres, usually consisting only of one room at or near a school, will serve a number of purposes: as in-service training centres, as centres for the intern students, for the dissemination of new curriculum materials and as bases for the informal work in adult education carried out by the Lesotho Distance Teaching Centre. They will be very simply equipped but will have a supply of reference books and materials, a cassette recorder, radio, etc. These centres will be of a traditional structure, built by local labour and at a low cost - around \$500 each (excluding equipment).

One major problem that has not yet been resolved is that of adequate staffing for the in-service programme. Thus far, a very heavy burden has fallen on college staff who already have a very full teaching commitment. But the training of local field supervisors will help towards a solution of this difficult matter.

Faced with the demand, the need, for more and better education, developing countries have a major task in building up a teaching profession adequate to their needs. At one and the same time they need many more well educated and trained teachers; they need to get them as quickly as possible; to prepare them as inexpensively as possible; to provide further education and training for the many untrained teachers employed in the schools and to upgrade many under-qualified teachers to meet present-day needs.

When one considers that these objectives have to be tackled in the context of economic stringency, skilled manpower shortages, curriculum and other change and rapid population growth ("another school is born every day"), the vast size and complexity of the task can begin to be appreciated.

The strategy adopted by any country will depend on its particular circumstances and its assessment of priorities. However, the preceding pages, including the Case Studies, will have pointed to a number of useful lines of attack on the problem. It is rarely that the experience, however successful, of one country will be adopted wholesale in another (although for exceptional reasons this was very nearly the case with the Swaziland In-Service Project following on the Botswana experiment). But lessons can be learnt - not least from failures, or more often partial failures. In review, what seem now to be some of the most hopeful and practicable lines of attack?

College-Based Programmes

In most countries the education and training of teachers is still centred almost wholly around institutions which exist for this sole purpose - and this seems likely to remain the case. There are, however, moves away from mono-technic colleges to those which offer a diversified range of courses, including those for teachers. This is the case in the recently developed colleges of higher education in England. Here typically (insofar as it is appropriate to use that word about English education) students may enter, follow a common core curriculum for a year, or perhaps rather more and only then make the choice of whether to take the teaching option or to move into one of a number of other courses - the humanities, community studies, social work, etc.

In general, however the teachers' college remains the rule. But here a distinction can be made between countries where change has taken the form of expansion and some modification of the system, such as revision of the curriculum, and those where a more radical departure from conventional teacher education has been embarked on. The Case Study of the National Teacher Training College in Lesotho is a good illustration of the latter approach in its attempt to develop new and more effective means of teacher preparation. What must be said, however, is that this is no cheap alternative - the cost per student per year is in the region of US\$ 1,000 (compared to about \$300 per year for an in-service student). Equally important the new techniques are heavily demanding on the staff who must be prepared to accept a lengthy process of continuing training for themselves. In this case, however, as in many others, it appears that there is evidence of over-loading of the curriculum in the understandable anxiety to ensure that nothing important is left out. With this tends to go an undue separation of learning into subject compartments. As suggested earlier, this kind of situation may be countered by moves towards focusing on the teaching skills as the cores around which the curriculum can be built and at the same time encouraging the study of inter-

disciplinary themes (often in a team teaching situation) rather than following set subject syllabuses. Where a programme of continuing teacher education is being developed this process of re-designing and streamlining the content of initial training is one which can very fruitfully be entered on.

The Sandwich Approach

Essentially this approach - exemplified by the Northern Nigerian experience - is one in which the focus of training has moved away from the training institution as such (college or university) to the school where the student will spend much the greater part of his time during the training process. The Tanzanian experiment is perhaps the most radical of the alternative approaches considered with its reliance on local community involvement and local-level supervision. Its results will be studied with much interest.

The advantages of this form of teacher training - particularly for serving but unqualified teachers - are fairly clear. Costs, though not easily quantified, are certainly considerably less than for more conventional programmes. On-the-job training avoids the disruption caused by taking teachers out of the classroom for lengthy periods - and makes it unnecessary to incur the expense of temporary replacements. Well conceived, such programmes can have a high level of relevance to the individual teacher's needs in his particular school situation - thus motivation can be strong (which is not always the case in more conventional courses). It also provides more opportunity for the active involvement in the training process of a variety of education staff - tutors, field supervisors, inspectors and headteachers. Thus the traditional gulf between teachers' colleges and schools can be very effectively bridged when both are seen to have a major responsibility for the preparation and continuing education and training of teachers.

But there are problems - and questions. The tendency to regard programmes on the in-service model as being less serious matters than 'regular' courses; to under-rate the demands they make in terms of administrative effort, financial, material and staffing commitments, has to be very firmly avoided. Perhaps staffing in particular is likely to be inadequately catered for. Certainly programmes of this nature cannot be carried out by relying solely on college staff with full-time in-college teaching commitments. A nucleus of full-time in-service organizers and trainers - perhaps attached to the college - is likely to be needed if the programme is to be effective. The correspondence element in a training programme is one which makes very heavy demands on both full and part-time staff. There may well be difficulties experienced in the transmission of correspondence materials, and their return. The assignments themselves need to be very carefully devised and, wherever possible, be related to the student's on-going work in his school. Small-scale research projects of the kind carried out in the Northern Nigerian project can be a very worthwhile part of the in-school work. Regular and effective support for the student on the job is essential, not only by correspondence but also through personal contact with his supervisor - and the opportunity to meet with other students, perhaps monthly, on short tutorial courses. The quality and regularity of the field supervision is likely to be a critical factor in the success or otherwise of a programme and such staff will themselves benefit from both initial and in-service training.

One major question that is usually asked about such non-conventional teacher training programmes is "will they result in a lowering of 'standards'?" To which the answer must be that they could but they need not - depending on the quality of the input into them. But how do we measure such 'standards'? By an end of course examination similar (or the same) as that taken by students

who have completed a full-time college course? Would this in any case be appropriate? Or by a process of continuous assessment of the student, academically and professionally, throughout the course? But is not the real test of the effectiveness of any training programme to be measured by the teacher's performance in his job a year and more later? If this is so then a well organized sandwich-type course is no less likely to be considered effective than one of a more conventional kind.

Another question must refer to pre-service as distinct from initial training. Most courses of the sandwich type have been developed as pragmatic answers to the problem of training a substantial backlog of untrained teachers in the educational system. In this sense they may be regarded simply as a matter of convenience. But the question may well be whether such a pragmatic solution could not be the basis also for re-considering the whole structure of pre-service teacher training. It is in this context that the Tanzanian experiment is of such interest to the many countries facing the task of training large numbers of teachers quickly and without incurring the vast capital and recurrent costs inherent in a big expansion of the formal teacher training system. The demands made by the move towards universal primary education in a number of countries may well lead to a consideration of such alternative approaches.

HOW CAN IN-SERVICE TEACHER EDUCATION BE MADE EFFECTIVE?

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Clear Objectives as a Feature of Effective In-Service Teacher Education

In-service teacher education is intended to change the behaviour of practising school teachers in desirable ways. The first logical requirement in attempting an answer to the question "How can it be made effective?" is therefore to reach a definition of the changes looked for among teachers. This is essentially the same question as "What makes a good teacher?" and to that question there is, of course, no simple answer.

Research into teacher-effectiveness is voluminous. It has been going on for a long time, and is notoriously inconclusive and contradictory in its findings. But schooling, teaching, teacher training and in-service education of teachers will not wait until research produces definite answers to these difficult questions. Our communities demand action and we must do the best we can. I propose to make some suggestions in this paper about what seems to me worth considering in setting up systems of in-service teacher education. I hope this will provide some basis for discussion and perhaps help the workshop to formulate proposals for development.

Effective in-service teacher education is that which helps teachers to be more effective in their schools and classrooms. It will give them what is in the curriculum. If that curriculum leads to examinations the good, effective teacher will be able to get his pupils to pass them. If it leads to "better citizens" or "patriotic humanists" or "critical democrats" or "socially-sensitive community developers who work well on village farms" - the good teacher will be able to help his pupils to achieve such ends. Effective in-service teacher education will help teachers to do these things. It will, therefore, be concerned with understanding broad curriculum objectives as well as with techniques for achieving them.

Recent years have seen a forbidding quantity and variety of new approaches to school curricula. Many of the publications are expressed in difficult language which sometimes descends to impenetrable jargon. Simple terms are often used with a bewildering variety of meanings. "Basic Education" is a good example of this. In-service teacher education programmes are obviously called for to transmit to teachers those parts of these publications which are thought to be worth understanding. If a school system has objectives in curriculum reform expressed in language which teachers cannot understand, then either they must be helped to understand it or the statements must be translated into simpler terms. This is one way in which the "authorities" may gain from the training provided for the teachers. These matters are all isolated pedagogical issues.

Those who provide in-service teacher education must try to take account of this complex context. The approaches they come up with will almost certainly not be universally applicable or even "regionally". Perhaps not even nationally. National objectives for education can be expected to have some coherence - especially in a country trying to build a sense of nationhood -

but even in one nation, account must be taken of social, ethnic and neighbourhood groupings within the nation. New approaches to schooling are very likely to seek to change the existing structure of opportunities. A laudable and increasingly popular concern of planners is the increase of "equity". Schemes to achieve this will certainly disturb people - even the people they are designed to help. It is clear that such plans should be explained as fully as possible. Teachers will have the task of implementing such plans and in-service teacher education programmes are an important avenue for expounding them.

Motivation as a Feature of Effective In-Service Teacher Education

Teachers are people. They are just as much individuals as the pupils on whom they have for long been exhorted to centre their attention. People will not change their behaviour simply because they are told to do so. In-service teacher education must try to take account of what seems to motivate the teachers to change.

One very important motivator we are all aware of is the teacher's own career aspirations. In-service teacher education need not always lead to promotion but pursuit of certificates, diplomas and degrees is not necessarily inimical to improvement of the quality of education - as is sometimes quite unrealistically suggested. If improved salaries and status do in fact go with the acquisition of such qualifications, it is at least unrealistic (if not silly and hypocritical) to expect teachers to be above such considerations.

In deciding the kind of in-service teacher education that teachers will accept, experience in England in recent years points clearly to the importance of consultation. Teachers respond better to in-service teacher education which takes account of their own expressed wishes, of their own assessment of their own daily problems in the classroom and of their evaluations of the courses of training that are provided for them. It is, of course, questionable whether very young, poorly educated and untrained teachers in service are able to decide what training they need. But it is part of the important process of building confidence, independence and self-respect to consult people even at the lower end of the scale of professional qualifications. It has been wisely noted that such teachers - unqualified though they are - often give service as good as, or better than that given by those who hold the best formal qualifications. Their views must be respected in arranging in-service programmes. These considerations suggest that effective in-service teacher education will be individualized, local, relevant and above all practical.

From their in-service training, teachers should get materials, ideas, methods and techniques which will help them to do their job in the classroom better. And this must take account of their own perceptions of the job they have to do. There may well be some tension between what teachers themselves want and what their employers or the government think they need. Such a case calls for a lot of discussion and negotiation and these may themselves be crucial elements in an effective in-service teacher education programme. If teachers are not adequately informed and properly persuaded concerning the nature of the training provided for them it seems obvious they will not benefit from it as they should.

How this process of negotiation is conducted will be largely determined by the attitudes held towards each other by the various parties involved. If the officers of an employing authority which provides in-service teacher education look upon teachers generally as ignorant, idle and irresponsible,

they may well see their function in terms of directing, watching, inspecting, rewarding and punishing the teachers in their charge. On the other hand, if the teachers are generally thought to be willing, responsible, conscientious and independent, then the authorities providing the training are likely to see their own functions more in terms of assisting, supporting, encouraging and - most importantly - of collaborating and participating.

The Content and Modes of Effective In-service Teacher Education

In-service teacher education should be practical. This does not mean that there is no room at all for the study of theoretical aspects of education. It is worthwhile for practitioners of any trade or vocation to consider as deeply as possible the philosophical, psychological, sociological and other aspects of their work. For example, without some attempt to grapple with the meaning of political or ideological statements of educational purposes it is unlikely that teachers will understand their implications for their practice of teaching. But experience and research suggest that such theoretical study tends to be more highly valued by professionals after they had had some practical experience and perhaps when they are older rather than younger.

An effective system of in-service teacher education will exploit many different modes: various institutions, various types of staff, various kinds of programme - workshops, seminars, conferences and even on occasion lectures. But the most important agents will often be the teachers themselves. They can both plan and conduct their own training activities. Hierarchy is a fact, however, and the appropriate stimulus and encouragement for teacher-directed activity in this field will almost certainly have to come from the top. In a centralized system - the commonest kind - the people at the centre (which is also the "top"!) have the power and responsibility to provide this kind of stimulus. The most important locations for in-service training are teachers' own schools. Not only the ones the trainees themselves are working in but also those of their colleagues.

Since there is no single "correct" solution to the problems that in-service teacher education should seek to solve, the more varied the approaches that teachers can observe, study and discuss the better. Teachers are isolated in their daily work - even when they share the same classroom at the same time! It is a common experience for teachers in all countries to find themselves alone with 40-odd pupils for the whole of their career, apart from inspections, troops of visitors and the stream of petty interruptions to their teaching that plague most of them. Teachers do not often see other teachers at work with opportunity to discuss techniques and strategies in order to try and discover why some succeed and others don't.

In-service teacher education should provide for such experiences. Like many other aspects of this work this one is a sensitive matter. Perhaps only the most confident extroverts can be relied upon to welcome such observation though it is commonplace for surgeons, actors and hairdressers. Most teachers feel vulnerable under observation and appropriate allowances must be made for their anxieties. Even experienced and qualified teachers are often reluctant to admit student teachers to their classrooms to see how they teach. Tutors in pre-service colleges are well aware of the need to handle the teaching-practice situation with tact and courtesy. Such care is even more necessary when persuading teachers to allow their colleagues to see them at work. And especially so when the purpose of the observation is to discover how that way of working might be improved. It can however be a fruitful experience and should figure in training schemes. It is the basis of the "workshop" approach which has rightly become popular in recent years. In a

workshop teachers, trainers, advisers, administrators and head teachers can come together to discuss, prepare and try out materials that they will actually use in their own classes as soon as possible.

I have mentioned the need for discussion. It seems to me that talk - exchange of words - many words - with a concomitant struggle to understand each others' meanings deserves an important place at all stages of the process of in-service education. All this talk takes time. While it must not be allowed to drag on until people are bored with "mere chat", it must not be so rushed that they are left feeling they have not had enough chance to put their own points of view or to question others. The conduct of such extended discussion demands skills. Skill in this will be especially necessary if, for example, the participants hold different ranks in the hierarchy or if local custom prohibits comment by young men in the presence of their elders or by women in the presence of men. The encouragement of frank and courteous expression of honest opinions an important element of effective in-service teacher education.

Co-operation as a Feature of Effective In-service Teacher Education

These considerations indicate the importance of involving many agencies other than just the teachers in the process of in-service education. By "involving" is meant bringing together teachers, head-teachers, supervisors, inspectors, administrators and trainers of all sorts in meetings at the planning stage, to design courses, to decide methods of evaluation and so forth. In particular, universities, colleges and ministries must be more closely involved together than is usually the case. Perhaps one should add also that the school pupils themselves - especially if they are adults - might reasonably claim to have a point of view worth considering how their teachers should be prepared for the task of teaching them.

The agencies that can provide training are many and varied. They have been fully listed and their functions described at previous conferences and workshops in this series and in publications of the Commonwealth Secretariat. I shall comment on one or two of them.

The universities are one important source despite the severe criticisms made of their supposed baleful influence on such a "practical" sphere of activity as teacher-training. They remain the chief agency for affording opportunities for deep study and reflection on the theory of education. Here above all is the place for the relatively leisured consideration of the biggest and broadest issues of this sort. At least some teachers should have the chance to attend universities to pursue in depth such issues as values, theories of learning, politics, culture and ideology which were mentioned earlier as defining the complex context of education.

I appreciate, of course, that such opportunities make heavy demands on teaching staff and especially so when there is an acute shortage of those with the highest academic qualifications. To urge this kind of training also smacks perhaps dangerously of elitism. The system established for the release of teachers is one of the most difficult aspects of providing in-service teacher education, and not least difficult is its "political" implications with the serious risk of being condemned as unfair - especially by those who are worthy candidates but who do not get the coveted opportunities the system offers. I can only hope that the "right" people are chosen for these courses of study but I am sure that some should be. And, of course, even at a university a course of study is not necessarily simply theoretical! The line between theory and practice is often difficult to draw.

Follow-up as a Feature of Effective In-Service Teacher Education

This brings us to the important matter of follow-up. In-service teacher education should go on for ever! In the past twenty years considerable money has been spent by at least one aid donor in transporting "experts" to other countries to conduct three or four-week seminars or summer schools for teachers. These have been worthwhile ventures so far as they went. But a serious weakness in many of them was the lack of a programme of supervision and further consultation afterwards. Ideas can very valuably be disseminated at short courses and these seminars have always afforded valuable opportunities for teachers to get together informally for discussion which they too rarely have the opportunity for at home. But courses need to be followed up in the participants' schools and classrooms. Teachers need to have the chance to meet again to talk over the implementation of the ideas gathered from the course or seminar.

Evaluation as a Feature of Effective In-service Teacher Education

How can we know if our in-service teacher education is worthwhile? Fundamentally of course this is a question of faith in the human values one seeks to pursue. But we are obliged to consider the cash-benefit relationship, too. Even in these terms it is a difficult and uncertain matter. Obviously these programmes must be designed and conducted with a careful eye on money. Resources are scarce and must be used as economically as possible. In a country where 40% of the primary school children have to sit on the floor because of lack of school furniture it is wrong - perhaps wicked - to spend carelessly on a programme of teacher-training. Only crude measures are available to assess the cost-benefit of, for instance a "sandwich" course of teacher-training as compared with a conventional, continuous two-year course. Such measures must be used, of course, with due regard to their limitations and we need administrators to guide us in the matter. (I write as a teacher.)

But other ways of "evaluating" are available to us to help us try and improve, continue or abandon our in-service teachers' courses. In the first place we must ask the teachers themselves what they think of them. The trainers must also give their opinions, and follow-up visits will also help to give some idea of how the schemes are going. Ultimately the test of this work is in the learning that children achieve as a result of the courses, seminars, etc. Here, too, judgements will usually be matters of faith rather than fact. What actually leads to a particular bit of learning is usually impossible to identify for sure. But attempts ought to be made to discover whether learning by children is occurring "better" after an in-service training experience than it seemed to be before. It would be too much to claim that a mere feeling of enthusiasm among the teachers was sufficient testimony to the value of a course, but it is surely an important feature. Related to this may be a feeling that all the participants were sharing in a worthwhile effort. This too may be a good sign.

Whatever form of evaluation is used it must be acceptable to those involved. Evaluation is another threatening experience. In some countries the mere question of access to in-service teacher education may provoke fears in this connection - training may not even be made available to 25% of the teachers in service because they are judged to be unlikely to benefit from it. If teachers are allowed to have in-service training, then it must be made clear to them what the consequences of evaluation will be. Is it for the purpose of up-grading - and therefore more salary? Or is it, as I have implied in much that I have written here, for the purpose of helping teachers to teach better?

These considerations might well be seen to be in conflict. Teachers might be prepared to be more honest and open in confessing their problems - those that might be improved by an in-service training course - if there was no risk to chances of promotion in doing so. Modes of evaluation carry the same potential dangers and they therefore need to be talked through as fully as possible before they are used.

In-service teacher education is perhaps as much a matter of building confidence as it is of inculcating new pedagogical skills.

Organization as a Feature of Effective In-service Teacher Education

Finally, I wish to emphasise a relatively mundane matter: in-service teacher education must be properly organized. Participants must be clearly informed of such details as where and when they are to attend, and meetings should occur at the times and places arranged. If a course is residential and at some distance from the teachers' homes it is important that proper arrangements for sleeping and feeding are made. There is obviously nothing wrong with teachers and others being expected to fend for themselves in such matters - so long as they know this is expected of them. Such basic matters of administration are very important to the success of training schemes. And they are not so simple and trivial as they might seem to people who have plenty of experience of organizing. Efficient administration is an important part of any teacher's skill and I think it is likely that a good example may be given by the way in-service teacher education is organized which may exert a good influence on the teachers who observe it.

Even the best organized occasions can have their failings, of course! Teachers need to be flexible in their response to such things. As I write I have heard of a well-prepared course involving a variety of expatriate and other expensive resources. They have all spent weeks conscientiously preparing a three-week course for secondary school teachers. The day they assembled for the course they learned that their students would be primary school teachers and that the course would end early because of parliamentary elections. We cannot always avoid such calamities: as I said at the beginning, we must do what we can. There is plenty that we can do and no shortage of ideas about how to do it.

COMMONWEALTH CO-OPERATION IN AFRICA

Rex E O Akpofure, Director Education Division, Commonwealth Secretariat

The Commonwealth Today

The Commonwealth is a free association of states, one of the world's strongest voluntary international organizations. In February 1979 it had 40 members ranging from several hundred million in population to a few thousand. They include some of the world's richest nations and many of the poorest.

The Commonwealth contains people of many faiths, races, languages and cultures linked through shared traditions and the belief that their interests are served by partnership. Among member countries English is the common language, and ideals about human rights, law, education and government are shared. These beliefs are enshrined in the Declaration of Commonwealth Principles (a copy of which may be obtained from the Commonwealth Secretariat).

All Commonwealth nations believe in and work for the success of the United Nations. The overwhelming majority of them belong to other regional or world-wide international associations, economic or political, Commonwealth membership is not an alternative, but a complement, to forms of international co-operation.

The summit of Commonwealth relationships is the meeting of Heads of Government, held every two years. Other Ministers - finance, law, health, education - also hold regular meetings, to help formulate policies and to advance the interests of their own nations and the world at large. The central body for co-operation between Commonwealth Governments is the Secretariat, established in 1965.

Governmental co-operation in the Commonwealth is crucial, but by no means everything. There is also a massive network of relationships between organizations and individuals in Commonwealth countries, more intimate and friendly than in any other international group of such diversity. The Commonwealth, world-wide, is a framework for friendship, frank speaking and mutual understanding.

Julius Nyerere summed up the essence of the Commonwealth and the value of the co-operation which it can generate when he said, "The Commonwealth is people meeting together, consulting, learning from each other, trying to persuade each other and sometimes co-operating with each other, regardless of economics or geography or ideology or religion or race. It is this which makes the Commonwealth valuable".

Commonwealth Co-operation

(a) The Commonwealth Secretariat

The Commonwealth, through its Secretariat, is active in a variety of fields. Apart from its regular budget, the Commonwealth Fund for Technical Co-operation (CFTC) is the

largest and best known. It is a voluntary pledging fund and is administered in three main divisions;

- (i) General Technical Assistance
- (ii) Education and Training
- (iii) Export Market Development

Co-operation in Africa also takes place through the Commonwealth Science Programme, the Youth Programme, the Commonwealth Scholarship and Fellowship Plan (CSFP) and the Southern Africa Programme for Zimbabwe and Namibia. Functional Divisions in the Commonwealth Secretariat such as Rural Development and Food Production, Health, Economics, Law and Education are also deeply involved in co-operative activities.

(b) The Commonwealth Fund for Technical Co-operation

The General Technical Assistance Division of CFTC has been active in Africa in a variety of specialist fields through the recruitment and support of experts and advisers requested by member governments in Africa. Through this programme, for example, correspondence course writers have been recruited for the Botswana Extension College and the Lesotho Distance Teaching Centre, and an evaluator of correspondence material has been employed for the past two years in Lesotho. In the same way the Mauritius Institute of Education requested, and was provided with, an expert to set up a micro-teaching unit and another expert to develop the printing facilities required by the Institute.

The Education and Training Programme of CFTC is responsible for funding many of the seminars, workshops and conferences that are organized by the Education Division of the Commonwealth Secretariat. It is also the channel for assisting countries who have personnel in key posts for which further training or experience is necessary. In this way teachers have been enabled to attend training courses which provided them with such basic skills as to enable them to take responsibility for schools broadcasting, establish audio visual aid centres or set up production centres for instructional materials. Study visits have been arranged for persons newly appointed to posts of responsibility to enable them to see successful programmes in other developing countries where conditions are similar to those in their own country.

The Commonwealth Scholarship and Fellowship Plan has benefited all Commonwealth teachers. Through it, graduates are nominated by their country for places at a wide range of Commonwealth universities to undertake postgraduate studies. At present, more than 1,000 places are provided each year, but Ministers for Education have called for more so as to increase the number to 1,500 awards throughout member countries.

(c) The work of the Education Division

The work of the Education Division of the Commonwealth Secretariat is determined largely by the recommendations made by Commonwealth Ministers of Education at their triennial meetings, the last of which was held in Accra, Ghana, in 1977. With its small staff of

seven professional officers working under a Director and Assistant Director, the Education Division is currently engaged in programmes covering the fields of teacher education, educational media, universal primary education, science and mathematics education, technical education, non-formal education, curriculum, examinations, higher education, educational administration and book development. In addition to this, the Education Division is engaged in a programme of teaching about the Commonwealth through its varied activities and through the materials it produces and distributes to Ministries of Education regularly, and especially for Commonwealth Day now held on the second Monday of March each year.

In recent years, the Education Division has undertaken a number of programmes related to teacher education, of which this present workshop is but one. Studies have been commissioned to investigate alternative approaches to the training of teachers and a Handbook on In-service Teacher Education, has been published.

At the invitation of the Federal Government of Nigeria, the Division provided assistance and advice on its preparations for Universal Primary Education which was launched in 1976.

In 1973, a Specialist Conference was held in Nairobi concerning the training of teachers in developing countries of the Commonwealth. This was followed by three other Pan-Commonwealth Conference in subjects related to teacher education. The first of these was held in New Zealand in 1975 on the development, production and distribution of materials for learning and teaching. This was followed in the same year by a conference in Australia on educational broadcasting for development.

The most recent specialist conference was held in January 1979 in India to examine the problems of non-formal education for all those who fail to get into the formal system of education or who, for various reasons, drop out from it. The main concern therefore was for women and girls in developing countries and for the educationally deprived who are sometimes described as the 'drop outs', 'push outs' and 'left outs'. The role of teachers in non-formal education is an important issue, not only in Africa but worldwide, and the conference emphasized among other things the training that is needed for teachers and other agents involved in non-formal education. The report of the conference will be published in August of this year.

Recently a survey was conducted to examine progress towards universal primary education throughout the Commonwealth and a regional seminar for Africa will be held in Lesotho in February 1980.

In Science education, workshops in Tanzania, the Bahamas and Papua New Guinea have been held on the production of low cost science teaching equipment.

In book development, workshops have been organized in India and Nigeria and a six-week training course was arranged in Guyana in 1977. It was following an advisory visit by a member of staff that the Nigerian Book Development Council was set up.

In educational administration, training courses of ten weeks duration have been arranged in Fiji for the Pacific region and in Nairobi for Africa.

Support for technical education throughout the Commonwealth has been provided by regional seminars, the setting up of the Commonwealth Industrial Training Experience Programme (CITEP) and the recent formation of a Commonwealth Association of Polytechnics in Africa.

The Future

The next Commonwealth Education Conference will be held in Sri Lanka in 1980 and Ministers for Education will be determining their educational priorities which form the basis of the work programme of the Education Division. It is likely that recommendations will be made to enter into the fields of non-formal education and special education. Similarly, the increasing cost of formal schooling is likely to be re-examined and possible alternatives investigated, together with studies as to how costs can be reduced. To this end, a series of regional meetings is already planned to examine ways and means by which low cost instructional materials can be developed.

The future of Commonwealth co-operation depends on this form of dialogue and consultation which has been a feature of our interaction so far. Increasingly, the Commonwealth is exploring avenues of greater collaboration with other international organizations such as the OAU, ECA, IBE, UNESCO, UNICEF, WCOTP and L'Agence de Co-operation Culturelle et Technique for the benefit of the people, not only of Africa, but also of its other regions and continents. Given the background of common institutions even where local adaptations and other changes have taken place, the informal nature of Commonwealth consultation and co-operation, with its unique flexibility in accommodating new ideas, has continued to hold out the hope to its members of growing co-operation, not merely in our own field of education but also in health, finance and economic affairs, agriculture and science policy and in administrative matters. In this way, though its resources are limited, its contribution to the international order is increasingly recognized in the counsels of the nations.

TEACHERS' ORGANIZATIONS' RESPONSE TO
IN-SERVICE TEACHER EDUCATION IN AFRICA

Raymond J Smyke, Assistant Secretary, World Confederation of Organizations of the Teaching Profession

Project Overseas

In 1962, the World Confederation of Organizations of the Teaching Profession was confronted with a situation that led to its being involved in in-service training in Africa. Since then, such training has gone beyond Africa to Commonwealth countries in Asia, the Pacific and the Caribbean.

Shortly after the first Addis Ababa Conference of Ministers of Education, it became apparent that while universal primary education by 1980 was an established policy, in actual fact increasing resources available for education were being channelled to secondary and higher education. In 1962, the then Vice-President of the Nigeria Union of Teachers, Canon (now Archdeacon) E O Alayande, visited North America and among the discussions held with WCOTP, he outlined the pressures being exerted on his Union by underqualified primary school teachers who, with the advent of better qualified personnel coming into teaching, were actually falling further and further behind in pedagogical skills because of the lack of in-service training. At that same time, primary in-service training was not a major policy in most English-speaking countries in Africa. The problem was subsequently taken to the then General Secretary of the Canadian Teachers' Federation and a response was devised, in co-operation with WCOTP, that took on the nature of an ongoing programme within the CTF called "Project Africa".

The CTF was prepared to send qualified practising teachers and teacher trainers with a minimum of ten years of experience to take part in short in-service training courses in African countries, provided the local arrangements were made through existing teachers' organizations.

Teachers' unions agreed on the venue and selected participants from unqualified or underqualified Union members to be assembled for a minimum period of three weeks for intensive upgrading. A key factor of the plan was that an equal number of African tutors should work with the expatriates and that, in all instances, the course director should be an experienced African tutor named by the Union. The content, in the first instance, stressed English, mathematics, science, methodology and preparation of locally made materials. A certificate of participation was awarded to those who completed the course. Costs were kept to an absolute minimum since the Canadian tutors gave of their time without charge during vacation periods, and their travel and accommodation costs were paid by the Canadian Teachers' Federation through its affiliates in the Provinces. The CTF was fortunate in that it was able to draw on the experience of a relatively large pool of teachers who had experience in Africa, either as colonial civil servants or on a contract basis and who themselves in many instances were "new Canadians". WCOTP undertook the orientation of the groups going to Africa as well as the co-ordination of all aspects of the

programme in Africa.

Project Africa touched a responsive cord. Requests for similar courses were received from a number of English-speaking Commonwealth countries. In the second year, Malawi was added to Nigeria and the course director was the present Minister for Education, the Hon. Insk Matenje, then an experienced primary school headmaster.

The programme steadily expanded. Where necessary it took on different aspects of training, including teacher organization, management and administration; but the basic concept of in-service training remained. From under-qualified primary school teachers, it subsequently embraced the secondary level and in some instances teacher training institutions. The Canadian Teachers' Federation consolidated its work and renamed it "Project Overseas". It became necessary for a department within the CTF to be established, called the "International Development Assistance Programme". In 1978, they sponsored summer programmes in 13 countries, namely: The Gambia, Ghana, Mali, Nigeria, Togo, India, Thailand, Belize, British Virgin Islands, Grenada, Jamaica, St Vincent and Fiji. French-speaking capability in the CTF permitted expansion into French-speaking Africa. As a typical example, during 1978, 76 participating Canadian teachers taught courses to their colleagues abroad in language, arts, maths, science, school administration, pedagogy, English as a second language, geography, business education, industrial arts and others.

It is interesting to note the administrative and cost factors involved. During the same year - a typical year - 1877 teachers in the tropics participated in the in-service programmes at a Project cost of C\$5,43 per teacher student per day. Assuming that each teacher participant had a class of 35 children, 65,696 children abroad benefited during the academic year alone from the upgrading their teachers received. An important factor to the CTF is that, as a result of the project, there are about 3,000 Canadian children being taught by teachers who have a fresh view of the world in which we live and consequently integrate this view into their classrooms. Implied in all this is the raising of teacher status at home and abroad and reinforcing the international linkage of the teaching profession.

Project Overseas also included a two-year programme with the Ghana National Association of Teachers for book development. As a result, 43 manuscripts were written and illustrated by GNAT members for use in Ghana classrooms. These manuscripts have been printed and are now being tested. Leadership training is another part of the work of the CTF as well as the provision of full-time consultants for a short period to strengthen the internal administration of teacher unions.

The total 1978 programme had a cash budget of C\$648,406 of which Canadian teacher organizations provided C\$183,194. The balance of the funds came from the Canadian International Development Agency. The CTF has a membership of 215,000 and the cost represented 90 cents per teacher.

While the Canadian experience is mentioned in some detail because of its relevance to the Commonwealth, it should be pointed out that since 1968, under the impetus of WCOTP, three Swiss teacher unions have formed a consortium to carry out similar programmes in a number of French-speaking countries with emphasis on Cameroon, Mali Senegal and Zaire. Sweden has also become active, particularly in early childhood education, home economics and vocational education.

National Education Association

Early in the 1960s, the National Education Association of the United States carried out significant in-service training in Africa under large scale grants from the United States Agency for International Development. This did not stress teacher union involvement but was more of a government to government programme.

An interesting fact in all of this in-service training is the insistence that the teacher unions undertake responsibility for the full scale upgrading of their members with their own programme and budget at the earliest possible time. This has already been accomplished in a number of countries. The representative from The Gambia can attest to the fact that The Gambia Teachers' Union in-service training is now required for entrance into the teaching service of that country.

Conclusion

This brief paper has tried to show a slightly different facet of in-service training. In overall cost and manpower it, of course, cannot be compared to the undertakings of governmental and inter-governmental agencies and indeed it is not intended to duplicate or in any other way preclude regular in-service training. Rather, it hopes to establish and implant the lesson that self-help in this field is possible. It has been amply demonstrated during the fifteen years the project has been operating. All indications are that it will continue. While it is a teacher to teacher response within the framework of WCOTP, in each instance it is carried on with the full knowledge and helpful co-operation of the ministries of education concerned.

OFFICIAL SPEECHES

SPEECH OF WELCOME BY THE HONOURABLE SENATOR CANON D.P.S. DLAMINI,
MINISTER OF EDUCATION, SWAZILAND

On behalf of the Government of Swaziland may I say to all our visitors from overseas "Siyanemukela lapha kaNgwane," which is to say "Welcome to the Kingdom of Swaziland." We hope that you will all have a very enjoyable and profitable stay here in our beautiful country. I hope that you will be allowed time from your deliberations to see something of the life and culture of our country. I understand that you will be paying a visit to our local game reserve and will also be entertained by traditional singing and dancing. As brothers and sisters in the Commonwealth of Nations, I hope you will feel at home here and take back pleasant memories of your brief stay in our country.

When the Commonwealth Secretariat invited us to host this workshop, we were honoured that our small Kingdom should be asked and were delighted to accept this responsibility. The Commonwealth Secretariat is active in many fields, of which education is one and we are very pleased to welcome the Director of the Education Division, Mr Rex Akpofure.

Perhaps at times the benefits of membership of the Commonwealth may seem intangible, but today we have the opportunity to see one of the many facets of the Commonwealth in action. Many of the Commonwealth African countries are represented. So too is the Asian region. Although we all have our own languages and culture, membership of the Commonwealth binds us together.

The theme of the workshop is In-Service Teacher Education. This is a vital part of the educational structure of any country, and one which we are all striving to improve. This workshop will give you an opportunity to discuss common problems, to share ideas, to hear of other countries' solutions and perhaps failures. I hope that the atmosphere of the workshop will encourage you all to speak freely and frankly about this particular area of education.

I would like to quote to you from a Mathematics Teachers' Magazine the recollections of an experienced teacher, looking back on her early days of teaching in England.

"I can remember myself as a new teacher quite clearly; the slight shock of going into a classroom with a number of pupils and the door being shut. At least that was one of the ways in which I viewed it. I do not think I saw the freedom as an opportunity to develop my own ideas or ways of working. I did not see the isolation as a challenge to find paths of communication to my fellow teachers. I did not see the walls as a barrier to be breached so that what one did in the classroom was meaningful in terms of the mainstream of life. For a variety of reasons, I did not enter the teaching profession with an overdose of self-confidence.

I remember I used to think that all the other teachers knew what they were doing and it was only me who had difficulties. Then one day, when attending a course I started to compare notes with another mathematics teacher in the coffee queue. I could hardly believe it. We both had so much in common, the same difficulties, anxieties and problems. It dawned on me - I wasn't the only idiot. Perhaps many of us really feel the same way. It is just that we seldom have the opportunity to meet and talk to one another on neutral ground with anxieties lowered."

Here in Swaziland we have a tradition for long distance running. You may have heard of the book entitled 'The Loneliness of the Long Distance Runner'! Many teachers must feel this loneliness especially in the vast, thinly populated countries that some of you represent. Swaziland is a small country and yet some of our teachers in the more remote areas hardly ever see a visitor. It is vital to a teacher's professional progress that he or she has the chance to meet and discuss problems and learn of new developments. Gone are the days when the time spent at university or college of education was considered to be sufficient to produce a proficient teacher.

I am sure we all agree that this formal period of a teacher's life is only the beginning of his or her development as a teacher. Today we see so much around us that is pre-packed, pre-cooked, convenient, instant but nobody has yet produced the "instant teacher" and, I suspect, never will. The proliferation of materials, apparatus and technological advances means that a teacher must always be choosing, modifying and developing that which he or she considers the best for the local situation.

In common with many developing countries, Swaziland has embarked on the development of new curricula at both Primary and Secondary levels. In the decade since independence the number of pupils receiving full-time education has expanded enormously. No longer are we educating an elite few. Our hopes are to have Universal Primary Education by 1985. This puts tremendous pressure and responsibility on our Curriculum Development and In-Service manpower. But it is an essential task and one which must be done thoroughly and well. Our educational system must meet the needs of the Kingdom in terms of manpower, the attitudes of future citizens and the preservation of our culture and language. These challenges, I am sure, are common to many of the countries represented here today. For this reason I welcome the opportunity that this workshop will offer.

I understand that you will visit one of our In-Service Projects at the William Pitcher Teacher Training College, and of course here at the Swaziland International Education Centre facilities exist for people to obtain academic qualifications through correspondence courses.

My life has been devoted to the work of the Church, but recently His Majesty, King Sobhuza II requested me to head the Ministry of Education. I see the work of the Church and the schools as complementary. Both are endeavouring to develop our people into complete persons in mind, body and spirit.

Mr Chairman, I wish this workshop every success during the next two weeks and have great pleasure in declaring the workshop officially open. Thank you.

ADDRESS OF RESPONSE BY THE COMMONWEALTH SECRETARIAT REPRESENTATIVE:

MR. REX E.O. AKPOFURE, DIRECTOR, EDUCATION DIVISION

It is my privilege to bring you this morning the warm greetings of our Commonwealth Secretary-General, H.E. Mr. Shridath Ramphal, on this happy occasion of the opening of the Commonwealth Regional Workshop for Africa on In-Service Teacher Education. I do so with a special satisfaction because the occasion fulfils for me, for the first time, the hope which I had nurtured for some two years since taking office, to visit this part of our Commonwealth.

My pleasant duty therefore this morning is first to greet you all, to tell you something about the modern Commonwealth of Nations and what it represents, to illustrate briefly its efforts through its Secretariat and this workshop just opened by our Guest of Honour and to thank all those through whose efforts it has been possible for us to meet here this morning.

The Commonwealth and Co-operation in Action

Hon. Minister, the greetings I bring you from the Secretariat in London symbolize the hand of fellowship and co-operation which marks our Modern Commonwealth, now an Association of 40 member countries as far apart as Asia and Africa, the Pacific and the Caribbean and Europe. And although it is a voluntary Association of Sovereign Nations, its bonds of common history and traditions and the principles re-stated in its Declaration of Singapore of 1971, have steadily guided its co-operation and consultation. Today's Commonwealth seeks, inter alia, to promote co-operation in a world order in which Commonwealth countries can participate meaningfully, with dignity and mutual respect, irrespective of differences in size, resources and development. It is based on the willing support and contribution of our member states, expressed through occasions such as this one. Indeed, Hon. Minister, only yesterday in the Commonwealth Caribbean, the Government of Barbados also inaugurated for us, with similar resources, a 9-week regional course in Educational Administration and Supervision. That inauguration and your own this morning of this workshop, are a reassuring testimony both of Commonwealth activity and especially of the support and contribution of our member Governments - evidence of the value they attach to the Commonwealth Association and we are justly encouraged by that evidence.

Sample Activities

Encouraged by such support, the Commonwealth through its Secretariat, is increasingly, active in a large variety of fields. In Education, in Economic Affairs, through Trade and Industrial Co-operation, in Health, Law and Finance, in Youth Affairs, in Science and Rural Development - in all these fields, to name only a few, Commonwealth Ministers and their officials are in constant consultation which encourages a two-way flow of co-operation. Through the mechanism of the Commonwealth Fund for Technical Co-operation (CFTC), the Commonwealth Fellowship and Scholarship Plan (CSFP), specialized regional programmes such as the Commonwealth Southern Africa Programme for Zimbabwe and Namibia, through many schemes for the exchange of persons and expertise, the Commonwealth is assisting member states to improve the quality of life of its peoples, in a world in which material inequalities are perhaps the greatest threat to stability today. These many activities seldom achieve the distinction of international headlines; yet they are recognized as valuable, based as they are on a free and voluntary contribution, by member states.

Education and this Workshop

It is against this global background that our educational co-operation must be seen. This workshop is the last in a series recommended by Commonwealth Ministers of Education since their Kingston Conference of 1974. The first was held in Barbados in 1977; the second in Sri Lanka last year. In the present one, we shall be examining ways and means of implementing policies and practices identified from previous workshops in this area of In-Service Teacher Education. Through our experience in your country, we hope to take away a better understanding, a better ability to co-operate, and a better appreciation of those cultural values which all teacher education must take into account, if education is to attempt to prepare students for life wherever it is provided.

The Political Will

In all these efforts, Hon. Minister, we recognise that it is the Political Will of each member Government to grapple with problems identified and to move with determination towards solutions, that gives these conferences and workshops any meaning. The major responsibility for action rests with our Governments and the determination to mobilize their national resources and draw on international opportunities marks the way forward. Without that will, all our recommendations and solutions are merely as "sounding brass and tinkling cymbals". This is why we are particularly glad that you are inaugurating our workshop this morning, because through your presence, we are encouraged to look forward to the will to action, undoubtedly with realism and counting costs carefully.

Acknowledgements

Finally, Mr. Chairman, Hon. Minister, Distinguished Ladies and Gentlemen, it remains for me to express our gratitude to our Host Government and people of this Kingdom of Swaziland for their welcome and hospitality. I do so through your goodself, Hon. Minister, and specially do thank you for the honour of your presence, in spite of your urgent Cabinet duties this morning, in order to open our workshop.

We wish to thank also your Permanent Secretary, Director of Education, the Principal, Project Leader and Staff of this Education Centre as well as other national agencies in evidence, such as the Royal Swazi Airlines and others, for all the facilities made available to our participants from so many Commonwealth countries.

You, our guests, have honoured us by your presence today and we thank you for your support. Our observers from UNESCO and WCOTP who are our "old reliables" also deserve our thanks for their continuous co-operation.

Our Consultants, Mr. Jones from the U.K., Mr. Kinyanjui from Kenya, and our Asian regional representative at this workshop, Mr. Mendis from Sri Lanka, have all enabled this workshop to retain a pan-Commonwealth perspective and I thank them all. I specially thank our consultants for preparing our lead papers and for being able to attend our workshop at short notice.

To you all, too numerous to mention by name, we offer on behalf of the Commonwealth Secretariat our grateful thanks. We invite you to share with us during the next ten days, this exchange of experience and the search for ways and means of implementing policies and practical programmes in teacher education based not only on African experience but drawing from our own total Commonwealth wisdom in tackling an old problem in a new context.

SPEECH BY THE HONOURABLE DEPUTY PRIME MINISTER
SENATOR B.M. NSIBANDZE AT THE CLOSE OF THE WORKSHOP

It seems only yesterday that this important workshop was officially opened by the Hon. Minister of Education, Senator Canon D.P.S. Dlamini. Because of the importance we all attach to this workshop, the Minister for Education has kept all his Cabinet colleagues informed of progress. Consequently I have been asked to come and perform the official closing on behalf of His Majesty's Government.

Swaziland, like all its colleagues in the Commonwealth fraternity would like to congratulate the Commonwealth Secretariat for their responsiveness to the needs of member countries and for the guidance and the promotion of a vast network of personal contacts between the various professional groups. I am certain that during the last few days many of you have formed new friendships and acquaintances some of which will last for many years. I am equally certain that most of you would be excited to attend yet another workshop where you would meet the same participants.

Swaziland is most grateful to have had this opportunity to be the venue for this workshop. Our people have derived considerable benefit. I have been informed that sessions such as the Role of Distance Education, Alternative Approaches to Teacher Education, the Effectiveness of In-Service Teacher Education, and Regional Co-operation in In-Service Teacher Education have aroused considerable interest and should be of tremendous value to each of your countries. I believe also that, in view of the mammoth programme for universal basic education launched throughout Africa, the idea of alternative approaches to in-service teacher education will be welcomed by all member Governments.

As members of the Commonwealth brotherhood, we are proud to belong to this group of nations. The Commonwealth today is no longer a club simply distinguished by the likeness of our membership and a colonial past. Instead, we are a coherent and dynamic organization with diverse cultures. We have an intense capacity for communication across the lines of geography, race, colour, creed and wealth. Today the Commonwealth offers the potential of shared experience and co-operative endeavour across the diversity of mankind. Swaziland, like other members, is proud to belong to this fraternity that has noble objectives and a noble destiny. One of the highest objectives of the Commonwealth is to move by consensus towards a world that can offer the hope of peace and the fulfillment of the basic needs of present and future generations. As citizens of Commonwealth countries, we can do no more than wish our leaders fruitful deliberations in their pursuit of global peace and human understanding.

I should like to thank the Commonwealth Secretariat for all the preparatory work they have made for this workshop, particularly for engaging the services of consultants of international repute. Most of us have noted with great interest the pragmatic response that the Secretariat has made to the demands of member Governments. Over the past years we have seen a positive thrust by the Secretariat indicating that it is alive to the challenges and the increased demands made by the complex issues faced by this dynamic organization.

I should also like to congratulate all those who provided a variety of supportive services without which this workshop would not have been a success. I hope you will all depart with very fond memories, not only of this occasion, but of Swaziland as well. We in this country look forward to welcoming you in any further follow-up workshop. It has been our pleasure to have you with us.

WORKSHOP ARRANGEMENTS

BACKGROUND

This was the third in a series of regional workshops recommended by Commonwealth Ministers of Education at the Seventh Commonwealth Conference held in Accra in 1977. Each of the workshops was organized jointly by the Commonwealth Secretariat and the host government and funded by the Commonwealth Fund for Technical Co-operation. Royal Swazi National Airline contributed financially to a small extent to the present workshop.

The first workshop on the theme "Towards a co-ordinated policy on in-service teacher education" was held in Barbados for the Caribbean region of the Commonwealth.

The second, on the theme, "Educating teachers for changing roles" was held in Sri Lanka for the Asian region of the Commonwealth.

The Swaziland workshop was for the Africa region and had as its theme, "Implementing programmes of in-service teacher education".

PROGRAMME

Objectives

1. To survey the patterns of in-service teacher education currently being conducted in African Commonwealth countries and draw conclusions as to future needs.
2. To examine and assess the effectiveness of alternative delivery systems of in-service teacher education.
3. To determine the most effective way of ensuring that practising teachers get the support and supervision that they need.
4. To consider existing examples of co-operation within the African region in the matter of in-service teacher education and make recommendations for further fruitful co-operation.

Agenda

1. Reports of in-service teacher education in Commonwealth African countries.
2. Alternative delivery systems for in-service teacher education.
3. Supervising in-service teacher education.
4. Regional co-operation in in-service teacher education.

Groups

1. Educational administrators.
2. Teacher educators.

Timetable

Monday 14th May

1400 - 1630

Registration

Tuesday 15th May

0900 - 1000

Opening Ceremony.

1045 - 1200

Plenary session for country reports

1400 - 1500

Plenary session for country reports

1530 - 1630

Plenary session for country reports

Wednesday 16th May

0900 - 1200

Educational visit to William Pitcher Training College and Curriculum Development Units.

1400 - 1500

Plenary session for country reports

1530 - 1630

Plenary session for country reports

Thursday 17th May

0900 - 1015

Plenary session to introduce lead paper 1:
'The role of Distance Education in In-service Teacher Education'.

1045 - 1200

Group session on lead paper 1.

1400 - 1500

Group session on lead paper 1.

1530 - 1630

Plenary session to introduce lead paper 2:
'Alternative Approaches to teacher Education'.

Friday 18th May

0900 - 1015

Educational visit to Swaziland International Education Centre.

1045 - 1200

Group session on lead paper 2.

1400 - 1500

Group session on lead paper 2.

1530 - 1630

Group session to finalise group reports.

Saturday 19th May

0900 - 1200

Free.

1400 - 1700

Tour of local area.

Sunday 20th May	
0900 - 1200	Free.
1500 - 1630	Cultural programme by students of William Pitcher Training College
Monday 21st May	
0900 - 1015	Plenary session to introduce lead paper 3: 'Making In-service Teacher Education Effective'.
1045 - 1200	Group session on lead paper 3.
1400 - 1500	Group session on lead paper 3.
Monday 21st May	
1530 - 1630	Group session to finalise group reports.
Tuesday 22nd May	
0900 - 1015	Plenary session to introduce lead paper 5 on the work of WCOTP.
1045 - 1200	Plenary session to introduce the report of the Asia Regional Workshop on In-Service Teacher Education.
1400 - 1500	Plenary session to introduce lead paper 4 on Commonwealth Co-operation.
1530 - 1630	Plenary session to introduce the report of the Caribbean Regional Workshop on In-Service Teacher Education.
Wednesday 23rd May	
0900 - 1015	Group session to review other issues related to in-service teacher education.
1045 - 1200	Continuation of group discussion.
1330 - 1700	Visit to Mlilwane Game Park.
Friday 25th May	
0900 - 1030	Plenary session to adopt draft report of the workshop.
1100 - 1200	Closing ceremony.

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