

TEACHER EDUCATION  
IN THE  
DEVELOPING COUNTRIES  
OF THE  
COMMONWEALTH

A Survey of Recent Trends

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TEACHER EDUCATION IN THE DEVELOPING  
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A SURVEY OF RECENT TRENDS

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In this paper, commissioned by the Commonwealth Secretariat, the views expressed are those of the author and should be regarded as such.

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## INTRODUCTION

In the last decade the steady stream of literature about education in the developing countries of the world has grown into a torrent. A daunting quantity of information, comment and advice is now available in articles, journals, books and reports of innumerable conferences, seminars and workshops. This is true of so many aspects of education; most especially is it true of teacher education in the developing world.

This study is the outcome of an attempt to survey the published material concerning the professional education of teachers in the developing countries of the Commonwealth. It is a modest attempt to identify some of the landmarks in an increasingly crowded field so that those who wish to penetrate further may have some idea of where they might begin. The aim, in short, is to provide a guide to the relevant material rather than a digest of it.

Within that general purpose, the emphasis is upon the process of educating the teachers in their professional role, upon what has been written about the actual education of teachers, upon what the commentators urge should be done in the colleges and institutes. This study, therefore, is not concerned with the control, management and finance of teacher education in various countries; nor is it concerned with the statistical data which the annual reports of ministries of education and comparable organizations provide. The accounts of the actual preparation of teachers or suggestions for its reform are its predominant concern.

To define the scope of the study still further, 'recent trends' have been taken to mean trends reflected in the material published in the last ten years, a period which coincides with the achievement of independence for so many Commonwealth countries. The 'developing countries of the Commonwealth' is an expression more difficult to define, but somewhat arbitrarily those countries which have achieved independence since 1947, or have not yet done so, have been treated here; in this connection, materials concerning teacher education in Rhodesia prior to U.D.I. have been included.

With regard to the varied and changing terminology of teacher education, 'teacher education' has been preferred to 'teacher training'; 'college of education' has been preferred to 'teachers' college' or 'teacher training college' or 'teacher training school'; 'pupil' is used with reference to schools and 'student' with reference to colleges. For the sake of consistency the preferred terms have been used irrespective of local usage; these preferences reflect the bias of the author and imply no criticism of locally accepted alternatives.

## II

The method used in the preparation of this study is reflected in its organisation and format. It is based on abstracts prepared from all the relevant material available in the library of the University of London Institute of Education or provided by those concerned with teacher education in places as far afield as Fiji, Barbados and Nairobi. A full bibliographical list of that material arranged in alphabetical order is to be found on pages 40 to 49. A close study of the abstracts revealed that there were more

than a dozen topics about which educationists had been moved to write or speak with sufficient frequency to indicate a 'trend' in either action or thought. These topics form the material for Sections 2 to 18. In each of these sections the references to published material are followed by a number in brackets; thus: S.P. Lo's Teacher Training in Sabah (58). The number in brackets refers to the listed material in Section 19, Bibliography: 58. Lo, S.P. Teacher Training in Sabah.

### III

The selection of material for inclusion in this review reflects in part the personal judgment of the compiler. It was also influenced by the availability of books and documents in London and by the generosity of persons engaged in teacher education throughout the Commonwealth. However, there may be important omissions concerning which the compiler would welcome information. Nonetheless, what emerges from an analysis of the available material is that in the developing countries of the Commonwealth, irrespective of geographical location, educationists are predominantly and repeatedly interested in four major aspects of teacher education:

i) Quantity There is widespread concern about the vast numbers of untrained teachers now in schools and about the additional teachers who are, and will be, required to staff not only the existing schools more satisfactorily but also the rapidly expanding systems of education necessary to keep abreast of both popular demand and population growth. In some countries there is the additional pressure to replace the many expatriate teachers in post-primary schools with appropriately qualified local staff. In short, the education explosion in the developing world is forcing educationists to re-examine the conventional patterns of teacher education in an endeavour to discover new ways of educating and re-educating the teaching force so that it becomes more adequate and efficient. In more than one country interest is turning to the possibilities of various patterns of in-service courses, sandwich courses, correspondence courses, courses based on radio and television, and combinations of these approaches. There is the feeling that the demand for adequately trained teachers will soon far outpace the supply unless unconventional approaches are at least attempted.

ii) Quality The interest in quality, however, is even more widespread and insistent than the concern about quantity. Throughout the written material few nouns occur more frequently than the word 'quality'; few nouns are used more earnestly. It is this concern about the quality of teachers which leads writers to reflect upon the academic calibre and the motivation of those who are selected to enter colleges of education, and to examine the ways in which such entrants are selected or might be selected more efficiently. The same concern underlies the frequent references to the calibre and continuity of the staffing of the colleges themselves; from many quarters comes the suggestion that college staffs should be specially trained. Others ask whether in fact the quality of the teaching profession can be improved unless the colleges are increased in size to the point where specialist tutors and special facilities can be made available to the generality of students, and unless the tutor-student ratio is greatly reduced. More than one report is concerned with the way in which many colleges are conducted as schools for pupils rather than colleges for students who will shortly be teachers in the adult world. And most frequent of all is the suggestion that teacher education can no longer be regarded as

a once-and-for-all injection of professional expertise guaranteed to last the teacher's working life; on every side is heard the plea for regular and on-going reinforcement and up-dating of teachers' competences by in-service courses, radio and television. But, basic to all the discussion of 'quality' and the suggestions for its improvement is a re-examination of the conventional curriculum of teacher education.

iii) Curriculum This is regarded as the heart of the matter. Reform of the curriculum of teacher education is seen as the key to the preparation of adaptable and imaginative teachers who will transform those educational systems currently dominated by rote-learning and formalized instruction. There are suggestions that the over-crowded curriculum should be pruned and made more 'relevant', that every teacher should be securely grounded in at least one subject, that 'child-study' should form the core of teacher education, that the curriculum should be 'modernized' in keeping with present trends in educational theory, that courses should be far more practical, and that the over-riding aim should be the preparation of teachers who, if not leaders of community development, are at least aware of, and knowledgeable about, the socio-economic environment in which and for which they will educate the children. There are suggestions for the reform and re-organisation of teaching practice, and for the training of students in the effective use of appropriate teaching aids and teaching materials. There is urgent advocacy of the need to bring 'new-media' to bear upon the education of teachers and to make teachers aware of the educational possibilities of the new technology. The need for more research, and most especially 'action research' related to the realities of the local classroom, is stressed in many a quarter; and the emphasis is upon discovering what is feasible in the local context. The thrust in all these suggestions is away from the preparation of formal taskmasters and towards the education of professionally equipped teachers who are more secure in their knowledge, more adaptable in their approach, more understanding of the children whom they teach, and more conversant with the environment in which they work.

iv) Co-ordination Another major trend is towards co-operation and co-ordination of effort at every level. Internationally, teacher education is regarded as an aspect of education in which external aid and technical assistance can be used to maximum effect for in no other field can comparatively little influence assist so many. At the regional level - in the Caribbean, in East and West Africa, in South-East Asia - there is growing co-operation in teacher education, in which shared experience and shared knowledge are brought to bear upon common problems. And nationally also, in the establishment of an increasing number of institutes of education, the colleges of education are being brought closer together in standards, curricula and endeavour. Indeed it is through the co-ordination of effort at international, regional and national levels that so many of the ideas concerning quantity, quality and curriculum have begun to circulate and begun to take effect.

#### IV

My sincere thanks go to all those in teacher education throughout the Commonwealth who generously sent suggestions, references and materials; to Professor John Lewis of the University of London Institute of Education who encouraged and guided me when the going was hardest; to Jeremy Greenland who prepared most of the abstracts; to Margaret Couch of the University of London Institute of Education Library for her willing and

unfailing help; and to Eileen Vousden who diligently attended to the editorial detail.

## SECTION 2

### QUANTITY AND QUALITY

Ruth Wong in her article 'Teacher Education and its Problems in Some Developing Countries in South East Asia'(110) points out that the trends and developments in teacher education can be seen as the responses to a cluster of recognised dilemmas - the traditional/modern dilemma, the consumption/investment dilemma, the legitimate/expedient dilemma, and the quantitative/qualitative dilemma. The evidence of conference, commission and seminar reports suggests that of these dilemmas most dominant is that between quantity and quality.

Professor Frederick Harbison described education as a 'self-escalating industry' in his paper, 'Teacher Education for Economic Change' in Teacher Education for Socio-Economic Change: Report of the 8th Annual Conference of the Afro-Anglo-American Program (134). The experience of all developing countries over the past twenty five years would confirm this view, and the rate of escalation has increased markedly in the last decade. There has been a massive demand for more and more education to higher and higher levels, a demand motivated by the desire for economic progress and for equality of opportunity at both national and individual levels. This demand has been a common phenomenon throughout the world, but in the developing countries it has been the more explosive for three important reasons; the tremendous lee-way to be made up in countries where commonly less than fifty per cent of the appropriate school-age population attend primary school and less than five per cent attend secondary school; the lack of financial resources in many countries to meet or even assuage the explosive demand; and, in the long run the most important of all, the alarming rate of population growth which means that many developing countries have, in educational terms, to run fast in order to remain in the same place.

All this amounts to a general demand and a general need for more, and more and more teachers. The UNESCO sponsored conferences such as those held at Karachi and Addis Ababa at the beginning of the decade, and the education planning mission reports and educational development plans which have appeared in the 1960s, are not alone in forecasting and underlining the need for more teachers. The references come from every quarter: Ruth Wong in the article already mentioned writes of South East Asia; K. Nesiiah in 'Teacher Education in Ceylon (67) begins with the fact that since independence "the training of teachers has not kept pace with this expansion of education"; from India, the Report of the Committee to Evolve Model Syllabi for Elementary Teacher Education 1963-1965 (116) makes its starting point the 1975 target of universal education for the six to fourteen age group; in 'Current Teacher Education in Pakistan' (91), Stoner and Neteland set the problem against the background of the goal of five years compulsory education by 1971; from East Africa, Professor E.B. Castle looks at 'Expansion Problems in East African Education' in the Report of the Conference on Teacher Education in East Africa (1965) (136); on the West Coast of Africa similar problems are described by T.T. Solaru in Teacher Training in Nigeria (90); and to take one example from the Caribbean, Dr. P.C.C. Evans examines this aspect in 'Planning for Expansion of Teacher Training in Jamaica' (25). More generally there is the report of the XXVIth Session of the International Conference on Public Education, 1963, which is entitled The Shortage of Primary School Teachers:

Research in Comparative Education (121), and also the report of the XXXth Session of the same conference - The Shortage of Secondary School Teachers: Research in Comparative Education (122).

Thus the struggle for quantity is a clear trend in teacher education in the developing countries of the Commonwealth. It explains the widespread interest in such expedients as in-service teacher education and correspondence courses, which are the subject of Sections 12 and 13. But the struggle for quantity is made all the more difficult by the general wastage from the teaching profession. The status of the teaching profession in the developing world and the effect of that status upon the recruitment and retention of teachers is referred to later.

But if quantity is of tremendous importance even greater is the emphasis on quality, a definition of which is attempted in the papers edited by Dr. C.E. Beeby in Qualitative Aspects of Educational Planning (8) which deals with every aspect of education. From this concern with quality stems the general interest in methods of improving the intake into colleges, in possibilities of improving the quality of the tutors, in reforming the curriculum, in replacing the untrained teachers, in providing continuous in-service education and so on.

And the emphasis on quality is as widespread as it is great. Recommendation 57 of the XXVIth International Conference on Public Education of 1963 in its report The Shortage of Primary School Teachers: Research in Comparative Education (121) puts the dilemma this way: "among the steps to be envisaged in the solution to the problem of the shortage of primary school teachers, it is desirable to resort in the first place to those which have the least adverse effect on the quality of education . . ." Primary Teacher Training in Asia (76), a UNESCO report by E.A. Pires, emphasizes the need to improve teachers' qualifications, to improve the staffing of colleges to provide better material facilities, to improve the curriculum and to adopt better teaching methods. The choice and use of these words set the tone for this and so many other reports, such as the Government of India report on The Education of Primary Teachers in India (119) with its recommendation that all teachers should be qualified at the end of a ten year period. The Annual Report, 1963/64: University of West Indies Institute of Education (152) boldly declares that "the main function and responsibility of the Institute of Education is to help to maintain and improve the quality of education in all the contributing territories". This preoccupation with quality is as common to Africa as it is to Asia and the Caribbean. It underlies the reports of the Annual Conferences of the Afro-Anglo-American Programme; indeed the theme of the conference of 1968 was An Institute of Education and the Improvement of Primary Education (133). The report of the committee to the second Kenya Conference on Teacher Education, published in New Directions in Teacher Education (128), is based on the statement that the committee was "mainly concerned with quality"; Professor L.J. Lewis' suggestions for In-Service Teacher Training (56) begin with an expression of concern that "nine tenths of the teachers in primary schools (in Nigeria) are not properly trained for the job. In the secondary schools the story is similar"; and from Guyana M.K. Bacchus writes in 'Towards a Policy in Teacher Education' (7); "By 1957 the percentage of trained teachers had fallen to 17 per cent from 20 per cent in 1948 . . . the percentage of trained teachers had deteriorated so far that a new approach aimed at a rapid increase in the number of teachers with some sort of professional training was necessary if an immediate impact was to be made in raising the general educational

standards in the primary schools". Perhaps John Osogo sums it all up in the very title of his article in the Kenya Education Journal - 'Pepping Up Kenya's Teaching Profession' (69).

## SECTION 3

### ENTRANTS TO TEACHER EDUCATION COURSES

One reason given for the unsatisfactory quality of teacher education is the unsatisfactory calibre of those admitted to courses; in 'Teacher Education in Ceylon' (67), for example, K. Nesiah emphasizes the point - "a problem is the defective quality of the bulk of entrants to both levels of training colleges". Clearly major factors are the motivation and the calibre of those who seek admission to colleges of education, for unless suitably qualified students come forward for the right sort of reasons the quality of teacher education, and hence that of education generally, is imperilled.

In country after country the low status of the teaching profession is seen as having a detrimental effect upon the recruitment of suitable students for colleges of education. The general background in respect of Africa is examined in S.H.M. Jones' Field Report on the Survey of the Status of the Teaching Profession in Africa (117) which was carried out on behalf of the World Confederation of Organisations of the Teaching Profession. R.J. Smyke in Problems of Teacher Supply and Demand in Africa South of the Sahara (89) sees the crux of the problem thus: "to recruit, select and train the best candidates, and to retain teachers in the profession, requires of society recognition of teachers' status, and of teachers, recognition of their professional responsibilities". From Singapore, the Research Unit of the Teachers Training College reports its findings in Why Teach? A Study of Motives for Choosing Teaching as a Career (157): "teaching posts should be filled only by candidates who have a favourable attitude towards teaching as a career, and not by those who regard teaching merely as another occupation". In 'Teachers and Teaching in Nigeria - A Subjective Viewpoint' (68), Uga Onwuka concentrates attention upon a widespread impression of the low status of teachers in society and of teaching being "a last resort". This impression he attributes not only to inferior salaries and conditions of work and to the dilution of the profession by the untrained but also to teachers neglecting their professional responsibilities. He reiterates the point that "the general impressions about teachers and teaching influence the type of recruits into the teaching profession". In India, reports S. Shukla in 'Education and Training of Teachers in India' (86), "the level of ability recruited would be very low indeed were it not for the fact that there is considerable unemployment amongst secondary school leavers". And other writers and conference reports reiterate the theme.

Others prefer to stress the beneficial effects upon teacher education which would result from improving the terms of service and the professional 'image' of teachers. This was the approach of the XXVIth International Conference on Public Education, Geneva, 1963 (121) organized by UNESCO; of the Report of the First National Seminar on The Education of Primary Teachers in India (119) which recommended not only rates of pay commensurate with those of other jobs requiring the same qualifications but also such inducements as free education for teachers' children, free accommodation and free medicine; of John Osogo in 'Pepping Up Kenya's Teaching Profession' (69); and, in the West Indies, of the delegation from Montserrat as reported in the Report of Conference on Teacher Education (St. Vincent, 1967) (155). This positive approach is summed up by the working party on 'Status and Conditions of Service of Teachers' in the Report of the Sixth Annual Conference of the Afro-Anglo-American Programme (132).

However, it is also very evident that improving the status of the teaching profession is not regarded as the sole solution to the problems of ensuring that the best possible candidates are admitted to colleges of education. Attention is also being directed to methods of selection. In 'Selection Procedures for Teacher Training Colleges' (73) A.S. Phillips reports on investigations in Africa into various methods of selection to colleges of education: pre-college teaching; intelligence testing; academic success; personality assessment; and the interview. A. Gradusson in 'Problems of Teacher Training in Jamaica' (36) describes admission to colleges as "a jumbled arrangement; between the best and the worst there is a wide margin in ability, skill and inclination", and advocates the use of some form of aptitude test, while vocational guidance is recommended by the Research Unit of the Teachers Training College, Singapore (157). E.A. Pires in Primary Teaching Training in Asia (76) expresses concern about faulty selection and suggests possible improvements; and so does S.P. Lo in 'Teacher Training in Sabah' (58).

Thus both an improvement in the status of the teaching profession and an improvement in the methods of selection to colleges of education are regarded as major factors in improving the quality of teacher education. The latter may well prove the more feasible.

## SECTION 4

### THE STAFFING OF COLLEGES OF EDUCATION

Although, as already indicated in Section 3, there is widespread concern about the motivation and calibre of the students available for admission to colleges of education, equally widespread and frequently mentioned is concern about the quality of many of the staff of those colleges. The implication throughout is that far more would be achieved, even with students of apparently dubious quality, if tutors generally were more highly qualified, more experienced, more numerous in proportion to the student body and, most specifically, trained for their task.

It is recognised that these improvements cannot be brought about overnight. Therefore, as a temporary and stop-gap measure while local tutors are being prepared, the provision of expatriate tutors is commonly regarded as one area in which international assistance can be particularly effective in improving the quality of teacher education.

The provision of expatriate tutors and teachers has been organised on an ad hoc basis by various countries and agencies for a number of years; the United States of America, the Commonwealth and Colombo Plan countries and UNESCO, amongst others, have made such provision. But one scheme has been purposely and successfully confined from the outset to the recruitment of expatriate tutors; this is the Teacher Education in East Africa project, conducted under the auspices of Teachers College, Columbia University, New York. An account of its role and achievements, by Carl J. Manone, is to be found in the Report of the University of East Africa Conference on New Directions in East African Teacher Education, 1968 (139).

But if expatriate tutors usefully meet an urgent need, and indeed make the very continuance of teacher education possible in some countries, nonetheless mention of the disadvantages of their employment is commonplace. In particular reference is frequently made to their lack of first hand experience in local schools and the comparative brevity of their stay in the colleges of the developing world. These drawbacks, and possible palliatives, are mentioned in New Directions in Teacher Education (128) which embodies the proceedings of the second 'Kenya Conference on Teacher Education', in the Report of the University of East Africa Conference on Permanent Staffing of Teacher Education Institutions (137), and by the working party on 'Staffing and Organisation of the Teachers Colleges' in the Report of the Sixth Annual Conference of the Afro-Anglo-American Programme (132).

On all sides there is clear recognition of the urgent need to find and/or train local staff. Report after report echoes the theme voiced by W. Senteza Kajubi in his summary of the Report of the University of East Africa Conference on Permanent Staffing of Teacher Education Institutions (137) - the urgent need to produce local teacher educators to staff colleges of education. New Directions in Teacher Education (128) suggests, amongst other things, that all tutors should be graduates or the equivalent. From India, the need to improve the calibre of college staffs is stressed in the Report of the Education Commission, 1964-1966: Education and National Development (142); in Elementary Teacher Education: Report of the Committee to Evolve Model Syllabi for Elementary Teacher Education,

1963-1965 (116); and in D.D. Tewari's 'Teacher Education in Uttar Pradesh, India, and Some of its Problems' (96). K.Nesiah in 'Teacher Education in Ceylon' (67) advocates a drastic overhaul of the quality of college staff, and the Government of Ceylon's Report of the Committee of Investigation into the Working of Teacher Training Colleges (140) recommends that all lecturers in academic and professional subjects should be trained graduates. Ruth Wong in 'Teacher Education and its Problems in Some Developing Countries in South East Asia'(110) suggests that college staff should go back into teaching from time to time in order to remain aware of the realities of the classroom. Most of these reports stress the need to train teacher educators, an aspect taken up by E.A. Pires in Primary Teacher Training in Asia (76) who usefully reviews different schemes for so doing. From Samoa and Sabah too this approach is taken up in Inter-territorial Education Seminar on Teacher Training Programmes (Samoa) (123) and S.P. Lo's 'Teacher Training in Sabah' (58). In short, in all quarters there is concern about the calibre of college of education staff, about their qualifications and about the need for specific training for their roles.

This training is frequently seen as a function of the growing number of institutes of education; (see Section II). It is also regarded as another area in which international assistance might be effective by providing opportunities for local tutors to obtain additional experience and further qualifications in the universities and colleges of developed countries. The Report of the Commonwealth Education Conference, 1959 (141) saw the training of college staff in this way as "the most valuable of all forms of help", and from that conference sprang the Commonwealth Bursars' Scheme which was reviewed at the subsequent conferences in Delhi (1962) Ottawa (1964) and Lagos (1968); a short account of the scheme is to be found in Training Teachers for the Commonwealth (A Report on the First Five Years of the Commonwealth Teacher Training Bursary Scheme, 1960-1965) (148). The United States of America in various ways has also made it possible for tutors to enter its universities and colleges, as is described in Karl Bigelow's Africa, Teacher Education and the United States (10), in the Report of the Afro-Anglo-American Programme Conference, September 1965 (131), and, in some detail, in 'Ohio University trains Nigerian Teachers' (17) by Cooper and Herrington.

But even with more highly qualified staff who have been specifically trained those tutors cannot be really effective unless led by principals who have leadership and who remain long enough to exercise it: from Africa this point is made in New Directions in Teacher Education (128) and from Ceylon in the Report of the Committee of Investigation into the Working of Teacher Training Colleges (140). Nor can the tutors be effective if they have more students than they can reasonably be expected to teach; this issue is raised not only in the report from Ceylon (140) but also in E.A. Pires' Primary Teacher Training in Asia (76) and Ruth Wong's 'Teacher Education and its Problems in Some Developing Countries in South East Asia' (110) although she is less certain that a good staff student ratio is necessarily a guarantee of quality!

## SECTION 5

### SIZE AND FACILITIES OF COLLEGES OF EDUCATION

Criticism of the small size of many colleges of education and their lack of appropriate facilities is general. The Report of the Committee of Investigation into the Working of Teacher Training Colleges (140) in Ceylon advocates colleges with a minimum of three hundred students and a maximum of five hundred, and urges the need for a considerable improvement in their buildings and such amenities as workshops and laboratories. Similar emphasis is to be found in E.A. Pires' Primary Teacher Training in Asia (76) where the author looks at the correlation between good material facilities and good education, and criticizes the lack of adequate libraries, audio-visual equipment, craft shops, and laboratory facilities. And the whole question of size and facilities is examined by the working party on the 'Staffing and Organisation of the Teachers Colleges' in the Report of the Sixth Annual Conference of the Afro-Anglo-American Programme (132). However, there is fuller treatment of the issue in New Directions in Teacher Education (128) in the Report of the Committee on Physical Facilities for Teacher Education, in the papers presented by Professor F.C.A. Cammaerts on 'Physical Facilities in Colleges' and by Carl J. Manone on 'Innovation in Education Facilities at the T.T.C. level', where stress is placed on educators telling architects what they really want from a building.

All these references place some emphasis on the need for an adequate and properly organised library, an aspect which is considered in more detail in Margaret Couch's The Functions of a Training College Librarian (20), in M.M. Pretty's The Training College Library in West Africa (79), both which have a short bibliography, and Miss E.H. Walters' Teacher Training Colleges in the West Indies (104). The Terminal Report of the Contract between the U.S. A.I.D. and Kent State University for the Improvement of Teacher Education in Tanzania (147) looks at the wider role of Library Science in relation to teacher education.

## SECTION 6

### COLLEGES RATHER THAN SCHOOLS

The repeated references to the need for larger colleges with improved facilities normally stress both the economic advantages of larger units and the possibilities for specialisation in staffing and in the courses offered. Taken together the references either implicitly or explicitly advocate a change in the nature of colleges of education, from narrowly based, small 'schools' for the training of teachers to broadly based, larger 'colleges' for their education, from the treatment of future teachers as 'pupils' to their treatment as 'students'. Professor L.J. Lewis in his paper 'The Nature and Content of the Curriculum in Teachers Colleges' in New Directions in Teacher Education (128) stresses the need to treat teachers in training as adults. The same point is emphasized by the Working Party on Personality Factors and Assessment in the Report of the Sixth Annual Conference of the Afro-Anglo-American Programme (132). The treatment of future teachers as adults, it is generally suggested, depends in part upon the way in which they are taught and in part upon the way in which the colleges are organised. E.A. Pires in Primary Teacher Training in Asia (76) lays emphasis on the importance of individual study and case studies by individual students: he also looks forward to the general introduction of tutorial groups and seminars, and conversely a reduction in the amount of 'spoon-feeding'. The Report of the Committee of Investigation into the Working of Teacher Training Colleges (Ceylon) (140) urges that students should have more free time for study under the guidance of "all-through" tutors. Emphasis on the need to develop reasoning power, the use of well-prepared discussion groups and regular individual contact between tutor and student is also found in A. Gradusson's 'Problem of Teacher Training in Jamaica' (36). Father J.D.M. Franken describes a more adventurous and adult approach to teacher education in Holy Ghost Teacher Training College, Morogoro, Tanganyika (34). J.W. Dunhill in 'The Education of a Teacher in Malaya' (22) describes a college in which "lecturing was almost entirely abandoned and all topics and activities were presented to them (the students) in the form of problems to be solved or obstacles to be surmounted", and in which "the conduct of the affairs of the college, apart from the academic and professional fields, was placed entirely in the hands of the students" in order to develop the qualities of initiative and responsibility. A more detailed description of a similar experiment is to be found in Reverend Father A. Page's 'Student Self-Government at Busubizi College, Uganda' (70), the purpose of which was "to create an atmosphere which would make it possible for the students to educate themselves", and to learn responsibility by exercising it. However, in the some societies in transition there has been difficulty with student discipline and student government; this is discussed in H.B. Bending's 'Problems of Discipline among Teacher Training College Staff and Students in Ghana' (9) and S. H. Amisshah's 'The Future of Teacher Education in Ghana' (3). But the problem is one which is to be found in countries other than Ghana.

## SECTION 7

### THE CURRICULUM OF TEACHER EDUCATION

In every corner of the Commonwealth much thought is being given to a re-examination and re-organisation of the curriculum of teacher education: indeed, together with the possibilities of in-service teacher education, the curriculum of teacher education is a predominant topic in conferences and journals.

In general terms the line of argument is as follows: Most education in developing countries is firmly based on rote-learning and memorization, and this is the consequence of the kind of teaching commonly practised. M. Storm in 'Teacher Training in Cyprus' (92) asserts that "the basic insecurity of the teacher who is acutely aware of his own very slender stock of knowledge" leads to "the generally ritualistic flavour of education in the developing countries"; this point of view is developed in greater detail and more universally in Dr. C.E. Beeby's The Quality of Education in Developing Countries. Therefore, it is argued, the need for the future is to prepare teachers in the colleges of education rather than classroom taskmasters who would merely perpetuate the accepted patterns of rote learning. This is the theme of John W. Hanson's article 'On General Education for the African Teacher' (42); Hanson concludes that the introduction of the desired kind of education in schools depends upon the construction of more appropriate curricula for teacher education. For India, the same conclusion is to be found in the Report of the Education Commission 1964-66 - Education and National Development (142), which recommends that the curriculum of teacher education should be modernized, revitalized and made relevant if the quality of teaching is to be improved. But it is generally recognised that the reform of the curriculum in colleges of education will be of little avail unless steps are also taken to ensure that what goes on in the colleges "has a real and vital effect on professional procedure" - Report of the Conference on Teacher Training (Trinidad, 1964) (154).

Views as to the precise nature of any reform of the curricula of colleges of education vary considerably, but four themes recur most often: the need to reduce the overcrowded content; the need to modernize the material and the approach; the need to base the curriculum on practical experience; and the need to relate education of teachers to the requirements of the society in which they will work.

The overcrowded nature of the present curricula is the subject of frequent complaint. Shukla refers to it in 'Education and Training of Teachers in India' (86); A. Gradusson in 'Problems of Teacher Training in Jamaica' (36) says "there are too many subjects to be taught in too short a time"; N.M.E. Joachim makes the same point in 'Some Problems of Teacher Training in Basutoland, Bechuanaland Protectorate and Swaziland' (47); and the Report of the Committee in New Directions in Teacher Education (128) does likewise. However, there is also a feeling that even when the overcrowded curriculum is pruned one subject should be studied in depth by the student teacher in order that he may acquire professional confidence: this view is expressed by Professor John Turner in his paper 'Academic Studies in Colleges of Education' in the Report of the Sixth Annual Conference of the

Afro-Anglo-American Programme (132), and, amongst others, by J.W. Dunhill in 'The Education of a Teacher in Malaya' in the Journal of Education of the University of Hong Kong (124) .

Although the need to modernize both the material and the approach in teacher education is commonly voiced, the meaning given to 'modernize' varies considerably. J.W. Lieber, in writing on the 'Need for an Integrative Framework in Teacher Training Curricula' (57), stands squarely in favour of a 'child-centred' approach: "to compensate for and redirect traditional authoritarian educational practice, this governing methodological discipline must be based on child-centred, activist, heuristic principles" and, subsequently, "a curriculum revision based on child-centred as well as academically-oriented studies is an urgent priority". A similar meaning is attributed to 'modernize' in Oscar Ferron's 'A Comparative Study of the attitudes of West African Students and Teachers towards the modern approach in teaching' (29): "we are not as seriously restricted by present cultural conditions in West Africa as has been suggested" . . . . "the educated African has a definite orientation towards . . the assimilation of Western cultural values and procedures". In the Report of the University of East Africa Conference on The Role of the Institutes of Education in Curriculum Development (138), Arthur J. Lewis adapts current trends in the United States, and in particular the theories of Bruner, to the East African scene, while G.P. Oluoch and Dr. G.D. Bishop, both concerned with the teaching of science, advocate the adoption of the new courses based on 'discovery' methods. Others, however, are less sure about the universal adoption of 'modern', western methods. W. Senteza Kajubi at the same conference voiced his reservations about the application of 'child-centred' methods in East Africa until more is known about the psychology of the East African child. And Ruth Wong in 'Teacher Education and its Problems in Some Developing Countries in South East Asia' (110) stresses the great importance of teacher education based on local case studies rather than unadulterated Rousseau and Dewey.

There is more unanimity about the view that the curriculum of teacher education should have a more practical bias, should be more firmly based on the students' experience, and should be more realistic in what it sets out to achieve. H.J. Rousseau stresses the importance of the practical and of actual experience in an article entitled 'Training College Life and Learning' (82), and the same emphases are to be found in S. Vivian's article on 'The Early Stages of Professional Training' (102). Vivian, like many others, advocates the guided study of individual children as the core of teacher education; W. Senteza Kajubi does likewise in his paper in the Report of the University of East Africa Conference on New Directions in East African Teacher Education (139), and also in his paper on 'Child Study and Curriculum Development in E. Africa' in the Report of the University of East Africa Conference on The Role of the Institutes of Education in Curriculum Development (138): child study, he claims, is "an activity in which . . . all those concerned with the education of children should engage"; Elsa H. Walters in Teacher Training Colleges in the West Indies (104) suggests that "the core of this (teacher education) course should be continuous, guided observation of individual children, and of small groups of children"; and a similar emphasis on the case study of individuals and groups is placed by E.A. Pires in Primary Teacher Training in Asia (76) and in 'An Experiment in Teacher Education' (75).

However, child study and local case studies are not the only practical activities advocated. "There has been an increasing emphasis at the Institute on the practical aspects of teacher training", writes E.A. Pires in 'An Experiment in Teacher Education' (75) at the Central Institute of Education in Delhi: there the practical work includes the execution of 'activity methods', the preparation of visual aids, the analysis of school organisation, practical methods of testing and evaluation, and the preparation of syllabi. Professor R.C. Honeybone, Professor Andrew Taylor and A. Babs Fafunwa in their papers printed in the Report of the Six Annual Conference of the Afro-Anglo-American Programme (132) emphasize various aspects of the practical in teacher education. And Professor L.J. Lewis stresses the importance of "communication skills" and the "skills of learning" in his paper published in New Direction in Teacher Education (128).

But of all the aspects of the curriculum for teacher education it is that which relates to the social role of the future teacher which receives most attention. The view of the XXVIth International Conference on Public Education, Geneva, 1963 (121) that "in the majority of developing countries the task of primary teachers is to be in the forefront of those working for community development in rural areas" is repeated time and time again; R.N. Murray in 'Training the Teachers of Youth and Adults in an Expanding Educational System' (66) regards the teacher as "a sort of midwife bringing the new society into birth" and advocates placing "training centres for workers among adults side by side with centres for teachers of the young"; in India, the Report of the Committee to Evolve Model Syllabi for Elementary Teacher Education 1963-1965 (116) sees the role of the teacher as that of "the social architect . . . (who) needs a vision of the direction and destination of social change"; Teacher Education in West Pakistan (40) by Mussawir Ali Hamidi and others states that "our contemporary teacher can make himself felt as a social and regenerative force by throwing himself unreservedly into the service of mankind"; Professor S.H. Ominde addressed the Conference on Teacher Education for East Africa, 1965 (136) on 'the teacher in the community' and on the dual role of the teacher as the instrument of change and the custodian of the national heritage; Barrington Kaye makes a similar point in 'The Task of an Education Department in a Developing Area' (50) when he writes "not only is the teacher himself the agent of social change . . . but also he is the only person in a position to prevent it from widening at an accelerating rate and leading to a complete social breakdown"; and in Community Schools in Developing Countries (46) by Harold Houghton and Peter Tregear the need to prepare the teacher for his social and community role is considered against the wider background of rural transformation.

The emphasis on the social role of the teacher made by these writers and others has clear implications for the curriculum of teacher education. In fact the stress placed upon the importance of child study is equalled by that placed upon the study of the local community. J.W. Dunhill writes "we related the subject-matter studied to problems immediately associated with Malayan life and also insisted on each student's engaging himself on an original project within his specialist subject", in 'The Education of a Teacher in Malays' (22); H.J. Rousseau in 'Graduate Teacher Training in Central Africa' (81) suggests that students should assist in community work and discuss social and educational problems with those responsible in government; looking to the future of the University of the South Pacific Professor R.C. Honeybone describes The Functions and Future Development of the School of Education (45), emphasizing that the

"courses in education will be very practical ones" with teaching practice including a period of community development work; and from Guyana, M.K. Bacchus places similar emphasis on the community role of the teacher in 'Towards a Policy in Teacher Education' (7) where he quotes with approval from the local 'Daily Argosy' - "We are convinced that an important share of this work, that of creating a new and improved community, depends on the lead given by, and the active and enthusiastic co-operation of our teachers." There is frequent and important reference to the social aspects of teacher education in the papers published in the Report of the Sixth Annual Conference of the Afro-Anglo-American Programme (132); Dr. N.O. Anim's 'Rethinking Education in a Period of Political Revolution' looks at the role of the teacher in a period of moral and political revolution; W. Senteza Kajubi examines the relationship between education and its cultural environment in 'Cultural Values and Teacher Education in Africa'; in 'Relationship and Balance between Academic and Professional Courses', Professor R.C. Honeybone studies the role of the teacher as community leader, the use of vacations for community work and the incorporation of practical assignments in courses of teacher education; and Professor Andrew Taylor in 'The Professional Aspects of the Preparation of Primary School Teachers' stresses the importance of introducing the student to his professional role in relation to both society and its educational system. And the social role of the teacher is further examined in the Teacher Education for Socio-Economic Change: Report of the Conference of the Afro-Anglo-American Program (134) in which Professor Frederick Harbison, Dr. Arthur Porter, Professor L. Gray Cowan and others look at its implications for the actual preparation of teachers.

The papers presented to the sixth and eighth annual conferences of the Afro-Anglo-American Programme in fact sum up much of the current thinking about the curriculum of teacher education in developing countries when read in conjunction with Professor L.J. Lewis' paper on 'The Nature and Content of the Curriculum in Teachers Colleges' in New Directions in Teacher Education (128); it is this latter paper which brings many strands together with its emphasis on the "communication skills" and the "skills of learning".

## SECTION 8

### TEACHING PRACTICE

If considerable thought is being given to the revision of the curriculum of teacher education so also is attention being directed in all quarters to the purposes and organisation of teaching practice. This was the subject of A. Babs Fafunwa's paper in the Report of the Sixth Conference of the Afro-Anglo-American Programme (132), while E.A. Pires in Student Teacher Practices in Primary Teacher Training Institutions in Asia (78) covers every aspect from the objectives and scope to the planning, from the administration to evaluation. Similar comprehensive coverage is to be found in S.A. Adejumo's 'Student Teachers and Practical Teaching' (1), but in this instance the background is West African. In the context of practice in the West Indies there are E.H. Walters' Teacher Training Colleges in the West Indies (104), her 'Freedom and Responsibility in Teaching Training - a Development in Jamaica' (105), and the Report of the Conference on Teacher Training (Trinidad, 1964) (154), all of which make reference to the importance and organisation of teaching practice.

There are also a number of detailed accounts of experiments in introducing students to practical teaching activities. S. Vivian's 'The Early Stages of Professional Training' (102) describes the programme in the first year at a college of education for primary school teachers, with guided observation and demonstration lessons in the first term, carefully supervised practice in the second term, and further teaching in the third. John Bowles' 'Teacher Training through Team Teaching (Uganda)' (12) describes an experiment at Kyambogo College in which team teaching was used at the crucial point when the student assumes responsibility for the education of children: "this turning point is so important that it is worth a lot of trouble to give the student a limited, but real, responsibility as early as possible in the course". Another kind of experiment is the subject of 'Description of Teaching Practice using Small Groups: Bornu Teachers College' (83) by Rowe and Anderson; in the pattern pupils were divided into "smaller groups in which each student would ... be responsible for a group of seven or eight children". Yet another approach is described by Dr. David R. Evans' 'Micro-Teaching: An Innovation in Teacher Education' (23) the essence of which is peer group teaching amongst students. All these experiments relate to teaching practice in the initial course of professional education, but C.R. Gray in 'A Suggestion for a Crash Teaching Improvement Project for Developing Countries'\* (39) discusses the relevance of teaching practice in courses for serving teachers, describes a pattern of 'Group Practice Teaching', and gives detailed examples of actual lessons.

In many of these accounts reference is made to the value, and utilization, of a 'demonstration' or 'practising school' attached to a college of education. Vivian (102) bases his suggestions on its utilization; Bowles (12) refers to the need "to create a school which is completely integrated with a college, on the same campus and having the same staff"; Pires (78) refers to each college having under its wing "a laboratory school"; and the

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\* An abbreviated version of this article is to be found in Teaching, Vol. XL No.4, of June 1968 (38)

Report of the Committee of Investigation into the Working of Teacher Training Colleges (140) recommends to the Government of Ceylon that every college should have its own practising school and should administer it. But the fullest description of such schools is to be found in H. Creaser's 'The Demonstration School in Teacher Training' (21) where it is suggested that the basic needs are "an average quality school with pupils of average intelligence, an acceptance by the pupils of the comings and goings about them, and complete sympathy between the teacher and the tutor".

Teaching practice of a somewhat different order is involved in the various kinds of 'sandwich courses' for the initial training of teachers; these courses are the subject of Section 12.

## SECTION 9

### TEACHING AIDS AND TEACHING MATERIALS

Helen Coppen, in her Report on Study Visit to Six African Territories (19), advocates experimentation with 'communication materials' in the education of student teachers because "much of their experience . . . . tends to reinforce their acceptance of traditional and often passive methods of learning". She examines the use of audio-visual materials in both professional education and in schools, and considers in this connection the function of 'Regional Production Centres' and institutes of education. Helen Coppen looks further into the matter in her paper on 'Educational Media for the Development of Rural Education' prepared for the Commonwealth Conference on Education in Rural Areas (18).

Similar suggestions are put forward by others; for example, by K.M. Harrison in 'Visual Aids Centres in Africa' (43), in which the functions of centres attached to colleges of education are seen as (a) the education of teachers in the arts of communication and in the making and use of visual aids and (b) the production of materials to meet local needs. Professor L.J. Lewis in 'In-Service Teacher Training' (56) urges the need for the establishment of "teaching aid centres for the design, testing and mass production of teaching materials" as an adjunct of in-service teacher education. Mrs. Coppen's suggestion that the university institutes of education have an important part to play in this respect finds favour in many quarters. In the Report of the University of East Africa Conference on The Role of the Institutes of Education in Curriculum Development (138), Arthur French concentrates upon the establishment of 'Regional Instructional Materials Centres' for the collection of materials, advising teachers and offering loan and exhibition services. Another example is found in G.A. Auger's account, 'An Institute of Education to serve the High Commission Territories of Southern Africa: Basutoland, Bechuanaland, Swaziland' (6) which refers to a Visual Aids Centre with a permanent exhibition, a workshop and practical courses for teachers.

But this is not regarded as a matter solely for specially established centres whether attached to colleges or institutes of education: it is seen as something for all colleges of education. This is brought out in the section on Audio-Visual Education in the Terminal Report of the Contract between U.S.A.I.D. and Kent State University for the Improvement of Teacher Education in Tanzania (147) which recommends, inter-alia, that each college should have a specialist tutor qualified to instruct on visual aids and that every student teacher in training should spend at least seventy two hours in the study and preparation of visual materials. S.A. Adejunmobi in 'Student Teachers and Practical Teaching' (1) emphasizes the importance of "static, non-mechanical or non-projected aids like the blackboard, flannel board, flash cards, flip-books, wall pictures, charts and maps which can be simply made at little or no cost at all". The matter is examined in greater detail in 'Visual Education in a Ghanaian Training College' (53) by P.I. Kpeto, who describes an actual course in a Ghanaian college and argues that visual methods will not find their way into primary schools unless they are given prominence in colleges of education.

The local production of teaching materials and books is also seen

as an important function of institutes of education and the larger colleges of education: more than one writer echoes S.P. Lo's 'Teacher Training in Sabah' (58) in bemoaning the acute shortage of local reference and "background" books. In the Report of the Conference on Teacher Education for East Africa, 1965 (136) H.A. Curtis voices the need to stimulate local writers and publishers to produce appropriate, locally orientated texts, and Kyale Mwendwa in the Report of the University of East Africa Conference on Permanent Staffing of Teacher Education Institutions (137) stresses "the need to produce teaching materials which are relevant to the social and physical setting". From the West Indies the Annual Report of the University of West Indies Institute of Education (152) refers to the same point, its project to produce books and materials for primary schools, and its non-profit making organization, Caribbean Educational Publications Ltd.

While there are many references to the possible value of programmed learning in teachers education, the major account of actual experience in this field is to be found in D.G. Hawkrige's 'Programmed Learning and Teacher Education' (44), which outlines the results of research with teacher trainers, students in training, and teachers from schools, and which stresses the value of the study of programmed learning in gaining an understanding of the process of education. All this has resulted in the production of a booklet, 'Programmed Learning; A Layman's Introduction'.

## SECTION 10

### RESEARCH AND TEACHER EDUCATION

From every quarter, and most especially from the developing institutes of education, comes a plea for more research. The report of the Inter-territorial Education Seminar on Teacher Training Programmes (Samoa, 1963) (123) advocates research into the teaching of English as a second language, selection procedures and similar matters. The report of the Programme Planning Seminar on Education in the University of the South Pacific (115) notes the need for research in curriculum development, selection techniques and child development in a local context. The Government of India report on The Education of Primary Teachers in India (119) advocates the selection of a number of colleges of education to act as 'experimental institutions' with the functions of promoting local research programmes, and S. Shukla in 'Education and Training of Teachers in India' (86) reports growing emphasis on practical observation and research. The University of the West Indies Institute of Education Annual Report for 1963/64 (152) mentions research into methods of teaching, language teaching and job aspirations of school leavers. The Report of the Annual Conference of the Afro-Anglo-American Programme (1965) (131) mentions examples of research in Nigeria (child development and curriculum development), in Ghana (child development, selection tests, and science teaching), in Uganda (child development and language teaching), in Tanzania (selection methods and the use of visual materials) and in other African countries also. The conference considered the possibilities of developing research on a co-operative basis in such areas as child development, selection techniques, language teaching, teaching methods and other commonly recognized needs. An Institute of Education and the Improvement of Primary Education: Report of the A.A.A. Conference, April 1968 (133) mentions examples of research being carried out in Kenya, Tanzania and Zambia. Furthermore virtually every account of the establishment of an institute of education includes a reference to its research functions. Thus, the need for research is widely recognized and actual participation in research is widely reported.

Even greater is the stress placed upon the need for 'action research'. "The strong emphasis should be on 'action research' which will lead directly to an improvement in classroom practice at all levels", suggested the Programme Planning Seminar on Education in the University of the South Pacific (115), and the same view is voiced in the report on Problems in Asian Teacher Training and a Course for Teacher Educators (129).

However, many go a step further and suggest that all teachers and all student teachers should be research workers and research-minded. W. Senteza Kajubi put this point of view to the Conference on Teacher Education for East Africa (1965) 136, and also to the University of East Africa Conference on The Role of the Institutes of Education in Curriculum Development (138), when he stressed that research is "an activity in which . . . all those concerned with the education of ;childres should engage" and not a "highly technical exercise". O.M. Ferron in 'Some Thoughts concerning the Establishment of an Institute of Education in Sierra Leone'(28) takes a similar view when he writes "our intention is . . . to make the profession as a whole more research-minded". For this reason G.A. Auger reports in 'An Institute of Education to Serve the High Commission Territories of

Southern Africa: Basutoland - Bechuanaland - Swaziland' (6) that the institute is to have no special and separate department for research in order to avoid giving the impression that research is the responsibility of a chosen few. Again in the Report of Conference on Teacher Education in the Eastern Caribbean (156) this same point is taken up when the need is stressed for all students to do their own local research in order to encourage in them an analytical approach to their own teaching; "no programme of teacher training can claim to be adequate (much less progressive) unless it provides students with both the inspiration and expertise to embark on educational investigations".

## SECTION 11

### INSTITUTES OF EDUCATION

One of the most remarkable recent developments in teacher education throughout the Commonwealth has been the establishment and growth of institutes of education. In the South Pacific, in mainland Asia, in East and West Africa and in the West Indies there is evidence of comparable development, though with local variations of constitution and function.

The common pattern, certainly that in Africa, is that defined by Professor E. B. Castle in the Report of the Conference on Institutes of Education (135) sponsored by the University of East Africa: "Physically or visibly, an Institute of Education is a corporate body consisting of a group of colleges engaged in the education of all types of teachers, including the Faculty or Department of Education of the University. Membership is therefore a membership of institutions, not of persons". The same conference classified the functions of an institute of education as follows:

- (i) to be forum for the interchange of opinion and information concerning teacher education;
- (ii) to act as a focus for the planning of comprehensive and integrated in-service training;
- (iii) to improve the quality of teacher education courses through the establishment of subject panels, curriculum development etc.;
- (iv) to stimulate and conduct research in such matters as selection procedures, language teaching and child development;
- (v) to be a centre for the production and distribution of teaching materials; and
- (vi) to enhance the status of teachers through their contact with universities, conferences and courses.

But the emphases vary from institute to institute, as a number of accounts, including the reports of the annual conferences on teacher education sponsored by the University of East Africa (135), bear witness. Professor Andrew Taylor in Institutes of Education in West Africa (95) looks at the institutes linked with the universities of Ghana, Ibadan and Nsukka and examines the problems which experience had revealed up to 1964. The Draft Development Plan, 1961-70 of Ibadan: University College Institute of Education (118) defines its precise functions, details the courses to be offered and suggests such areas for research as selection procedures, the use of visual materials, language teaching and Nigerian music. Similar information is to be found in Ahmadu Bello University, Zaria: Proposal for the Establishment of an Institute of Education (111). O. M. Ferron in his article 'Some Thoughts concerning the Establishment of an Institute of Education in Sierra Leone' (28) suggests that "one of the first tasks of the proposed Institute of Education should be to re-examine existing syllabuses, methods of approach and examination procedures for the various courses designed for teachers and to appraise them in the light of modern research

findings and the needs of Sierra Leone", and he stresses also the functions of up-grading existing teachers and of research. On the general history of the idea of an institute of education, its introduction to Africa and then at the University of Salisbury there is Basil Fletcher's The Work of an Institute of Education in Central Africa (32), while Professor Alan Milton of the same university in his article, 'The Relationship of an Institute of Education to Ministries of Education and to Training Colleges' (65) emphasizes the importance of the university basis of an institute of education; he sees an institute both as an "organic federation of training institutions" and as "a university department, committed to the task of improving the education and training of teachers and to the study of education"; and he raises the crucial question, "What may be the force of a commitment to the professional quality of teachers when the central government is the controlling agency in the recruitment, training and qualification of teachers?" The document University of Zambia: School of Education, 1968 (151) describes the functions of the three major divisions of the School of Education at Lusaka, one of which is the Institute of Education which here concentrates upon research and the in-service training of teachers at all levels in co-operation with the Ministry of Education and in liaison with the colleges of education in the country. Yet another pattern is described in G.A. Auger's 'An Institute of Education to serve the High Commission Territories of Southern Africa: Basutoland - Bechuanaland - Swaziland' (6) and Professor John Turner's 'Notes on the School of Education of the University of Basutoland, Bechuanaland Protectorate and Swaziland,' (100) where the "School of Education is intended to combine the functions of a Department and an Institute of Education" by offering full time courses for post-primary teachers, assisting tutors in colleges of education, providing in-service education for serving teachers, offering advice, information and materials, and by carrying out research.

More generally there is discussion of the role of an institute of education in An Institute of Education and the Improvement of Primary Education: Report of the A.A.A. Conference, April, 1968 (133); this summarizes discussion on a very practical level between delegates with experience in many parts of Africa.

Somewhat similar emphases are found in such reports from the West Indies as the Report on the Conference on Teacher Training (Trinidad, 1964) (154) which stresses in particular the co-operative purpose of the University of the West Indies Institute of Education. The unifying influence of the institute is also stressed in Dr. Elsa H. Walters' article 'Teacher Training in the British West Indies' (106), in which she describes the links with regional boards, the functions of consultation, research, and developing teaching materials, and the provision of in-service courses. Similar descriptions are to be found in the University of the West Indies Institute of Education Annual Reports (152): that for 1963/64 states that "the main function and responsibility of the Institute of Education is to help to maintain and improve the quality of education in all the contributing territories". There are further references in the Report of the Conference on Teacher Education (St. Vincent, 1967) (155) and the Report of Conference on Teacher Education in the Eastern Caribbean (Antigua, 1968) (156).

Lee H. Stoner and Edward Neteland touch upon the roles of institutes of education in 'Current Teacher Education in Pakistan' (91) where the institutes of education in each province offer Post Graduate Certificate of Education courses and in-service courses and are responsible for

research. The leadership role of the Central Institute of Education, Delhi, is described by E.A. Pires in 'An Experiment in Teacher Education' (75) in which he outlines a programme of teacher education which was developed at that Institute with emphasis on selection procedures, practical training, child study, elective and in-service courses. On the other hand it is the co-ordinating role of institutes of education in India which is emphasized in the Report of the Committee to evolve Model Syllabi for Elementary Teacher Education, 1963-1965 (116) and, in Ceylon, in the Report of the Committee of Investigation into the Working of Teacher Training Colleges (140), while the Inter-territorial Education Seminar on Teacher Training Programmes (Samoa, 1963) (123) advocates the establishment of Sub-Regional Training Institutes comprising a Teachers College, English Language Centre, Library, Publication Unit, Schools Broadcasts Units and Education Research Unit.

Postscript: There are further references to Institutes of Education in C.L.H. Alexander's 'The Institute of Education, University College, Ibadan (2); E. Lucas' The Faculty and Institute of Education in the University College of East Africa (59); Alan Milton's Teachers Outside the Walls (64); also in Makerere: National Institute of Education (125) and University College of Ghana: Development of the Institute of Education (150).

## SECTION 12

### IN-SERVICE TEACHER EDUCATION

It has already been remarked in Section 2 that in most developing countries of the Commonwealth there is a demand and a need for more education with a consequent demand for many more qualified teachers. Concurrently there is concern about the quality of the education provided in increasing quantities and about the quality of the teaching profession.

In the search for a means of achieving both quantity and quality in the teaching profession in-service teacher education has a number of obvious attractions; it is seen as a form of initial training, either as an alternative to the conventional pre-service course or as a method of providing initial training for the untrained; it is seen as a means of up-grading the status of qualified, serving teachers; and, thirdly, it is seen as a means of refreshing and up-dating the mass of serving teachers without necessarily improving their professional and financial status. Some urge that all three forms of in-service courses should be integrated in a systematic programme of teacher education. This is the view of the Working Party on The in-service education of teachers in the Report of the Annual Conference of the Afro-Anglo American Programme, (1965) (131). And Professor L.J. Lewis has stressed the importance of integrated in-service courses on a number of occasions, most recently in the Report of the 8th Annual Conference of the Afro-Anglo-American Program (134).

There are several proposals for, and accounts of, in-service courses as alternatives to the normal patterns of pre-service courses of teacher education. Professor L.J. Lewis, in his article 'In-Service Teacher Training' (56), suggests "replacing the present system of training . . . . by short periods of initial residential training together with career-long, systematic in-service training and consequent professional credit at intervals"; "to be effective", he adds, "teacher education of this kind will require organisation on an area basis and careful planning of subject matter" and also "teaching aid centres for the design, testing and the mass production of teaching materials". This idea is developed further by Professor L.J. Lewis in relation to a particular country in Teacher Training for the Primary Schools in Bechuanaland (55) where various types of in-service and residential courses are "regarded as integral elements in a continuous process of teacher education". The application of a similar idea is described in some detail in Professor John Turner's article 'Continuity and Integration in In-Service Teacher Education in Lesotho' (99); here the two year course leading to qualified teacher status is built round three residential courses each of three weeks duration together with supervised work and study in the intervening months. Another account is to be found in 'The Education of Teachers in Botswana, Lesotho and Swaziland' (114) where Stanley Woods describes 'The Francistown In-Service Teacher Training Project'; "our aim is to reduce the country's dependence on untrained teachers by using short in-service courses and longer correspondence courses in combination".

In Africa generally in-service teacher education is regarded as a possible means of overcoming the problem of the untrained teacher. J.J. Figueroa sees it as such in 'Teacher Training for Mass Education in Africa' (30). And Dr. P.C.C. Evans looks at the problem in a broader context in 'The Untrained Teacher in Africa' (24); he suggests that "the major emphasis may well have to shift from pre-service to in-service

training" and gives accounts of experiments in in-service teacher education drawn from Singapore, Jamaica and the Caribbean generally.

Indeed experience of in-service teacher education outside Africa is considerable. Ruth Wong makes the same point as Dr. Evans when she writes "In view of the circumstances . . . it is foreseeable that continuing in-service teacher education will take preponderance over pre-service education" in *Teacher Education and Its Problems in Some Developing Countries in South East Asia* (110). W.C. Kan describes something of the Singapore experience in 'The Development and Present System of Chinese Medium Teacher Training in Singapore' (48). For Hong Kong R.F. Simpson advocates the use of in-service courses to alleviate the problem of the untrained teacher in his report, Teacher Productivity and Professional Training (87); "this present study draws attention to the need to ensure that a larger proportion of teachers, particularly those at present in primary schools, should have some form of professional training even if only a basic six weeks course held in the vacations or given through television" . . . and later suggests that, as a temporary solution, "the only answer seems to be to provide mass low level basic practical training courses, perhaps using television, at schools and community centres early in the morning, just after school, and during holidays . . ." W.M.A. Warnasuriya looks briefly at the problem of the untrained teacher in Ceylon in his article 'School Inspection and In-Service Training' (107). But the Caribbean appears to have had especially rich experience in this field. There are references in Dr. P.C.C. Evans' 'Planning for Expansion of Teacher Training in Jamaica' (25), G.L. de Landsheere's 'L'Education et La Formation du Personnel Enseignant dans un Pays en Plein Developpement: La Jamaïque, (54), and M.K. Bacchus' 'Towards a Policy in Teacher Education' (7). Most useful and detailed is D.R.B. Grant's account of the Teacher Internship Programme in the Teaching Internship Report, Jamaica, West Indies (37), which describes the development of the programme and its working, evaluates the experience to date and makes recommendations for the future.

In-service courses are seen not only as an alternative to pre-service training or as a solution to the problem of the untrained teacher: they are also seen, and used, as a means of up-grading in status large numbers of serving, qualified teachers. Margaret Russell describes such a scheme in her account of 'Courses for In-Service Teachers in Northern Nigeria' (84), whereby it was planned to raise three thousand Grade III teachers to Grade II status in an integrated three year course. A similar scheme in Tanzania is the subject of the 'Report on the Current Teacher Up-grading Programme, C to B' (143); in this three hundred and twenty Grade C teachers were being up-graded to Grade B in an integrated course which included three residential sessions. Similar use of in-service education is being made elsewhere. It is envisaged in the report, Education in the University of the South Pacific (115), produced by that University's Programme Planning Seminar; this seminar suggested a series of academic and professional in-service courses which would carry a system of credits leading to increased status.

The third main use of in-service courses is that of providing continuing education for the up-dating and refreshment of teachers, either compulsorily or on a voluntary basis, either with or without the incentive of additional increments. The underlying idea is that expressed by Mussawir Ali Hamidi and others in *Teacher Education in West Pakistan* (40) - "a teacher is . . . to be a student for ever"; in this pamphlet the authors describe the

use of Education Extension Service Centres as "the nucleus of in-service training facilities" to supplement the work of headteachers, colleges of education and "mobile training squads". L.W. Lieber in 'Need for an Integrative Framework in Teacher Training Curricula' (57) advocates the establishment of "machinery for continuing evaluation and assessment of the graduate teacher . . . to be supplemented by compulsory in-service training". This concept of continuity in in-service teacher education finds several sponsors. From India, the Report of the Education Commission, 1964-1966: Education and National Development (142) advocates the introduction of a scheme whereby every teacher would have two or three months of in-service education during every five years of teaching service; from India also there is emphasis on the importance of in-service and extension education services in The Education of Primary Teachers in India (119) and in Elementary Teacher Education: Report of the Committee to Evolve Model Syllabi for Elementary Teacher Education 1963-1965 (116). Elsa H. Walters, in Teacher Training Colleges in the West Indies (104), suggests that college staff should visit former students on a regular basis and that there be a week's refresher course for students at the end of their first year's teaching. J.W. Dunhill in 'The Education of a Teacher in Malaya, (22) similarly recommends that students should return regularly to their college for courses and be visited on a regular basis by their former supervisors. Dr. H.M. Sharif advocates the use of in-service education for a specific purpose in the article 'A Proposed Program of In-Service Education for Teachers with special reference to improving the Teaching of the Language Arts in the Primary Schools of Pakistan' (85).

The use of a whole range of different forms of in-service education, both as a means of up-grading teachers and also as a means of keeping serving teachers refreshed and alert to changing methods, is fully described in S. Vivian's article 'In-Service Education for Primary Teachers in Uganda' (103); he traces the development of in-service education in that country over the period 1953 to 1968, from the unplanned and haphazard to a scheme designed to put a sense of urgency back into education; he looks at one day courses at local centres as well as residential vacation courses; he touches upon the role of the Ministry, the inspectorate and the institute of education; and he refers to the role of such bodies as the British Council and UNESCO. Some of the same ground is covered in V. Ravendale's 'The In-Service Training of Teachers,(80) which also relates to Uganda.

One theme which recurs in the descriptions of the various kinds of in-service courses is that of assistance on an international basis. Stanley Woods in 'The Education of Teachers in Botswana, Lesotho and Swaziland' (114) mentions the collaboration of the Swedish Government, UNESCO and UNICEF in the 'In-Service Teacher Training Project' at Francistown; the assistance of St. Hilda's College, Durham is referred to by Professor Turner in his account of 'Continuity and Integration in In-Service Teacher Education in Lesotho' (99); R.M. Smith's article 'How Nigerians Use In-Service Centres' (88) describes the role of the University of Ohio and U.S.A.I.D. in the establishment of a number of teachers centres for in-service education in Western Nigeria. This aspect of international links in in-service education is most evident in the accounts of the various 'Ashby' or British Council vacation courses in Nigeria; amongst these accounts are W.B. Tudhope's 'Short Courses in Nigeria' (98), J.M. Wilson's 'Vacation Courses for Teachers' (109) which also includes an evaluation of such courses, G.E. Andrews' 'In-Service Training Abroad: Nigerian Holiday Course' (5), and Margaret Russell's 'Course for In-Service Teachers in Northern Nigeria' (84).

Three reports provide a valuable overview of the extent and variety of in-service education of teachers on a continental scale. The first is A Study of the In-Service Training of Primary School Teachers in Asia (77) by E. A. Pires, which is a collation of the replies to an exhaustive questionnaire received from UNESCO member states in Asia. It looks at such topics as the agencies providing in-service education, the categories of teacher who benefit, the types of courses offered, the use and value of foreign aid in this field. The second is the report on the provision of In-Service Teacher Training in English-Speaking Africa (97) sponsored by the Afro-Anglo-American Programme and compiled by Graham A. Trevaskis; this report provides a useful complement to that on Asia and includes a lengthy bibliography. Thirdly, there is In-Service Training for Primary Teachers; Research in Comparative Education (120), the report of the XXVth International Conference on Public Education of 1962.

## SECTION 13

### CORRESPONDENCE COURSES

Experiments in the use of correspondence courses in both the initial and further education of teachers have attracted a great deal of attention. J.L. Ewing, in Correspondence Courses in the Training of Teachers: a Survey of Current Practice in the Commonwealth (26), writes: "In a number of countries where training facilities are insufficient to cope with the demand for teachers, and where expenditure must be limited, correspondence tuition is proving a workable and economic adjunct to conventional training"; the author cites examples of such activity and refers to the apparent prerequisites of success. Another overview is provided by the appropriate section of E. A. Pires' A Study of the In-Service Training of Primary School Teachers in Asia (77).

Most of the many articles and reports on the various forms of in-service training (see Section 12) mention or advocate the correspondence course as an important component, either by itself or in conjunction with radio. However, there are a number of articles which make more specific reference to this approach. 'Modern Technological Approaches to Education in East Africa' (126) outlines a proposal for the up-grading of Tanzania's Grade C teachers by means of correspondence courses. In 'The Untrained Teacher in Africa,(24) P.C.C. Evans describes a Jamaican experiment in in-service education based on correspondence; this experiment is also referred to in G.L. de Landsheere's 'L'Education et la Formation du Personnel Enseignant dans un Pays en Plein Developpement: La Jamaïque' (54).

## SECTION 14

### RADIO AND TELEVISION

W. S. Kajubi in the Report of the University of East Africa Conference on New Directions in East African Teacher Education: Innovation, Implementation and Evaluation (139) advocates investigation into what can be achieved by the application of "educational technology". Dr. Arthur Porter takes a similar line in his paper, 'Teacher Education for Social Change' in Teacher Education for Socio-Economic Change: Report of the Conference of the Afro-Anglo-American Program, 1969 (134). And the authors of 'Modern Technological Approaches to Education in East Africa' (126) suggest the establishment of "educational experimental farms" to investigate "some uses and combinations of the newer educational technology".

The potential value of radio and television in the various forms of in-service education (see Section 12) is frequently referred to, but there are few detailed and specific references to actual experience. J.L. Ewing in Correspondence Courses in the Training of Teachers: a Survey of Current Practice in the Commonwealth (26) refers to the use of radio in Malawi and Northern Nigeria as a means of supplementing correspondence courses and of building up students' morale; he also makes reference to the possible future role of television. Likewise Professor L.J. Lewis in his report on Teacher Training for the Primary Schools in Bechuanaland (55), John Osogo in 'Pepping Up Kenya's Teaching Profession' (69), and S. Vivian in 'In-Service Education for Primary Teachers in Uganda' (103) advocate or refer to the value of special radio programmes for teachers and students in colleges of education. This approach underlies the theme of the report 'Modern Technological Approaches to Education in East Africa' (126) and Homer Kemfer's Radio and Television in Correspondence Education (52).

More detailed, and descriptive of an actual scheme, is S. Ferguson's 'Video Recording as an Aid to the Training of Teachers in Developing Countries' (27) which describes a research project carried out at Njala University, Sierra Leone, which was based on the installation of a closed circuit TV system connecting the classrooms of the experimental school with the university's department of education, and involved the use of video recording equipment "so that it might be possible to evolve a better understanding of the principles of effective teaching".

## SECTION 15

### THE TEACHER EDUCATION OF SPECIALIST TEACHERS INCLUDING TEACHERS OF ENGLISH

While most conferences, reports and articles concern themselves with the problems of the professional education of the normal classroom teacher at both primary and secondary levels, some of the published material makes reference to the professional preparation of specialist teachers, such as teachers of the English language, science, home economics, and technical subjects.

In part the needs of the Commonwealth countries for specialist teachers in those categories have been met by the Commonwealth Teacher Training Bursary Scheme. The Report of the Commonwealth Education Conference, 1959 (141) envisaged that the scheme would provide specialist professional education for college of education tutors ("the most valuable of all forms of help"), for the teachers of technical subjects in schools and for the teaching of English as a second language. This approach was elaborated at the Commonwealth Education Conference of 1962, when special attention was paid to the provision of assistance in the preparation of teachers of technical subjects in a scheme whereby teachers were to spend six months in a technical school in the United Kingdom, six months in industry and one year in a technical college of education. However, provision for this education is sometimes made locally; A.C. Pawson describes one example in his article 'Training Technical Teachers in Ghana' (71) in which he outlines the curriculum and methods of assessment of a course held in Kumasi; and, in the West Indies, the Report of Conference on Teacher Education 1967 (153) records a resolution that "the University of the West Indies assume an active role in . . . . assisting the territories in providing facilities for training an increased number of competent teachers in technical education".

Not surprisingly, most widespread attention is paid to the preparation of teachers of English as a second language. The report of the Regional Seminar on the Training of English Language Teachers (130) in South East Asia covers the ground in considerable detail; it describes the existing courses in South East Asia and outlines what might be done to improve the quality of English teaching within the existing framework; Dr. Robert Jacobs suggests some newer approaches; and Dr. Donald P. Horst gives an account of a programmed course for the training of English language teachers based on "a set of programmed textbooks, but extensive use is made of audio tapes, and sound movie films". Language teaching in South East Asia is also the subject of Tai Chen Hwa's paper 'The Training of Language Teachers' (124), which sees as the essential components of the course Linguistic Studies, the Psychology of Language Learning, Methodology and Research. Due emphasis is also given to the importance of language teaching in Dr. H.M. Sharif's article 'A Proposed Program of In-Service Education for Teachers with Special Reference to Improving the Teaching of the Language Arts in the Primary Schools of Pakistan' (85); "any attempt to improve the quality of primary teachers in Pakistan today must focus attention upon the improved teaching of the language arts". For West Africa appropriate suggestions are made by D.C. Miller in two articles. First, in 'Training and Equipping the Primary School Teacher of English as a

Second or Foreign Language' (62), Miller looks at the four essential requirements for a language teacher at this level - some measure of linguistic sophistication, a clear knowledge of what has to be taught, some ability to use oral techniques and a flexible oral command of the language. Next, in 'Problems, Aims and Means in Training Graduate Teachers of English as a Second Language' (63) Miller considers the problems of the English language teacher in a college of education ;and then the essentials in preparing both the teacher of Language and the teacher of Literature. Also against a West African background R. S. Brandt describes 'A First-Year Intensive English Course for Training Colleges' (14) followed at Bornu Training College, Northern Nigeria; his concern is with improving the general level of competence of English amongst students upon admission to a professional course. Most general of all in approach, both geographically and in content, is the series of articles edited by G.E. Perren in Teachers of English as a Second Language: Their Training and Preparation (72)

Some attention is also given to the professional preparation of science teachers. Z. Subarsky in his article on 'The Kenya Science Project' (94) describes the development of a scheme supported by the Ford Foundation to provide adequate science courses at the secondary level and the conduct of three week in-service courses for teachers in East Africa at the Science Teachers Centre. In the Report of the 8th Annual Conference of the Afro-Anglo-American Program (134) there is an account of the current work of the Kenya Science Teachers which is more fully described in Ingvar Karlen's article - 'The Kenya Science Teachers College' (49). The Report of the University of East Africa Conference on The Role of the Institutes of Education in Curriculum Development (138) contains papers by G.P. Oluoch on 'Primary Science Development in Kenya' and Dr. G. D. Bishop on 'Winds of Change in Science Education', both of whom advocate the adoption of 'discovery methods'. Several institutes of education in fact report special attention being given to science teaching, but in the report, University of Zambia - School of Education, 1968, (151) there is reference to its Science Education Centre which is "particularly concerned with the appraisal and modification of new science and mathematics curricula for local conditions and with more effective methods of teaching science".

One branch of science is given special attention in 'A New Programme in Home Science in a Developing Country: Some Educational Considerations' (31) by W. Flemmung and K. Rhodes. This article is descriptive of a scheme, jointly sponsored by Cornell University and the Ministry of Education in Ghana, for the professional education of Home Science teachers; it provides a detailed account of a four year course leading to the award of an 'Institute of Education Diploma for Teachers of Home Science'.

And at a very practical level J.B. Blossom's article entitled 'Bricks With Very Little Straw' (11) centres upon the experiences of an art specialist in a college of education in Nigeria, the activities and methods he followed and the very real problems he faced.

## SECTION 16

### ADVANCED LEVELS OF TEACHER EDUCATION

Though there are exceptions, until comparatively recently, the emphasis in teacher education in the developing countries of the Commonwealth has been on the professional preparation of non-graduate teachers for primary schools and for the lower forms of secondary schools. This emphasis is most certainly reflected in the conference and commission reports and in the writing about teacher education generally. Most of the published material is concerned solely with the education of primary or elementary school teachers.

In part this emphasis is explained by the fact that in many Commonwealth countries the post-primary schools have been, and in some cases still are, staffed with expatriate graduate teachers together with a small minority of local teachers, some of whom have no professional qualification or one obtained in a college overseas. In other words, until fairly recently, the professional preparation of teachers for post-primary schools in most Commonwealth countries has rarely been a matter of local concern. However, the situation is changing for several reasons: the recent and remarkable expansion of secondary school systems has created a vast demand for local teachers capable of teaching at that level; some governments have been concerned, with varying success, to staff their secondary schools with local rather than expatriate teachers; and the proliferation of new universities each with its department of education, as well as the development of advanced colleges of education, has made possible for the first time teacher education to a higher level on a local basis. Because of the continuous expansion of many secondary school systems the output of these departments and colleges has so far made only proportionately small inroads into the preserve of the expatriate and the untrained. Yet in absolute terms the last decade has been marked by a growth in teacher education at more advanced levels. What is remarkable is that comparatively little has been written about teacher education courses at these levels beyond the mere recording of their existence or their statistical growth. However, as far as Africa is concerned, there is some discussion of the question in G. Fradier's 'Secondary Education and Africa's Future' (33) and the series of country by country reports which are being published under the general title of Report on the Supply of Secondary Level Teachers in English Speaking Africa (41): these reports are published under the aegis of the Overseas Liaison Committee of the American Council on Education and the project director is John W. Hanson. To date the reports to have appeared are those for Botswana, the Gambia and Malawi. Another more general reference is The Shortage of Secondary School Teacher: Research in Comparative Education (122) which is the report of the XXXth Session of the International Conference on Public Education in 1967.

The report of the Programme Planning Seminar on Education in the University of the South Pacific (115) describes the provision of pre-service courses leading to (a) a non-graduate diploma for secondary school teachers after a three year course, with school certificate as the entry qualification (b) a Bachelor of Arts or Science degree with a large Education component and (c) the conventional one year Post Graduate Certificate in Education. With varying nomenclature this pattern of provision is not unusual. Stoner

and Neteland touch upon the shape of the local P.G.C.E. course in 'Current Teacher Education in Pakistan'(91). The preparation of secondary level teachers in India is covered in the Report of the Education Commission 1964-1966: Education and National Development (142), and the Second All-India Educational Survey (145).

In the Report of the Conference on Teacher Education for East Africa (1965) (136) S.K. Nkuta and Professor Eric Lucas describe the three year course at the University College of Makerere leading to the B.Ed. degree, while in his article Training Teachers for East Africa (4) John Anderson offers a comparative study of the various courses leading to graduate teacher status offered at the University Colleges of Makerere, Nairobi and Dar es Salaam; he considers the basic compents of a university-based course in teacher education and discusses the importance of the 'Education' element in such a course. From further south in Africa the report of the University of Zambia: School of Education, 1968 (151) indicates the provision of undergraduate and graduate courses for future secondary school teachers; and Professor John Turner in his 'Notes on the School of Education of the University of Basutoland, Bechuanaland Protectorate and Swaziland' (100) describes the four advanced courses offered there, the P.G.C.E. course, the B.A./B.Sc. (with Education) course, that for the Certificate in Education and that for the award of a B.Ed. which is similar to an 'Associateship' course elsewhere. From Ghana Barrington Kaye considers 'The Task of an Education Department in a Developing Area' (50), analyses the P.G.C.E. course and postulates that the aim of such a course is "to foster both flexibility of mind and attitude, and the conviction about basic human values necessary to enable teachers to fulfil effectively the role, not only of agents of social change, but also of 'liaison officers' between the traditional cultures of the communities in which they teach and the best of western civilisation". From Ghana also David Bradshaw describes 'The Work of the Post-Secondary Department, Winneba Training College, Ghana' (13) where a two year course was offered to School Certificate holders and organised on a basis of three phases of two terms each. The special contribution of Nigeria has been the development of the recommendation of the Ashby Report that Advanced Teachers Colleges be established; Wilson in 'The Advanced Teachers Colleges, Nigeria' (108) describes the three year courses, leading to the award of the Nigerian Certificate in Education, offered to teachers with a Grade II Certificate or the holders of the West African School Certificate.

The Associateship Course offered at the University of Ibadan, Nigeria, can also be regarded as an advanced level course even though its aim is one of "improving the standards of the non-graduate teachers who are leaders of primary education". This course is described by R. Chapman-Taylor in 'Teacher Training in an African University' (15).

General information about teacher education, particularly at the advanced and specialist levels, is also available in UNESCO Field Experience in Teacher Education (149) and also the Directory of Teacher Training Colleges Assisted by UNDP (Special Fund) and UNESCO (113).

## SECTION 17

### REGIONAL CO-OPERATION

As country after country within the Commonwealth has achieved independence many of them have tended in the last decade to move towards increasing regional co-operation in many different spheres. Teacher education is no exception.

A most remarkable example has been the co-operation sponsored by the Afro-Anglo-American Programme, which was initiated by Teachers College Columbia University in the United States and the University of London Institute of Education in the United Kingdom, and financed by the Carnegie Corporation. Accounts of its work and achievements are to be found in the reports of its annual conferences, and in particular those of 1965 (131), 1967 (132) and 1969 (134). In 1969 this project was transformed into the Association for Teacher Education in Africa (A.T.E.A.) and is now under African leadership. Furthermore out of its annual conferences and the personal contacts they engendered were born two smaller Regional Councils for Teacher Education, first that for East Africa and subsequently that for West Africa which was founded in December 1969.

Before the birth of the Regional Council for Teacher Education in East Africa co-operation in that area had been based on the conferences sponsored by the University of East Africa in association with the American 'Teacher Education for East Africa' project: an account of the achievements of this co-operation is to be found in the reports of the annual conferences of 1965 (136), 1966 (137), 1967 (138) and 1968 (139).

As the University of East Africa has encouraged a measure of co-operation and consultation in that area, so also has the University of the West Indies Institute of Education encouraged co-operation in teacher education in the Caribbean. Elsa H. Walters in her article 'Teacher Training in the British West Indies' (104) writes of the institute of education as the only unifying organisation in teacher education in two Dominions and eleven colonies (in 1965). This co-operation is reflected in the Report of Conference on Teacher Education (St. Vincent, 1967) (155) and the Report of Conference on Teacher Education in the Eastern Caribbean (Antigua, 1968) (156). And it would appear that it is intended that School of Education of the University of the South Pacific should fulfil a similar role of leadership and co-ordination in that area also.

In Asia, however, it seems that co-operation and consultation in matters of teacher education have been developed around the UNESCO Regional Office for Education in Asia, Bangkok, from which centre have appeared such reports as Student Teacher Practices in Primary Teacher Training Institutes in Asia (78), A Study of the In-Service Training of Primary School Teachers in Asia (77), and Problems in Asian Teacher Training and a Course for Teacher Educators (129).

## SECTION 18

### INTERNATIONAL CO-OPERATION

If regional co-operation in some areas has been an important factor in teacher education over the last decade, international co-operation and the participation of foreign aid have been even more significant and influential. Indeed, the reinforcement of teacher education in and for the developing countries of the Commonwealth has been regarded as a most important and effective form of foreign aid and a fruitful ground for international co-operation.

This assistance and co-operation have taken a variety of forms:

- (1) There has been the provision of expatriate tutors to colleges in the developing world, whether in the form of schemes like the Teacher Education for East Africa project or on a more ad hoc basis. This is covered in Section 4 on 'The Staffing of Colleges of Education'.
- (2) There has been the provision of funds and teams of tutors for various in-service education schemes in the Commonwealth. Examples of this form of assistance are mentioned in Section 12 on 'In-service Teacher Education'.
- (3) Another form of assistance has been the further training and education of college of education tutors from the developing countries in universities and colleges in the United Kingdom, the United States and elsewhere. This is referred to in Section 4 on 'The Staffing of Colleges of Education'.
- (4) Many thousands of teachers in the developing countries of the Commonwealth have received some professional education in universities and colleges abroad. In particular, and increasingly, many categories of what might be regarded as 'specialist teachers' have been so trained. Section 15 on 'The Teacher Education of Specialist Teachers' touches upon this trend; and
- (5) International co-operation and foreign aid in various guises have stimulated profitable regional co-operation in teacher education in some areas of the world. This is mentioned in Section 17, 'Regional Co-operation'.

However, such categorization does less than justice to many of the special schemes and 'links' which have grown up internationally in the field of teacher education, some of which fall into more than one of the five categories listed above. For example, the 'Special Course for Teachers from Uganda: Camdenville Training Centre'(146) was "a training project for infant school teachers within the framework of the scheme for Commonwealth Co-operation in Education" which involved tutors and inspectors from Australia running a course for college tutors in Uganda, three tutors from Uganda spending a year in Australia, one teacher from Australia spending a year in Uganda in order to conduct in-service courses for infant school

teachers and, finally, thirty Ugandans attending a special course at Camdenville Training Centre, Sydney. The link between Malawi and the University of Bristol is reflected in I.F.G. Stott's Teacher Education Project for Malawi, 1967-1969 (93). Then Ohio University was involved in more than the further education of Nigerian college tutors in the scheme described by Cooper and Herrington in 'Ohio University trains Nigerian Teachers' (17). So was Kent State University Ohio, in its scheme "centred upon upgrading program, facility and staff in the areas of Audio-Visual Education, Health Education and Library Science" which is summarized in the Terminal Report of the Contract between the U.S.A.I.D. and Kent State University for the Improvement of Teacher Education in Tanzania (147) . And into which category ought one to place that unusual scheme described by H.C. Cooksey in 'A Training College in England for Malayan Teachers' (16), or all those special links which have been developed, but rarely 'written-up', between universities and colleges in the United Kingdom and teacher education throughout the Commonwealth ?

UNESCO has also played an important role in the development of teacher education in many developing countries of the Commonwealth; the report, UNESCO Field Experience in Teacher Education (149) and the Directory of teacher training colleges assisted by UNDP (Special Fund) and UNESCO (113) indicate something of the scope of UNESCO assistance in this field.

## SECTION 19

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