

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).