

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.