

INTRODUCTION

It must be the largest profession in the world. There were 12 million teachers in 1960, 18 million in 1968, and over 29 million in 1978. The demand for universal primary education and the pressure to expand secondary and tertiary education mean that the teaching profession has also grown at unprecedented speed in the last quarter century.

Finding and training teachers in those numbers itself imposes strains on the educational system they are meant to serve. As a result, throughout the twentieth century many countries, have used unorthodox techniques to train their teachers.

In Britain, in the first decade of this century, up to half the pupil-teachers who were serving an apprenticeship in schools, studied for their teaching certificate by following correspondence courses.

In Botswana and Swaziland teacher-training colleges were established in the 1960s and 70s to train teachers by alternating spells at college with spells in which they studied correspondence courses while they were teaching.

In Nigeria a National Teachers' Institute was set up in 1978 to produce the teachers who would be needed for Universal Primary Education. Its major activity was to produce printed courses to train teachers.

In Tanzania 35,000 have been recruited and trained as teachers over a period of five years

while they were working in school; they studied by combining radio and correspondence lessons with short residential courses in training colleges.

This book shows how distance teaching - the use of correspondence courses with radio and some face-to-face study - can be used to train teachers. It is divided into eight chapters. The first discusses what distance teaching can do for teacher education. The next five sections are about the organisation of distance teaching. The last two sections are about monitoring and costing distance teaching programmes.

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