

## **SMALL ISLAND STATES**

### ***Background to INSET***

Quite apart from the wide geographical separation of these island communities, there is naturally a wide disparity of size, development, population, resources and history. These variations are evident even within the Caribbean area. In terms of size of territory, population and resources, islands like Jamaica and Trinidad obviously have educational priorities and problems of a different order to the much smaller islands who are their neighbours in the Commonwealth. Whilst such differences as there are in the Caribbean tend to relate more to size and complexity than to essential differences of language and culture, in the Pacific there are also significant ethnic and cultural differences (particularly those of Melanesian and Polynesian culture) between some of the island territories.

It may however be possible to identify certain general similarities. The problems of education in these territories are characteristically those of most Third World countries in the early stages of development: inadequate or low quality facilities and under-qualified or untrained teachers, over-crowded schools, lack of training resources, often exacerbated by poor quality equipment, out of date or irrelevant text books and examination curricula, creating a seemingly inescapable cycle of deprivation. Secondly, there is in most island territories a feeling of community and identity which gives them a sense of purpose and national pride. Thirdly, however, there is in the very essence of the smaller island territories, a significantly distinct characteristic which is not merely one of scale, but of nature: a sense of differentness and isolation (which is not to say insularity) which makes them not merely physically but psychologically remote, and which reflects and transcends their geographical isolation.

Fourthly, the size of such countries alone often constitutes or contributes fundamentally to the essence of their problems; for they cannot by themselves provide a sufficiently strong population or economic base for educational and social development. They are often excessively dependent on the provision of or access to facilities outside their own community and often outside their own region.

Purposes of  
INSET

In the Commonwealth island and contiguous territories the main role of in-service teacher education is one of meeting basic needs in an economic way. The main priority is the provision and maintenance of a trained teaching force, still lacking in many territories, and the equipping of previously trained teachers with the skills and knowledge necessary to enable them to cope with the rising demands of the curriculum and the most urgent pressures of rapidly increasing numbers and rising expectations against a background of rapidly changing social and economic circumstances. An emphasis in the Grenada and Guyana in-service teacher education programmes, as in many other islands, is towards the service to the community that a well trained teaching force could and should render.

Priorities  
of INSET

In developing INSET activities in these regions, the highest priority has been given to the enormous task of providing training and qualifications to the very large numbers of untrained and under-qualified teachers. Early UNESCO studies commented that in-service training of serving teachers makes greater demands on students than conventional pre-service methods (Final report of Expert Committee on teacher education: UNESCO 1967). It was essential, there, that the best available staff be recruited for the conduct of in-service courses and that adequate tutorial guidance be available to students ("Better Teachers" UNESCO 1970). This was confirmed by the IIEP Case Study quoted in the latter publication which led the UNESCO team to conclude that governments which remain attached to the traditional and excessively academic requirements laid down by law for pre-service training colleges and which oblige adult teachers to undergo such

training by catching up would undoubtedly be successful in certificating their unqualified teachers; they might well fail, however, in realising the appropriate approach to adult education and in achieving any immediate and substantial improvement in the classroom situation (UNESCO 1970).

As a small island's chief education officer pointed out some years ago, there are still some advantages in the pupil-teacher system, in a small community context, which are often overlooked: loyalty to the school at which the teacher had been a pupil, greater commitment to teaching and therefore a lower wastage rate, and a more ready willingness to identify with the community. These lessons have undoubtedly been learned by those engaged in INSET in many islands as is apparent from a number of initiatives reported below.

Costs of  
INSET

Financial allocations and costs in respect of INSET are difficult to quantify accurately though reference will be made to costs in respect of some specific INSET activities below. This difficulty is not confined to INSET. In Papua New Guinea in 1978, it was concluded that there was at that time no way of estimating reasonably accurately the total financial investment in education.

The cost of training is obviously of considerable concern to administrators of systems backed by very limited resources and is often a major determinant of the priority accorded to various approaches to staff development. Of necessity, many island communities have to rely on outside support to a greater or lesser extent, yet resource constraints may affect the extent to which external training opportunities may be utilised. The rising cost of fees and maintenance for overseas study is compounded by the resources of staff and finance needed to release staff for training. These constraints have pointed to the desirability of providing local training opportunities and to the potential advantages of in-service modes of training.

It would be wrong however to suppose that developments in local training are a consequence simply of cost considerations. As the Minister of Education in Barbados commented at the Commonwealth Workshop in 1977, "In-service training in the country in which the teaching is to be done, besides helping to stretch the budget by lowering the unit cost of training, has the social benefit that it trains persons to deal with on-the-spot situations, particularly when full use is made of local trainers familiar with the problems".

The most adventurous and ambitious in-service training programme described in this part of our study (Grenada), places its major emphasis on school based training not only because it is cheaper, nor even because it is the only way to increase the quantity and improve the quality of trained teacher output, but much more because it is felt to be more appropriate and more effective. It is a curious irony that similar conclusions are being reached by more 'developed' systems.

Responsibility,  
control and  
co-ordination

The main responsibility for providing local INSET programmes rests with the ministries of education which have fewer problems of co-ordination than their counterparts in larger countries and educational systems. One of the few advantages of the smallness of many of these island communities is the proximity of the central authority to the base level of school and classroom activity. Furthermore, it is a heartening feature of many small island communities that the teachers' unions have responded positively to the challenges posed by their difficult situation. As the Minister of Education in Barbados, the Hon. L. R. Tull, states at the Caribbean Commonwealth Workshop in 1977: "Teachers Unions in the Caribbean have been paying increasing attention to the training of their members, and the Ministries of Education no longer seem to be taking a lone stand in this respect. It is but fitting that the Teacher Trade Unions should be fully involved and should share this interest". Subject associations frequently fulfil this role in the absence of teacher unions, as well as

supplementing the normal INSET provision made by unions, ministries, institutes and colleges. The Caribbean Commonwealth Regional Workshop specifically recommended in 1977 that where teachers' or subject associations did not exist they should be created, and teachers' unions should assume responsibility for providing advisory support services for their members and should not allow negotiating activities to outweigh other considerations.

Notwithstanding the importance of such local initiatives, however, there is clearly an important role to be played, and one which is being played most effectively, through regional institutions and programmes. Indeed, the most striking single common feature of in-service teacher education and training between the Caribbean area and the Pacific Commonwealth islands is the significant, indeed vital, contribution made by the regional tertiary institutions, and their readiness to involve themselves in training modestly qualified education staff and catering for unsophisticated levels of skill needs. R. N. Murray, then Director of the Institute of Education of the University of the West Indies (UWI), described the situation in the Caribbean as follows: "For a small government to provide itself with even a fraction of the personnel necessary to study, plan and manage innovation, it would mean multiplying the cost of administration by a factor varying between two and ten. In fact, even if there were funds to do this, people of the right experience to carry out the work would hardly be enough to go around. The only recourse therefore is to create a central pool of skills from which each territory may draw to supplement its own. The Institute (of Education) tries to provide some of these skills and to act as a base for others" (Caribbean Quarterly Vol. 13 No. 4).

Since those words were uttered in 1969, the number of students in the Eastern Caribbean studying for a professional qualification has almost doubled and the percentage of untrained staff has generally fallen. A considerable contribution to these advances was made in the

early years by the in-service programme of the UWI, and teachers' colleges have been established in the contributory islands which did not previously possess one. Far from inhibiting local growth, therefore, the Institute has acted as a catalyst, stimulating the expansion of local resources and educational enterprise.

During the last academic year discussions have taken place in the Institute of Education of the UWI at Cave Hill, Barbados, on the establishment of a Joint Board for teacher education for the whole of the Eastern Caribbean, and on a joint UWI/USAID project aimed at the improvement of the primary school curriculum and at enabling the UWI to expand and extend its activities in improving educational systems in the Eastern Caribbean. The in-service training work of the UWI, however, is reflected in the number of consultancies, planning meetings, workshops and seminars in which its staff has participated with local educationists throughout the region. A great part of this work has, in recent years, been concerned with the Caribbean maths project and with syllabus and evaluation developments for the new Caribbean Examinations Council (CXC) created in the mid-1970s.

It is most significant and encouraging that similar developments have more recently been initiated in the Pacific region where the University of the South Pacific (USP) is basing its provision for in-service teacher education in the region partly on the Regional Standing Committee for Teacher Education model of the UWI and is undertaking a similar role to that of the UWI in supporting and sustaining teacher education in most, if not all, the islands in the region. Macquarie University, in Australia, is also involved in this work, as is the University of Papua New Guinea. Discussions are now being conducted with the USP to establish a regional task force for educational development with a firmly based organisation to provide regional help for regional needs (USP Report of Institute of Education 1980).

Both the Caribbean and the Pacific region benefit from aid provided by more developed Commonwealth partners, Britain and Canada in the former and Britain, Australia and New Zealand in the latter, in addition to aid provided by other friendly governments, including the United States. The South Pacific has the added advantage, however, of a stronger range of non-governmental regional agencies, many of whom provide a great deal of support for educational activities and in particular make weighty contributions to enable regional co-operation and exchange to flourish. It does seem that, in the South Pacific, more of this effort is directed towards in-service opportunities within the region, using the region's own resources, than is the case elsewhere, and this may be one of the concomitants of the very scattered nature of the island communities themselves. Perhaps, in the case of small islands, more comes to mean better, rather than worse, in terms of their readiness to collaborate with one another.

The motivation  
of teachers

Recruitment into teaching suffers in many island communities from the greater attractiveness for the small pool of highly educated personnel of more prestigious professions, medicine, law, politics and administration. It is further true that, as elsewhere, teaching services are important providers of skilled personnel for a wide variety of other forms of employment and particularly the public service. The brain drain which occurs is often of the more able and better qualified teachers seeking higher remuneration and status.

There is no doubt that low status is a traditional consequence of the prestige attached to academic qualifications (particularly those obtained overseas) and a consequent devaluing of professional training. As a result, in-service activities are often despised as having only limited application to the "job" and as not producing marketable qualifications outside of teaching. Differential status within the teaching profession, notably between primary and secondary teachers and between teachers in prestige colleges and those in the general system,

also contribute to low self-esteem and poor motivation for professional development.

Although there are large numbers of teachers who remain committed to teaching, it would be unrealistic to assume that their continuing devotion and often self-sacrifice will alone provide sufficient motivation for effective INSET. UNESCO, reporting on a particularly successful INSET activity, commented that there are several factors involved: the incentive of payment made to trainees, the certificate issued at the end of the course, the fact that the content of the course is practical and above that the majority of trainees soon become convinced of the value of the course and its close connection with their teaching duties (Better Teachers, 1970, p. 165).

In general, however, incentives must be provided, not merely in terms of personal satisfaction or pride in the achievement of a particular level of professional competence, but particularly in professional/promotional advancement, and this must be reflected either in incremental or salary scale progress. Most of the territories surveyed do in fact give incremental recognition for in-service qualifications but frequently do so only for courses leading to formal certification of one kind or another. Many of them only give increments for courses lasting for a year, and since many, if not most, in-service activities are part time and/or of reasonably short duration, it seems likely that many of these activities will fail to qualify for formal incremental recognition. There is, clearly, a point beyond which the desire for personal professional improvement is insufficient to guarantee a full commitment to further in-service activities unless teachers can see that it benefits them in more tangible terms. A way to avoid this disenchantment may well be to ensure that the teachers themselves participate in the design and the planning of INSET provision, perhaps taking more responsibility for it through professional or subject organisations, and the establishment of teacher run centres. An encouraging example of this is the way in which

the Teachers' Union H.Q. in one island territory has developed into a kind of teachers' resource centre and this is no doubt not unique. Perhaps, also, the location of more INSET in schools, and their incorporation into the normal school timetable is another way of ensuring voluntary participation in INSET activities.

Evaluation and follow-up

Evaluation and follow-up are perhaps the least encouraging or satisfying aspects of INSET in the regions under discussion. There is very little evidence of evaluation actually taking place, except on a user reaction basis: if the type of development expected or hoped for fails to materialise, if the users (or recipients) vote with their feet or merely 'switch off', there is no doubt some kind of rough and ready evaluation will take place.

Whether this leads to some productive follow-up or re-examination of the procedures adopted is open to considerable doubt, although the evaluation of the INSET programme in Jamaica does show that not all lessons are left unlearned and that people are prepared to examine their own mistakes. The fact that this is being undertaken by the university is an encouraging sign, but the results of this have yet to materialise. The participation of both user and provider is required in a self-evaluating process which enables mistakes to be remedied and results to be measured.

### ***Innovations Adopted***

#### 1. In the Caribbean

##### Barbados

Being one of the larger islands in the regions, particularly in terms of population, and certainly one of the most developed in terms of schooling and educational provision, Barbados already has a more developed school system, a larger and better qualified teaching force and a stronger educational tradition than most of the islands

of the Eastern Caribbean. Added to this it has the advantage of being the site of one of the three campuses of the regional University, with a well staffed and experienced School and Institute of Education. Because of this, its teaching staff and students have access to a far wider range of courses and facilities than those of the smaller islands. Its economic strength also enables it to make a very much larger provision of funds for in-service education. The cost of replacement while teachers are on full-time or part-time study leave alone amounts to three million Barbados dollars (US\$ 1.5 m.) whilst the annual cost of in-service programmes in 1980-81 amounted to over 2.7 million Barbados dollars for a population of approximately a quarter of a million. Despite this, and despite the introduction of an induction course of a four-week college attachment for 115 inexperienced primary teachers followed by a preliminary in-service course of one-year's duration for 120 commencing teachers, there is a backlog of teachers awaiting training in most areas of teacher training. These preliminary in-service courses are a prerequisite for entry to the in-service college certificate programme being provided for a further 260 teachers. In this context it is easy to appreciate how acute is the problem in less favourably placed islands.

UWI in-service courses

In addition to this basic provision for teacher training, the UWI in Barbados affords opportunities for professional development of some 30 Barbadians each year through its In-service Diploma Programme for graduates, the Certificate Course in Educational Administration and Management, and the two-year B.Ed. course for persons holding or likely to hold positions of administrative and professional responsibility.

Other agencies

There are also a number of vacation courses in the Easter and Summer holidays, which several hundred teachers attend, and which are organised by the Ministry, the staff of Erdiston College, the University School of Education and other agencies, including teachers' subject associations, the National Sports Council and the National Curriculum Development Council. Like the University,

Erdiston College also provides training facilities for the less well provided islands in the sub-region and currently has six students from other territories, three from the British Virgin Islands and three from Montserrat. Erdiston practises a form of micro-teaching practice for its students on the primary programme, during which first year students teach pupils from three classes in the Erdiston Model School for four weeks; the students are divided into sub-groups, as are the pupils in each class, so that each sub-group of students teaches a small sub-group of 8-12 pupils in each of the three curriculum areas they are studying. Each student is observed by a tutor and the other members of the sub-group, and is able to participate in a group evaluation soon after the lesson ends.

### Belize

Belize is part of the mainland of Central America. As such, it is natural, for example, for Spanish to play a much larger part in the curriculum and for in-service activities in that subject to look towards South and Central American countries for support. This is also true, to a lesser degree, in Trinidad and even Barbados, where the Venezuelan Government has assisted with the in-service training of language teachers. Belize has depended, until now, very heavily on external aid sources for its educational capital development. Indeed, in the 1977-79 Economic Plan, it was envisaged that two-thirds of capital projects would be funded from external sources.

### The Training College

With the opening of its new Training College it was able to increase its expected annual output of trained teachers to 100 and increase the proportion of trained teachers from 43 per cent to over 56 per cent. It also began to extend its school broadcasting to include professional help to teachers. Nevertheless, it still expects to have to recruit from overseas despite increasing the number of university scholarships available to those eligible for entrance and who show interest in returning to serve the people.

The University  
Centre

A University Centre has been completed in Belize City which will be able to provide some of the training currently provided abroad, and the Extra Mural Department of the University of the West Indies provides a number of courses which are followed by teachers wishing to gain the necessary qualifications for further study.

National  
Teachers' Union  
in-service  
courses

With Canadian assistance the National Teachers' Union, as in many other islands, also organises for its members summer training courses of four weeks duration in a number of curriculum areas which have included Social Studies, Language, Arts, Geography, Maths and Science. Another similarity with Trinidad is the existence of a number of denominational schools, run by the churches. The managers of these organise in-service training days for their teachers. A significant proportion of primary school teachers are pupil teachers with no training, or are secondary school leavers with only a three-week familiarisation course. Many take several years before they qualify for entry to the Teachers College via the in-service programme. Thus it will be readily appreciated that Belize feels the need for a more coherent induction programme. Currently the college's three-year programme concludes with a final year of internship spent entirely teaching in schools.

Curriculum  
in-service  
courses

The Ministry provides a series of in-service workshops in various curriculum areas, and summer courses to prepare teachers for various teachers' examinations leading to the "First Teacher Second Class" and "First Class Teacher" status.

### Grenada

Training  
teacher  
partners

In Grenada where 68 per cent of teachers are still untrained, an encouraging new development has emerged in the institution of the "teacher partner". The Government has introduced an accelerated programme of intensive large scale in-service training which, it is hoped, will ensure that the entire teaching force will be trained within the space of a few years. Teachers are variously graded as temporary, student, probationer or certificated, according to their level

of general education, and require four G.C.E 'O' Level passes to qualify for entry to the teacher training college. Prior to this point, responsibility for their training lay with the principals of the primary and all age schools, assisted by fortnightly classes taught by education officers and college tutors in teaching methods for core subjects, held in six centres across the islands. The Ministry of Education also organised vacation courses, as did the Grenada Union of Teachers in collaboration with the Canadian Teachers' Federation.

The Government concluded, on the basis of 'O' Level results obtained in 1978, 1979 and 1980, that the level of achievement in basic subjects was too low and this had to be attributed largely to low levels of training. To train more than 600 teachers by the normal college method would take over 20 years, and if allowance were made for wastage it would require another 15 years to fill the gaps left by leakage from the teaching profession.

The cost element is also a significant consideration. The total budget for education was around EC\$13m. in 1981. It would cost the Grenada Government EC\$17.5m. at current costs to train their untrained teachers through the college programme, whereas the INSET programme envisaged will cost approximately EC\$3.7m.

The new programme aims at producing by 1983 the trained teachers needed in Grenada to raise the level of classroom competence, to increase the level of achievement of children simultaneously and, thereafter, to develop a common curriculum using standardized textbooks and methodologies. It also aims to build up a stock of material appropriate to the training of teachers in countries whose situation and experience are similar to that of Grenada; and more generally, to develop and raise the level of pedagogy, to establish teaching as a serious profession and to erase the image that it is an activity where people enter to get some money and to pass time until another more lucrative opportunity presents itself. The programme is very much the kind of

undertaking envisaged by the Commonwealth Regional Workshop on INSET in 1977 in that it has genuinely regional significance.

The demands on the teacher-trainees are considerable - one day per week, five hours daily for six weeks in the long vacations, examinations every six months, three subject areas to be studied in each year with certain obligatory courses and a practical area of study as well as supervised practical teaching. A particularly satisfying element of their evaluation process is the use of continuous assessment. The examination requirements are those of the UWI, but the Ministry of Education is negotiating with UWI to reverse the proportions of the certificate based on examination and coursework assignments from 60:40 to 40:60 respectively. Students who satisfactorily complete the course but fail to qualify for the UWI certificate because they do not hold four 'O' Level passes including English Language or the CXC General Certificate will receive a local certificate, but will still be paid at the qualified teacher rate. During the course, each successful teacher will receive an additional increment and in year 2 Certificated II teachers will be promoted to Certificated I. The minimum point of entry is two 'O' Levels but students will be expected to obtain their requisite 'O' Levels during the course, and the outline programme promised that provision would be made to ensure that they can in fact do so. There are 12 full-time and at least six part-time staff for the programme and extra provision is made to ensure the supervision of classes during the study days when the students will leave their classrooms. It is expected that each "teacher partner" (the qualified third) will supervise two students, assisted by tutors.

In accordance with the recommendation of the Caribbean Regional Workshop (1977), there is a single co-ordinating body for the in-service course and provision for regular consultation and feedback, which would include representation from a wide range of community as well as professional organisations involved.

It is argued that, far from the course being a cheap substitute for full-time training in the Teachers' College, the amount of time involved will be at least equal to that normally provided, whilst the practical side and its supervision will be far superior in both quantity and quality. An agreed practice-teaching assessment procedure will be used, incorporating a standardised instrument of evaluation, measuring teacher behaviours, agreed with the UWI. "Teacher partners" and their principals will receive EC\$350 per annum for their contributions, although the principals will play a supportive rather than a supervisory role.

### Guyana

#### In-service Teacher Training Programme

The aims of the In-service Teacher Training Programme (ITTP) in Guyana are no less, ambitious in terms of national and professional significance, and even more demanding in terms of teacher time. Although the programme lasts only two years instead of three, the total number of hours devoted to it is in the region of 2000 hours whereas the Grenada provision is of the order of 1250 hours. The main reason for the difference of time allocated appears to be a particularly heavy commitment to subject teaching and the academic element in the student/teacher's curriculum. Supervision of teaching is expected to extend over three hours on four days of the week and student teachers are expected to attend three hours of lectures after school from 4.30 - 7.30 p.m. four days a week (Monday - Thursday) as well as a three-week vacation course at the end of the first year.

Although the Programme has been in operation since 1963, the recently revised programme is a re-alignment to meet current demands, emphasise attitude change and re-education, and urges teachers to keep on constantly learning, interpreting, and testing ideas while adjusting themselves to meet the challenges of change in society in Guyana and elsewhere (ITTP Brochure 1980). As in the case of Grenada, it appears that the programme has a marked commitment to the national social and economic goals. The

staffing is appropriately generous: for 259 students at present engaged on the course there are 30 lecturers and 4 supervisory staff, one at principal and three at deputy principal level (superintendents). There are professional training courses also of two years duration for specialist teachers of agricultural science, home economics and industrial arts.

### Jamaica

Jamaica has the largest population of all the Commonwealth islands of the Caribbean with 30 per cent of that population living in urban areas. Its school population is so large that it has proved necessary to use the shift system in many secondary schools, and the island faces acute teacher shortages (4,500 at the last estimate). It is however also the largest centre of training resources in the region.

UWI School of  
Education

It possesses by far the largest campus of the University of the West Indies at Mona, the School of Education of which accounts for about 10 per cent of the total student body. Full and part-time courses leading to the Certificate and Post-graduate Diploma in Education, M.A., M.Ed. and Ph.D. degrees are offered as is an in-service B.Ed. degree for serving teachers.

Nevertheless, the teaching force in Jamaica will continue to include a substantial proportion of unqualified teachers for some years to come, and training provision will find it difficult to make up ground in view of the extent of the wastage among qualified teachers. Some 15 per cent of the graduate teachers in secondary schools in 1978/79 had left teaching for other occupations by the end of that year. The need for INSET is consequently great and demands coherent and co-operative programmes involving the Ministry of Education and the teacher training colleges as well as the University.

Joint Board of  
Teacher Education

In consequence colleges have been integrated within a unified training system under the overall control of a single body - the Joint Board

of Teacher Education (JBTE) which is linked to the UWI Institute of Education in Jamaica and has the responsibility for establishing and monitoring standards as well as being the certifying body in teacher education. Although the colleges thereby received financial support from the Ministry, which became responsible for the overall administration and financing of the various training institutions, they also lost their individual autonomy, having to report to the Ministry in a much more direct way than previously, with responsibility for both academic and professional standards being transferred from the individual colleges to the Joint Board (i.e. to the University). One sad by-product of this loss of autonomy was the difficulty encountered by innovative colleges coming into conflict with the natural desire of the controlling body to standardize between colleges. Faced with the choice of retreat or advance, Mico College (the oldest training institution in the Caribbean - 1834) decided to innovate. It did so in a variety of ways during the middle and late 1970s at the same time as the Jamaica Ministry of Education launched its in-service teacher education thrust (ISTET).

In-Service  
Teacher  
Education Thrust  
Programme

The ISTET programme which was completed in 1979 was intended as a crash programme to qualify and train 2000 previously untrained and unqualified teachers. However, it cannot be said to have been a success story as the target figure of 2000 never looked like being reached or even approached. Recruitment fell below 50 per cent of expectation, and the report of the evaluation undertaken by Professor Reid of the UWI School of Education in Mona, indicated a number of areas of dissatisfaction. Foremost among these was the lack of close supervision and support and regular visiting by the supervising tutors. Consequently there was a high drop-out rate and a large proportion of those enrolled sought entry to one of the teachers' colleges. Moreover, it was pointed out by one of the college principals that the low cost claimed for ISTET was only made possible by the existence of resources within the colleges and elsewhere to enable it to be staffed, a cost

element which was not included in calculations of the total cost of ISTET.

Mico College, however, introduced a part-time evening programme which it is claimed produced a good quality teacher at much lower cost than the regular programme and coupled this with a higher retention rate, 45 out of 70 students in the first batch going on to internship in the final year of the three-year course. Costs aside, the combination of day and evening courses within the same college, with students taking the same examinations (although this was not originally intended and was a contributory factor to the later poor recruitment level) and integrated in the third year intern programme, supervised by the same college personnel, yielded quite exceptional results. In 1976 and 1977 the best result of any college student in Jamaica was achieved by a student on this programme and the college principal reported that there had been no loss of standards. The only difference was the longer time taken to qualify. It is not surprising that it has been recommended to the Ministry of Education in Jamaica that the ISTET programme should continue, with efforts made to remedy its deficiencies and make greater use of college participation and supervision.

Team approach  
to group  
teaching

Like Erdiston College in Barbados, Mico College has been innovating in the area of practical teaching, with students operating as a team, dividing several classes up into smaller groups, focusing on particular subjects and skill areas requiring particular attention. This has advantages both for pupils and student teachers, by providing a wider range than usual of teaching stimuli and inputs for a more closely identified group of learners and thereby multiplying the learner/teacher/topic interaction. It also considerably increases the specific analysis of short-term instructional goals and procedures and the opportunity for co-operative teaching with feedback from both the pupils and the teachers.

Micro teaching Further enhancement of the quality of tutor/student teacher relations is provided by the development in teaching practice of group-teaching allied to observational schedules of teacher behaviour, pupil behaviour, content and methodology similar to those used in Grenada's in-service programme. Using the techniques developed in micro-teaching, co-operation and self evaluation is developed to a high degree, involving tutors and student teachers.

### Trinidad and Tobago

Like Jamaica, Trinidad has the advantage of a large university campus and an active school of education which plays a major role in in-service work. Unlike the other islands, but like Guyana, Trinidad has a large proportion of people of East Indian origin and culture (40 per cent of the population at the last census) and this, with an admixture of white and Chinese people, appears to have had an element of advantage rather than the reverse. Given their relative wealth and prosperity, and their traditional attitude to education, added to the Pitch Lake and oil deposits, the acute deprivation at primary level of many of the smaller islands does not appear to be so marked, and the major concern in Trinidad, is to manage to expand and develop the secondary sector. Trinidad has already engaged in a massive effort to provide five years of post-primary schooling for all embracing general, vocational and technical education.

UWI in-service training The UWI School of Education provides an in-service diploma course for graduates and evening courses for non-graduate teachers in the junior secondary schools. It is developing a B.Ed. programme with a primary emphasis, and provides a variety of summer programmes and other short courses. A recent proposal was for an M.A. research degree in education.

Professional Associations Teachers' subject associations are active in in-service courses as is the Trinidad and Tobago Teachers Union which organises some professional training. Nursery school teachers receive

part-time weekly on-the-job training, and training of technical teachers is expected to follow soon.

Central  
Training Unit

The Central Training Unit of the Ministry provides training for principals and vice-principals. It may be that Trinidad, like Guyana, will tend to look more and more towards South America and, to that extent, have different perspectives to those of some of its Commonwealth neighbours in the Eastern Caribbean.

The smaller  
Caribbean  
islands

Like their counterparts in the South Atlantic, Pacific and Indian Oceans, these islands inevitably rely on in-service training as their main means of providing for the basic professional preparation and qualification for the majority of, and frequently for all their primary school teachers. Where they have teacher training colleges, these only provide courses for a part of their primary school teacher entry, which is normally drawn directly from the secondary schools. Selection is made primarily on academic criteria such as 'O' Level results and usually only after teachers have been teaching in the schools for some years. It appears to be only rarely that there is any sustained or planned follow-up by the college after the period of initial training and little or no co-ordination with in-service training. Indeed, some of the colleges still adhere to the tradition that in-service training is none of their business, and regard it as the responsibility of the ministry of education or, less frequently, as the preserve of the regional tertiary institution.

### Antigua

UWI courses

Antigua provides short workshops of one to five days for untrained teachers in the first year of teaching. After their second year, they become eligible for college entry, provided they obtain the necessary 'O' Level qualifications (including maths and English language). Graduate teachers are given scholarships to UWI for their Diploma programme. Other teachers can gain awards from foreign aid scholarship programmes to go to the United Kingdom or Canada for B.Ed. or specific specialist study programmes.

Vacation courses The Ministry's vacation courses are compulsory and the Teachers' Union conducts four-week summer courses in collaboration with the Canadian Teachers' Federation. Help is obtained also from the Institute of Education of UWI in Barbados, particularly with remedial reading and the language arts. The ward island of Barbuda is also assisted with its teacher training via the Organisation of Co-operation in Overseas Development (OCOD).

### Bermuda

Overseas training Bermuda, only 21 square miles compared to 171 square miles of Antigua, has a similarly sized population but is able to employ only qualified teachers in its schools, and send them all abroad for their initial training, providing 35 scholarships annually. It also provides a smaller number of annual awards to enable teachers to attend vacation courses abroad. Another six are given sabbatical leave for advanced training. Regular workshops are organised at the beginning and end of each school year for both primary and secondary teachers and the Ministry also organises regular in-service courses in remedial and special education, mathematics teaching and other subjects.

### The British Virgin Islands

Induction and in-service courses The British Virgin Islands recruit primary teachers from the products of the one secondary school, with or without 'O' Level qualifications, or from holders of post-primary certificates. Teachers usually receive a two to three induction course in the summer and recruitment is from those attending. Bi-monthly seminars and workshops, following a modified version of the UWI School of Education In-service Certificate Course are conducted and increments awarded to successful participants. Following continuing in-service courses, involving heads and the education officer responsible for training, there is the possibility of full-teacher training through a college course elsewhere. Following such training, teachers can, after a five-year period of service, qualify for refresher courses in Britain under technical assistance.

## Dominica

In-service  
courses

All training in Dominica is conducted on an in-service basis. Dominica, like St. Lucia, Jamaica and Belize, also uses educational broadcasting, and although there is no teachers' union, the science teachers' association has provided some in-service training in connection with the CXC Integrated Science Programme, showing the extent to which the creation of this examination has acted as a stimulation to curriculum development and innovation. In addition to a regular workshops programme and courses provided with the assistance of the inspectorate, the teacher training colleges provide a two-year course leading to the UWI Certificate and the in-service diploma course for graduates. Technical school teachers are trained abroad and increments are paid for any course of study lasting for one year or more.

## St. Lucia

St. Lucia, with about half the population of Barbados but many times larger in area, follows very much the pattern of in-service and teacher education of the other smaller islands. However, it has innovated in certain areas.

Schools  
broadcasting

Radio St. Lucia broadcasts music programmes to primary schools very successfully, and has in the past transmitted French made radio programmes as part of a very imaginative effort to extend French teaching into the all-age primary schools. The French training course was prepared entirely during weekends and vacations (which may have contributed to its disappointing results) but also involved the clergy, the Extra Mural Department of UWI and, to a limited extent, parents by establishing 'listening posts' in the villages and repeating the schools' programme in the evening for adults.

Training for  
college  
applicants

A pre-college course of one year with an emphasis on professional studies conducted through vacation courses, after school classes and at weekends is also provided and school principals are expected to undertake in-service work.

## The Bahamas

College of  
The Bahamas

The Bahamas has a rich variety of agencies providing in-service teacher education and training. The College of the Bahamas has a teacher education division which offers courses to serving teachers for 'O' and 'A' Levels as well as the local academic certificate (BJC), and provides untrained teachers and High School graduates with matriculation qualifications as well as courses leading to the Teachers' Certificate. It also offers associated degree courses equivalent to the first year of a three-year college programme or the second year of a four-year programme. The Teachers' Certificate is issued by the Joint Board for Teacher Education and the College of the Bahamas does not itself have a teacher education award.

Overseas courses  
taken locally

It is possible to study for the UWI B.Ed. and Diploma courses, and for the B.Ed. and M.Ed. of the University of Miami through the College of the Bahamas. This form of 'satellite' college, well known in teacher education in parts of Canada, seems to have a number of attractive features not the least of which is the opportunities which it offers for the upgrading of local teacher trainers via the sponsoring institution and the advantages of association with a more experienced higher level institution.

The College also provides non-award - bearing in-service courses at the request of the Bahamas Ministry of Education and Culture which itself provides support to in-service teacher education and training through its Learning Resources Unit. The goals of these courses are to improve classroom teaching and learning through the provision of multi media materials and equipment, the production of curriculum materials, and on-going in-service programmes for the professional development of teachers and administrators. For trained teachers it has organised an in-service programme, extending over four summers, in special education, social studies, reading and educational administration. It also designs short in-service courses to deal with special needs as they are identified

from time to time by the teachers, principals and ministry personnel and caters for the needs of the teachers on the Family Islands. Principals, education officials and members of the Supervisory Services Division of the Ministry meet together regularly, as do district education officers, who hold an annual conference during which they are prepared to deal with some of the needs that exist in in-service education on the Family Islands.

The Bahamas  
Teachers' Union

The Bahamas Teachers' Union, with the Learning Resources Unit, is involved in the production of curriculum materials and has even gone to the lengths of offering honoraria to members who produce suitable instructional materials. Its headquarters has been developed into a kind of teachers' centre. The annual conference of the Union is an occasion when new trends and needs in educational planning are fully discussed, often with the participation of ministry officials. Radio and television are used in conjunction with correspondence courses as part of the considerable in-service training programme on education for Family Island teachers and educational administrators.

#### Montserrat

Aims for  
minimum teacher  
qualifications

Like so many other developing countries, Montserrat is obliged to employ large numbers of untrained teachers. The target, which it readily admits is remote, is to require four 'O' Levels for primary school teachers, five plus initial teacher training for junior secondary and a degree and diploma for senior secondary teachers. It is also seeking to devise a programme to train all its teachers as soon as possible, but has been experiencing difficulty in recruiting sufficiently qualified students from secondary school to permit this. Normally, before employment in primary schools, teachers may receive a three-week induction course, and guidance from principals and education officers. They are permitted two years grace to obtain minimum qualifications of four 'O' Levels for entry to training college. Courses for these qualifications are provided at the Extra Mural

Department of UWI. The Department of Education sometimes sponsors courses for these teachers on a day release basis. It further provides a modified in-service training (pre-college) course for which it offers the incentive of two increments upon successful completion and which counts as a pass in one subject for college entry. It is hoped that all teachers will eventually follow this course, but in order to meet the modest target of twelve places, it has been obliged to recruit from secondary school leavers with 'O' Level qualifications but no experience in the classroom.

Training by  
overseas aid  
agencies

Provision is made to supplement the basic qualification in-service provision by courses sponsored by overseas aid agencies, particularly from the UK (ODM), Canada (CIDA), UNESCO, the Peace Corps, CUSO and OCOD. There are annual (regional) in-service workshops, ranging in duration from one day to three weeks focusing on core curriculum areas and extending to educational administration, guidance and counselling, and physical education.

#### St. Kitts - Nevis

A two-week induction course is provided by the Government of St. Kitts - Nevis prior to selection for teaching, and successful candidates are then placed on probation before appointment, during which time they are observed by principals and training college tutors: there are fortnightly Friday evening training sessions and vacation courses for untrained teachers, and specialist workshops and summer courses for all teachers in the schools. Entry to the full-time college training course is on the basis of four 'O' Level passes. Graduates, however, do not attend either the pre-service induction course or the college course. Postgraduate diploma students go to the UWI but are not required to do so.

#### Anguilla

In the associated island state of Anguilla entry to teaching is on the usual four 'O' Level basis, but starting teachers have to follow the six assignment in-service course designed by the UWI

20 years ago before entering the training college on St. Kitts. Graduates in secondary schools follow the OWI In-service Diploma Course and one-day workshops are organised occasionally. There is, however, little or no follow-up to initial training courses, or on-going in-service work for trained teachers except for those who are sent abroad for further study, usually via one of the overseas aid agencies.

#### St. Vincent

Pupil-teachers'  
centres

In St. Vincent over 50 per cent of teachers, who are recruited through the pupil-teacher system and from secondary schools, are untrained. Pupil-teachers attend in-service courses in various pupil-teachers' centres on set days. These are staggered so that each grade may have time off during the week. The emphasis at the centres is mainly on academic studies leading to 'O' Level standard. Professional training is also given in theory and practice of teaching. A practical teaching test must also be taken at the end of the third year. Having obtained four or more 'O' Levels, pupil-teachers proceed to the Teachers' College for two years.

Teachers recruited from graduates of secondary schools must undergo a one-week induction course and may proceed to teachers' college after one year's teaching experience provided they possess four or more 'O' Levels including English language. In-service seminars, vacation workshops, Saturday and evening classes are conducted by professional ministry personnel for these teachers. Principals help in on-the-spot training. The Teachers' Union in collaboration with the Canadian Teachers Federation and the Ministry of Education hold annual summer courses for both trained and untrained primary and secondary school teachers. There is also an on-going in-service programme for serving teachers in the form of regular workshops and seminars in specific curriculum areas.

Training for  
secondary school  
teachers

There is no systematic orientation programme for teachers recruited for secondary schools. Plans are afoot to begin such training for government

and private secondary recruits in the summer vacation. Scholarships overseas are awarded for graduates who may work towards a professional qualification. Incremental credits are awarded to those who are successful in these courses.

## 2. In the South Atlantic

### St. Helena

St. Helena illustrates very clearly both the positive and negative characteristics of small island communities. Its remoteness is extreme, the nearest inhabited place being the even smaller Ascension Island 700 miles away, and its chief contact with the outside world is a periodic mail steamer. With only 5000 inhabitants, 1300 school children and only one secondary school, the island might be expected to find it difficult to provide, let alone train and maintain, an adequate teaching force. No qualifications above 'O' Level can be achieved on the island and primary teachers are often employed at the age of 16 to teach without further qualification. Communications within the island inhibit in-service provision.

In recent years, the thrust in in-service work has been directed at the middle school range (9-13). Vacation in-service courses are regarded as normal, and occasional day courses, often from visiting educational staff, can bring together all 80 or so teachers on the island. Regular subject panel meetings are organised and teachers, remedial teachers, 'organisers', and assistant education officers contribute to the in-service programme. Discussion groups are organised in the lunch break in some primary schools and teachers feel that they are involved in determining course content. It has been necessary, however, to transfer teachers from the primary to the secondary sector, and this is probably the next problem area in teacher development which will require serious attention. Despite the lack of residential teacher training facilities or even continuous course work, the officers, AEO's and head teachers play a significant role in in-service training and reveal

why small islands are frequently justified in believing in their own capacity to deal with their problems effectively.

#### International training links

What must be regarded as an innovation in terms of the islands in the Commonwealth is the link between St. Helena and the College of St. Mary and St. Paul in Cheltenham, in Britain and the University of Bristol School of Education. Through this link, which is maintained by a committee on which the British Council and ODA are represented (and to which they make a substantial contribution by the provision of fellowships and financial assistance), the island has sent trainees to Cheltenham and more qualified staff to the University of Bristol for advanced courses. Experienced teachers have been sent in both directions to work in schools both in St. Helena and the United Kingdom. A handbook of guidelines for primary school teachers has been developed for St. Helena. It has been monitored and evaluated by its producers and amended in response to local variations and improvements suggested by St. Helena teachers. The in-service courses in St. Helena have been assisted by staff from Cheltenham who, in doing so, have gained experience which has enabled them to make their own courses more relevant and effective. The link has extended into the provision of sandwich training courses and has had the spin-off effect of, at times, encouraging people to stay on the island to work in the schools. The idea of direct links between small communities and particular overseas institutions is one which would repay study and trial elsewhere.

### 3. In the Indian Ocean

#### Mauritius

#### The Africa-Mauritius Institute of Bilingualism

In Mauritius where, unlike the Seychelles, French is more widely spoken than English, there exists an institution, created in 1966 to encourage bilingualism. The Africa-Mauritius Institute of Bilingualism aims to produce translators and interpreters to meet the needs of Francophone countries in Africa but the students sponsored by the countries have become inadequate to maintain

its viability in this role. It is possible that the Institute could adapt its under-used expertise and equipment to contribute to in-service and curriculum work in connection with the provision and development of curriculum and teaching materials in both English and French, and make a contribution to education development in other bilingual islands who are tackling similar problems to Mauritius and the Seychelles.

Mauritius  
Institute of  
Education

The process of change and re-organisation makes maintaining in-service training difficult, but the level of resources and equipment in the Resource Centre and Microteaching Unit of the Mauritius Institute of Education indicate a potential for high quality in-service work, although the capacity to respond to the multiple needs of the island's schools and teachers is limited in physical terms.

College of  
Education

The College of Education also runs in-service training programmes in collaboration with the primary inspectorate, for specific professional tasks. These courses are normally held during working hours and teachers are released two or three times during the week as required. Other upgrading courses are run for teachers who have been teaching for some time without having received pre-service training. There is a possibility that the College may be incorporated into the Institute of Education, whose PGGE course is the only formal professional training available. Whether this would mean increased opportunities for further professional development for the college staff is not clear, but it would appear possible that a degree of coherence and co-ordination might result, given the extent of present collaboration between the two institutions and the inspectorate on curriculum development.

Distance  
education  
techniques

Another impressive element akin to those of some Caribbean islands is the existence of an Audio Visual Centre and the Mauritius College of the Air, using radio and television for educational purposes and developing distance teaching techniques.

Pre-primary  
Unit

The Pre-Primary Unit also collaborates closely with the MIE, MCE and the Audio Visual Centre. It is at present co-ordinating and monitoring an in-service course over a nine-month period for trainees who have already followed a basic course in pre-school education. It has received help from UNESCO and UNICEF as well as from the French Government.

MIE is also organising in-service training for the staff of the new community colleges, whose staff, drawn mainly from primary schools, includes graduates, deputy heads and teachers. There is still a lack of in-service training for technical and vocational course teachers whose pupils have very different educational needs from those to whom they are accustomed. Like Jamaica, Mauritius also has to operate a shift system using the same building as a junior secondary school in the mornings and as a community school in the afternoons. In such circumstances, the problems of scale begin to operate and the size of educational problems, particularly in terms of accommodation, resources and sheer numbers, begins to overtake the capacity for self help in-service activities.

### The Seychelles

The Seychelles are at present engaged in a considerable amount of educational expansion and development, as a result of which educational policy is in a state of great flux. Rising demands on staff and resources have tended to divert attention from INSET to more pressing concerns.

Teacher Training  
College

In-service training is conducted regularly on a workshop or seminar/short course basis one afternoon per week (for which teachers are usually given release), on Saturday mornings and at weekends. Some teachers are sent overseas for one year diploma courses, and for three-month courses (particularly for French teachers). In addition to the 30 plus places for the three-year pre-service course in the teacher training college, there are 20 to 30 places available for retraining long service teachers each year and

it is hoped to make this a permanent feature of the college's work. At present only just over half of the 60 places available for pre-service training can be filled and there is obviously both need and opportunity for more in-service involvement. The College provides some part-time training for a two-year diploma in education and certain specialist courses in educational administration for headteachers and their deputies. A four-week conference in 1976 for principals was so successful that a similar conference for deputy heads and senior teachers was planned for 1978. One policy which must be taken into consideration in formulating future in-service plans is the intention to make all Seychellois tri-lingual, as part of which there is a core curriculum and subject teaching for both English and French, and a need for materials to be prepared in both languages for future curriculum development. This problem will find sympathetic echoes in parts of the Pacific. With Mauritius, the Seychelles will no doubt have a contribution to make and benefit from an exchange of experience, information and possible materials between these parts of the Commonwealth which have a French and English speaking element in their population.

#### 4. In the Pacific

##### Fiji

INSET in Fiji embraces far more activities and facilities because of the location there of the University of the South Pacific. The main Ministry of Education provision is therefore related more to curriculum development, through the Curriculum Development Unit whose staff provide a constant stimulus to teachers in workshops and seminars aimed at producing curriculum materials for trialling in the classroom. In this way INSET is clearly part of a developmental process for the participants who are provided with a form of in-service training directly related to professional needs and a rapport with curriculum developers, often themselves also teacher trainers, which enables them to shape the form in which the curriculum is delivered in

Curriculum  
Development  
Unit

relation to the perceived needs of both parties. At the same time, of course, both through the in-service diploma programmes of the USP and the colleges, which have recently been expanded, and specific in-service courses provided by the Fiji Ministry of Education, the professional development of licensed but unqualified teachers after three years of teaching, and the upgrading of teachers trained many years previously, continues to be the bread and butter of in-service work. In these various programmes, over 100 teachers are currently undergoing in-service training, in Fiji and overseas. In 1980 nearly 3,000 teachers and heads attended short courses lasting from two to five days each. The expenditure is nearly \$50,000 during a typical year on refresher courses, which does not include salaries paid to replacement staff, out of a budget of nearly \$50m. This is clearly not a large proportion (0.1 per cent) but many of the costs are hidden in the normal budgetary provision for institutions which provide other full-time courses and whose staff and facilities make in-service work possible.

As a result of these developments in Fiji, the number of untrained teachers has fallen to less than 50 out of a primary teaching force of 4,300. Because pupil enrolment is also falling and teacher to pupil ratios rising, the pre-service facilities are correspondingly less in demand, thus allowing colleges to offer an increasing number of one-term in-service courses to experienced teachers.

In addition to this, a number of other educational officers particularly in administrative positions, have been able to attend in-service training courses provided by the regional institutions, including a three-month Commonwealth regional training course in Educational Administration and Supervision, held for the first time in Suva. International aid funds have provided support for this and other courses in the UK, Australia, New Zealand, India, the USA and Israel. Officers attended these on full pay. Further in-service training depends on the availability of similar aid support in the future.

International  
aid for  
in-service  
training

## Kiribati

### Accelerated teacher training

If Grenada had wanted an example to encourage their switch to in-service, as opposed to pre-service, training to enable them to qualify a largely untrained teaching force, they could well have chosen to consider the example of Kiribati (formerly the Gilbert Islands). In 1977, 123 of the 417 primary school teachers in the service had received no teacher training whatsoever; 142 had received only one year of emergency teacher training; 45 had received two years of teacher training and the remaining 107 had received three years of teacher training. Tarawa Teachers' College provided a three-year basic teacher training course with an intake of 20 pre-service students each year, but this small intake was inadequate to overcome the acute teacher shortage situation. So it was decided, initially, to suspend the three-year full-time course and replace it with a two-year pre-service full-time course, but add to it 30 in-service non-residential teachers receiving a one-year course to upgrade their one year of emergency training. Because of local difficulties which made non-residential training difficult, help was sought from the British Government to double the boarding accommodation. In addition to the upgrading in-service course, another 60-90 teachers have since 1978 received two-week refresher courses in January of each year, sponsored by ADAB, and 135 teachers have attended short refresher courses provided by teachers' college staff in the outer islands.

The accelerated teacher training programme since 1977 has made a considerable impact on the teacher shortage situation. The number of completely untrained primary school teachers employed has been reduced and it is anticipated that by 1983 only a handful of one-year trained teachers will remain in the service. The intention is to reduce the trained teacher-pupil ratio which was 1:45 in 1977-8 to below 1:30 in the next decade. It is intended to re-introduce the three-year basic pre-service training course in 1982 with intakes of about 30 students each year, but a considerable in-service upgrading programme

Credits for  
in-service  
courses

will also be required to meet the needs of the 300 plus two-year trained teachers who will be in the service by then. The College is exploring the possibility of using non-formal methods for upgrading these teachers, employing a system of credits for a variety of short in-service courses, supplemented by radio programmes, assignments and on-the-job training. It is also hoped to intensify the programme of short in-service training courses in order to meet the needs of teachers in specific areas and generally to improve the quality of teaching in Kiribati primary schools.

Overseas  
training

In addition to 30 primary school teachers attending a one-year full-time in-service course at Tarawa Teachers' College in 1981, between 12 and 20 teachers are attending overseas in-service courses of varying lengths at any one time out of a total teaching force of 530 in all institutions. These courses in Australia, New Zealand, Fiji or United Kingdom, range in length from a few weeks to three years.

It is again difficult to isolate many of the costs of in-service teacher education from those of the pre-service programme, but allocations to INSET appear significantly higher than in similarly placed territories in the region.

#### Papua New Guinea

In-service  
training  
related to  
career  
development

In Papua New Guinea a very systematic approach linking INSET to career development has been adopted. Starting at Grade 8 a teacher, by completing Grade 8 academic courses, may be regraded to the next grade; by completing Grade 9 academic courses (or professional courses mixed with academic in a unit credit scheme) they can be regraded to education officer level; on obtaining Grade 10 and completing the University of Papua New Guinea (UPNG) Dip. Ed. Studies (in-service) they become eligible for the two-year in-service B.Ed. programme recently and successfully introduced at the University. Goroka Teachers' College also offers courses at diploma level, for two years to complete college teaching certificate, or for entry by examination to the in-service B.Ed. at UPNG. Education officers may

qualify for UPNG entry by tests or examinations or by special programmes combining vacation courses and correspondence.

Staff  
development  
unit of  
In-Service  
College

The staff development unit of the Education Department also arranges courses in academic and professional studies during the Christmas vacation at the College of External Studies (which teaches over 5000 students at Grades 9 and 10 - the certificate requirement prior to entry to primary school teaching) and allows those who do not complete the Unit course to continue then as correspondence students during the following year. This correspondence college also offers a Grade 9 (intermediate level) equivalent certificate to upgrade teachers to education officer status. Annual provincial in-service training weeks in educational administration, adult education, guidance and counselling, and curriculum studies are also provided.

The Education Department In-service College is developing courses using pre-service college facilities for in-service work (250 places were allocated in 1980) by means of 'associate lectureships' which are supernumerary to staff-student ratios and which are part of a process to reduce the present dependence on expatriate staff.

A useful contribution to planning of in-service provision without adversely affecting staffing is the idea that attrition is calculated at double the wastage rate to allow for in-service provision. An overall salary structure with parallel or common salary scales and ample in-service facilities allows lateral movement between teaching and teacher education, inspection, and back to senior positions in schools.

University of  
Papua New Guinea

The University of Papua New Guinea also offers a small number of school teaching fellowships for six months or a year, on full salary, to enable teachers to undertake projects of their own choice related to educational improvement in Papua New Guinea. Fellows reside at the University or elsewhere in Papua New Guinea, as appropriate. No minimum academic or professional qualification is required; but this is not an opportunity to

enter university for undergraduate or diploma courses and no certificate is awarded. Applicants have to devise their own project, which should be of a practical kind and they receive personal help in studying the aspect of education which they have chosen and in working on the project which they have submitted.

### Solomon Islands

In the Solomon Islands traditionally much in-service work was undertaken overseas, mainly in Australia and New Zealand. Rises in fees and other costs are making this increasingly difficult to sustain and the Solomon Islands can no longer afford to send teachers to the United Kingdom for instance. Most of the work done in the teachers' college in Honiara is not in-service, owing to limited facilities, but an effort is being made to remedy this with improved and increased facilities for staff and students. To offset the limitations of residential accommodation, the second year group of trainees following the college course are sent out into schools in the islands to allow untrained teachers to spend a term in the college to upgrade to the status of part-time teachers. The second phase of this scheme will aim at upgrading them to certificated status.

INSET at  
primary level

The main in-service activity for provincial primary teachers takes place during vacations, except at Christmas, in provincial administrative centres. The work is wide ranging, covering administration, testing and subject methods, on which additional short courses (a few days or a week long) are run in schools by the provincials education staff. Each year a dozen primary teachers spend a year at the college on curriculum construction and evaluation, the preparation and trialling of curriculum materials.

INSET at  
secondary level

Secondary teachers assemble annually for a two-week curriculum workshop in the capital, Honiara. One week is spent in writing materials and the other on new curriculum materials, with the assistance of some overseas consultants, frequently from the USP Institute of Education. These have recently collaborated on the

development of the new diploma course for secondary teachers at Honiara College, planned to begin this year. This work, and the curriculum developments concerned with the Solomons School Certificate, funded by the South Pacific Commission, can be regarded as on-going in-service activity since they involve practising teachers with education specialists from the regional university in the development of their system and its curriculum, particularly in connection with the provincial junior secondary schools, for which primary teachers are now being retrained on an in-service basis.

### Tuvalu

INSET overseas      Between 1978 and 1980, Tuvalu was able to send 32 primary school teachers to do four-month in-service training courses in various educational institutions in Sydney and Canberra, sponsored by the Australian Government. This amounted to their entire INSET programme, as a result of which, more than half of their primary staff had the opportunity to study in Australia according to Tuvalu's perceived needs in primary education. Unfortunately, this programme ended in 1980 because Tuvalu could no longer spare the manpower to leave the schools for in-service training in Australia. The response to this has been positive and, as a result, in 1981 Tuvalu ran an in-service programme on curriculum writing and development, with the help of the USP School of Education. One outcome of this was the production of two courses of its own to train staff to man the training centres whose programmes are purely vocational and relate to the developmental and economic needs of village life in the rural areas.

### Western Samoa

INSET focused on curriculum development      Western Samoa has had incorporated into its 1975-1980 core programme a considerable in-service element, the foreign exchange cost of which (£½ million) has been funded by overseas aid, and the local costs of which amount to about \$100,000. This relates in-service teacher education directly to curriculum development. Unfortunately, the bearing of local costs, has restricted the full

development of the five-year plan, as has the prospect of a reduction in the number of US Peace Corps volunteers, who work mainly in the new Junior High Schools. In-service provision has to cope with the push-pull implications of the conflict between the academic, modern sector oriented type of education which is characteristic of the formal schooling in Western Samoa and the need to develop a broader, more practical and agriculturally oriented education which would equip students to function effectively in the rural-agricultural life that most of them will lead. Despite a good deal of overseas aid, the need for further support is still crucial.

### University of the South Pacific

Catalyst to  
innovation

The role of the School of Education of the University of the South Pacific in regional INSET activities is primordial. It serves as a catalyst to innovation and development, a provider in terms of fundamental needs, a resource available when and as required and a seemingly tireless stimulator and facilitator of in-service work of all kinds and at all levels.

Many of its activities are undertaken in collaboration with overseas aid agencies including the Australian Development Assistance Bureau, the New Zealand Government, the South Pacific Commission which are active in INSET, and particularly with the Commonwealth Council for Educational Administration, and the Commonwealth Fund for Technical Co-operation in respect of regional training courses and study attachments in educational administration. Like UWI, it is using satellite facilities and recently ran a 'satellite seminar' for the Cook Islands.

It organised and ran, in conjunction with the Salisbury CAE (Australia) a four-week INSET project in Kiribati on Community Schools, and collaborated with the Maths Associations of Fiji and Tonga in mathematics workshops, assisted in workshops to prepare and publish the UNESCO science readers for the region, and continued to support the islands of the region and subject associations in their curriculum workshops,

particularly in the islands of Fiji where the University is situated. It is now actively engaged in trying to set up a Regional Task Force to co-ordinate and provide INSET activities and support the development of training programmes for both primary and secondary teachers. Its staff are actively involved in the provision of new INSET courses for professional training in those islands that have colleges of their own, in providing professional courses, as a regional tertiary instruction for those that lack the necessary facilities in their islands, and in recruiting outside specialists from the more developed countries.

Perhaps, as a result of their participation between 1970 and 1975 in the UNDP Secondary School curriculum development project, many of these island territories, in particular Fiji, Tonga and Western Samoa, regard continuing in-service work on an on-going basis as an essential part of the curriculum development process, and expect this to include both teachers in the classroom (in addition to their involvement in the 'trailing' process), teacher educators from training institutions and curriculum development unit staff from the Ministry of Education. In Tonga, for example, continuing activities in curriculum and subject work, involving subject associations as well as the generalist primary school teachers, take place at frequent intervals, often involving Australian university of USP staff, particularly in the fields of mathematics, science, social science and the industrial arts, English and home economics, in addition to the continuing in-service programme for the retraining of primary school teachers.

## 5. In the Mediterranean

### Cyprus

Compared with the island territories described hitherto, the two Commonwealth islands in the Mediterranean, Cyprus and Malta, present significantly different features in their in-service provision. As one might expect from their

proximity to Europe, the Eastern Mediterranean seaboard, and North Africa, the educational systems of both countries have been affected by historical as well as recent events in the region. Like all small island states, however, they experience reliance on overseas higher education institutions, on some expatriate staff, particularly overseas lecturers for courses, and a dependency on more developed or richer countries for educational aid and assistance.

The island of Cyprus is divided on politico-ethnic lines into two parts, one still occupied by a foreign army and the other requiring the protection of the UN. Thus the provision of in-service training cannot be regarded as normal. A slight ray of hope in the educational field may be seen in the suggestion that a former hotel on the line between the two divided parts of the island might form the basis of a "neutral" university, entry to which would be open to students from either side of the line.

Pedagogical  
Institute of  
Cyprus

Despite its difficulties, the approach to in-service education in Cyprus has not been without inspiration and dedication, as an examination of the report on the Pedagogical Institute of Cyprus readily shows. But the constant sense of frustration and deprivation of the resources they feel are necessary for their task is undeniable. Despite the acceptance in 1972 by the Cabinet of the recommendations which the UNESCO consultant, Professor Weddell, made in his report 'Cyprus Teacher and Educational Development' (1971) concerning the establishment of the Pedagogical Institute of Cyprus and of the principle of its responsibility for the development of research, of the curriculum, and the provision of in-service training, education and upgrading courses for all grades of teachers at all levels of the school system, the Director and Staff of the Institute feel that they are often poorly supported in their endeavours to fulfil those tasks. Following the recommendations of Professor Weddell's report the Institute began to provide in-service courses for secondary school probationer teachers in 1976. These are

obligatory and are attended on Mondays throughout one entire academic year by all secondary school teachers on probation. After seven years of service, there is also an obligatory in-service course (called the seven year course) for all secondary teachers prior to their being promoted from one scale to another (most secondary teachers begin without pre-service training). They have developed in-service training provision from the level of 474 teachers from all levels of education in 1974/5 to a high of 2,325 in 1976/7. The provision made for secondary general and technical teachers from 1977/8 to 1978/9 was almost doubled, since when it has been maintained at a substantially higher level.

The Institute's production of research, seminar papers and materials has matched its level of in-service activity: 800 original slides, of which 28,000 copies were made for use in secondary general and technical schools: 37 original tapes or cassettes, of which 1,400 copies were supplied to these schools; audio visual aids for maths teaching, and machines for physics and electrical engineering; 8 research projects were completed in the five year period (although it is significant that three research studies which began were not completed because the staff were transferred, or promoted, elsewhere or had other difficulties which prevented them continuing their work). An evaluation of educational broadcasting and TV was completed in 1976, and an evaluation of the technical education syllabi and three other research projects are still continuing.

The frustration and uncertainty of the staff result from several factors, not the least of which is their lack of job security. Apart from the director, they are all only on secondment for one year, although the Wedell Report recommended five permanent posts in addition to the director of the Institute. Furthermore, they are subject to transfer elsewhere during the course of that year as well as at the end of it. As a result, staff do not stay long and many have felt driven to ask for transfer because they fear that if they remain in the Institute they will miss

promotion: the director is therefore constantly having to train newly seconded staff, or is faced with arbitrary appointments of staff whose expertise is not relevant to the immediate perceived needs of the Institute, or with the non appointment of key personnel in important areas such as educational technology and research.

Nevertheless, the Institute has had a constant flow of visiting scholars working for periods ranging from weeks to years, culminating in the most recent and fruitful association with a German University. The difficulties experienced by the staff of the Pedagogical Institute are they feel, exacerbated by the lack of co-operation they receive from the primary Teachers' Union which has placed an embargo on in-service work, as a result of its opposition to such training taking place other than in school hours, and by the fact that the Union has subsequently used the embargo as a weapon in wage bargaining.

The Teachers' Union does, however, recognise the value of the work done by the Institute, and part of their criticism stems from the fact that it has never had staff with permanent status, that it has not achieved the status of an institution of higher education as was intended by the Weddell Report and does not yet have an Executive Council. The Union feels such a Council ought to exist to direct the Institute's activities, and that it should be represented on it. In part, therefore, the Teachers' Union's attitude is one which seeks an increase in the attention paid to in-service work and not a diminution.

In the extensive survey of In-Service Training of Teachers in Cyprus' (1980) conducted by Ulf Metzger and Frikos Demetriades, two thirds of the primary school teachers indicated, as did 86% of the secondary teachers, that they needed in-service support during the first two years of probationary service, even though, unlike many of the secondary teachers they had received pre-service training. A high percentage of both primary and secondary teachers felt that

in-service work was necessary every five years. It is also significant that they placed the highest priority on it being used for innovation. In this regard the Pedagogical Institute already participates fully both by the development of new curricular materials and the production of educational radio programmes for the past five years.

### Malta

University of  
Malta Faculty  
of Education

The islands of Malta and Gozo in the Western half of the Mediterranean are fortunate in having the University of Malta whose Faculty of Education is responsible for providing in-service and pre-service teacher training according to the needs identified by the personnel and by the major employer of teachers in the islands, the Maltese Ministry of Education. Although the Faculty has extensive plans for in-service training, these cannot be properly implemented due to the ongoing disagreement between the Education Department, as the employer, and the Teachers' Union as to whether such courses should be held during or after school hours. As is the case in Cyprus, the Teachers' Union takes the view that such courses should be provided in normal school hours and not in the teachers' own time. Although everybody professes a desire to solve this problem, an acceptable solution to all parties has not yet materialised and this has placed a severe restraint on the plans of the Faculty of Education of the University of Malta for an extended programme of in-service training.

At present, therefore, it would appear to be the case that there is no provision of any in-service training courses for primary school teachers, and this is likely to remain the case until the difficulty between the Ministry and the Teachers' Union can be resolved satisfactorily. There are also political difficulties which make the task of the potential providers an uphill one in seeking to satisfy the needs and aspirations of all those concerned. Courses available for in-service training at the Faculty of Education include two evening diploma courses of two years

duration. A new one is mounted each year so that there are usually two diploma courses running concurrently each year. These normally have the dual purpose of upgrading subject knowledge and introducing new approaches to the teaching of the subject. The two diploma courses running in 1981-82 are concerned with the teaching of Arabic and the teaching of Home Economics/Fabric and Textile Design. A third in-service course in Education Management and Administration for Education Officers and Heads of School run in conjunction with the East Anglia Institute of Management is being considered.

The Faculty also mounts short courses from time to time in response to specific needs as identified by the Ministry of Education. These courses are usually of short duration, lasting two to three weeks, in specific areas of content or methodology.

Ministry of  
Education

The Ministry of Education also organises specific courses through its Education officers on an ad hoc and voluntary basis, inviting visiting lecturers and experts to lecture to some of its teachers at the Education Department on a number of secondary school subjects. It also provides a long term planning facility where substantial money outlays needing permission from the Finance Department are involved. This covers the allocation of scholarships and bursaries for long and short term in-service training.

In long term scholarships of one year and over, selected teachers are sent overseas to specialise in subjects (including education) which are not available locally. These include Commonwealth Scholarships. Short term scholarships/bursaries are made available through the Council of Europe and through bilateral agreements. Maltese teachers, Heads of School and Education Officers are often selected to attend Council of Europe sponsored short in-service courses organised in the UK. Through bilateral agreements, which may also include long term scholarships, Maltese teachers have been given in-service courses in Italy and France

while instructors have been sent to Italy, Germany and Austria.

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The information used in this survey has been obtained wherever possible directly from the Ministry of Education of each country. Reference has also been made to annual reports of the University of the West Indies Institute of Education, and the School of the University of the South Pacific.