

## RESOURCES FOR IN-SERVICE TRAINING

The need for  
co-ordinating  
support

As the tempo of in-service teacher training in many countries has speeded up in recent years, it has often led to situations lacking any overall pattern or planned development. Local, regional, national and international bodies of many kinds have become interested and anxious to make their contribution. Thus overlapping and duplication of effort have been common and the need for some order and control has become urgent.

On the one hand the size of the task has made assistance from all sources welcome. On the other hand such help from a variety of quarters has needed to be welded together into a coherent overall, planned and progressive programme. Thus, national councils and co-ordinating committees representative of the main agencies have often had to be set up to plan and to ensure the fullest co-ordination of all available resources. Integration and co-ordination, together with realism and continuity have thus become the guiding principles for those who plan in-service teacher training.

Foreign and  
national  
agencies

The number and nature of the various agencies involved varies considerably from country to country, but may include any from the following sources:

### Foreign

- International agencies e.g.  
Commonwealth Secretariat,  
UNESCO, UNICEF
- Foreign government agencies e.g.  
USAID, ODM, SIDA

- Foundations e.g.  
Ford, Carnegie
- Cultural organizations e.g.  
British Council

### National

- Central ministry of education
- Local education authorities
- Teachers' associations
- University institutes of education
- Religious organizations
- Correspondence institutions
- Radio and television authorities
- Examination councils

The role of the national ministry of education

Whatever the body, or bodies, involved in any particular programme, the national ministry of education, through its central inspectorate or other appropriate arm, will almost certainly have the final responsibility for ensuring that it is properly organized and conducted in line with its overall plan and policy. This should not, however, imply any undue interference with the way in which the course director and his staff carry out their task from day to day.

The role of national teaching councils

A further point that may be made under the heading of planning is the desirability of having a national body, perhaps a "National Council for Teacher Education" which has responsibility over the whole field of teacher education, including pre-service and in-service training. Lack of co-ordination between pre-service and in-service programmes has not been unknown in the past. The two should clearly be planned as inter-related parts of a continuing process. Teachers' experiences during their initial training must, for example, determine the extent to which they are likely to benefit from particular kinds of in-service training.

Sources of recruitment for training staff used in in-service courses

As with the schools so with any in-service training programme, the numbers and quality of the staff available are obviously of the first importance to the achievement of the objectives that have been set. Only in very recent years, however, - and for good enough reasons - has much attention been given to this matter.

The sources of recruitment for either full-time or short-term in-service staff are likely to come from:

- University and teachers' college lecturers
- Inspectors and advisers
- Headteachers
- Selected class or subject teachers
- Specialists employed in national curriculum development centres, resource centres, media production centres, etc.
- Specially recruited expatriate staff

In each case the main requirement will be that the person concerned is both knowledgeable and experienced in the area of education concerned. Also, as far as possible, that he, or she, is able to follow the in-service course work through, with teachers, into the school and classroom situation. One might add, too, the ability to establish, at an adult level, the right sort of relationship with experienced teachers, both qualified and unqualified.

In practice, however, the field of recruitment is usually not a very wide one and a great deal of use may have to be made of a relatively small number of suitable staff.

Full-time in-service staff

These are needed for the longer projects of one to three year or more as when the object is to upgrade or retrain major categories of serving teachers. A number of countries have now set up full-time in-service colleges or centres for this purpose with appropriate

staffing. An example is the National In-Service Teachers' College (NISTCOL) near Lusaka, Zambia; another the In-Service Training Centre at Kano, Nigeria.

Such centres may, in addition to long courses, also provide a series of shorter residential courses for anything from three weeks to three months duration. Since the range of work covered may be very wide, the permanent tutorial staff need to be supplemented for varying periods by others with particular qualifications or experience.

In any case it should be recognized that the job of the full-time in-service tutor is a particularly demanding one requiring, as already suggested, a combination of qualities not very commonly found. The situation, too, may be one in which different courses, or courses at different levels, are run simultaneously, or alternatively, where a large number of teachers are put through the same programme in a series of "repeat" courses. The good, effective, in-service tutor is thus likely to be a fairly rare bird and consequently needs incentive and status to enable him to give of his best under frequently difficult and taxing conditions. It is arguable that a job of this nature should be undertaken for not longer than two or perhaps three years at a time, at the end of which the tutor would return to his substantive post in school, college or inspectorate. Full time staff may also be required as in-service organizers, at national or regional level, in which case their duties are primarily administrative and their function to make all necessary arrangements to ensure the smooth running of the planned courses.

Part-time  
in-service  
staff

By far the majority of those involved in teaching on in-service courses do so in addition to their normal duties and are therefore available for only brief periods - a few days to a few weeks at a time - usually in school holiday periods.

The main problem here is likely to be the heavy demand on the time of the more experienced tutors for frequent participation in in-service courses on top of their regular work in school, college or elsewhere. A good course requires time for adequate preparation by the staff of course programmes and materials - a task which can be assisted by the production of "course guidelines" over a wide area of the school curriculum. Such guidelines, or "suggestions for in-service course tutors", could be prepared centrally by small subject panels at various levels and might include sample course outlines, lists of books and materials etc. At a time of widespread in-service activity and pressure on staff such guidelines could be very useful without being at all restrictive. Examples of such guidelines are to be found in the tutors' handbooks for the "Headmasters' and Unqualified Teachers' In-Service courses in Kenya" described in Case Study 4.

One strictly practical question is whether such short-course tutors should receive additional payment for their work. Practice and opinions on this vary from country to country. Certainly tutors, as well as teachers, are human and react favourably to a reasonable incentive.

## Finance

No country can afford to enter on a major programme of development in in-service teacher training without first making detailed estimates of the financial implications, both short-term and long-term.

The annual budget for in-service teacher training must take account of a number of major items, including:

- Transport for staff and participants
- Catering for residential courses (less any payments made)
- Staff allowances

- Teachers' replacements in their schools (necessary in the case of long courses)
- Equipment and materterials
- Electricity and fuel etc .

In the case of major projects there may also be capital and/or maintenance costs for buildings including staff housing. In such cases, however, there may be an element of international aid which could extend also to the provision of staff and materials.

Inevitably the funds available may fall short of requirements, in which case economies will have to be made in the programme even to the extent of some courses being postponed until a later date.

An accurate check on the real expenditure on courses must also be kept and this could usefully be worked out in terms of a unit cost such as the cost per teacher per day. Such a costing exercise would enable more realistic future budget estimates to be made.

There are, in addition, significant long-term financial consequences of any major in-service programme which is concerned to upgrade unqualified or under-qualified teachers. This is especially so as a very large proportion of any education budget is taken up by teachers' salaries. Any Ministry of Education must thus look carefully at its future commitments arising from in-service courses.

Accommodation for in-service training

Most countries under-use their schools and colleges which often lie empty for several hours in the day and at weekends, as well as for up to 12 weeks in the year during holiday periods.

In theory, therefore, there ought to be no shortage of accommodation for in-service courses, either residential or non-residential. In practice, however, the demand for courses,

especially residential, tends to be concentrated in one or two favoured periods as, for example, shortly before the new school year. Further, long courses require, as already noted, their own accommodation in special in-service centres or colleges, or alternatively they take up teaching and accommodation space in existing teachers' colleges.

The extent to which in-service courses can be run on a non-residential basis (desirable for reasons of economy) clearly depends almost entirely on local geography. In a large town or a rural area with many schools and reasonable transport facilities, there need be no major difficulties, either during holiday periods or during term time at weekends. One in-service programme for teachers of young children used local schools during term time in a series of 5-day courses drawing teachers in from nearby schools. A room was set aside for the teachers' use in each school and children were brought in from time to time for demonstration and practice purposes. The programme proved to be very economical to run and enabled continuing and close contact to be maintained with children under normal school conditions.

As with other aspects of in-service organization accommodation for courses is a matter requiring careful long-term planning in relation to national and local conditions and with the need for economy always in mind.