

Preface

Many developing countries are striving to provide quality science, technology and mathematics education (STME) as part of basic education in a context of limited resources. The Commonwealth Secretariat's work in STME is in four main areas: training of trainers; scientific and technological literacy for all; measures to enhance the participation of girls and women in science and technology; and training of laboratory technicians.

Efforts to improve STME through better quality pre-service and in-service teacher education have often neglected the needs of those who are providing training at universities and colleges of education. In order to address this issue the Commonwealth Secretariat organised in the UK a planning meeting of science, technology and mathematics educators from Commonwealth countries. The participants at this meeting recommended the development of monographs to assist teacher educators in the delivery of science, technology and mathematics teacher education programmes. The basic framework of the monographs was also developed in this meeting.

The draft monographs were produced by practising African science educators in a workshop organised in Nigeria, and were reviewed in an international conference in Botswana organised by the Commonwealth Association of Science Technology and Mathematics Educators (CASTME). They were then revised, on the basis of the comments received from the reviewers, by a team of African science educators in a workshop held in South Africa.

On behalf of the Commonwealth Secretariat, I wish to express gratitude to all the participants who have contributed to the development of these monographs. I am also thankful to CASTME for arranging the review of these monographs during their Botswana International Conference. I also wish to express my sincere gratitude to The Rockefeller Foundation and Primary Science Programme, South Africa, for co-sponsoring the workshops in Nigeria and South Africa respectively. Last but not the least I wish to thank my ex-colleague, Professor Sam Bajah, who initiated this project and the development of the drafts, and Dr Ved Goel who accomplished the revision of the monographs and their editing into their present form.

We are fully cognizant of the fact that these monographs have not been tested in the field prior to printing. I therefore sincerely request the science and technology educators in Africa to try out the monographs and send us their evaluations and suggestions for further improvement.

Professor Stephen A Matlin
Director
Human Resource Development Division
Commonwealth Secretariat