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LIFELONG EDUCATION
AND THE PREPARATION
OF EDUCATIONAL PERSONNEL

JAMES LYNCH

UNESCO INSTITUTE FOR EDUCATION, HAMBURG

LIFELONG EDUCATION AND THE PREPARATION OF EDUCATIONAL PERSONNEL

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FOREWORD

Ever since the current research programme on educational innovations in the perspective of lifelong learning began, the UIE has recognised the necessity for teachers to assume a new role in the various phases of the educational process and consequently the necessity for introducing innovations into the training of teachers. Stated in very simple terms, teachers must, first of all, understand the concept of lifelong education and its implications for school objectives, instructional processes, evaluation procedures, relationship between school education and non-school learning, etc. Secondly, teachers should themselves become lifelong learners. Thirdly, they should become animators of the learning process, coordinators of learning activities and co-learners with their students as well as with their colleagues.

What do these statements imply for the professional and qualification profile of a teacher? How to modify the training programmes of teacher preparation to meet these new requirements? What changes should be introduced in the traditional practice of self-contained and terminal teacher education, if a policy of continuing education of teachers is favoured? How will this affect the content, time requirements and techniques characterising teacher education? These are just a few of the many questions which are inevitably raised when one views a teacher's role from the perspective of lifelong learning. The UIE's international cooperative research programme included from the outset several projects of theoretical, developmental and descriptive nature dealing with this topic.

The present study, undertaken with the support of UNESCO Headquarters, was conceived as a first step in a series of actions. They were intended to develop principles which could be taken into account in the planning of educational changes aimed at adopting the training of teachers to the requirements of lifelong education.

The study recognised that although the notion of lifelong

education, as interpreted by UNESCO and the UIE, may be of relatively recent origin, elements related to most of its aspects are observable in practical and theoretical trends in a large number of countries.

The study, based to a large extent on the analysis of existing literature, was intended to be simply exploratory and its outcomes do not claim to present any cut and dried conclusions. They are, however, of interest in so far as they suggest aspects warranting further clarification and feasibility-testing.

The UIE is indebted to Dr. James Lynch for the generous way in which he has cooperated in conducting this study. His professional experience in the field of teacher education, his initiative in contacting teacher institutions in a large number of countries, his open-minded attitude towards comments and suggestions from educators working in selected projects in developing countries and his intellectual curiosity have resulted in a work which combines advanced ideas on teacher education with a clear perception of the substantive aspects of lifelong education. The Institute wishes also to express its gratitude to those scholars in many countries who read the manuscript in draft and benefitted the work by their constructive criticism.

M. Dino Carelli
Director

INTRODUCTION

Lifelong education is a concept which aims at guiding the objectives of educational systems. But it is only one concept amongst many, which have been advanced as a response to the "world education crisis". Its level of development and its usefulness have sometimes tended to be overplayed by its advocates, almost as though it has already been accepted throughout the world and as if all that remained were to elaborate and implement it. This is far from being the case.

Although much work has been done, the concept is in many ways still very new and the long, hard task of working the often rhetorically expressed ideals into concrete policies is only just beginning. For this reason, it is important to stress the modest and limited scope of the present study. It is a preliminary, theoretical attempt to indicate possible lines of action and principles of orientation for absorbing lifelong education into one sector, namely the preparation of educational personnel. Even within that sector it will be clear that there is a need for much further conceptual work before the definition of firm but flexible operational objectives can be achieved.

My intention in this study has been to produce an exploratory piece of work for two major groups of readers, namely newcomers like myself to the concept of lifelong education, and administrators, policy-makers and educators who wish to begin to consider with me the implications of the diffusion of its characteristics and principles in one specific field. In this sense, it is an experience of "interlearning" for me and, I hope, for my readers.

The production of the manuscript has also meant a sharing of learning in a slightly different sense. I have been fortunate in being able to draw on much seminal work in this area from many lands and on the patient assistance and humane criticism of colleagues and experts in the field in a number of countries. Whilst it is not possible in such a short work to acknowledge every contribution, I should like to place on record

my indebtedness to the writings and work of others in this field and to the contributions made by many educationists and others to my thinking. Their willingness to share their expertise with me has been one of my first experiences of the implications of lifelong education.

James Lynch

Bradford, December 1976

CHAPTER 1

THE CONCEPT AND IMPLICATIONS OF LIFELONG EDUCATION

Lifelong education implies not only that everybody is a learner throughout his lifetime but also that everybody has opportunities to continue to be educated throughout life. For this reason, lifelong education necessitates a re-definition and expansion of words such as "teacher" and "learning" in a way which will acknowledge that "where all are learners, all can be educators".

1. The Changing Meaning of "Educator"

Whilst the major focus in this study is on those who belong to what might be called the "educating professions", or in other words those people who have specialized functions *vis-à-vis* the learning of others such as teachers, instructors and trainers, we must not forget the many "lay educators" with whom such professional educators will have to share educational responsibilities. There can be little doubt that we are at the moment in a transitional stage in our conceptualization of the role of the teacher, and that the implications of lifelong education for teachers will shift our understanding of the word teacher in many ways from the traditional teaching role.

The reasons for this explosion in the meaning of the word teacher are not hard to identify. One major reason, for instance, is the way in which we expect that learning will continue well into adulthood. In primitive and slowly adapting societies, in contrast, a coming-of-age ceremony normally marked the point where adulthood had been reached and the stock of knowledge, skills and insights which were essential for the rest of an individual's life had been banked. This capital was usually sufficient to provide him with adequate interest for the remainder of his life cycle. This pattern of the organization of learning was transferred into formal mass educational systems when these

were established. Except for an elite education after the end of formal schooling, learning beyond the school was not encouraged. School learning thus gradually came to be considered the main learning form.

In addition to the restricted time in which learning was encouraged, there was a further limitation: the socially indispensable learning experienced naturally within the family before the advent of formal education, and the learning which took place informally in the vast time and space context outside formal education, both tended to be ignored. Yet no system of education sensitive to man's evolution and development can afford to neglect this informal learning any more than it can fail to take account (in modern society) of such pressures for recurring learning as:

- the problems posed by scientific and technological advance;
- the imperatives of economic and social development;
- the pace of population explosion and rapid urbanization;
- increased mobility and communications and the general influence of the mass media;
- the demands of harmonious international and community relations.

Although it is important that lifelong education should not be seen as a magic potion, these problems seem more susceptible to solution within the context of a conceptual system, which can bridge the glaring gaps in social and educational provision because it does not limit opportunities for valid learning in time and place, seeks to enable rather than debar, to extend learning rather than to limit it, and so far as is practicable to increase the total stock of education by recognizing many new groups and individuals as having a right and the expertise to guide the learning of others.

Awareness of the mismatch between education on the one hand, and the life cycle of modern man and his social and economic needs on the other, has thus caused the development of the strategy of lifelong education. But let us at this point pose two questions: What does lifelong education mean, and what are the characteristics of lifelong education which are important to and for educators? These are the issues with which this first chapter is concerned as a basis for considering the implications of the concept for the preparation of educational personnel.

2. The Concept of Lifelong Education

Lifelong education conjures up a kaleidoscope of differing impressions of time, space and culture. It means different things to different people and it is difficult to understand how such an apparently chameleon-like idea can be used to improve education, bearing in mind the richness, diversity and complexity of human cultures in the world.

Stated briefly and in general terms, LIFELONG EDUCATION comprises the three major components of any learning situation:

the material resources,

the human beings, and

the stock of knowledge (accumulated cultural experience),

organized in such a way as to enable the individual:

- a) to continue to extend his personal potential throughout his life without infringing his neighbour's right to do the same;
- b) to serve the economic well-being and progress of his people and the health of his ecosystem without damaging those of others;
- c) to live, learn and share in the development of human associations that we call communities, whilst acknowledging the rights of others to form perhaps very different human associations, to which he must seek to relate.

It is not the purpose of this study to describe once again all the major concept characteristics of lifelong education. This task has already been undertaken and the results are available in readily accessible form (1). In the context of those concept characteristics of lifelong education and their implications for the work of educational personnel, four main clusters of elements may be identified. They pertain to:

- a) the pursuit of *individuality* in learning;
- b) the search for *unity* of provision;
- c) the trend towards greater *democratization* of education;
- d) the movement to improve the *quality of life* for all through the learning of each.

These four "principles" underlying the concept of life-long education provide a framework within which the analysis of the functions and training of the educator will be made in this paper.

This section is concerned with a tentative of mapping out the implications of those concept characteristics of lifelong education which are of importance for the work of the educational personnel. These "snapshots" of educator activity will provide us with a number of starting points for a reformulation of objectives, curriculum, teaching and learning approaches and organization of teacher education broadened to include the preparation of other educational personnel. In some cases, such a reformulation of the structures and procedures involved can grow quite naturally out of present commitments, in others it will demand a radical change. Some of the points may apply to many countries, some to only a few.

3. The "Total" Nature of Lifelong Education

Lifelong education is a *total* system in the sense that it covers all phases of learning in life. There are a number of distinguishable but interrelated longitudinal phases in life-long learning, mainly those which take place:

- in the close association of family in early life;
- as a minimal formal education in the early years of life and may be closely associated with an institution specially set aside for this purpose, such as a nursery, school or community centre;
- outside or after the end of such a minimum period of compulsory learning and may be institutionalized or not during the rest of the life-span.

In the past, some of these phases have been relatively undervalued and badly organized, researched and understood. In the framework of lifelong education each phase will need to be interrelated with the others through personal, social and institutional bonds, with the parallel learning which takes place often informally, amongst peers, friends, colleagues, fellow enthusiasts in sport and hobby and so on, often outside the agencies mentioned, but at the same time of life. Indeed each phase comprises both more tightly organized learning that might be termed formal, and other equally recognized but informal

learning experiences, more concentrated periods of learning ascent and relatively gentle plateaux of learning, learning more oriented to work and learning as a part of, or preparation for, leisure.

The place where the individual learns most, and most quickly, both about himself and his environment and the way that he can live with other people, is the family. The baseline which this agency provides for the school and extra-school learning of the individual has often been neglected or even rejected - at great social cost. It has even been argued that parents are not trained to educate their children, and that people who are untrained should not hold responsibility for the learning of others. The price has been the separation of the school and the family as two discrete, on occasions non-communicating, learning spheres, often set up in conflicting competition with each other.

Existing educational institutions also provide powerful starting points for the pursuit of lifelong education. But they can no longer enjoy a monopoly in this respect, for lifelong education is characterized by a redistribution of commitment between formal and informal education and the various phases and levels, with the overall aim of reaching "unity of provision". Using the educational institutions as a base, policies of lifelong education seek to blur the edges between what was formal and non-formal education and institutional and extra-institutional learning across the life of the individual and to articulate both laterally and longitudinally with the various agencies providing support for this activity.

4. Structures in Lifelong Education: Interlearning

In lifelong education, although the role of the professional educator continues to be central, indeed more significant because of its greater breadth, it is a sharing role, supported by numerous other individuals who have an equally important if not on occasions more important role in developing the learning of the evolving human being.

Outside the very large group of educational personnel there are other professional and lay groups who will also be involved in education and learning. Thus the need for educators to be able to work flexibly as members of educational teams emerges very strongly in the form of one of the major learning

strategies implicit for lifelong education, whereby groups of differing composition and individuals learn from each other: the concept of interlearning (2).

Interlearning, or sharing learning of and with others implies a communicative competence on the part of individuals and an acceptance of the social and economic role of education and its place in the national aspirations of the groups, communities and societies involved. Educational professionals, particularly, should be able to work with other agencies and other persons and to realize the continuing need throughout their professional life-span for changing skills, attitudes and values, and thus for professional recurrent education.

A policy of lifelong education will require a continuing personal and social education of professionals and others, much of it self-initiated, which will enable the educator to understand, accept and respond to the fact that he is in many cases at the learning end of the community which he is serving. Understanding alone is insufficient. It needs to lead to action involving co-operation and communication with professional and lay groups and interlearning with a wide range of intrinsic folk and community cultures. Again this implies policies to avoid a divorce between learning and life, work and education, urban and rural cultures. A number of developing countries, such as Cuba, Peru, China and Senegal, have already adopted such strategies drawing strongly on the roots of the *community*, a goal which modern industrialized nations have neglected at great human cost.

5. Pedagogies of Lifelong Education: Flexibility and Diversity

Because it is characterized by *flexibility* and *diversity*, lifelong education may be developed through many different kinds of medium and material. In some countries a wide range of media is already available and many of these, such as television, radio, programmed learning and so on, are being extensively used in education. Developing countries too have pioneered new paths with such media in an attempt to improve the quality of life through education. Not all countries, however, possess an adequate range of media appropriate to their needs, traditions and cultures (3).

Lifelong education can thus be a multi-media strategy, but

to see it predominantly in terms of the use of modern technological media is to underestimate its richness. Lifelong education has to be envisaged in terms of pedagogies rather than simply media.

Along these lines, media in the perspective of lifelong education will therefore be considered by the educator, for instance, in terms of:

- how they can facilitate interlearning with those whose learning he is sharing as well as fostering;
- their contribution to him as an orchestrator of, and contributor to, the learning of others;
- the way in which the use of different media can effectively free portions of his time for more individual attention to the learners.

6. Other Implications for the Educator

The emphasis upon improvement, adaptation and change in the context of lifelong education does not imply that every new idea should be avidly absorbed. The teacher, in particular, will need to judge innovations, both those of others and his own, on their merits, assimilating and supporting some and rejecting others, whether they are in terms of materials, methods or new relationships. An attitude of critical questioning is indispensable, combined, due to the team nature of interlearning, with an open-minded acceptance of the need for close co-operation with others.

Moreover, such collaborative functions have implications for the functions of educators, for they imply a reorientation of the research and study which supports our understanding of the educator role. As Marklund points out, modern teacher education research has been focussed mainly on teacher characteristics and behaviour. As a response to the imperative of modern cooperative teaching we have now entered a phase where research must concentrate on the role of the educator as an innovator of a team, where objectives for the individual learner are concerned as much with goals of self-realization, social utility and equality as with any conceivable transmission of knowledge. In this context a switch is needed from criteria of teacher "goodness" to teacher effectiveness (4), broadened to include the new meanings which are attached to the word educator and

to ability, intelligence and learning by the concept of life-long education.

Whether working with children or adults or both, one of the educator's major tasks will be to assist them to a socially cohesive independence within a context where the quality of life is continually improved by the learning of all and the contribution of each. He is thus concerned with learning, his own as well as that of others, seen not solely as the acquisition of content, but with learning as an enhancement and advancement of the educability of the individual and as an essential qualification for the participation of that person in the further economic, political and social development of his country.

Lifelong education as against traditional education, which has been elite education, is *per se* mass education. It represents not only a democratization of services, but an on-going preparation for democratic involvement. The role of the educator is thus facilitative and enabling rather than prescriptive and constraining, and educability is no longer seen as a fixed quotient, anchored to a particular life-time or space or social group, but rather as an expanding universe of individual development and discovery throughout life. Democratization also implies that many varying sources of knowledge are accepted as legitimate, subject to scrutiny and improvement.

Any attempt to develop policies for the preparation of educational personnel which will take account of the principles of lifelong education, furnish the educator with opportunities for career-long learning and help him to aid the lifelong learning of others, has to focus its goals not only on a changed definition of the word teacher, but also on a growing educator role. This is the magnitude and complexity of the problem facing all educators involved in lifelong education. It implies a change in:

- the way that the role of educator is envisaged and prepared for and the way the associated tasks and functions are defined;
- the balance and way that the resources of teacher education are deployed across the professional career;
- the interrelationship of that preparation with the preparation of other lay and professional groups in the wider society.

Summary

In this chapter we have attempted

1. to describe lifelong education;
2. to identify some of the major concept characteristics and learning strategies implicit in the concept of lifelong education which are of importance to educators;
3. to accompany this identification with a series of snapshots of some of the major directions of development of teacher activity in the framework of lifelong education;
4. to argue that, because such characteristics imply a change in the way we define the word educator, they also have implications for teacher education, its goals, procedures and structures.

In the next chapter, we seek to identify the professional and personal qualities which teachers and educators will require to fulfill the new functions and carry out the new tasks deriving from the implementation of policies of lifelong education.

NOTES

1. See Dave, R.H., *Lifelong Education and the School Curriculum*. Hamburg: Unesco Institute for Education, 1973, especially Chapter One, pp.11-28.
2. The concept of interlearning as a learning strategy for lifelong education is elucidated in a paper by Dave. See Dave, R.H. "On Learning Strategies for Lifelong Education", in Dave, R.H. (ed.), *Reflections on Lifelong Education and the School*. Hamburg: Unesco Institute for Education, 1975, pp.43-53.

3. A recent UNESCO Paper points out the danger of currently proposed reforms becoming more and more beyond the reach of many developing countries. UNESCO, Division of Methods, Materials and Techniques, *Strategies for the Training of Educators: How Modern Techniques and Methods can Help*. Paris: UNESCO, 1975, p.2.
4. Marklund, S., *Retrospects and Prospects in Teacher Training Research*. Stockholm: Research and Development Bureau, National Board of Education, 1973, p.4-10.

CHAPTER 2

THE EDUCATOR AND LIFELONG EDUCATION: PROFESSIONAL PROFILES

In this chapter an attempt is made to put together the components for a series of identi-kits of the qualities, both personal and professional, which are likely to be required of a professional educator involved in the learning and teaching strategies of lifelong education. In this attempt no more can be done than to take a sampling of particular moments in time, culture and space and try tentatively to extrapolate from these some directions in the continuing evolution of the characteristics of a professional educator.

1. Changed Professional Profiles Based on Function

Traditional professional profiles of teachers have been based upon a division of function related to the social class of those taught and the status of the knowledge imparted within the formal educational system. The highest prestige was enjoyed by those teachers who educated the children of the upper classes in subject matter which was alleged to contain almost magic qualities of transfer into leadership competences, regardless of the intrinsic lack of social or economic importance of such knowledge.

In their pursuit of the goal of equalising educational opportunity many nations have realized that they cannot provide universal education by relying solely on the formal system of education. Developing nations such as India are adopting strategies involving multiple-entry points into the educational system and expanded provision of non-formal education (1). Both of these strategies shatter the previous, rigid phase/task relationship basis for teacher activity and the way it has been scheduled. They require new skills, insights, expertise and knowledge on the part of the teacher, which in turn require new teacher education strategies.

The belief now appears to be strengthening that the old organization of the teaching profession is outdated and dysfunctional, and alternative, more functional bases for teacher preparation are being proposed. One way of establishing such a base is to identify the task areas of educators *vis à vis* different, loosely conceived chronological groups in society.

Of course, such profiles need to be placed in a socio-cultural context and to be geared to national policies with regard to the relative rates of enrolment in different parts of the system before concrete policies for teacher education can be derived. Quite clearly different regions have very different enrolment ratios and different policies with regard to the relative expansion of enrolment across first, second and third cycles. Some policies will involve considerable expansion of primary enrolments, others an expansion of secondary or of non-formal education. Many countries (Australia is one example) may see their priorities in the extension of possibilities of recurrent education rather than a lengthening of the period of compulsory schooling (2). In some countries, as in India, the establishment of extensive programmes of non-formal education for young people in the age group 15-25 will necessitate a new emphasis on another sector (3). In other countries, such as Peru, a more global role is envisaged for educators in the community educational centres, and any model proposed would have to be applied differently. In each case, the basic policy options remain similar, but the implications in terms of educator preparation are different according to the socio-political, economic and cultural contexts in which they are implemented.

2. A Model of the Major Categories of Educator Based on the Phase/Task Relationship

Given the need for a reorganization of teacher roles and the way in which they are identified, what are the major population groups and task areas with which professional educators will be involved? And, what are the personal and professional characteristics and competences required for the performance of those tasks? An attempt to answer these questions may help us to identify the direction of change in the teacher role and to find a way in which the required characteristics and competences may be prepared for. It may then be possible to define the goals of a reformed teacher education and to design a suitable curriculum and organization.

Bearing in mind the descriptive principles underlying the concept characteristics of lifelong education, namely individuality, unity, democratization and improved quality of life, we propose in Figure 2.1 a grid which seeks to relate the tasks of professional educators to particular target populations. Thus a *target population*, or phase of educational provision, can be related to the *organizational/task* setting, and from this, alternative but coherent training strategies can be developed which will recognize the interdependence of all personnel involved in the educational enterprise across their full career span, and can take account of the necessary overlap. The balance between initial and in-service preparation will vary according to the national context, the resources available and the age-group concerned. Thus the portrayal is at this stage one of alternative but not necessarily exclusive options. But changes of the kind required in the preparation of teachers also imply profound modifications in the administration and organization of education and in the way in which roles within these sectors are prepared for. Inherent in these modifications, in turn, is a changed relationship between education and other social and economic sectors, which contains further implications for the preparation of educational personnel. Thus, whilst the main focus of Figure 2.1 is on the preparation of educators for the task areas identified, there should inevitably be an overlap with the preparation of personnel in the other sectors concerned.

3. The Directions of Change in Educator Activity

A recent OECD report has attempted to identify the directions of change in what it calls the teaching-learning process. Although this investigation is mainly concerned with developed industrial societies, there are many elements of the analysis which will be common to all countries (4). These changes may be summarized as:

- a movement away from standardized procedures for the transmission of knowledge, except for basic skills;
- greater emphasis on expertise in the organization of learning contexts;
- acquisition of skills for further learning;

FIGURE 2.1

MAJOR CATEGORIES OF EDUCATOR BASED ON PHASE / TASK RELATIONSHIP

Target population Phase Task area	Family assistance	Pre-school (institutionalized)	Compulsory school age	Youth	Adult
Fundamental skills					
Special education					
Social and community education and guidance					
Environmental education					
Production and economics					
Agriculture and economics					
Research and development					
Teacher education and economics					
Planning and administration					
Supporting services e.g. welfare etc.					

- increase in learner-initiated learning;
- growing emphasis on monitoring and evaluation of learning.

The report proceeds to identify what it calls parallel changes in the frame factors and techniques of teaching. Whilst such changes in the overall teaching-learning situation and the pedagogies employed by teachers were conceived in the context of educational innovation in industrial countries, they represent concomitant changes that any strategy of lifelong education will need to encompass.

Clearly the traditional conception of education as an essentially terminal phenomenon, a once-and-for-all training with its major fixed point the acquisition of subject matter, fits very badly with the need, implicit in the above list, to learn how to learn and to continually update knowledge. What is required is rather a conception of the learning process which can facilitate the acquisition of highly generalizable *cognitive skills*, *problem-solving strategies* and *socio-affective* capacities, such as values, attitudes, motives and emotions (5), since these represent the major foci for the personal and professional competences that both a learner and an educator will require in the framework of lifelong education.

4. Cognitive Skills

As J. Robby Kidd points out, one of the greatest boons lifelong education will confer is that the curriculum programs in schools will be freed from the necessity to attempt to include everything (6). Educators involved in lifelong education will have to understand, and have sympathy for this change in emphasis from teaching to learning. They should be able to accept the lowered protection threshold of teachers which makes them more accountable for their work as learning consultants, as persons responsible for the organization of experience that will not only allow but will facilitate the learning of their students. The educator should know how to narrow the gap between ideal and real learning conditions, and he should be able to tolerate the irreducible difference with equanimity. At the minimum this requires an adaptable and resourceful approach to cognitive learning and to the social and economic applicability of that learning. Such changes also demand that teachers recog-

nize the validity of alternative sources of knowledge provided by pupils, parents and the wider community and accept them in the context of a co-operative relationship.

The paper on the teacher's role prepared by the teachers' associations for the 1975 International Conference expresses succinctly the changing approach to knowledge needed by the teacher:

"The teacher remains the central figure in education but he has to take into consideration that he is no more the only source of information, that mass media etc. are strong competitors, that some students may be better informed than he in some special field of knowledge. He is no more an unquestioned authority, he becomes a guide helping his people to develop their capacities and abilities, fulfill their aspirations, remaining himself capable of learning, capable of self-criticism, capable of keeping steady and close personal contact with his pupils and students." (7)

One of the major identifiable trends in society is the changed, and rapidly changing, structure of knowledge. The onward march of scientific technical knowledge is forcing men to revise not only their knowledge of the world, but also the way in which they understand that world and envisage assisting others to understand it.

In education the introduction of new media, such as audio-visual aids, radio, television, programmed learning, simulation models and computer-assisted learning, and the new pedagogical skills, expertise and insight demanded, are paralleled by an explosion of available information and possible learning.

Lifelong education requires a democratization of learning, of the content, pedagogy and context factors and the role of the teacher. Knowledge is no longer jealously guarded, the prerogative of certain groups to receive, of certain professions and institutions to transmit. All have a right to learning. A state which adopts such a policy has acknowledged this and has a duty to provide, a responsibility to facilitate, such learning.

A basic factor in the effectiveness of teachers is their willingness and ability to learn and to go on learning, to widen and improve their cognitive skills. If a thirst for knowledge is, as Malcolm Adiseshiah says, inseparable from the claim for human dignity, then the one can be quenched but must never cease because of its relationship with the other (8). Such a thirst is an essential element in the repertoire of any professional educator. Indeed, as the individual professional advances in years and his abilities, at least his sensory processes, to some extent decline, the need for a continuing education as a hedge against obsolescence becomes even more important.

Insofar as qualities of high creativity, willingness to innovate and accept the innovations of others, subject to critical scrutiny, and a continuing high level of competence are to be maintained, then individual professionals must constantly renew their knowledge, skills and insights (9). It has been argued that some 20 per cent of a professional's working time should be devoted to this process of keeping up-to-date, as the knowledge and expertise which have already been acquired are in themselves very perishable commodities (10). In addition an educator has the task of keeping up-to-date with the pedagogical problem of facilitating the acquisition by others of similar or different learning.

5. Problem-Solving Strategies

As specialization by subject matter declines, new specializations will grow which will focus on the educator and his role in learning, and on the use and co-ordination of learning resources (11). Some traditional areas of teacher activity are likely to disappear or become less important. To replace them, new educator roles will come into existence which will alter the structure of the educational profession.

For example, the continuing and subtle changing of values and knowledge in modern society means that static roles are no longer appropriate for any educator. The problems posed by the imperatives of modern scientific and technological advance and of concomitant social and economic development place a high premium on flexibility of mind, creativity and problem-solving abilities. Rather than knowing what, he will need to know how and where. The educator may act as curriculum specialist, or as teacher responsible for the in-service training of his colleagues, or as a community liaison teacher, or as a resources

man, or media expert, or as a research associate in the school, or as a specialist in computer-assisted instruction, or as a counsellor diagnosing both learning and teaching and helping colleagues to monitor their effectiveness, or as a specialist with those encountering learning difficulties, even as a leader amongst his professional colleagues as the local union representative. All of these roles can be valuable ones of importance to the school and community. Some of them may be exclusive roles more traditionally defined, others will be undertaken in addition to the normal work load, or in addition to other specialized roles, but for all of them each teacher will need social and mechanical problem-solving capabilities as well as generalist and specialist knowledge, and intellectual tenacity and adaptability.

He will also be required to be effective in successfully stimulating the learning of others, and to know how effective he is by monitoring his own progress. Motivation, methods and sources of learning will be his stock-in-trade, diversity and flexibility his watchwords. Our knowledge of how motivation can be facilitated is meagre, and this is not helped by the fact that learning theory has been traditionally concerned with that learning which takes place in childhood, adolescence or amongst young adults. Where the function of the teacher is increasingly becoming that of animateur (of his own learning, that of his pupils and of his fellow professionals) the right kind of motivation for his own and other people's improvement is crucial, and a knowledge of the dynamics of perception and motivation becomes indispensable. Motivation which can strengthen learning at each successive stage is one of the major reasons why the reform of the Japanese educational system has been placed in the framework of lifelong education.

A general trend can now be observed away from schooling to learning, from fixed units of education, whether of premises, teaching matter or methods, organizational groups, time-tabling or materials, towards more flexible teaching and learning arrangements with fluid learner groupings, team-teaching, extra-institutional learning, flexible modules of time, discovery methods and self-production of materials. Partly such trends represent a more flexible use of resources, partly the demands of wider social democratization, partly social demand spurred by the wish to spread opportunities for learning across time and space, but regardless of the sequence of cause and effect, all of these methods of more open teaching and learning imply new tasks for teachers and other educators for which provision has to be made in educator preparation.

The role of lifelong educator demands an understanding of the way in which educational programmes for children, for young people, for adults, for workers, and for older citizens can be blended together. In the process organizational and chronological divisions are healed as a result of the recognition that a multitude of different agencies in society, such as libraries, churches, museums, theatres, recreational groups and mass media, play educative roles which complement and sometimes surpass those of the teacher and the formal institutions of education.

The educator needs to feel at home with the new kinds of evaluation inherent in the ideas of accountability and in working closely together with learners of differing ages, interests and abilities in an effort to improve his own and their learning in the pursuit of a better quality of life for all.

As the major emphasis gradually slips away from the role of the educator as an authority, a transmitter of knowledge, to his learning relationships with people, so his status will rest more and more on his own achievement in serving the people, his skill in directing them to where the learning resources of the community are located, and his ability to show them how these resources may be organized and exploited for the benefit of both individuals and society as a whole (12).

Generalizing, in some respects the role of the professional educator becomes that of the honest broker, of the educational "entrepreneur", whose main task is to bring those who have the knowledge and skill and wish to share it, and those who have the interest and the motivation to learn and "be shared with", to the same place at the same time.

6. Socio-Affective Capacities

Whilst for a long time to come the vast majority of educators will continue to be concerned mainly with one particular age group, namely the one which is involved in full-time education, an increasing number of full-time teachers will also need to have the experience of teaching a variety of social and age-groups, either by themselves at different times or within a particular teaching group at the same time.

One area of considerable enterprise in a number of developing countries has been the education of the worker and his family in urban or semi-urban areas. It is apparent that without

practical experience in industry or craft a teacher in such a situation is severely handicapped. In this respect Indian experience in the establishment and evaluation of Shramik Vidyapeeth (The Polyvalent Adult Education Centre) in Bombay is path-finding. Such centres demand from educators a very different role and great social expertise, a capacity to be keyed in to cultural norms often vastly different from their own and to understand the needs of the periodically unemployed, a dimension which is not usually prepared or even allowed for in the traditional teacher education programmes (13).

Examples such as this highlight just one facet of the increasingly complex networks of relationships within which educators work, and which make it necessary for them to develop their skill in interpersonal relationships to the extent that they can speak to and interact with people on their own terms and in their own language. This requires a sensitivity to the cultural values of group, community and country and an ability to envisage a creative role in the process of revitalization and rejuvenation, in order to combat the "cultural lag" that has developed in many countries around the globe as a result of the social and economic dominance of one particular group, be it indigenous or foreign.

The task is tantamount to being able to communicate effectively with members of the majority of a population, who in some cases have had no education at all, as well as with the minority who are privileged to be at any moment in time in the formal educational system. Skills and expertise have to be at the service of the whole population, and there has to be a willingness to extend considerable personal and human commitment in the sharing of knowledge, values and identity with others. A secure but flexible professional self-concept is clearly fundamental to the development of such expertise.

It is relevant to note that the professional educator must also have sufficient personal sense of security to endure the fact that the knowledge and expertise which he acquired during his initial education has a rapid decay rate, and that any new knowledge he acquires will be useful for an ever shorter period of time. But it is crucial to observe that his broader affective role demands a sense of direction and new qualities of leadership in a sea of change, not as a rock that is battered and does not move, nor as the sand that moves at the behest of wind and storm, but as the tree which bends but does not break. Such qualities can be developed by education, given a healthy

and open individual personality and an appreciation of the need throughout the professional career to allocate a fifth to a quarter of professional time to just keeping up-to-date. Being himself involved in a process of change that sometimes creates fear, misunderstanding, a fundamental change in the self-image, or at the least concern, the educator has to be sensitive to these phenomena in others.

Though initially the increased involvement of the whole community in education, which spreads the benefit of learning to all throughout their lifetime, will lead to increased professional "anxiety", it will also increase the status and highlight the central importance of the teacher and the professional educator. Instead of the learner being totally accountable to the teacher as was formerly the case, the pendulum will swing and the teacher will increasingly be accountable to the learner. It is difficult to envisage how he can contribute to the further democratization of the educational system, if he has not himself internalized democratic values during his training in an institution where such values have been translated into the very fabric of organization, authority and learning.

Such changes in the traditional teacher role inevitably mean not only growing demands on educators of all kinds but also an increased demand for educators, which cannot immediately be met because it necessitates a process of training and re-training over many years.

One of the major implications may be that many able men and women will be recruited into the ranks of teachers on a part-time basis or after a period in industry or commerce. Whilst such an influx will be a boon to educational personnel in making available to them experience and skills different from those which are generated within a professional education context, and in ensuring a closer association of education and life, it also brings with it the problem of training for the part-time personnel, and makes demands on full-time staff for attitudes of open professionalism and a willingness to share professional skill and expertise.

It must, however, be borne in mind that educators are humane, with the limitations of any human being and his needs for family life, for recreation, in other words for a private sphere. If they are not to be inundated with exponentially accelerating and often conflicting requirements, a more precise definition, analysis and allocation of educator roles such as

we have outlined at the beginning of this chapter is essential. The alternative is role-overload and consequent inefficiency on the one hand, and on the other, continuing misfit between educator preparation and educator needs.

Summary

In this chapter we have:

1. suggested a categorization of professional educator roles, based on the phase/task relationship, which can identify the major focus of activity of an educator involved in lifelong education;
2. argued that the major characteristics associated with these roles and the tasks they imply in the framework of lifelong education are:
 - flexible and broad cognitive skills;
 - social, epistemological and scientific problem-solving strategies;
 - socio-affective abilities across a wide range (14).

In the next chapter we attempt to match a series of goals for educator preparation policies to the characteristics given above, and to the descriptive principles underlying lifelong education.

NOTES

1. For details of the main schemes, see Ministry of Education and Social Welfare, Government of India, *Main Schemes of Non-Formal Education in the Fifth Five Year Plan*. New Delhi, 1975.
2. See *Report of the Interim Committee for the Australian Schools Commission* (Karmel Report). Canberra: Australian Government Publicity Service, 1973, p.15.

3. Ministry of Education and Social Welfare, Government of India, *Main Schemes of Non-Formal Education in the Fifth Five Year Plan*. New Delhi, 1975, especially pp.5-12.
4. Organization for Economic Co-operation and Development, *The Teacher and Educational Change*. Paris: OECD, 1974, pp.14-18, (Volume I: General Report).
5. These qualities are referred to in some detail in a paper by Cropley, A.J., "Psychological Foundation of Lifelong Education". In Dave, R.H. (ed.), *Foundations of Lifelong Education*. Oxford: Pergamon Press, 1976, p.57. (Advances in Lifelong Education, ed. by Unesco Institute for Education, Hamburg, No.1).
6. Kidd, J.R., "The Implications of Education Permenente for Teachers". *Education Panorama*, 10, No.2, 1968, pp.2-10.
7. See Position Paper from the International Teacher Organizations, *The Changing Role of the Teacher and its Influence on the Preparation for the Profession and on In-Service Training*, presented in Geneva at the 35th International Conference on Education, August/September 1975, p.7.
8. Adiseshiah, M.S., *Life-Long Education*. Paris: UNESCO, 1970, p.3. (International Education Year Publications, No.7).
9. A useful paper which stresses the need for on-going retraining as an alternative to an accelerating rate of incompetence, is Dubin, S.S., "Obsolescence or Lifelong Education: A Choice for the Professional". *American Psychologist*, 27, No.5, 1972, pp.486-498.
10. Ibid, p.487.
11. This point is made in a paper by Corrigan, D.C., "The Future: Implications for the Preparation of Educational Personnel". *Journal of Teacher Education*, 25, No.2, 1974, pp.100-107.
12. A brief account of some of the implications mentioned here is contained in Smith, D., "Implications for Teacher Education". *Education News*, 14, No.7, 1974, pp.24-27.

13. Ministry of Education and Social Welfare, Government of India, Directorate of Adult Education, *Polyvalent Adult Education Centre: Second Evaluation Study*. New Delhi, 1974.
14. Whilst it cannot be the function of such a brief paper to analyze and identify in greater detail the competencies involved in the generalized roles described, this is clearly an important focus for further work. The reader is referred to initial work in this direction funded by the United States Office of Education. See, for example, Turner, R.L. (ed.), *Performance Education: A General Catalogue of Teaching Skills*. Syracuse: University School of Education, 1973, and the accompanying resource guide, Houston, R.W. (ed.), *Resources for Performance-Based Education*. Albany, New York: The University of the State of New York, 1973.

CHAPTER 3

GOALS FOR THE TRAINING OF EDUCATORS

The reorganization of the preparation of professional educators in the framework of lifelong education is an ambitious and long-term project. If they are not to be utopian and impractical, proposals for the establishment of patterns of preparation for educational personnel based on a closer specification of goals throughout the professional life-span of educators in such a framework have to arise from a consideration of the existing system. Basic questions must, therefore, be raised as to how the new goals for the preparation of educational personnel will be able to grow from existing strengths on a gradual basis within the existing structures that are, and may remain for a long time, uncommitted to lifelong education.

It is apparent that the definition of goals for educator preparation is a controversial enterprise. Nonetheless there are certain functions and identifiable directions of development which, when combined with the descriptive principles of lifelong education, can provide a basis for working out common goals and their differential application.

Major current trends in educator preparation were identified in a paper prepared by the Unesco Secretariat for the 35th Unesco International Conference on Education, as follows:

- 1) the integration of teacher preparation on the basis of trends in the wider school system, providing a comparably scientific preparation for all groups of teachers where possible at higher education level;
- 2) an improvement in the general and subject knowledge of the teacher;
- 3) provision of a better pedagogical preparation, including often a common psycho-pedagogical

core for all teachers, a reinforced emphasis on practical teaching, and an attempt to formulate competency-based teacher education programmes seeking to identify and develop specific teaching behaviour related to the promotion of learning (1).

Fundamentally the functions of educational systems do not change: there would be general agreement that they must contribute to individual, social, economic and environmental development. However, the balance between and interpretation of these functions will vary considerably over time and space and in the light of changing policy emphases. As the system of educator preparation is a sub-system of the overall educational system, the question to be investigated is how a policy emphasis on lifelong education will affect these functions in the context of the preparation of professional educators.

In setting goals for the preparation of educators two types of goal should be distinguished, namely *overall goals* for the organization of the system of teacher preparation, which in many ways will be a distillation of the goals for the whole educational system, and the *professional goals* which that system will seek to achieve for those whom it is training. The one set might be loosely termed organizational goals, the other behavioural goals.

1. Overall Policy Goals for Systems of Educator Preparation

The principles underlying the concept characteristics of lifelong education have been identified as unity, democratization, individualization and improvement of the quality of life. Each of these four principles may be expected to have personal, institutional and system-wide implications in the formulation of goals for the preparation of educational personnel.

The principle of *unity*, for instance, implies the need for goals directed towards the achievement of totality of provision, flexibility of organization (including formal and informal modes), functional integration, professional co-ordination (for example with support services), interchangeability and sensitive co-ordination.

Democratization involves policy goals such as variety, sharing and multiple use of facilities, the provision of alter-

native patterns, participation, social articulation and facilitation, acceptance of many legitimate sources of learning and knowledge, equality and a pluralism of approaches.

Improvement of the *quality of life* suggests such goals as close co-operation with the productive system, dynamic organization, acceptance of public utility as a criterion, concern for environmental protection, fostering of community as a resource and the use of local material.

Inherent in *individualization* would be goals such as self-realization, diversity, alternative provision, acceptance of variety, the trainee's own identity as a resource and the capacity for self-criticism.

Whilst the lists given above are by no means exhaustive and need further articulation within the context of national policies, they may serve to illustrate the policy options available. Figure 3.1 attempts to indicate, by means of a grid, the way in which the functions referred to, placed alongside the principles identified as underlying lifelong education, may result in certain policies. No country is likely to wish to pursue all sixteen goals, and the task of achieving the same goal will be different in different societies, in different institutions and for different personnel. But a point of articulation is provided around which policy options may be related. For example, in many countries with great ethnic and linguistic diversity, the goal of greater organizational cohesion may demand centralization, whereas in others such as France, the pursuit of cohesion may result in policies of de-centralization. In each cell in Figure 3.1 an example is given illustrating one systemic policy option involved.

This matrix is intended to provide examples of flexible, future-oriented, but not utopian guidelines; and it does not propose monolithic, rigid strategies for universal application. A series of alternative templates can be developed, which need then to be set against differing cultural and social contexts and tested against national traditions, policies and aspirations. In addition, before policies can be made operational, account must be taken of a host of structural factors, such as total population, length of compulsory education, population distribution (geographical and chronological) and of such resource factors as the proportionate distribution of the existing teacher stock across levels and specializations. Trends in that distribution, policies to maintain, check or reverse those

trends, and other more general trends in the systems, their content and procedures, would also have to be taken into account.

FIGURE 3.1

A FUNCTIONS/PRINCIPLES MATRIX OF POLICY GOALS

Functions Principles	<u>Personal</u>	<u>Social</u>	<u>Economic</u>	<u>Environ- mental</u>
Unity	e.g. flexibility of organiza- tion is aimed at	e.g. cohesion of provision is striven for	e.g. responsive- ness to economy is planned for	e.g. interdepen- dence of natural and social en- vironments is taken into ac- count
<u>Democratiza- tion</u>	e.g. variety of alternative kinds of achievement recognized	e.g. pluralism emphasized as a resource	e.g. interpro- fessional interde- pendence fostered	e.g. local com- munity resources maximised
<u>Quality of Life</u>	e.g. creative independence seen as playing a role in in- novation	e.g. co-opera- tive modes of working high- lighted	e.g. closer in- terrelation between work and life striven for	e.g. emphasis on need to conserve and use wisely na- tural sur- roundings
<u>Individuali- zation</u>	e.g. a very great range of ways to self-real- ization aimed at	e.g. great range of human sources and resources of learning stressed	e.g. close con- tact with world of work and work skills pursued	e.g. love of local en- vironment encouraged

The most recent Unesco statistics indicate, for example, a gradual but substantial increase in third level teachers. This trend is borne out by figures collected on a regional basis, although the absolute numbers and proportions differ, varying from 3.2% of teachers employed in the third cycle in Africa in 1972 to 24.3% in North America for the same cycle and year. Such patterns will influence the way in which goals for the preparation of educational personnel are seen and implemented, and the extent and speed of implementation of policies for the reform of the system in the framework of lifelong education.

Constraints on Reform

There are a number of constraints which existing systems of teacher education may exercise on the implementation of the policy options outlined. Two of these are briefly set out below.

Firstly there is the *problem of the formalism and status-bound nature of the sequencing of knowledge and experience* in many existing systems. The need to reverse this trend is referred to by Majault when he comments on the high degree of specialization required of a candidate for teaching and the brevity of his actual teaching preparation (2). If it is accepted that knowledge is subject to rapid decay and obsolescence and that there is a wide range of modes of learning, the emphasis in the preparation of educational personnel has to be shifted sharply away from the narrowly defined cognitive domain. Less specialized knowledge but better, more extensive professional preparation is required. This shift causes a curricular design problem which may be identified in the existing and much criticized divorce between theory and practice in teacher education, and more broadly between education and life. The task of developing a completely reformulated conception of the theory/practice relationship in the context of teacher education throughout the professional life-span has to be seen against the background of an ever-changing life-space and lifetime. In order to do this it is necessary to generate alternative conceptual frameworks for a curriculum based on the roles of an educator, and to take these into account in the definition of goals for teacher education.

This gulf between theory and practice, caused partly by the way in which new elements have been added to the teacher education curriculum in an *ad hoc* manner making it overcrowded

but dysfunctional, restrains and inhibits more holistic policies. Moreover, the gap between theory and practice, or more precisely the problem of the transfer of cognition insight into active behaviour, is still glaringly unsolved in the available educational research. It may be tackled by a closer but flexible association of educational personnel with a variety of institutions, such as the school, in which their real professional life-activity will take place. A range of ways and techniques could be used to evaluate progress. Such policies may involve a reversal or checking of a trend towards greater institutional autonomy and curricular irrelevance in many countries.

Secondly, there is the problem of *inadequate democratization of existing teacher education*, which inhibits the development of flexible interdependence and interaction with other institutions and programmes of preparation for other professions. Although there is a growing if still relatively underdeveloped and restricted involvement of other bodies in the preparation of educational personnel, as well as a wider recognition of the important expertise which they possess, in general policies would appear to have been insufficiently sensitive to the need for wider participation in the education of teachers and for the integration of institutional and community learning. The development of education horizontally and vertically across the life-span of the individual involves a flexible articulation of educator preparation with other professional preparation, and an emphasis on the essential unity of family, school and college learning. Wider involvement also calls for expanded recruitment, attraction of adults trained in other occupations and a greater element of recruitment on the basis of self-selection rather than on the basis of academic qualifications for a particular certificate.

Such problems place existing policies of teacher education in serious question; more than that their recognition is important if new policies are to be effective.

2. Professional Goals for Systems of Educator Preparation

In this section an attempt will be made to define "goal realms" which systems for the preparation of educational personnel should try to achieve for their students, if these are to fit into the framework of lifelong education. These "goal realms" are based on the functions referred to and exemplify the more refined aims and objectives for the preparation of

educational personnel which may be classified as *personal*, *social*, *economic*, and *environmental* (3). In each case it is important to see the proposed goals against the national situation in order to identify specific goals consonant with that situation, including the institutional and systematic frameworks which are conducive or antagonistic in the achievement of such goals. It is also necessary to keep in mind the qualities which have been argued to be essential to an educator involved in lifelong education, namely broad cognitive skills, problem-solving strategies and socio-affective capacities.

Personal Goal Realm

Whatever changes may occur in the goals of existing teacher education systems, such systems have to reckon with the human material which comes to them for preparation. The teacher is first and foremost a human being. In the personal realm any system of teacher, or other educational personnel, preparation should seek to foster the development of qualities of individuality which can withstand and filter social and economic pressures, and at the same time be responsive to the need for change and adaptation to the legitimate needs of rapidly evolving societies. Education is a political process. Whilst in the midst of continued and considerable value dissent within most societies, the teacher will have to manifest a high level of loyalty towards the societal values and norms which are valuable for education; one of these norms must, paradoxically, be the development of a critical capacity *vis à vis* that society, its norms and values.

In addition to possessing the skill required to survive within differing social and physical environments without totally adapting to them, or being submerged by them, or rejecting them altogether, the teacher has to know and be able to develop deliberate and systematic innovations within the school situation. His critical faculty needs to be cherished and developed. The individual educator has also to be provided with some concept of what the sharing of knowledge involves for him as an individual. Educator preparation on a lifelong basis should thus have as one of its goals not merely a cognitive awareness of the teacher role, but also the experience of what it feels like to live the role of a teacher. A considerable volume of empirical work has been developed on the role expectations surrounding a teacher, but there is relatively little about this affective aspect. Associated with it is the fact that in developing mature feelings about himself, his own role and his

own learning the educator will also need to have sensitivity to other people, their roles and their learning. Human sensitivity is thus an important goal for future systems of preparation of educational personnel.

Part of the process of withstanding and filtering social pressures and thus sustaining a healthy and positive self-image is the ability to look at oneself objectively, to process information, to make, in common with others, a decision to act and then weigh the social and personal consequences of one's own action by reference to evidence, and if necessary to justify those actions by means of publicly acceptable criteria. Thus knowing how to obtain, judge and use evidence employing a variety of techniques is an indispensable personal quality for an educator involved in lifelong education, and one which is directly related to his social competence. If he is to encourage self-evaluation in his students he must demonstrate its use *vis à vis* his own work.

Social Goal Realm

Allied to these aims for the educator as a person are those which relate to his role in ensuring the future of community and society, although not necessarily in its existing form. Goals within the *social* realm are essential to the future cohesion of the community. Perhaps more than any other sector, education remains linked to accepted social values, and for this reason if for no other, there is an important function to be fulfilled by educational institutions in filtering and creating an awareness of the broader context of social values within the wider society in which their own programmes and patterns of interest are developed. This is not to say that educational institutions or educators should have no autonomy to respond to or initiate processes of change and adaptation. Rather the opposite, for at present and generally speaking, the educator has to be prepared for innovatory roles, for being initiator or agent of change and seeing innovation as a social process involving others. Education is a social process and not just a technological activity. The educator therefore needs frequent opportunities to operationalize the theories and the ideas which he has learned and developed. He thus requires a social life-line to an institution which is outside the one in which he earns his daily bread.

Related to and basic for such tasks is one skill that the teacher needs to develop to a fine extent, that of interperson-

al competence. He should be able to involve himself not only in co-operative learning with pupils, but also in team-work with other specialist colleagues, teachers and members of other professions and the community. This demands a high level of skills in intergroup relations, an ability to break through communication barriers and develop close personal and professional relationships with a large number of differing lay and professional groups. The development of communicative competence may thus be considered the paramount skill in the social realm, for which an educator will have to be prepared if he is to be able, at a personal level, to envisage the consequences of his own actions and those of others, and at a social level, to explain, illustrate and elucidate them. The focus of this preparation must be as much on the closer community as on the national or international levels.

Skills in intergroup relations will not, however, be restricted to the educational sphere, but will need to include the ability to develop close relationships in work, community and the recreational sphere, not to forget the political aspect of life. For education is political, and the willingness on the part of the educator to influence the direction of political change is an important element in his "educator" as well as his "citizen" role. Participation must thus be one of the major social goals in the preparation of educators: their own participation in their own preparation, as also the participation of other groups in such preparation and the participation of pupils in their own learning. If the pace and direction of change are at all subject to human guidance, then both in teacher education and in society democratic involvement needs to be planned and educated for.

Economic Goal Realm

The future educator's competence in human relations is also important for economic reasons. He should be acquainted with the place of his work in national development plans and know how he can influence the conception of those plans and help towards their implementation. His skills in human relations should be complemented by social problem-solving abilities, a willingness to learn and re-learn his own job as the definition of the "educator's" work changes. If for instance excessive consumerism is to be avoided, it is vital that educators and others learn and re-learn not only about production but about a balanced consumption as well. In most countries systematization of such goals for teacher education has yet to

come, although there is considerable recognition of the need.

It is important that educators should not become divorced from real life. They should be able to empathize with other workers, and they should not disdain manual work. A number of systems of teacher education already include work experience at initial and in-service levels. Some element of experience of working life might be demanded of all educators at some time during their careers although, of course, pension, other social and salary benefits and security rights will have to be safeguarded. However this was organized, it would need to be integrated within the overall goals of teacher education.

Moreover, as educators may well spend different parts of their professional lives in different parts of the educational enterprise, a vocational orientation should be envisaged which does not overburden initial training, and which continues and is projected forward into the rest of their professional careers. Thus whilst management skills may be included in goals at initial level, they may receive more detailed and focussed treatment at in-service level according to the career path of each individual.

Environmental Goal Realm

Finally there is the environmental realm. Nations are experiencing to their cost the dangerous results of ignoring the environmental consequences of national economic and social policies. An appreciation of the interlocking relationships between physical and biotic factors in the narrower ecosystem and wider biosphere represents both cognitive and affective goals in the preparation of educators. A future educator will need to be sensitive to the role of the natural environment in the traditions, values and customs generated by his own ethnic background, and in many cases to the impact of an increasingly rampant technology on these. A knowledge and awareness of the impact of economic interdependence on the environment, of the impact of the technosphere on the biosphere, is as essential as a knowledge and love of what exists. But knowledge alone is insufficient. Equally important is an ability to analyze complex interactions of numerous factors changing with time. The development of such "thought techniques" represent a substantial departure from tradition of learning in clearly delimited subjects or skills. The new educator will need to participate in this development by evolving his own educational approaches at the same time as taking account of the "hard data" of others.

3. The Allocation of Priorities to the Stages of Preparation

Unless we seek the chimera of a risk-free and change-free education for educators, particularly at the initial stage level, it is not desirable, nor indeed possible, to prepare educators in advance for all possible situations which might occur or to attempt to envisage all possible futures. Goals for the preparation of educators for roles of lifelong education thus need to be flexible, multi-faceted, divergent and progressive from stage to stage.

Whilst therefore it would be unrealistic to set out in detail for all countries the distribution of goals in the three stages of teacher education, it would appear that at the initial stage a task-oriented approach which concentrates on basic psycho-pedagogical skills is likely to produce the most economical and satisfactory results. The second stage, induction, could then concentrate on quite concrete, institution-relevant factors, such as familiarization with the school, its legislative, administrative and organizational context. Acquaintance with staff and pupils, and knowledge of the resources and services available. Finally, and stretching throughout the career of the educator, in-service education could concentrate on consolidating, updating and extending the knowledge, skills and insights developed during the first two stages, affording opportunities for further specialization and switching of career lines.

Thus the goal domains proposed in this chapter must be seen in the context of their differential application to the three stages of teacher educational preparation.

Summary

In this chapter we have:

1. described the functions of systems for the preparation of educational personnel and shown the effect of the principles underlying lifelong education on these functions and the way in which the functions and principles can be fused in the form of system goals;

2. given examples of the kinds of problem and trend which have to be taken account of prior to the operationalization of such system goals;
3. introduced and exemplified a four-part conceptualization of goal-domains which teacher education systems will need to pursue if educators are to be prepared to work within the framework of lifelong education.

The next chapter will look at the way in which the goals referred to above may take form in a curriculum.

NOTES

1. UNESCO, Working Document ED/BIE/CONFINTED 35/4, *The Changing Role of the Teacher and its Influence on Preparation for the Profession and on In-Service Training*. Geneva: UNESCO, 1975, pp.23-26.
2. Majault, J., *Teacher Training*. Strasbourg: Council of Europe, 1965, p.209.
3. A similar schema to the one used here is employed by Heathers, G., "Education to Meet the Psychological Requirements for Living in the Future". *Journal of Teacher Education*, 25, No.2, 1974, pp.108-112.

CHAPTER 4

MEANS OF ACHIEVING THE PREPARATION OF EDUCATIONAL PERSONNEL FOR ROLES IN LIFELONG EDUCATION

The main focus of this chapter is on the curriculum, including both content and pedagogies which will be required in the professional preparation of educators throughout their professional lives. Lifelong education implies that post-experience education must be a normal part of professional preparation and staff development, and that the three phases of educator preparation have to be seen in a unitary way, each dependent on the other. Hence this chapter is concerned with something both longer and broader than what is usually understood to be the training of teachers at a pre-service level. Longer in the sense that in line with strategies of lifelong education it attempts to envisage a coherent interrelationship between the curricula and experiences of educators at pre-service and post-experience levels, seen as part of the same ongoing process. Broader in the sense that it is not merely concerned with the preparation of teachers but with the interrelationships between the preparation of teachers and other educators, and more widely with the training of other professionals, some of whose roles will interlock and interrelate very closely with those of the educator.

Even in terms of educators alone, the groups include:

- nursery personnel and adult educators;
- educators at foundation and at advanced levels;
- full-time and part-time personnel;
- those who work during traditional times of the day and the year and those who work in the evenings and when others have holidays;

- student-educators, new entrants and experienced colleagues;
- subject-matter specialists and those with a more affective responsibility;
- a host of ancillary, administrative and managerial specialists working in education.

When it is further realized that the preparation of these differing groups of educational personnel has to be seen across the initial, induction and in-service phases, it is clearly important for priorities to be established and a sequence for implementation to be worked out in order to provide as comprehensive an array of courses as resources permit and to allow for expansion as and if resources increase.

In this paper, the word curriculum is used to include not only the syllabuses of knowledge planned and organized institutionally but also the experiences and activities in which the professional educator will be involved in attempting to obtain that knowledge. There are intellectual, emotional and behavioural components, and both formal and informal discussions. Manifestly such a curriculum should aim at the acquisition of knowledge, skills and insights and seek to take into account what might be called the "informal curriculum" comprising socializing influences which it is beyond the power of the institution to direct.

1. The Components and Shortcomings of Traditional Curricula for Teacher Education

Traditionally teacher education curricula have acknowledged three major areas of work:

- 1) subject specialization, often regarded mainly as a contribution to the teacher's personal development;
- 2) pedagogical and methodological elements;
- 3) practical experience.

In conceiving a curriculum for educators in the framework of lifelong education these existing "moulds" of knowledge have to be reexamined and tested for their coherence, interrelation-

ship and relevance to the tasks envisaged (1). For instance, present curricula of teacher education might be argued to be historically and socially rooted in an archaic interpretation of the division of labour, aimed at the acquisition of a fixed quantum of specialized cognitive knowledge, of "recipe knowledge". Current methods of organization, assessment and certification could be said to reflect this interpretation. Subject specialization has been traditionally related to length of training and this in turn to the age-range to be taught, and the school/college dialectic has ensured the continuation of this cycle. But in lifelong education this cycle is broken, not least by the insight that knowledge is democratized, i.e. that different forms of knowledge and modes of learning are available which are not rigidly related to social class or age, as was often the case in the past.

The teachers' associations have shown their awareness of the dangers inherent in the fragmentation of knowledge which specialization has often involved, the hierarchization of the profession in which it has resulted, and the difficulty which existing disciplines and paradigms have in incorporating new knowledge, which is so easily and rapidly generated, but so slowly assimilated. They have therefore proposed that

"... the problem of the link between the various educational subjects should occupy a major place in modern pedagogy" (2).

In this paper the suggestion has been taken up and incorporated as a major element in the proposed core studies of future teachers, educators and associated professionals.

It is inconceivable that any one subject, used either as personal or professional preparation, will be sufficient to generate cognitive, affective and behaviouristic elements of experience for the educator of the future, even at the initial level, especially since their application of such knowledge, if it exists at all, is subject to ever greater delay. The solution cannot be that the teacher should have in-depth acquaintance with a number of such subjects. For that too would demand an impractical, and for many countries impossible, lengthening of the initial period of preparation. Moreover such a step would only further crowd out, through academic overloading of the curriculum, the process of adapting to the extended contemporary role of the educator. In lifelong education the teacher needs a broad general education rather than highly specialized knowledge of a narrow field, at least as a first-stage goal. His

task is increasingly to provide his pupils with means and criteria for the acquisition and integration of new knowledge. Accordingly subject specialization can no longer be the "fixed point" of pre-service training.

Moreover, the three traditional elements of curricula have proved difficult to integrate at initial teacher training level and have been even more inchoate at post-experience levels - where these have existed. This lack of integration has often been accentuated by differing and inadequately co-ordinated staff commitments. The traditional dichotomy between professional preparation and specialization education has also been dysfunctional. A new, more cohesive approach derived from a lifelong education perspective is therefore required, which can pull the various elements more closely together and focus them "on the job".

Freeing this "fixed point", i.e. subject specialization, has a multiple impact on the design of curricula for the preparation of professional educators. It means effectively that the traditional maximum emphasis on specialization and minimal emphasis on pedagogical and practical preparation for the job can be reversed at both initial and post-experience levels. Such a reversal has the added bonus that it can provide for the quick changes in qualifications and training demanded by rapidly altering professional commitments, for flexibility *vis à vis* new and constantly changing conditions in the school system and for maximum task orientation.

2. A Broader Curriculum Base

Husén has identified two major aspects of the impact of change on school curricula which are of importance in overcoming the problems identified. The first of these is the need for far greater emphasis on skills or instruments required for successful study and learning, for finding information, and as a motivation towards these goals. The second is an emphasis on a broad education (3).

The need for a broader context to specialization in the education of teachers is taken up by a recent report on Swedish teacher education. The report underlines the importance of the teacher's ability to collaborate in his future role with his colleagues, a point which can of course be generalized to all educators, and states that:

"Wider training serves to enrich the personal development of the teacher as a teacher. Both the teacher's attitude to the objectives of school and the task of his subject in school and his view of his subject and its development gain by his having been trained in a broader context." (4)

In some respects this argument that broader education can also contribute to the personal development of the teacher is revolutionary in so far as it reverses the trend towards an ever greater specialization within teacher education which has taken place in many developed countries since the end of the second World War.

If one of the goals of a reorientated teacher education based on the principles of lifelong education is that there should be less of dichotomy between theory and practice, that the theory should be more task-oriented, then educational theory should be closely integrated with, and carefully focussed on, the role of the teacher. Such theory must be conceived as something *per se* and not as a conglomerate of plunderings from other constantly vying disciplines, claiming to give the essential insights into the teaching/learning context, yet in reality ill-assorted and ill-suited to prepare a teacher for real life situations. The educator needs subject matter, and he needs knowledge of how that subject matter can be developed in a creative way in order to stimulate learning, but even more so he needs insight into how he may adapt and use the hard-won theories he has acquired during teacher education to enable him to survive in his everyday work within a school, and generate lifelong learning in others. Hence the importance and the vital role of a broader integrated psycho-pedagogical theoretical base firmly locked onto the future task of the educator in the achievement of the goals of a reformed teacher education.

3. An Alternative Curriculum Design

Hence arising out of current discussions and proposals, it is timely to propose an enriched curriculum for the future educator on the basis of a broader approach to knowledge and one which is more finely calibrated to his actual task. Such a curriculum enables us to raise questions about the function of knowledge in society, how knowledge is generated and legitimated, and how future knowledge can be made available, discovered or created within a context of maximum task orientation. Such

questions will help to generate in the educator a momentum to explore "knowledge" throughout his professional life. These orientations to task and knowledge thus provide one of the major justifications for the emphasis on high creativity as a quality to be fostered, and on the need for appropriate recruitment as a base for educator preparation.

In a diversified programme to meet a variety of social and national needs this exploration of knowledge and its scrutiny for task relevance might be considered to be the first priority. It could be described as a querying of previous concepts of knowledge in an attempt to generate new attitudes to knowledge, intellectual flexibility and the ability to accept and generate, in response to change, new patterns of knowledge as part of the need to learn and re-learn continually.

Of course there are many and varied options in this process of pursuing alternative paths to new knowledge, all with their own advantages and disadvantages.

In this chapter we give one instance of how to redeploy the traditional division of teacher education curricula according to subject specialism, pedagogy and practice. On the basis of a broader and more flexible training profile, identifying the curriculum as both content and process, we propose a broad central template of theoretical and practical foundations which may be superimposed on existing curricula. These "template" studies may be common to various kinds of educator and indeed to various professions, and would be aimed at generating an extensive repertoire of instruments or techniques with an in-built interchangeability across a number of task areas. This would assist the educator in dealing with a wide range of situations and problems in life, it would help to create an awareness of the power of knowledge in our lives and would emphasize the common aims and heritage of a spectrum of professional and lay groups. The template is more concerned with mastery over knowledge than with mastery of a segment of knowledge. It seeks to contribute to social, geographical and professional flexibility and mobility by allowing educators in many professions to share in the various stages of their training a base of common components set within the constraints of national guidelines, whilst ensuring institutional and personal diversity by means of more specialized training for particular educational and broader social roles satellited around this core, thus also facilitating a more negotiable qualification (5). In this way both individual and national needs can be served, and a base-line

for rapid switching of career-lines in the service of these needs would be provided.

4. The Content

Drawing on the personal, social, economic and environmental goal domains referred to in Chapter 3, the proposed content areas may be identified, for convenience sake, as *knowledge of self*, *knowledge of culture and society*, *knowledge of production* and *knowledge of the environment*. Each of these would have integrated within it both theoretical and practical experiences, both intellectual and experiential learning, relating perhaps not predominantly to content learning but to attitude, value and above all skill learning. It is proposed to use each of the above areas as a basis for designing a curriculum for teacher education which will be consonant, in content and process, with the goals of lifelong education, and which could be used as a series of markers that may guide development and can be adapted to different cultural and social traditions and contexts. The areas identified are, of course, by no means entirely discrete, and there will inevitably be some overlap.

Knowledge of Self

The question of how social groups and societies create and agree upon knowledge and hierarchies of knowledge relates directly to the first area that has been defined as part of the core element of educator preparation: the area comprising knowledge of self, seeing one's own learning capacities as flexible not fixed, and knowledge of the impact of the self on others and others on the self. This might for example involve for all educators a partly empirical study of differing theories of personality and identity, role and status, and of how the self and others' selves may be expected to grow through a learning process (6). Personal and social rights and obligations, issues of self and social control, of personality and individual learning differences, the role of women, relations between different ethnic, chronological and social strata, interpersonal relationships and communicative competence would also be central areas of study for many other professions.

Reference has already been made to the fact that a major task for an educator working in the framework of lifelong education will be to develop his ability to communicate with various age groups and social groups. This will apply both within

his own society and across national barriers, in the pursuit of better human relations and as a reflection of the important role of extra-institutional learning in lifelong education. To understand and be able to meet these challenges he will need to appreciate the importance of individual and group differences, and the different modes of human association, from coercion to persuasion and exchange or discourse. He must be able to identify from his own experience examples of these modes of human association and be intuitively aware of the need for a predominant emphasis in education on the exchange dimension (7).

One of the major problems faced by human beings in the modern world is the rapid breakdown of communications and the inability of schools, already overcommitted, to prepare people for effective communication through alternative communicative networks. This problem requires the acquisition of communicative competence by educators, and especially by any educator working within the framework of lifelong education.

Furthermore, whereas guidance and counselling may be envisaged as specialized areas satellited to the core element, certain elementary issues in these areas would need to be dealt with as part of the core studies. Examples might be the skills of individual counselling, the way in which evidence drawn from the social sciences can service decision-making, and how individual differences may be utilized as a means of foreseeing or detecting problems and taking appropriate countermeasures.

Knowledge of Culture and Society

The educator of the future will have to be much more of a resource guide and much less of a repository of knowledge than the teacher is at present. Thus a knowledge of culture and society is a central concern of all educators of all kinds. Rather than having all the knowledge that may be requested or required by a given learner or group of learners, and which in any case may be subject to very rapid obsolescence, he should know how knowledge originates in society, what paradigms or disciplines have been generated to cope with it, and where it is available.

In this connection it will be important to study interrelationships between various forms of knowledge, e.g. why and how different people learn in different ways, at different times; how knowledge is legitimated and what its social functions are; and in particular, with the emphasis upon the innovative role of the educator, how new and socially relevant knowledge can be generated and acquired by the individual, for

the individual and with the individual. The importance of this latter point is that it breaks away from the predominant knowledge-grip of high prestige institutions of higher education and allocates to all professional educators, and indeed to pupils in schools and elsewhere, a role not only in passing on knowledge which has been passed on to them, but also in generating new knowledge themselves. Lifelong education implies that all have the right to knowledge. It also implies that learners may be innovative in their approach to knowledge, which means teachers and other educators must also be. For instance, questions such as the meaning of human welfare or the quality of life might be approached not so much as matters of definition according to some absolute external yardstick, but rather as the result of transitory, often totally unnegotiated norms within society which have been generated by dominant social groups.

An understanding of the authoritarian nature of such definitions and their impact on learning is fundamental to an educator within a democratic society, as is an honest portrayal of the role of the educational system in the process of what one might term cultural reproduction.

The process is at the moment far from democratic, perhaps particularly where the power of the mass media as opinion formers is concerned. This and other aspects of human communication are thus crucial to an educator's human and economic efficiency.

Knowledge of Production

A knowledge of production means that a future educator would have knowledge and experience of production in industry, craft or agriculture, and also that he would be able to regard such phenomena from the point of view of the consumer as well as from that of the producer. Knowledge of the effects of differing systems on the identity of the individual, of vocational guidance, and contacts with various skilled trades and professions are important, both in themselves and in the pursuit of flexibility and integration as components of lifelong education. More important still, they are a yardstick against which the reality as transmitted by the school can be judged. Resource generation, the distribution and redistribution of wealth and income in society and the ideologies associated with particular social and political groups are examples of topics connected with the principles of equality and the quality of life.

In the past education has often encouraged a disdain for work. Programmes such as the Cuban "school in the countryside" should be more generally incorporated into the educational policies of countries both developed and developing, in an attempt to draw education, work and life closer together and thus overcome such disdain.

Knowledge of the Environment

The impact of the economic and social environment of a country on its own environment and that of its neighbours is increasingly recognized as a central problem of the quality of modern life. Thus our fourth area of definition, knowledge of the environment, is an important element of a curriculum shaped towards lifelong education. The question of the man-environment interface and of the impact of man on his environment through such factors as his use of space (proxemics), housing policies, urbanization and automobilization, faulty technology and the definition of subject/object relationships between nations through exploitation of natural resources, are important parts of the recognition of physical and biological constraints within which man operates. Central to such considerations is an understanding of the population-resource-technology calculation as a basis for an improvement of the quality of life, and of the interdependence of all ecosystems in the biosphere.

Exploitation of the economic resources of developing countries has often left them, even where marginally more prosperous, environmentally and socially impoverished. This is a terrible price to pay for economic bondage. If reasonable, environmentally viable policies for economic expansion are to be developed, they must draw lessons from the cruel plight of developing countries where over-population and under-nourishment force governments to sell environmental hostages to short-term economic fortune. The first steps towards such policies are educational ones, and lifelong education curricula for educators need to take this into account.

These four areas, then, would be the central focus curriculum with which a future educator would have to become intellectually and experientially acquainted, (although, as stated earlier, he might work in conjunction with other students being prepared for other professions). They would provide the initial foundations of knowledge, skills and insights on which his more focused professional learning would be based, providing the momentum for that professional learning throughout his career.

Specialization

In addition to these areas each student would need a further intensive preparation towards certain specialized roles, for example those of resource person, of family visitor, of teacher with special responsibility for the in-service learning of professional colleagues within the educational establishment, of teacher in charge of audio-visual aids, of curriculum development officer, of teacher with responsibility for relationships with the community at large, of teacher with special responsibility for the monitoring of the learning processes in the school, of teacher with special responsibility for liaison with the social and welfare services, of educator with special responsibility for research, of teacher-social worker, of teacher-youth worker, of teacher-adult educator, of pre-school teacher, of teacher with special responsibility for children with learning difficulties, and so on, building on the phase/task relationship outlined in Figure 2.1 (p.15).

Whilst in the movement from subject-centred curricula to society- and individual-centred school curricula, preparation of subject specialists will have to continue, a variety of specialized roles such as those mentioned above can be envisaged according to national priorities. One possible model is set out in Figure 4.1 below. Preparation for some of these specialized roles would be provided only at in-service level, for others at both initial and post-experience levels and it is likely that specialization would increase over time in the educator's professional life-span. The decisions already entered in Figure 4.2 are given as illustrations of possible provision rather than as firm recommendations and they are not intended to be exclusive across the phases or areas.

It is clear that such a curriculum implies a fundamental political and educational reappraisal of existing curricula for teachers in preparation, a further crystallization of the goals outlined in Chapter 3 and a dialectical relationship between content and goals across the three phases of educator preparation (initial, induction and in-service), as a basis for the construction of further curricular models. More explicitly it requires the allocation of specific goals to each phase of educator preparation for each group of educational personnel, and indeed for each educator. In other words, it envisages a complex relationship of diversity of preparation within a unitary system.

FIGURE 4.1

EDUCATOR ROLES AND SUGGESTED ALLOCATION TO LEVELS

<i>Level at which training available</i>	Initial	Induction	In-service
Educator Task Areas			
Basic Skills (e.g. reading, numeracy and communication)	X	X	X
Nursery Teaching	X	X	X
Education Technology			X
Curriculum Development	X	X	X
Guidance/Counsel. (Vocational)			X
Community Development			X
Home/School Liaison			X
Special Subjects (8)			
- Environmental sciences	X	X	X
- Social sciences (incl.polit.)	X	X	X
- Humanities	X	X	X
- Music	X	X	X
- Art/Craft	X	X	X
- Domestic science	X	X	X
- Physical education/Movement	X	X	X
- Engineering/Technology	X	X	X
Professional Liaison			X
Guidance and Counselling	X	X	X
Research	X		X
Teacher-Social Worker/ Liaison Teacher Roles	X	X	X
Special Education	X	X	X
Educational Welfare	X	X	X
Educational Administration			X
Educational Management			X
In-Service Provision			X

5. The Processes

It would be unrealistic to assume that the reforms proposed in curricula for the preparation of educational personnel in the framework of lifelong education can be brought about entirely by organizational and content alterations. Indeed, one of the most crucial factors in a reformed professional preparation is the process whereby the content is acquired and the goals are achieved. In thinking of the content of such curricula in terms of the four major areas that have been defined, the means and processes of socialization into the new roles must, therefore, also be subject to consideration. Here a number of points must be made.

Firstly, in accordance with the concept characteristic of individual learning in lifelong education, much of the learning may have to be self-initiated. To some extent the self-directed learning and enquiry orientation of programmes will of itself facilitate the acquisition not only of appropriate bodies of knowledge but also of attitudes in learning. It may, for example, enable the future educator to prepare himself for the time after the end of his initial studies when he may be far away from any supportive services, but will need nonetheless to continue facilitating, supporting and developing his own learning as well as that of others. Arising out of this a higher level of accountability for their own learning will be required of the students, and also of the institutions of educator preparation and those who are responsible for them.

Secondly, the processes will have to be much more oriented to problem-solving than is the case at the moment. They should consist in large measure of individual and group identification and analysis of both real and simulated problems. For example, they might include the marshalling of evidence to provide a social blue-print of the learner's environment as a basis for maximising its use in the latter's learning.

Thirdly, the attempt to develop a better understanding of, and greater sensitivity to others by means of improved interpersonal relations within smaller face-to-face groups, and also with other cultures, will demand a heavy emphasis upon group activities, group decisions and especially upon participation by the student educators themselves in their own learning and in the design of their own curriculum.

Fourthly, in order that all participants may learn to

improve, there is a need to monitor what activities result in which particular skills and techniques being mastered, and in what knowledge is being acquired. This skill of evaluation can be developed as a part of the process of self- and group-effectivity monitoring, for it is desirable that, in the exploration of an educator role, skills and techniques of validation will be mastered and learned and that this will result in the acquisition of enabling the future educator to differentiate, against explicit criteria, between good learning and bad.

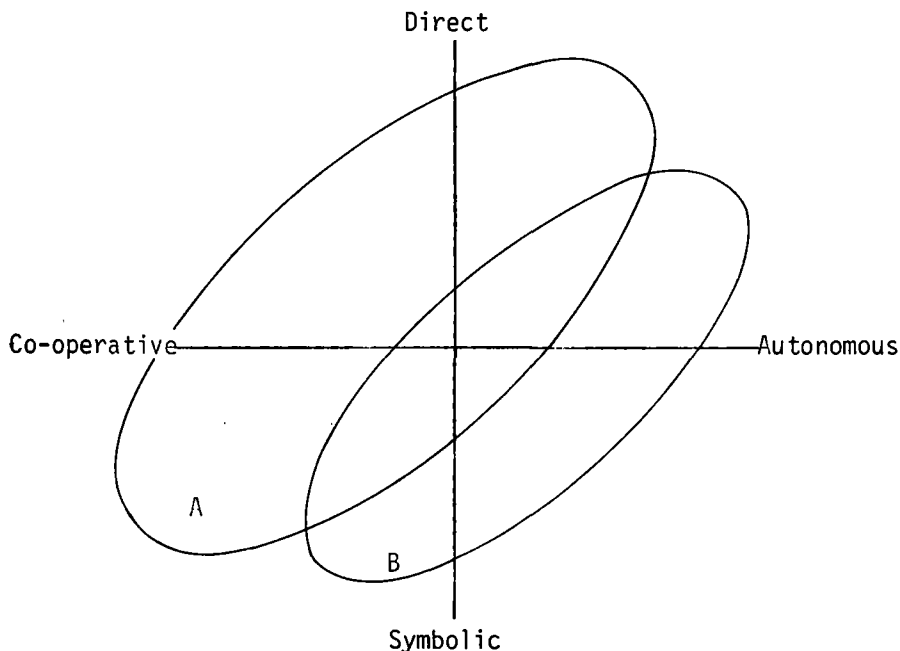
Fifthly, one central, social and intellectual skill will certainly be decision-making, where an understanding of the necessity for and value of both "situational leadership" and the principle of "manifest goodwill" in educational institutions is important, not only for the at-that-time experience of the learner but also as a preparation for the interpersonal relations that he will develop with his co-learners in the school, in order to overcome the authoritarianism and mindless coercion to learning which have been a feature of many traditional educational establishments.

As it will not be possible in every case to arrange "real" situations in which such decision-making skills may be practised, the types of activity envisaged should involve both real and simulated decision-making and forecasting, and range from direct purposeful experience through vicarious experiences to symbolic interaction. The problem is that at the moment the emphasis in educational institutions tends to be too heavily on symbolic interaction, a factor which might be identified as one possible cause of current dissatisfaction with institutionalized education. The higher the level of symbolism, the greater the dangers of getting away from reality and blocking people's learning.

However, whilst there should be more direct purposeful experience envisaging both co-operative and autodidactic approaches, where this is not possible vicarious, simulated experiences must be substituted in order to make the work more concrete. Figure 4.2 attempts to portray diagrammatically the options available as a basis for the methods of teaching, learning and assessment. The emphasis will of course vary according to cultural background and national, regional and personal priorities. No programme is likely to include only one emphasis. Inevitably a programme will contain, on the one axis, some methods which emphasize co-operative efforts in group work, team-teaching situations and the like, and others

FIGURE 4.2

RANGE OF ACTIVITIES IN INITIAL AND IN-SERVICE EDUCATION



- A. Lifelong educator preparation
- B. Traditional teacher education

which stress the individual's responsibility for his own learning, his pursuit of this responsibility on his own, and so on. On the other axis, programmes may range in their components from direct personal experience of a school situation, through vicarious experience by means of films, closed-circuit television, etc. to discussions of the principles, which might be conducted entirely orally.

Methods of assessment can similarly be located at different points in the diagram, from individual pieces of written work in "set-piece" examinations in college to group projects in the school or community which test judgment rather than facts.

If the participant is to have a taste of the joy but also the responsibility of making decisions and making forecasts, it is important that within limits he should be responsible for the consequences of those forecasts and that his decisions should, wherever possible, have the chance to result in real actions in real situations where the student is obliged to evaluate his own performance or be subject to the evaluation of the community. Hence both in the process and content of curricula and in the methods of assessment and evaluation, the options need to be better understood.

Similarly, there will need to be a much more flexible approach to what has previously been called timetabling, namely the temporal and spatial organization of the learning of future educators. Whereas formerly a standard length of time was allocated to each segment of the timetable, and learning within the institution was most prized, now the standard unit of time and group will have to give way to a variety of group sizes and compositions across varying lengths of time and in varying places. Several suggestions have been made on how to overcome the inflexibility of the way in which many teacher training colleges have been constructed (9).

6. Framing Factors

As part of the processes of educator preparation, but analytically separable from the factors already referred to, one can identify a number of curriculum networks to other institutions and their programmes. These we call framing factors.

One such factor is the relationship of educator preparation with industrial and professional work situations: a relationship which will need to be periodically updated throughout the professional life of the educator. This factor is closely connected with the content component that has been referred to as knowledge of production and which in its practical application we might call *work-sampling*. Starting in the period between the end of their formal schooling and the beginning of their educational training, it is highly desirable that those who wish to become educators should have periods when they do something other than teach or learn in a formal institution of education, and when they may become acquainted with or renew acquaintance with the world of work. If they are to be able to identify with different sectors of society and to avoid a disdain of manual work, they should, in addition, at regular

periods during the time that they are at college and also later in their professional lives, have an opportunity for interprofessional training with other groups of professionals and workers. They should also be required periodically to undertake economic commercial or industrial experience sessions during their initial education and afterwards. As an example of differing ways of achieving this, countries such as Guinea and Senegal might be cited, where strategies of "helping in the countryside" have already been included in the normal teacher education experience, in the latter case in the form of alternative weeks in the training centres and the villages. In China too a period has been set aside at the end of compulsory education for work "on the land".

Another framing factor is a close relationship between any institution training for a profession and the profession itself. In the past, there has often been a dichotomy between the theory of the institutions of teacher education and the practice in the schools. For this reason it is most desirable that throughout their initial training, students should be allocated in groups to particular schools, selected so as to give them experience of differing age-ranges and of a number of different schools at the levels at which they wish to teach. In some cases such student activities could be used to release existing staff for in-service training.

Inherent in the concept of lifelong education for professional educators is the idea that the relationships between the various professions will be flexible and subject to continual revision. New tasks will accrue. New professions may arise, and as they do the professional frame of others will change, perhaps even disappear. Such developments will all imply the "care of change" for many. Constant monitoring of different fields of professional activity and of how these are divided into alternative categories of roles and role preparation can be a painful, if necessary, process. Painful in that the box-like containment of differing professions in modern society needs to be exposed to regular evaluation and in that, even for the short term, many of these "boxes" may have to be divided up rather differently with consequent crumbling of "empires"; necessary because the boundaries of the individual professions need to be much more permeable and open to negotiation than they have been in the past, if professional service is to keep effective pace with social change.

Some of the proposed developments, such as the abolition

of status differentials amongst educators, have implications for the status of other professional groups too. Others, such as the work link, have implications for production and the world of work in general. For instance, the establishment of contact with production enterprises has an influence on how these are organized to take account of such contact. Building policies have to take account of the architectural implications of the points we have made about multiple and extensive use of facilities and their geographical location and design.

During their training educators should come to understand the roles which professional educators, other professionals and partly also amateur educators play in enabling them to realize their educational objectives. As within a school a teacher will increasingly be responsible for only a very small segment of the learning of the individual, those involved in educator preparation should understand that they also will be responsible for only a small part of the learning of any student, but must nonetheless strive to have an overview of the unity of his learning. And this involves relationships with other professional and social groups.

Such relationships can help educators to identify new professional roles in the educational system, and to see how these can be dovetailed with the development of other professions. One of these newly emerging roles will certainly be that of the person responsible for the in-service training of his colleagues: a role which will require close co-ordination with the local and/or regional institution of initial teacher preparation and the personnel involved there.

The curricula of institutions aiming at lifelong education will need to be subjected to a period of broad social experimentation, which will be both extensive and long-term. This involves a continual, reflexive process of self-, group- and curriculum-reassessment. The student educator will have to be acquainted with the latest techniques for assessing his own learning and the way in which that learning is made available to him and/or facilitated for him. This in turn will imply an acquaintance with empirical and theoretical techniques and an understanding of their weaknesses and strengths, and also relationships with institutions involved in such activities. Continuous learning in itself demands continuous monitoring of the learning experiences of students involved at initial and post-experience levels. This should ensure a process of continuous change and adaptation in both curricular content and process,

sensitive to the framing networks referred to.

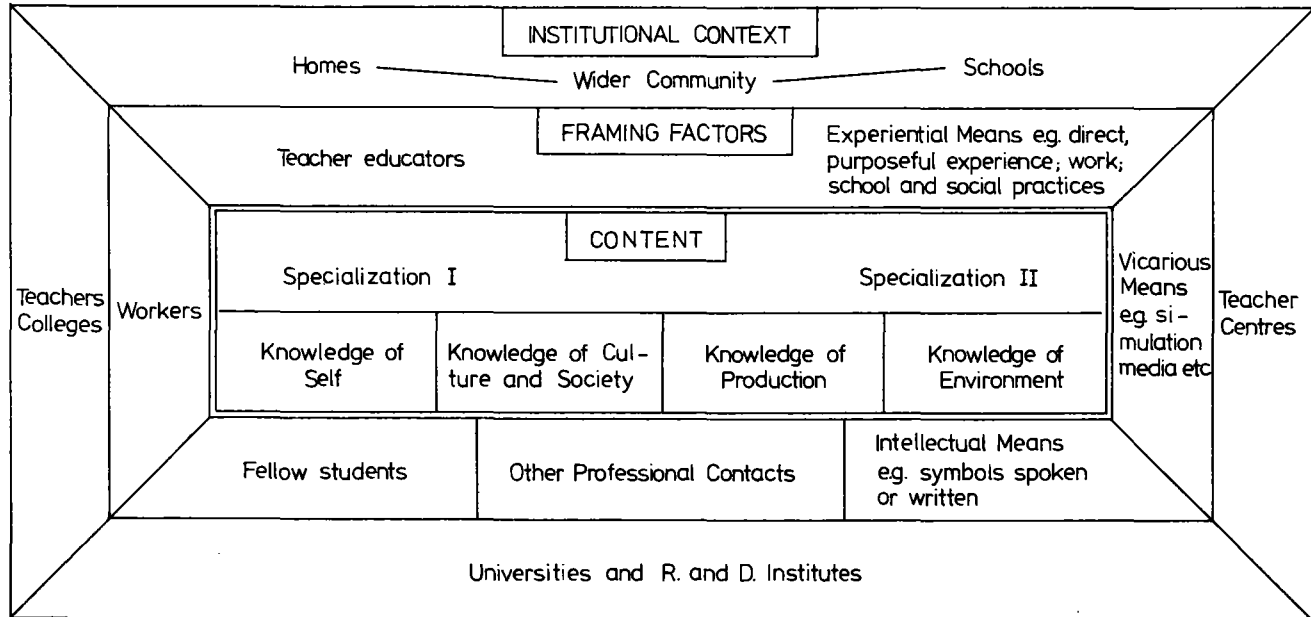
It has been argued that in view of the accelerating obsolescence of knowledge and of ideas about education, the initial pedagogical preparation of educators should be as broad and non-specialized as possible. It should not be too lengthy and should provide growth points leaving as many avenues as possible open for future development and exploration. Thus the scheme that has been presented in this chapter of the content, process and framing networks of a curriculum for educators in the context of lifelong education must be seen as a series of flexible guidelines providing a basis from which to begin rather than a rigid design for all times and places. With this understanding an attempt to summarize the proposed scheme is made in Figure 4.3 below. The specializations referred to are those given as examples in Figure 4.1 (p.50). All components are related to the others, internally within their own categories and across the three major stages of teacher education with regard to content, process and structure.

7. Application to the Three Stages of Educator Preparation

The way in which the model is applied will depend on both national and local contexts and the stages of preparation. Once it is accepted that not all the skills and all the knowledge required by an educator throughout his life have to be developed and presented during initial preparation, and that there is to be a coherence between the different phases which will allow for differing emphases, it is no longer necessary for initial educator preparation to attempt to be encyclopaedic. Initial training is thus only the first springboard to the educator's lifetime career. As a segment of his preparation it will need to be interrelated, both institutionally and longitudinally, with the future learning experiences which will be made available to him on a basis of choice.

In the past the initial training of teachers has tended to be in some cases too long, in some cases too concentrated into a once-and-for-all experience. Induction and in-service education on the other hand have, generally speaking, been totally inadequate. An attempt to create a balance between the different phases of educator preparation might be made by saving or gaining time, space and experience in the initial phase and re-allocating these to future stages in the teacher's career. This integration including important parts of both the

FIGURE 4.3
CURRICULUM SCHEME*

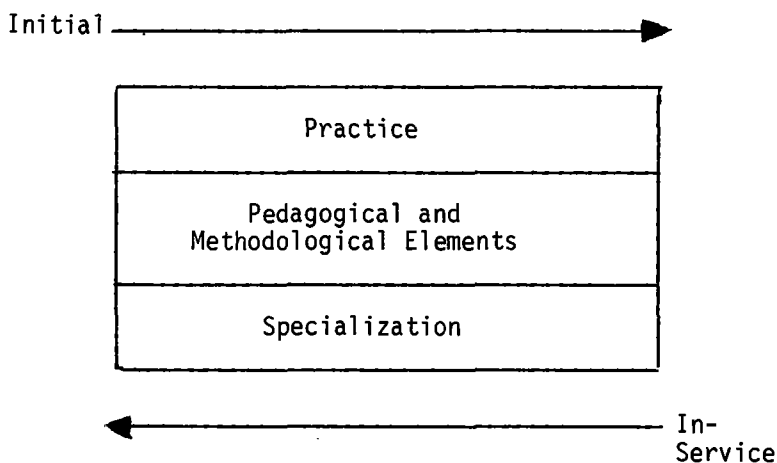


*The scheme envisages a template which may be applied at any of the three stages of educator preparation. It includes content, framing factors and the institutional contexts which influence professional socialization.

central core and the specialized role-preparation that has been mentioned, could be based on the curriculum scheme proposed. At the initial level there might be greater emphasis on practice and didactic and pedagogical elements than specialization, whilst at post-experience level the balance may be different. In the induction stage, as suggested in the last chapter when the goals for educator preparation were described, the emphasis should be on quite specific areas of knowledge and skill which are closely related to the young educator's new tasks. All three stages will contain elements of professional development, but to differing degrees. Figure 4.4 illustrates a basic pattern of curriculum development which is susceptible to differing emphases throughout the professional career of the educator.

FIGURE 4.4

DIFFERING CURRICULUM EMPHASES IN INITIAL AND IN-SERVICE EDUCATION (10)



Some Implications of the New Curriculum

However far reaching the changes proposed, they must take into account existing provision and personnel. Many facets, sketched only in outline, will represent growth points that the educator himself may well exploit in future professional roles not as yet conceived. Such roles will, so far as we can see,

contain a high element of instability even where attempts are made to forecast changes with some assurance. Lifelong education for educators will almost certainly move towards a modular structure, so that it can gradually come to terms with existing curricula. Certification associated with programmes of professional preparation will also have to be both modular and cumulative.

If schools are often accused of being isolated from society they are no less isolated from each other, and this applies equally, if not more so, to many teacher education institutions. But if curricula have to be re-cast then it must be clearly understood that there will also be changes in the present conditions of service of teachers and other educators. These must be sensitively negotiated, with the most thoroughgoing participation of the teachers associations.

Implications for the Staff

To teach curricula of the type that has been indicated, the staff of the institutions for the preparation of educational personnel will need to be retrained. Speaking to their students about, for example, the dovetailing of team-work and specialization, or about the link between education and life, or work and leisure as if these were mere theoretical concepts, will not be sufficient; they must have experienced them in practice. Nor could they adequately lecture about democratization, if they themselves remained uncommitted to that value. And in order to be up-to-date with both theory and practice instead of merely relying on patterns of ideas and activity drawn from memories of a school experience long ago overtaken and outdated, they will require the skill of learning from those whom they are training. If they are to carry sufficient conviction, they must demonstrate to the students, whilst these are still in initial training, their own right to a voice and involve them in such processes.

In so far as systems of preparation of educational personnel are to teach the system-wide and professionally comprehensive curricula which have been outlined, one of their foremost tasks will have to be the retraining of their own personnel, for both staff and students will have to reckon for a long time to come with schools and an educational system which has not yet been recognized in the framework of lifelong education. To this task of training the personnel who will be responsible for retraining the staff of educator training institutions, the proposed curriculum scheme can also be applied.

The general public too will need to be reeducated in order to understand the changes that are taking place and to realize that, though educators differ and do not all have the same qualifications and specializations, they do all have the same high status, the same important role in society. Fundamental changes will be required of the institutions of teacher education, but these changes must be negotiated rather than imposed. A prerequisite to that process of negotiation is a framework or common ground agreement on the major overall goals for the preparation of educational personnel in the changed and changing circumstances of modern life.

Much of the foregoing involves a fundamental restructuring of the networks of organization for the preparation of educational personnel both with regard to individual institutions and across the whole system. This is the theme that will be taken up in the next chapter.

Summary

In this chapter we have:

1. identified the main components in traditional teacher education curricula;
2. suggested the need for a re-examination of this design with regard to the moulds of knowledge used, the extent of integration of the various components and the role of specialized subject knowledge;
3. proposed an alternative but overlapping scheme, based on the need for a broader context of specialization. It comprises four curriculum bases of a core:
 - knowledge of self,
 - knowledge of culture and society,
 - knowledge of production,
 - knowledge of the environment;
4. considered the major teacher roles for which such training might be appropriate and outlined a model allocating them to levels of preparation;

5. portrayed a model of curriculum which includes epistemological, process and frame factors;
6. delineated the spread of activities across initial and in-service phases;
7. illustrated a possible distribution of differing emphases across initial and in-service education;
8. stressed the need to re-educate the personnel involved in educator preparation along the same lines.

The next chapter will proceed to identify the institutional and systemic frameworks which will be necessary to support such curriculum design in the context of lifelong education.

NOTES

1. A number of criticisms of the existing organization of teacher education curricula are contained in the UNESCO paper already referred to. See UNESCO, Division of Methods, Materials and Techniques, *Strategies for the Training of Educators: How Modern Techniques and Methods Can Help*. Paris: UNESCO, 1975, p.2.
2. See UNESCO International Conference on Education, *The Teacher's Role and Training*. Joint Paper from the International Teachers Organizations. Paris: UNESCO, 1975, p.3 (ED/BIE/CONFINTED 35/Ref 6).
3. Husén, T., "Lifelong Learning in the Educative Society". *Convergence*, 1, No.4, 1968, pp.12-21.
4. Swedish Committee on Teacher Education, *Continued Reform of Teacher Education*. (Summary in English). Stockholm: Allmänna Förlaget, 1972, p.9. A counter-part trend can be seen in the recommendation of the (English) James Report that: "Holders of degrees and specialist qualifications should not be given automatic preference over other applicants whose more broadly based education made them more suitable for

certain kinds of teaching." See Department of Education and Science, *Teacher Education and Training*. Report of a Committee of Enquiry (The James Report). London: H.M.S.O., 1972, p.111.

5. A similar if more restricted proposal for a broad profile of instrumental disciplines common to many directions of vocational learning and attached specialization has been made by Kupisiewics, C., "On some Principles of Modernising the School System as a Basis for Adult Education". *Convergence*, 5, No.3, 1972, pp.42-46. A sensitive appraisal of the reasons for maximum flexibility within national constraints and suggestions for achieving this is contained in a recent New Zealand report. See New Zealand Advisory Council on Educational Planning, *Direction for Educational Development*. Wellington: Shearer, 1975, pp.24-27.
6. The work of Berger and Luckmann is of interest in this connection. See Berger, P. and Luckmann, T., *The Social Construction of Reality*. Harmondsworth, Penguin, 1967.
7. A useful framework which could be used as a basis for this part of the curriculum has been set down by Janne. See Janne, H., "The Theoretical Foundations of Lifelong Education: A Sociological Projection". In Dave, R.H. (ed.), *Foundations of Lifelong Education*. Oxford: Pergamon Press, 1976, pp.129-185.
8. At initial level broad rather than specialized knowledge would be aimed at. Only at in-service level would certain sub-specializations be offered. It is assumed that mother tongue and mathematics will be incorporated in various of the specified roles.
9. See, for example, Soule, L. and Owens, Y., *The Module (A Democratic Alternative in Education)*. Nottingham: SLD Publications, 1976.
10. The initial idea for this diagram was suggested by material made available by the Canadian Teachers Federation and, in particular, a paper on *The Continuing Education of Teachers and Other Professional Personnel in the Province of Newfoundland*. January, 1974, p.49.

CHAPTER 5

NETWORKS FOR EDUCATOR PREPARATION

This chapter seeks to identify networks of communication and organization which will support a comprehensive policy for a co-ordinated system of educator preparation over the career span of the individual, interlinked closely with the whole of the educational system and with the broader social and economic system.

1. Policy Ground-Rules for Organizational Reform

The matching of theoretical and practical expertise, institutional provision and the needs of educators in the form of a coherent programme in the pursuit of lifelong education is not solely a practical problem of co-ordinating what exists but also a conceptual one of envisaging what does not exist. For where institutions have co-responsibility as part of a unitary but diverse system for the initial training of a number of groups of professional educators spreading into in-service and extension courses, and for the post-experience development of other professionals as well, considerable problems of conceptualization and co-ordination are generated. Before proceeding to identify the major organizational options available, a number of preliminary points must be made which arise directly out of the concept characteristics of lifelong education.

In the first place, one of the paradoxes of lifelong education is that it is characterized by both unity and diversity. Whilst its very complexity requires some centralization, particularly in such matters as financial balance and quality control, its implementation needs flexibility and an individual dimension which demands variety. It is both institutional and extra-institutional, formal and informal, fluid and permanent, centralized and decentralized. This implies a very special kind of balance between central authority and local and individual

initiative. On the one hand national guidelines are necessary to provide an overall framework for the development of lifelong education, on the other hand, unless these guidelines allow room for such characteristics of lifelong education as flexibility, diversity, individuality and community initiative, lifelong education will not be the result. This is not to imply that centralization and these latter characteristics epitomized by democratization are opposed, but rather that they can complement each other.

Bearing in mind that education will stretch throughout the life-span of an individual, policies for the organization of educator preparation need to take into account two major factors inherent in the present stock of educational personnel, namely:

- 1) that at any moment in time the majority of teachers is not in training, but in service;
- 2) that policies have regrettably to come to terms with the low level of proficiency of much of the existing force in many countries.

These two simple factors alone imply a considerable adjustment of the currently existing balance of organizational commitment between initial and post-experience work, including the induction period.

Another aspect of this process of identifying difficulties inherent in what exists, is the fact that teachers colleges (1) have often been geographically and academically isolated. In spite of this isolation, however, seen sociologically they represent a series of networks which to some extent co-ordinate and harmonize existing provision, however inadequately. In some cases co-ordination is already well advanced, in others it is embryonic. Where, for instance, the development of smaller, more local, teacher centres has made a major impact, existing institutions have continued to carry the major responsibility, especially at the initial training level, and the relationships have often been lively, vigorous and mutually beneficial. Sometimes, however, they have been characterized by suspicion and lack of co-ordination.

Furthermore, whereas previously there may have been a sharp demarcation between the provision for different professions in education, in some countries even between universities', colleges', local teacher centres' and schools' responsibility

for teacher education, reorganization within the framework of lifelong education renders these differences and distinctions dysfunctional. Policies of lifelong education require greater cohesion and interrelationship between institutions of teacher education and also between these institutions and schools, the wider professional sphere and the world of work.

As interrelationship between the various institutions for the preparation of educational personnel, other general and vocational educational institutions and the mass media needs to be built up to a high level of organizational co-operation and interdependence within a balanced context of autonomy and centralized control, so that it can serve both national needs and local aspirations, producing uniform levels and types of courses offered, combined with provision based on adaptability and diversity, in response to local and individual needs and changing professional requirements.

But many countries will not have the range of institutions already mentioned, and it is unrealistic to assume that they will have such a range in the near future. The capital investment needs to establish new institutions and the resources necessary to run them on a permanent basis may not be readily available for some time to come. In such cases it is crucial that whatever resources are available are optimally used and that provision is concentrated and strategically located. The new Colleges of Advanced Education in Australia and the Institutes of Higher Education in the United Kingdom provide useful models for the concentration of provision to gain the economic advantages of scale.

In addition, travelling centres can be established centrally and used for regular and frequent visits to regions, localities and even individual institutions. This is a relatively cheap strategy, eminently suitable where population is sparse and distances are great, and it has the further advantage of maximizing the use of scarce specialist knowledge and skills. In Indonesia such peripatetic provision is already made, and the Algerian proposal for the development of "unités ambulatoires" is an imaginative example of planning an itinerant scheme of this kind. Such provision can have the further advantage of greater environmental and functional relevance than can be achieved by centralized national provision and can be an important morale booster and incentive to local initiative.

A further strategy aimed at achieving flexible and diverse

provision which has been used with considerable success by a number of countries is teacher education through correspondence courses, radio and television. The Polish Radio and Television University for Teachers, and counterpart provision in West Germany and the United Kingdom, are good examples of a multi-media approach to the provision of in-service education for teachers (2), and there are many other patterns which can be developed according to the stage of technological development and national policy concerned.

Institutional interrelationships presuppose personal and professional interrelationships, and the pursuit of policies of democratization makes it increasingly apparent that educational administrators, those in the inspectorates and advisory services, those involved in larger educational units and also to some extent teachers in small localities where the burden of innovation will rest, require some sort of educational management training. At the least, it is clear that close future working association can be assisted by more closely linked training arrangements; at the most, it seems apparent that educational management can be democratized and made more efficient if it is deliberately prepared for. Where it is not feasible for such training to be given within the teachers colleges, or, in some countries, teachers centres, a component of this kind can, as has been suggested above, be provided as part of a larger institution. In that case it can be linked with the initial and in-service education of other professionals, perhaps in an institute of technology or technical college where teachers are being prepared.

An integrated but flexible organizational structure such as that required by lifelong education necessitates an accompanying system of nationally valid recruitment and accreditation, under which an individual seeking a particular course which cannot be provided in the locality or in the region where he is employed, may obtain it, if it is available, through a clearing-house and receive accreditation for it. This matching of individual needs to institutional provision represents an important matrix if wasteful duplication on the one hand and neglect of local needs on the other, are to be avoided. But the whole system must be bound up with a nationally recognized system of validation, or poorer regions and districts will suffer. Periodic upgrading of educational personnel will require the provision and co-ordination of courses, conferences, workshops and correspondence courses, and multi-media based programmes, as well as careful cataloguing, certification and registration

of competencies acquired and required. Whilst such a clearing-house function can be established centrally within national or local ministries, it may also be delegated to some more independent outside organization. Examples of these alternative patterns already exist.

2. Policy Areas for Organizational Reform

Identification of the organizational principles is only the first step in aiming at a system for the preparation of educational personnel consonant with lifelong education. It is also important to identify the areas of decision and the alternative paths available. Among the major decision areas, the following may be mentioned:

- 1) the *stage* of teacher education provision, or what has elsewhere been envisaged as phases or cycles, namely initial, induction and in-service, the latter two being post-experience elements;
- 2) the *level* of provision, namely individual, institutional, local, regional, national or international;
- 3) the *type* of provision, differentiating between fundamental, redirecting, upgrading or updating courses which we might call basic, reorienting, enriching and refresher;
- 4) the *institutions* involved, which may be:
 - the homes of educators, where self training, individual work, groups of colleagues, inter-professional groups or, as in Norway, Germany, Poland, the United Kingdom, the mass media are involved;
 - schools or socio-educational institutions at the pre-school, school, adult or further education levels, formal or informal;
 - teacher centres with functions similar to those envisaged in Figure 5.1 but in any case aiming to maximize teacher initiative;
 - teacher colleges, either monotechnic or polyvalent institutions;

- universities or other institutions of higher education;
 - research and development institutes at the different levels;
 - social institutions, such as children's homes, prisons, hospitals, etc.;
 - places of work such as farms, factories, craft centres, banks, etc.;
 - teachers' associations or other syndical establishments;
 - journals as, for example, the over 15 specialized pedagogical journals provided for this purpose in the Soviet Union;
 - peripatetic systems with itinerant teams touring the country, as in Indonesia;
- 5) the *timing and organization* of the provision; whether part-time, during school time, after school time, in holidays, at week-ends, conferences, short continual (say 1-7 sessions), long continual (more than 6-7 sessions) or full-time, short continuous or more extensive continuous, etc.;
 - 6) the *methods* to be employed, such as auto-study, tutorials, seminars, workshops, lectures, etc.;
 - 7) where the financial and other *responsibilities* will rest, e.g. with the individual teacher, the professional organization, specified institutions, local, central, and/or regional government;
 - 8) the methods of *assessment and evaluation*, e.g. evaluation of programmes, continuous assessment, cumulative modular, written, oral, project work, practice, innovation or research;
 - 9) the kind of *certification* which will be available, viz. credits, once-and-for all initial, cumulative to academic degrees, etc., where the function of that certification has to be taken into account, namely whether it is initial licencing, for promotion or upgrading, periodic confirmatory, etc.

These are the major areas where an initial scanning for decisions is necessary. However, since decisions have to be taken on the basis of the ground-rules outlined above and of macro-political directions, and must be harmonized with policies for the allocation of resources and with the existing and envisaged institutional, administrative and organizational context referred to in Chapter 6, the scanning might be envisaged as resulting in a tentative formulation of policy orientations rather than firm policy decisions. These policy orientations would then need to be measured against further factors such as the duration of initial preparation, the balance of study and the distribution and functions of institutions.

Length and Balance of Study

Questions concerning the length of study are notoriously difficult and thorny, but they relate directly to the distribution of scarce resources, and must therefore be tackled. There appears to have been a tendency in both developed and developing countries to move towards an increasingly long and coherent period of general education which, though often highly specialized, has been used as a base-line for the commencement of teacher education courses. At the moment, it is politically unwelcome to question this trend. It has, however, been seriously criticized by the Swedish U68 Commission (3).

The main arguments of the Commission were that:

- 1) this process of specialization results in an over-representation of the higher socio-economic groups in the upper secondary school classes most directly preparing pupils for higher education;
- 2) such long coherent periods of education create tension in the relationship between education and working life and the community at large;
- 3) a tendency for the career decision to be made prematurely and out of context with the current labour market situation becomes accentuated, a difficulty which the Commission quite rightly points out is aggravated by the rapid changes taking place in the labour market.

Whilst it is true that the Swedish Commission was speaking

of the period of compulsory education in the context of a highly developed country with a high GNP and *per capita* income and a vigorous record of economic growth enabling it to sustain substantial convulsions and reorganizations in the educational system, the arguments that it has advanced are particularly appropriate to the situation in developing countries where money is far more scarce. In particular, the tendency to domination of the teacher education system by the middle classes implies that working class values, and often work-nearness, will continue to be excluded.

It seems reasonable to suggest that a longer or more intensive period of *pedagogical* training for all teachers might be envisaged. But if the assumption of the need for a once-and-for-all training is discarded, the time-balance could be spread more evenly between initial and in-service levels. For some countries this might necessitate a reduction in overall initial training, for others increased emphasis on that phase. In any case, the time exclusively devoted to learning to be an educator, i.e. to the pedagogical aspects of the future educator's role within the context of the specializations outlined in Chapter 4, needs to be extended. This implies some concentration of role preparation of the kind that has been suggested at a national and at a regional level and the identification of priorities for the three phases of educator preparation. But if much of the work would be done both within schools and already existing institutions, such as the teachers colleges or teachers centres, or even by an increased involvement of the teacher syndicates themselves, the extra financial outlay would be by no means astronomical, and it might even be funded from economies made elsewhere.

One example which might be given would be the introduction of a four-term year with each term lasting 11 weeks, and with teachers and teacher educators having, as other members of society usually have, a statutory period of paid holiday each year similar in length to that of other professional groups. Considerable economies might be made to support the expansion of training, especially in developing countries, if the hurdle of the working year could be overcome. The short hours, short terms organization of teacher education as well as the long holidays of the teaching profession which developed countries have bequeathed to developing countries, is a part of a leisured, middle-class elitist view of education. It now appears neither appropriate nor desirable. As a compensation, however, and in order to provide opportunities for necessary updating and upgrad-

ing, all teachers and teacher educators would be entitled at regular intervals to a period of paid sabbatical leave. Staffing and establishment considerations would have to take these developments into account.

Distribution of Institutions

The location and distribution of institutions of higher education is a critical issue in the progress towards equal social and economic development. It is desirable that all regional institutions of higher education should have attached to them at least one major institution for the preparation of educational personnel which would be responsible for the coordination of teacher education and continuing preparation within the region, and also for the development of major monitoring and research work. Such an institution would not need to undertake the provision of all programmes itself. Rather the opposite.

Functions of Institutions

In addition, and spread geographically throughout the region for which the institution of higher education is responsible, there could be other institutional provision ranging from teachers centres (4) with well-equipped libraries and facilities to schools or even just "meeting houses", where teachers could go for workshops, conferences, dissemination meetings, syndical and social gatherings, or even for a longer stay. Whilst seen globally, the functions of such centres could be similar to those set out in Figure 5.1, initially and in many countries beginnings could be much more modest, perhaps provided in existing educational or community buildings.

Because everyone's responsibility has a tendency to become no one's, each school might have one teacher who would be responsible for the ongoing professional enrichment of the life of the school and of the individual teachers within it. More modest library and specialist facilities could be available, initially perhaps only at secondary level but with as-of-right access for feeder primary school teachers.

FIGURE 5.1
EXAMPLES OF FUNCTIONS OF A TEACHERS CENTRE

<u>Technical</u>	<u>Social</u>	<u>Professional</u>
e.g. Production of aids Loan service - books - materials e.g. films etc. Sub-lets Miscellaneous resources Book exhibitions Library Apparatus bank	e.g. Social activities Syndical meetings Informal use Group learning Community use including dual purpose as church hall, etc.	e.g. In-service education Conferences, workshops etc. Study projects including work experience Co-ordination with other institutions Curriculum dissemination Workshops Self-instructional projects Co-ordination of school-based work

Many developing countries have already indicated their intention to establish centres of excellence such as National Institutes for Research and Teacher Education. Nigeria and Peru are two nations which have already begun successfully to tread this path, and a number of developing nations have indicated their intention to follow. In October, 1973, Tunisia changed the function of one of its teachers colleges into that of a national country-wide retraining centre. Some nations, such as Korea, have established a network of research institutes with a central institution, often as a part of the central ministry, complemented by provincial and county institutes for educational research and the involvement of large numbers of primary and secondary schools, often on an experimental or demonstration basis (5), whilst India through its NCERT has had considerable

experience in this sphere over a protracted period. Whilst they can never have a monopoly right to activities such as the generation of knowledge, such institutions can form centres of excellence at the apex of a coherent system of provision and monitoring.

3. An Example of an Organizational Network and its Implications

An attempt has been made to visualize in Figure 5.2 a possible network of institutional provision, based on the policy ground rules outlined above.

The scheme presented is only one example which could work flexibly from what exists, attempting to extend and co-ordinate it, and provide a democratization of provision by a more equal distribution.

In many countries teacher education takes place at the level of secondary education, in some countries there are no teachers centres, in others little if any peripatetic provision and no mass media. In such cases, the model is susceptible to adaptation provided that the basic functional needs for educator preparation are met. These might be described as:

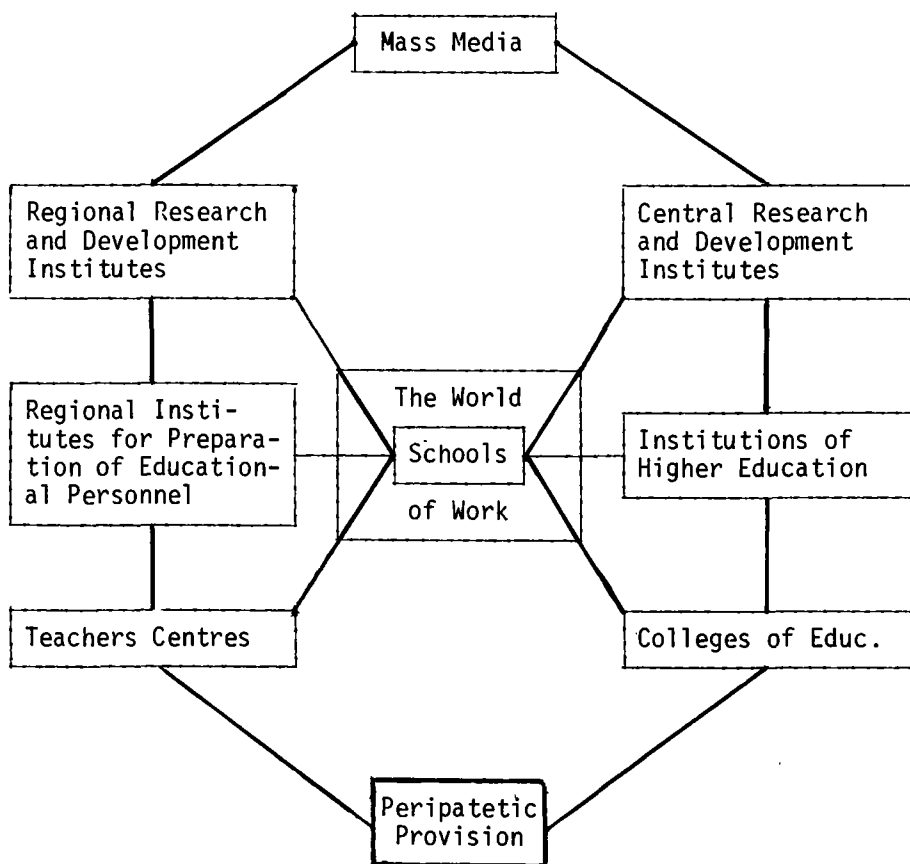
- 1) provision of initial educator preparation;
- 2) provision of post-experience education, including induction;
- 3) generation and dissemination of new socially relevant knowledge; and
- 4) monitoring of the functions described and their reform.

4. The Advantages of such a Scheme

Given these basic functions, the task is to find the most flexible and economic means to diffuse those functions throughout the length and breadth of the land in close co-ordination with other social and economic sub-systems and the world of work.

The model proposed in Figure 5.2 would seem to have a number of novel and weighty advantages over more traditional and differentiated provisions:

FIGURE 5.2
 INSTITUTIONAL PROVISION FOR THE PREPARATION
 OF EDUCATIONAL PERSONNEL
 (A Series of Options)



- 1) The gap between research and practice is a major inefficiency in present educational systems. One principal aim of the re-articulated and integrated preparation of educational personnel would be to promote, in pursuance of the characteristic of unity, contacts between research,

research training and education in schools and institutions of higher education. The scheme would also help to overcome the divorce between research and action and practice, a problem widely discussed in the pedagogical literature, and would afford teachers in schools a much more active contact with research and a greater share of the responsibility for the generation of new knowledge.

Moreover, in so far as research would in any case be a team activity, it would be expected that not only a number of individuals but also a number of institutions would be co-operating, in a team situation, in the development of any worthwhile research. For example, it is inconceivable that research into the social aspects of the school's role would be conducted entirely by those involved in the more narrowly defined traditional educational system. Members of other professions, such as those of social worker and/or the medical profession, should also be involved in the planning, if not in the execution, of the research, and certainly in the assessment of the results and their impact upon the overall career and profession structure.

- 2) One weakness in many contemporary systems of teacher education which has been identified earlier is the inadequate emphasis on practical experience and the resulting theory-practice gap. Often the provision of such experience is regarded by schools, in a somewhat one-sided way, as an extra burden. Future policies of teacher education which included larger elements of school experience could be seen as a co-operative venture between school and college with responsibility and benefits shared. In this connection the Government of Pakistan has already indicated the way in which the use of the general educational system to produce qualified teachers can be an effective but low-cost means of augmenting the supply of teachers (6). During their period of initial training all students might be expected to spend two longer periods of full-time teaching

practice in one of the schools within the region and to visit, in small groups and accompanied by a tutor, schools within the immediate area of their college or teachers' centre on at least one day a week on an ongoing basis. This scheme is sometimes referred to as study practice.

A further problem at the moment almost totally neglected by the training institutions, namely the follow-up of student teachers, could be tackled by a closer association between educator preparation and the schools. Such follow-up should be a normal part of the functions of the teachers colleges and may be assisted by the fostering of associations of alumni (7).

A closer association between schools and teachers colleges can be facilitated in a number of ways, one example being the Bombay programmes of *internship*. But an open dialogue between the two in the search for a consensus in the aims to be adopted and the way in which they may be achieved, must not cloud the importance of contact with non-formal educational provision, e.g. alternative and free schools. The problems of school resistance on the one side and lack of realism on the other are also susceptible to resolution in this manner (8).

- 3) Because of the closer relationship, there could be frequent exchanges of duties between those involved in teacher education and those involved in teaching in schools. This would be facilitated if salary differentials between school teachers and teachers with similar responsibility at any other level of the educational system were gradually levelled out. Financial support for such schemes of exchange would naturally have to be included in the costing of lifelong education for educators, and there are also implications for the conditions of service and for pension arrangements.
- 4) Students would be expected to have had acquaintance with the world of work on entry to initial courses, and to acquire social practice

by spending a period over the whole of their course in a children's home or in social work or accompanying an educational welfare officer, or in some such role. If there were a closer relationship with industry, commerce and agriculture, and if each person recruited would be expected to have had experience in one or more of these fields, there would be greater flexibility of deployment of professional staff and less chance of educators being out of touch with life. In any case the relationship with the world of work would be institutionalized.

- 5) Certain bonuses will accrue from greater co-ordination. For instance, the capacity of teachers colleges could be increased partly by such strategies as the "box-and cox" methods used in the expansion of teacher education in the United Kingdom in the 1960's (9). This could be achieved without much further capital outlay, and could provide a much-needed boost to teacher supply in developing countries.

The distinction between further and higher education was blurred, and it would be a requirement for educators to indicate regularly how they had kept up-to-date with the changing needs of their own profession. The onus would be on them, and appointments to teaching, including headmasters of schools, lecturers in colleges of education and principals in such institutions, could be made for a period of years.

- 6) Certain anomalous financial provisions could be tidied up. For example, if each citizen, including teachers, had an entitlement to 11 weeks paid retraining every four years, this would eliminate the need for a complicated system of fees payable to such institutions, and administrative savings could be made by not allocating fees to prospective teachers. To improve recruitment and the competitiveness of the educational profession, educators could be paid their full salary from the moment they start training, as is the case in France at the moment. But they would then be expected to

enter teaching in their home area if required and remain there for a specified period of time.

- 7) Certain changes would be necessary in the way educators are appointed. They might be appointed, for example, on a three session day basis, with no-one required to teach or be involved in more than, say, ten sessions of a 15 session week. The contractual measurement of time would need to be in sessions rather than hours or "lesson" units as is the case in some countries at the moment, a system of appointment which fragments the curriculum and inhibits educational reform. These sessions would represent a number of hours of teaching per day, per session. If each session were worth 3 hours, that would give a maximum of 30 hours teaching per week, to which an additional 10 hours of administrative work, correction, preparation or planning of courses, etc. would have to be devoted.
- 8) All educators at all levels would have both some formal training, and, in addition, the responsibility for the training of themselves and others.

5. Certification of Educators

There are certain characteristics, both personal and professional, which it is legitimate for society to expect of those who are going to teach the nation's young, or indeed of those who are going to be involved in any form of educational profession. To this end systems of monitoring provision and thus, as has been argued earlier, national control of certification and classification are necessary. However, presently, certification seen as the administrative sanction of programmes of teacher education is tending to hold up the development of career-long professional training, because its focus is on the initial phase. Whatever new system of classification and certification is introduced, it will have to be modular and to take into account the fact that people tend to learn in different ways and to manifest this learning in different kinds of performance. Moreover, certification will need to acknowledge a system of learning which is primarily self-directed and continual.

The knowledge, expertise and skills acquired through educational experiences which have accrued over a period of time need to be quantified and qualified. Since it is highly likely that much of what an educator requires may be acquired in a fairly haphazard way in community-based educational centres, this must also be recognized. Indeed a teacher may well acquire a particular credit not by attending a course but by taking initiatives, giving an innovative course himself or involving himself in some particular form of community development or leadership.

At the end of the initial training a certification could be awarded which, whilst it would not initially have a uniform meaning across frontiers or even internally within any individual country, could attest qualification on the basis of a wide diversity of learning experiences. Though the expression "registered" teacher has some uses, it could be made clear that in the context of lifelong education this indicates only a person who has been registered or re-registered over a period of a specified number of years. But a generalizability of qualifications with limited duration should be striven for, if only to facilitate exchanges of personnel. Uniformity of recognition within a diversity of training and qualification must thus be an important goal - a somewhat belated appreciation of the benefits of non-institutional and non-school informal educational experiences and learning.

Finally, the problem of spreading certification across the professional life of the individual educator arises. Teachers unions have fought for an increase in the status of teachers for many years. But they have been somewhat remiss, although by no means totally neglectful, in fighting for an increase in the competence of teachers. A closer alignment of competences with certification of educators is essential if the round pegs are to go into the round holes and not into the square ones. To achieve this, the system of periodic re-certification could perhaps recognize two main types, namely, basic and special, tied to the phase/task relationship outlined previously.

Such systems of certification, whilst having a unitary aspect by giving a general right to exercise the role of professional educator, would also need to be endorsed with specialized components on a cumulative basis. They should in any case include both paraprofessional and semiprofessional educational personnel.

Whilst many future educators, and in developed countries perhaps an increasing proportion of them, will continue to have university degrees as their base-line qualification, it is important to recognize that all teachers need extensive pedagogical training. At present, the pedagogical training of graduate teachers tends to be inadequate, that of non-graduate teachers not long enough. Lifelong education can help to correct this imbalance.

Such a reorganization may well prove in the long run to be educationally more efficient and socially more conducive to community cohesion. In the pursuit of innovative, flexible educational experiences the hope is that more creative educators will emerge, and also that social evolution will be enhanced. This is one of the major arguments for embodying an acknowledgement of a new distribution of roles in some new salary structure. Such an arrangement could also avoid the pressure towards incorporating the preparation of educational personnel within the universities merely as a means of improving the prestige of the teaching profession. Because a number of different professions could do their core studies in common but pursue the specialist parts of their studies at specialist institutions of higher education, they would have a common experience and bond. Universities might even no longer exist as such, as each regional federation of institutions of higher education might contain a number of polycentric and a number of monotechnic institutions. A systematically organized professional initiation would be facilitated and linked with the guided experience and further study which would be available to educators immediately on initial qualification.

6. Contributions from Non-Educators

In order to co-ordinate the initial and in-service education of educational personnel, in a way which will contribute to economic development, it would be desirable to establish national and regional committees with wide representation from a large number of professions that have interfaces with the world of education, and with membership distributed so that no group had a predominance. These committees could decide on the flexible allocation and redistribution of roles and resources within the total, national, regional or professional context, and on the number of such roles which would be needed within, for instance, any particular five year plan. In addition to an on-going responsibility for the assessment and monitoring of

educator preparation at both initial and in-service level, the committees would need to review continually the whole complex of professional educator role development. Representatives on such committees could raise questions from the customers' point of view concerning the organization and/or curriculum of the preparation provided. Organizational decisions about the continuation of the system or its change can, however, only be taken on the basis of the choices already made about socialization and curricula, goals and values (10).

7. Some Resource Aspects

The major, and massive task facing those countries who decide to reorganize their educational systems on the basis of lifelong education is to do so within the limits of their resources taking into account the needs of other sectors of the national economy.

Paradoxical as it may seem, the organization of a reformed teacher education on a lifelong basis may well offer such countries a solution to this problem. A number of points may be mentioned which attenuate the need for immediate extra finance and human and material resources to support the organizational proposals made in this paper:

- 1) It is not being claimed that a reorganization such as the one proposed can be achieved, or indeed needs to be achieved, overnight. Rather has it been emphasized time and again that, if policies are to be plausible, they must grow gradually out of existing provision and the cultural and social traditions of each nation. The suggested reform along lifelong education lines is a long term process. Although the need to commence the planning and the initial monitoring of experimental work is pressing and the development and call on resources are extensive and long-term, properly planned it need not be debilitating.
- 2) Because of the moving staircase effect, people tend to put more into the economic system of the country as they become more educated (of course such items as costs of paid leave, loss of earnings, extra costs for travel, accommodation, materials etc. must be taken into account.

- 3) With greater co-ordination of resources between sectors of the public social services, and with economies of scale, costly overlap may be avoided and savings may result.
- 4) In the teacher education sphere at least, part of the learning may be autodidactic or arranged by small informal or professional groups, and strategies such as making the school year contractually longer for staff than for students may be adopted.
- 5) Economies may result from initial multi-purpose use of facilities and the more efficient use of resources, although this is not all gain as extra depreciation will have to be allowed for.

First order questions concern the allocation of resources for the preparation of educational personnel within unitary budgets between:

- a) the provision and reform of educator preparation across the three phases referred to previously, namely initial, induction and in-service, in close co-ordination with the rest of the educational system and including support for the student;
- b) the establishment or further development of research functions to monitor and feed-back information;
- c) the improvement of material facilities;
- d) the administration and supervision of the system.

A related resource question is that of fees. Administrative savings might be made in some cases and greater democratization achieved if, as suggested earlier, all existing fees for teacher and educator preparation were abolished. If this were not considered feasible, or if it was thought that it would result in too rigid or fixed budgeting, or that fees would permit more flexible provision, an attempt could be made to match the payment of fees to the motives that bring people to courses, which could then range from fully subsidized to fully self-supporting ones.

Summary

In this chapter we have:

1. identified a number of ground rules and major policy areas for the organization of a reform of the preparation of educational personnel in the framework of lifelong education;
2. proposed a tentative model which would facilitate such networks and the necessary system of certification;
3. described the implications of the operational implementation of such a model;
4. outlined a system of certification and control to accompany the model;
5. stressed the need for participation of non-educators;
6. discussed some resource aspects..

In the concluding remarks some of the major problems which still remain open will be indicated and a number of areas for further work proposed.

NOTES

1. The term Teacher Colleges is used here to denote institutions with large geographical coverage where teacher education of pre- and in-service levels is provided. Teachers Centre is used to mean a local, non-residential institution, mainly concerned with teachers who are already practising.
2. Ministry of Education, *The Development of Education in People's Poland 1973-75*. Warsaw: Department of Educational Organization of the Institute for Education Research, 1975, p.24.
3. Swedish 1968 Educational Commission, *Higher Education*. Stockholm: 1973, p.11.

4. A useful brief description of teachers centres and their functions is Morgan, G.A.V., "Teachers Centres". *The Urban Review*, 7, No.3, 1974, pp.1-10.
5. See Ministry of Education, *Republic of Korea, Report on Major Trends in Educational Development in 1973/74 and 1974/1975*. Report presented at the 35th Session of the International Conference on Education. Geneva: September, 1975, pp.40-45.
6. Government of Pakistan, Ministry of Education, Examination Reforms and Research Sector, *Development of Education in Pakistan 1973-1975*. Islamabad: 1975, pp.25-26.
7. This proposal was made in a national report on teacher education in India. See National Council of Educational Research and Training, *National Survey of Elementary Teacher Education in India*. New Delhi: 1970, p.119.
8. See National Council of Educational Research and Training, *Student Teaching and Evaluation*. New Delhi: 1972, especially chapter 9, "School Co-operation".
9. Box-and-cox is a method of increasing the output of educational institutions by recruiting more students without the extra capital outlay usually involved in extra buildings. Groups of students alternate between college placement and school placement so that plant is more intensively used in both.
10. This argument is the basis of a more extensive study in which the author collaborated with a colleague. See Lynch, J. and Plunkett, H.D., *Teacher Education and Cultural Change*. London: Allen and Unwin, 1973.

CHAPTER 6

CONCLUDING REMARKS

The purpose of this monograph has been to map out the way in which the preparation of professional educators will need to be reformed if they are to work in the framework of lifelong education, and to examine the case why they should be so reformed. In some respects it has not been possible to do more than "scratch the surface" of what is a dauntingly complex task. As stated in the introduction, the intention has been to produce a preliminary study which would indicate principles of orientation and fruitful lines of action rather than a final blueprint. A good deal of further research is necessary, before the ideas and suggestions "aired" in this monograph can be expressed in operational form.

These concluding remarks will be restricted to some important issues which will take the work further. These suggestions are divided into two kinds of activity, namely theoretical and operational.

From Chapter 2, 3 and 4 in particular, it is apparent that considerable conceptual work remains to be done before a more satisfactory redeployment and redefinition of professional roles, goals and curricula can be achieved. The task of analyzing and cataloguing the professional and personal competencies associated with educational roles has been commenced, especially in the U.S.A., but even in terms of that country's needs it is by no means completed.

There is a case for interdisciplinary teams drawn from a number of different national contexts to tackle this problem, sharing their experiences and expertise. Such teams would have much to offer. There is also a strong case for national research agencies to be much more aware of the international dimensions of their work than is the case at the moment. Cross-cultural

educational research tends to be very difficult to co-ordinate, but perhaps the major inhibiting factor in the development of such work is the relative reluctance of national funding bodies to finance cross-cultural conceptual studies, as opposed to a collection of national case studies. Both can be valuable and deserve to be supported.

A number of further areas for conceptual inquiry have been indicated by the present paper. They range from the re-design of the curriculum area "professional training", and a redefinition of such concepts as educational achievement, quality of life and educational disadvantage, to the comparatively neglected areas of the production and environmental dimensions which would be incorporated into the studies of all educators. Educationists are still too enslaved by their own definitions, almost as though they had found some timeless and changeless rock in the sea of change in which most of us live. Cross-cultural studies can render such definitions problematic by placing in question taken-for-granted but sometimes false assumptions underlying them and by generating more appropriate conceptual tools. Such initiatives as the establishment of international teams to carry out base-line sociological, psychological, demographic and economic investigations have considerable implications for planning the advance towards lifelong education for educational personnel. They are part of the necessary conceptual groundwork for policies of lifelong education and the reform of the preparation of educational personnel, even though they may not appear to policy-makers to be prime candidates for financial support.

An associated issue is the exchange of scholarship and information. Much of the literature on which the present study has been based has not appeared in published form, nor is it intended by the authors that it should. Such "fugitive" literature is often in advance of comparable printed material and describes innovations and initiatives which are at the very frontier of knowledge and experience. Ways need to be found of registering and disseminating such work in order to make it more readily and easily available to educationists.

More specifically, if the movement toward lifelong education for educational personnel is to be sustained, courses aiming at conceptual developments and drawing on an international clientèle, perhaps organized in conjunction with existing international agencies, are needed in such areas as curriculum planning and development, evaluation and assessment, spatial and

temporal problems of timetabling, the foundations of adult learning, and educational research and innovation tackling the same problems with the use of the same and different strategies in varying national settings. There is a very real case for international partnership between developed and developing countries and one where a healthy tradition has already been built up through international fellowship schemes and counterpart national provision. There is, however, a pressing need for such provision to be expanded and focussed on lifelong education.

With regard to operational aspects, there are probably sufficient educators spread across the globe but the maldistribution is acute. Within the near future many developed countries will have an over-supply of trained educational personnel, whilst most developing countries cannot meet their needs. Schemes for the transfer of such expertise are still embryonic and in some cases paternalist. Development of regional and international machinery for the exchange of staff and expertise and the transfer of excess capacity from one area to another is, therefore, a task of pressing practical importance - and one that will take courage to tackle.

Mini-schemes of preparation of educational personnel in the framework of lifelong education could be established along the lines of current experiments with micro-teaching, and they could be monitored for their effectiveness. Research activities to evaluate case-studies in such a context could also be extended on a cross-national basis and without infringing national priorities. Input-output models of mini-schemes could be built up by interdisciplinary teams and tested for their feasibility in differing national, economic and cultural contexts. Materials and study schemes developed in one milieu could be systematically introduced and tested in another.

The preparation of educational personnel of differing kinds takes place at many different levels in a wide variety of institutions in diverse countries. Our knowledge of the advantages and disadvantages of institutions of differing size, of the difficulties of coordinating a number of institutions, or even of what happens to those and other social sub-systems, such as the world of work, when particular institutions decide to reform along lifelong education lines, is scant indeed. Detailed sociological and economic investigations of the planning, finance, administration and workings of a small number of such schemes would provide us with some of the information we need as a basis for prudent policy-making. Such information would

help to secure decisions against wasteful mistakes and assist in bridging the much-discussed gap between researchers and educators.

Finally, it is important to state that lifelong education is a young and undertested concept alongside many others. It is axiomatic that there is no one way to lifelong education, nor to the preparation of educational personnel which is to assist in such a development. The richness and diversity of mankind are clear for all to see as an asset to the pursuit of the basic courses that the strategy embodies, some of which have been discussed in this monograph. If educational systems are to keep pace with change, effective educators are needed. And for effective educators preparing to work in the framework of lifelong education, systems of preparation are required which are effectively oriented to the goals of lifelong education. On the successful implementation of such a new concept may depend what the Worth Report calls the "continuity and satisfaction of living and learning" (1).

NOTE

1. Commission on Educational Planning, *A Choice of Futures* (The Worth Report). Edmonton, Alberta: Queens Printer, 1972, p.38.

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APPENDIX

LIST OF INTERNATIONAL AND NATIONAL ASSOCIATIONS
OF TEACHERSNote

The following is a list of the international and national teachers associations who were asked for assistance in the preparation of this report. Whilst not all replied and, due to the time-scale of the enquiry, not all replies could be taken into account in drawing up this document, it was felt important to list here all organizations of teachers which had been approached. Addresses of the national teachers organizations were obtained from the international organizations, except in the case of the Fédération Internationale des Syndicats d'Enseignement which replied that it did not feel able to make such a list available. It was, therefore, impossible for us to contact its affiliated member organizations.

1. International Associations

Fédération Internationale des Syndicats
d'Enseignement (FISE)
Opletalova 57
11570 Praha 1
CZECHOSLOVAKIA

International Federation of Free Trade Unions (IFFTU)
111 avenue G. Bergmann
B 1050 Bruxelles
BELGIUM

International Federation of Teachers Associations (FIAI)
3 rue de La Rochefoucauld
F 75009 Paris
FRANCE

World Confederation of Organizations of the
Teaching Profession (WCOTP)
5 chemin du Moulin
CH 1110 Morges
SWITZERLAND

World Confederation of Teachers (WCT)
50 rue Joseph II
B 1040 Bruxelles
BELGIUM

2. National Associations

International Association
to which the organization
is affiliated

ARGENTINA

Confederación de Maestros y
Profesores IFFTU
Avenida de Mayo 953, Piso 1
Buenos Aires

AUSTRALIA

Australian Teachers' Federation 300 Sussex Street, Sydney	WCOTP
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AUSTRIA

Gewerkschaft der Öffentlichen Dienste 7, Teinfaltstrasse, Wien	IFFTU
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Verband der Professoren Österreichs Novaragasse 24, Wien	WCOTP
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BARBADOS

Barbados Secondary Teachers' Union Marnet, Ivy Road, St. Michael	WCOTP
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Barbados Union of Teachers Belmont Road, St. Michael	WCOTP
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BELGIUM

Centrale chrétienne des Professeurs laics de l'Enseignement moyen et normal libre 26-32 avenue d'Auderghem, Bruxelles	WCT
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Centrale chrétienne des Services publics Secteurs: Universités et enseignement artistique 26-32 avenue d'Auderghem, Bruxelles	WCT
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Centrale générale des Services publics Secteur: Enseignement 9-11 place Fontainas, Bruxelles	IFFTU
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Fédération de l'Enseignement moyen officiel du degré supérieur de Belgique 110 avenue Royale, Mouscron	WCOTP
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Fédération générale du Personnel enseignant 96, rue Royale, Bruxelles	WCOTP
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Fédération des Instituteurs chrétiens de Belgique 159, rue Bélliard, Bruxelles	WCT
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Union chrétienne des Professeurs de l'Enseignement officiel 9, avenue de Joyeuse Entrée, Bruxelles	WCT
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BELIZE

Belize National Teachers' Union 6 Racecourse Street, Belize City	WCOTP
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BENIN

Syndicat national de l'Ecole publique de Benin B.P. 1464, Cotonou	WCOTP
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Syndicat national de l'Education et de la Culture B.P. 131, Cotonou	IFFTU
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BERMUDA

The Amalgamated Bermuda Union of Teachers P.O. Box 726, Hamilton	WCOTP
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BOTSWANA

Botswana Teachers' Union Lobatse Secondary School, Gaborone	WCOTP
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BRAZIL

Associação Brasileira de Educação Praia de Botafogo 184, Rio de Janeiro	WCOTP
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Conferação dos Professores do Brasil Rua Dr. Flores 62-90 andar, Porto Alegre, Rio Grande do Sul	WCOTP
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BRITISH VIRGIN ISLANDS

British Virgin Islands Teachers' Association Road Town Primary School, Tortola	WCOTP
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CANADA

Canadian Teachers' Federation 110 Argyle Avenue, Ottawa	WCOTP
Centrale des Enseignants du Québec 2336, chemin Sainte Foy, Québec	IFFTU
Fédération nationale des Enseignants québécois 1001, rue St. Denis, Montréal	WCT

CENTRAL AFRICAN REPUBLIC

Syndicat national des Enseignants centrafricains B.P. 965, Bangui	WCT
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COLOMBIA

Asociación Colombiana de Profesores de Enseñanza Secundaria Carrera 6a No. 14-98, Oficina 1102, Bogotá	WCOTP
Asociación Nacional de Profesores de la Enseñanza Técnica Carrera 16 No. 13-87, Bogotá	WCOTP

COSTA RICA

Asociación Nacional de Educadores Apartado 2938, San José C.A.	WCOTP
Sindicato de Educadores Costaricenses Apartado 4137, San José	WCT

CURACAO

Bond Christian di Trahabornan di Gobierno P.O. Box 562, Willemstad	WCT
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CYPRUS

Turkish Secondary Education Teachers' Association Bayraktar Ortaokulu A, Lefkosa-Kibris, Nicosia	IFFTU
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DENMARK

Danmarks Laererforening Kompagnistraede 32 a, København K	WCOTP
Gymnasieskolernes Laererforening Strandboulevarden 151, København	WCOTP

ECUADOR

Unión Nacional de Educadores Olmedo 1212 y Cotopaxi, Piso 3, Quito	WCOTP
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EL SALVADOR

Asociación Magisteria Acción Democrática 10a Avenida Sur 12-04, San Salvador	IFFTU
Solidaridad de Maestras Salvadorenas 1 a Avenida Nte. 227, Edificio Fratti, Altos 5, San Salvador	WCOTP

ENGLAND

Assistant Masters' Association 29 Gordon Square, London	WCOTP
Association of Assistant Mistresses 29 Gordon Square, London	WCOTP
Association of Head Mistresses 29 Gordon Square, London	WCOTP
Association of Teachers in Technical Institutions Hamilton House, Mabledon Place, London	WCOTP

Eesti Opetajate Keshühing	FIAI
Mr. Enn Saluveer	
165 Gilbert Road, Cambridge	

Head Masters' Association	WCOTP
29 Gordon Square, London	

National Union of Teachers of England and Wales	WCOTP
Hamilton House, Mabledon Place, London	

ETHIOPIA

Teachers' Association of Ethiopia	WCOTP
P.O. Box 1639, Addis Abeba	

FIJI

Fiji Teachers' Union	WCOTP
P.O. Box 3582, Samabula, Suva	

Fijian Teachers' Association	WCOTP
P.O. Box 3583, Samabula, Suva	

FINLAND

Opettajien Keskusjärjestö	WCOTP
Topeliuksenkatu 41 a, Helsinki	

Suomen Opettajain Liitto	FIAI
Topelfuksenkatu 41 a, Helsinki	

Svenska Lärarförbundet i Finland r.f.	WCOTP
Topeliusgatan 41 a, Helsinki	

FRANCE

Centre international des Syndicalistes libres en Exil (enseignants)	IFFTU
10, rue de Solferino, Paris 7	

Fédération de l'Enseignement privé	WCT
26, rue de Montholon, Paris 9	

Fondation espagnole de Travail	FIAI
M. R. Hernandez-Alvarino	
18, rue du Docteur Roux, Paris	

Syndicat général de l'Education nationale 5, rue Mayran, F 75009 Paris	WCT
Syndicat national des Enseignants de second Degré 1, rue bis de Courty, Paris Cedex 07	WCOTP
Syndicat national de l'Enseignement technique 94, rue de l'Université, Paris Cedex 07	WCOTP
Syndicat national des Instituteurs 209, boulevard St. Germain, Paris	WCOTP
Syndicat national des Personnels de Direction des Etablissements de l'Enseignement secondaire 2, rue Bouret, Paris 19	WCOTP
Syndicat national des Professeurs des Ecoles normales 1 bis, rue de Strasbourg, Vannes	WCOTP

GAMBIA

African Regional Organisation of the Public Service and Teachers B.P. 307, Banjul	WCT
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GERMANY, Federal Republic of

Deutscher Lehrerverband Kölner Strasse 93, D 5300 Bonn-Bad Godesberg	WCOTP
Verband Bildung und Erziehung (VBE) Theodor-Heuss-Ring 36, D 5000 Köln 1	WCT

GHANA

Ghana Local Authority Teachers Association P.O. Box 1849, Accra	WCT
Ghana National Association of Teachers P.O. Box 209, Accra	WCOTP

Teachers' and Educational Workers'
Union IFFTU
Hall of Trade Unions, rooms 44 and 59
P.O. Box 701, Accra

GREECE

Federation of Primary Teachers of Greece WCOTP
Zenofontos 15 A, Athens

GUATEMALA

Colegio de Maestros de Guatemala IFFTU
4 Avenida 5-54, Zona 1
Ciudad de Guatemala
Sindicato de Trabajadores de la Educación Privada WCT
9 Calle 0-41, Zona 1, Ciudad de Guatemala

GUYANA

Guyana Association of Masters and Mistresses WCOTP
84 Robb Street, Bourda, Georgetown
Guyana Teachers' Association WCOTP
P.O. Box 738, Georgetown

HONDURAS

Colegio Profesional "Superación Magisterial" Hondureño WCOTP
Apartado 154, Tegucigalpa
Primer Colegio Profesional Hondureño de Maestros IFFTU
Zona Cueva vista, Calle Sasa 509
Tegucigalpa
Sindicato de Empleados públicos de la Educación rural IFFTU
Barrio Buenos Aires, 7a Avenida -
15 Calle 1408, Tegucigalpa

HONG KONG

Government School Non-Graduate Teachers' Union	WCT
2, Man Wah Building, I/F, Ferry Point Kowloon	
Hong Kong Teachers' Association	WCOTP
National Court, 242 Nathan Road, Kowloon	
Industrial Relations' Institute	WCT
P.O. Box K 1345, Kowloon Central P.O.	

ICELAND

Rélag Mentaskolakennara	WCOTP
Nesveg 17, Reykjavik	
Samband Islenska Barnakennara	FIAI
P.O.B. 616, Reykjavik	

INDIA

All India Federation of Educational Associations	WCOTP
Jha-Seshadri-Khattry Bhawan, Kampur, U.P.	
Indian Confederation of Teachers	WCT
2, Jawaharlal Nehru Road, Calcutta 13	
Indian National Federation of Teachers	IFFTU
40 H.M.C. Colony, Dhaka, Delhi 9	
I.T.C.E.U. Delhi Industrial Training Institute	WCT
Tilak Nagar, New Delhi 18	
Regional Organisation of Public Service Employees and Teachers	WCT
2, Jawaharlal Nehru Road, Calcutta 13	

INDONESIA

Persatuan Guru Katolik	WCT
Djalan Pos 2, Djakarta	
Persatuan Guru Kristen Indonesia	WCT
Djalan Salemba Raja 10, Flat 13, Djakarta	

Persatuan Guru Republik Indonesia WCOTP
 Djalan Tanah Abang Tiga 24, Kotakpos 2405
 Djakarta

IRAN

Iran Teachers' Association WCOTP
 Shemiran, Elahieh, Av. Maryam 10, Teheran

IRELAND

Association of Secondary Teachers, Ireland WCOTP
 13, Highfield Road, Rathgar, Dublin 6

Irish National Teachers' Organization
 35, Parnell Square, Dublin 1

Irish Teachers' Union IFFTU
 73, Orwell Road, Rathgar, Dublin 6

ISRAEL

Association of Secondary School Teachers WCOTP
 Wadi-El-Joz, Maison Kaluti, Jerusalem

Israel Teachers' Union FIAI
 8, Ben Saruk Street, Tel-Aviv

ITALY

Federazione Nazionale Insegnanti Scuole
 Medie WCOTP
 Via Ponza 4, Torino

Sindicato Nazionale Scuola Elementare IFFTU
 91, Via San Croce in Gerusalemme, Roma

IVORY COAST

Syndicat national de l'Enseignement
 primaire public FIAI
 B.P. 21018, Abidjan

JAMAICA

Jamaica Teachers' Association WCOTP
 97 Church Street, Kingston

JAPAN

Japan Education Association	WCOTP
National Education Center	
c/o Zenkoku Kotogakkocho Kyodai Kokuritsu	
Kyoiku Kaikan, 3-2-3 Chome Kasumigaseki,	
Chiyoda-ku, Tokyo	
Japan Teachers' Union	FIAI
White Building, Tokyo	
Liaison Centre in Japan	WCT
No.7-4, 3 Chome Mejiro-cho, Toshima-ku,	
Tokyo	

KENYA

Kenya National Union of Teachers	WCOTP
P.O. Box 30407, Nairobi	

KOREA, Republic of

Korean Federation of Education	
Associations	WCOTP
25 1-ka Shinmun-ro-Chongro ku,	
Seoul 110	
Liaison Office in Korea	WCT
I.P.O. Box 3025, Seoul	

LEBANON

Syndicat des Instituteurs des	
Ecoles privées	WCOTP
B.P. 5346, Beirut	

LIBERIA

National Teachers' Association	
of Liberia	WCOTP
P.O. Box 155, Greenville, Sinos County	

LUXEMBOURG

Association des Instituteurs réunis 5, rue des Ardennes, Luxembourg-Ville	WCOTP
Association des Professeurs de l'Enseignement secondaire et supérieur Lycée Classique, Echternach	WCOTP
Fédération générale des Instituteurs 62, rue Gangler, Luxembourg	IFFTU
Fédération générale des Instituteurs luxembourgeois 21, rue de Fossé, Luxembourg	WCOTP

MADAGASCAR

Fédération générale des Syndicats chrétiens de la Fonction publique de Madagascar B.P. 1035, Tananarive	WCT
Fédération des Syndicats des Fonctionnaires des Affaires culturelles B.P. 1415, Tananarive	WCOTP
Syndicat national des Instituteurs publics de Madagascar 15 bis, rue 12me Bataillon, Mahavoky- Besarety, Tananarive	WCT

MALAYSIA

Brunei Malay Teachers' Association 160-601 Brunei Malay Teachers' Building Jalan Kianggeh, Bandar Seri Begawan	WCOTP
National Union of the Teaching Profession 16 A Jalan Balam, Kuala Lumpur	WCOTP
National Union of Teaching Professions 337, Sikamat Gardens, Off Sikamat Road Seremban	WCT
Sarawak Teachers' Union c/o St. Joseph's School P.O. Box 916, Kuching, Sarawak	WCOTP

Sarawak Teachers' Union c/o St. Thomas School, Kuching, Sarawak	IFFTU
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MALTA

Malta Union of Teachers 7/3 Merchants Street, Valletta	WCOTP
Secondary School Teachers' Association 13 St. Paul's Street, Cospicua	WCOTP

MAURITIUS

Mauritanian Association of Teachers Circonstance St. Pierre, Mauritius	IFFTU
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MEXICO

Asociación de Profesores Universitarios de México Justo Sierra 7-104, México-City	WCOTP
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NETHERLANDS

Algemene Bond van Onderwijzend Personeel Herengracht 56, Amsterdam C	WCOTP
Katholiek Onderwijzers Verbond 71, Koninginnengracht, Den Haag	WCT
Nederlands Genootschap van Leraren P.O. Box 407, Dordrecht	WCOTP
Protestants Christelijke Bond van Onderwijzend Personeel Postbus 5868, Den Haag	WCT

NEW ZEALAND

New Zealand Educational Institute P.O. Box 466, Wellington, C.1	WCOTP
Post Primary Teachers' Association 181 Willis Street, Wellington, C.2	WCOTP

NICARAGUA

Confederación Nacional de Maestros Democráticos Frente Zolesia El Redentor contigo al Syermercado, Managua	IFFTU
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NIGER

Syndicat national des Enseignants du Niger B.P. 576, Niamey	WCOTP
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NIGERIA

Nigeria Union of Teachers P.M.B. 1044, Yaba, Lagos	WCOTP
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NORTHERN IRELAND

Ulster Teachers' Union 94 Malone Road, Belfast	WCOTP
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NORWAY

Norsk Laererlag Rosenkrantzgt. 15, Oslo	FIAI
Norsk Lektorlag Wergelandsveien 15, Oslo 1	WCOTP

PANAMA

Magisterio Panameno Unido Apartado 1733, Panamá	WCOTP
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PARAGUAY

Federación de Educadores del Paraguay Independencial Nacional 349, Asunción	WCOTP
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PHILIPPINES

Philippine Public School Teachers' Association P.O. Box 4517, Manila	WCOTP
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Rizal Public School Teachers' Association Federation of Free Workers 1845 Taft Avenue, Manila	WCT
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SCOTLAND

Educational Institute of Scotland 46 Moray Place, Edinburgh EH3 6BH	WCOTP
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SENEGAL

Fédération nationale des Travailleurs de la Fonction publique B.P. 1474, Dakar	WCT
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SIERRA LEONE

Sierra Leone Teachers' Union P.O. Box 477, Freetown	WCOTP
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SINGAPORE

Singapore Chinese Middle School Teachers' Union 122-B Sims Avenue, Singapore 14	WCOTP
Singapore Chinese School Teachers' Union Leonie Hill, Singapore 9	WCOTP
Singapore Malay Teachers' Union 89 Still Road, Singapore 15	WCOTP
Singapore Tamil Teachers' Union P.O. Box 73, Owen Road, Singapore 8	WCOTP
Singapore Teachers' Union Teachers' Centre, Tagore Avenue, Singapore 26	WCOTP

Singapore Teachers' Union 225 Onan Road, Singapore 15	IFFTU
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SRI LANKA (Ceylon)

All Sri Lanka Union of Teachers 127/1 Centre Road, Colombo 15	WCOTP
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SWAZILAND

Swaziland National Teachers' Union P.O. Box 772, Manzini	WCOTP
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SWEDEN

Lärarhögskolornas och Seminariernas Amneslärarförening Övre Husargatan 34, Göteborg	WCOTP
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Lärarnas Riksförbund Sveavägen 50, Stockholm	WCOTP
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Skolledarförbundet Kungsholmsgatan 21, Stockholm	FIAI
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Svenska Facklärarförbundet Cardellgatan 1, Stockholm	WCOTP
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Sveriges Högre Flickskolors Lärarförbund Nygatan 116, Norrköping	WCOTP
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Sveriges Lärarförbund Box 12229, Stockholm	FIAI
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Tekniska Linjers Lärarförbund Malmskillnadsgatan 48 A, Stockholm	WCOTP
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SWITZERLAND

Fédération suisse du Personnel des Services publics, Secteur Enseignement 83, Sonnenbergstrasse, Zürich	IFFTU
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Schweizerischer Lehrerverein Ringstrasse 54, Zürich	FIAI
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Société pédagogique de la Suisse romande M. J.J. Maspero CH 1245 Collonge Bellerive	FIAI
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Société suisse des Professeurs de l'Enseignement secondaire La Garenne, rue René-Morax, Morges	WCOTP
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THAILAND

The Education Society 58/1-2 Pisanuloke Road, Bangkok	WCOTP
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Metropolitan Teachers' Association 303 Loeng Road, Bangkok	WCT
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TOGO, Republic of

Syndicat des Enseignants laïcs du Togo B.P. 16, Lomé	WCOTP
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TONGA

Tonga Teachers' Association c/c Teachers' Training College, Nuku'alofa	WCOTP
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TUNISIA

Syndicat national de l'Enseignement primaire en Tunisie 17 rue Souk-Ahras, Tunis	WCOTP
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UGANDA

Uganda Teachers' Association P.O. Box 377, Kampala	WCOTP
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Uganda Teachers' Union P.O. Box 15.084, Kibuye - Kampala	IFFTU
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URUGUAY

Asociación de Profesores de Enseñanza secundaria Rincón 693, Montevideo	WCOTP
Confederación de Maestros Demócratas del Uruguay Sarandí 4052, Fray Bentos	IFFTU
Unión de Funcionarios Docentes y Administrativos de la Universidad del Trabajo Calle Colonia 1485 bis, Montevideo	WCOTP

U.S.A.

Adult Education Association of the USA 1225 19th Street, N.W. Washington, D.C. 20036	
Adult Services Division of American Library Association 50 East Huron Street, Chicago, III. 60611	
American Association of Colleges for Teacher Education One Dupont Circle, Washington, D.C. 20036	
American Federation of Teachers 1012 14th Street, N.W. Washington, D.C. 20.005	IFFTU
Associated Organizations for Teacher Education One Dupont Circle, Washington, D.C. 20036	
Association of Classroom Teachers 1201-16th Street, N.W. Washington, D.C. 20036	
Association for Field Services in Teacher Education Division of Extended Services Indiana State University, Terre Haute, Ind. 47809	

Association of Teacher Educators
1201 16th Street, N.W. Washington,
D.C. 20036

Council of National Organizations for
Adult Education
331 East 38th Street, New York,
N.Y. 10016

Department of Health, Education and
Welfare, Education Division
400 Maryland Avenue, SW. Washington,
D.C. 20202

Institutes of Lifetime Learning
Adult Education
1346 Connecticut Avenue, N.W. Washington,
D.C. 20036

National Assessment of Educational
Progress
300 Lincoln Tower, 1860 Lincoln Street,
Denver, Colo. 80203

National Association for Public
Continuing and Adult Education
1201 16th Street, N.W. Washington,
D.C. 20036

National Association of State Directors
of Teacher Education and Certification
Graduate School of Education
Western Michigan University, Kalamazoo,
Mich. 49001

National Commission on Teacher Education
and Professional Standards
1201 16th Street, N.W. Washington,
D.C. 20036

National Education Association of the
United States
1201 16th Street, N.W. Washington,
D.C. 20036

WCOTP

NTL Institute for Applied Behavioral
Science (Adult Education)
1201 16th Street, N.W. Washington,
D.C. 20036

VENEZUELA

Comisión Latino Americana de Trabajadores
de la Educación y de la Cultura WCT
Caracas 101

Federación Nacional de Trabajadores de
la Educación, la Ciencia y la Cultura WCT
Avenida Arismendi, Quinta San José,
El Paraíso, Caracas

Sindicato Nacional de Funcionarios
Públicos del Ministerio de Educación IFFTU
Avenida La República - Esquina Calle "A",
Quinta San Antonio, El Pinar, Caracas

WEST INDIES - TRINIDAD

Caribbean Union of Teachers WCOTP
103 d St. Vincent Street, Port-of-Spain

Trinidad and Tobago Teachers' Union WCOTP
103 d St. Vincent Street, Port-of-Spain

YUGOSLAVIA

Fédération des Trav. des Activ. FIAI
Trg. Marksa i Engelsa br. 5/VI, Belgrad

Sindikat Radnika Drustvenih Delatnosti
Jugoslavije WCOTP
Federal Committee of Yugoslav
Civil Workers' Union
Trg. Marksa i Engelsa 5, Belgrad

ZAMBIA

Zambia National Union of Teachers WCOTP
P.O. Box 1914, Lusaka