A STUDY TO ASSESS THE RELEVANCE OF THE ACTIVITIES AND PROGRAMS OF THE ASIAN INSTITUTE FOR TEACHER EDUCATORS TO THE DEVELOPMENT OF TEACHER EDUCATION IN ASIA

Thesis for the Degree of Ph. D.

MICHIGAN STATE UNIVERSITY
GREG A. HASTINGS

1972

This is to certify that the

thesis entitled

A Study to Assess the Relevance for the Activities and Programs of the Asian Institute for Teacher Educators to the Development of Teacher Education in Asia

presented by

Greg A. Hastings

has been accepted towards fulfillment of the requirements for

Ph.D. degree in Education

Harry L. Ciser
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Date April 16, 1972

ABSTRACT

A STUDY TO ASSESS THE RELEVANCE OF THE ACTIVITIES AND PROGRAMS OF THE ASIAN INSTITUTE FOR TEACHER EDUCATORS TO THE DEVELOPMENT OF TEACHER EDUCATION IN ASIA

By

Greg A. Hastings

Purpose

The purpose of this study was to provide an assessment of the effectiveness and usefulness of the programs and activities of the Asian Institute for Teacher Educators (sponsored by Unesco) to the development of primary teacher education in Asia. This Institute is the first of its kind in Asia--an institution completely devoted to the education of primary teacher educators. Its courses comprise every aspect of this professional task, from organization and administration of institutions to the teaching-learning processes to be developed in primary schools as well as in the institution for training primary school teachers. This assessment was considered not against the often inapplicable standards of the West, but against standards of primary teacher education in Asia yesterday and today.

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Methodology

The field of research was conducted at the Asian Institute for Teacher Educators, University of The Philippines, Quezon City, Philippines, and the Unesco Regional Office for Education in Asia, Bangkok, Thailand. Additional travel to several other Asian countries was necessary in order to conduct personal interviews with former AITE participants. In order to gather data for this study the researcher: (1) reviewed all available AITE literature and documents; (2) participated in the Sixth Institute for Key Teacher Educators (August 3-November 25, 1970); (3) interviewed the AITE and Unesco staff and directors; (4) conducted personal interviews with former AITE participants in several Asian countries; and (5) conducted a mail survey of all participants not personally contacted.

A survey questionnaire was constructed to provide information from those AITE participants not interviewed by the researcher. This survey instrument was designed to gather information concerning: (1) the knowledge and experiences of the participant prior to the AITE experience; (2) the impact of the AITE experience on the participant and; (3) the utilization and application of this new and/or enriched knowledge. A tabulation of the survey responses and interviews indicated a total survey return of 40% (102 responses from 255 AITE participants) with representation from fifteen of the sixteen participating countries.

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Conclusions

This study has shed new light on the effectiveness and usefulness of the programs and activities of the Asian Institute for Teacher Educators to the development of teacher education in Asia. On the basis of the research findings the following conclusions were formulated.

1. Most of the AITE trainees believe that they are accomplishing the primary objectives envisaged by Unesco, in the areas of (1) developing effective and workable programs of primary teacher education; (2) organizing, administering and supervising institutions for the education of primary school teachers; (3) promoting and developing pilot projects or model teacher training programs; and (4) helping to organize centers for the preparation of primary teacher educators.
2. The programs and activities of the Asian Institute for Teacher Educators are relevant to the development of teacher education in Asia. The Institute does provide an excellent opportunity for professional growth and development. It provides Asian educators with an opportunity to: (1) receive formal instruction in modern educational theories and practices; (2) meet and discuss with scholars from other developing countries, problems related to education; (3) view their own educational system in comparison with others in Asia; (4) view various

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modern educational developments within the Philippines; and (5) to exchange views and seek advice from the Unesco experts who are specialists in various educational fields.

3. Many of the participants felt that because of their AITE training they are better able to promote and develop new educational theories and practices.

Generally, it was concluded that most of the participants surveyed believe that the training received at the Asian Institute for Teacher Educators enriched and enhanced their educational perspectives. Most of these scholars felt that the training did provide them with several new ideas and suggested some solutions for certain educational problems. In addition, almost all of the participants agreed that the experience did, to some extent, promote and develop international understanding and cooperation.

The problem of improving primary teacher education in Asia is an enormous one. The Asian Institute for Teacher Educators is not the only solution to the problem. What the Institute does represent is the beginning of a concerted effort by Asian nations to improve the quality of primary teacher education in Asia.

A STUDY TO ASSESS THE RELEVANCE OF THE ACTIVITIES AND PROGRAMS OF THE ASIAN INSTITUTE FOR TEACHER EDUCATORS TO THE DEVELOPMENT OF TEACHER EDUCATION IN ASIA

By

Greg A. Hastings

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Social and Philosophical Foundations

1972

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DEDICATION

Our ancients said, "People are the foundation of the nation. If the foundation is firm, then the nation will enjoy tranquillity." I apply that to the whole world. If the foundation is firm, then the world will enjoy tranquillity. But three-fourths of the world's people today are underfed, underhoused, underclothed, and illiterate . . . . Now as long as this continues to be true, we have a very poor foundation upon which to build the world.

James Yen

Ref: Tell The People, 1945, p. 11

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ACKNOWLEDGMENTS

The researcher wishes to express his gratitude and indebtedness to the many individuals whose faith, encouragement and cooperation have made possible the completion of this study.

To Dr. Harry L. Case my sincere appreciation and gratitude for his faith, interest, support, and inspiration as advisor throughout this doctoral program. My association with him has been a privilege.

A word of appreciation is due to the remainder of the graduate committee whose suggestions, guidance, and encouragement did much to assist in the completion of this study. In addition to Dr. Case, this doctoral committee consisted of Dr. Cole Brembeck, Dr. Dale Alam, and Dr. John Useem.

A word of appreciation to Dr. Alfredo Morales, Director of the Asian Institute for Teacher Educators and the Unesco staff for the opportunity and privilege of conducting this study. For their suggestions, guidance and hospitality I am indebted.

To my parents, Mr. and Mrs. George W. Hastings, to my wife Connie, and to my children, Timothy and Paul, I acknowledge a large debt of gratitude. Their love,

sacrifice, and faith was boundless and sustained me throughout this study. It is to them this work is dedicated.

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CHAPTER I

INTRODUCTION

Ethos of Education in Asia

The emergence of most Asian countries into independent states during the last two decades has been accompanied by unprecedented social and economic development. An atmosphere of change is one of the leading characteristics of modern life in Asia. The habits, customs, and attitudes of thousands of years are changing. Along with this transistion is coming a change in ideas, values, and behavior, in art and literature, in character and moral affairs, and in political, economic and social methods of organization of which education is part. The evolution from a traditional form of life to one characterized by attitudes of critical analysis, pragmatism, and scientific application involves a profound cultural shift. Education has to deal with societies which are largely traditional in character and mores and psychological orientation. At the same time these societies face the necessity of modernizing their status, so that education within the region, indeed, has to face the complex realities of a 20th century world.

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The major factor which dominated educational expansion after the end of the Second World War was not economic--it was the concept of education as a fundamental human right. This received practical expression in the general formulation of universal compulsory and free primary education as a global goal. The revolution of rising expectations found expression in mounting pressures everywhere to attain, as rapidly as possible, the levels of economic and social well-being in the already developed countries. In no other sphere is the upsurge of aspirations so vividly reflected as in the demand for education.

The 1950's mark the current era of rapidly widening educational opportunities from the slow growth of education in the preceding decades. In 1950 there were approximately 50 million students in educational institutions at all levels in the countries of Asia. In 1963 there were about 112 million students, and in 1970 there will be in the neighborhood of 150 million students. The enrollments in the developing countries in the region have virtually tripled in 20 years. The proportion of increase varies with individual countries, depending upon their stage of development, from something over 100 per cent to 600 per cent or more. The obvious aspect of the progress of education in Asia during the last two decades has been more and more pupils and more and more schools. Parallel with this expansion and underlying much of it, are many significant

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developments which add many new dimensions to the educational effort.

Innovations in education are continually being introduced and adopted by schools. New knowledge is added daily in all fields, and with these rapid changes, it is essential for the teacher to grow professionally in order to be able to cope with the challenge of his profession. It is an accepted fact that the quality of education imparted depends to a large extent on the quality of the teacher. The strategic position which teachers hold in any educational system requires no apology or defense. Teachers are the most important factor in the educational scheme. Good buildings and libraries are essential, but without good teachers to utilize them, they are of little value. Good teachers can often accomplish remarkable results with inferior equipment and shabby buildings, but no matter how elaborate the buildings and how abundant the equipment, if not in the hands of competent teachers, the educational outcomes will be inferior. Brains instead of bricks determine the worth of education.

All teachers in every system of schools need expert help to develop more professional attitudes and higher levels of teaching proficiency. Educational leaders must recognize this and must organize so that there is a steady improvement in the corps as a whole. Because of the nature of the context of education in the region, it becomes highly desirable that regional and bilateral cooperation be developed

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among the Asian States for the purpose of implementing modern educational programs.

Need for Regional Cooperation

The concept of regional cooperation has been for some time at the forefront of Asian thinking. The countries of the Asian Region have been striving intensively to bring about over-all economic and social development of their people and to provide them with a decent standard of living which would be comparable with that of the advanced nations of the world.

The case for fostering regional collaboration is surely irrefutable, whether stated in its broadest context as one means, through the minds of men, of reducing political tensions, or as a professional approach to problems involving the interchange of data, information, experiences, ideas, facilities and people, and thus requiring a concentration of resources. It is well to recognize that it is neither practicable nor desirable to try to cast all regional cooperation in any simple mould. There is reasonable ground for various forms of cooperation specifically related to the region. It is thus not possible to start from a geographical concept of regionalism, and proceed to fit all cooperation to it; the varying objectives, resources, and practical requirements for each sphere of international action must also determine the nature and number of cooperating countries. Nor can political divisions be set aside

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entirely, although, where desirable from the socio-economic viewpoint the machinery set up for collaboration between, say, three or four countries should be designed as to facilitate circumventing such divisions.

More and more the common elements among their cultures and the similarities of their needs and problems are increasingly beginning to be revealed to the consciousness of Asian people. The emergence of this new consciousness means no less than the discovery of a region--not merely national selves or of exclusive sovereignties, but of the fact of the inter-relationships among them where a decision has to be made of the political, the economic life, the cultural advancement, of the standard of excellence within the region. In saying this I do not mean to imply that it is impossible for any of these nations to formulate an educational system independent of each other. But I mean to suggest that the terms of enlightenment within Asia cannot ignore the facts of the culture and life of their several societies. For enlightenment aspires to a knowledge of the general, and it is the consciousness of this entity which is Asia, the awareness of the distinctness and the relatedness of these societies, that can constitute a general integration of educational policies.

The Karachi Plan

A meeting of the Representatives of Asian Member States (namely, Afghanistan, Burma, Cambodia, Ceylon,

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Republic of China, India, Indonesia, Iran, Republic of Korea, Laos, Malaysia, Nepal, Pakistan, Philippines, Singapore, Thailand, and the Republic of Viet Nam) was convened by Unesco at Karachi, Pakistan, in December and January 1959-1960. The Karachi Plan, which was the outcome of this meeting of representatives from the seventeen member states of Unesco, proposed that the countries should undertake to establish throughout the region within a period of twenty years, free and compulsory education at the primary level through grade seven. The Karachi Plan was the first attempt at the regional level to prepare a perspective plan for the development of primary education by identifying long term targets, the principal one being universal free and compulsory primary education, and the implications in terms of financial and personnel requirements.

The Karachi Plan embodies national desires to create the necessary conditions for full democratic growth. Such schooling provides the true base for the location and selection of a nation's talent and as such is the foundation of the educational pyramid. It also provides the literacy and knowledge necessary for the full exercise of democratic rights and responsibilities and have been recognized as a basic right in the Universal Declaration of Human Rights. In addition such schooling makes a major contribution to economic growth permitting a more rapid spread of the understanding and application of science and technology.

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It soon became evident that one of the principal difficulties to be overcome in the pursuit of such an objective was the lack, almost everywhere, of a sufficient number of adequately trained teachers to staff schools both existing and new. While it was recognized that the training of teachers was primarily the responsibility of each member state, it was felt that Unesco could help considerably in the task by establishing an institution in which those who would be engaged in this work might themselves receive training in the aims and methods that they ought to follow.

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CHAPTER II

THE ASIAN INSTITUTE FOR TEACHER EDUCATORS

Background

The Regional Meeting of Representatives of Asian Member States on primary and compulsory education held at Karachi, Pakistan, from December 28, 1959, to January 1, 1960, drew up a working plan for the region in the field of primary education in order to facilitate concerted action by the Member States and international organizations like Unesco operating within the region. It proceeded, further to examine in detail the various problems both quantitative and qualitative, and identify some of those which required immediate attention. These documents were considered by the Regional Conference of National Commissions for Unesco in Asia, held in Manila from January 18-23, 1960, in which the details of the plans were revised for facilitating action at the regional level in some essential aspects with a view of stimulating action at the national level for the ultimate solutions of the problems.

The recommendations formulated at the two conferences were reiterated at the General Conference of Unesco at its eleventh session in November 1960. One of the

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recommendations stressed the need: (1) to evolve modern methods of teaching suited to its environment in each country, to eliminate wastage and to ensure the maximum use of existing resources and; (2) to guarantee the development of the total personality of the child in harmony with the national heritage of culture, the demands of the era of science and technology and the need for better international understanding through an appreciation of the cultural values of both East and West, so necessary for the peace of the world. Another recommendation was for the training of high-level technical personnel in sufficient numbers in each country who would be able to draw up a realistic and balanced over-all plan for educational development and to implement it in an efficient and speedy manner. The modus operandi for achieving the first set of objectives was the establishing of suitable training centers at the national level so that the training given would be closely related to the environment of the trainees, and for the second, imparting training to the personnel manning such training centers, in special institutions located within the Asian Region; so that the environment would be as close as possible to the conditions prevailing in the countries of the trainees. Four regional institutions were established to implement this regional educational program of Unesco; one at Delhi, India, for the training of educational planners, administrators and supervisors; one at Bangkok, Thailand, for conducting regional

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studies and imparting training in the techniques of educational research and to act as an educational clearing house; one at Bandung, Indonesia,[1] for the planning and construction of low-cost school buildings; and one in the Philippines for the training of primary teacher educators.

In developing cooperative activities among the countries of the region in the field of education the Asian Institute for Teacher Educators was established on the campus of the University of the Philippines at Quezon City, Philippines, following an agreement between Unesco and the Government of the Philippines. It is an autonomous institution and commenced operation in July 1962. During the first two years AITE was known as the Asian Regional Center for the Training of Teacher Educators. In 1964 at the 13th session of the General Conference of Unesco, the name of the Regional Center was changed to the Asian Institute for the Training of Teacher Educators.

Classes were started for the first Asian educators on July 9, 1962. They were to undergo a course of training on the various phases involved in developing leadership in teacher education. A curriculum was developed during the Seminar of Experts held at the University of the Philippines in May 1962.[2] Before considering curriculum details, the

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[1]Transferred later to Ceylon.

[2]Regional Conference Report No. 1, Problems in Asian Teacher Training and a Course for Teacher Educators, A Report prepared at Manila, May 1962, (MS) Unesco, Bangkok, Thailand.

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meeting sought to establish the tasks that AITE trainees would be expected to perform upon completion of their training. These tasks are:

1. To develop effective and workable programs of primary teacher education.

2. To organize, administer, and supervise national institutions for the development of primary teachers.

3. To develop pilot projects or model primary teacher training institutions.

4. To help organize or improve national centers for the preparation of primary teacher educators.

With this criteria in mind, it then became possible to formulate the principal objectives of the Center, namely, to prepare trainees for the performance of the tasks outlined above, and to provide varied opportunities by means of which the trainees might come to know one another and to understand the problems confronting educators, particularly primary educators within the region.

It was because the trainees attending the Institute were found to have such varying educational backgrounds that the administration of the Center was constrained to divide the group into two categories: (1) those taking the core curriculum as designed for the Center; and (2) those pursuing the degree curriculum. Those who did not possess the qualifications required for the University's Master of Education Degree were to take only the core curriculum. Those who possessed the necessary qualifications to pursue a master's degree in education were subjected to the same rules and

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regulations prescribed for regular graduate work in the University of the Philippines, i.e., they had to make a minimum grade point average of 2 in each course, pass the comprehensive examination, and write a thesis.

An Evaluation Commission of Unesco headed by Dr. Malcolm Adiseshiah submitted a report in 1965.[3] According to the recommendations of the Commission, the nine month's course was to be continued only up to a time when it could be transferred from the Institute to the University of the Philippines. A three to four months course for "those responsible for teacher education in Asia" and a two to three week symposium for the "highest level personnel" in teacher education in the Member States, were to be held at the Institute. The Institute was, further, to strengthen its research activities. Starting from August 1967, it was proposed that the Institute organize: (1) four-month courses for the heads of teacher-training programs in the Ministries of Education in Asian countries, principals of teacher institutions and those responsible for in-service training programs; and (2) a three-week symposium each year for the higher-level personnel in the field of teacher education in the Member States.

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[3]Unesco's Inter-Asian Programme, Report of the Evaluation Commission on the Regional Offices, Centers and Institutes established or assisted by Unesco in Asia, Unesco, Paris, France, 1965.

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Purpose

The programs of the Asian Institute for Teacher Educators are designed to provide a forum and focal point for those responsible for teacher education in Asia. This includes heads of teacher training programs in Ministries of Education, principals of teacher training institutions and those responsible for organizing in-service training programs. The Institute enables these educators to meet and exchange ideas, experiences, discuss programs, develop common standards and draw up plans for the development and up-grading of teacher education in Asia. To accomplish this mission AITE:

1. Provides successive training courses at the postgraduate level in order to prepare staff for national institutions devoted to the training of primary school teachers in the Asian Member States.

2. Undertakes and promotes studies and research on priority problems in teacher education, with particular reference to the techniques of teacher training and teaching methods.

3. Organizes periodically high-level symposiums to review the substantive aspects of the Institute's training and/or research programs in the field.

4. Promotes the development, through the exchange of information and advice, of a network of national teacher-education centers, as well as a scheme of associated teacher training colleges, teacher training institutions and services.

In the total scheme of regional cooperation in the field of teacher education the Asian Institute for Teacher Educators occupies a vital position because it:

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1. Determines the general policies on the basis of which training programs will operate.

2. Provides financial and material support in the implementation of the program.

3. Provides for the exchange of personnel, students, educators, specialists, etc.

4. Provides for the publication, dissemination and exchange of professional literature.

5. Provides for inter-country visitation.

6. Provides technical and/or material assistance.

7. Provides scholarships for the training of personnel, especially for teacher educators, administrators and supervisors.

Administration and Organization

The general supervision of the Asian Institute for Teacher Educators is vested in a Steering Committee. This committee includes a:

Chairman - - - - - -	The President of the University of the Philippines, or his representative.
Member - - - - - - -	The Director-General of Unesco, or his representative.
Non-voting Member -	Representative of the Department of Education - Philippines.
Non-voting Member -	The Director of the Institute.[4]

The operational direction of the Institute is in the hands of a director, a deputy director, four Unesco full-time

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[4]As stated in the 1962 Agreement, the members of the Steering Committee were: (I) The Secretary of Education of the Philippines; (II) The Director of the Bureau of Public Schools; (III) The President of the University of the Philippines; (IV) The Director of the Unesco Regional Office for Education in Bangkok, representing the Director-General of Unesco.

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administrative staff provided by the Government of the Philippines. The organizational structure of the Institute is as follows:

Director

Deputy Director

International Teaching Staff (Four Unesco Experts)

Colombo Plan Expert

Executive Officer

Administrative Assistant

Documentalist

Librarian

Financial and Material Provision

The salaries of the administrative staff and expenditures on provisions of material facilities are paid from funds provided by the Government of the Philippines as are the salaries of the Deputy Director, the Executive Officer, the Administrative Assistant and the Librarian, Unesco assumes responsibility for meeting the cost of the salary and allowance for the Director, the Documentalist and the Bilingual Secretary. In addition Unesco provides four international experts for the staff. Provision is also made by Unesco for meeting the cost of honoraria payable to the administrative staff, part-time lecturers and for certain supporting equipment.

The University of the Philippines, as host institution provides instructional facilities such as classrooms,

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library, offices, and the necessary furniture and office equipment. The Institute is accommodated for the present at the College of Education of the University and the fellows are housed in cottages on the university campus.

The Government of the Philippines also provides the stipends for its national trainees and cost of internal travel for the fellowship-holders and staff. The Government of Australia, under the Colombo Plan, provides a research specialist. When a course is conducted bilingually, interpretation and translation services are provided by Unesco.

The Institute Course

The Asian Institute for Teacher Educators conducted five training courses between 1962 and 1967. Each training course was nine months in duration. One hundred twenty-one educators attended the courses offered by AITE, of whom seventy-seven were supported by fellowships awarded by Unesco, fourteen by UNICEF, three by the Asia Foundation and twenty-seven fellowships from the Government of the Philippines.

In light of the experience gained over the first five training courses, starting with the academic year 1967-68, the nine months' course was replaced by high level short training courses of three and one half months' duration (three in each biennium). During the first five training programs of this type, one hundred twelve educators

have attended, of whom seventy-nine were sponsored by Unesco fellowships, ten by UNICEF fellowships, twenty-three from the Government of the Philippines and two from non-governmental institutions in Thailand.

The three and one half months' course differs from the previous nine months' course in at least three significant respects. First, it is structured to meet the needs of "key" personnel in teacher education. Second, it is organized as a series of seminars and workshops in which the major emphasis is not so much on lectures but on stimulating the sharing of experiences, ideas and opinions among the participants through a variety of methods and procedures. Third, there are no formal tests or examinations either during or at the end of the course as are required for courses leading to a diploma or degree. A considerable amount of written work, by the participants in form of papers and reports, is expected by the faculty in charge of the various units that constitute the program. In addition to these periodic assignments, each participant is assisted in the preparation of a research outline on an educational problem in his own country while he is at the Institute. After completion of the research, a report is prepared and submitted to the Institute.

While adequate time and attention is devoted to fundamental principles in the fields of sociology, psychology, education, and other social sciences, which

undergird practices in teacher education, a special feature of the program is its orientation to the problems of primary teacher training in Asian countries. On account of these distinguishing features, the present program is referred to as "institute for key teacher educators" rather than a "training" course.

Apart from the seminars and group discussions, demonstrations in the techniques of teaching were held in the Institute and in the Laboratory School at the College of Education. School visits, visits to teacher-training institutions and centers for audio-visual instruction, speech and language training, and evaluation of programs through mass media, like radio and television, were arranged for each Institute session. Visits were also made to centers of educational administration like the Bureau of Public and Private Schools.

A long one-week study tour in the Philippines is a regular feature of the Institute Course. The educators not merely visit institutions for training primary teachers during this tour, but educational institutions at all levels including universities, research centers, curriculum laboratories, guidance clinics, as well as the barrio schools widely known for their community oriented educational programs. As significant as the educational experience was, important social experiences were gained from these tours. Invariably there were several receptions by governors, mayors, school authorities and these occasions engendered

a greater understanding of the friendliness of the people of the host country to foreigners, and served greatly in promoting international understanding.

For a more thorough understanding and appreciation of the Institute Course the Syllabus for the Fourth Institute for Key Teacher Educators, January-April, 1969, is included in this paper as Appendix B.

AITE Research Program

Educational research is of recent origin in most Asian countries. In the present stage of development of educational research in Asian countries, it is particularly useful to undertake cooperative research, within each country as well as regionally, because it develops coordinated effort among participating entities, helps by the mutual exchange of information, avoids unnecessary duplication and makes it possible to share limited resources of expertise. Educational leaders are becoming increasingly aware of the need for educational reforms. Inasmuch as the changes are as rapid as they are unprecedented, and since resources in experts and money are limited, educational research must be largely functional and action-oriented.

In developing a program of research AITE feels emphasis should be generally on surveys, action research, pilot studies and experimentation, and analytical and descriptive studies based on the practical needs of the member states, although due recognition should be given

the needs for basic research. Research programs of teacher education should emphasize not only competence in the content of the school subjects and technical skills of imparting the same within the classroom, but it should also develop observational sensitivity and skills of assessment to enable teachers to analyze and improve their own professional needs. There is need for a kind of action studies which will help the teacher to tackle educational problems in a reasonably objective and informed manner, to collect relevant facts and evidence, assess them and arrive at workable solutions. Such action studies are considered more valuable and meaningful to the teacher than sophisticated fundamental or theoretical research. They will be mainly based upon real problems arising in schools and in the teaching-learning situation. It is also true to say that it will be too much to expect research to answer all the problems and to weigh the pros and cons of evidence in arriving at decisions and implementing them. The approach and method to be used in the research will be determined by the specific nature of the problem.

In planning research, AITE considers the need for cooperative research between individuals, between nations, and within a country. The Asian Institute for Teacher Educators plays a very important role in the regular dissemination of research information. It develops and carries on a program of publication of research reports and promotes and organizes inter-institutional research among the regional

member states. The following policies were developed by AITE for the systematic organization and encouragement of research in teacher education in member states:

1. Development and promotion of cooperative research.

2. Coordination of research carried out at various levels by various countries.

3. Promotion of the training of research workers.[5]

The following criteria were developed for determining priorities among possible topics for educational research:

1. Educational research must have a direct bearing on contemporary educational problems.

2. Research should develop and utilize common standards of comparison.

3. The terms used must be precisely defined.

4. Research should be useful and functional.

5. Research should lead to action for improvement.

6. Research should relate to local situations and conditions.

7. Research should be designed to have value and importance for the needs of the country.[6]

In line with the Institute's objective "to undertake and promote research in the techniques of teacher training and teaching methods for primary schools," the fellows were guided and helped in the development of a research project, the design of which was prepared and submitted to the

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[5]Unesco's Inter-Asian Programme, Report of The Evaluation Commission on the Regional Offices, Centers and Institutes established or assisted by Unesco in Asia, 1965, op. cit.

[6]Ibid.

Institute. It was expected that upon their return to their respective posts, the research would be accomplished according to the time-table and the results collected, organized and interpreted.

Profiting from past experiences of the previous Institutes, the Fifth Institute for Key Teacher Educators offered a revised program of research along the following guidelines: (1) individual research on a topic of special interest; which was to be finished during the Fellows' stay at the Institute. This plan was a departure from the previous Institutes where the Fellows presented their research outlines and returned to their countries to undertake the research.

The AITE professors engage in their own research, after teaching the courses and guiding the scholars in their research projects, which was their main concern till the end of the long course. As all but one had only short term appointments, it was not possible for them to take up any serious research. Yet the work produced is not inconsiderable. Some of the research studies made by Dr. E. A. Pires during this period are:

1. Principles of Organization, Administration and Supervision for Primary Teacher Educators in Asia.

2. A study of the In-Service Training of Primary School Teachers in Asia.

3. Student Teaching Practices in Primary Teacher Training Institutions in Asia.

4. Recruitment and Selection of Candidates for Primary Teacher Training in Asia.

5. The Teaching of Social Studies in Primary Teacher Training Institutions in Asia.[7]

Professor Bass completed a study on Evaluation Procedures in Certain Primary Training Institutions in Asia which has been sent to Bangkok for publication. John Driscoll brought out a "Teacher's Handbook to Low-Cost Visual Aids for Asian Schools." Dr. Lebern Miller and Mr. Owen W. Reid prepared abstracts of research carried out in the Asian region and Mr. Reid initiated some work on programmed learning.

The research program of the Institute had a relatively low priority up until 1967, during which time the stress was mainly laid on the nine month course. With the reorganization of the course following the recommendations of the Evaluation Commission, it was felt that there would be more time left for the staff to do research and the research function of the Institute was increased. However, the short tenure of most of the members of the staff made it difficult for any of them to embark upon any solid program of research. It was found that the planning of projects and their acceptance by Unesco and Associate institutions takes much time, partly due to protocol formalities. This takes usually a year in the case of most research projects, if worthwhile results are to be reported, and the

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[7]Unesco, Newsletter, Asian Institute for Teacher Educators, Vol. 3 No. 3, 1968-69.

analysis of returns, even if not complicated by the need for re-validation of data or re-testing of results, may still require almost a year. Even with regard to survey-type studies, experience shows that almost a year is the minimum time necessary for the questionnaire sent out to be returned.

There were many delays in completing the research work proposed by the scholars. Not the least important among these, is the fact, that in the case of those students who had limited experience in research before their AITE experience encountered unexpected difficulties as the work progressed. Many of these problems were too complex to be handled with the knowledge of research acquired at the Institute during the course of their short training. Such experiences are most frustrating, especially if there is no means of getting technical advice and assistance. The lack of reference material in their country was another frustrating experience for many of the scholars. Moreover, some of the scholars, upon their return home, were transferred to new positions thus creating additional problems. Coupled with this, was their inability to solve problems which developed from not getting back questionnaire returns on time or in analyzing and interpreting them. Often their original proposals were too optimistic and failed to anticipate the many difficulties that would be encountered. This was due partly to their enthusiasm gained at the Institute and partly due to their lack of experience and their limited

contact with the supervisors and when the experts who guided them left the Institute, the research was usually terminated.

AITE Publications

A program of periodical publications is also undertaken by the Institute. The Newsletter from the Institute was first published in July, 1966, by the Unesco Regional Office in Bangkok, both in English and in French. Some of these carried a Supplement which contained articles on specific themes related to teacher education, reviews of books, and reports currently published on specific projects. A letter from the Director, News of the Institute, News from Associated Institutions, Alumni News, Abstracts of Studies and Book Reviews generally formed the contents. From June, 1968, new items were added to it like the annotated bibliography and articles on professional material.

The Institute brought out another serial publication called Educational Exchange Features, in October, 1967. The publication of a Digest of Educational Research Studies in Asia had been recommended by Mr. El Dib, Program Specialist for Documentation in the Unesco Regional Office at Bangkok, with a view to developing Regional Documentation Services. The Institute agreed to prepare materials on teacher education, abstracts on important studies and publications relating to teacher training, bibliographic materials, reading lists and short papers prepared on specific topics. These were sent to the alumni and to the "Associated

Institutes" founded in the different countries by this time, for the purpose of cooperating in the Center's research projects, and to encourage them to start similar documentation services in their institutions. The first issue of the Educational Exchange Features contained a digest of research studies prepared by Dr. Lebern Miller, the Educational Research Coordinator of the Institute. The second issue, which came out in February, 1968, was devoted to a review of in-service training programs for primary school teachers in Asia, prepared by Mr. Owen W. Reid, the Colombo Plan Expert on Teacher Education. The third issue was prepared by Dr. Lebern N. Miller and Mr. Owen W. Reid, as "an updating of reports on current educational research in Asia," which was started in Educational Exchange Features No. 1. It contained mainly reports from China, India, Indonesia, Iran, Malaysia, Pakistan and the Philippines. This was published in June, 1968, and was followed by the fourth and last of the series, prepared by Mr. Owen W. Reid. Its theme was "The Contribution of Elementary Science to the Development of the Primary Child." Trends in Teacher Education was the title of the fifth issue of the serial publication which had till then gone under the name of Educational Exchange Features. It carried an article on "Changing Trends in the Teaching of Social Studies" by Dr. N. P. Pillai, Expert in Teacher Education at the Institute, and was published in December, 1968.

The professional staff of AITE has devoted much effort to the translation of the concept of research and development into some form of reality useful to its program of training, dissemination, documentation and other ways for promoting teacher education in the Asian Member countries of Unesco. One major activity resulting from this conviction has been the preparation and regular publication of Trends in Teacher Education. This publication is rooted in the idea of bringing to the teacher and the teacher-trainees conventional classroom innovations and research findings that carry implications toward expanded or adapted usage with a new challenge.

Professional Meetings

One of the functions outlined for AITE in 1967 was "to organize periodically high-level symposia to review the substantive aspects of the Institute's training and/or research programs and assist in the coordination of programs in this field." A regional symposium was accordingly organized on the theme, "In-Service Education for Primary School Teachers from July 5 to 19, 1967." It was attended among others by 16 representatives from the Member States. The report of the Symposium has been published in Bangkok.

In June, 1968, a three-day workshop was held for the Filipino alumni of the Institute, in collaboration with the Bureau of Public Schools, on "The Development of Experimental Projects in Primary Teacher Education." Twenty-two

out of the twenty-nine Filipino alumni participated in the workshop.

A meeting of the Preparatory Committee for the Regional Meeting on "Curriculum Development in Teacher Education" was held at the Institute from December 16 to 20, 1968, at which the draft of a common curriculum for the training of teachers, prepared by the Institute staff was reviewed and the plans for the Conference discussed. This was intended to help the Conference to make its recommendations on Curriculum Development in the light of the working papers and the discussions on them.

Special meetings have been convened to review the AITE training course. These meetings bring together experts in teacher training from the Asian countries to consider such pedagogical items as aims and objectives, curriculum, length of program, and to consider any special problems of teacher education. Special committees of these experts draft recommendations for the AITE program regarding future direction and improvements.

Meetings focusing on contemporary pedagogical subjects are convened by the Asian Institute for Teacher Educators. The organization of these meetings is authorized and sponsored by Unesco. These meetings are designed to make a contribution to stronger and more intensive cooperation for the solution of common problems and the advancement of education in Asia. The professional meetings represent and may be regarded as a follow-up in the enlargement

of the area of cooperation within the region. The primary functions of the professional meetings are:

1. To review teacher training programs in the countries of the region.

2. To prepare basic principles for the organization and conduct of teacher training programs.

3. To identify the areas where further research is needed and to develop research design for such studies.[8]

In pursuance of the above function, the Asian Institute invites experts, in their individual capacities, from the Member States in Asia, as well as observers from UNICEF, WCOTP, the Asia Foundation and Unesco sponsored regional institutes. Experts from Member States provide information and reports regarding their respective countries.

Assistance to Member States

Assisting Member States in the Region, directly at their request, in the organization and improvement of teacher education, and indirectly by placing at the disposal of the Member States the results of studies and research carried out at the Institute, was one of the functions envisaged for AITE right from the beginning in 1962. The re-statement of its functions in 1967 puts this idea in different words. One of the functions of the Institute is to promote the development and to service,

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[8]Unesco's Inter-Asian Programme, Report of The Evaluation Commission on the Regional Offices, Centers and Institutes established or assisted by Unesco in Asia, 1965, op. cit.

through exchange of information and advice, a network of national teacher education centers, as well as a scheme of associated teacher-training colleges, teacher training institutions and services.

As early as in 1964 the Institute initiated a scheme of Associated Institutions[9] as an extension of its activities envisaging the following objectives and services:

1. To enable the Institute to keep in touch with selected teacher training institutions in the Asian countries, partly with a view to providing extension services to them and partly with a view to improving its own program of training teacher educators through live contacts with day-to-day problems that arise in this area.

2. To enable the Institute to obtain from the associated institutions current educational publications, reports and vital statistics pertaining to their countries as and when necessary.

3. To enable the Institute to obtain from the associated institutions relevant data collected from their respective countries in respect of studies undertaken by the Institute.

4. To promote research and studies by the Institute and associated institutions.

5. To provide to the associated institutions extension services, including expert advice on problems of primary teacher training referred by them to the Institute.

6. To provide to the associated institutions newsletters, bulletins, reports and other materials produced by the Institute and the Unesco Regional Office in Bangkok.[10]

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[9]Appendix D, Associated Institutions.

[10]Unesco's Inter-Asian Programme, Report of the Evaluation Commission on the Regional Offices, Centers, and Institutes established or assisted by Unesco in Asia, 1965, op. cit.

Twenty-six institutions were selected to begin with, from the eighteen Member States. Many tools for doing research and for studying and improving evaluation methods were among the early materials sent to them. Periodic reports of their work in improving the various phases of teaching and training and of their research projects were received and whatever was worth publishing was included in the Newsletters from 1966. In July, 1967, it was decided to bring in more institutions under the scheme. A cooperative project called the "Future Teacher's Club" was developed by Dr. Pires and four associated institutions were involved in it. This project is now in progress. The present number of the associated institutions is twenty-eight.

A beginning in providing direct assistance to Member States in the form of consultative services was made when, at the request of the Government of Thailand, Dr. Pires was dispatched to assist in completing the plan and syllabuses for the establishment of a Faculty of Education at Chiengmai University. Other staff members of the Institute also helped in the preparation of courses.

The staff members of the Institute go on missions abroad at the request of Unesco, or with the approval of Unesco in connection with the research projects of the Institute and the follow-up of the alumni. In the course of these tours they confer with officials of the Institute's Associated Institutions, with Principals of training institutions, with officers in the Ministries of Education and

the alumni. Practically all the members of the professional staff in 1967 had gone on such tours of these countries and were able to gain rich experiences. The sharing of these experiences with one another becomes a source of further education, enabling all to see the Asian situation as a whole, and in comparison with the rest of the world.

CHAPTER III

REVIEW OF THE LITERATURE

One of the obligations of a Unesco fellowship-holder is to submit a comprehensive report, in three parts, to Unesco within four months after the termination of the fellowship. The first two parts indicate the fellow's knowledge of his particular field before the commencement of the fellowship course of study, and the increase in his knowledge resulting from his fellowship. These two parts are submitted immediately upon completion of the fellowship. The third part indicates what use the fellowship-holder has been able to make of his increased knowledge.

A standard Report Form is used to enable standard composition of these reports. The reports are considered confidential and are designed to enable the Secretariat to evaluate the usefulness of the Institute and improve its function.

Dr. Robert K. Stuart, Unesco Expert in Teacher Education, who was with the Institute from June 29, 1967, to May 1, 1969, took up in April 1968 a follow-up study of the graduates of the Asian Institute for Teacher Educators from

July 1962 to July 1968, as an individual research project.[11] As stated in the Outline of the Study prepared by Dr. Stuart, he thought as the Institute had functioned well beyond the half-way point of its ten-year sponsorship by Unesco, the time was opportune for such a study to be undertaken. According to Dr. Stuart, 126 students had graduated from the Institute by July 1968, and the graduates represented many different countries in Asia, and had come to the Institute with a wide background of experience and training. One of the purposes of the study was to determine how the graduates have fared in their professional work since leaving the Institute. He points out the objectives envisaged for the AITE graduates at the First Meeting of Experts in Teacher Education held in May 1962, and wanted to determine to what extent these objectives are being attained in actual practice.

The study was conducted on the basis of a questionnaire. It was hoped that all the scholars who had passed through the Institute could be contacted as their addresses were on the records of the Institute and that a great majority would be willing to cooperate in the study. Copies of the questionnaire were distributed not only to the scholars of the Institute, who completed their courses before April 1968 as envisaged in his research outline, but also to those who attended the course held from August to November 1968,

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[11]Stuart, Robert K., and N. P. Pillai, A Follow-up Study of the Graduates of the Asian Institute for Teacher Educators from July 1962 to December 1968.

thereby extending the scope of the enquiry to a total of 192 scholars as against 126, as originally planned. The number of questionnaires answered and returned was 53.

An examination of the items included in the questionnaire reveals that very limited information had been sought from the scholars. The nature of the questions asked did throw some light on how to reform the training course itself. Such were the questions asking for the ways in which the training course had helped the scholars, or which topics or units were most helpful to them, or the limitations of the course and the suggestions for improvement. But the questions asked were few; most questions, being open-ended questions, were answered meagerly, touching only on very few aspects, with many aspects on which information would have been desirable being missing.

The factual information gathered through the questionnaire was not adequate for the purpose of clearly determining how the scholars have fared in their professional work since leaving the Institute, if their professional competence is to be judged in terms of the objectives of their professional preparation at AITE, namely, developing an effective and workable program of primary teacher education; organizing, administering, and supervising national institutions for the education of primary school teachers; developing pilot projects or model primary teacher training institutions; and helping to organize and improve national centers for the preparation of primary teacher educators.

No direct questions had been asked to find out their views before and after their training at the Institute on the different types of organization, curriculum and methods of teaching and training that they might consider suitable for their own countries, or on the best way to organize, administer and supervise national teacher training institutions. So, too, there were no direct questions to find out if any one has been engaged in work connected with developing programs of primary teacher education, organizing, or supervising national teacher training institutions, or helping to organize or improve national centers for training primary level teacher educators. Information which can be gathered from questions regarding positions which one has held before and after the training at the Institute, and the ways in which and the extent to which the training received at the Institute has been helpful in the positions held after leaving it, can give, at best, only some indirect indications regarding its effectiveness in raising their competence or in changing their attitudes.

A preliminary study of the returns was made to find out what useful purpose could be served if the data was analyzed and interpreted. It was felt that the returns were fairly, though not adequately, representative of the population and contained facts and opinions, which could lead to some useful conclusions. The Director of the Institute and the AITE staff therefore decided that the research project

should be completed by presenting a report on the basis of the data collected.

CHAPTER IV

RATIONALE FOR THE STUDY

Statement of the Problem

The Asian Institute for Teacher Educators has now been operational for eight years; well beyond the halfway point of its ten year sponsorship by Unesco. During these eight years of operation 260 Asian educators representing 16 different countries in Asia have attended AITE. To this date there has not been any significant study to correlate the programs and activities of AITE with the nature and extent of impact and contributions made to teacher education in Asia by participants of AITE.

Purpose of the Study

Periodic assessment is an integral and vital part of every educational program. The primary purpose of this study is to provide an assessment of the Asian Institute for Teacher Educators in terms of correlating the AITE programs and activities with the nature and extent of impact and contributions being made to teacher education in Asia by former participants of AITE. This assessment will be considered not against the often inapplicable standards of the

West, but against impact and contributions made to teacher education in Asia yesterday and today.

Scope and Limitations of the Study

This study will bring within its scope 255 of the 260 educators from 16 Asian countries who have undergone training at the Asian Institute for Teacher Educators since its inception in July 1962. Five fellows who are now deceased will be excluded from the survey.

The criteria to be used in this study for assessing the AITE programs and activities in terms of their relevance to the development of teacher education in Asia will be:

1. Attainment by participants of the primary objectives of AITE as envisaged by Unesco and the First Meeting of Experts in Teacher Education held in Manila, May 1962.

2. The nature and extent of the impact and contributions made to teacher education in Asia by former AITE participants.

Assumptions

This study is based on the following assumptions: (1) That accurate data can be realistically and responsibly gathered, identified and interpreted and (2) that the Asian Institute for Teacher Educators is affecting objective and subjective changes in the educational perspectives of the participants.

Hypotheses

Hypothesis 1: AITE trainees are attaining those primary objectives as envisaged by Unesco and the First

Meeting of Experts in Teacher Training held in May 1962. These objectives are:

1. Developing effective and workable programs of primary teacher education.

2. Organizing, administering and supervising national institutions for the education of primary school teachers.

3. Developing pilot projects or model primary teacher training institutions.

4. Helping to organize or improve national centers for the preparation of primary teacher educators.

Hypothesis 2: The programs and activities of the Asian Institute for Teacher Educators are relevant to the development of teacher education in Asia.

Sub-Hypotheses 2: The Institute programs and activities which are relevant to the development of teacher education in Asia are in the area of:

2.1 International understanding

2.2 Curriculum methodology

2.3 Research methodology

2.4 Organization, Administration and Supervision methodology

2.5 Evaluation methodology

Hypothesis 3: There is a correlation between AITE programs and activities and the nature and extent of impact and contributions made to teacher education in Asia by former participants of AITE.

Sub-Hypotheses 3: As a result of their AITE experience, former AITE participants are making quantitative and

qualitative contributions to the development of teacher education in Asia by promoting or sponsoring, developing and undertaking and/or implementing modern educational theories and practices in the following areas:

3.1 Educational research and publications.

3.2 Curriculum methodology.

3.3 Organization, administration and supervision.

3.4 Evaluation methodology.

3.5 Professional meetings, seminars, symposia and workshops.

3.6 Educational enrichment and enhancement through:

3.61 Motivation for continued educational study.

3.62 International understanding.

3.63 Developing positive attitudes toward modern educational theories and practices.

Significance of the Study

The need for a follow-up study on the AITE participants was first pointed out at the Second Regional Meeting of the Experts in Teacher Training held in Manila in 1963.[12] The report states, "The conducting of a follow-up program is highly desirable." It is anticipated by the Unesco experts, who are the consultants for this study, that it will provide the most comprehensive and up-to-date information available concerning the graduates of AITE--information which no other source can supply at this time.

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[12]Regional Conference Reports, No. 2.

Hopefully, this study will correlate the programs and activities of the Asian Institute with increased quantitative and qualitative contributions made to the development of teacher education in Asia by former participants of AITE. This correlation will help validate the primary objectives and functions of AITE and may be useful to the administrative and organizational staff of AITE, Unesco and the Government of the Philippines for determining the future direction of AITE programs and activities.

CHAPTER V

METHODOLOGY

Description

This study is primarily a survey-analysis. Field research will be conducted at the Asian Institute for Teacher Educators, University of the Philippines, Quezon City, Philippines, and the Unesco Regional Office for Education in Bangkok, Thailand. In the process of gathering data, visitation and interviews with former AITE participants, additional travel to other Asian countries will be necessary. The estimated length of stay in Asia for the purpose of field research will be approximately four months.

It is understood that the study will be developed in consultation with the appropriate Unesco authorities. The operational aspects of the study, particularly its organization, the time-table of operation and the procedure for data gathering plus the analysis would likewise be planned in consultation with them. The composite results of the study will be organized and interpreted at the Asian Institute and the final results prepared and written.

Procedures for Obtaining Data

1. A study of reports and documents made by AITE staff, directors, and participants. Within this frame of reference review of all available and relevant documentation of AITE is necessary. As much as possible, data will be reviewed from the origin of the Institute (1962) to its present status.

2. Observation of an Institute Course in session. Visitation and interviews with Asian Educators participating in the Sixth Institute for Key Teacher Educators. (August 13-November 25, 1970) These scholars are 23 in number and represent 13 Asian countries.

3. Visitation and interviews with AITE staff and directors including individual and group consultation. This will include a defense of the research proposal to the AITE staff.

4. Visitation and interviews with former AITE participants. In order to gather more detailed and accurate information, the researcher will interview a selected sample of AITE participants. Interviews will be conducted with participants from:

   China (Taiwan) - 3

   India - 1

   Korea - 1

   Malaysia - 3

   Nepal - 1

   Philippines - 15

   Singapore - 2

   Thailand - 7[13]

5. A survey by mail of all participants not visited. The mail survey will attempt to provide for and ensure that the hetrogenous character of the AITE participants is fully represented in the survey results. This mail survey will include:

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[13]Appendix A.

Afghanistan - 7

Cambodia - 7

Ceylon - 6

China (Taiwan) - 13

India - 17

Indonesia - 13

Korea - 16

Laos - 7

Malaysia - 12

Nepal - 16

Pakistan - 9

Philippines - 37

Thailand - 26

Viet Nam - 6

6. Visitation and interviews with the Unesco staff and directors in Bangkok. In order to provide over-all perspective of AITE's role in the total scheme of regional cooperation and to gather specific data regarding AITE, visitation and interviews will be arranged at the Unesco Regional Office for Education in Bangkok.

7. Follow-up conference with the AITE administration and the Unesco staff.

The Survey Instrument

For the purpose of gathering data from former AITE participants the construction of a uniform survey instrument is necessary.[14] This instrument will be designed to identify the educational perspectives of the scholars prior to their

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[14]Appendix C.

AITE experience and correlate, subjectively and objectively, the relevance of the AITE experience with the nature and extent of impact and contributions made to the development of teacher education in Asia by these fellows.

The following criteria will be used as the basis for designing the survey instrument:

1. The participants' professional background and experience prior to his AITE experience. This includes their own teacher training preparation and the knowledge and skills obtained from professional experience.

2. The impact of the programs and activities provided by the Asian Institute for Teacher Educators. This includes:

   2.1 The dynamics of modern educational research.

   2.2 The dynamics of modern curriculum methodology.

   2.3 The dynamics of modern organization, administration and supervision.

   2.4 The dynamics of modern evaluation methodology.

   2.5 Enrichment and enhancement of educational perspectives through:

      2.51 International understanding

      2.52 Motivation for continued study

      2.53 English language utilization

      2.54 Developing attitudes toward modern educational theories and practices

3. The primary objectives of AITE according to the First Meeting of Experts in Teacher Training held in May, 1962. These are: (1) developing effective and workable programs of primary teacher education; (2) organizing, administering and supervising national institutions for the education of primary school teachers; (3) developing pilot projects or model primary

teacher training institutions and (4) help to organize or improve national centers for the preparation of primary teacher educators.

4. The quantitative and qualitative impact and contributions made to teacher education by the participants after their AITE training.

CHAPTER VI

INTERPRETATION AND ANALYSIS OF THE RESEARCH FINDINGS

Chapter VI contains an interpretation and analysis of the research data obtained from: (1) reviewing AITE literature and documents, (2) observation and participation in the Sixth Institute for Key Teacher Educators, (3) visitation and interviews with the AITE staff, (4) visitation and interviews with former AITE participants, (5) visitation and interviews with supervisors of AITE fellows and (6) a questionnaire which was mailed directly to each AITE participant not visited.

The Survey Responses

An attempt was made to include all 255 scholars who had attended the Asian Institute for Teacher Educators. One hundred and two of these scholars responded to the survey request. This represents a total response of 40%, which, under the circumstances, is felt, by the researcher, to be a most satisfactory return. It is essential to consider the circumstances of conducting such a survey to fully understand and appreciate this survey return percentage

factor. Specific circumstances which affected, or may be assumed to have affected, the number of returns are:

1. Many participants have changed positions and locations since their AITE experience and their new addresses have not been made available to Unesco.
2. Some of the scholars have a limited comprehension of the English language and consequently find questionnaires written in the English language difficult to answer.
3. The political and social atmosphere in certain areas, specifically Indo-China and East Pakistan, made it difficult to conduct educational research. The researcher was unable to visit these areas and, furthermore, it is assumed that these conditions had some detrimental effect on the normal communication processes.

Unesco has experienced some difficulty in obtaining official data from these scholars. Unesco officials revealed that after several attempts to obtain the official data required from these scholars as Unesco fellowship-holders that they had to resort to official channels to get certain fellows to return their questionnaires. In some cases it took more than a year before this data was returned to Unesco by the fellowship-holders.

Tables 1 and 2 represent a tabulation of the survey responses according to country, number, course and year

of attendance. Analysis of Table 1 reveals that the responses are representative of all the countries from which the participants are drawn, with the exception of those countries that comprise Indo-China (Cambodia, Laos and Viet Nam). Of the twenty-one AITE participants from these nations, only two responded to the survey for only a 9% return total.

TABLE 1.--A Tabulation of the Survey Responses (N=102)

COUNTRY	TOTAL PARTICI-PANTS*	FELLOWS OF SIXTH INSTITUTE	INTER-VIEW	MAIL SURVEY	TOTAL	PER-CENTAGE
Afghanistan	8	1	0	1	2	25
Cambodia	7	0	0	1	1	14
Ceylon	6	0	0	2	2	33
China, Rep. of	17	1	3	2	6	35
India	21	3	1	6	10	47
Indonesia	17	4	0	2	6	35
Iran	11	2	0	0	2	18
Korea, Rep. of	18	1	1	5	7	46
Laos	7	0	0	0	0	0
Malaysia	17	2	3	3	8	47
Nepal	18	1	1	1	3	16
Pakistan	10	1	0	3	4	40
Philippines	55	3	15	14	32	58
Singapore	3	1	2	0	3	100
Thailand	33	2	7	6	15	45
Viet Nam	7	1	0	0	1	14
TOTAL	255	23	33	46	102	40

*Excluding deceased fellows.

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Iran, Afghanistan and Nepal had marginal representation, (Iran 15%, Afghanistan 25% and Nepal 16%). Ceylon, China, Indonesia, Korea and Pakistan each had a substantial number of responses (33% to 40%). India, Malaysia, Singapore, Thailand and the Philippines had the most significant number of responses (Singapore 100%, Malaysia 47%, India 47%, Thailand 45%, and the Philippines 58%).

It is interesting to note that Dr. Stuart, in his follow-up study, had little, if any, response from five of the six countries from which this study had limited or no response. These countries include Laos, Cambodia, Afghanistan, Nepal and Iran.

Table 2 illustrates the balance of survey returns according to the course and year of attendance. The range of responses varies from 20% to 48%, with 33.1% being the mean. The survey returns are representative of each Institute session. Thirty-five responses were received from the one hundred twenty-two scholars who attended the "long-course," for a 29.5% return and forty-three responses were received from the one hundred fourteen scholars who attended the "short-course," for a 37.7% return.

The AITE Participants

The Number and Country of Participants Trained by AITE

Preliminary research disclosed that the Asian Institute for Teacher Educators conducted five training courses between 1962 and 1967. Each training course was nine months

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TABLE 2.--A Breakdown of the Survey Responses by Course and Year of Attendance (N=102)

COURSE	YEAR	TOTAL	MAIL RE-SPONSE	INTER-VIEW	TOTAL RE-SPONSE	RESPONSE PER-CENTAGE
1	1962-1963	30	5	2	7	23
2	1963-1964	20	4	1	5	25
3	1964-1965	20	4	5	9	45
4	1965-1966	24	4	2	6	25
5	1966-1967	28	4	5	9	32
1	Sept.-Dec., 1967	21	5	4	9	43
2	Jan.-Apr., 1968	17	3	2	5	29
3	Aug.-Nov., 1968	29	5	5	10	34
4	Jan.-Apr., 1969	18	4	1	5	27
5	Jan.-Apr., 1970	29	8	6	14	48
6	Aug.-Nov., 1970*	23	-	-	23	100
TOTAL		260	46	33	102	40

*Sixth Institute--Personal Visitation and Participation.

in duration. In light of the experience gained in the first five training courses, starting with the academic year 1967-68, the nine-months course was replaced by high level short training courses of three and one-half months duration (three in each biennium).

An analysis of the data in Table 3 shows that one hundred and twenty-five Asian educators attended the nine-months training courses offered by the AITE. During the first six sessions of the three and one-half months course, one hundred and thirty-five educators were trained. The largest number of educators who have been trained by AITE are from the Philippines with Thailand, India, Nepal, Indonesia, Korea, Malaysia and the Republic of China following with smaller numbers of trainees, in that descending order. The Philippines and Iran have had more women trained by the Institute than men, while Afghanistan and Pakistan have had no female participants. Table 3 illustrates the number, country and sex of the educators trained by the Institute.

TABLE 3.--The Number, Country, and Sex of the Asian Educators Trained by AITE, 1962-1970 (N=260)

COUNTRY	SEX	LONG COURSE[1]	SHORT COURSE[2]	SUB-TOTAL	TOTAL
Afghanistan	Male	5	3	8	
	Female				8
Cambodia	Male	4	2	6	
	Female	1		1	7
Ceylon	Male	4	2	6	
	Female	1		1	7
India	Male	5	11	16	
	Female	1	4	5	21
Indonesia	Male	7	7	14	
	Female	2	3	5	19
Iran	Male	2	3	5	
	Female	4	2	6	11
Laos	Male	4	2	6	
	Female		1	1	7
Malaysia	Male	6	8	14	
	Female	1	2	3	17
Nepal	Male	7	11	18	
	Female		1	1	19
Pakistan	Male	7	3	10	
	Female				10
Philippines	Male	6	6	12	
	Female	23	21	44	56
Rep. of China	Male	6	4	10	
	Female	2	5	7	17
Rep. of Korea	Male	7	10	17	
	Female	1		1	18
Singapore	Male		2	2	
	Female		1	1	3
Thailand	Male	11	8	19	
	Female	4	10	14	33
Viet Nam	Male	1	3	4	
	Female	3		3	7
TOTAL		125	135	167 males 93 females	260

[1]Nine-months course [2]Three-months course

The Educational Qualifications of the Participants

An examination of each fellow's dossier revealed that the participants in the Asian Institute are graduates in education and are persons possessing high academic ability with substantial educational experience. This data is presented in Table 4.

Examination of Table 4 shows that there are a few among the candidates who hold a Master's Degree in Arts or Sciences along with a Master's Degree in Education, while some have a Master's Degree with additional degrees or diplomas in Education, and some have only a Master's Degree in Education. Of those who possess the Bachelor's Degree, many were earned in subjects other than Education, but some have acquired a degree, diploma or certificate in Education as well. Three participants are graduates in law, and it is not known if they have any qualifications in education. Some candidates do not possess any degree, but have only a diploma or certificate in education.

Most of the participants are persons who hold, or are likely to hold, key positions of responsibility in the field of primary education; for example, heads of teacher programs in ministries of education; principals or vice-principals of teacher training institutions; those responsible for the organization of in-service teacher training, deans or directors or assistant directors of teachers' colleges, or equivalent positions in colleges of education or normal schools or similar posts of comparable responsibility.

TABLE 4.--The Educational Qualifications, Position and Age of the AITE Participants

DATE	POSITION			QUALIFICATIONS				AGE		
	1. Dean, Director, Assistant Director, Principal, Vice-Principal, Headmaster, Superintendent, Chief, Head, Organizer, Supervisor, Senior Officer.	2. Assistant Professor, Lecturer	3. Instructor	1. Doctorate	2. Master's	3. Bachelor's	4. Lower	1. 30-39	2. 40-49	3. 50 and above
1962 1963	16	9	5	0	8	11	11	8	14	8
1963 1964	9	1	8	0	1	15	2	7	8	3
1964 1965	8	4	9	0	3	15	3	9	8	4
1965 1966	15	5	7	0	7	16	4	12	7	8
1966 1967	15	7	6	0	14	11	3	12	9	7
Sept. Dec. 1967	20	1	1	1	7	10	4	2	13	7
Jan. April 1968	14	3	0	4	7	3	3	2	9	6
Aug. Nov. 1968	24	4	0	1	18	4	5	11	8	9
Jan. April 1969	12	2	3	2	7	8	0	4	11	2
Jan. April 1970	19	6	4	2	11	11	5	14	10	5
Aug. Nov. 1970	17	2	4	0	16	5	2	10	9	4
TOTAL	169	44	47	10	99	109	42	91	106	63

Some consideration must be given to the wide gulf in the standards of these educators, a consequence of the levels of study and the subjects studied, and from the fact that the Institute is operating for the entire region of Asia. The wide variations in the qualifications of the scholars is a factor which has to be remembered in assessing the impact and contributions made to the development of teacher education in Asia by these fellows.

The problem of the heterogenous nature and character of the participants' background was discussed at the second meeting of Asian experts at Manila held in 1963 for reviewing the program after the first year of its operation. This problem was discussed but left untouched, as an agreed solution was found impossible to reach, because of the different educational levels in the different countries.

The Professional Responsibilities of the Participants After Their AITE Training

At the First Meeting of Experts in Teacher Training held in Manila, May 1962, Unesco envisaged that one of the primary objectives of the Asian Institute for Teacher Educators, would be that of training educators to serve in one of the following educational capacities:

1. Developing effective and workable programs of primary teacher education.
2. Organizing, administering and supervising national institutions for the education of primary school teachers.

3. Developing pilot projects or model primary teacher training institutions.
4. Helping to organize or improve national centers for the preparation of primary teacher educators.

Unesco envisaged that upon return from their AITE training the participants would be placed in positions of responsibility where they could promote and develop new and improved educational theories and practices in teacher training programs at the national level.

To accomplish one of the primary objectives of this study, it was necessary to determine the professional responsibilities of the participants after their AITE training. The participants were asked to identify their professional tasks. Table 5 represents a tabulation of responses to this question.

Thirty-eight of the scholars were placed in positions in their own countries which offered them opportunities for improving the organization, supervision and administration of programs in the training of primary school teachers. Twenty-three of the scholars were in positions where they could develop effective and workable programs in primary teacher education. Few were placed in positions to initiate pilot projects for innovation and reform, but not in positions from which they could directly help promote the preparation of primary teacher educators. Only three scholars indicated involvement in helping to organize or improve national centers for the preparation of primary teacher educators.

TABLE 5.--The Professional Responsibilities of the Participants after Their AITE Training as Interpreted by the Participants (N=79)

RESPONSIBILITY	PRIMARY RESPONSIBILITY	SECONDARY RESPONSIBILITY
Developing effective and workable programs of primary teacher education (instruction)	23	16
Organizing, administering and supervising national institutions for the education of primary school teachers (administration)	38	11
Developing Pilot Projects or Model Primary Teacher Training Institutions	7	13
Helping to organize or improve national centers for the preparation of primary teacher educators	3	19
Indirectly related to education	3	--
Unrelated to education	1	--
No Reply	4	--
TOTAL	79	59

The Institute Course

The programs of the Asian Institute for Teacher Educators are designed to provide a forum and focal point for those responsible for teacher education in Asia. The major activity of AITE is to conduct the training course as envisaged by the experts in teacher education at the

first and second meetings held in Manila. The Institute enables Asian educators to meet and exchange ideas, experiences, discuss programs, develop common standards and draw up plans for the development and up-grading of teacher education in Asia.

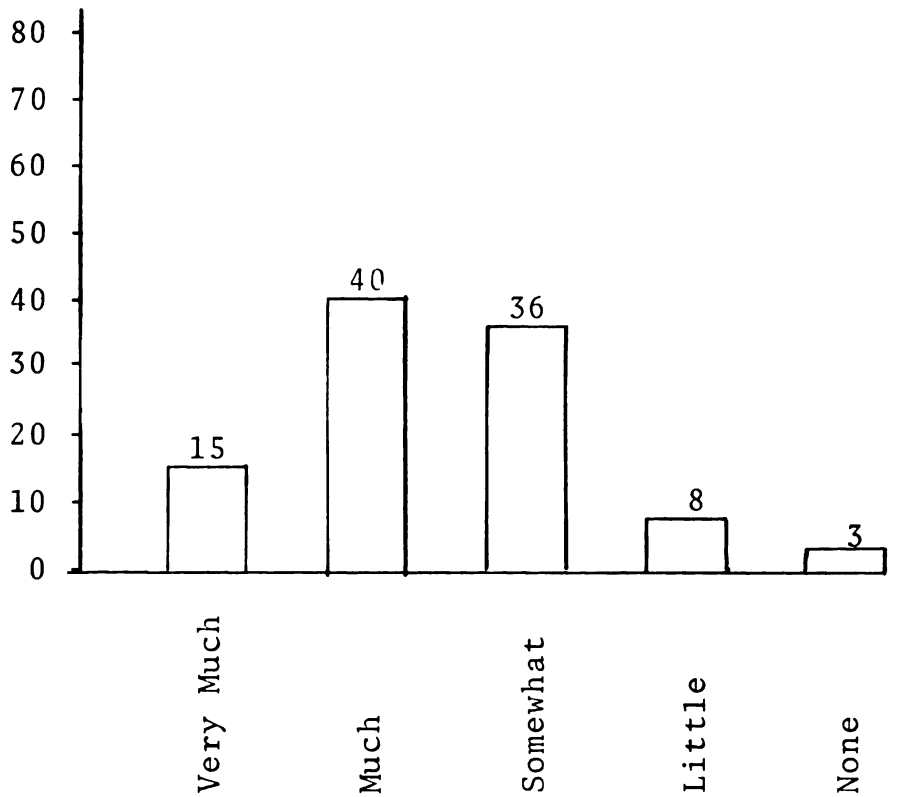
The Extent to Which the AITE Experiences Challenged the Educational Belief and Value Systems of the Participants

One of the general objectives of this training course is to inform trainees about the problems that confront teachers and teacher educators. Question 44 was designed to determine the extent to which the AITE training challenges the educational belief and value systems of the participants. The majority of responses strongly supported the belief that the AITE experience did challenge the educational belief and value systems of the trainees. Most of the personal interviews supported this. Specifically, the interview with Mrs. Heriberta Caguioa, Superintendent of Cebu Normal College, and four Cebu staff members who have attended AITE revealed that they felt that the AITE training did challenge them.

Another participant who supported this belief was Mrs. Natividad Requel, District Supervisor for Primary Education in Quezon City, Philippines. Mr. Panom Kawkamnero, Chief of the Private School Division, Ministry of Education in Bangkok, Thailand, also endorsed this belief.

The only pattern that can be determined for those few participants who felt that they were not really challenged by the AITE experience were those participants who had received advanced training, usually in a Western country, prior to their AITE training. Table 6 presents, in graphic form, the responses to this question.

TABLE 6.--The Extent to Which the AITE Experience Challenged the Educational Belief and Value Systems of the Participants, as Perceived by the Participants (N=102)



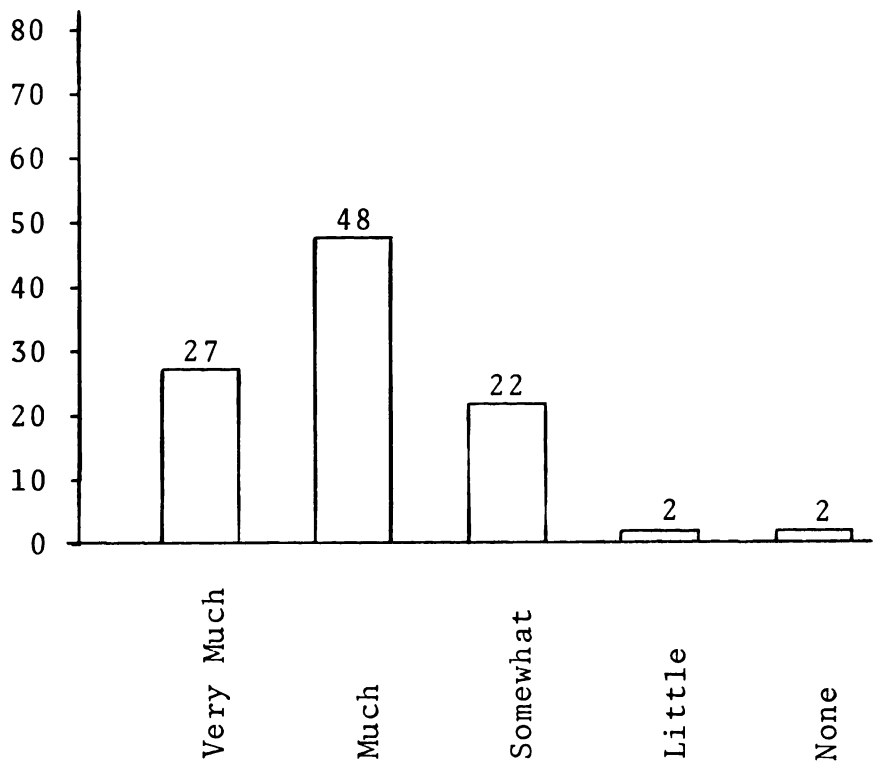
The Extent to Which the AITE Experience Motivated the Participants for Continued Study

Another general objective of the AITE experience was to stimulate the participants for continued professional growth and development. Question 43 was designed to gather information regarding the extent to which the AITE experience motivated the participants for continued study. Most of the respondents indicated that they believed that the AITE experience did stimulate them for further professional growth and development.

Several of the personal interviews were conducted with participants who had been motivated by their AITE experience. One of the more enthusiastic supporters of this belief was Milkh Raj Chilana of India. Mr. Chilana felt that the AITE experience provided him with new educational perspectives and dimensions. Upon his return to India Mr. Chilana prepared several publications and headed several committees concerned with the in-service training of teachers. Mr. Chilana returned to the AITE in 1970-71 as a Senior Research Assistant. Another participant who was stimulated by this experience was Mr. G. B. Pradhananga of Nepal. Two years after completion of his AITE training Mr. Pradhananga applied for and received a Unesco fellowship for graduate study at the University of the Philippines. Mr. Chareonpol Suvanachot, AITE scholar from Thailand, continued his education by undertaking a doctoral program at Michigan State University. Many participants revealed

similar patterns of continued growth and development. Table 7 represents a composite of the responses to this question.

TABLE 7.--The Extent to Which the AITE Experience Motivated Participants for Continued Educational Study as Perceived by the Participants (N=102)



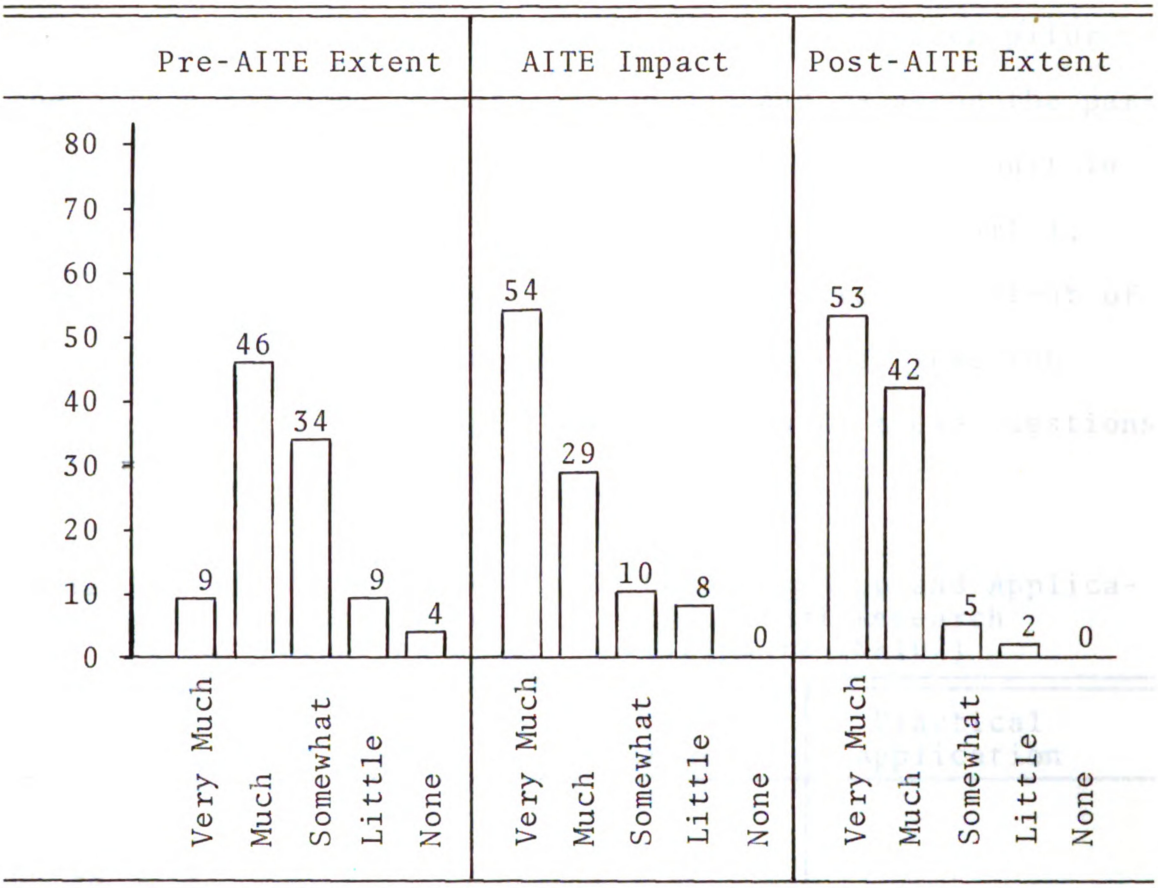
The Extent to Which the AITE Experience Enriched or Enhanced International Understanding

One of the paramount aims of the Asian Institute for Teacher Educators is to promote international understanding. One of the most interesting programs provided by the Institute was an assembly (held in the early years on Mondays and later on Fridays) in which the fellows from each country took turns in presenting an account of the culture and heritage of their particular country and followed it up

with slides, films, recorded music, and sometimes songs and dances. Albums of photographs of prominent leaders and institutions, landscape and architecture, temples and market places were placed along side of models, statuettes, curios, clothing, jewelry--in short anything that was representative of the country's culture. A "merienda," usually with some of the special dishes popular in the country, was an invariable part of this assembly. This experience provided an opportunity to meet formally and informally with scholars from other countries. It was in these personal cross-cultural relationships that genuine respect and international friendship developed.

Three separate questions were asked in order to determine the impact of the Institute experience in regard to international understanding. Question 3 was designed to determine the extent of international understanding prior to the AITE experience. Question 23 was designed to determine the impact of the Institute experience on international understanding. Question 40 was designed to determine the extent of international understanding after the AITE experiences. It is apparent from the data in Table 8 that the Institute experience did successfully and effectively provide and develop international understanding. The international fellowship was for many scholars the most outstanding feature of the entire experience.

TABLE 8.--The Extent to Which the AITE Experience Enriched or Enhanced International Understanding as Perceived by the Participants (N=102)



The Research Unit

The AITE research training program is designed to enable the trainees to acquire an understanding of the value of research in the study and solution of problems confronting teachers and teacher educators; to equip them with simple techniques of research so that they can solve such problems or teach others to do so, by the use of objective and scientific procedures; and to provide guidance in the undertaking of, and reporting on, a brief investigation or an action research study.

Questions 6, 7 and 8 were designed to gather information from the participants regarding the understanding and application of the dynamics in educational research prior to the AITE experience. Questions 26, 27 and 28 asked the participants for their opinion on how much impact the unit in research methodology had upon them. Question N, Part 1, asked the participants to identify the nature and extent of their contributions in the area of educational research after their AITE training. The responses to these questions are presented in Tables 9, 10 and 11.

TABLE 9.--The Pre-AITE Levels of Understanding and Application of the Dynamics in Educational Research as Perceived by the Participants (N=102)

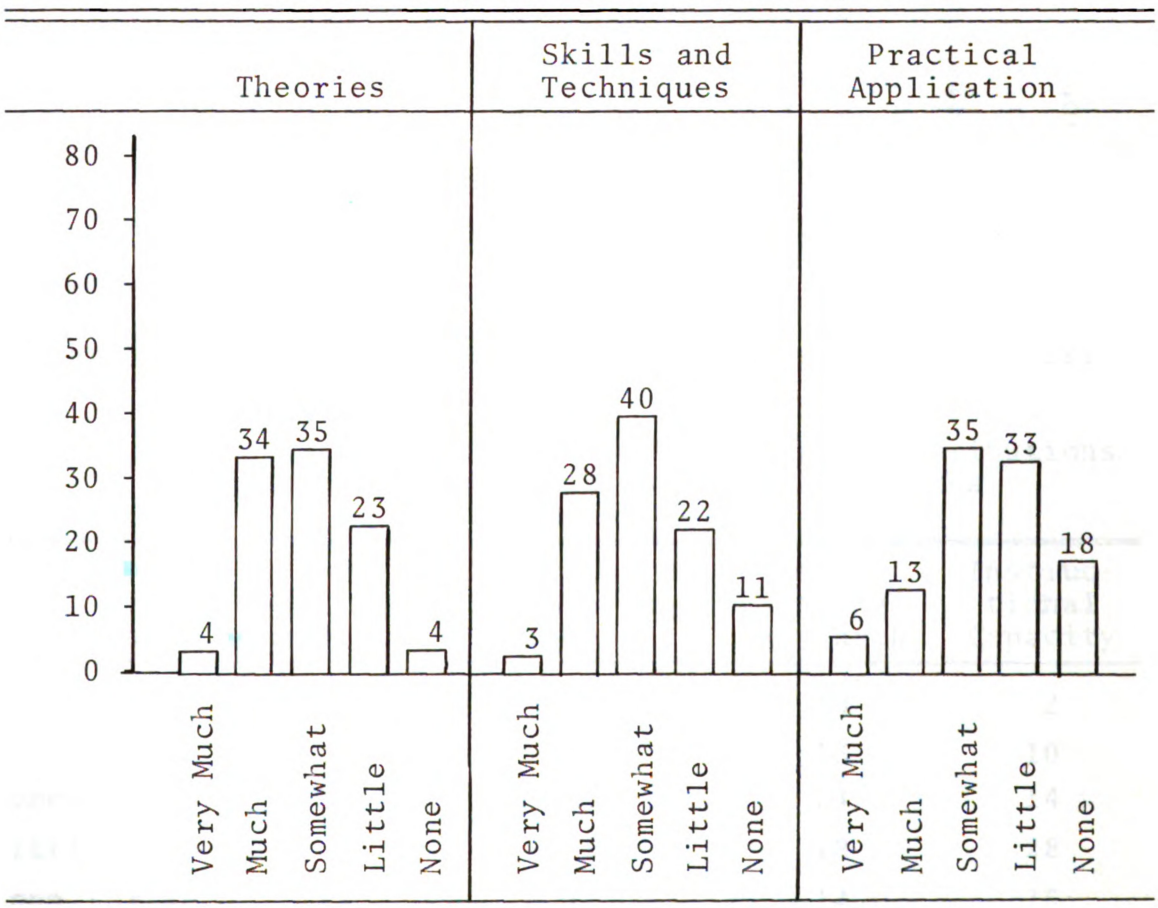


TABLE 10.--The AITE Impact on Research Methodology as Perceived by the Participants (N=102)

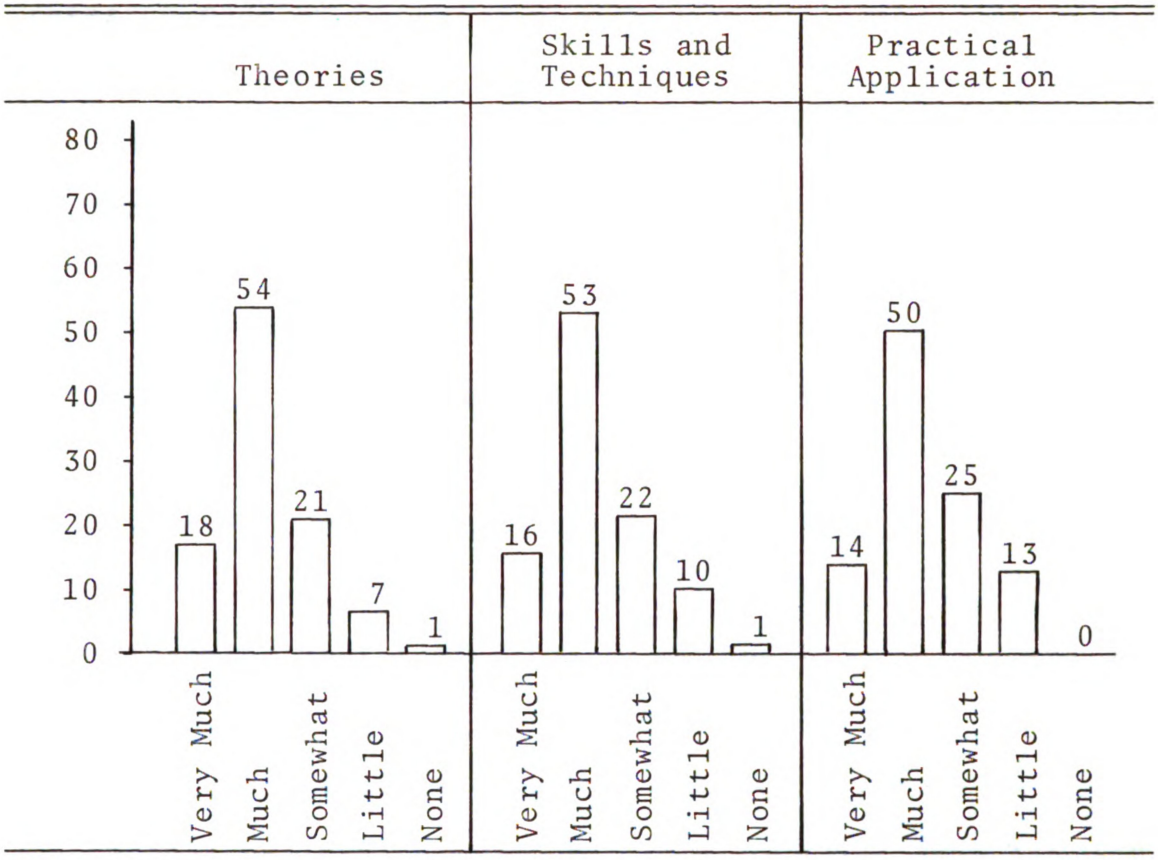


Table 11 shows that many of the AITE alumni are contributing, in various respects, towards developing a research approach to education within their own countries.

TABLE 11.--The Nature and Extent of Post-AITE Contributions in Educational Research as Indicated by the Participants (N=79)

Category	Reading Research	Promoting or Sponsoring Research	Under-taking Research	Instruc-tional Capacity
Very Much	14	12	10	2
Much	25	24	13	10
Somewhat	24	26	24	14
Little	5	5	18	28
None (or No response)	11	12	14	25

Some specific examples of contributions in educational research made by former AITE participants are:

Mr. Mohd Nazir Zain, Unesco Fellow from Malaysia of the Third Institute, has indicated that he has managed to promote several research projects besides undertaking his own.

Mr. Peter C. S. Peng, Unesco Fellow, 1966-67, is in charge of the Summer Institute at the Provincial Taipai Normal College. Mr. Peng revealed that he has had two pieces of research published by the Department of Education in Taiwan. These publications are entitled: "Teaching Social Studies in the Elementary School" and "Curriculum Planning and Evaluation."

Mrs. Heriberta Caguioa, Superintendent of Cebu Normal College, proudly displayed several issues of The Teacher, the official publication of Cebu Normal College, in which the former AITE participants from Cebu have written several articles.

Mr. Om Prakash Gupta, of the Primary School Teacher Training Center, Bingunji, Nepal, opened a Research and Statistics Section in his teacher training institution.

Mr. Yong Yun Choi of Korea indicated that he was Chief of the Department of Institutional Planning and Educational Research. In this capacity, Mr. Choi indicated that he was constantly engaged in some type of educational research.

Mr. Mulkh Raj Chilana of India, 1966-67 Fellow, has contributed profusely to educational journals. Among his articles are:

a. Three Functions of a Teacher Training Institution - "Naya Shikshak," Journal of Education, Department of Rajasthan, December 1958.

b. "Elementary Teacher Education in the Philippines" - some significant features, Teacher Education, Delhi, January 1969.

c. "In-Service Education of Primary Teachers in the Philippines," Progress of Education, Poona, January 1969.

d. "Book Review on the Up-graded Primary School," N.I.E. Journal, Delhi, January 1969.

At the 11th Conference of the Indian Association of Teacher Educators in October, 1968, he presented a paper on In-Service Programs for the Vitalization of Elementary Teacher Education which is being published by the Association. He is also engaged in a research study on "Extension Centers," besides conducting training courses for extending the findings of a useful research study of the National Institute of Education on "Motivation Development for Education Growth."

The comparison of Tables 9 and 10 clearly shows that the Institute was able to inspire an attitude of research and impart an awareness of problems of practical importance in

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education, as well as some of the knowledge and skills needed to carry out research.

This evidence may be taken as proof, at least of the desire by the scholars, to pursue some research for professional growth and development. The course has, at least, made some of these scholars aware of the need for tackling problems from a research oriented approach. A beginning has been made in educational research and the development of it as part of the expanding educational system seems to demonstrate recognition by educators of the role that research can play in developing modern systems of education.

The Curriculum Unit

The AITE curriculum unit is designed to ensure that the trainees have a clear understanding, not only of what should go into the curriculum of a primary teacher training institution, and why it should be there; but be able to assess existing primary teacher training curricula and syllabi in the light of sound objectives; and acquire appropriate techniques and procedures for the continuous revision of such curricula and syllabi. The participants will be trained as educators who will have to adjust to the demands of a fast changing world, appreciating progress and making use of the advances in contemporary technological civilization. They will have to be educated to appreciate the objectives set for education and to strive to realize them through appropriate teaching-learning experiences.

They will have to be educated to understand child behavior and the nature and conditions of learning and devise teaching techniques which will promote initiative and a spirit of discovery. Teaching cannot be done without knowing what is to be taught, when and how to teach it.

Questions 12, 13 and 14 were designed to gather information from the participants regarding their understanding and application of modern curriculum methodology prior to their AITE training. Questions 29, 30 and 31 asked the participants for their opinion of the impact of the training in curriculum methodology. Question N, part 2, asked the participants to identify the nature and extent of their contributions in the area of curriculum methodology after their AITE training.

A comparison of Tables 12 and 13 reveals that the Institute was able to impart new and enriched knowledge and understanding in the theories and practices of modern curriculum methodology.

TABLE 12.--The Pre-AITE Levels of Understanding and Application of Modern Curriculum Methodology as Perceived by the Participants (N=102)

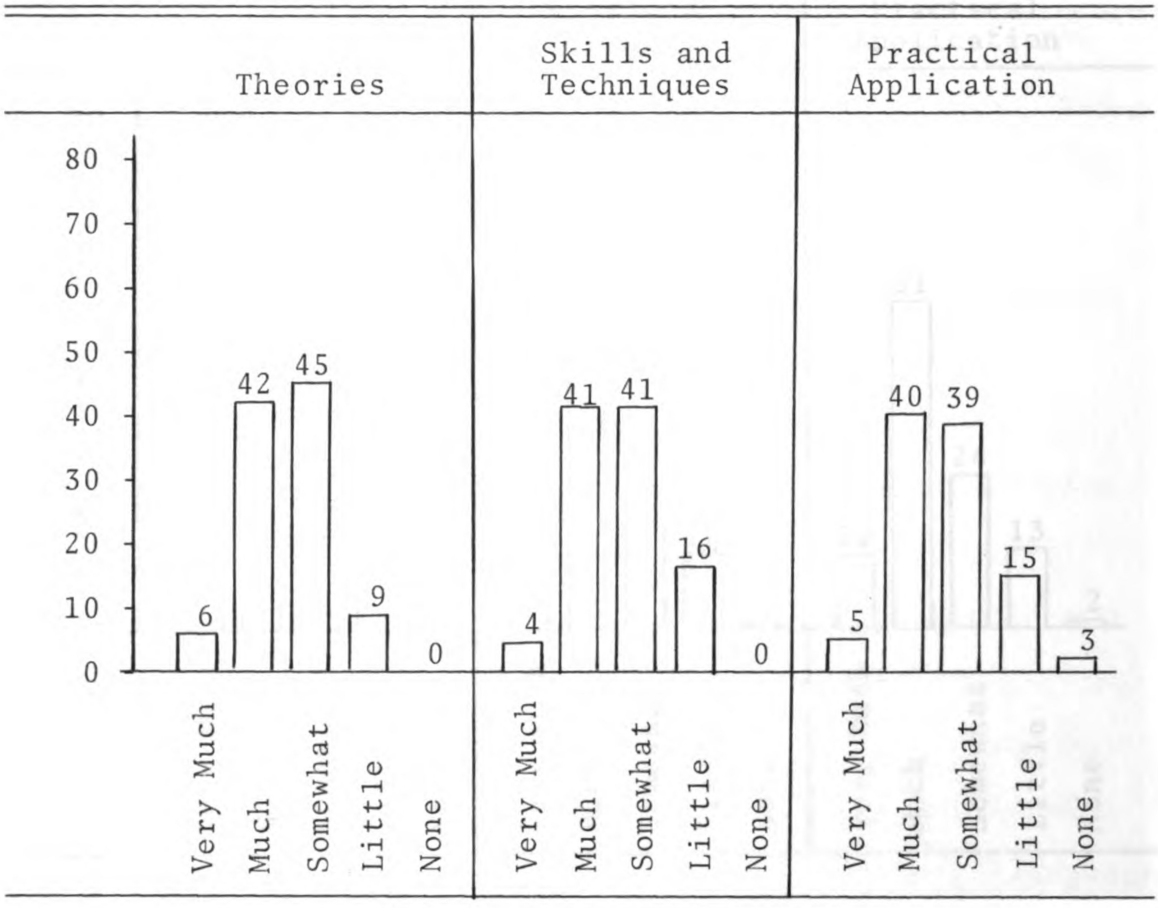

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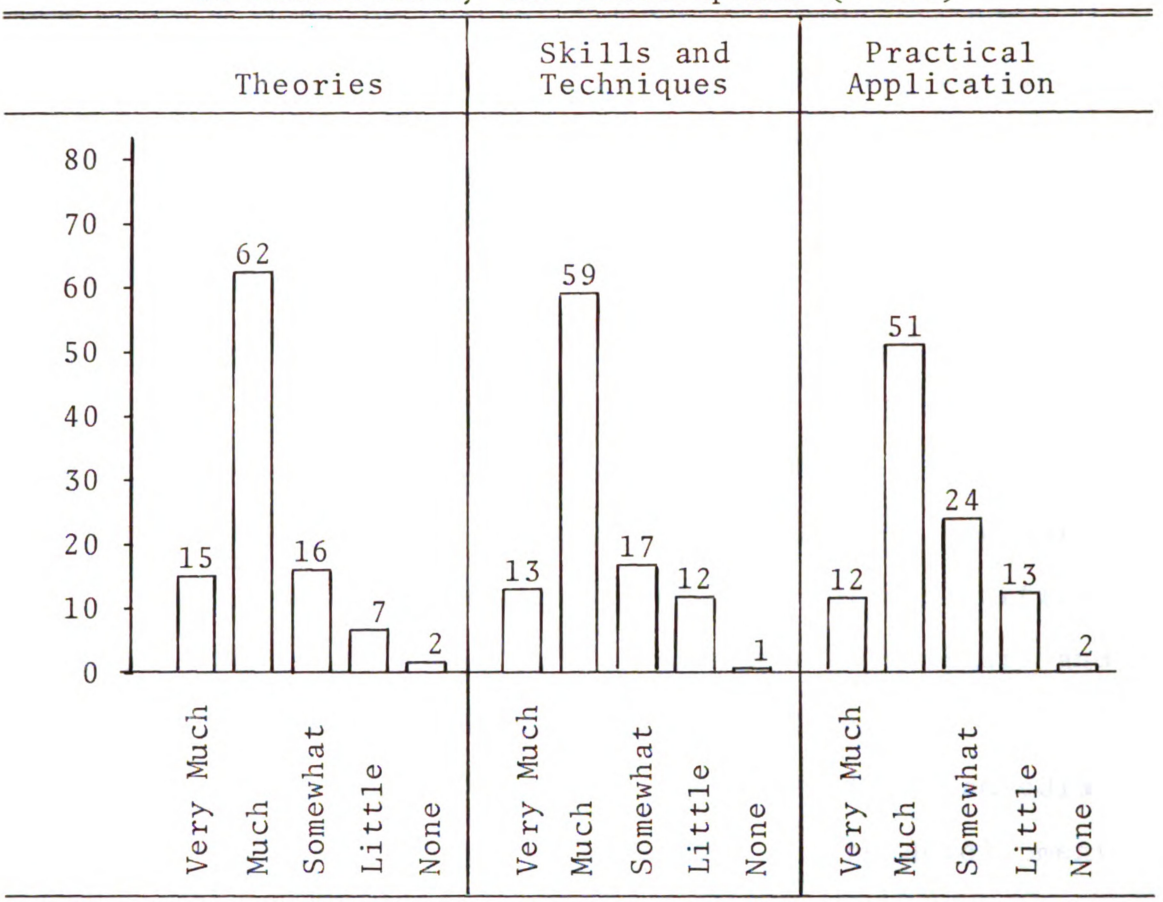
TABLE 13.--The AITE Impact on Modern Curriculum Methodology as Perceived by the Participants (N=102)



The data in Table 14 illustrates the nature and extent of contributions in the area of modern curriculum methodology.

TABLE 14.--The Nature and Extent of Post-AITE Contributions in Modern Curriculum Methodology as Identified by the Participants (N=79)

Category	Instructional Involvement	Committee Involvement	Practical Application
Very Much	9	10	9
Much	20	29	28
Somewhat	21	21	23
Little	16	8	7
None	13	11	16

Some examples of contributions in the area of modern curriculum methodology are:

Mr. Abdul Qayyum, AITE scholar from West Pakistan, indicated that he was working with the Pakistan Bureau of Curriculum Development and that he has promoted and developed the following undergraduate courses:

1. Two-Year Primary Teacher Certificate in Agriculture
2. One-Year Senior Vernacular Program
3. A certified Teachers Program in Home Economics.

Mr. A. P. Nair, of Singapore, told of his participation on a curriculum committee and with seminars and groups in the area of curriculum development.

Mr. Vong Khint, Secondary Inspector from Cambodia, wrote that he had been instrumental in the development of modern curriculum methodology in the foreign languages.

Mr. Hamidullah, lecturer at the Teachers College in Kabul, Afghanistan, indicated that he had prepared lecture notes, demonstration lessons and guide sheets for his course in the Principles of Education.

Mr. G. B. Pradhananga, Unesco scholar from Nepal, told of his contribution in the reorganization of his school's curriculum and his part in developing a curriculum guide.

Mr. King-Mao Tong of the Taiwan Provincial Teachers College reported that after his AITE training he changed his way of teaching. In his class in English Reading,

he utilized the following teaching methods which he learned from the Institute: panel discussions, debates, symposia, buzz sessions, and seminars. He also asked his students to give term papers and reports and to collect data for their class discussions.

The preceding data may be taken as proof that the AITE training in curriculum methodology provided the scholars with the necessary knowledge and understanding in modern curriculum methodology, which enabled them to promote and develop new theories and practices in the area of curriculum.

The Unit in Organization, Administration and Supervision

The unit in organization, administration, and supervision of primary teacher training institutions is designed to acquaint the trainees with the problems related to the organization, administration, and supervision of primary teacher training institutions, and to provide the opportunities to exchange views on some of the possible measures that could be adopted for the solution of these problems, especially those measures that have met some success in the countries of the region.

This unit emphasizes that the present-day teacher is no longer confined within the four walls of the school: he is involved in many activities in addition to teaching. In order to perform his duties efficiently in conformity with the expectations of the school and the community and to play a creative role within the administrative and

supervisory set-up, it is essential that he become familiar with the organization and administration of the school. Further, every teacher should be aware of national development programs, particularly educational plans, and of the relationship of these plans to the social and economic needs of the country. Such knowledge should lead him to (1) an appreciation of the role of his institution in achieving national objectives; and (2) an active participation in developing and implementing plans for his school in conformity with the aims and objectives of the national and provincial plans.

Questions 15, 16 and 17 asked the participants to identify their levels of understanding and application in the dynamics of modern organization, administration and supervision prior to their AITE experience. Questions 32, 33 and 34 were designed to determine the impact of the AITE training in this particular area. Question N, Part 3, asked the participants to identify the nature and extent of their contributions in modern methods in organization, administration and supervision. Tables 15, 16 and 17 illustrate the responses to this question.

A comparison of Tables 15 and 16 shows that the Institute training in organization, administration and supervision had a substantial impact on the AITE scholars.

TABLE 15.--The Pre-AITE Levels of Understanding and Application of Modern Organization, Administration and Supervision Methodology as Perceived by the Participants (N=102)

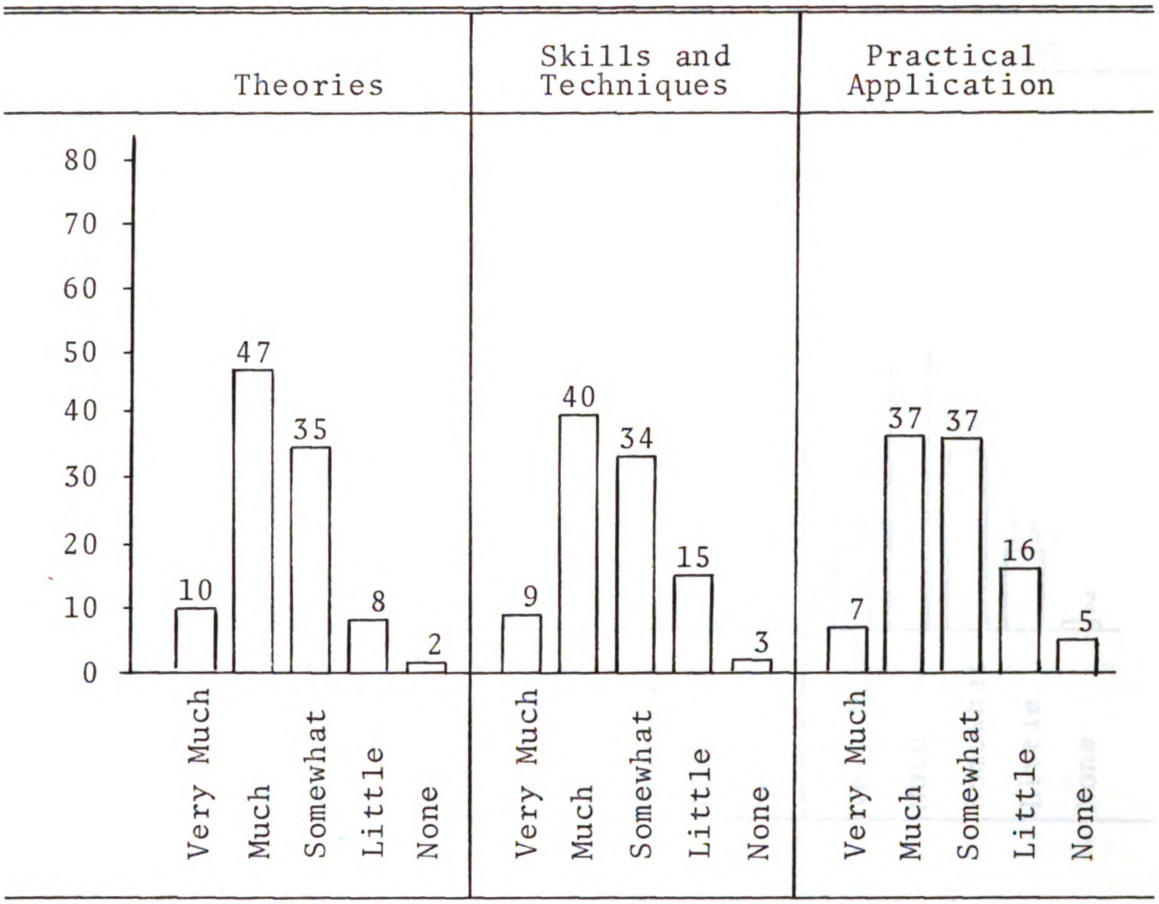


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TABLE 16.--The AITE Impact on Modern Organization, Administration and Supervision Methodology as Perceived by the Participants (N=102)

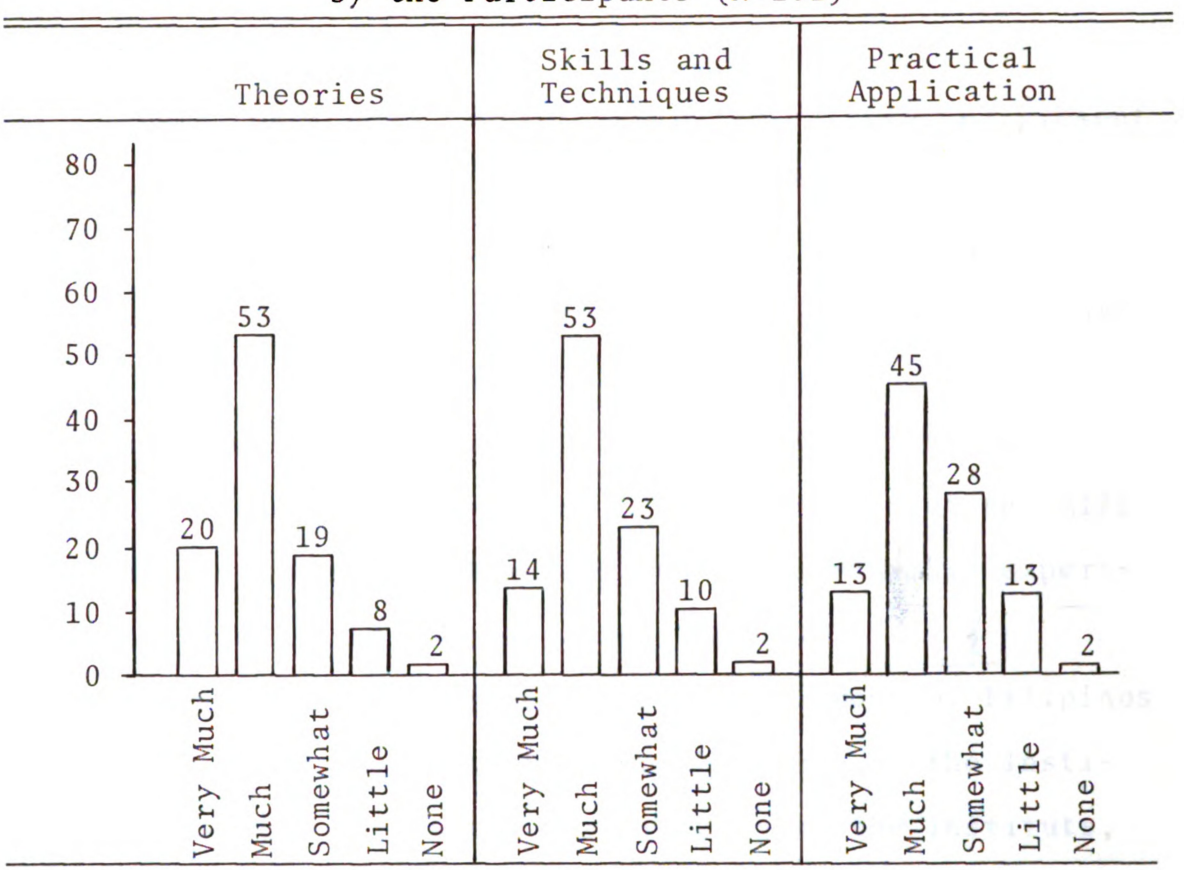

Table 17 illustrates the nature and extent of contributions made in the area of organization, administration and supervision by the participants.

TABLE 17.--The Nature and Extent of Post-AITE Contributions in Modern Methods of Organization, Administration and Supervision as Perceived by the Participants (N=79)

Category	Instructional Involvement	Committee Involvement	Practical Application
Very Much	4	9	11
Much	6	21	22
Somewhat	26	24	19
Little	23	8	11
None	20	17	16

Some specific examples of contributions being made in the area of organization, administration and supervision are:

Mrs. Heriberta Caguioa indicated that in her present job as Superintendent of the Cebu Normal School, she has many opportunities "to stimulate, inspire and encourage the faculty and staff to extend the educational frontiers of the Cebu Normal School." Cebu Normal School has had a total of eight faculty members who have attended AITE. In Mrs. Caguioa's opinion the AITE experience was a most meaningful and worthwhile experience for all the participants from Cebu.

Mrs. Natividad Raquel, one of the group of Filipinos who attended the First Nine-Month Course at the Institute, stated that after her training at the Institute, she was promoted as District Supervisor of Cubao District, Quezon City. There are six (6) schools in the district and Mrs. Raquel stated that her training at the Institute guided her very much in the performance of her new duties and responsibilities. Mrs. Raquel mentioned that one of her achievements as Supervisor was the organization of a long-range program of in-service education for the teachers of Cubao District.

Mr. Bernardo Santos, who was a participant in the first course at the Institute in 1962-63 and is now the Superintendent of the Northern Luzon College in Laoag City, wrote about some of the current activities of

his college. The college is organizing a series of demonstration lessons on the "process approach" in social science, English, science and modern mathematics in both the college and the laboratory school. School officials and teachers have been invited to these demonstrations in addition to the college faculty. The college is also planning an in-service training program emphasizing educational research. Mr. Santos reported that he had been elected president of the National Association of Teacher Educators in the Philippines and in this capacity would be in charge of the publication of the NATEP Journal. This position places him in a very advantageous position to influence professional opinion.

Mr. A. A. Khan of West Pakistan reported that he had organized a summer workshop in his college for in-service training in Guidance and Counseling in primary schools.

Mr. Jusuf Margadipradja, Indonesian Fellow of the Fourth Institute, indicated that over the past year he helped to organize and upgrade the in-service training of school administrators and the primary school curriculum.

Mr. H. R. Chandrasekera, Principal of Mirigama Teachers' College, Ceylon, reported that he felt that the AITE training was a valuable experience and that

he was introducing some of the new theories and practices learned at the Institute.

Dr. Dr. Aree Sunhachawee, of the Second Three-Month Institute, told that she was preparing in-service programs for librarians and science teachers in demonstration schools in Thailand. Dr. Aree showed much enthusiasm for her stay at the Institute. She said that the Fellowships offered by the Institute did indeed pave the way for better international understanding.

Mr. Chareonpol Suvanachot, Head of the Supervisors for Student Teaching at the Ayuthya Teacher Training College, Thailand, told of organizing an orientation program for prospective student teachers. He also told of conducting a training program in the methods of teaching and audio-visual materials for teachers of his institution.

It is apparent from the preceding data that the Institute training in organization, administration and supervision effectively and successfully influenced the participants. This data may be taken as proof of quantitative and qualitative contributions made in the area of organization, administration and supervision by the participants.

Evaluation Methodology

The unit in the principles and methodology of evaluation is designed to ensure that the trainees have an understanding and appreciation of the dynamics of evaluation methodology and to acquaint them with the nature and extent of modern techniques in evaluation. Included in this unit are the preparation of classification tests in such subjects as arithmetic, reading, grammar, and speech, which may be used to determine who among first year students may need remedial work, and to classify the other students for more effective teaching.

In order to determine the effectiveness and usefulness of the unit in evaluation methodology, the following questions were asked. Questions 18, 19 and 20 were asked to determine the extent of the understanding and application of modern evaluation methodology prior to the AITE training. Questions 35, 36 and 37 were designed to determine the impact of the Institute training in the area of evaluation methodology. Question N, Part 4, asked the participants to identify the nature and extent of their contributions in the area of evaluation methodology. Tables 18 and 19 represent the responses to these questions.

A comparison of Tables 18 and 19 reveals that there was little, if any, impact by the Institute Course in the area of evaluation methodology.

TABLE 18.--The Pre-AITE Levels of Understanding and Application of Modern Methods in Evaluation as Perceived by the Participants (N=102)

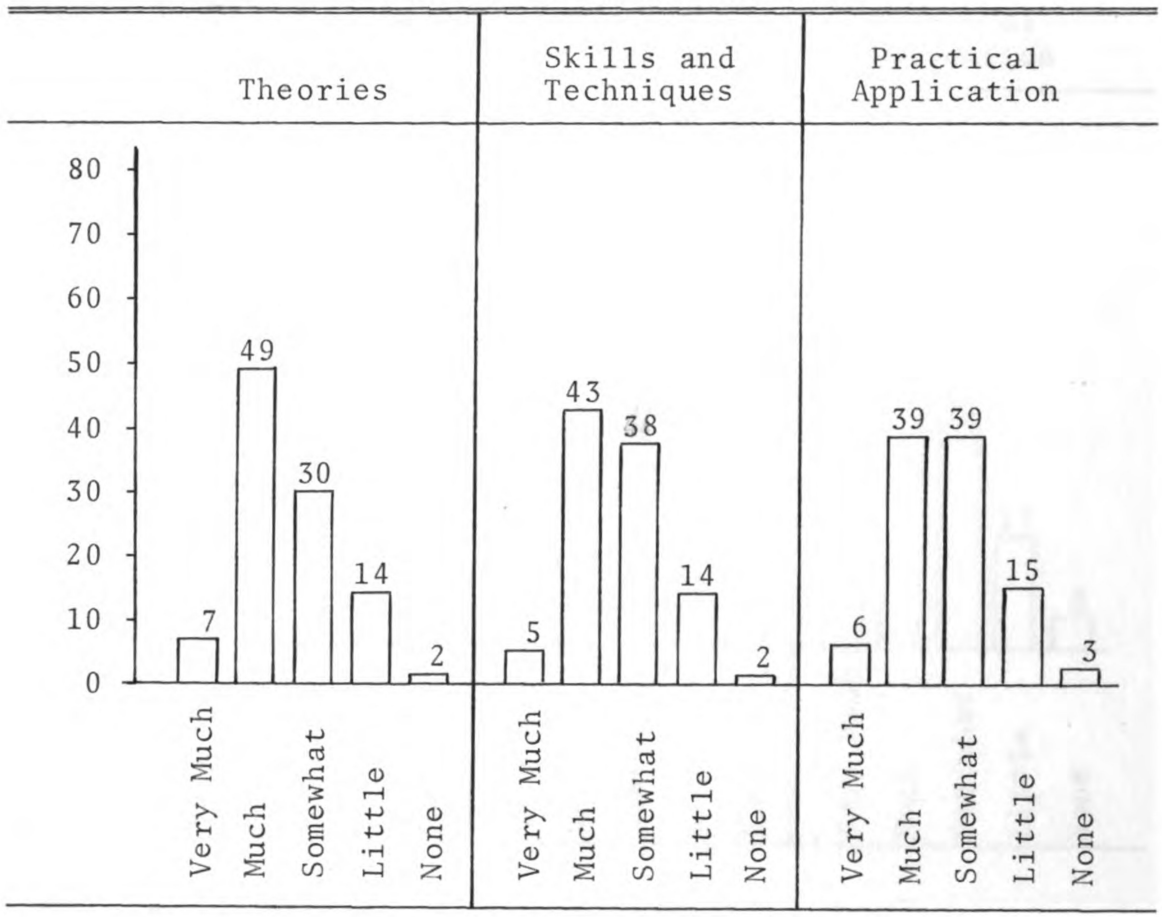

TABLE 19.--The AITE Impact on Modern Evaluation Methodology as Perceived by the Participants (N=102)

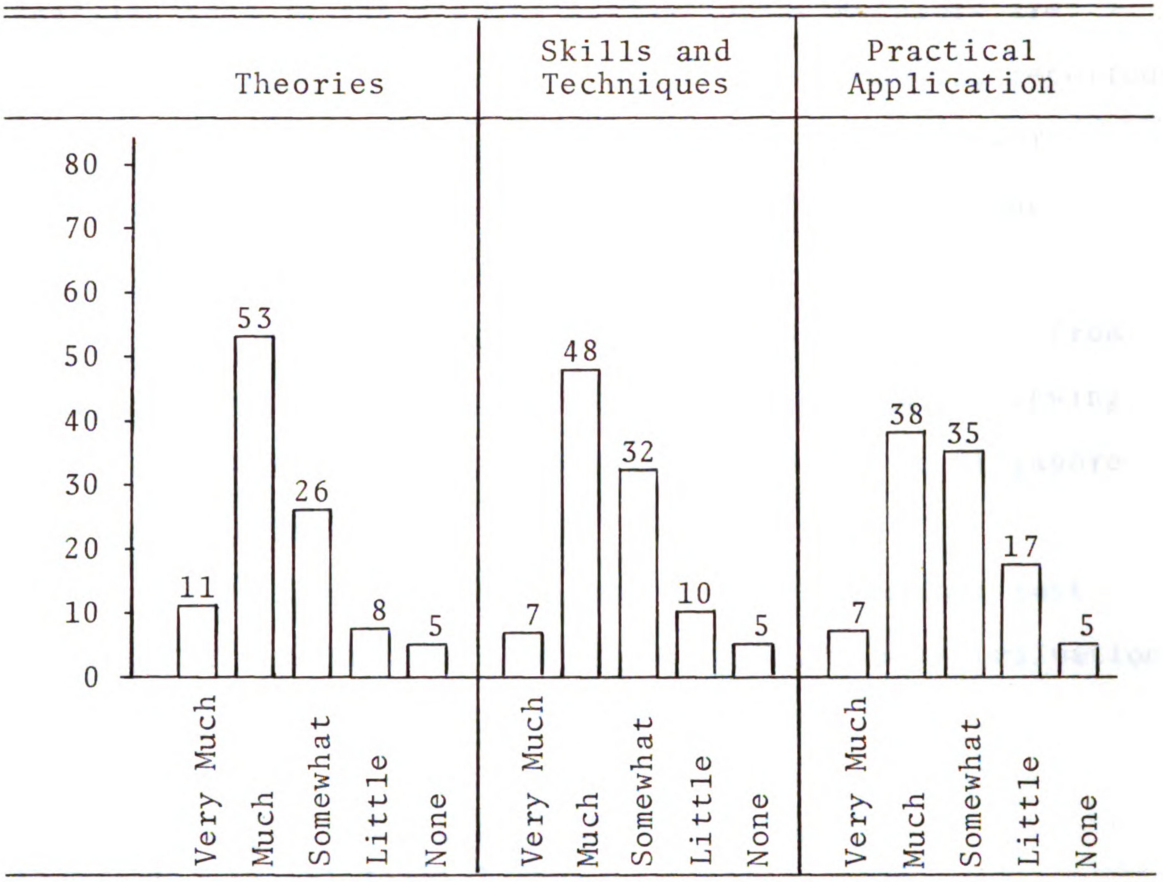

Table 20 illustrates the nature and extent of the contributions in the area of evaluation methodology.

TABLE 20.--The Nature and Extent of Post-AITE Contributions in Evaluation Methodology as Perceived by the Participants (N=79)

Category	Instructional Involvement	Committee Involvement	Practical Application
Very Much	3	4	3
Much	7	12	18
Somewhat	17	26	28
Little	28	15	17
None	24	22	23

Some examples of AITE participants who are making contributions in the area of evaluation methodology are:

Mr. Vong Khint, AITE scholar from Cambodia, reported that he was a member of the Panel of Examiners for written examinations on Educational Principles and Methodology.

Dr. Wee Joo Liat, of Singapore, Unesco Fellow from the Fourth Institute, indicated that she was reviewing the examination and assessment system at the Singapore Teachers College.

It is apparent from the preceding data that most of the AITE scholars are not deeply involved with evaluation methodology.

The AITE Programs and Activities That Were the Most Useful and Beneficial to the Participants

Question 0 asked the participants to identify the AITE programs and activities that were the most useful and beneficial to them. The participants were asked for two responses to this question. Table 21 is a tabulation of the responses to this question. An analysis of the responses to this question clearly indicates that for many scholars the international fellowship was the most outstanding feature of the entire experience. With the recent emphasis on research methodology by the Institute, it was not surprising to find that the experience in educational research was highest among the formal programs of instruction.

TABLE 21.--The AITE Programs and Activities That Were the Most Useful and Beneficial as Perceived by the Participants (N=204)*

	Responses
International Understanding	60
Research Methodology	35
Teacher Education (General Aspects)	30
Curriculum Methodology	23
Organization, Administration and Supervision Methodology	13
Field Trips (Visitations)	6
Motivation for Continued Study	3
English Language Usage	3
In-Service Training Aspects	3
Psychology (Child Study)	3
Student Teaching Aspects	2
Evaluation Methodology	2
Community School Concept	1
TOTAL	184
No Reply	20

*The participants were asked for two responses to this question.

Dr. Vincera Pangalangan, Head of the Teacher Training Unit, Ministry of Education, the Philippines, stated in her interview that as a supervisor of several AITE participants, she felt strongly that the AITE experience enriched and enhanced the educational perspectives and dimensions of these fellows.

Miss Amalia Deles, Vice-President for Academic Affairs at Western Visayas State College in the Philippines, said that she thought that those staff members from Western Visayas that had received the AITE training displayed a greater sense of appreciation and understanding in the theories and practices of modern education.

Mr. Panom Kawkamnero, Chief of the Private School Sector, Ministry of Education, Thailand, related in his interview that those AITE participants who were under his supervision seem to display more professional growth and development than those educators who had not received the AITE training.

Mrs. Heriberta Caguioa, Superintendent of Cebu Normal School, Cebu City, Philippines, was very enthusiastic and pleased with the training provided the Cebu staff members by AITE. She felt this to be the type of training that engenders dynamic education and produces educators who can ably cope with their tasks.

CHAPTER VII

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

In recent years Asian countries have given high priority to the expansion of facilities for education and training. They have recognized that all other development--in industry or agriculture, in politics or defense--depends on the skilled manpower and the informed citizenry that only an adequate educational establishment can provide. They have committed themselves to the attainment of sufficiency in education in the shortest possible time.

The educational programs in the Unesco sponsored Asian Institute for Teacher Educators represent the multicultural and multi-lingual diversity which is Asia. Notwithstanding, this diversity and heterogeneity characteristic of the participants and scholars, it is the fundamental aim of Unesco to promote mutual understanding, cooperation, unity and peace among Asian people.

This Institute is the first of its kind in Asia--an institution completely devoted to the education of primary teacher educators. Its courses comprise every aspect of this professional task, from organization and administration of institutions to the teaching-learning process

to be developed in primary schools as in the institution for training primary school teachers.

The purpose of this study was to provide an assessment of the effectiveness and usefulness of the programs and activities of the Asian Institute for Teacher Educators to the development of primary teacher education in Asia. This assessment was considered not against the often inapplicable standards of the West, but against standards of primary teacher education in Asia yesterday and today.

The specific objectives of this study were to determine:

1. If the AITE trainees were attaining those primary objectives as envisaged by Unesco and the First Meeting of Experts in Teacher Training held in May, 1962. These objectives are in the form of professional tasks to be performed by the participants after completion of their AITE training. These tasks are:
    - 1.1. Developing effective and workable programs of primary teacher education.
    - 1.2. Organizing, administering and supervising national institutions for the education of primary school teachers.
    - 1.2. Developing pilot projects or model primary teacher training institutions.

1.4. Helping to organize or improve national centers for the preparation of primary teacher educators.

2. If the programs and activities of the Institute Course are relevant to the development of teacher education in Asia.

3. If there is a correlation between AITE programs and activities and the nature and extent of impact and contributions made to teacher education in Asia by former participants of AITE. These programs are in the areas of:

   3.1. International Understanding

   3.2. Curriculum Methodology

   3.3. Research Methodology

   3.4. Organization, Administration and Supervision

   3.5. Evaluation Methodology.

The field research was conducted at the Asian Institute for Teacher Educators, University of the Philippines, Quezon City, Philippines, and The Unesco Regional Office for Education in Asia, Bangkok, Thailand. Additional travel to several other Asian countries was necessary in order to conduct personal interviews with former AITE participants.

In order to gather data for this study, the researcher (1) reviewed all available AITE literature and documents, (2) participated in the Sixth Institute for Key Teacher Educators (August 3-November 25, 1970), (3) interviewed the AITE and Unesco staff and directors, (4) conducted personal

interviews with former AITE participants, and (5) conducted a mail survey of all AITE participants not personally contacted.

A survey questionnaire was constructed to provide information from those AITE participants not interviewed by the researcher. This instrument was designed to gather information concerning (1) the knowledge and experiences of the participants prior to the AITE experience, (2) the impact of the AITE experience on the participants, and (3) utilization and application of this new and/or enriched knowledge.

A tabulation of the survey responses indicated a total survey return of 40% (102 responses from 255 AITE participants) with representation from fifteen of the sixteen participating countries.

Conclusion

This study has shed new light on the effectiveness and usefulness of the programs and activities of the Asian Institute for Teacher Educators to the development of teacher education in Asia. On the basis of the research findings the following conclusions are formulated.

1. Most of the AITE trainees believe that they are accomplishing the primary objectives envisaged by Unesco, in the areas of (1) developing effective and workable programs of primary teacher education; (2) organizing, administering and supervising institutions for the education of primary school teachers;

(3) promoting and developing pilot projects or model teacher training programs; and (4) helping to organize centers for the preparation of primary teacher educators.

However, many of the AITE participants are not yet in high enough positions within their countries to greatly influence educational change at the national level. Most of the scholars are drawn from teacher training institutions and their impact has not reached much beyond the walls of these institutions. What can be achieved can only come with persistent proposals for improvements put forth through professional opinion and by bringing forth pressure on established policies and authorities.

It must be remembered that the number of trainees from each country is still too small a force to have any far-reaching effect, let alone to revolutionize teacher education in any particular country.

2. The programs and activities of the Asian Institute for Teacher Educators are relevant to the development of teacher education in Asia. The Institute does provide an excellent opportunity for professional growth and development. It provides Asian educators with an opportunity to: (1) receive formal instruction in modern educational theories and practices; (2) meet and discuss with scholars

from other developing countries, problems related to education; (3) view their own educational system in comparison with others in Asia; (4) view various modern educational developments within the Philippines; and (5) to exchange views and seek advice from the Unesco experts who are specialists in various educational fields.

3. Many of the participants felt that because of their AITE training they are able to promote and develop new educational theories and practices. In their judgment:

   3.1. They are influencing teacher education by promoting and developing the new theories and practices in curriculum methodology learned at the Institute.

   3.2. A beginning has been made in educational research. The Institute training was able to inspire an attitude of research and impart an awareness of the practical importance, as well as some of the knowledge and skills needed for carrying out educational research. Many of the alumni are contributing towards developing a research approach to education within their own country.

   3.3. They are influencing the development of teacher education by promoting and developing new theories and practices, learned at the

Institute, in organization, administration and supervision.

3.4 The AITE experience stimulated many participants for continued educational growth and development.

3.5 One of the significant contributions of the AITE experience was to promote mutual understanding and cooperation among educators within Asia.

Generally, it was concluded that most of the participants surveyed believe that the training received at the Asian Institute for Teacher Educators enriched and enhanced their educational perspectives. Most of these scholars felt that the training did provide them with several new ideas and suggested some solutions for certain educational problems. In addition, almost all of the participants agreed that the experience did, to some extent, promote and develop international understanding and cooperation.

The problem of improving primary teacher education in Asia is an enormous one. The Asian Institute for Teacher Educatorsis not the only solution to the problem. What the Institue does represent is the beginning of a concerted effort by Asian nations to improve the quality of primary teacher education in Asia.

Recommendations

Based on the findings of this study, the following statements are offered as recommendations for consideration by the AITE. All of the statements are not necessarily supported by the objective data of this research, but the study would be incomplete without their inclusion since they reflect the judgement of the researcher, based on many personal conversations in addition to the formal data of the study.

1. In order to respond to the educational needs of the region as they can be met by the AITE, a substantial degree of flexibility in reformulation and conducting the courses, based upon research and experimentation, is desirable.
2. An effort should be made to increase, substantially, the number of teacher educators exposed to the benefits of the AITE training. AITE should intensify its role in the dissemination of new knowledge in teacher education.
3. In order to reduce the wide educational gulf that exists between these scholars, it is recommended that each Institute Course be designed to provide training in a specific area. Some suggested examples of topics for the training sessions are: (1) educational planning, (2) school building and construction, (3) administration and supervision, (4) curriculum and instruction, (5) student teacher supervision, (6) educational finance, (7) instruc-

tional technology and (8) audio-visual materials. A course of this type should attract only those educators who have a specific interest in that particular topic. This should reduce, somewhat, the wide gulf that exists among these educators. Perhaps a course of this type could be of shorter duration (more concentrated) and permit "key" educators, who are not normally avaiable for longer sessions, to attend.

More generally, AITE programs and activities must be carefully reviewed for their strengths and weaknesses and developed towards proven and creative models for future programs for educational development within Asia.

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LIST OF REFERENCES

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1967: Regional Symposium on the In-Service Training of Primary School Teachers in Asia, Quezon City, 2-19 July, 1967. Final Report. Bangkok, Unesco, 1967.

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APPENDICES

APPENDIX A

LIST OF AITE SCHOLARS

AFGHANISTAN	DATE OF ATTEND-ANCE	POSITION	SURVEY RESPONSE
Mohd. Wazir Nezami	1962-63	Assistant President, Inspection Dept., Ministry of Education, Kabul	Nil
Mr. Hamidullah	1963-64	Instructor, Teachers College, Kabul	Mail
Mohd. Wali Mondozai	1964-65	Teachers Training Dept., Ministry of Education, Kabul	Nil
Sultan Aziz Sultani	1965-66	Director, Teachers Training Dept., Royal Afghan Ministry of Education, Kabul	Nil
Sher Aqz Pagh-mani	1966-67	Instructor, Teachers Training College, Kabul	Nil
Abdul Qayyum	Aug., 1968	Assistant Principal Darul Mo'Allamein, Jalalabad	Nil
G. D. Shinawal	April, 1969	Instructor, Teachers Training College, Kabul	Nil
Painda Mohd. Kushkaki	Aug., 1970	Director, Academy for Teacher Educators, Kabul	Sixth Institute
CAMBODIA			
Chhuom Chhiet	1962-63	Inspecteur primaire Phnom-Penh	Nil

Cheam-Neau	1962-63	Adjoint a l'Inspecteur de l'Enseignement Primaire, Phnom-Penh	Nil
Sinn-Pheoung	1962-63	Adjoint a l'Inspecteur de l'Enseignment Primaire, Takeo	Nil
Chau-Synuon	1962-63	Adjoint a l'Inspecteur de l'Enseignement Primaire, Phnom-Penh	Nil
Sar-Peou	1962-63	Professeur, Centre de Preparation, Pedagogy de Kg. Kantuot	Nil
Van Han	Jan., 1970	Directeur provincial de l'Enseignement Secondaire a Siemreap	Nil
Vong Khinh	Jan., 1970	Supervision of Secondary Education, Office of Secondary Education, Phnom-Penh	Mail

CEYLON

Y.R.M.S.K. Gunasekera	1962-63	Principal, Gov't. Buddhist Girl's Training College, Boralesgamuwa	Nil
M.L.J.L. Fonseka	1966-67	Principal, Giragama Gov't. Teachers Training College, Pilimatalawa	Mail
Jayasena Jayasekera	1966-67	Principal, Giragama Gov't. Teachers Training College, Pilimatalawa	Deceased
Abdul Azeez A. Jiffri	1966-67	Principal, Gov't. Teachers College, Addalaichenia	Nil
H.R. Chandrasekera	Jan., 1968	Principal, Mirigama Teachers College, Addalaichenia	Mail
H.G.C.A.T. Jayasekera	Jan., 1968	Principal, Teachers Training College, Polgasowita	Nil

CHINA (REPUBLIC OF)

Pai Hsung	1963-64	Assistant Professor, Taipei Normal College, Taipei	Nil
Wu Chen Ching-Ching	1963-64	Dean, Child Study Center, Taipei Teachers College for Women, Taipei	Mail
Chen Shih-bey	1964-65	Supervisor, Dept. of Primary Education, Ministry of Education, Taipei	Nil
Young Long Chung	1964-65	Supervisor, Ministry of Education, Taipei	Interview
Betty Sun Chao	1965-66	President, Taipei Teachers College for Women, Taipei	Nil
King-mao Tong	1965-66	Professor, Taichung Junior Teachers College Taichung	Mail
Peter C.S. Peng	1966-67	Professor, Taipei Normal College, Taipei	Interview
Yuan-tseng Wu	1966-67	Assistant Professor, Taichung Teachers College, Taichung	Nil
Lui-Hung-Hsiang Yang	Sept., 1967	Lecturer, Taipei Normal College, Taipei	Interview
Luna Tan Ta-shih Lung	Jan., 1968	Professor, Taipei Normal College, Principal, Elementary School of Taipei Normal College, Taipei	Nil
Yu-shen Chang	Aug., 1968	Principal, Laboratory School, Taichung Teachers College, Taichung	Nil
MariaSzu-tsing Chen	Aug., 1968	Policy Making Officer, Bureau of International Education and Cultural Relation, Ministry of Education, Taipei	Nil

Tian-way Sheu	Aug., 1968	Dean of Students, Hsin-chu Teachers College, Hsin-chu	Nil
Shou Gong Chen	Jan., 1969	Associate Professor, Taiwan Normal College, Taipei	Nil
Alice L.C. Duh Hsieh	Jan., 1970	Instructor, Taipei Girls' Normal College, Taipei	Nil
Hsiao-tze Chiang	Jan., 1970	Instructor, Taipei Normal College, Taipei	Nil
Jaw-shung Chen	Aug., 1970	Instructor, Taitung Junior Teachers College, Taitung	Sixth Institute

INDIA

J.M. Dhand	1962-63	Headmaster, Government Normal School, Karnal, Panjab	Nil
Navalshanker Vyas	1962-63	Headmaster, Hardhol High School, Dhrol	Mail
Yajen Aier	1965-66	Deputy Director of Education, Kohima, Nagaland	Nil
Rameshwas Das Gupta	1965-66	Director, English Language Institute, Allahabad Uttar Pradesh	Nil
Milkh Raj Chilana	1966-67	Coordinator, N.I.E. Experimental School, Hauz Khas, New Delhi	Interview
Chanchal Mehra	1966-67	Research Officer, Dept. of Teacher Education, National Council of Educational Research and Training, New Delhi	Nil
Annie Idiculla-Mathew	Sept., 1967	Headmistress, Basic Training School, Thiruvalla, Kerala State	Nil
N. Balakrishanan	Sept., 1967	Senior Assistant, Govt. Training School, Cannanore-2, Kerala State	Mail

S.C. Chaudhuri	Jan., 1968	Reader, Basic Section Dept. of Curriculum and Evaluation, National Institute of Education, New Delhi	Nil
Anant Nanda	Jan., 1968	Principal, State Institution of Education, New Delhi	Nil
Bhagwanti Sharma	Aug., 1968	Principal, Govt. Teachers Training Institute, Daryanganj	Nil
Sita Ram Sharma	Aug., 1968	Principal, Govt. Teachers Training Institute, Village Alipur	Nil
R.W. Aonok	Jan., 1969	Deputy Inspector of Schools, Tuensang, Nagaland	Nil
Bam Gul Meherwanji	Jan., 1969	Director, State Institute of Education, State Examination Board, Ahmedabad, Gujarat	Mail
L.D. Gupta	Jan., 1969	Director, State Institute of Education, Sector 20-D, Chandigarh	Mail
Govind Bomblay	Jan., 1970	Project Officer, Intensive Educational District, Development Project, Jalgaon	Mail
S. Hariharan	Jan., 1970	Headmaster of Teacher Training Institution, Kamukincode, Neyyattinkara, Kerala State	Mail
G.N. Panicker	Jan., 1970	Headmaster, S.V.N., Basic Training School, Kakkazham, Alleppey-5, Kerala State.	Nil
Dolly A. Kapahi	Aug., 1970	Principal, Govt. Training College for Women, Uttar Pradesh	Sixth Institute
Pandit T. Mahajan	Aug., 1970	Deputy Director of Education, Aurangabad, Maharasthra	Sixth Institute

Sham L. Soni	Aug., 1970	Director of Education, NEFA, Shillong	Sixth Institute

INDONESIA

I. Djumhur	1962-63	Principal, Sekolah, Pendidikan Guru, Bandung	Nil
Uka Sukawinata	1962-63	Senior Teacher, Balai Pendidikan Guru, Bandung	Nil
Mien Soewarmi Warnaen	1963-64	Teacher Educator, Balai Pendidikan Guru, Bandung	Nil
A. St. Alamajah	1963-64	Director, Teachers Training College, Djakarta	Deceased
Ishak Djajaatmadja	1963-64	Director, Teacher Training School, S.P.G.N., Sukabumi, West Java	Nil
J.K.C. Mangindaan	196364	Head of the Regional Inspectorate for Teacher Training, North Sulavesi	Nil
Hermina C. Kosyungan	1964-65	Staff Member, Board of Teacher Training, Dept. of Education, Bandung	Deceased
Franciscus X. Suwarto	1964-65	Principal, Senior Teacher Training, Djl. Sultamengangan Magelang, Djateng	Nil
R.D. Susilaradeya	1964-65	Editor in Chief, Christian Publishing House, Djakarta	Mail
George K. Talahatu	Sept., 1967	Head, In-Service Training of Teachers at Elementary Level, Hanglekir II, Kabajoran	Nil
Mr. Soemartono	Sept., 1967	Staff of Directorate of Pre-School and Primary Education, Djakarta	Nil
F.L. Lumbantobinf	Jan., 1968	Teacher, Dept. of Education, Training College for Teachers, Bandung	Nil

Winarno Surachmad	Jan., 1968	Director, Education, Manpower Development, Djakarta	Nil
Jusuf Margadipradja	Aug., 1968	Inspector, Primary Schools, Kantor Gembinaan Sekolah Dasar, Bandung	Mail
Victor Purba	Jan., 1969	Head of Special Projects, Elementary Education, Dept. of Education, Hanglekir Kebajoranbaru	Nil
S.A. Bratanata	Aug., 1970	Head, Teacher Training for Special Education, Dept. of Education, Djakarta	Sixth Institute
Noer Popoi	Aug., 1970	Assistant Dean for Student Affairs, Faculty of Education, IKIP, Djakarta	Sixth Institute
D.K. Kolit	Aug., 1970	Chief, Teacher Training Inspectorate, Kupang Nusa Tenggara Timur	Sixth Institute
M.M. Murwani	Aug., 1970	Staff Officer, Teaching Aids Center, Institute of Educational Research Dept. of Education, Bandung	Sixth Institute

IRAN

Nrges Berenji	1962-63	English Teacher, Girls' Normal School, Tehran	Nil
Nasrullah Dayhimi	1962-63	Technical Advisor to Tabriz Normal School	Nil
Zahra M. Abolfotouh	1963-64	English Teacher, Tehran High School	Nil
Iran Ehteshami	1964-65	Teacher, Teacher Training Center, Tehran	Nil
Ghodsi Khaje-Nouri	1966-67	Principal, Teachers Training College, Tehran	Nil

Abolfath Mehdioon	1966-67	Chief, Teacher Training Office, Tehran Ostan of Education, Tehran	Nil
Mehdi Noorbakhsh	Sept., 1967	Director, Elementary School Teacher Training Centre, Khorammshahr	Nil
Behjat Behnam	Jan., 1968	Adviser, Teacher Training, Department of Primary Education, Tehran	Nil
Manouchehr Habashi	Jan., 1969	Principal, Tribal Teachers Training, Shiraz	Nil
Jafari Feshareki	Aug., 1970	Counsellor, Ministry of Education, Seyed Khandan, Teheran	Sixth Institute
R. Parchami	Aug., 1970	Principal, Teacher Education, Department of Education, Ahwaz	Sixth Institute

KOREA

Ki Whan Chang	1962-63	President, Andong Teachers College, Andong City	Nil
Sang Keum Lee Kim	1962-63	Instructor, Ewha Women's University, Seoul	Nil
Bok Ju Song	1963-64	Officer-in-Charge, In-Service Education, Seoul	Nil
Choul Lee	1964-65	Director of Library, Inchon Teachers College Inchon	Nil
Nam Sang Don	1964-65	Professor, Pusan Teachers College, Pusan	Nil
Soo-In Hahn	1965-66	Professor, Mokpo Teachers College, Mokpo City	Nil
Kye-Min Kim	1966-67	Professor, Chinju Teachers College, Kyeungnam	Nil
Hae Soo Chung	Sept., 1967	President, Inchon Teachers College	

Se Whan Joo	Sept., 1967	Principal, Jyung Wha Girls' Commercial High School, Seoul	Nil
Seung Suck Song	Sept., 1967	Associate Professor, Kwang-Ju Teachers College, Kwang-Ju, Chonnam	Interview
Chung Yul Kim	Sept., 1967	Director, Student Guidance Centre, Taegu Teachers College, Dae-Myung-Dong, Taegu City	Mail
Sheon Chong Kim	Jan., 1968	Assistant Professor, Che Joo National College of Education, Che Joo	Mail
Hyung Won Yoon	Aug., 1968	Assistant Professor, Choong-Joo Teachers College, Choong-Joo City	Nil
Jun-Hae Lee	Jan., 1969	Principal Chinhiwen Middle School, Chochiwon-up, Yunki-gun	Mail
Byung Jin Lee	Jan., 1970	Director, Student Affairs, Andong Teachers College, Andong City	Mail
Yong Yun Choi	Jan., 1970	Researcher, Central Education Research Institute, Yejang-Dong, Choong-Ku	Mail
Jin-Whan Rhee	Jan., 1970	Assistant Professor, Chengju Teachers College, Chongju	Sixth Institute

LAOS

Sisouphan Banuvong	1963-64	Director, Luang Prabang School, Vientiane	Nil
Khamphay Phounsavat	1963-64	Secretary, Primary Inspection in Nam Tha	Nil
Khamdeng Louangseiya	1965-66	Chief, Directorate of Higher Education, Vientianne	

Kene Chanh Pathamavong-Ratanasang	Sept., 1967	Director, de l'Enseignement Normale et de la Recherche Pedagogique, Ministers de l'Education Nationale	Nil
Phansy Abhay	Jan., 1968	Principal, Ecole Normale Ecole Normale a Luang-Prabang	Nil
Tenh Teso	Jan., 1970	Director, Royal Institute of Law and Administration	Nil

MALAYSIA

Eshah Syed Bahaldin	1962-63	Senior Lecturer in Education, Malay Women's Training College, Malacca	Mail
Mohd. Ismail bin Hamid	1962-63	Lecturer, Day Training College, Penang	Interview
Lee Soo	1964-65	Lecturer, Kota Bharu Teachers Training College, Maktab Perguruan Kota Bharu, Kelantan	Mail
Ishak bin Yaabuk	1964-65	Lecturer, Textbook Bureau, Ministry of Education, Kuala Lumpur	Interview
Nadeson Krishnan	1965-66	Assistant Lecturer, Day Training College, Jslsn, Kuantan	Nil
Mustapha Merican	1966-67	Lecturer, Maktab Perguruan Kota Bharu, Kalantan	Nil
Mohd. Rasali bin Abdullah	1966-67	Lecturer, Pusat Latekan Perguruan, Trengganu	Mail
Sani bin Abu Baker	Sept., 1967	Malaysian, Student Welfare Officer, Embassy of Malaysia, Djakarta, Indonesia	Nil

Mohd. Zain bin Abd. Rashid	Sept., 1967	Principal, (Retired) Sultan Idris Teachers Training College, Perak, West Malaysia	Nil
George Vergis	Sept., 1967	Inspector of Schools, Federal Inspectorate, Jalan	Nil
Halim Haji Abd Rahim	Jan., 1968	Principal, Teachers Day Training Centre, Malacc, Malaysia	Nil
S. Devan	Aug., 1968	Organizer, Day Training Center, Johore, Bharu	Nil
S. Rajaratnam	Aug., 1968	Organizer, Day Training Center, Juantan, Penang	Nil
Mohd. Nasi Zain	Aug., 1968	Senior Lecturer, Day Training College, Penang	Inter-view
Maimunah bte. Abdullah	Jan., 1970	Assistant Lecturer, Ministry of Education, Kuala Lumpur	Nil
Kwok Peng Loong	Jan., 1970	Lecturer, "On Attach-ment" Department of Education, Johore Bharu	Nil
Mustaffa bin Abd. Latiff	Aug., 1970	Lecturer, Ministry of Education, Maktab Per-guruan Sultan Idris, Perak	Sixth Institute
Chee Ying Lee	Aug., 1970	Organizer, In-Service Training for Primary School Teacher, Day Training College, Penang	Sixth Institute

NEPAL

Ratna Lal Prad-han	1962-63	Headmaster, Primary Training Institute, College of Education, Kirtipur	Nil
Om Prakash Gupta	1962-63	Headmaster, Primary School Teacher Train-ing Center, College of Education, Birganj	Mail

Sanu Man Nakarmi	1965-66	Headmaster, Laboratory School, College of Education, Tribhuwan University, Chet Bhawan	Nil
Ratna Man Pradhan	1965-66	Headmaster, Primary Teachers Training College, Kosi Anchal	Nil
Birendra Kumar Mallik	1966-67	Teacher, Training Dept. College of Education, Kathmandu	Nil
Shradha Man Sakya	1966-67	Section Officer, Dept. of Education, Primary Section, Singh Durbar	Nil
Phaneendra Man Malla	Jan., 1968	Senior Instructor, Primary School Teachers' Training Centre, Birganj	Nil
Bhim Charan Tapa	Jan., 1968	Senior Instructor, Primary School Teachers' Training Centre, Birganj	Nil
G.B. Pradhananga	Aug., 1968	Senior Instructor, Primary School Teachers' Training Centre, College of Education, Kathmandu	Interview
Shakti Jung Rana	Aug., 1968	Instructor, College of Education, Kirtipur	Nil
Ram Sunder Shrestha	Aug., 1968	Chief of Section Service, College of Education, Kathmandu	Deceased
Bharat Raj Sharma	Jan., 1969	Senior Instructor, Supervisor of Student Teaching, Teachers Training College, Kirtipur	Nil
Mohan Prasad Yadava	Jan., 1969	Senior Instructor, Primary School Teachers Training College, Pokhara	Nil

Asta K. Shrestha	Jan., 1969	Education Advisor, Jiri, Multipurpose Development Project, Ekantakuna, Jawalakhel	Nil
Khaga Raj Sharma	Jan., 1970	Senior Instructor, Balkhu Danda Gaun, Tribhuwan University, Kirtipur	Nil
Bala Ram Poudyal	Jan., 1970	Senior Instructor, Primary Teachers Training Centre, Tansen, Palpa	Nil
Gulab M. Shrestha	Jan., 1970	Senior Instructor, Primary Teachers Training Centre, Pokhara	Nil
R. Prssad	Aug., 1970	Senior Instructor, Primary Teachers Training Division, Ministry of Education, Birganj	Sixth Institute

PAKISTAN

Abdul Gayyum	1962-63	Assistant Professor, Institute of Education and Research, Dacca University	Mail
Azizor Rob	1962-63	Headmaster of Govt. High School, Khulna	Nil
Ata-Ullah Khan	1965-66	Principal, Govt. Teachers Training College, D.I. Khan	Nil
Abdul Matin	1965-66	Assistant Master, Chittagong College, East Pakistan	Nil
Jahir Ali	1966-67	Superintendent, Govt. Primary Training Institute, Lakshmipur, East Pakistan	Nil
Mohd. Abdul Mannan	1966-67	District Education Officer, PABNA District, East Pakistan	Nil

K. Ahmad Talukdar	1966-67	Headmaster, Natore Govt. Jinnah High School, P.O. Natore Dt. Rajshahi, East Pakistan	Mail
I.H. Sulemani	Aug., 1968	Deputy Director of Education, Directorate of Education, Rawalpindi Region, West Pakistan	Nil
Muhammdd Hanif	Jan., 1969	Inspector, Training Institution, Directorate of Education, Lahore, West Pakistan	Mail
Mohd. A. Samad	Aug., 1970	Superintendent, Primary Training Institution, Rahshahi, East Pakistan	Sixth Institute

PHILIPPINES

Heriberta M. Caguioa	1962-63	Superintendent, Cebu Normal College, Cebu	Interview
Tecla Espiritu	1962-63	Supervisor for Research, Evaluation-Guidance, Cebu Normal College, Cebu (USA Study)	Nil
Natividad Requel	1962-63	District Supervisor, Quezon City Schools, Quezon City	Interview
Bernardo Santos	1962-63	Superintendent, Northern Luzon Teachers College, Laoag City	Mail
Purificacion Flores	1963-64	Supervisor, Student Teachers, Leyte Normal School, Tacloban City	Mail
Maria Navares	1963-64	Instructor, West Visayas State College, Iloilo City	Interview
Maura San Andres	1963-64	Coordinator, National Coordinating Center for the Study of Filipino Youth, Quezon City	Interview

Lazara Julianda	1963-64	Instructor, Bicol Teachers College, Daraga, Albay	Nil
Rebecca Trani	1963-64	Instructor, Bukidnon, Normal School, Bukidnon	Nil
Jeremias Galixto	1964-65	Registrar, Northern Luzon Teachers College, Laoag City	Nil
Juanita Guerrero	1964-65	Teacher Education Specialist, Teacher Education Unit, Department of Education, Manila	Nil
Ruth Narvaez	1964-65	Instructor, Pangasinan Normal School, Pangasinan	Mail
Daniel Tudtud	1964-65	Teacher Education Specialist, Teacher Education Unit, Department of Education, Manila	Interview
Felix Gayon	1964-65	Instructor, Bukidnon Normal School, Bukidnon	Nil
Victoria Cervantes	1965-66	Instructor, Cebu Normal School, Cebu	Interview
Presiosa de Guzman	1965-66	Director, Pangasinan Laboratory School, Pangasinan	Nil
Florie Castro	1965-66	Instructor, Pangasinan Normal School, Pangasinan	Nil
Ignacia Olaso	1965-66	Dean of Instruction, Zamboanga State College, Zamboanga City	Mail
Magdalena Ramo	1965-66	Supervisor, Student Teaching, Leyte Normal School, Tacloban City	Mail
Nieves Santiago	1965-66	Teacher Education Specialist, Teacher Education Unit, Department of Education, Manila	Deceased

Godofredo Ycaro	1965-66	Instructor, Teacher Training Bukidnon Normal School, Malaybalay, Bukidnon	Nil
Jovencia Cabel	1966-67	Instructor, Pangasinan Normal School, Pangasinan	Nil
Juanita Calambro	1966-67	Professor, West Visayas State College, Iloilo City	Interview
Obdulia Cinco	1966-67	Superintendent, Leyte Normal School, Tacloban City	Nil
Lilia Juele	1966-67	Teacher Education Specialist, Teacher Education Unit, Department of Education, Manila	Interview
Arsenio Mirabueno	1966-67	Instructor, Bicol Teachers College, Locsin, Albay	Nil
Conchita Misa	1966-67	Instructor, Cebu Normal College, Cebu City	Interview
Esperanza Sales	1966-67	Instructor, Northern Luzon Teachers College, Laoag	Nil
Maria Borja	Sept., 1967	Supervisor of Student Teaching, Bukidnon Normal School, Bukidnon	Nil
Amalia Deles	Sept., 1967	Vice-President for Academic Affairs, West Visayas State College, Iloilo City	Interview
Vicenta Pangalangan	Sept., 1967	Head, Teacher Training Unit, Bureau of Public School, Department of Education, Manila	Inter-
Claro Panesa	Sept., 1967	Educational Researcher, Mabini University, Iriga City	Mail

Juan Agustin	Jan., 1968	Teacher Education Specialist, Teacher Education Unit, Department of Education, Manila	Nil
Amado Alorro	Jan., 1968	Registrar, Professor Graduate School, Leyte Normal School, Tacloban City	Mail
Clara Bernabe	Jan., 1968	Assistant Professor, Central Luzon Teachers College, Bayambang, Pangasinan	Nil
Tecla Revilla	Jan., 1968	Dean of Students, Cebu Normal College, Cebu	Interview
Alberta Pena	Aug., 1968	Consultant, In-Charge of Kindergarten, Instruction and Curriculum, Bureau of Private Schools Manila	Nil
Norma Laconico	Aug., 1968	Director, Program of Elem. Teacher Training, Centro Escolar University, Manila	Mail
Priscilla Estolloso	Aug., 1968	Dean, College of Education, Southern Baptist College, M'lang, Cotabato	Nil
Lourdes Agay	Aug., 1968	Dean for Academic Affairs, Mindoro College, Calapan, Oriental Mindoro	Nil
Cesar Callanta	Aug., 1968	Teacher Education Specialist, Teacher Training Unit, Department of Education, Manila	Interview
Consolacion Miguel	Aug., 1968	Dean of Students, Northern Luzon Teachers College, Laoag City	Mail
Jenny Lind Dolorico	Aug., 1968	Dean of Students, Leyte Normal School, Tacloban City	Nil

Severiana Garcia	Aug., 1968	Registrar, Cebu Normal College, Cebu	Interview
Alfredo Domingo	Jan., 1969	Instructor, Northern Luzon Teachers College, Laoag City	Mail
Epifania Escano	Jan., 1969	Instructor, Pangasinan Normal School, Pangasinan	Nil
Julia Gonzales	Jan., 1969	Dean, College of Education, Central Philippines Univ., Iloilo City	Nil
Rosita Pengson	Jan., 1970	Director, Student Teaching, College of Education, University of the East, Manila	Interview
Ana Segovia	Jan., 1970	Head, Elementary Education, Mountain View College, Malaybalay, Bukidnon	Nil
Norma Du	Jan., 1970	Supervisor, Student Teaching, Trinity College, Quezon City	Interview
Justita Lola	Jan., 1970	Curriculum Coordinator, Bicol Teachers College, Albay	Nil
Petra Tolibas	Jan., 1970	Researcher, Leyte Normal School, Tacloban City	Mail
Azucena Elegado	Aug., 1970	Instructor, Central Luzon Teachers College, Pangasinan	Sixth Institute
Nimia Lopez	Aug., 1970	Director, Laboratory School, West Visayas State College, Iloilo City	Sixth Institute
Patria Lorenzo	Aug., 1970	Instructor, Bicol Teachers College, Legaspi	Sixth Institute

SINGAPORE

Wee Joo Liat	Jan., 1969	Deputy Registrar, Singapore Polytechnic Institute, Singapore	Interview
Arthur P.A. Nair	Jan., 1969	Lecturer, Teachers Training College, Singapore	Interview
Kye Lock Chow	Aug., 1970	Organizer, In-Service Training Courses, Teachers Training College, Singapore	Sixth Institute

THAILAND

Prakorb Thongma	1962-63	Instructor, College of Education, Prasarnmitr Bangkok	Nil
Rawiwan Thunchai	1962-63	Instructor, College of Education, Prasarnmitr Bangkok (USA-Study)	Nil
Tinakorn Preechabandhu	1963-64	Government Official, House of Commons, Bangkok	Nil
Thamanoon Weshawongsa	1963-64	Instructor, Udornthani Teachers College, Udorn	Nil
Phira Karnchana	1964-65	Instructor, Nakornrajsima Teachers College, Nakornrajsima	Mail
Sathian Jamsuwan	1964-65	Instructor, Petchburi Teachers College, Petchburi	
Sinee Tubplang	1964-65	Instructor, Department of Teacher Training, Bangkok	Mail
Chareonpol Suvanachot	1964-65	Head, Student Teaching, Ayuthya Teachers Training College, Ayuthya	Interview
Kosintr Rungsayapun	1965-66	Supervisor, Student Teaching, Nakornsrithamaraj Teachers Training College, Nakornsrithamaraj	Nil

Preecha Sedhteetorn	1965-66	Head of Education Department, Ubol Teachers College, Ubol	Mail
Boonchuay Tamtai	1965-66	Supervisor, Student Teaching, Ubol Teachers College, Ubol.	Nil
Amnuay Toprasirt	1965-66	Professor, Teacher Education, Ayuthya Teachers College, Ayuthya	Nil
Pairoh Tandikul	1966-67	Principal, Demonstration School, College of Education, Prasarnmitr	Nil
Pratern Mahakhanta	1966-67	Instructor, College of Education, Bangsaen, Cholburi	Nil
Rangsan Watana	1966-67	Instructor, Pibulsongram Teachers College, Pitsanuloke	Nil
Boonlert Srihong	Sept., 1967	Principal, Uttaradit Teachers School, Uttaradit	Nil
Seela Chayaniyayodhin	Sept., 1967	Head, Elementary Section, College of Education, Prasarnmitr	
Charoon Milindra	Sept., 1967	Director, Bansomdiy Teachers College, Dhonburi	Nil
Chitchom Kanjanachote	Sept., 1967	Director, Pibulsongkram Teachers Training College, Pitsanuloke	Mail
Aree Sunhachawee	Jan., 1968	Asst. Head of Education Department, College of Education, Mahasarakan	Interview
Anon Anandarangsri	Aug., 1968	Principal of Pibubampen Demonstration School, Bangsaen, Cholburi	Nil
Panom Kawkamnered	Aug., 1968	Chief, Private School Division, Ministry of Education, Bangkok	Interview

Krong Padumanonda	Aug., 1968	Director, Suan Sunandha Teachers College, Bangkok	Interview
Kasem Soodhom	Aug., 1968	Director, Pitsanuloke Teachers College, Pitsanuloke	Nil
Vachri Bhimbayajuntr	Jan., 1969	Principal, Teachers Training School, Chachoengsao	Nil
Pricha Singarotai	Jan., 1969	Asst. Director, Yala Teachers College, Yala	Nil
La-Or Karunyavan	Jan., 1969	Director, Student Teaching, College of Education, Prasarnmitr	Mail
Chaweepong Rongsong	Jan., 1970	Asst. Director, Department of Teacher Training Ministry of Education, Bangkok	Interview
Somshit Tanasugarn	Jan., 1970	Academic Supervisor, Suan Sunanta Teachers College, Bangkok	Inter-
Sr. Mary Robert Perillat	Jan., 1970	Principal, Mater Dei Grade School, Bangkok	Interview
Sr. Virginia Marie Langie	Jan., 1970	Teacher, Mater Dei Grade School, Bangkok (USA Study)	Nil
Prayao Sakdisri	Aug., 1970	Director, Teacher Education Dept., Pranakorn Teachers College, Bangkok	Sixth Institute
Boocheun Thongyoo	Aug., 1970	Educational Supervisor, Secondary Education Dept., Ministry of Education, Bangkok	Sixth Institute

VIETNAM

Vu Ngoc Dai	1962-63	Asst. Director, Saigon Normal School, Saigon	Nil

Nguyen Thuy Lan	1962-63	Professor, d'Anglais Au Lycee, Trung Vuong, Saigon (USA Study)	Nil
Tran Thi Tam	1963-64	Professor of Pedagogy, Normal School, Saigon	Nil
Thi Kim Van Luu	1965-66	Professor, Saigon Normal School, Saigon	Nil
Phan Van Phuc	Jan., 1968	Superintendent, Pedagogical Affairs, Training and Adult Education, Ministry of Education, Saigon	Nil
Dinh Ngoc An	Jan., 1970	Teacher of Pedagogy, Pedagogy School, Saigon	Nil
Nguyen Tu Quy	Aug., 1970	Instructor, Saigon Normal School, Saigon	Sixth Institute

APPENDIX B

COURSE SYLLABUS

FOURTH INSTITUTE FOR KEY TEACHER EDUCATORS

6 - 7 January, 1969

Visits to: The Office of the United Nations Development Program; the Unesco National Commission of the Philippines; embassies; banks, churches, mosques, temples, post office and markets.

Call on: President of the University of the Philippines and Secretary of Education.

Visits to: The libraries of the Asian Institute for Teacher Educators, the College of Education and the University of the Philippines; the U.P. Science Education Center, and the U.P. Health Education Center.

Showing of selected films of Asia.

Meeting with the Asian Institute for Teacher Educators faculty.

Overview of the program of the three and one-half month institute.

8 - 17 January

1. Research in and for primary teacher education.

   1.1 Survey of research in primary teacher education in Asian countries.

   1.2 Research in primary teacher education in other countries.

   1.3 Responsibilities of teacher educators in the production and utilization of research.

1.4 Types of research in primary teacher education: basic research, descriptive research, historical research, and action research.

1.5 Professional laboratory and library experiences. (To be integrated with the topics for discussion in this unit).

1.51 Preparation of directed study assignments on a selected topic.

1.52 Opportunities to observe experimental research projects.

1.53 Making abstracts of research articles representing different types of research.

1.54 Preparation of research outlines on selected problems in primary teacher education to be carried out in the home country.

1.55 Work in committees to prepare a digest of Significant findings of recent research studies in teacher education.

1.56 Visits to research centers.

20 - 31 January

2. Development of primary education in Asia.

2.1 Problems of primary education.

To provide the participants with a common background for the areas and topics for discussion during the institute, among others, the problems listed below, which include those to which the Report of the Karachi Meeting draws special attention, will be considered. These problems will be given more detailed treatment in the succeeding units.

2.11 Provision of universal compulsory education, the duration of the primary course.

2.12 The education of girls and the education of parents.

2.13 Adequate provision of material facilities: school building, equipment; improved textbooks and teaching materials.

2.14 Provision for effective administration and supervision.

2.15 The problem of wastage and stagnation.

2.16 Ancillary services, school health services, school meals, guidance services.

2.17 The education of tribal and other minority groups.

2.18 The education of exceptional children: the gifted, the mentally retarded, the physically handicapped, etc.

2.19 The Status of primary school teachers.

2.2 Professional laboratory and library experience. (To be integrated with the topics for discussion in this unit.)

2.21 A seminar to consider the progress made by the Asian Member States in the direction of achieving compulsory primary education.

2.22 A discussion of case studies bearing on the problem of providing facilities for the education of girls.

2.23 A review of some of the literature on school buildings produced by the Asian Regional Institute for School Building Research.

2.24 A symposium on "Educational Wastage and Stagnation" based on the report of the Technical Seminar on Educational Wastage and School Dropouts held at Bangkok in September, 1966, and other related materials.

2.25 A panel discussion on "What Can Be Done to Improve the Supervision of Elementary Schools?"

2.26 A brain trust to evaluate the recommendations of the Special Intergovernmental Conference on the Status of Teachers.

2.27 Visits to selected elementary schools and to the Infrastructure Center.

3 - 14 February

3. The curriculum and methods of teaching in primary education.

3.1 The philosophy, organization and curriculum of primary education.

3.11 A survey of primary education in Asian countries: its aims, purposes, organization and curriculum.

3.12 The community school: its aims, purposes, organization and curriculum.

3.2 Developmental needs of primary school children.

3.3 New trends in methods of teaching the primary school subjects.

3.31 Science.

3.32 New Mathematics.

3.33 Language Arts.

3.34 Social Studies.

3.4 Audio-visual materials for primary school teaching.

3.5 Professional laboratory and library experiences. (To be integrated with the topics for discussion in this unit.)

3.51 Preparation of discussion outlines on the aims, purposes, organization and curriculum of primary education in Asian countries.

3.52 A symposium on "The Developmental Needs of Primary School Children."

3.53 A discussion of selected case studies in primary education.

3.54 Visits to selected elementary schools in both urban and rural settings where some methods and new techniques in various content areas are being used.

17 February - 7 March

4. Organization, Administration and Supervision of Primary Teacher Education Institutions.

4.1 The organization of the national system of education in the Asian Member States.

4.2 The relationship of teacher education institutions with the other departments or sections of the national system of education.

4.3 The organization, administration and supervision of teacher education institutions.

4.31 The organization of typical teacher education institutions in the Asian Member States.

4.32 Comparison of the organization, administration and supervision of teacher education Institutions in the Asian Member States with those in non-Asian countries, such as the U.S.A., the U.K., the U.S.S.R., France, Australia and selected African and Latin American countries. (Note: Resource persons will be invited to participate.)

4.4 The function of organization, administration and supervising applied to teacher education institutions.

4.41 Organizing, administering and supervising teacher education institutions in order to:

4.411 meet the needs of different types of primary schools (rural and urban schools; boys' and girls' schools; co-educational schools; etc.);

4.412 facilitate recruitment and selection of candidates for training;

4.413 facilitate curriculum development;

4.414 facilitate curricular and co-curricular activities including laboratory, library and workshop experiences of students in training;

4.415 facilitate the proper guidance of students in training;

4.416 facilitate recruitment, employment and development of the professional and administrative staff of teacher education institutions;

4.417 facilitate the procurement, preparation and utilization of teaching materials and school equipment;

4.418 provide for the in-service training of primary school teachers;

4.419 stimulate and facilitate experimentation and research;

4.5 Formulation of statements of principles governing the effective planning, financing, organization, administration and supervision of teacher education institutions.

4.6 Professional laboratory and library experiences. (To be integrated with the topics for discussion in the unit.)

4.61 A visit to the Department of Education, the Bureau of Public Schools and the Bureau of Vocational Education.

4.62 A demonstration of the group discussion techniques in the selection of candidates for training.

4.63 Preparation of a guide for a structured interview of candidates for training.

4.64 A panel discussion on "What Constitutes a Good Student Teaching Program?"

4.65 A brain trust on the in-service training of primary school teachers, using as a basis the Report of the Symposium on this subject held from 5 to 19 July at the Asian Institute in Quezon City.

4.66 A debate on the proposition: "Private institutions should be encouraged to cooperate with the state in organizing programs of teacher training."

4.67 A symposium on the training of primary educators.

4.68 Selected case studies in the administration of teacher education institutions.

4.69 Work in committees to formulate statements of principles governing the effective planning, organization, administration and supervision of teacher education institutions.

4.70 Visits to teacher education institutions in Manila to observe aspects of special significance in their set-up and in their programs, such as curriculum laboratories, guidance programs, student government, etc.

10 - 17 March

5. Educational Trip

Tentative plans include visits to the following centers:

5.1 Pampanga: a primary school in a Negrito settlement.

5.2 Baguio City: selected schools and teachers college.

5.3 Urdaneta, Pangasinan: Barrio High Schools and a community college.

5.4 Bayambang, Pangasinan: Philippines Unesco National Community Training Center; the UNICEF/FAO/WHO Applied Nutrition Project.

18 March - 2 April

6. The Curriculum of Primary Teacher Education.

6.1 Survey and evaluation of primary teacher education curricular in Asian countries and selected countries in Europe, North America, South America and Africa.

6.2 Guiding principles in the preparation of the primary teacher education curriculum and in the determination of:

6.21 General education courses.

6.22 Professional education courses.

6.23 Special subjects, such as: music education, art education, physical education, work education, etc.

6.24 Practical experiences, including student teaching.

6.25 Co-curricular and civic activities.

6.3 The involvement of teacher education institutions in adult education and community development.

6.31 Preparing teachers for adult education work and community development.

6.32 Some methods of teaching illiterates.

6.33 Follow-up programs in adult education.

6.34 Some experiments in adult education.

6.4 Special curriculum problems in primary teacher education.

6.41 The medium of instruction and multilingual teaching situations.

6.42 Building depth in subject matter areas, science, mathematics, social studies, language arts, etc.

6.43 The improvement of textbooks, teaching guides, manuals, and other instructional materials.

6.44 The education of exceptional children.

6.45 The general education of primary school teachers.

6.46 Articulation with the secondary school curriculum.

6.47 Education for International Understanding

6.5 Professional laboratory and library experiences. (To be integrated with the topics for discussion in this unit.)

6.51 A debate on the proposition: "In the preparation of primary school teachers, greater emphasis should be placed on general education than on professional training."

6.52 Selected case studies in the curriculum of primary teacher education.

6.53 Work in committees to formulate the guiding principles in the determination of the primary teacher education curriculum.

6.54 Organizing an exhibition of textbooks, and other teacher education materials, including various materials prepared by the participants.

6.55 Preparation of an annotated bibliography on one of the problems listed in 6.4 above.

6.56 Observation of classes in "Adult and Fundamental Education" in a teacher education institution, including a literacy class.

6.57 Visits to the International Rural Development Center and to the Don Bosco School.

3 - 18 April

7. Methodology and evaluation in primary teacher education.

7.1 Survey and discussion of methods used in primary teacher education.

7.11 Strengths and weaknesses of the following methods:

7.111 Lecture type: lecture, lecture-cum-discussion.

7.112 Discussion type: group discussion, class discussion, colloquium, panel discussion, seminar, debate, forum, symposium, case study, etc.

7.113 Study-assignment: directed study, textbook assignment, use of libraries, brain trust.

7.114 Project type: workshop, project, field trip, construction and use of experiences and reserve units, action research.

7.115 Practical type: demonstration, demonstration teaching, tutorial, use of audio-visual materials at the college level including radio and television.

7.116 Programmed instruction.

7.117 Others, role playing, team teaching, buzz session, discovery, etc.

7.2 Methods commonly used in primary teacher education in Asia.

7.21 Strengths and shortcomings in the present practices.

7.22 Significant developments in the theory of the teaching-learning process.

7.23 Action programs to improve methods of teaching in primary teacher education institutions.

7.3 Evaluation in primary teacher education.

7.31 Purpose of evaluation in primary teacher education.

7.32 Types and uses of evaluation instruments in primary teacher education.

7.33 Construction and adaptation of evaluation instruments, including standardized tests.

7.34 Criteria of good evaluation procedures.

7.35 Periodic institutional assessment and follow-up studies of graduates.

7.4 Professional laboratory and library experience. (To be integrated with the topics for discussion in this unit.)

7.41 A workshop to prepare a brochure on "Significant Developments in Learning Theory."

7.42 A panel discussion on "Factors Affecting Learning in the College Situation" followed by discussion in small groups.

7.43 A demonstration lesson in the U.P. Elementary School, going through the stages of (1) lesson planning; (2) giving the actual lesson; and (3) post-demonstration evaluation.

7.44 A demonstration of role playing.

7.45 Preparation of different types of evaluative instrument for use in teacher education; e.g., an essay type examination; a short-answer type test; an objective type test; a quiz.

7.46 Visits to teacher education institutions in Manila to observe college classes where some of the modern methods and new techniques in various disciplines are being used.

19 April

Closing Exercise

APPENDIX C

ASIAN INSTITUTE FOR TEACHER EDUCATORS
(Sponsored by Unesco)

QUESTIONNAIRE

Dear Friend,

The Asian Institute for Teacher Educators is attempting to provide an assessment in terms of measuring the usefulness of its programs and activities to the participants and to assess in educational terms what impact and contributions are being made to teacher education in Asia by former participants of AITE.

As a former participant of AITE you are requested to complete this questionnaire. Your response is essential to the accuracy and reliability of the final statistical results.

MAIL SURVEY ONLY

The results of this survey are scheduled for publication March 15, 1971 so please return this questionnaire by February 15, 1971. Return mail surveys to:

Institute for International Studies
College of Education
Michigan State University
East Lansing, Michigan 48823

Attention: Dr. Harry Case
Dr. Cole Brembeck

- -

NAME _____ AGE _____ SEX _____

COUNTRY _____

DATE OF AITE ATTENDANCE _____ 9 MONTH'S COURSE _____
3 MONTH'S COURSE _____

DEGREES HELD CERTIFICATE: DATE SCHOOL _____
BACHELOR'S: DATE SCHOOL _____
MASTER'S: DATE SCHOOL _____
DOCTORATE: DATE SCHOOL _____

SPECIAL TRAINING _____

POSITION _____

PRE-AITE EXPERIENCE

(Please omit any question which does not apply to your situation.)

CHECK ONE ANSWER

Very Much	Much	Some-what	Little	None	
					A. Prior to your AITE experience to what extent did you:
☐	☐	☐	☐	☐	1. Use the English language in professional dialogue?
☐	☐	☐	☐	☐	2. Have sensitivity to education outside your own country?
☐	☐	☐	☐	☐	3. Have international understanding?
☐	☐	☐	☐	☐	4. Have positive attitudes toward modern educational theories and practices?
☐	☐	☐	☐	☐	5. Exchange information and ideas with educators from other countries?
					B. To what extent did your previous training and experience in teacher education provide you with knowledge and understanding in the dynamics of modern educational research?
☐	☐	☐	☐	☐	6. Theories of research?
☐	☐	☐	☐	☐	7. Skills and techniques of research?
☐	☐	☐	☐	☐	8. Practice in research?
					C. To what extent did you utilize or engage in educational research prior to your AITE experience?
☐	☐	☐	☐	☐	9. Reading research publications?

CHECK ONE ANSWER

Very Much	Much	Somewhat	Little	None	
☐	☐	☐	☐	☐	10. Promoting research?
☐	☐	☐	☐	☐	11. Undertaking research?
					D. To what extent did your previous training and experience in teacher education provide you with knowledge and understanding in the dynamics of modern curriculum methodology?
☐	☐	☐	☐	☐	12. Theories of curriculum methodology?
☐	☐	☐	☐	☐	13. Skill and techniques in curriculum methodology?
☐	☐	☐	☐	☐	14. Practical application of modern curriculum methodology?
					E. To what extent did your previous training and experience in teacher education provide you with knowledge and understanding in the dynamics of modern organization, administration and supervision?
☐	☐	☐	☐	☐	15. Theories?
☐	☐	☐	☐	☐	16. Skills and techniques?
☐	☐	☐	☐	☐	17. Practical application?
					F. To what extent did your previous training and experience in teacher education provide you with knowledge and understanding in the dynamics of evaluation methodology?
☐	☐	☐	☐	☐	18. Theories in evaluation methodology?
☐	☐	☐	☐	☐	19. Skills and techniques in evaluation methodology?
☐	☐	☐	☐	☐	20. Practical experience and application?

AITE EXPERIENCE

CHECK ONE ANSWER

Very Much	Much	Somewhat	Little	None	
					G. To what extent did AITE enrich or enhance your:
☐	☐	☐	☐	☐	21. Ability to use the English language in professional dialogue?
☐	☐	☐	☐	☐	22. Sensitivity to education outside your own country?
☐	☐	☐	☐	☐	23. International understanding?
☐	☐	☐	☐	☐	24. Attitudes toward moder educational theories and practices?
☐	☐	☐	☐	☐	25. Exchanging of information and ideas with educators from other countries?
					H. To what extent did the AITE experience enrich or enhance your knowledge and understanding in the dynamics of educational research?
☐	☐	☐	☐	☐	26. Theories of research
☐	☐	☐	☐	☐	27. Skills and techniques of research?
☐	☐	☐	☐	☐	28. Practice in research?
					I. To what extent did the AITE experience enrich and enhance your knowledge and understanding in the dynamics of curriculum methodology?
☐	☐	☐	☐	☐	29. Theories of curriculum?
☐	☐	☐	☐	☐	30. Skills and techniques in curriculum?
☐	☐	☐	☐	☐	31. Practical experience and application?

CHECK ONE ANSWER

Very Much	Much	Somewhat	Little	None	
					J. To what extent did the AITE experience enrich or enhance your knowledge and understanding in the dynamics of modern organization, administration and supervision?
☐	☐	☐	☐	☐	32. Theories?
☐	☐	☐	☐	☐	33. Skills and techniques?
☐	☐	☐	☐	☐	34. Practical experience and application?
					K. To what extent did the AITE experience enrich or enhance your knowledge and understanding in the dynamics of evaluation methodology?
☐	☐	☐	☐	☐	35. Theories of evaluation methodology?
☐	☐	☐	☐	☐	36. Skills and techniques in evaluation methodology?
☐	☐	☐	☐	☐	37. Practical experience and application?
					POST-AITE EXPERIENCE
					L. To what extent:
☐	☐	☐	☐	☐	38. Do you now use the English language in professional dialogue?
☐	☐	☐	☐	☐	39. Are you now sensitive to education outside your own country?
☐	☐	☐	☐	☐	40. Do you now have international understanding?
☐	☐	☐	☐	☐	41. Do you now have positive attitudes toward modern educational theories and practices?

CHECK ONE ANSWER

Very Much	Much	Somewhat	Little	None	
☐	☐	☐	☐	☐	42. Do you exchange information and ideas with educators from other countries?
☐	☐	☐	☐	☐	43. Did AITE motivate you for continued educational study?
☐	☐	☐	☐	☐	44. Did the AITE experience challenge your educational value and belief system?
☐	☐	☐	☐	☐	45. Are you in a position to promote and develop modern educational theories and practices?
☐	☐	☐	☐	☐	46. Are you encouraged to promote and develop modern educational theories and practices?
☐	☐	☐	☐	☐	47. Are you restricted from promoting and developing modern educational theories and practices?

M. To what extent do you utilize or engage in educational research now?

☐	☐	☐	☐	☐	48. Reading research publications?
☐	☐	☐	☐	☐	49. Promoting research?
☐	☐	☐	☐	☐	50. Undertaking research?

N. Please describe the nature and extent of your contributions to the following aspects of teacher education since your AITE experience.

Research and/or publications

Curriculum methodology

Organization, administration and supervision

Evaluation methodology

O. What were the two most useful contributions afforded you professionally by the AITE experience?

P. Please describe the nature and extent of your involvement in the following capacities since your AITE experience.

Developing effective and workable programs of primary teacher education in Asia?

Organizing, administering and supervising national institutions for the education of primary teacher education?

Developing pilot projects or model primary teacher training institutions?

Organizing or improving national centers for the preparation of primary teacher education

Promoting, sponsoring, organizing or participating in professional meetings and workshops?

APPENDIX D

LIST OF ASSOCIATED INSTITUTIONS

1. ACADEMY FOR TEACHER EDUCATORS
   Kabul, Afghanistan

2. STATE TRAINING COLLEGE FOR TEACHERS
   Kanbe, Rangoon, Burma

3. LE CENTRE DE PREPARATION PEDAGOGIQUE (C.P.P.)
   Kampong Kantuot, Province de Kandal
   Royaume du Cambodge

4. GOVERNMENT TRAINING COLLEGE
   Katukurunda, Kalutara, Ceylon

5. GOVERNMENT TRAINING COLLEGE
   Maharagama, Ceylon

6. NATIONAL TAIWAN NORMAL UNIVERSITY
   East Ho Ping Road, Sec. I
   Taipei, Taiwan

7. TAIWAN PROVINCIAL TAICHUNG JUNIOR TEACHERS COLLEGE
   140 Min-sheng Road
   Taichung, Taiwan

8. TAIWAN PROVINCIAL ELEMENTARY SCHOOL TEACHERS' IN-SERVICE EDUCATION CENTRE
   2 Ta-Kuan Road, Pan-chiao
   Taipei Hsien, Taiwan

9. Department of Teacher Education
   National Institute of Education
   NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (N.C.E.R.T.)
   C-12 Green Park Extension
   New Delhi-16, India

10. RESEARCH CENTRE FOR CURRICULUM AND METHODS OF INSTRUCTION (P.P.K.N.D.)
    Djl. Dr. Tjipto No. 9
    Bandung, Indonesia

11. RESEARCH CENTRE FOR AUDIO-VISUAL AIDS (P.P.A.P.P.)
    Bandung, Indonesia

12. RESEARCH CENTRE FOR SCIENCE AND MATHEMATICS (P.P.I.P.A.P.)
    Bandung, Indonesia

13. INSTITUTE FOR EDUCATIONAL RESEARCH AND STUDIES
    P. O. Box 3071
    Teheran, Iran

14. TOKYO GAKUGEI UNIVERSITY
    4-780 Nukuikitamachi Yonechome
    Koganei City, Tokyo, Japan

15. CHIBA UNIVERSITY
    1-33 Yayoi Cho
    Chibashi, Chiba, Japan

16. CENTRAL EDUCATION RESEARCH INSTITUTE
    8, Yejang-Dong, Choong-ku
    Seoul, Korea

17. SEOUL EDUCATION RESEARCH INSTITUTE
    85, Seosomun dong, Seodaemoon-Gu
    Seoul, Korea

18. L'ECOLE SUPERIEURE DE PEDAGOGIE
    Dongdok, KM9
    Vientiane, Royaume du Laos

19. DAY TRAINING COLLEGE (MAKTAB PERGURUAN HARIAN)
    Jalan Kuantan
    Kuala Lumpur, Malaysia

20. College of Education
    DEPARTMENT OF PRIMARY TEACHER TRAINING
    Chait Bhawan
    Kathmandu, Nepal

21. Institute of Education and Research
    UNIVERSITY OF PUNJAB
    Lahore, West Pakistan

22. Department of Education
    UNIVERSITY OF SIND
    Hyderabad, West Pakistan

23. Institute of Education and Research
    UNIVERSITY OF DACCA
    Dacca, East Pakistan

24. BICOL TEACHERS COLLEGE
    Locsin, Albay, Philippines

25. College of Education
    SILLIMAN UNIVERSITY
    Dumaguete City, Philippines

26. TEACHERS' TRAINING COLLEGE
    Paterson Road
    Singapore 9, Singapore

27. PRASARNMITR COLLEGE OF EDUCATION
    Prasarnmitr Road
    Bangkok, Thailand

28. L'ECOLE NORMALE DE SAIGON
    No. 4, Boulevard Thanh-Thai, Cholon
    Saigon, Viet-Nam