

## PARTNERSHIP IN TRANSITION AND DEVELOPMENT\*

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THE RECENT ELECTION manifestos of our major political parties laid considerable emphasis upon the need, and their intention, to accelerate the development of education as a fundamental requirement for the socio-economic growth of the country. They also make special reference to the great importance of strengthening teacher education. That distinguished Nigerian, Dr Henry Carr who was the first African inspector of schools in 1898, remarked to the effect that the best designed education system would remain nothing more than a blueprint without good teachers to implement it in the classroom. To put it another way, an education system is only as good as its teachers, and as the International Labour Organization recently advocated:

The quality of teacher, the kind of people attracted to teaching and the way they are taught is at the heart of all problems of educational quality. No reform of education is worth its salt if it does not address itself to this range of questions.<sup>1</sup>

Rarely, however, has this importance attached to teacher training been more clearly illustrated than in beleaguered Britain during the Second World War. In response to a proposal made by the Cross Commission in Britain (1890), universities began at the turn of the century to involve themselves in the training of teachers for elementary schools.<sup>2</sup> The system which evolved, and which can loosely be regarded as an English pattern of teacher training, had become so untidy, that large-scale planning commenced in late 1942 in order to prepare for post-war needs. The McNair Committee<sup>3</sup> issued a far-reaching report in 1944 recommending that Area Training Organizations (A.T.O.s) be set up 'to supervise courses and foster co-operation and development',<sup>4</sup> and that these A.T.O.s be based on the local university. 'We are convinced', said members of the committee, 'that it is the University and no other body which must be the focus of the education and training of teachers in the future.'<sup>5</sup>

Once this approach was accepted and universities established Institutes of Education from 1947 on, a new thrust in teacher training became evident.

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<sup>1</sup> M. Blaug, *Education and the Employment Problem in Developing Countries* (Geneva, I.L.O., 1974), 82.

<sup>2</sup> *University of London Institute of Education Prospectus 1978 - 1979*, 11.

<sup>3</sup> *Teachers and Youth Leaders* [The McNair Report] (London, H.M.S.O., 1944).

<sup>4</sup> *University of London Institute of Education Prospectus 1978 - 1979*, 11.

<sup>5</sup> B. A. Fletcher, *A Report of the First Leverhulme Intercollegiate Conference Held at U.C.R.N.* (Salisbury, Edinburgh Press, 1958).

Two main types of Institute developed. Firstly, there were those which became little more than servicing bodies, monitoring the examination of, and awarding certificates to college students, and providing short courses for teachers in service. Such Institutes were not genuinely integrated into the universities, and died, as it were, of malnutrition.

The second type of institute followed the McNair line far more closely. This type enjoyed almost complete departmental autonomy, apart from its financing. To all intents and purposes, they became self-sustaining organizations. As they grew it was very difficult indeed to avoid becoming closed-in on themselves in their thinking. Perhaps academic obesity rather than malnutrition was their lot.

There was, however, one marvellous exception. In 1902 the London Day Training College in association with the University of London had come into being. Under the remarkable leadership, first of Sir John Adams and then of Sir Percy Nunn, Sir Fred Clarke and Dr G. B. Jeffrey in succession, the College built up a national and international reputation in teacher education. In 1949 under Dr Jeffrey it became 'a federation of University departments and affiliated colleges of education'.<sup>6</sup> Thus, the London Institute was monitoring and guiding first-level courses in its associated colleges, as well as teaching high-level courses in its own buildings.

While the Second World War was raging, the British Government turned its attention to the needs of post-war education. One outcome (the reports of the Royal Commission on Higher Education in the Colonies) recommended the development of universities in East and West Africa and the West Indies, and great emphasis was placed on the need for teacher training. Africa was beginning to respond rapidly to changing circumstances. In post-war colonial territories, there were important demands for more and more education, and universities were being established. It seemed appropriate, therefore, to translate to Africa the concept of Institutes of Education, to play a key role similar to what had proved generally successful in Britain. However, the idea of an Institute enjoying complete autonomy could not be tenable in the early days of independent African States. There was understandable suspicion that autonomy based on an overseas ideology might not be compatible with emergent nationalism. On the other hand the concept of an Institute as largely a servicing unit for the formal education system was too narrow in the African context. Developing nations had widely ranging needs. Admittedly, many of these needs were based on education, and could be assisted by the skills and experience of the teachers, but development had to have a wider base than the school system. Thus it was that the idea of an Institute of Education in the African sense was far closer to the London model than to any other one.

The British Colonial Office set up two important education commissions in 1950 — the Biins Commission in East Africa and the Jeffrey Commission in West Africa. The two Commissions reported in 1951 and were followed by

<sup>6</sup> *University of London Institute of Education Prospectus 1978 - 1979*, 11.

the Cambridge Conference in 1952 to discuss educational policy in British Africa. The conference report recommended:

The Institute is very largely a federation of the teachers colleges themselves. It has a double duty. Through its constituent colleges it carries almost the whole responsibility for pre-service training, and it has also to take a good deal of the responsibility for sustaining the teacher in the work of his profession.<sup>7</sup>

'Double duty', yes — but even this did not go far enough for Africa. Despite the welcome suggestion that the field of in-service training needed attention, it fell to Professor L. J. Lewis, who is now the Principal of this university, in the first really effective Institute established in Africa in 1949 (in Ghana) to link the teacher-training role with that of community development. This innovation was not lost on Professor Basil Fletcher who had founded one of the first post-McNair Institutes at the University of Bristol in 1947.

It was this same Professor Fletcher who was the first professor to be appointed by Dr Walter Adams, the Principal of the University College of Rhodesia and Nyasaland, twenty-five years ago, almost to the day. In 1956, as Director of the Institute and Vice-Principal of the University College, Fletcher delivered the very first inaugural lecture. He chose as his theme 'The Educated Man', and reviewed the gifts and qualities that should typify the product of this Institute, observing that 'a person cannot be called educated unless he is endowed with a sense of proportion such as flows from a perception of the wholeness of knowledge'.<sup>8</sup> He went on to say that 'there are certain presuppositions of thought that demand obedience and certain standards of excellence that must never be dethroned'.<sup>9</sup>

He was not purely a 'university man', one lost in the world of academe, but was both practical and realistic. Thus, he saw his Institute as giving a lead in the whole field of professional education, which field included community development and adult education. Furthermore, he recognized the need to develop a partnership in understanding with commerce and industry, and to create opportunities for sharing experience with university colleagues in other parts of Africa. Over the period 1957 - 60 there were innumerable conferences, and twelve publications flowed from the Institute, but only five dealt with the teacher-training aspect.<sup>10</sup> As more and more needs were uncovered, the University made the important and very wise decision to split the Institute in two. One continued with its main concern (that of teachers in the school system); the other became the Institute of Adult Education in 1961 under Townsend Coles. Thus, this university's initial contribution

<sup>7</sup> United Kingdom Colonial Office and the Nuffield Foundation, *African Education: A Study of Education Policy and Practice in British Tropical Africa* (Oxford, Oxford Univ. Press, 1953), 165.

<sup>8</sup> B. A. Fletcher, *The Educated Man* (London, Oxford Univ. Press, 1956), 3.

<sup>9</sup> Ibid.

<sup>10</sup> B. A. Fletcher, *The Work of an Institute of Education in Central Africa* (Salisbury, Univ. Coll. of Rhodesia and Nyasaland, n.d. [c. 1961]), 151.

towards development was very strong and the pattern of these two Institutes was well laid.

That year Professor Fletcher retired, to be succeeded by Professor Alan Milton. How to serve and reach the common man was one of the major themes in his 1963 inaugural lecture, *Teachers outside the Walls*. He spoke with obvious concern for the future in a year when the Federation was being dissolved, and he made the criticism that 'education in this country, in its formal aspect, was not an indigenous affair'.<sup>11</sup> He made two further points, the first being that the aspirations for a better education system, to use his own words, 'would be realized only as the University was seen as the coping stone of a national system of education'.<sup>12</sup> The second was his 'plea for a direct attention to the quality of primary school teaching . . . [for] primary education is basic in the fullest sense'.<sup>13</sup>

Professor R. C. Bone, appointed in 1967, delivered his inaugural two years later. He chose as his title *Et Nos Mutamur. The Future of Teacher Education*<sup>14</sup> and based his theme on the medieval Latin tag, which translated reads, 'Times change, and we change in them'. He spoke of the chasms dividing the time when Fletcher, Milton and he were appointed, observing that 'the mood in education today . . . is one of confusion and very considerable pessimism'.<sup>15</sup> There must have been a strong 'tongue-in-cheek' side to this remark, for there were really neither chasms nor pessimism. Professor Fletcher opened the Institute in the bloom of Federation, Professor Milton followed as this Federation wilted, Professor Bone as Rhodesia declared itself independent, and I myself as the country entered into a phase of political confusion, now happily coming to an end with the prospect before us of a period of dynamic growth and development in Zimbabwe.

The dominant theme, however, as we review the past quarter of a century, is not one of pessimism. Rather is it that each Director has been strongly influenced by the needs of the changing times, and has developed the sensitivity to recognize these factors. Each Director has been a chapter, as it were, in our university's response to change, a role which the country's national university is bound to play if it is not to succumb to 'Institutional Menopause', to use the telling phrase of Gieck, a recent American writer on change and obsolescence in ageing institutions.<sup>16</sup>

I spoke of 'the beginning of a new venture'. Over the past five years or so we have been able, rather dramatically, to change course, thanks to the excellent groundwork of my predecessors. We now have five Associate Colleges of Education, in Bulawayo, Gwelo and Umtali, where students under-

<sup>11</sup> A. Milton, *Teachers outside the Walls* (London, Oxford Univ. Press, 1964), 4.

<sup>12</sup> *Ibid.*, 19.

<sup>13</sup> *Ibid.*, 20.

<sup>14</sup> R. C. Bone, *Et Nos Mutamur: The Future of Teacher Education* (Salisbury, Univ. Coll. of Rhodesia, 1970), 6.

<sup>15</sup> *Ibid.*, 7.

<sup>16</sup> J. E. Gieck, 'Institutional menopause: Change and obsolescence in ageing institutions', *Torch* (1979), LII, 12.

take a three-year concurrent study of education under the professional guidance of the Institute, before they are presented for final examination for the University Certificate in Education. In February this year, the capacity of these colleges was a little over 3,000 students. There are, however, more colleges which have declared their intention formally to seek associate status, and the Ministry of Education has stated that it will require all teachers' colleges, present and future, to achieve the standard required by the University, or else they will be closed. Admittedly this move will markedly increase the work of the Institute of Education, particularly as it is expected that there might be up to ten Associate Colleges in a few years' time. Nevertheless, it is a welcome move.

Let me return to Professor Fletcher's remark about 'Certain standards of excellence that must never be dethroned', a remark that I strongly endorse. We no longer have the need to be concerned about the suspicion of Africans that the maintenance of standards is a ploy to keep them out. We *are* dealing with the more positive slogan, 'No second class for Africans', and it is in this sense that this further raising of standards is seen as being an important contribution to the future, particularly as we have not, in the past few years, been short of high-quality candidates for our courses.

Before looking to these future contributions, it seems necessary to explain what is meant by an Associate College. Fundamentally, the basis of association is that the University agrees to establish a particular award for which it is not itself teaching, and to frame and administer a scheme of examination of students submitted for that award from an institution approved by the Senate of the University. The University requires, for that approval, to satisfy itself:

- (i) that candidates had reached specified minimum academic entry qualifications prior to embarking on the course of study leading to its award;
- (ii) that the syllabuses and schemes being taught at the institution wishing to submit candidates are appropriate in content, sufficiently deep in penetration and adequate in allocation of time;
- (iii) that the course of study extends over a stipulated number of academic years or terms;
- (iv) that the teaching staff have the qualifications, experience and competence to teach at the level of the particular award;
- (v) that the teaching institution is sufficiently well equipped in facilities for study and training for the courses to be undertaken at a level that makes them examinable by the University. These facilities include the library, laboratories, workshops, studies, equipment and so on; and
- (vi) that the costs of administering the scheme at least with regard to examiners' fees, travel, consumables, etc., are accounted for in a separate 'examinations vote' to which the University itself does not contribute.

Subject to these constraints, the colleges are free in the main to develop their own programmes of education, experiment with techniques and methods, and respond to the changing needs of the schools as identified by the Ministry of

### Education.

Operating this scheme of association is a very important and demanding task, but *per se* it is not enough for a university department. To limit our work to monitoring the courses in these institutions would be to sink into 'the rapid obsolescence that overtakes the somnolent today'.<sup>17</sup> To leave the Colleges to their own devices, once they have come into a close link with the University, and to concentrate on our own high-level teaching is to face the danger of developing theories which are 'neither distilled from nor conducive to good practice'.<sup>18</sup> It seems that our current practice, derived from the pattern evolved in London, is highly desirable for a developing country. Apart from operating the scheme of association, a variety of courses is taught within the (central) Institute, by which is meant at the University site itself. One feature of the relationship worthy of comment is the provision which enables students, who attain the necessary standards of qualification, to be able to proceed to the University, to read for the final year of the Bachelor of Education degree. To date, 112 students have graduated.

A second major course is for selected experienced teachers who follow a programme designed to prepare them to become lecturers in the Colleges. We also mount a qualifying course for practising teachers who wish to read for the B.Ed. degree, and a similar course for teachers of specialist subjects in schools in order to prepare them for the Diploma in Teacher Education programme. These activities are indicative of the kind of service an Institute can and ought to provide, offering flexibility of approaches and wider opportunity for all involved in the teaching profession and education generally, the dimension of opportunity being limited only by the resources that can be made available.

The point which I wish to make is that the work of this Institute is almost equally divided between the realities and practicalities of first-level teacher training on the one hand, and the academic study of teacher education at a higher level on the other hand. An important adjunct to all this is that of research. In short, the picture is one of an institution that is practical, theoretical, and forward-looking.

What then of the school system for which it prepares teachers? Walker, writing mainly of Britain five years ago, had this to say of teaching:

In the face of the explosion of knowledge, we are often told that our concern as teachers should be to give our pupils the means of access to knowledge. This, surely, is only a half-way stage. What follows is the task — to help pupils to manipulate knowledge, to make judgements, draw conclusions, make comparisons, suggest predictions. This is what school-based education is all about, and in my experience we aren't particularly good at it.<sup>19</sup>

<sup>17</sup> *Ibid.*, 12.

<sup>18</sup> H. H. Penny, 'The preparation of teachers for territory schools — a very tough job', *Papua New Guinea Journal of Education* (1979), VI, 48.

<sup>19</sup> G. Walker, 'How common can you get?', *The Times Education Supplement* (26 Sept. 1975), 23.

Of course we aren't. But we make ourselves better at it so long as we recognize our weaknesses and can demonstrate that, when the constraints are removed, we can remedy our defects. With all due humility I would dare suggest that in various ways my predecessors have demonstrated the valuable role an Institute can play in this matter. I trust that in what may be described as my apprentice years, I have followed well in their footsteps and begun to tread new paths. Professor Millins of Lancaster University, looking to the future, observes that it is not too difficult for most teachers, early in their career, to achieve a basic survival level of classroom competence:

For some, however, it can imperceptibly become a plateau of endeavour, a bulwark of tradition and a refuge against the blandishments of initiative and experimentation, until the preservation of the plateau is the educational philosophy of its practitioner.<sup>20</sup>

And not only 'of its practitioner', I would add, for a sort of mass rigidity seems to obtain in most school systems. Warwick puts it well, in stating that: 'to depend wholly upon initial preparation and what cumulative wisdom attended one's years within the classroom is to court academic sterility and ennui'.<sup>21</sup> There is much evidence in similar vein from writers in Africa. Writing in Lesotho, Hawes says that stop-gap arrangements, such as the employment of itinerant enthusiasts, have weaknesses and

so also has the more general principle of starting potentially powerful innovations at half-power. Innovation is littered with the wrecks of good ideas hastily implemented. Each bit of flotsam serves as fuel to the fires of conservatives who oppose change in the name of maintaining standards.<sup>22</sup>

Writing of Botswana, he says that the policy which has evolved in that country in the early 1970s was prompted by the realization that syllabus change on its own achieved very little. Changes in the classroom were the only sure mark of qualitative reform.<sup>23</sup>

In a nutshell, it is not good enough (except in a static society) to teach young people once and in one course how to teach and what to teach. To do that and no more is to encapsulate thinking, and thus the composite intellect of a people, in one moment of time. The cardinal principle of teaching is that the starting point must always be what the pupil brings with him to his school. The good teacher then goes on from that point. I do not need to impress on you how significantly different our young child of 1980 is from his father as far as what he brings with him to school is concerned. The base line, as we might term it, is of necessity much stronger.

<sup>20</sup> P. K. C. Millins, 'Looking to the future', in D. W. Warwick (ed.), *New Directions in the Professional Training of Teachers* (Lancaster, Univ. of Lancaster Press, 1974), 55.

<sup>21</sup> D. Warwick, *School-Based In-Service Education* (London, Oliver and Boyd, 1975), 9.

<sup>22</sup> H. W. R. Hawes, 'Curriculum and Curriculum Development in Lesotho. An African Primary Curriculum Survey' (London, Univ. of London Institute of Education, mimeo, 1976), 39.

<sup>23</sup> H. W. R. Hawes, 'Curriculum and Curriculum Development in Botswana. An African Primary Curriculum Survey' (London, Univ. of London Institute of Education, mimeo, 1976), 20.

Turning now to Black citizens of Zimbabwe, we can expect the base line twenty years hence to be not only much stronger but also significantly different in many ways, especially in so far as the people's social status, aspirations and expectations are concerned. We *could* expect this, but our expectations will not be realized if our young teachers teach one way in 1980 (because that is what they have been taught) and the same way at the turn of the century (because they have learnt nothing different).

Professor Wandira, Vice Chancellor of Makerere University, and recently writing on Africa from Columbia University, speaks of 'the return of the age of faith . . . [when] revolution by education has come into vogue. Education is still seen as the means of salvation'. It seems safe to submit that our teaching force is the most important single *social* element in the process of lifting Zimbabwe into, not just a political independence, but a true independence, one not heavily reliant on imported skills, finance and backing. Wandira sees the particular contribution of the educator to the birth of a new society as lying in providing 'a critical education which can help form critical attitudes'. He in turn criticizes even the most radical African States whose 'present efforts . . . appear mundane'.<sup>24</sup> But what to do about it? To effect the all important change, 'it seems inevitable that every Teacher training college and every University teacher educator institution [in Africa] should regard in-service education as one of its central tasks'.<sup>25</sup> To follow up this advice will be expensive, very expensive. Writing on education in national development, the noted economist, Vaizey, had this to say, some ten years ago:

To adapt modern pedagogic methods is to adopt an expensive education system. In a developing country such a system will be even costlier than it seems, because its productivity will be low, owing to the inappropriate backgrounds of the students and of the teachers. Failure rates, for example, will be high.<sup>26</sup>

Nevertheless, what we must have are sound pedagogic methods, adapted to our situation, and the key surely lies in updating and redirecting our teachers. An Institute of Education has a specific role to play in this process in partnership with other departments of the Faculty of Education, the Associated Colleges, the Ministry of Education and the professional organization of teachers.

Two recent writers severely castigate universities for remaining outside the main stream of these processes. Cairns charges that many universities in Western society are typified by a lack of involvement in the basic education needs of their adults: instead of providing remedial education for disadvantaged, under-educated but able adults, they provide only continuing education for educated and relatively advantaged adults.<sup>27</sup> Hughes, writing last

<sup>24</sup> A. Wandira, 'Teacher education for mass education in Africa', *Teachers College Record* (1979), LXXXI, i, 84 - 5.

<sup>25</sup> *Ibid.*, 89.

<sup>26</sup> J. Vaizey, 'The production process in education', in D. Adams (ed.), *Education in National Development* (London, Routledge and Kegan Paul, 1971), 46.

<sup>27</sup> J. C. Cairns, 'Adult functional illiteracy in Canada', *Convergence* (1977), X, i, 50.



year on 'education, work and unemployment in the 1980s' is even more severe. He doubts whether 'Universities have the will, let alone the competence, to develop themselves into a process of continuing education of a mass kind, as against what they are now, namely a "front loading" of higher education, that is the highly qualified 18-plus block going through'.<sup>28</sup>

Whatever validity or otherwise there may be in such strictures, I dare to suggest they do not apply significantly to our university. In so saying I offer as evidence the relationships between the University and the community at large which the Institute of Education and the Institute of Adult Education provide, to say nothing of the relationships which other faculties such as Medicine, Engineering and Agriculture provide. With the renewed emphasis upon service to the community implicit in the latest Triennial Review of the University's intentions, the Institute of Education, and its associated departments of the Faculty of Education, have a special responsibility in developing programmes of teaching and research directly related to identified needs. Perhaps this is a form of 'front loading of higher education', but the difference is that our products become the front-line troops, coal-face workers, or whatever one calls them, and they certainly do become involved on a very broad front.

Conscious that this is Africa, and that we are in a hurry, I hope to be able to persuade our University Senate that we must open the doors more widely. What I think we must do, however, while having full regard for quality, is to develop ways and means for persons of diverse qualifications with proven worth and complete commitment to be able to improve their professional competence and their career prospects. Let them write a type of entrance examination, and they will do so in large numbers despite a high examination fee. Those who perform well, I suggest, should then be allowed to pursue a part-time qualifying course, the successful completion of which ought to give entrance to our diplomas and other courses. Those who succeed will thereby find opening before them the opportunity for progress which stretches from the University Certificate in Education to our Doctorate of Philosophy. Initially, the numbers will be few, but experience elsewhere suggests that the tiny stream will quickly grow into a strong flow enriching the whole education system.

Thrust in two other areas of more traditional in-service work is needed. We need to encourage and widen the sort of workshop approach which the Ministry of Education is promoting. These brief courses provide more direct insight into new knowledge and skills for dealing with current teaching problems and have an immediate impact in the classroom. This up-dating procedure has its limitations, however, for it is often confined to the input of time-restricted information and to teachers who are otherwise barely changed. Of even greater importance is a meaningful, co-ordinated plan of in-service

<sup>28</sup> J. Hughes, 'Education, work and unemployment in the 1980's', *Education Research* (1979), XXII, 8.

education. The best of these courses are of a sandwich nature, comprising a substantial full-time element, and are designed to bring about a behavioural change.

Nevertheless, we cannot do it all, even though we have excellent working relations with the Ministry of Education, which itself is now vigorously addressing the problem. I firmly believe that a considerable widening of the scale of in-service work is possible by regarding the Associate Colleges as satellites of the University, once the much enlarged scheme of association has stabilized. For the Colleges to mount workshops based on the practicalities of classrooms is healthy realism for lecturers, while to engage in higher level teaching, beyond the pre-service stage, obviates the 'academic sterility and ennui' that I spoke of earlier.

Whatever one's views on this subject may be, hard economic facts ought not to be ignored. In an editorial of *The Times Higher Education Supplement* of 25 January 1980 one reads that colleges of education in Britain 'are the most cost-effective area of higher education' and also that 'the colleges and institutes represent a valuable and distinctive strand of higher education'. It is highly probable that their value in Zimbabwe is similarly high. I welcome the encouragement of the Ministry to regard their Colleges additionally as resource centres, and I look to the day when these Colleges can play a more vital role in in-service training. They are already in association with us, and I believe that this relationship will grow healthily. I can pledge the Institute of Education to play a strong role. Once we are operating more fully in the sense I have outlined, we can and we will help bring a new vibrancy and effectiveness to our whole school system.