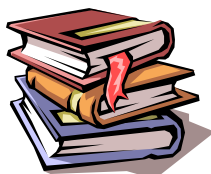


**STUDY OF TEACHER TRAINING PROCESSES AT
UNIVERSITIES AND PEDAGOGIC INSTITUTIONS
IN THE ENGLISH SPEAKING CARIBBEAN**



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HISTORICAL DEVELOPMENT OF TEACHER EDUCATION INSTITUTIONS IN THE ENGLISH SPEAKING CARIBBEAN

There were several attempts at teacher training in the English-speaking Caribbean prior to the 1900s. During this early period teacher training was provided mainly through what constituted embryonic teachers colleges.

Teacher training activities in the English-speaking Caribbean were informed by the following concerns:

1. a greater realization of the importance of teacher training to the development of the colonies (territories were colonies during this period)
2. the need to address the teacher education curriculum
3. an assumption that a regional effort in improving teacher education would be superior to efforts by individual territories.

The enhanced realization of the importance of teacher education is reflected in the establishment of the Rawle Training Institute in Barbados in 1910, an institution which had a close affiliation with Codrington College, the theological seminary. The Rawle Institute, as well as Mico and Shortwood Colleges in Jamaica opened their doors to students from other territories. Trinidad and Guyana (then British Guyana) established government training colleges in the nineteen twenties after pupil teacher schemes in those territories had failed.

The drive to improve quality in teacher education at the turn of the century is also reflected in the 1916 Report by Hancock, first Director of Education in Trinidad. Hancock not only focused on enhancing quality, he linked improved teacher education to the progress of the Colony. Gordon (1971) in reporting on Hancock's drive for improvement, quotes from the Inspector's 1919 Report:

Money spent on making teachers efficient is money well spent, inefficiency in teachers means that public money is being wasted. The progress of education in the Colony depends mainly on increasing facilities for the thorough training of teachers. (p.214)

Apart from the emphasis on improving quality, and enhancing access during the early 1900s, a thrust for a regional approach to teacher education was also apparent.

Gordon (1971) reports that the establishment of the Rawle Training Institute had replaced a more ambitious 1900 Barbadian proposal for a West Indian Training College which would serve the region. This proposal is outlined in the Marriot-Mayhew Report of 1933. Gordon (1971) further illustrates how the fortunes of the proposal rose and fell as insularities prevailed, with Trinidad failing to ratify the proposal. The proposal was finally scuttled when Barbados, in the Recommendations of the Board of Education, 1935, explicitly stated that

The Barbadian teachers should be trained at a training college established in Barbados and that they should not be sent to Trinidad for training at the Central Training Institute as was previously mooted. (p. 219)

This decision, no doubt, helped to establish the trend for individual territories to develop their own colleges.

TYPES OF INSTITUTIONS OFFERING TEACHER EDUCATION PROGRAMMES

Teacher training in the English-speaking Caribbean is offered by a mix of institutions. They includes:

- teachers colleges
- community colleges
- polytechnics
- universities
- offshore institutions

Teachers Colleges

Teachers Colleges have traditionally been the institutions in the Caribbean which are mainly responsible for the training of primary non-graduate teachers at the certificate level. However, since the mid-seventies and even earlier in some territories, there has been an increasing trend to address the shortage of trained teachers at the secondary level through a variety of programmes offered under the auspices of the Colleges. These include: programmes:

- mandated by individual territories in order to meet the demand for trained teachers at the secondary level.
- which have been franchised to particular colleges by the University of the West Indies e.g. the Diploma in Education for untrained secondary graduate teachers – franchised to Erdiston College, Barbados since 1994
- funded by external agencies e.g The European Development Fund (EDF) The Department for International Development in the Caribbean (DFIDC) and United States Agency for International Development (USAID) among others.

Most primary and secondary teacher training programmes are offered by the colleges over a two-year period. However, in their efforts to address the shortage of trained teachers, territories at varying periods, have resorted to one-year programmes.

The qualification most frequently offered by the Teachers Colleges is a Certificate in Education endorsed by the Joint Board of Teacher Education of the University of the West Indies. In the Eastern Caribbean, plans are underway by the Cave Hill campus of the University of the West Indies to phase out the Certificate in Education and replace it with the Associate Degree in Education (ADE) –an upgraded qualification which will articulate into the Level II programme of study of the three-year Bachelor in Education degree programme at the Cave Hill campus of the University of the West Indies.

Some territories notably Belize, St Lucia and Dominica have already started to offer Associate Degrees which have been developed specifically by their teacher training colleges (in the case of Belize by the University of Belize).

The introduction of the ADE represents the current thrust to upgrade the skills and competencies of non-graduate teachers particularly in the Eastern Caribbean sub-region. This U.W.I Associate Degree is currently being offered for the first time by the teachers colleges in Antigua and Barbuda, Barbados, St Kitts-Nevis and St Vincent and the Grenadines. It is anticipated that other territories, including those which are currently offering their own ADE, will come on stream with the JBTE Associate Degree in due course.

In the last two decades, but moreso during the last ten years, several teachers colleges in the English-speaking Caribbean have been delivering Bachelor in Education degrees in a number of areas. These include the College of the Bahamas, the University College of Belize, Mico and Shortwood colleges in Jamaica, Erdiston College in Barbados and the Sir Arthur Lewis Community College in St Lucia. These programmes are usually based on the articulation of certificate/associate degree and diploma programmes into the Bachelor in Education programme.

Apart from the Bachelor in Education degree, the Certificate in Education and /the Associate Degree in Education, colleges are also involved in delivering short-term courses to meet specified needs of their systems and to address the professional upgrading of trained teachers. Areas usually targeted include those in which there is a shortage of well qualified teachers e.g. the Visual and Performing Arts, Special Needs Education, or areas in which student performance at the school level is below expected standards. Examples in the latter category would include, Mathematics and Reading.

Community Colleges

During the last two decades a number of Caribbean territories have sought to rationalize non-university technical and professional training and sixth-form education through the establishment of community colleges. In several instances where community colleges were established, teachers colleges were part of the amalgamation. Examples would include the rationalization of the St Lucia Teachers College as part of the Sir Arthur Lewis Community College, Antigua Teachers College with the Antigua State College, the Grenada Teachers College with the T.A. Marryshow Community College the St Kitts Teachers College with the C.F Bryant College and the Dominica Teacher's College with the Dominica State College This

trend is still occurring. Those teachers colleges which have been rationalized are now departments within the community colleges and offer the kinds of programmes which have been outlined in the preceding paragraphs.

Polytechnics

Polytechnics are more involved in providing training for Technical and Vocational (TVET) teachers but frequently the training is organized on the basis of a collaborative framework with Teacher's Colleges.

Universities

At present there are five university level institutions in the English-speaking Caribbean. These are the University of the West Indies (U.W.I.) with campuses in Trinidad, Barbados and Jamaica, the University of Guyana situated in Guyana, the College of Bahamas, the University of Technology in Jamaica (UTECH) and the University of Belize (UBL). All of the universities in the English-speaking Caribbean offer teacher education programmes. Some institutions such as UTECH only offer Bachelor in Education programmes. The University of the West Indies with its three campuses, offers teacher education programmes up to the Doctor in Philosophy level. The major programmes offered by the U.W. I. include the

- Bachelor in Education (single subject or joint majors)
- Master in Education
- Master in Philosophy
- Doctor in Philosophy

Offshore Institutions

A development which appears to be gaining ground is the increased presence of non-regional university providers delivering distance education programmes in teacher education throughout the region. In some instances the delivery is "free standing", in other instances, a number of governments notably Jamaica, Trinidad and Barbados have entered into franchising arrangements with these providers for the delivery of the service. One such example would be the franchising arrangement which the Mount St. Vincent University has with the Barbados Government to deliver a Bachelor in Education programme in Special Needs Education through the territory's teacher education institution. A Master's in Education programme is also offered by the said institution.

SOURCES OF FUNDING

Most of the institutions offering teacher training are publicly funded by their individual governments. In the case of the University of the West Indies, financial support is provided by each of the participating regional territories.

The prevailing policy, throughout most of the English-speaking territories, since the establishment of teacher education institutions/universities, has been that territories would provide tertiary level education, whether at university or college level, free of cost to participants. Such a policy was deemed to be critical if the territories were to be effective in increasing throughput at the tertiary level and by so doing, raise educational standards and also promote the development of skilled human resources and competitive economic growth.

During the 2002-2004 period however, there has been evidence that some kind of cost-recovery is necessary and to that end, a number of territories have started to require payment of fees to assist in cost recovery at the tertiary level. For example, during the academic year 2001-2002, the Council of the University of the West Indies decided that students at the Cave Hill campus of the university should pay BDS\$700.00 annually towards the provision of amenities. This “direct non-tuition fee” will address health services, drama, theatre and music services,/amenities and work/study attachments among others.

Table I presents some examples of the fees being charged in relation to teacher education students for tertiary education in selected territories. The table indicates that the prevailing orientation has been towards fees which are highly affordable and not designed to be burdensome for candidates.

Table I

Fees Charged to Teacher Education Students at Selected Institutions in the English Speaking Caribbean

INSTITUTION	PROGRAMME	REGISTRATION	TUITION	CAUTION	TECH LAB
C.F Bryant College Education - St Kitts-	Associate Degree in Ed	E.C. \$65.00	-	E.C \$100.00	E.C \$50.00
Sir Arthur Community College Lucia	Associate Degree in Ed	E.C. \$50.00	E.C. \$450.00		E.C. \$100.00
Erdiston College - Barbados	Associate Degree in Ed	Bds. \$250.00	-		

REFORM MEASURES UNDERTAKEN SINCE CREATION OF COLLEGES

Teacher training institutions in the English-speaking Caribbean have undergone a series of evolutionary changes since their creation. These changes have been closely linked to the need for territories to:

- meet increased demands for access to primary and secondary education
- professionalize teaching
- enhance quality
- ensure that professional development opportunities are available for upgrading the skills of qualified teachers
- expand training modalities by utilizing a greater variety of options such as pre-service training and job-embedded training
- reform/develop the curriculum in order to meet the new and emerging needs of the territories while at the same time, reflect current international trends

Meeting Increased Demands For Access To Primary And Secondary Education

This focus was particularly predominant in the early stages of development of the teachers colleges. In the immediate post World War II period there was a strong awareness on the part of the labouring classes and their leaders that economic and political enfranchisement were inextricably tied to access to primary education, in particular. This focus promoted the post 1946 emphasis on the establishment of teachers colleges in the various territories in order to have available a cadre of trained teachers to help meet the rising demand for education.

Professionalizing Teaching

The need to meet the increasing demand for access to primary education in the region during the post world war two period meant that a large number of untrained teachers were in the service. The majority of these persons were recruited from among the more competent senior pupils of primary schools. There was therefore a need to upgrade the academic background of these persons and to professionalize teaching. Hence the requirement for the establishment of Teachers Colleges. The 1948 Report of the Barbados Department of Education, in referring to the opening of Erdiston College alludes to this situation. The Report states:

Sixteen men and sixteen women selected by the Director of Education from among elementary teachers already in the island's Teaching Service who had applied for admission, comprised the first course. Due to the very large number of

untrained teachers in the service, the course will be of only one year's duration for the time being. (p.20)

The regional situation in the post-war period is well reflected in the recommendations of a regional conference in Trinidad which was held in 1957 and reported on by Inniss (1992).

The three pertinent recommendations coming out of this conference were as follows:

- The governments should accept the long term aim of having a fully trained teaching service
- The governments should direct their efforts to giving at least 2/3 of all teachers either a two or three year course, or an emergency one-year in a Training College.
- The Government of Barbados should expand its Training College, if necessary by establishing a one-year course as the proportion of trained teachers will not otherwise rise above 1/3 in the next decade. (p. 7)

The importance of perceiving teacher training institutions as a critical avenue for professionalizing teaching has been a consistent trend up to the present time. Hence each territory has concentrated on initial preparation as well as on continuing professional education of teachers..

Teacher development and training with its concomitant challenges is also of critical importance to Guyana. Challenges relate partly to the territory's size, physical geography and population distribution. The majority of the population is concentrated in the coastal area, but parts of the vast hinterland and rain forest area contain sizeable communities many of which are mainly accessed via rivers. Remoteness has sometimes forced hinterland communities to employ underqualified or untrained teachers. In order to address this challenge, the Cyril Potter College of Education, the territory's teacher training institution, established a one-year foundation programme during the period 1987-1995 to upgrade the knowledge and skills of underqualified /untrained teachers in order to ensure their eligibility for the formal teacher training programme.

Quality Enhancement & Quality Assurance

The early post World War II focus on ensuring that schools were staffed with professionally trained teachers was soon paralleled by the need for quality assurance. This requirement led to the establishment of the Institute of Education in 1963, one of the institutes of the University College of the West Indies – later the University of the West Indies. The mandate given to the Institute was one of quality assurance and enhancement in teacher education.

Consequently the Institute's role was to

- maintain and certify standards in teacher training
- approve/develop syllabuses

- appoint examiners
- advise on programmes of study
- conduct examinations
- issue certificates
- advise on courses of training.

From its inception therefore, the Institute of Education performed a very important role in providing quality assurance as well as in the standardization and accreditation of teacher education programmes throughout the English-speaking Caribbean. One of the important mechanisms through which the Institute worked was the Board of Teacher Education.

In the post 1964 period this central quality assurance function was devolved to the existing three U.W.I campuses at Mona, St Augustine and Cave Hill with the Institute continuing to provide quality assurance functions for the Mona campus. The requirement to include the existing teachers colleges as collaborative partners in the process led to the formation of Joint Boards of Education operating out of the School of Education at Cave Hill and Mona, with responsibility for the Eastern and Western Caribbean respectively.

In the current period, the Joint Boards function to ensure that teachers who are classified as certified can demonstrate the required pedagogical and personal competencies. The functions of the Joint Boards are similar to those of the Institute in that the Boards are empowered to

- consider and recommend or approve the syllabuses of teachers colleges
- examine and assess the work of students in training
- make recommendations on teacher training and allied matters to the appropriate authorities
- act as clearing houses for information with a view to promoting change and excellence in teacher education.

In order to accomplish the quality control function each Joint Board has established three Standing Committees. These are the Examinations/Accreditation Committee, Curriculum Review and Renewal Committee and the Policy and Standards Standing Committee.

In addition to these three Standing Committees, Boards of Study exist for each subject on the teacher education curriculum. Among the functions of the Boards of Study is that of developing and recommending criteria for determining the academic qualifications required by college tutors who are teaching specific subjects in the various programmes.

Use of a Range of Training Modalities

One major challenge which has faced teacher training institutions from inception to the present has been how to increase the supply of trained teachers in an environment of limited financial and other resources. In the immediate post World War II period, several Colleges resorted to the provision of one year courses for untrained non-graduate teachers the vast majority of whom were “standing before classes” prior to receiving training. The current practice in most colleges is a two-year, full-time programme of study.

Apart from the two-year, full-time course of study, other modalities include the

- two-year college-based plus one-year internship model - developed for use in some territories in the Western Caribbean
- school experience model as used in Belize. In this model teacher education trainees pursue studies full-time for one calendar year in the college followed by a one semester teaching practice period. This semester of teaching practice is then followed by at least one year in the school system and a one-year full-time course in college.
- Barbados In-service model as used for training secondary graduates. This model is based on four weeks of full-time study in summer, followed by four days a week school-based, with one-day-a-week-release for college classes for two semesters.
- Anguilla In-service Model. When this programme started in 1991, it comprised one half-day per week for three years with additional classes and workshops during the Christmas, Easter and Summer vacation periods. In-class supervision and support were important aspects of this programme.

The University of the West Indies provides for full-time programmes of study as well as for part-time programmes of study at the post graduate and undergraduate levels on its three campuses. The majority of those persons pursuing post graduate study opt to pursue studies on a part-time basis. The part-time arrangement is convenient since the majority of persons pursuing post graduate programmes are employed full-time as trained, graduate teachers.

TEACHER TRAINING TRENDS

Increasing Use of New Technologies for On-site Delivery and for Distance Teaching

Every institution which is delivering teacher education in the English speaking Caribbean recognizes the critical importance of the inclusion of new technologies for on-site delivery and for distance teaching. Some institutions have made more progress than others, depending on the technical and financial resources which have been available for initial implementation and for continuous maintenance and upgrading of equipment and systems. A major thrust in the use of the new technologies in teacher education in the region occurred in the 1990s. Erdiston College, Barbados, is one institution in the Eastern Caribbean which has made considerable progress in integrating new technologies for delivery as well as in the actual teacher education programme as a pedagogical proficiency requirement. This focus on new technologies in the Colleges has to some extent been driven by the comprehensive reform agendas of most territories. In fact the training of teachers in technology integration is one of the key developmental thrusts of the Education Sector Enhancement programme for Barbados (ESEP) which started in 1998 with a proposed expenditure of U.S \$175 million.

Another noteworthy innovation in the use of new technologies in teacher education is that which relates to Bethlehem and Mico Teachers Colleges in Jamaica where these two colleges are in partnership with a number of primary schools. The colleges function to provide training and support to the schools and their communities in the new technologies. The Colleges however benefit through opportunities to conduct action research and are facilitated by the schools with respect to practicum arrangements for trainee teachers.

The University of the West Indies and other Universities such as UTECH, the University of Belize and the University College of the Bahamas are increasingly employing new technologies for teaching and for delivery. In this regard, undergraduate courses as well as graduate courses are being addressed. The U.W.I.'s policy is based on the use of the WebCT platform for delivery of courses and focuses on seamless integration of technology throughout all programmes. Critical to such a policy is the drive to ensure that all faculty are competent to use a variety of new technologies for delivery and that teacher education candidates can infuse the new technologies competently in their teaching.

Expansion in Distance Teaching

The Centre for Distance Education located at the Cave Hill campus of the U.W.I coordinates Distance Education programmes for the three campuses of the University of the West Indies. From inception until 1998 the Centre concentrated mainly on offering certificate level teacher education courses to persons throughout the region. However, a Bachelor in Education programme in Educational Administration was introduced in 1999 using a combination of print and teleconferencing modes and servicing the region from as far North as the British Virgin Islands to Trinidad and Tobago in the south.

Enrolments in the B.Ed in Educational Administration programme for the 1999-2000 period are presented in Table 2. These data indicate a pattern of highest enrolments for Jamaica and a preponderance of female enrolments in relation to all of the participating territories.

Table 2

Enrolments for B. Ed. in Educational Administration Offered by Distance – 1999-2003

YEAR	CAVE HILL		ST. AUGUSTINE		MONA		TOTAL
	Male	Female	Male	Female	Male	Female	
1999-2000	2	19	-	-	16	66	103
*2000-2001	3	21	-	-	204	-	228
2001-2002	-	-	6	14	45	139	204
*2002-2003	70		10		171		251

* available data not disaggregated

It appears therefore that even though this teacher education programme, offered by distance is relatively new, it has appeal especially for teachers/administrators in Jamaica. However, this same data suggest that there is still much scope for expansion in relation to the use of distance technologies for programme delivery.

Delivery by distance is also extensively used in Guyana by the Cyril Potter College of Education and is particularly influenced by the geographical challenges alluded to in an earlier section of this Report. In this regard the Cyril Potter College offers

- a deep river rain foundation programme
- a hinterland upgrading and teacher training programme (distance and face-to-face combined)
- a CIDA funded distance education upgrading and teacher certificate programme in selected hinterland regions.

The emphasis in these programmes is on the use of print modules.

Franchising Arrangements

Arrangements With the University of the West Indies

Franchising of programmes represents a recent arrangement in teacher education in the English speaking Caribbean. Arrangements may be between the three University campuses and Teachers Colleges or between Colleges and external providers. Current examples include the Diploma in Education and the Certificate in Educational Management which have been franchised to Erdiston College, Barbados, by the University of the West Indies Cave Hill campus, and the Bachelor in Education which has been franchised to the Sir Arthur Lewis Community College, St Lucia.

Franchising Arrangements With External Providers

In the last five years some Colleges have been resorting to arrangements with external providers to assist them in upgrading the skills of qualified teachers in areas which have been

targeted for development. It is anticipated that the increase in franchising arrangements, particularly with external providers, is likely to continue in territories which are still experiencing a backlog of trained teachers. In such instances there is a realization that local institutions will not have the capacity to address the backlog in haste, hence the likelihood of probable reliance on external providers. Such a move will be facilitated by current World Trade Organization (WTO) arrangements.

Policy To Increase The Corps Of Available Teachers In Scarce Areas Such As Technical Vocational Education, Mathematics And Science Teaching And Testing And Measurement

English-speaking Caribbean territories have, up until the 1990s, generally focused on training primary school teachers to function with competency in the core areas of the curriculum viz Language Arts, Mathematics, Science and Social Studies.

This policy was influenced strictly by the need to reduce the backlog of untrained teachers and to ensure teacher competency in the key areas which had to be taught. However, it has been increasingly realized, that parallel with the focus on the training of generalist teachers, there is also a need to train teachers as specialists/resource /master teachers to drive the reform process in areas such as Mathematics, Reading, Special Needs Instruction, Technology Infusion, Assessment and the Visual and Performing Arts. In addition there are areas at the secondary level in which there is either a shortage of teachers generally or areas which may not traditionally have been accorded a high level of importance. The latter areas include the Technical Vocational areas such as the Creative Arts, Woodwork, Metalwork, Electronics, Home Economics. The former would include, especially at the secondary level, critical areas such as Chemistry, Physics, Geography and Mathematics. A number of territories are therefore redoubling efforts to increase the core of specialist teachers in these areas.

Enhanced Focus On Special Needs Training

Caribbean educational systems have been traditionally inclined to address Special Needs Education as part of the responsibility of the regular classroom teacher. However classroom teachers have only addressed the area of Special Needs Education on an individual basis if there is a special interest in the area. Moreover, initial training has tended to address Special Needs training in a perfunctory manner. A greater awareness of the special educational requirements of Special Needs children, fostered by a heightened international emphasis in the area in recent years, has prompted territories to provide Special Needs training for teachers at the post-initial certification level, at the undergraduate level and at the Master in Education level. .

Strong Focus on Teacher Professional Upgrading

Nearly every territory in the English speaking Caribbean has been engaged in far reaching educational reform during the last five years. These reforms have been particularly comprehensive in the Organization of Eastern Caribbean States (OECS) countries of St Lucia, St-Kitts-Nevis, Grenada, St Vincent and the Grenadines, as well as in Barbados, Trinidad and Jamaica. The reform measures represent a clear realization by these territories that extensive reform and reshaping of their educational systems is compulsory if they are to ensure survival

and growth in an increasingly competitive global environment.. Teacher education is viewed as the catalyst which will drive the changes at the school level and institutionalize the reforms. Consequently, increasing time and money are being devoted to teacher professional development especially in areas such as technology infusion in the curriculum, child centered methods of teaching and integration across the subjects.

Teacher Education Curriculum Reform

The Schools of Education of the University of the West Indies have performed a significant role in seeking to ensure that teacher education curricula in the Colleges and the University:

- are relevant to the economic and social developmental needs of the region,
- reflect current international trends and research findings
- maximize opportunities for students as well as faculty to engage in on going reflection and exploration of learning and teaching from a variety of contexts.

As a result, curriculum review and reform in teacher education in the region has always been on-going. A variety of mechanisms have and are being used to promote review and examination of curriculum related issues in teacher education.. At the teachers college level biennial conferences between University faculty and College faculty are held. Current trends in curriculum reform at both the level of the colleges and the university include the new emphasis on technology infusion in the curriculum, Health & Family Life Education which addresses areas such as HIV/AIDS Education and the promotion of appropriate life skills, a strong focus on new as well as culturally relevant approaches to the teaching of Reading, the enhanced focus on problems and issues impacting on the management of schools such as substance abuse, the HIV/AIDS pandemic, violence and indiscipline, male underachievement, values education and the persistent challenge as to how best to forge a more seamless link between theory and practice.

Teacher Migration

Teacher migration from the countries of the English-speaking Caribbean has increased particularly since the mid 1990s . The increased migration has been due to both push and pull factors. Regional teachers are attracted to metropolitan countries partly because of successful recruitment efforts by those countries and the attractive packages offered such as opportunities to improve professional skills. On the other hand, teachers' salaries in the region are not very competitive when compared with those in other services, more disciplinary problems are being presented by pupils, yet accountability demands are increasing. There also appears to have been a reduction in community support and respect for teachers and schools generally. One major challenge associated with this new trend in teacher migration involves the financial strain which teacher migration is likely to place on regional economies because of loss of return on the investment in training, particularly if the teacher is young, or possesses specialized skills.

INSTITUTIONAL STRUCTURE AND GOVERNANCE

There is a three-tiered system of governance of teacher education in the English speaking Caribbean – the Ministry of Education-college level, the University-Ministry-college level and the university level.

Ministry of Education-College Level

There is a strong tendency for the institutions in the region which are involved in the delivery of teacher education to reflect several features of the bureaucratic model in their structure. Reporting relationships are clearly prescribed, as are areas of accountability. Structures have traditionally tended to be hierarchical but there is increasingly a strong focus on committee functioning and collaborative decision making. In view of the multifaceted nature of the delivery of the service, there tends to be a high level of staff involvement and responsibility for administrative functions at the teachers college level.

Teachers Colleges usually operate under the aegis of their Ministries of Education. Ministries of Education finance the colleges, are closely involved in decisions pertaining to selection and enrolment of trainees, determination of programmes of study and staff recruitment.

Most Colleges are governed directly by a Board of Management or an equivalent body.

The members of the Boards of Management may be appointed directly by the Ministries of Education. Each Board is headed by a chairperson and has the responsibility, among other things, to:

- execute policy as determined by the Government
- recommend persons for staff appointments
- ensure financial accountability of the college
- determine budgetary requirements for the institution
- manage the physical facilities for the institution
- make recommendations for enhancing the delivery of teacher education

The Chief Executive Officer of the College, the Principal, may not be a member of the Board, but in most jurisdictions is invited to attend Board Meetings at which he/she will report appropriately to the Board and provide data to the Board in order to facilitate its decision making.

University-Ministry-College Level

Ministries of Education in the English-speaking Caribbean have always sought to forge a symbiotic relationship with the University of the West Indies as far as the governance of teacher education has been concerned. The parameters defining the relationship have always been closely adhered to, with an existing tendency to rely on the University of the West Indies to be the gatekeeper in relation to quality assurance, to conduct research in order to inform policy, to provide leadership in ensuring that the teacher education curriculum is responsive to their needs and that trends in teacher education in the region relate closely to those in the wider international arena. A synopsis of the post World War II history of teacher education in the region illustrates this point.

During the early nineteen fifties, post graduate training of teachers leading to the Diploma in Education was started by the newly established Department of Education at the Mona campus of the University College of the West Indies. By 1955 the University College had established the Centre for the Study of Education within the Department with specific responsibility for working with the teachers colleges in the region. The stated role of the Centre was to

- promote the training of teachers in the region
- conduct research on educational problems
- set papers and conduct the examinations
- grant a certificate carrying recognition
- foster the development of teachers colleges and the prestige of the profession as a whole

The call to create a Centre for Studies in Education within the Department of Education was, to a large extent, driven by the urgency to devote dedicated resources to the critical areas of need in teacher education as outlined above and to give form and substance to this emerging professional area in the region.

By 1957 there was a call to replace the Center of Studies in Education by an Institute of Education, an entity separate from the Department of Education of the University College. The Institute was accordingly established in 1963 and funded by the contributing territories. The Institute extended the work of the Centre to include such areas as recommending and approving syllabuses and advising territories on teacher training arrangements. The work of the Center was carried out through a Board which was quite comprehensive in its membership. The membership was so constituted as to ensure ownership of its policies by all of the critical constituents who were involved in teacher education at the time.

By 1972 a change in the structure of the University occurred and Faculties were established. Joint Boards of Teacher Education, having representative authority for teacher education were also established.

The Joint Board represents the strategy which has most recently been adopted to effect this joint governance partnership between the territories and the University of the West Indies. At present two Joint Boards exist - an Eastern Caribbean Teacher Education Joint Board and a Western Caribbean Teacher Education Joint Board.

Territories comprising the Joint Board of Teacher Education for the Western Caribbean are

- Belize
- Jamaica
- The Bahamas

Those territories which comprise the Eastern Caribbean Joint Board of Teacher Education are

- Anguilla
- Antigua and Barbuda
- Barbados
- British Virgin Islands
- Dominica
- Grenada
- Montserrat
- St Kitts-Nevis
- St Vincent & the Grenadines
- St Lucia

Joint Board members comprise the Chief Education Officers of participating territories, Principals of the Teachers Colleges, teachers unions and the staff of the School of Education responsible for teacher education in that geographic area. However, critical regional institutions which are involved in education and training such as the Caribbean Examinations Council, (CXC) the Eastern Caribbean Educational Reform Unit (OERU) and CARICOM (Caribbean Common Market and Community) have observer status at meetings.

The Joint Boards are mandated to:

- consider and recommend or approve the syllabuses of teachers colleges
- examine and assess the work of students in training
- make recommendations on teacher training and allied matters to the appropriate authorities
- act as clearing houses for information with a view to promoting change and excellence in teacher education

Educational Governance and Management at the University Level

Governance of teacher education at the University of the West Indies level is the ultimate responsibility of the University Senate. The Senate of the University of the West Indies is the body which has final responsibility and governance in matters pertaining to the functioning of the institution.

In matters relating to governance of teacher education, Senate has delegated authority to the Faculty of Humanities and Education on each of the three campuses. The Schools of Education are departments in these Faculties.

The Schools, through the Faculties have immediate responsibility for developing teacher education curricula and for the assessment of teacher education candidates. In relation to undergraduate affairs, the Schools, through the Faculties, recommend new programmes of study, to the Board of Undergraduate Studies, the executive body of Senate, as well as eligibility of persons for conferment of degrees. In post graduate matters, responsibility is strictly with the Board of Graduate Studies and Research.

There is therefore within the U.W.I governance arrangements a built in system of checks and balances and reporting relationships.

SELECTION CRITERIA AND ACCEPTANCE

Selection criteria vary according to the level and type of programme to be pursued and are strongly academically oriented.

Teachers Colleges – Initial Training for Non Graduate Teachers

The standard admission requirement for primary teachers desirous of acquiring initial professional training is a minimum of four (4) subjects at the Caribbean Examinations Council (CXC) and/or the General Certificate in Education (GCE) O Level. Some jurisdictions require that prospective trainees possess English as one of these four subjects. However, in the Eastern Caribbean territories, the current arrangement with the Joint Board is that territories may opt to increase these entry requirements should they so desire.

The tables that follow [Table 3 through to Table 12] show the number of students graduating from Teacher Training Institutions - examined by the University of the West Indies Joint Board of Teacher Education. It is noted that the majority of the programmes offered in the initial teacher training are mainly for teachers who operate at the primary.

TABLE 3

**ANGUILLA TEACHER TRAINING INSTITUTE
Numbers of Teachers Graduating from Teacher Education Programmes**

Year	Early Childhood		Primary		Secondary		Total
	Female	Male	Female	Male	Female	Male	
1991-94	-	-	7	5	-	-	-
1994-97	-	-	5	1	-	-	6
1999-2001	-	-	6	1	6	6	19
2001-03	-	-	12	0	6	4	22

TABLE 4

ANTIGUA STATE COLLEGE
Numbers of Teachers Graduating from Teacher Education Programmes

Year	Early Childhood		Primary		Secondary		Total
	Female	Male	Female	Male	Female	Male	
1993/94	-	-	17	8	-	-	25
1994/95	-	-	18	7	-	-	25
1995/96	-	-	19	5	-	-	24
1996/97	-	-	13	4	-	-	27
1997/98	-	-	23	4	-	-	27
1998/99	-	-	12	4	-	-	16
1999/2000	-	-	16	6	-	-	22
200/01	-	-	15	1	-	-	16
2001/02	-	-	N/A	N/A	-	-	-
2002/03	-	-	N/A	N/A	-	-	-

TABLE 5

ERDISTON TEACHERS' COLLEGE
Numbers of Teachers Graduating from Teacher Education Programmes

	Early Childhood Ed. Advance Certificate		Primary Education		Secondary Education		Technical Vocational Education		Other		Details of Other
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
1994-95	13	0	-	-	-	-	1	9	75	21	Basic counseling Teachers' Advanced Professional Certificate TAPC
1996-97	9	0	-	-	-	-	1	5	61	15	TAPC

1997-98	8	0	-	-	-	-	4	-	28	6	TAPC
1998-99	7	0	35	9	8	9	8	5	12	2	TAPC
1999-2000	-	-	3	-	-	2	4	15	1	3	Commonwealth of Learning Tech. Voc. Distance Programme
2000-01	-	-	22	3	0	1	3	6	-	-	
2001-02	-	-	5	0	-	-	3	8	-	-	
2002-03	-	-	41	7	-	-	4	12	74	18	Pre-Inservice Training; Master's Degree in Association with Mt. St. Vincent University

TABLE 6

DOMINICA STATE COLLEGE
Numbers of Teachers Graduating from Teacher Education Programmes

Year	Early Childhood		Primary		Secondary		Total
	Female	Male	Female	Male	Female	Male	
1993/94	-	-	20	5	-	-	25
1994/95	-	-	20	13	-	-	23
1995/96	-	-	15	8	-	-	23
1996/97	-	-	23	10	-	-	33
1997/98	-	-	28	10	-	-	38
1998/99	-	-	17	3	11	-	31
1999/2000	-	-	20	6	-	-	26
200/01	-	-	26	6	-	-	32
2001/02	-	-	21	10	-	-	31
2002/03	-	-	28	6	-	-	32

TABLE 7

T.A. MARRYSHOW COMMUNITY COLLEGE
Numbers of Teachers Graduating from Teacher Education Programmes

Year	Early Childhood		Primary		Secondary		Total
	Female	Male	Female	Male	Female	Male	
1993/94	-	-	38	12	-	-	50
1994/95	-	-	36	10	23	6	75
1995/96	-	-	33	6	-	-	39
1996/97	-	-	26	9	-	-	35
1997/98	-	-	25	11	-	-	36
1998/99	-	-	33	16	-	-	49
1999/2000	-	-	36	14	17	11	78
200/01	-	-	26	12	-	-	38
2001/02	-	-	37	11	11	15	74
2002/03	-	-	38	10	26	7	81

TABLE 8

**CYRIL POTTER COLLEGE OF EDUCATION
Numbers of Teachers Graduating from Teacher Education Programmes**

Year	Early Childhood Education		Primary Education		Secondary Education		Technical Vocational Education		Other		Details of Other
	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	
1993-94	100	0	349	46	75	28	52	19	77	5	Foundation
1994-95	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
1995-96	145	0	382	52	145	29	59	19	0	5	Untrained Grad Prog
1996-97	N/A	N/A	NA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
1997-98	224	0	572	103	194	54	74	26	-	3	
1998-99	208	2	602	98	218	66	74	36	-	-	
1999-2000	262	3	596	84	258	71	78	36	164	52	Foundation
2000-01	240	1	507	66	183	72	67	34	361	112	Foundation
2001-02	218	0	382	79	207	68	54	35	310	147	Foundation
2002-03	240	2	431	64	333	115	68	34	-	-	

TABLE 9

**TEACHERS' COLLEGES IN JAMAICA
Numbers of Teachers Graduating from Teacher Education Programmes**

Year	Early Childhood Education	Primary Education	Secondary Education	Special Needs Education
1999	25	236	435	14
2000	50	430	628	14
2001	31	398	633	14
2002	31	467	599	7

TABLE 10

**CLARENCE FITZROY BRYANT COMMUNITY COLLEGE
Numbers of Teachers Graduating from Teacher Education Programmes**

Year	Early Childhood		Primary		Secondary		Total
	Female	Male	Female	Male	Female	Male	
1993/94	-	-	6	-	1	0	7
1994/95	-	-	12	5	6	2	25
1995/96	-	-	14	4	0	1	19
1996/97	-	-	11	7	6	7	31
1997/98	-	-	9	3	5	6	23
1998/99	-	-	16	2	3	5	26
1999/2000	-	-	19	0	8	6	33
200/01	-	-	10	1	8	1	20
2001/02	-	-	11	2	9	3	25
2002/03	-	-	18	4	8	4	34

TABLE 11

SIR ARTHUR LEWIS COMMUNITY COLLEGE
Numbers of Teachers Graduating from Teacher Education Programmes

Year	Early Childhood		Primary		Secondary		Total
	Female	Male	Female	Male	Female	Male	
1993/94	-	-	75	15	-	-	90
1994/95	-	-	81	12	-	-	93
1995/96	-	-	81	17	-	-	98
1996/97	-	-	81	16	-	-	97
1997/98	-	-	79	20	-	-	99
1998/99	-	-	-	-	24	5	29
1999/2000	-	-	91	17	-	-	108
200/01	-	-	88	19	-	-	107
2001/02	-	-	49	9	21	12	91
2002/03	-	-	42	11	-	-	53

TABLE 12

ST. VINCENT TEACHERS' COLLEGE
Numbers of Teachers Graduating from Teacher Education Programmes

Year	Early Childhood		Primary		Secondary		Total
	Female	Male	Female	Male	Female	Male	
1993/94	-	-	71	15	-	-	86
1994/95	-	-	49	20	-	-	69
1995/96	-	-	54	24	4	5	87
1996/97	-	-	55	27	-	-	82
1997/98	-	-	50	18	-	-	68
1998/99	-	-	31	15	-	-	46
1999/2000	-	-	27	11	16	3	57
200/01	-	-	34	17	-	-	51
2001/02	-	-	27	11	13	4	55
2002/03	-	-	51	17	12	5	85

Training of Graduate Teachers

Graduate teachers may opt to pursue professional training or may opt to pursue the Master in Education and Doctor in Philosophy programmes. However, graduate teachers are encouraged to pursue professional training prior to applying for post-graduate studies.

Admission to professional training for graduate teachers will normally require that candidates

- possess a first degree in the specialization intended for study
- be employed in teaching that specialization.

Admission to the M. Ed programme will normally require a

- Bachelor's degree of at least Lower Second Class Honours and the Diploma in Education of the University of the West Indies or any other diploma or certificate in Education which is acceptable OR
- Bachelor's degree with courses in education that are acceptable to the admitting institution OR
- Bachelor's degree and a Teachers College Certificate that are deemed to be acceptable
- Admission to the Ph. D. Degree Programme
- An applicant for the Ph.D. Degree may be required to sit a Qualifying Examination before being fully registered for postgraduate studies.

Determination of the suitability of a candidate for a specified course of study is usually conducted by an Entrance Committee/Selection Panel. In the case of Universities in the region, that panel may comprise at least faculty of the School of Education as well as members of the senior administrative staff of the registrarial section of the University. The composition of the panel is designed to facilitate close scrutiny of candidates in terms of eligibility and to ensure transparency.

There tends to be a high level of input by Ministries of Education in the selection process of candidates who are being trained directly by the teachers colleges. Candidates whose selection would be directly influenced by Ministries of Education would include those teacher training candidates who are pursuing initial certificate training as well as professional upgrading or any specialized course of study specifically mandated by the respective ministry. Selection panels in such cases could comprise Education Officers, representatives of Principals' organizations and Faculty of the College.

The high degree of involvement of Ministries of Education in the selection of candidates for teacher training has been, to a large extent, influenced by the following realities

- the majority of persons admitted to Teachers Colleges are teachers “standing before classes” who are government employees and will continue to receive salaries or partial salaries while in training;
- teachers selected for training will have to be replaced by new recruits who will also be receiving government salaries, hence expenditure and costs have to be evaluated and controlled;
- the need to monitor recruitment and training in order to ensure that statutory provisions which relate to school assignments are not compromised;

Increasingly however, because of financial stringency, territories are beginning to recruit persons for training who are appropriately qualified but are not “standing before classes”. Examples would include some teachers currently pursuing the Associate Degree in Education programme in Barbados.

In some territories, acceptance of a candidate for a course of study is also dependent on the individual’s physical health. This must be formally confirmed by the submission of a Medical Certificate from a registered physician.

STUDENTS CHOOSING THE OPTION OF PEDAGOGICAL STUDIES

Students choosing the option of pedagogical studies in universities in the region fall under the general categories of

- young school leavers who enter Bachelor in Education programmes, undecided as to whether they will pursue a career in teaching
- teachers trained at the Certificate in Education level who wish to acquire upgraded qualifications at the Bachelor in Education level or its technical/vocational equivalent
- teachers possessing Bachelor in Education or Bachelor of Arts degrees who wish to acquire professional training
- qualified teachers at all levels of the system desirous of pursuing academic qualifications at the Master/M. Phil or Ph. D levels who are interested in careers in

Educational Administration/Supervision or careers as specialist/master teachers or in tertiary level teaching.

- to a lesser extent, other professionals such as nurses/ nursing educators, social workers, counsellors and public and private service administrators who are desirous of upgrading skills or of pursuing other career options.

OPPORTUNITIES AND GUARANTEES OF EMPLOYMENT

The majority of students pursuing teacher training programmes at teachers colleges and at universities, with the exclusion of the young school leavers who pursue the Bachelor in Education programme, can expect to be employed or to be reassigned or are actually employed in the teaching services of their countries mainly at primary and secondary levels. The majority of persons in the teaching service in most territories in the English speaking Caribbean who are pursuing programmes at university level in particular, work full-time as teachers during the day and pursue their respective programmes as part-time students during the evening .

COST PER STUDENT

The basic arrangement across the three U.W.I campuses is that students who are nationals of contributing territories and who are sponsored by their governments pay 20% of the fees. This 20% represents tuition fees. The other 80% of the fee represents the economic cost. This latter portion is paid by the contributing Government. Students who are not sponsored by their governments pay 33.3% of the economic costs. Students taking 24 credits or more are charged full-time fees. The Barbados Government provides full sponsorship for its nationals by paying both tuition fees and the economic cost for the minimum period required for a first degree plus one additional year, where necessary. As mentioned earlier, Barbadian students at the Cave Hill campus are expected to pay “non tuition” fees from the 2005-2006 academic year.

TABLE 13

**Fee Structure for Full-time Undergraduate Teacher Education Students
at Three U.W.I Campuses**

Campus	Tuition Examination	Guild	Cauton	I.D	Insur	Non-Resident Hall Fees	Contributory Health
Mona	\$116,125 \$ 2539	\$1,446	\$800	\$160	-		\$2250
St Augustine	\$11,800	\$175	\$500	\$20	\$20		
Cave Hill	\$4,626	\$140	\$80	\$5		\$15	

***Fees are quoted in currency of territory in which the respective campus is located**

Monitoring of Graduates of Higher Education Institutions

Resource constraints preclude the higher education institutions from the systematic monitoring of graduates after completion of study. However, since the greater percentage of graduates are teachers, monitoring would be conducted at the school site by Principals, Heads of Department and Ministry of Education supervisors during supervisory visits. At the secondary level, monitoring is largely the responsibility of Principals or Departmental Heads. Ministry of Education supervisors and principals perform the monitoring role, to a greater extent at the primary level.

The new teacher appraisal systems which most territories have included as part of their recent comprehensive educational reform agendas will contribute significantly to the monitoring process in a professional development context.

STATISTICAL DATA OF POPULATIONS

TABLE 14

**Student Population -Graduate Students of Teachers Colleges in Jamaica
1999-2002**

YEAR	1999				2000				2001				2002			
	e.c	pr	sp	se	e.c	pr	sp	se	ec	pr	sp	se	e.c	pr	sp	se
Jamaica																
Bethlehem		29		47		42		49		34		69		42		82
Church				85		18		106				96				127
G.C. Foster				11				29				31		16		16
Mico		31	14	166		29	14	204		9	14	197		29	7	166
Mico Evening		9				56				47				47		
Moneague		89				40		36		53		39		53		25
Sam Sharpe		53		40		95		79		91		57		105		52
Shortwood	15	36		76	17	47		102	20	59		119	16	34		104
St. Joseph's	10	42			33	62			11	61			15	79		
UTECH				42				47				71				
Edna Manley				8				12				10				14

C.A.S.E.		36		2		41		11		44		8		60		13
TOTAL	25	236	14	477	50	430	14	675	31	398	14	704	31	467	7	599

e.c – Early Childhood
sp – Special Education

pr – Primary
se - Secondary

Table VI illustrates that for each year of the four year period, the number of secondary graduates from the Teachers Colleges in Jamaica were almost more than double the number of primary graduates. The implication in this respect would be that Jamaica during the current period, is placing high priority on the training of secondary teachers.

TABLE 15
Student Populations –Bachelor in Education Graduates of U.W.I 1999-2004

YEAR	MONA	ST. AUGUSTINE	CAVE HILL
1999			19
2000			14
2001			0
2002	246*	117*	0*
2003	238*	92*	27*
2004			10

*Source: Office of Planning & Institutional Research. Official Statistics, University of the West Indies

TABLE 16
Higher Degrees Awarded at Three U.W.I Campuses

YEAR	MONA	ST. AUGUSTINE	CAVE HILL
1999			18
2000			29
2001			17*
2002	44*	24*	13*
2003	32	11	19

TABLE 17
Student Populations UBL
Students Registered in Two/Three Year B.Ed Programmes

B. Ed Primary		B.ED Maths		B.Ed Biology		B.Ed Chemistry		B.Ed Lang. Arts	
M	F	M	F	M	F	M	F	M	F

1999	26	78	47	10	25	49	1	-	29	104
2000	20	69	15	8	15	21	-	-	20	61
2001	75	199	16	5	16	5	-	-	11	25
2002	105	232	20	6	20	6	1	-	16	27
2003	124	308	18	7	18	7	3	3	15	46

The data indicate that as a relatively new university, the University of Belize has a sizeable number of students enrolled in the Bachelor in Education programme across key areas. As is the case with the University of the West Indies, the enrollments are heavily skewed in favour of females and that there is very low enrolment in Chemistry –the latter a persistent problem in teacher education across the region. Enrolments in Biology another key Science area appear to be falling.

Technical Vocational Areas

The University of Technology (UTECH), situated in Jamaica, is the largest provider of Technical Vocational Education in that territory and indeed in the English-speaking Caribbean. Data from this institution pertaining to registered students in the Faculty of Education & Liberal Arts will be used as an indicator of current enrolment trends by gender and number in Technical Vocational Education.

Registration By Gender

Female students outnumber male students by more than half in the Faculty of Education and Liberal Arts in each year of the three year programme for the periods 1999-2000, 2000-2001, 2001-2002, 2002-2003 and 2003 to 2004. These data are presented in Table X.

TABLE 18

Students Pursuing TVET Studies at UTECH By Gender

Academic Year	Year I		Year II		Year III	
	Males	Females	Males	Females	Males	Females
1999-2000	59	106	19	74	36	64
2000-2001	61	108	45	81	18	87
2001-2002	64	102	43	92	41	74
2002-2003	60	99	50	111	43	98
2003-2004	83	116	52	100	58	105

These data reflect a pattern which is evident throughout the region of low involvement of male teachers in the teaching profession.

However, there is evidence as illustrated by the UTECH data for the 1999 to 2004 period that males outnumber females in those areas of TVET education which have been traditionally viewed as the male preserve. These data are presented in Table 19.

TABLE 19

Male/Female Enrolment in Traditional Male TVET Areas at UTECH

	1999-2000		2000-2001		2001-2002		2002-2003		2003-2004	
	M	F	M	F	M	F	M	F	M	F
Construction Technology	17	5	12	7	30	9	35	6	20	3
Electrical Technol	30	3	35	6	41	5	32	23	26	3
Mechanical Technol	23	3	29	1	27	1	32	2	18	6

USE OF NEW INFORMATION AND COMMUNICATION TECHNOLOGIES IN PEDAGOGICAL UNIVERSITIES

Most of the teachers colleges which provided survey data pertaining to the use of new technologies indicated that some effort is being made to employ a range of new technologies in the delivery of teacher education programmes. The practice as regards intensity of use varies widely however. For example Erdiston College, Barbados indicated that all trainees in the various programmes at the College are exposed to Technology in Education courses ranging from a duration of 30 hours to 90 hours. Nevertheless, in those institutions in which technology is in use, it was clear that a number of challenges are being experienced.

Comments from one institution highlighted the disconnect which some teacher education candidates from rural areas exhibit towards technology education, in instances where both equipment and electricity are lacking.

“Some teachers feel that the use of technology is not useful in schools due to the unavailability of the equipment and electricity. However they are encouraged to apply themselves as they are expected to work with the children”.

Another institution alluded to “the limited use of available resources to effectively assist teachers in developing the necessary skills”.

In another instance of the challenges being experienced one institution referred to “the need for additional equipment e.g multimedia projectors, VCRs as well as the time required to inform and practice”.

Another teacher education institution listed challenges such as

- lack of software to match curriculum
- equipment not functioning properly
- some schools not possessing equipment
- some teachers do not have access to computers at home – limited practice
- excessive printing by some students
- teacher resistance/feelings of inadequacy.

None of the colleges indicated how, or if technology is used as a management tool.

This situation as outlined above, has import for emerging policy and planning in teacher education in the region, as well as for resource expenditure, organizational change and development and staff development.

The University of the West Indies

The University of the West Indies utilizes cutting-edge technologies in the delivery of its programmes in teacher education. Each campus has established a Instructional Development Unit which provides support and training to all academic staff in the use of new technologies for delivery.

FUTURE TRENDS & PROSPECTS FOR DEVELOPMENT

Upgrading of Entry Requirements for Initial Training

The basic requirements for entry to teacher education were established at a time when there was an overriding need to decrease the number of untrained teachers functioning in schools. These

requirements were also established during a period when access to secondary education for the pool of persons likely to become teachers was not the norm. However, several territories in the region have made considerable progress in achieving almost a fully trained teaching service. Moreover, the requirements of functioning in a globalised economic order and the need for territories in the region to considerably enhance human capital skills, require teachers possessing above average academic competencies and knowledge. A few territories in the Eastern Caribbean notably St Kitts-Nevis, St Lucia, Barbados are actively considering revised/upgraded entry requirements for initial training.

Move Towards the Bachelor in Education Qualification as the Desired Qualification for Teachers

One of the major challenges facing the territories of the English-speaking Caribbean is the need to maintain a competitive advantage in a seemingly borderless world in which there is greater open competition for markets and other trading opportunities. This reality impacts directly on teacher education since it requires a high quality educational sector staffed by competent academically and professionally oriented individuals. In this regard there is thrust to consider the Bachelor in Education qualification, as opposed to a certificate level qualification as the more desirable qualification for primary teachers. The increased tendency for the University of the West Indies to promote the development of programmes such as a two-year Associate Degree which can articulate into a four year Bachelor in Education programme (2+2), is indicative of this trend. Such a trend is likely to continue to be viewed positively since it could also represent a cost saving measure for Governments.

Trend to Pre-service as Opposed to In-service Training

Teacher education whether it involves a two or three year full-time programme, represents a sizeable financial investment for Caribbean governments, particularly since there is still a tendency, in most jurisdictions, to employ teachers prior to training. During training, trainees receive the equivalent of full salaries with minor deductions. Given an environment of scarce financial resources throughout the Caribbean region, many territories are rethinking current arrangements. It is anticipated that increasingly territories will exhibit a predisposition to require training prior to employment in the teaching service. Such a change however, will be influenced by other factors such as attrition rates due to retirements, early or otherwise; teacher migration to more lucrative markets, and the buoyancy of regional economies leading to the availability of more lucrative occupations outside of teaching.

Continued Use of Multiple Modalities for Training

It is anticipated that territories will continue to employ multiple training modalities in order to deliver teacher education in a cost effective manner. In addition to the current modalities employed, there is likely to be a trend to more site-based training as colleges seek to explore strategies for maximizing practicum experiences and for promoting transfer of training.

Revision of the Teacher Education Curriculum to Reflect Current Social Challenges

As is the case with all other countries worldwide, the Caribbean, in the last ten to fifteen years has experienced major social changes. These changes include the changes relating to acceptable societal values and norms, family destabilization, male underachievement, a reduction in the social capital possessed by young children, increased levels of violence and indiscipline in schools as well as the problems associated with The HIV/AIDS pandemic and the associated challenges for schools. These changes are reflected in the current realities of schooling and education. Some teacher training institutions are endeavouring to address these challenges in a relevant manner and have sought to revise their curricula appropriately.

Need to Effect Closer Link between Theory & Practice

The transfer of training problem is endemic to teacher education. It has always been identified as a problem in teacher education by the discipline's key constituents - trainees, principals, Ministry of Education officials, as well as teacher trainees. The transfer of training issue will therefore continue to be high on the agendas of the teacher training institutions and it is anticipated that the University of the West Indies at the Cave Hill campus will continue the research work which it has started in this area.

Professional Development of Teacher Educators

A major factor which will impact on the extent to which teacher education institutions in the English-speaking Caribbean will be able to meet expectations for improving and upgrading teacher education in the context of a competitive, globalised world economic order, relates to the skills and professional competencies possessed by teacher educators. Even though a number of territories e.g Barbados, St Lucia are insisting that prospective recruits to the field be qualified at least at the Master in Education level, or its equivalent, the majority of college tutors possess only a Bachelor's degree with the teachers certificate. The majority have not been exposed to training in adult education. Tutors and colleges are cognizant of these deficiencies and have placed professional upgrading of tutors high on their agendas.

Distance Education

Distance education appears to be one of the critical areas which holds tremendous prospects for development in teacher education in the near future. Its advantages are obvious. The use of the newer technologies allows teacher education candidates, most of whom would be classified as adult students, to pursue studies with some degree of flexibility after working hours. The conferencing facility whether via the internet or by teleconference, exposes participants to a fascinating array of shared experiences centered on teaching and learning which would not otherwise be available if training were confined to the home territory. Training support materials, if competently prepared and current, might considerably augment resources which are available in some institutional libraries. Such delivery could also be used to promote the professional development of teacher educators either on a short-term basis in specific areas, or for advanced qualifications at the Master in Education or Diploma levels.

The challenges pertaining to the delivery of teacher education by distance would include the initial costs associated with delivery via the newer technologies, availability of resources for

the recruitment of technical and professional personnel to ensure successful implementation of projects and to prepare resource materials as well as student retention.

Increased Use of External Providers

Provision of the service is likely to be less indigenous as trade liberalization in goods and services increases and as territories with still reasonably high percentages of unqualified teachers seek to rapidly reform their educational systems and improve quality generally.

Data Collection and Research

This survey clearly revealed the need for institutions to have available in a timely manner data pertaining to their programmes and functioning. Moreover, some of the data collected indicated the need for robust research in teacher education in areas such as the use of the new technologies in the region and participation in distance education programmes, among others.

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