

THE COMPARISON OF THE TEACHER TRAINING PROGRAMS IN FOUR DIFFERENT COUNTRIES: IRAN-SPAIN-SWEDEN-UNITED KINGDOM

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ÖZET: "Öğretmen yetiştirme ,eğitimin temel işlevlerinden biridir, eğitim sorunlarını çözümlenmenin anahtarıdır. Bu incelemede değişik ülkelerin öğretmen yetiştirme konusunda yaptıkları çalışmalar ve karşılaştıkları sorunlar karşılaştırmalı olarak incelenmiştir.

I- INTRODUCTION: Teachers- A Central Policy Concern

In the large majority of the world countries, the condition of teaching is now a matter of intense public concern. The reasons for this, as always in accounting for major developments in education, are manifold and interlocking no one factor is paramount. What is apparent is that a number of outstanding but diverse factors and concerns have coincided to push the teaching profession squarely under the spotlight of educational debate and policy[1].

At least four major factors stand out: There is a sense of profound DISSATISFACTION within the teaching body in many countries. Teachers feel acutely the pressing demand for ACCOUNTABILITY. The emergence of the pursuit of QUALITY as a general priority of educational policy has been a hallmark of recent years and problems of adequate teacher SUPPLY are re-emerging, especially in key subjects of the curriculum.

Being aware of the problem of teacher-training , this study aims to present the outlines of the educational systems and then to compare the teacher training programs of four different countries ; Iran, Spain, Sweden, and United Kingdom (The alphabetical order was taken into account).

II-IRAN

IRAN is a country having many cultural traditions which influence its present educational system[2]. The greatest force in shaping its educational system in modern times had been the impact

of westernization and modernization. However, after the Islamic Revolution in 1981, of all levels of government the Mullahs exercise a great deal of influence either through direct participation in the political process or because of their ability to sway popular opinion. Early in its existence, the Islamic regime declared its neutrality between East and West and expressed its intention to strengthen its ties with the Third World ,particularly with other Islamic countries. While the value of foreign trade with this latter group has increased, Iran remains heavily dependent upon the industrial countries of the world. It has retained membership in the United Nations and its affiliated agencies[3].

Compulsory education through the fifth grade was established in 1943 and is provided free of charge. In 1990 more than 9 m. pupils were enrolled in primary education. Secondary education may last for a further seven years, divided into two cycles; one of three, and another of four years. In 1990, some 4.8 m. pupils were receiving secondary education [4]. According to the Government, 24,000 schools were built between the Revolution and 1984.

Iran has 29 Universities of various types, including nine in Teheran. Universities were closed by the Government in 1980, but have been reopened gradually since 1983. All schools and universities reflect the Islamic system of beliefs, except for a small number of private and parochial schools that are maintained by minority groups. According to official sources; 250,709 students (71,822 women) were enrolled at Iran's colleges and universities in the 1988/89 academic year. In recent years much emphasis has been put on agriculture and vocational programmes in higher education.

TEACHER TRAINING PROGRAMS:

Iranian law requires that elementary school teachers have a secondary school education and that secondary school teachers be graduates of a teachers college or a university. A program of teacher training

begun in 1934 included the establishment of a number of normal schools[for the training of primary school teachers) and the National Teachers College (for future secondary school teachers).However, in 1962 these institutions were dissolved;the normal schools were replaced by centers where secondary school graduates could be certified as primary school teachers in a one year program.The National Teachers College was replaced by the Organization for the Training of Teachers and Educational Research, which offered university graduates a one-year course leading to certification for secondary school teaching.A two-year program designed to prepare secondary school graduates for certification as teachers in the first cycle of secondary schools was also begun.But, both were abandoned in 1967 and a four-year undergraduate program was begun;this program subsequently assumed the name of the defunct National Teachers College.

The faculty of Education of Teheran University was established in 1965 as a new approach to teacher education.The faculty has its own budget and selects its own undergraduate and graduate students.Its students can take courses in any of the departments of the university and can have a major in any field in arts and sciences.Since 1965 the faculty of education has established new departments of elementary, music, audio-visual,library,science, health, physical ,and art education. Apart from the faculty of Education , 20 Teacher Training Colleges exist at the moment ,but the implementation of the programs has been conducted according to the rules of Islamic revolution[2].

III-SPAIN

The Spanish educational system, based on the General Law for education (1970), is divided into the following units; preschool , general basic , bachillerato , university education , professional training , and continuing education for adults.All these types of education are given in both public and private institutions [5].Under reforms implemented in 1991, basic education is compulsory,and available free of charge,from the ages of six to sixteen years.It comprises primary education,which begins at six years of age and lasts for six years, and secondary education,composed of two two-year cycles,followed between the ages of twelve and sixteen.Thereafter, students may take either a vocational training course, lasting one or two years,or the two-year Bachillerato course,in preparation for university entrance.Private schools,many of which are administered by the Roman Catholic church,are responsible for the education of more than 30% of Spanish children.In autonomous communities the teaching of languages other than Spanish(such as Catalan) is regulated by decree [6].The 1991 reform also includes removal of rural-urban differentials in educational opportunity ; equal access to the university ;and university autonomy and the creation

of new universities.Aid to students is also to be given in a broad variety of scholarships,loans and other subsidies.

More than 1 m. students were attending university in 1988.There are about 20 state universities, 1 open university, 4 polytechnics, 2 independent universities, autonomous universities in Madrid and Barcelona, and 8 technical universities. There are three cycles within university education.The first cycle lasts for three years and leads to the degree of Diplomatura.The second cycle lasts for two three years and leads to the degree of Licenciatura.The degree of Doctor is awarded upon completion of the two-year third cycle and the writing of thesis[7].

THE TRAINING OF TEACHERS:

The training of teachers for Spanish schools is part of higher education.Teachers for the kindergartens and primary schools are trained in teacher colleges.The training program includes two years of study at the teachers college and a year of practice teaching under the supervision of the teachers college and the Professional Supervisors of Primary schools.

Teachers for secondary schools are trained in the universities.Those students intending to teach Mathematics or Science are trained in the faculty of Science, and those who decide to specialize in languages or social science enroll in the faculty of Arts.After they receive the master's degree in science or in philosophy and letters, the candidates must obtain the pedagogical aptitude certificate.To do this they must pursue additional studies and practice-teach under the supervision of the university professors and the Professional Supervisors of Secondary Education.Teachers of physical education are trained in the national schools of physical education[8].

IV-SWEDEN

The Swedish school system has been influenced over the years by the nation's increasing industrialization and urbanization, by its generally homogeneous population, and by its devotion to democracy.As a result of the nation's economic development there is a rising and diverse demand for education.Basic education,which is compulsory, extends for nine years, starting at the age of six or seven years, and is received at the comprehensive school (grundskolan) .The first six years at the comprehensive school are considered to be primary education, and the remaining three years are lower secondary.At the end of this period, a pupil may enter the integrated upper secondary school (gymnasieskolan). In accordance with new legislation being implemented between 1992 and 1995, courses at upper secondary schools last three years, and are organized into 16 nationally defined study programmes and 14 vocational

programmes. In 1989 the number of children receiving primary or secondary education was equivalent to 95% of the school age population. Enrollment at primary schools included 100% of children in the relevant age-group. There are 37 universities, colleges, and teacher training colleges; other institutions of higher education are administered by local government. The budget for 1992/93 allocated 10.6% of total expenditure to educational and cultural affairs.

THE TRAINING OF TEACHERS:

Teachers on the junior and middle levels of the grundskola generally are grade teachers, but there are often subject teachers. The training of grade teachers, conducted by the teacher-training colleges, is given to those who have at least completed continuation school. The colleges offer subject education, special instruction in educational theory and methodology, and practical teaching experiences. The total training time is 2 1/2 years for the junior level and three years for the middle-level.

At higher levels the teachers are subject teachers, except in the classes for the slow learners. Most subject teachers receive a subject education at a university and obtain their pedagogical training while they attend a teachers college for one year. This training is given through six teacher training colleges which train grade teachers as well. These colleges also have institutions for educational research[9].

The system of administration of these training schools was thoroughly reorganized by the new legislation, the main purpose of which was to modernize the course of study and the methods of instruction to conform to the cultural, social, and economic needs of the present day. To meet these reforms, the yearly appropriations for the libraries, laboratories, and other materials of instruction were increased. It is also the policy of the administration, as soon as it can be done, to increase the salaries of the instructors and professors in the training schools so as to retain and continue to secure the most capable educators available in the Swedish School System[10].

V-UNITED KINGDOM

Four administrative systems regulate education in United Kingdom (UK). Since three quarters of the UK's total population of 60 million live in England, the English system is the most important. It is directed by the Department of Education and Science, located in London. In Scotland, education is the responsibility of the secretary of state for Scotland, who is located in Edinburgh; in Wales it is administered by the secretary of state for Wales (except for higher education), and in

Northern Ireland, it is directed by the Northern Ireland Government, which in internal matters is independent of the British Parliament[11].

The modern structure of preuniversity education was set out in the Education Act of 1944. Under the 1944 Act, primary and secondary education became a local responsibility. Local Educational Authorities (LEAs) employ the teachers and are the major providers of education. In addition, a few schools are run by voluntarily bodies, mostly religious. There is also a small private sector. Primary education is compulsory and free from age five to eleven. Secondary education, which is organized in a variety of ways, is provided by LEAs for children aged eleven to nineteen.

Teachers employed by the LEAs are paid on an agreed national scale. In 1964 the Labour government reorganized secondary education on comprehensive lines; that is, each school accepted pupils of all abilities. The Educational Reform Act of 1988 brought about substantial changes. Of its provisions for schools, three were particularly important::

*It laid on the secretary of state a duty to establish a national curriculum, applicable to all state schools.

*It introduced a system by which individual schools controlled their own management and finance.

*It permitted schools to apply to opt out of control by local authorities[12].

There are 47 universities in Great Britain (39 in England and Wales, and 8 in Scotland), including the privately-funded University of Buckingham and the Open University which is funded directly by the Department of Education and Science. There were 498 Institutions of further and higher education in England and Wales in 1990/91, providing vocational and academic courses, on a full-time, part-time and "sandwich" basis. Under the provisions of the Further and Higher Education Act (1992), 32 polytechnics and 498 equivalent institutions were granted the same status as universities, and were to be permitted to adopt the title "university".

THE TRAINING OF TEACHERS:

In colleges of education, which are run by the LEAs and in some cases by religious denominations, academic and professional training is concurrent. The three-year course culminates in the award of a teacher's certificate[11]. A few students may stay on for a fourth year to take a B.Ed. degree. Graduate teacher trainees are educated separately in university departments, where they follow a one-year professional program. In both types of training the actual teaching practice lasts about three months. Responsible for teacher training are the 20 area

training organizations, all are attached to the universities. Their duties include recommending the certification of new teachers to the Department of Education and Science and the promotion of in-service training and educational research.

In 1970, there were 322,000 full-time teachers in schools. Although this number reached 460,000 in 1991, shortages of infant school teachers and of Mathematics and Science teachers continue, and there is much wastage in the profession because of poor salary and promotion prospects. The Department of Education and Science is attempting to persuade women who have left the profession as a result of marriage, motherhood and financial problems to return to teaching by issuing national publicity, by stimulating the provision of refresher courses, by promoting an expansion of opportunities for part time teaching and by encouraging local educational authorities to set up new nursery facilities where these would release women teachers for service [13].

Under the Higher Education Act in 1992, the following were accepted relating to the teacher training programmes:

*The first degree course normally lasts 3 or 4 years and leads to a Bachelor of Arts or Sciences (BA or BSc) degree.

*One-year postgraduate and four-year undergraduate initial teacher training courses are provided at colleges, polytechnics and university departments of Education.

*There are also some two-year Bachelor of Education (BEd) courses available in the subjects for which there is a shortage of teachers. Entrants to these courses may be admitted with a Business and Technician Education Council higher national award, Higher National Diploma level qualification or an Advanced City and Guilds Certificate and some relevant experience.

*Some two-year "conversion" Postgraduate Certificate of Education courses are also available for intending secondary school teachers who wish to "change subject" to teach a "shortage" subject and whose initial degree is related to the intended teaching subject.

*In addition to the minimum requirements listed above, entrants to initial teacher training must have reached General Certificate of Secondary Education standards in Mathematics and English [12].

There is no formal training for University teachers, who are generally appointed for their academic achievements. In order to improve the teacher training, the teachers themselves have organized a Teachers'

Registration Council through which to create an official list of the teaching profession based upon standards, one of which is Professional Training. The outlook is hopeful, though, as yet, it is far from Utopian [14].

VI-CONCLUSION

Few can doubt that the teacher's task has become more demanding in recent years. In a number of countries, teachers have acquired responsibilities for designing and implementing curriculum reforms and for introducing new forms of student assessment. These call on a wider repertoire of skills, and more active co-operation by teachers with their colleagues, parents, and other bodies in community. As a result of this; in the development of a society, teacher education, and teacher policies have become the centre of considerable concern and attention.

In this study, four different countries - one from Asia, and three from Europe were analysed from the point of Teacher Training. In IRAN, in the absence of ecclesiastical hierarchy, the educational system is influenced by the religious scholars (ulema or mullahs) who have always been respected throughout the Islamic world, in Iran, in particular. As a result of the strong Islamic traditionalism and being far from a secular training, it can be concluded that the future teachers are not having a contemporary education.

A similar problem exists in SPAIN. There is a great controversy about educational freedom. The nation's three private universities are religion-oriented. Many individuals have expressed the desire for the improvement of these universities, but there is considerable resistance on the part of the nation's conservatives. The structure of the Spanish university is changing, but still, on the university and teacher training level the most pressing concern is that of the determination of a fundamental and secular educational policy.

SWEDEN seems to have solved the education problem. As a result of the nation's economic development there is a rising demand for education. The importance given to the teachers, parents, children, and their future is summed up in the Educational Act: "The purpose of the education given to children and young people by the teachers is to impart knowledge and train skills, and in co-operation with their homes to promote the development of pupils to be harmonic individuals, and useful and responsible members of society."

THE UNITED KINGDOM, which has been accepted as the center of knowledge and education for ages, is still keeping the leadership of having the oldest and the best universities of the world. The central problem in British

Öneri, C.1, S.4.

Education will ,however, remain that of preserving the best in an old an old and proven tradition while educating the individual for the new technological society.

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