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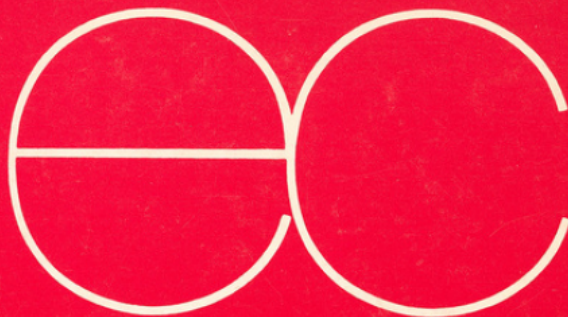
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post-secondary education must be recognised as having social and political consequences of profound importance, the full extent of which does not yet appear to have been recognised.

8. It seems doubtful if there can be any dramatic reduction in the unit costs of post-secondary education of a kind that does not have undesirable educational, social and political repercussions, the magnitude of which are likely considerably to exceed any short-term savings. Attempts to improve *productivity* are more likely to be successful if they are directed towards the reduction of wastage and the improvement in the quality of teaching and learning in post-secondary education.

9. There is a need for more studies

which, within specific fields, explore the relationship between research, innovation and change, with a view to obtaining a clearer picture of the economic and non-economic benefits of *research activity* and helping to provide a basis for the rational allocation of resources to particular types of research and development. There are important questions to be settled within individual countries as to the most favourable allocation of research resources between institutions and specialised agencies.

10. There is a need to identify some of the *educational and social indicators* that would enable us to begin to make more systematic evaluations of the outcomes of post-secondary education—for the individual, for the community and for society. Attempts to identify and evaluate

non-economic objectives must be accepted as part of any consistent process of planning and development in this field—hitherto, there has been an overconcentration upon economic and readily quantifiable criteria; this has had the effect, not only of diverting attention from some of the most important issues, but also of limiting the apparent range of policy choices that are open. There is very little in the field of post-secondary education, as in most other areas of social policy, that needs to be accepted as “inevitable”. The possibilities of choice are wider than we think; international discussions of the issues involved must be directed to exploring these choices, and identifying the data that are needed and the considerations that have to be taken into account in selecting among them for the purposes of policy making.



tending to remain (or become) infantile among infants. A kind of imaginary, unreal power, matched by the fact that, while others develop their subjects—science, social studies etc.—he only hands them on (Adorno, 1965). Those who can, do; those who can't... An old and unfair joke but, in this context, a serious one. Professional status has its objective criteria; still, the attitudes of the rest of the community serve as a good measure to judge actual standing.

"Teaching", reads the ILO-UNESCO report of 1966, "should (!) be regarded as a profession: it is a form of public service which requires of teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study: it calls also for a sense of personal and corporate responsibility for the education and welfare of the pupils in their charge." Here then are the criteria which education as a profession must meet, in order to gain the status that would make it attractive for "more of society's best talents" and enable its members to become a force for the improvement of the educational system: specialized skills acquired by long intellectual training, a large measure of autonomy and responsibility, and specialized, not diffuse but differentiated tasks (Liebermann, 1956). A differentiation, let us add, that should allow for a common dedication and for solidarity rather than produce a new status stratification. It seems evident that an adequate training is the key to those other criteria: specialization, responsibility, autonomy. What then are the actual needs of teacher training and what are the consequences for its programmes and institutions?

Awareness of change

An awareness of changes related to the educational system and an understanding of their nature are obviously prerequisites of educational innovation and, consequently, of a new conception of teacher

education. The educational system, I think, experiences major changes in the following four fields.

1. Teachers, especially teachers in secondary education and onward, are faced with a *changed school population*, changed in numbers, in age structure, in social composition and, consequently, in its cultural background, its motivations and aspirations. New organisational structures are being created, old ones adapted to deal with this population.
2. Logically preceding structure, but chronologically mostly following it, are *changes of norms and aims and of curricula*. Among major new objectives for education and instruction is preparedness for change itself. Other new emphasis is on communication and on communication skills and on education for self-reliance and for responsible, discriminating choice. The need for a highly intellectual kind of instruction to meet the demands of a world built upon science and technology determines curricula from pre-school onwards. Such intellectual stress must, however, be complemented, and indeed compensated, by new insights into the needs of effective growth and the means of promoting it. Mark that new aims and norms are required as much in the socio-political sphere as for improvements in the techno-structure.
3. Certain advances in the *scientific understanding* of educational and instructional processes have made it possible for the teacher to draw more consciously and systematically upon a fund of strategies and an arsenal of instruments to meet the various situa-

