

Introduction

There is no universally accepted definition of development. Nevertheless, development is the process of gradual improvement in human life. The indicators of development are low infant mortality rate, low maternal mortality, an improved quality of life. Education is fundamental to development; in fact true development cannot exist outside of a supportive education system. In its generic sense, education is all those processes of learning which enable a person or society to acquire skills, behaviours, values, and knowledge which are considered necessary to live a happy and successful life. Education experiences may best be categorized as informal education, non-formal education and formal education. These categories are differentiated according to the degree of structuring which they display. Informal education is completely unstructured; it refers to learning experiences which take place unconsciously and naturally. Non-formal education refers to learning experiences which are moderately structured (Barker, 1996). Formal education is highly structured and is carefully organized into programmes, syllabuses and timetables. It is implemented in schools, colleges or universities. Formal education is a vehicle for true development and teacher education is the medium for transmitting skills, behaviours, values, and knowledge which are considered necessary to live a happy and successful life. Teachers implement this type of education in a formal teaching and learning environment. In this discussion a teacher is an individual who has successfully completed a teacher education programme. Teacher education refers to all the formal learning experiences that teachers undergo in their preparation to become qualified agents of development (transmitters of knowledge and skills to society). This paper examines the nexus between the system that produces teachers (teacher education) and development in Africa.

Education for Development

Three models of development are common in the development discourse. These are basic needs, economic and human development. The needs model of measuring level of development focuses on provision of food, water, shelter, education, information and security. According to Maslow's hierarchy of needs, this category of needs is basic to human survival. The second model (economic) emphasizes the need to create wealth for a community or society. Without wealth, it is difficult for people to purchase the basic needs. The third model is human development. It focuses on improving the productive capacity of an individual. This is where schools and teacher education intersect with development. True development should also consider the effect of human activity on our environment. Development refines the socio-economic and political outlook of our society. It commands the education system to