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# RECOMMENDATIONS

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## RECOMMENDATIONS ADDRESSED TO THE COMMONWEALTH SECRETARIAT AND OTHER INTERNATIONAL ORGANISATIONS

1. It is recommended that the Commonwealth Secretariat should collaborate with other international agencies to maintain and increase their commitment to providing resources for:

- the design, development and construction of low-cost, functional school buildings and other physical facilities;
- the development, production and distribution of local and low-cost instructional materials.

2. It is recommended that Commonwealth Secretariat should collaborate with other international agencies to maintain and increase their provision of opportunities and resources for training, particularly in respect of:

- the introduction of diversified methods of teacher education;
- the setting up of evaluation, research and data-collection facilities;
- the strengthening of the professional skills of educational management personnel.

3. It is recommended that international bodies should urgently consider ways and means of accelerating their procedures for responding to and implementing aid programmes.

## RECOMMENDATION ADDRESSED TO GOVERNMENTS

1. In order to implement UPE successfully, it is recommended that governments adopt or maintain a firm national, political commitment accompanied by continuing financial support from central government, local government, the community and voluntary agencies.

2. It is recommended that governments of member states should develop and co-ordinate both formal and non-formal resources in their implementation of UPE. In this connection, such examples as Project IMPACT in the Philippines and Indonesia are well worthy of study.

3. It is recommended that governments should make the maximum use of their limited financial resources by such strategies as:

- encouraging and strengthening community participation in and contribution to primary education;
- encouraging schools to contribute to their own running costs through

appropriate activities such as school farms, handicraft production, poultry projects and other fund-raising efforts;

- developing low cost, functional school buildings and other physical facilities and ensuring their maximum use;
- appropriate use of auxiliaries and teacher aids and diversified methods of teacher education;
- exploring all methods of getting more pupils through existing facilities by the use of appropriate strategies such as modifications of the school day and careful considered shift systems.
- intensifying the development, production and effective distribution of local and low-cost instructional materials.

In this connection, such examples as Project IMPACT in the Philippines and Indonesia are well worthy of study.

4. It is recommended that the curriculum for UPE should be diversified to respond to national needs balanced with local variations and the particular demands of special education. In addition, curriculum development should allow for the involvement of all sections of the community.

5. In order to minimise any possible decline in quality of education during rapid expansion, it is recommended that governments should constantly review the objectives of UPE, building in appropriate and continuous evaluation procedures.

6. To ensure effective planning and implementation of UPE, it is essential that governments actively involve all relevant Ministries such as Education, Agriculture, Health, Economic Development etc.

7. For effective planning and implementation of UPE, governments should take steps to strengthen the professional skills of such management personnel as

- planners
- administrators
- inspectors
- supervisors
- headteachers etc.

8. As a natural development from the achievement of UPE, it is recommended that governments should give serious consideration to the concept of Universal Basic Education, (broadly defined to include vocational skills and "minimal learning needs for survival"), as an urgent target where it has not already been adopted.

9. Whilst external aid is recognised as necessary to the achievement of UPE it is recommended that governments seeking such assistance should clearly determine

- their own requirements and national contribution.
- the level and type of aid required

and ensure that such aid is integrated with overall national development plans.

10. It is recommended that governments planning UPE should take special cognisance of national population trends.

11. In order to retain qualified personnel and maintain professional quality within educational systems, the provision of appropriate career incentives is strongly recommended. Such incentives might include:

- special allowances for service in difficult areas
- opportunities for staff development and career enhancement.