

Part 1

Workshop Recommendations and Deliberations

RECOMMENDATIONS

The following recommendations are offered for consideration by International Organizations, Governments and Educational Institutions. A number of conclusions are also presented as a result of the deliberations of participants.

TRAINING FOR INCREASED PUPIL-TEACHER RATIOS

Recommendations to International Organizations

1. The Commonwealth Secretariat should consider measures for helping member countries which have difficulty in universalizing primary education to gain a better understanding of IMPACT and how its principles might be applied to the expansion of primary education.

Recommendations to Governments

1. Where possible, Governments should pursue as a matter of priority a policy of ensuring low teacher-pupil ratios in classrooms.
2. In countries that have not achieved universal primary education because of the strain on financial and manpower resources, governments may consider the possibility of experimenting with realistic alternative approaches such as the IMPACT model and major revisions of the school day.
3. Governments should give active consideration to the provision of substantial training facilities and encouragement to teachers working under special conditions. Particular attention should be directed to the needs of teachers working in small rural schools and deprived schools in urban areas.
4. Schools are facing increasingly serious socio-economic problems such as high drop-out rates, poor employment prospects, drug addiction etc. Governments should seek to establish innovative programmes to assist the schools in tackling such problems.

Recommendations to Educational Institutions

1. The programme of teacher education colleges should be re-oriented in such a manner as to equip teachers with the skills necessary for coping with existing conditions, such as high teacher-pupil ratios, shortage of books and equipment, inadequate buildings and lack of other facilities.

PREPARING TEACHERS FOR COMMUNITY EDUCATION

Recommendations to Governments

1. Governments should establish a structure to incorporate a departmental

unit whose role should be to monitor and evaluate community oriented programmes in schools, to sustain enthusiasm, render assistance to schools and teachers, and to develop ideas and resources for use by schools.

2. Teachers, educational administrators and supervisors should be exposed to short term orientation programmes in teacher training colleges with a view to encouraging a positive attitude to community involvement and to equipping them with the necessary skills and ideas to undertake such tasks. The course content may vary depending on the circumstances in which each group of teachers will operate.

3. In the interests of the community oriented education programmes in schools, previous involvement in community work and evidence of the ability to establish fruitful and effective personal relationships should be regarded as important factors in the selection of recruits for the teaching profession.

4. While the school curriculum currently has provision for social studies, etc. such subjects should be taught in a way that helps children to appreciate their relevance and helps to link what they learn with the well being of the community of which they are a part.

Recommendations to Educational Institutions

1. Teacher education institutions should ensure that community education should constitute an integral part of pre-service and in-service teacher education programmes.

2. Where appropriate, educational institutions should act on recommendation 3 above.

3. Teacher training institutions should consider the adoption of five to ten neighbouring primary and secondary schools for their total improvement. In addition, they might give consideration to the advantage of including four elements in the workload of every teacher educator, namely: pre-service training, in-service training, research, and responsibilities involved in the adoption of schools or villages.

Conclusions

1. To ensure a serious and committed approach to community education and involvement, the effort should be nationally motivated and should find a place in the statement of National Educational Policy.

2. The organizational and administrative structure of education should reflect a concern for the promotion of community education in which opportunities for the effective participation of teachers are ensured.

3. Due recognition should be given to the effort of schools in community work. Optimum use should be made of the mass media for the development of such programmes.

NEW ROLES FOR TEACHERS

Recommendations to International Organizations

1. It is recommended that the Commonwealth Secretariat supports programmes of professional development in the field of research and development in changing

roles for teachers in Commonwealth member countries and follows up these programmes to assist in the implementation of such programmes.

Recommendations to Governments

1. It is strongly recommended that each country should have a definite strategy of research and development relating in particular to the professional needs of teachers and the schools and areas in which they serve. Therefore it would be necessary to strengthen the existing provisions for research and development. Where these do not exist Governments should see that they are established.

Conclusions

1. It is recommended that the preparation of teachers should emphasize the following skills:

- Skills in organization and management of learning.
- Communication skills.
- Diagnostic and evaluation skills.
- Human relationship skills.
- Skills in self-learning for teachers including analytical thinking.
- Ability to improvise materials and fully utilize available materials.

2. The priorities of in-service education should be decided as the result of consultation between the major agencies i.e. teachers, teacher educators, educational administrators and, where relevant, representatives of the community.

3. In view of the changing roles of teachers it is necessary for teacher educators to play new roles by not only shouldering the responsibility of pre-service teacher education but also meeting the needs of in-service education that supports activities in school, and research and development functions.

REGIONAL CO-OPERATION IN IN-SERVICE TEACHER EDUCATION

Recommendations to International Organizations

1. This workshop recommends that there should be a broad based programme for the exchange of personnel engaged in in-service teacher education and that funds should be sought for this purpose from agencies such as CFTC, UNESCO, British Council and other relevant agencies.

2. We congratulate the Commonwealth Secretariat and the CFTC for making this present workshop possible in Sri Lanka. We recommend that this practice be continued and that further opportunities be provided for exchange of information and experience about in-service teacher education in the region.

3. This workshop recommends that one of the existing regional organizations be asked to act as a regional clearing house for the collection and dissemination of information. Further it is recommended that the Commonwealth

Secretariat with the support of the Ministry of Education should maintain a register of resource persons.

Conclusions

1. This workshop recommends that in special fields such as the teaching of science, physical education, home economics, handicrafts, aesthetic education etc. centres of excellence be identified within the region to enable teacher educators to obtain further experience. We also urge that the system of scholarships be extended to implement this programme.
2. This workshop endorses the UNESCO-ILO Recommendation adopted in Paris in October 1966 entitled The Status and Responsibilities of Teachers and recommends that knowledge of this document be included in the training programmes of teachers colleges.