

RECOMMENDATIONS

RECOMMENDATIONS ADDRESSED TO THE COMMONWEALTH SECRETARIAT AND OTHER INTERNATIONAL ORGANIZATIONS

Commonwealth Secretariat

1. In view of the effective benefits which in-service teacher education can bring to both the supply of trained manpower and the updating of serving personnel in educational systems throughout the Commonwealth, it is recommended that the Commonwealth Secretariat strengthens and improves its collection and dissemination of information and resources on alternative methods of in-service programmes.
2. In view of the numerous problems involved in face to face teacher education and in view of the fact that distance teaching is not necessarily the cheaper of the two, it is recommended that:
 - (a) International organizations, such as UNESCO and the Commonwealth Secretariat, should assist countries wishing to establish alternative teacher education methods to set up institutions which can cater for distance teaching to run alongside the traditional teacher training institutions.
 - (b) Proper planning, quantification and costing should be undertaken before the various methods of distance teaching are adopted as a supplement to face to face teacher education.

Other International and Regional Agencies

3. In recognition of 1979 as the International Year of the Child, it is recommended that international agencies with a special commitment to children (such as UNICEF and UNESCO) as well as regional bodies should in the interest of the development of children increase their contributions to primary school education and primary in-service teacher training.

RECOMMENDATIONS ADDRESSED TO GOVERNMENTS

1. In view of the important contributions teachers' unions can make to in-service teacher education, it is recommended that Ministries of Education should encourage their teachers to establish, where such does not already exist, a single, unified association for teachers of all grades.
2. In view of the importance of the educational value of a healthy interaction between the school and the community, it is recommended that the members of the community, especially parents, be encouraged not only to participate in the decision making process in education, but also to serve as resource persons.
3. It is recommended that buildings and facilities of educational institu-

tions be used to the maximum as centres for community education during periods when they are not in regular use, such as evenings, weekends and holidays.

4. It is recommended that whenever international agencies are providing technical assistance for national programmes, governments should ensure the early appointment of local counterparts and plan training programmes for such counterparts to be suitably structured to the needs of the national project.

5. It is recommended that in-service education for principals of teacher training colleges, inspectors of schools, administrators, lecturers, tutors, curriculum developers, and teacher aides (such as laboratory technicians) should be available on a continuing basis. It is also recommended that wherever suitable facilities exist, such in-service training should be conducted in the national context and as near as possible to the realities of the educators' own environment.

6. Governments should encourage interaction between subject associations and cultural associations, which can produce ideas that may be incorporated into the curricula of schools and teacher training colleges.

7. In view of the fact that teachers, especially in rural areas, have a close involvement in the life and development of the community, it is recommended that they be encouraged to take part in training and orientation programmes organized by other relevant ministries in order to enhance their contribution to rural development.

8. In view of the importance of curriculum development to the education of teachers, it is recommended that the principles of curriculum development should be an integral part of courses prescribed for teachers in their pre-service or in-service training.

9. Governments should recognise cumulative sets of short in-service courses as leading to additional qualifications, incremental credits and/or promotions and determine the appropriate length and numbers of such courses required for each purpose.

10. Governments should establish, wherever it does not already exist, a body to co-ordinate the overall aims of in-service education and continuously evaluate the effectiveness and relevance of all in-service education activities.

RECOMMENDATIONS ADDRESSED TO EDUCATIONAL INSTITUTIONS

1. It is recommended that universities and other institutions of higher learning should be more actively involved in teacher education especially at primary level, by establishing departments of primary education where they do not exist, for research into and the improvement of primary education and the training of teachers for it.

2. Educational institutions should clearly identify the objectives of their various in-service programmes, and design suitable courses which meet the stated objectives.