

RECOMMENDATIONS

RECOMMENDATIONS ADDRESSED TO THE COMMONWEALTH SECRETARIAT AND TO OTHER INTERNATIONAL AND REGIONAL ORGANIZATIONS

It is recommended that International Organizations should recognize the importance for equity in national development of UPE and should consider ways in which they might assist governments to implement programmes such as in:

- (a) Provision of research assistance for data collection and analysis.
- (b) Assistance with planning UPE.
- (c) The design and erection of school buildings and other physical facilities.
- (d) Support for incentive programmes such as feeding, transport, and boarding.
- (e) Establishing new techniques for teacher training such as distance teaching.
- (f) The development of low cost instructional materials, including those for handicapped children.
- (g) Evaluation and research.

RECOMMENDATIONS ADDRESSED TO GOVERNMENTS

1. In view of the importance and magnitude of UPE, a firm political commitment is essential for successful implementation, and so it is recommended that governments:

- (a) Express a positive policy with clearly defined aims.
- (b) Convey this policy and its aims vigorously and persuasively to all strata of the people, particularly the decision makers, to mobilize popular enthusiasm and to gear all agencies to appropriate action.
- (c) Formulate an implementation plan based on adequate and reliable data, assistance for which might be sought from international agencies.
- (d) Provide adequate, realistic and continuing budget support.

2. Mobilization of local community understanding and support is essential for successful implementation of UPE. Therefore, it is recommended that

Governments should ensure:

- (a) Publicity and action using all mass media to enlighten the population.
- (b) Enlistment of support of religious and community leaders.
- (c) Development of government/community partnership, using incentives where appropriate.

3. In order to ensure the implementation of UPE, necessary measures should be taken to attract and retain all children of school going age until at least the end of the primary level of education. It is recommended that such measures should include:

- (a) Provision of schooling facilities within reasonable reach of all children wherever they may live.
- (b) Adequate steps should be taken to ensure compulsory attendance wherever feasible.
- (c) The minimizing of repetition, enabling every child to progress normally through the school; this implies special provision for slow learners.
- (d) The minimizing of drop-outs by creating a school atmosphere conducive to learning; offering such incentives as school meals, transport, boarding facilities, free textbooks, stationery and uniforms, particularly to disadvantaged groups.
- (e) Special provision, such as the training and appointment of more women teachers, school "mothers" and creches should be made to overcome social inhibitions affecting girls' enrolment/retention.

4. For countries in which there is an acute need for an increased and improved teaching force to implement UPE, it is recommended that the following measures should be taken:

- (a) Recruitment of educated personnel, including the retired, the unemployed and religious leaders or teachers.
- (b) Strengthening of normal pre-service teacher education.
- (c) Development of short-courses of in-service teacher education, using such techniques as distance teaching.
- (d) Including elements of teacher education in the High School curriculum.
- (e) Strengthening the capacity of teacher training institutions for accommodating female students.

5. In order to provide accommodation for the maximum number of children, it is recommended that policies should be formulated to ensure that:

- (a) Existing school facilities should be used to the maximum extent.

(b) Suitable additional facilities such as temples, mosques, churches and community halls should also be utilized for schooling;

(c) The twin criteria of low cost and durability should be observed in planning new school buildings or extending existing facilities.

(d) Every school should have a minimum of equipment including at least:

- blackboards
- seating
- teaching aids (including a radio)
- storage facilities
- a library
- recreational facilities/play ground
- drinking water
- latrines
- a garden

6. It is recommended that, although the initiative in curriculum formulation is normally taken at the national level, provision should be made to involve all concerned individuals and organizations, particularly at the grass-roots level, in order to allow for local variation, and to ensure the relevance and flexibility of the curriculum. It is further recommended that to ensure continual review of the curriculum, a well-structured pattern of subject panels and committees should be formed at local, state and national levels.

7. In order to ensure effective administration, at local and national levels, it is recommended that Governments give serious consideration to strengthening an adequately and appropriately decentralized system of administration for UPE.

8. Provision should be made for continuous evaluation and monitoring of pupil progress and for feedback concerning problems for remedial action. To improve teaching and learning, much higher levels of internal and external supervision and advice are essential. Therefore, it is recommended that Governments take appropriate steps to ensure this.

9. In addition to the evaluation built into the design of a UPE programme, that Governments should invite periodic independent and comprehensive programme evaluation.

10. It is recommended that Governments build a research capability into programmes for UPE using local expertise and, where necessary, international assistance.

RECOMMENDATIONS ADDRESSED TO EDUCATIONAL INSTITUTIONS

It is recommended that those specialist bodies engaged in educational research should contribute significantly to the improvement of UPE in their countries. Action research should feature as an important part of their contributions.