

**RECOMMENDATION No. 45**  
**TO THE MINISTRIES OF EDUCATION**  
**concerning**  
**THE TRAINING OF PRIMARY TEACHER TRAINING STAFFS**  
(1957)

The International Conference on Public Education,

Convened in Geneva by the United Nations Educational, Scientific and Cultural Organization, and the International Bureau of Education and having assembled on the eighth of July, nineteen hundred and fifty-seven for its twentieth session, adopts on the seventeenth of July nineteen hundred and fifty-seven the following Recommendation:

The Conference,

Considering the rapid changes brought about by economic, technical and social progress in the modern world,

Considering that the problem of the training of primary teacher training staff is a permanent one; that the responsibilities of the primary school have greatly increased and must now include character training and sound social and civic training as well as instruction in academic skills,

Considering that these increased responsibilities will require from primary school teachers even higher standards of knowledge and skill in humanistic and social studies as well as in purely scientific and technical subjects,

Considering Recommendation No. 36 on primary teacher training adopted on the fourteenth of July, nineteen hundred and fifty-three by the International Conference on Public Education at its sixteenth session,

Considering that the staffs of primary teacher training establishments, during their own training, need particularly to acquire personal experience of the various facets of the intellectual, economic and social life of their time,

Considering more particularly that the development of the social studies and of educational science now requires that primary teachers must be well trained in these fields so that they are able to make wise and independent judgments,

Considering that it seems difficult for those who give practical training in education to prepare primary teachers without being themselves thoroughly familiar with primary teaching,

Considering that teachers entrusted with training primary teachers cannot rest content, in their own training, with purely theoretical studies, and that they should be able to transmit to their pupils modern and effective teaching methods, together with a capacity for individual study and creative work,

Considering that the almost universal shortage of primary teachers necessitates the continued development of establishments responsible for their training and of all institutions dealing with the study of education,

Considering that, if professional training is indispensable for those who are to teach general education subjects, it is even more indispensable for teachers of the educational sciences,

Considering the tendency of certain universities and establishments at higher level to concern themselves with educational science and research without dealing sufficiently with its practical application to teaching,

Considering that the teacher training establishment should be a centre of research, and to this end should be under the direction of a person who is not only an experienced teacher but also interested in educational science and research,

Considering that modern society demands more and more international collaboration and mutual understanding,

Considering that countries sharing similar aims, but having different economic, financial and administrative systems, need to find varied solutions to the problem of preparing staff responsible for the training of primary teachers,

Submits to the Ministries of Education of the several countries the following recommendation:

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1) It is necessary that the competent authorities should pay increasingly close attention to the training of the staff who are to train primary teachers in general and special studies and in the educational sciences, and that such instruction should be a condition of their appointment.

2) The training of primary teachers is at present carried out in establishments at secondary level, at post-secondary level and at university level. In view of the constantly improving status of the teaching profession it is desirable that primary teachers should be trained in educational establishments at higher level.

3) In choosing between the two kinds of training for the staff of primary teacher training establishments (i. e. in a university institute or faculty or else in an establishment outside the university) each country should select the pattern which best fits its need for teachers and the structure of its higher education.

4) In countries where the two types of training duplicate each other, every effort should be made to avoid a waste of effort and to ensure the closest collaboration.

5) Since teacher training institutions at university level depend for their success on staff with advanced university training, it is recommended that the availability of such staff be assured in advance.

6) Where the training of primary teacher training staff is given in a university faculty, it is desirable that it should include common study with other faculties.

7) In countries where this training is carried out in establishments outside the university, collaboration with the universities which would enable students of these establishments to attend certain university courses should be encouraged.

8) Establishments preparing staff for primary teacher training could usefully provide training for school administrators and inspectors also; in this case every opportunity should be afforded for experienced teachers to take advantage of this training.

9) The principal of a teacher training establishment should be himself an educator and should have an outstanding knowledge and experience of educational problems. If circumstances should require the appointment of a teacher trained-primarily in an academic subject, he should have the assistance of a specialist in the problems of the primary school.

10) Each country, according to its educational system, should endeavour both to coordinate and promote educational methods at the national level and also to ensure progress and research in teacher training establishments by all suitable means, such as an inspectorate, a central commission, a university body, etc.

11) When a country does not yet have the necessary institutions, international cooperation leading to the training of staff for primary teacher training in well established institutes and universities abroad should be encouraged, and financial support to make this possible should be provided.

12) In whatever type of establishment training for future primary teacher training staff is provided, the staff and students of these establishments should be of comparable quality to those in university faculties or institutes.

13) Training at university or higher level at least equivalent to a bachelor's degree, ought to be required as qualification from all teachers responsible for primary teacher training.

14) In the selection of candidates for the staff of teacher training colleges, account should be taken not only of their moral, intellectual and professional capabilities, but also of their sense of vocation and of social responsibility.

15) Whatever the method of appointment (competitive examinations, selective appointment, etc.) the appointment of staff responsible for primary teacher training should be strictly impartial and based only on the knowledge and qualifications of the candidates and on their qualities as educators.

16) Men and women with equal qualifications should have equal opportunities of access to teaching posts in primary teacher training establishments and receive the same salary.

17) Staff in training, when their financial situation requires should receive free tuition and scholarships or other financial aid, as well as free board and lodging where residential facilities are in force; those who have already been teaching should receive leave with pay and, when necessary, a displacement allowance.

18) Where teachers of general education subjects for primary teacher training establishments receive the same academic training as secondary school teachers, staff can be selected from among this group taking into account both their qualifications and teaching experience. This selection should be equivalent to promotion and entitle them to

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a higher salary. After recruitment they should undergo a period of probation which will enable them, among other things, to make or resume contact with the primary school.

19) In order to increase the intake of particularly well qualified staff for primary teacher training establishments, it is highly desirable to grant leave with pay to those primary teachers who have shown outstanding qualities in their teaching and who desire to undertake the necessary further study.

20) Teachers entrusted with the training of future primary teachers in special subjects such as art and handicrafts, domestic economy music and physical education, should receive a training of comparable standard to those who teach academic subjects.

21) Training in education and psychology should normally be required of those teaching special subjects as well as of those who teach academic subjects, so that both may learn to adapt their subject to the needs of primary teachers.

22) The special training of those who teach psychology and education to future primary teachers should be both theoretical and practical and include child and adolescent psychology, teaching methods, experimental psychology, educational guidance, history of education comparative education, school organization and administration, civic education, national and local traditions, etc.; this instruction should be of a high standard and should include advanced study and research in one selected branch.

23) Programmes of training for staff responsible for primary teacher training should include an introduction to research into educational policy and practice; the duties of the staff in teacher training establishments should include research activities.

24) It is desirable that teachers of courses in psychology and education should have had personal experience in primary teaching especially those in charge of teaching practice.

25) Special attention should be given to providing an opportunity for staff members to participate actively in international relations and to study the problems and methods of fostering international understanding through education.

26) Care should be taken that staff responsible for the training of primary teachers for rural areas should be introduced to the study of rural conditions and methods of rural education.

27) As the training of teachers for handicapped children of primary school age requires special studies and experience, it should be entrusted to staff with special additional training who will teach either in an ordinary teacher training college or in a special institution.

28) Of whatever type they may be, establishments for preparing staff to be responsible for primary teacher training should have at their disposal an adequate number of chairs of education, psychological and educational research laboratories, and demonstration schools or classes. They should also possess a library well stocked with books and reviews on educational psychology and a collection of audio-visual material commercially produced or teacher-improvised. Future teachers should be familiarized with all this material and with the utilization of all available local means of rendering their teaching more concrete and lively for their students.

29) Steps should be taken by the authorities concerned to provide facilities for further training for staff responsible for primary teacher training, in the shape of publications, work or discussion groups, further training centres, study courses, fellowships and foreign travel, etc. It is desirable that a close collaboration be established, for their mutual benefit, between these staff and learned societies in a position to help them in their educational research.

30) It is desirable that the staff of primary school classes in which staff in training will receive their practical training should be specially selected for their high qualifications and experience.

31) It is highly beneficial for the teacher of education to maintain regular contact with actual teaching, and also for the inspector to have the opportunity of making a synthesis of his ideas in the light of his experience, possibly through giving a series of lectures in education; to this end and where it is practicable, an interchange between teachers of education and primary school inspectors should be encouraged.

32) Staff responsible for primary teacher training should enjoy as a minimum all the advantages of other teaching staff of the same standing (periods of leave, time-tables, retirement, superannuation, etc.); it is desirable that they should be able to obtain periodic sabbatical leave with pay for one year in order to continue their professional studies.

33) The remuneration of staff responsible for primary teacher training should be at least equal to that of other teachers or civil servants occupying posts at the same level; in particular, training school teachers at secondary level selected as indicated in clause 18, should receive a higher salary than that of other secondary school staffs.