

**RECOMMENDATION No. 55**  
**TO THE MINISTRIES OF EDUCATION**  
**on the**  
**FURTHER TRAINING OF PRIMARY TEACHERS IN SERVICE**  
(1962)

The International Conference on Public Education,

Convened in Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education, having assembled on the second of July, nineteen hundred and sixty-two, for its twenty-fifth session, adopts on the thirteenth of July, nineteen hundred and sixty-two, the following recommendation:

The Conference,

Considering that children throughout the world have the right to be instructed and educated by teachers whose general and pedagogical training offers all possible guarantees,

Considering the increasing complexity of the educational responsibilities of the school, the rapid progress of science and the continual evolution of educational theory and method and of culture in general,

Considering that throughout his whole career every teacher should be able to widen his horizons, improve his general culture and pedagogical training, and perhaps acquire further professional qualifications,

Considering that, owing to difficulties of supply, insufficiently qualified teachers have become increasingly numerous, so that it is all the more urgent to provide them with adequate general and professional training,

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Considering that education authorities should do everything in their power to provide, or at least promote, the various forms of further training for teachers in service,

Considering that for various reasons, and in particular their material situation, it is sometimes difficult for primary school teachers to take advantage of the direct or indirect means of further training they require,

Considering Recommendation No. 36 on primary teacher training adopted in 1953 by the International Conference on Public Education at its sixteenth session, and in particular articles 55 to 64 dealing with the further training of primary teachers in service,

Considering that, in spite of similar aspirations, countries in very different positions will reach varied solutions of the problem of further training for primary teachers in service,

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

### **Organisation of Further Training**

1) It is becoming ever more necessary to organize systematic further training for primary teachers in service, whether they be insufficiently trained teachers requiring to complete their general and pedagogical education or qualified staff wishing to keep abreast of new methods and techniques, to broaden their general culture or, in some cases, to acquire further qualifications.

2) According to the particular educational system of each country, the organization of further training may be entrusted to one of the existing primary education services or to a special body working in close collaboration with these services.

3) It is highly desirable for the education authorities to enlist the aid and advice of teachers' associations and other groups or institutions which have an important part to play in the organization of further training.

4) Private initiative should receive the moral and material support of the education authorities wherever it makes an effective contribution to the further training of primary teachers in service.

5) Whatever form the organization of further training for primary teachers in service may take, it is essential that its practical application and the evaluation of the results obtained should involve the full and coordinated association of heads of schools, the staff of teacher

training establishments, educational advisers, primary school inspectors, institutes of education of university level, and scholars or specialists in other subjects the teaching of which could help to broaden the teachers' general culture.

### **Categories of Staff Involved**

6) In organizing further training for primary teachers in service the competent authorities should consider three broad categories of teachers:

- a) unqualified teachers;*
- b) qualified teachers, who may thereby supplement their general knowledge and improve their teaching techniques;*
- c) qualified teachers desiring to acquire additional qualifications or to train for other duties within the education service.*

7) The provision of adequate training for unqualified primary teachers is essential in all countries where the shortage of teaching staff obliges the education authorities to recruit persons without the qualifications normally required.

8) However complete the professional training of the primary school staff may be, the education authorities should see that teachers have an opportunity throughout their career to broaden and deepen their general culture, to bring their pedagogical knowledge up to date and to become acquainted with new teaching methods and techniques.

9) In the interests of education itself, the education authorities should take the necessary steps to enable primary teachers so desiring to study for a higher level diploma, to take specialized courses in pedagogy or to qualify for other duties within the education service.

10) Whether the use of further training facilities is to be compulsory or optional should be determined with particular reference to the category of staff for whom they are intended and to the means of further training employed.

### **Means of Further Training**

11) From the increasingly numerous means available for promoting the further training of primary teachers in service, it would be an advantage to select those which best correspond to:

- a) the specific needs of each category of teachers involved;*

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*b)* the material or other resources available; and  
*c)* the characteristics and needs of primary education in the country concerned.

12) The provision of adequate training for unqualified teachers should be both systematic and regular and the duration of such training should be related primarily to the participants' level; the establishment of specialized institutions for this purpose might perhaps be contemplated.

13) When the aim is to supplement or refresh the general or pedagogical knowledge of qualified teaching staff, it is also important to prepare a systematic further training programme.

14) In planning courses designed to enable trained teachers to improve their qualifications or to prepare for other duties in the educational field, it is important to reconcile the additional studies undertaken with the requirements of ordinary school work.

15) Further training programmes for primary teachers in service should not be exclusively theoretical in character but should also include practical work, demonstrations, model lessons, etc.

16) It is highly desirable to supplement further training facilities based on a set programme by the occasional organization of education days, lectures and colloquia, visits to educational and other establishments, etc.

17) The promotion of discussion groups and study groups, within a school or at local or regional level, is to be recommended, as these enable teachers to exchange views and to take a direct and active interest in solving problems they may come up against in the course of their work.

18) It is important to introduce and extend further training correspondence courses, which offer the main advantage of enabling even isolated teachers to study without having to interrupt the exercise of their duties.

19) Greater importance should be given to educational and cultural books, pamphlets and periodicals; they should be distributed as widely as possible so that teachers may either receive them individually or be able to consult them without difficulty.

20) In further training work it is highly desirable to take the maximum advantage of educational documentation centres and of

libraries, especially pedagogical libraries; in this connection it would be useful to expand travelling library and book-lending services.

21) Judicious use should be made of the numerous opportunities afforded by gramophone and tape recordings, films, radio broadcasting and television.

22) It is desirable to encourage primary teachers to travel in their own country and abroad, either in groups or individually, with a view to their further training.

### **Facilities and Advantages Granted to Teachers Undertaking Further Training**

23) Provided that teaching does not suffer from it, the education authorities should grant the widest possible facilities to encourage primary teachers to avail themselves of the various means of further training, particularly those teachers faced with difficulties resulting from the isolation of their schools.

24) Among the many factors which must be taken into account when deciding the type of facilities to be offered to those undertaking further training, one should consider the nature of the further training provided, the aim in view, whether attendance is optional or compulsory, the length of time participants must be absent from teaching, and the amount of travel involved.

25) When a teacher has to be absent for a time from his school in order to take further training, the education authorities should grant him the necessary leave of absence, continue to pay him the whole or part of his salary and bear the full cost of replacing him.

26) When a certain amount of travel is entailed by participation in further training activities, it is important to provide for a refund of all or part of the travelling expenses of those attending them.

27) Wherever it is justifiable, those responsible for further training should provide for the board and lodging of participants or make them grants, subsidies, etc., in compensation.

28) Unqualified teachers who acquire the professional training they lacked should, if they satisfy the set requirements, be awarded a certificate or diploma enabling them to enter the ranks of the regular teaching staff and receive all the statutory advantages conferred by this integration.

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29) It is desirable to recognize the increased competence of qualified primary teachers who have undertaken further training and to take the fact into account, in particular for promotion and transfer, according to the importance of the further training received.

30) Teachers in service who successfully complete additional studies to obtain further academic qualifications, to prepare for head teachers' or inspectors' duties, to teach in secondary schools or to specialize, should be able to enjoy the advantages corresponding to the qualifications so acquired or to the new duties for which they have prepared themselves.

### **International Collaboration**

31) In view of the increasing number of countries requesting assistance from abroad in order to provide further training for their teachers, it is desirable for world or regional organizations of an educational character to be in a position to give a favourable answer to such requests.

32) Financial cooperation given in this way should, for example, permit the establishment of institutions specializing in the further training of unqualified primary teachers and the further promotion of other aspects of this type of training, such as educational research, travel and study courses abroad for persons responsible for further training programmes.

33) International cooperation may also take the form of placing at the disposal of countries so desiring experts and advisers in the organization of further teacher training, staff for further training establishments, educational or other documentation.

34) The organization at international or regional level of more or less specialized courses in pedagogy or practical courses should be considered as a contribution to the further training of primary teachers in service, in this connection, it is desirable to contemplate the award of facilities (e.g. scholarships) to enable a larger number of participants to attend such courses.

35) Mutual aid at international level may also be given by admitting nationals of other countries to activities organized for the further training of home teachers.

### **Implementation of the Present Recommendation**

36) It is important that the text of this recommendation should be widely diffused by Ministries of Education, the school authorities

for the level of education most directly concerned, educational documentation centres, national and international teachers' or parents' associations, etc.; the educational press, both official and private, should play a large part in the diffusion of the recommendation among the services concerned, the administrative and teaching staff, and the general public.

37) Unesco regional centres, with the collaboration of the ministries concerned, are invited to facilitate the study of this recommendation at the regional level with a view to its adaptation to the special characteristics of the regions in question.

38) In countries where it seems necessary, Ministries of Education are invited to request the appropriate bodies to undertake certain activities such as:

*a)* to examine the present recommendation and to compare it with the *de jure* and *de facto* situation in their respective countries;

*b)* to consider the advantages and disadvantages of implementing each of the clauses not yet in effect;

*c)* to adapt each clause, should its implementation be considered desirable, to the requirements of the individual country; and

*d)* to suggest the regulations and practical measures which should be taken to ensure the implementation of each clause examined.