

**Fifth Regional Conference of
Ministers of Education and
Those Responsible for Economic
Planning in Asia and the Pacific**

**Organized by Unesco
with the co-operation of ESCAP**

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IV. RECOMMENDATIONS OF THE CONFERENCE

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Recommendation No. 1

Concerning APEID and ACCU

The Conference,

Recalling the need to promote endogenous development of the Asia and Pacific region which is the largest, most highly populated and culturally diverse,

Reiterating the importance of regional activities and co-operation in educational, scientific and cultural fields,

Mindful of the share in programme resources allocated to the region in 22 C/5,

Requests the Director-General of Unesco to continue to extend support to regional co-operative programmes such as the Asia and Pacific Programme of Educational Innovation for Development, which is an exemplary model of Unesco regional co-operative projects, and projects of the Asian Cultural Centre for Unesco and to reflect such support in the Programme Budget for 1986-1987,:

Calls upon Member States of the region to intensify their support and co-operation for regional co-operative programmes.

Recommendation No. 2

Concerning APEID

The Conference,

Places on record its appreciation of the efficient and effective way in which the Asia and Pacific Programme of Educational Innovation for Development (APEID) has fostered regional and inter-country co-operation since its inception ten years ago, contributing in a highly significant manner to the development of national capabilities for educational development and reform, innovation, research and experimentation through varied regional and sub-regional activities.,

Noting the wide expansion of the Programme, manifesting the countries' level of participation and the pool of expertise and experiences which inter-country co-operation has generated for common sharing and Joint efforts,

Appreciative of the innovative methods of work and modes of co-operation developed in APEID enabling developing countries in the region to engage in technical co-operation among themselves with the active participation of the developed countries on an equal footing,

Calls upon Member States

- To continue and strengthen their co-operation with APEID for enhancing APEID's pivotal role in inter-country co-operation and mutual help in areas of high priority which are of common concern;
- To reinforce National Development Groups and Associated Centres to play their key role at national level and in regional co-operation;
- To promote wherever appropriate the establishment of complementary development groups at provincial, local and institutional levels to enhance the Programme's impact at the grass-roots level;
- To provide increasing support, both technical and voluntary contributions, to extend the range and effectiveness of APEID;

Recommendations

Recommends that, considering the priorities of educational development in the region, APEID be further developed as the major instrument for regional co-operative action in high priority areas, notably:

- (a) universalization and qualitative improvement of primary education and adult literacy in closely co-ordinated action within the framework of 'Education for All'.
- (b) non-formal education within the framework of lifelong education;
- (c) qualitative improvement and renewal of education and particularly science and technology education for all;
- (d) education in relation to the world of work;
- (e) new developments in the forms, techniques and content of education including the preparation and continuing education of teachers;

Further recommends to Unesco to expand its support to APEID and to enhance its capabilities to create and develop new modes of operation for inter-country co-operative action and respond effectively to the new directions of educational development in the region,

Noting with appreciation the assistance provided to APEID by UNDP and other interested international organizations,

Recommends to them to continue and increase their support to APEID so that the capabilities of the network may continue to provide relevant and high quality inputs to national and other regional projects.

Recommendation No. 3

Concerning Population Education

The Conference,

Considering that excessive population growth is one of the major factors hindering development and improvement of the quality of life of the people,

Realizing that almost 1,000 million or about 35 per cent of the population in the developing countries in the region is below the age of 15 years, and that this has implications not only for the development of education but also for providing educational opportunities to this mass of young people,

Recognizing that decline in fertility rate in many countries appears attributable to improved literacy levels, better education of girls and women, and the impact of population education and family planning programmes,

Recognizing further that while the aggregate literacy rate in the developing countries of the region has risen over the past 15 years, the absolute number has increased by about 80 million due to rapid population growth,

Noting that during the last decade population education has been accepted by most of the developing countries in the region,

Recommends to Unesco:

1. to continue assisting Member States in strengthening and revitalizing the population education programme;
2. that population education should be identified as one of the programme areas of Unesco and funds be allocated from the regular budget in addition to the support received from UNFPA;

Recommends to Member States that population education be made an integral part of national education development plans.

Recommendation No. 4

Concerning programme consultations in the Pacific State

The Conference,

Recognizing the importance of consultation in the process of educational planning,

Noting the communique issued after the September 1984 opening of the Unesco Office for the Pacific States in Apia, Samoa and in particular the need expressed in that document for the establishment of a means of regular consultation on education matters between countries in the sub-region,

Requests the Director-General to make provision in the 1986-1987 Programme and Budget for a high-level consultation of educationists from the Pacific for the purpose of planning co-operative action in the areas identified in the September 1984 communique as well as others referred to at MINEDAP V.

Recommendation No. 5

Concerning the Advisory Committee in Regional Co-operation in Asia and the Pacific

The Conference,

Recalling the recommendation of the Fourth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific,

Welcoming the decision of the Executive Board to establish the Advisory Committee or in Education in Asia and the Pacific,

Notes that the Advisory Committee has now met twice, in 1980 and 1982, and provides a useful consultative forum for regional co-operation,

Notes however, that its statutes do not provide for the appointment of alternate members, which means that not all Member States are in fact able to be represented at a meeting of the Advisory Committee,

Recommends to the Director-General to study the possibility of

1. Providing for alternate members to be appointed by the Director-General in consultation with Member States concerned, and to act, like members, in their personal capacity;
2. Including in the statutes such provisions which would enable the Advisory Committee to submit advice to the Director-General on the programmes which can be carried out within the region.

Recommendation No. 6

Concerning Implementation of the Substantial Programme of Action for least developed countries

The Conference,

Having regard to the objectives of the Second Medium-Term Plan and the recommendation of the Planning Seminar convened by the Unesco Office for the Pacific States at Apia, Samoa, in September 1984, which emphasized the importance of accurate and useful information for educational planning and development,

Recognizing that deficiencies in the collection, analysis and dissemination of educational information is a problem common to all the Pacific Island States, thereby hindering their capacity to plan appropriately for educational development,

Noting that the Planning Seminar held at Apia considered that the establishment of a clearing house would greatly assist Member States of the Pacific by providing systematic information for educational planning and development,

Recognizing further that the creation of the Unesco Office for the Pacific States constitutes a first step towards addressing this problem,

Recommends to the Director-General that provision be made in the Programme and Budget to strengthen the Unesco Office for the Pacific States as may be appropriate to enable it to discharge its clearing house functions more effectively.

Recommendation No. 7

Concerning Implementation of the Substantial New Programme of Action for least developed countries

The Conference,

Recalling that the international community had adopted in Paris in 1981, with consensus, the Substantial New Programme of Action for the 1980s for the Least Developed Countries (SNPA) and the same was adopted by the United Nations General Assembly at its session in the same year,

Considering that the SNPA stipulated a greater flow of Official Development Assistance (ODA) in real terms to the LDCs accompanied by greater international support to these countries in order to enable them to attain a higher standard of living and, inter alia, to develop their educational infrastructure and cultural enrichment,

Realizing that due to the general deterioration of the socio-economic conditions of the LDCs whose number has also increased from 30 to 36 since the adoption of the SNPA,

Noting with concern that very little progress has been achieved over the last four years in fulfilling the objectives of the SNPA,

Recommends to Unesco to accelerate the implementation of the SNPA with regard to expansion of education with particular emphasis on universal primary education and removal of illiteracy and conservation and

Recommendations

development of culture of the LDCs of this region, in close co-operation with other UN agencies and by mobilizing necessary support from the international community,

Also calls upon the donor countries and other developing countries in a position to do so, to extend full co-operation and support in realizing the objectives of the SNPA within the stipulated time.

Recommendation No. 8

Concerning measurement of literacy

The Conference,

Accepting that methods currently used in many countries to measure literacy do not measure directly the abilities of reading and/or writing, and are therefore conceptually and technically deficient,

Realizing that the technology of measurement has developed approaches which measure literacy with greater precision than the said approaches used in many countries,

Realizing further that data are useful for policy-making, planning and programming to the extent that such data are meaningful and reliable,

Considering that an improved system of measuring literacy will yield more meaningful and reliable information about our peoples and systems of education,

Considering further that the installation of improvements in the ways literacy is currently measured is within the means of all countries and will be beneficial in many ways to all,

Recommends to Unesco to develop and promote an improved system of measuring literacy based on actual measures of reading and/or writing, and install the same as soon as possible,

Recommends to Member States to adopt as soon as possible more conceptually and technically appropriate methods of measuring literacy.

Recommendation No. 9

Concerning a regional co-operation programme in non-formal education

The Conference,

Considering that the benefits of education have not reached all the people and that the number of the out-of-school population in the 6-25 year age-group in the Asia and the Pacific region has increased from 291 million in 1970 to 356 million in 1982, despite the massive expansion of the formal education system,

Having regard to the fact that, because of social and economic compulsions, a large number of children and youth, especially girls, belonging to disadvantaged groups, have tended to remain outside the purview of the formal education system, and that these handicaps may not be overcome for quite some time,

Realizing that a flexible non-formal education (NFE) has to be planned and organized to play an increasingly important role in imparting education to children and youth for the progress and welfare of individuals and also for the overall national development effort for socio-economic transformation,

Invites Member States of the region to reorient their formal education systems and to develop non-formal education with a view to establishing a package of educational programmes which will suit the needs and aspirations of the out-of-school children and youth, especially those belonging to under-privileged strata of society, so that all have access to education,

Recommends to Unesco to undertake, on an urgent basis, a regional co-operative programme as a major initiative in non-formal education to promote better appreciation of the concept, potential and complexities of NFE, developing appropriate learning materials and training programmes including consideration of establishing institutional arrangements for furtherance of non-formal education such as a Unesco Resource Centre for NFE in Asia and the Pacific.

Recommendation No. 10

Concerning a major regional co-operation programme for universalization of training education and eradication of illiteracy in Asia and the Pacific

Realizing that illiteracy is one of the major obstacles to the development of individuals and societies and that literacy is intimately related to productivity, better health, nutrition as well as awareness and responsiveness to public social services and innovations,

Concerned that this region encompassing some of the most populous countries in the world has three quarters of the world's illiterates (618 of the total 857 million),

Recalling Recommendation No. 7 of the Fourth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and Oceania (Colombo, 1978), expressing concern for the growing number of illiterates in the region,

Noting that this region also has the highest number of non-enrolled children of the primary age group (more than 60 million) which means that universal access to primary education, drop-out and improvement of quality are still major problem areas for many countries in Asia and the Pacific,

Appreciating that Member States in the region have accepted eradication of illiteracy as a priority objective and target dates have been fixed for achieving universal primary education (UPE) and eradication of illiteracy before the end of this century,

Welcoming major efforts launched by many Member States to eradicate illiteracy and the exemplary success achieved by some Member States in eradicating illiteracy within a short span of time,

Recalling resolution 2/02 adopted by the General Conference of Unesco at its fourth extraordinary session on Major Programme II, 'Education for All' of the Second Medium-Term Plan, and further recalling that resolution 2.1 adopted at the General Conference of Unesco at its twenty-second session proposed promotion of general access to education and development and renewal of primary education and intensification of the struggle against illiteracy,

Appreciating the recommendation of the Second Advisory Committee on Regional Co-operation in Education in Asia and the Pacific calling upon Unesco to develop a Regional Perspective Literacy Plan to eradicate illiteracy in the region by the year 2000; and the strategies suggested by the Panel of Literacy Experts (Bangkok, 21 November - 2 December 1983) for eradicating illiteracy in Asia and the Pacific,

Welcoming Unesco's Major Project in the field of Education in Latin America and the Caribbean and the Regional Programme for the eradication of illiteracy in Africa,

Realizing that the improvement of the quality of education at the primary level is an urgent need, in which science teaching in the context of rural community for improved rural living, and the strengthening of the link between education and the world of work are indispensable,

Recommends to the Member States of the region to:

1. Continue and intensify their resolution and commitment for eradicating illiteracy by the year 2000 by adopting effective policies and strategies;
2. Consider literacy programmes as an integral part of socio-economic development plans of the countries especially of local development efforts;
3. Link universal primary education (UPE) to literacy programmes by facilitating and strengthening their potential complementarity;
4. Strengthen their efforts by creating appropriate infrastructures for effective planning, management, and research and development supports for attaining these goals;
5. Strengthen training programmes for all types of literacy workers from central to field levels;
6. Mobilize on the widest possible basis the human, material and financial resources;
7. Encourage community participation and utilization of local resources involving all sectors of society including local leaders, industries, religions and social organizations in the planning and implementation of literacy programmes;
8. Emphasize special literacy programmes for women and disadvantaged population groups to ensure that they derive full benefit from them;
9. Promote and strengthen the post-literacy and adult education programmes to check relapsing into illiteracy and to upgrade general and vocational skills of youth and adults to make them more employable and productive;
10. Take appropriate measures for achieving universal enrolment and retention at the primary level to meet the target of universal primary education well before the year 2000;
11. Give special attention to the problem of quality, the renewal of educational content and raising the levels of learning achievement of pupils, notably the improvement of science teaching at the primary level to meet the basic needs of community and rural development;
12. Seek ways and means of improving and strengthening work-oriented education and its linkage to the world of work;

Recommends to the Director-General that he study the possibility of proposing, in the next biennial programme and budget of Unesco, the launching of a regional programme to promote solidarity among the Member States through co-operative endeavour designed to eradicate illiteracy before the end of the century, by co-ordinated effort directed towards the universal provision and renewal of primary education, coupled with literacy work among adults,

Recommends to Unesco that it:

1. Provide increased technical and other necessary assistance to the Member States to strengthen their national capabilities for the eradication of illiteracy and the achievement of UPE within the century, and to promote exchange of experiences, expertise and information;
2. Undertake comparative studies on the effective strategy for linking education and the world of work in literacy and UPE programmes;
3. Focus to an increasing extent on programmes of educational innovation in science and technology within the programme of UPE in view of the changing environment;
4. Mobilize international resources from international organizations and development banks to promote programmes for universal access to, and retention and quality in, primary education in the Member States, and to eradicate illiteracy, especially to assist the least-developed countries and disadvantaged sectors of the people in the region.

Recommendation No. 11

Concerning a sub-regional office

The Conference,

Recalling, in connection with decentralization policy, the Director-General's statement in the Introduction (para. 204) to the Draft Programme and Budget for 1984-1985 that the target to be achieved gradually was 'to create a single Regional Office in each region ... together with several sub-regional offices whose duties will be diversified and determined according to the specific requirements of the sub-region',

Considering that the need for the establishment of such a sub-regional office for the South Asian countries is now a priority need for this sub-region,

Realizing that the early establishment of the sub-regional office will provide service facilities to the countries of this sub-region in responding effectively to the challenging tasks and responsibilities of the two major areas of concentration, viz., universal primary education and removal of illiteracy,

Recalling that the Bangladesh Government reiterates its full assurance to extend all the usual host facilities for the establishment of a sub-regional office in Dhaka, Bangladesh, for its effective functioning,

Recommends to the Director-General to take appropriate steps, in consultation with the Member States concerned, for the establishment of a viable sub-regional office for the South Asian countries of this region.

Recommendation No. 12

Concerning increased participation of girls and women in education

The Conference,

Conscious that women are potentially significant contributors to the country's labour force, and community and national development,

Aware that women constitute half of the region's population and that 60 per cent of total illiterates in the region are women and if the present trend continues, this gap will continue to remain equally wide in 2000,

Realizing the significant role literate women play in supporting and ensuring their children's enrolment, retention and achievement in school,

Deeply concerned that the number of girls of primary school age who remain out of school are twice the number of their male counterparts,

Conscious that in most of the developing countries in the region, the percentage of female teachers in the primary level constitutes only 36 per cent of all teachers at that level,

Recommends to Member States that specific innovative and operational measures be taken to develop educational programmes focusing on curriculum reform in general as well as technical education and training of teachers and educational personnel for increased participation of girls and women in both formal and non-formal education,

Recommends to Unesco to accord high priority for assisting Member States in the design and implementation of such programmes with special emphasis on strengthening national capacities through training and exchange of experiences among the Member States.

Recommendation No. 13

Concerning environment education

The Conference,

Recalling the spirit and substance of the World Charter for Nature adopted under Resolution 37/7 by the United Nations General Assembly on 28 October 1982,

Considering the acuity of the problems of the environment for contemporary society and recalling the role which education can and should play in solving the problems connected with the environment natural resources,

Recalling the important recommendations of the Intergovernmental Conference on Environment Education organized by Unesco in co-operation with UNEP at Tbilisi, USSR, from 14 to 26 October 1977;

Recognizing the need to step up the activities of the international community to expand and intensify education on environmental questions in all types of education and at all levels,

Recommends that Member States of the region pay due attention to questions relating to environmental education and speed up the introduction of such education into school and out-of-school curricula at all levels;

Calls on Member States of the region to continue to strengthen their mechanisms and procedures for regional co-operation, and for greater exchange of experience and to participate actively in activities conducted for the purpose of implementing Unesco's programmes for 1984-1989;

Requests the Director-General that in Unesco programmes greater attention be given to:

1. Scientific research and experimentation on the specific content of education on environmental matters, to methods of teaching and the production of appropriate teaching materials, and to the training and further training of teachers at primary and higher levels;
2. Exchanges of experience and specialists.

Recommendation No. 14

Concerning education in a spirit of peace and international understanding

The Conference,

Recalling the content of the Declaration of the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples, adopted by the United Nations General Assembly under resolution 2037 (XX) on 7 December 1965,

Recalling the recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms adopted by the General Conference of Unesco at its eighteenth session (Paris, 19 November 1974),

Recalling the recommendations of the Intergovernmental Conference on Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, with a view to Developing a Climate of Opinion Favourable to the Strengthening of Security and Disarmament, organized by Unesco in Paris from 12 to 20 April 1983,

Also recalling the resolutions 13.3 and 13.4 adopted by the General Conference at its twenty-second session (Paris, 25 October to 26 November 1983),

Bearing in mind Recommendation No.1 of the Fourth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and Oceania, organized by Unesco with the co-operation of ESCAP in Colombo from 24 July to 1 August 1978,

Appreciating the importance of activities undertaken by Unesco in the region of Asia and the Pacific on this question,

Considering it essential in the world of today continuously to strengthen the role of education in solving world problems, particularly the problems of peace, and to build up confidence among peoples,

Calls on Member States of the region,

1. To promote activities aimed at educating children and young people in a spirit of peace and mutual understanding among peoples and to take the necessary steps to ensure that, through wider distribution, teachers and instructors, parents, youth and other social organizations and representatives of the mass media are better acquainted with the recommendations of the above-mentioned Conference and also with the Recommendation of 1974;

Recommendations

2. To contribute to the successful undertaking at national, regional and international levels of activities aimed at the implementation of the Conference recommendations and also of the 1974 Recommendations;

Requests the Director-General of Unesco:

1. To continue to intensify activities aimed at education in a spirit of peace and international understanding, to ensure the effective implementation of the programme activities of the Medium Term Plan for 1984-1989;
2. To provide assistance and support for initiatives undertaken by Member States of the region and their National Commissions to stimulate the successful implementation of the provisions of the 1974 Recommendation and the recommendations of the Intergovernmental Conference on Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, with a View to Developing a Climate of Opinion Favourable to the Strengthening of Security and Disarmament.

Recommendation No. 15

Concerning parental education

The Conference,

Believing that parents have the natural right and responsibility to provide for the well-being and betterment of children,

Convinced that while the family is a natural classroom that provides opportunities to aid children in learning, numerous social changes have caused the family to abnegate its role in the teaching of children,

Noting that the systems of formal schooling are addressed to the average child and need to be supplemented by new teaching systems,

Realizing that modern states devote huge portions of their resources to support such systems of formal schooling, parts of which resources could be saved by installing systems that accelerate schooling without prejudice to learning,

Affirming the desirability of recovering the values of the family as a classroom and the involvement of the parents in the exercise of their natural right and responsibility to educate the children,

Recommends to Member States:

1. To undertake research and development activities for accrediting learning acquired outside of the classroom;
2. To take initiatives in the development of teaching/learning materials to aid parents in the teaching of children, compatible with local culture and traditions;

Recommends to Unesco:

1. To support the development and adoption of programmes which will permit children to be placed in the level of schooling according to their competencies even without formal classes;
2. To support the development of teaching and learning modules and approaches that can assist parents in the teaching of children.

Recommendation No. 16

Concerning technological and vocational education

The Conference,

Recognizing that technological change and the rate of change have significance for all sectors of education, particularly technical and vocational education where teaching is intended to have a vocational orientation,

Realizing that the change in academic curriculum, instructional materials and training of teachers is not commensurate with the rapid change in industry, business and agriculture thus affecting trained manpower requirements,

Conscious of the urgency to effect reforms and of financial implications and severe resource constraints and limitations of many of the countries,

Invites Member States to consider evolving a mechanism of pooling and sharing available experiences and expertise to enhance national capacities for planning and managing the reform of technical and vocational education in the region;

Recommends to the Member States of the region:

1. To speed up development of technical and vocational education to promote specialized skills, in line with the advancements in the world of work and provide a critical understanding of the technological change occurring in society in close association with industry, agriculture and business enterprises;
2. To accelerate their efforts in upgrading the facilities and updating the curriculum of technical and vocational education to keep pace with structural and technological changes and rapidity of change;

Recommends to Unesco:

1. To assist Member States in the development of technological literacy and general awareness and knowledge of technology to avoid subservience to machines;
2. To strengthen Member States' efforts in renewal of curriculum and structures to enable them to prepare technical and vocational personnel to cope with rapid advancement in technology in close collaboration with other development programmes, existing job markets and emerging occupations;
3. To support the setting up of a regional network of institutions for mobilizing regional co-operation for helping each other in strengthening national capacities for planning and management of reform of technical and vocational education, in synchronism with advancements in technology and in support of reducing the gap in levels of development among the countries.

Recommendation No. 17

Concerning 'Science for All' programmes in Asia and the Pacific

The Conference,

Considering that science and technology and their applications are becoming integral part of socio-economic and cultural life in Asia and the Pacific, and as the twenty-first century approaches, the proper and responsible use of science and technology is an urgent need in all countries in the region to achieve the twin goals of development and of improved quality of life for each society,

Noting that though in recent years much progress has been made towards improvement in science education throughout the region, and many advances can be identified, yet the majority of these efforts have mainly been confined to the formal school system, and there too for meeting the academic needs of a small section of pupils by introducing excessive specialization prematurely, with the result that a sizeable population of school-going age children and who are not in the schools, youth and a large population of adults have hardly any chance of developing a minimum level of scientific literacy and an appreciation of the potentialities of science and technology for improving their living conditions,

Realizing that it is not sufficient to have just an elite cadre of scientists and technologists, but the whole population needs to be able to appreciate and participate in their own respective ways in the use of science and technology for meeting their basic needs, as well as creating a favourable climate for scientific and technological development,

Appreciating that the Regional Meeting on Science for All (Bangkok, 1983) after a critical analysis of the prevailing situation in the region, has proposed a 'Framework for the Regional Plan of Action' for achieving the goal of 'Science for All'.

Invites the Member States in the region to increase their efforts in the direction of achieving 'Science for All' by providing everyone with scientific knowledge and skills appropriate to their needs,

Recommends to Member States of the region that they:

1. Stimulate a nationwide 'Science for All' movement to cover the whole population, both in the formal school system and the out-of-school or non-formal sector covering out-of-school children and youth, the adult work force and the educated adult section of the population, through explicit 'Science for All' promotion policies, and measures for financial support;
2. Ensure accessibility of the programme at all levels and for various target groups through establishment of strengthening of infrastructure for leadership planning, promoting and co-ordinating the 'Science for All' movement;
3. Ensure optimum utilization of existing resources, human, material and financial, already available for school science education through efficient management and extending their use to the non-formal sector; explore new resources not usually considered for science teaching learning; mobilize and co-ordinate utilization of hitherto unused or under-used resources for science education available from other Ministries and expertise and facilities available in industrial organizations and the local community;

Recommendations

4. Organize the development of human resources, through training programmes and support services, needed for implementing the various programmes under the 'Science for All' movement;
5. Support the development and strengthening of existing delivery systems and communication technologies and creation of new ones required for providing the scientific and technological knowledge and skills to various target groups of the populace;

Recommends to Unesco that it:

1. Strengthen and enlarge its efforts for promoting the exchange of information, expertise and materials related to 'Science for All' by every possible means, such as meetings of science and technology educators, dissemination of publications, facilitating the use of communication satellites;
2. Establish a Regional Science Education Information Service to collect, process, analyse and disseminate relevant information within the region;
3. Expand training of 'Science for All' education personnel at regional level through networking programmes such as the Asia and Pacific Programme of Educational Innovation for Development (APEID) and support such training at the national centres of the countries of the region with reinforcement from appropriate regional services and programmes;
4. Promote regional planned and sponsored research in the field of science teaching and learning which may be conducted at national centres;
5. Encourage the co-operative development of instructional and audio-visual materials for use in science and technology education in formal school systems and in extension programmes for the out-of-school population;
6. Help design and implement strategies to channel the energies of the best talents in science towards productive efforts;
7. Develop an inter-country co-operation programme for the design, development and production of low-cost science teaching equipment, especially to meet the immediate needs of the LDCs of the region.

Recommendation No. 18

Concerning education for the creation of a sense of nationhood

The Conference,

Acknowledging that a sense of nationhood is an essential ingredient to the development of nations,

Noting that many countries in Asia and the Pacific have tried to use the schooling system to develop such sense of nationhood, with varying degrees of success, under such programmes as 'moral education', 'civics education' and 'political education',

Realizing that the experiences of these countries are an invaluable guide for others planning to use education for the same purpose,

Recommends to Unesco to assist in the documentation and evaluation of the experiences of countries which have purposefully used education for the creation of a sense of nationhood;

Recommends to Member States to document relevant experiences and make them available to other countries.

Recommendation No. 19

Concerning development of materials on Unesco and its work for school use

The Conference,

Recalling the recommendations concerning education for international understanding adopted by the General Conference at its eighteenth session (1974) and the recommendations made at the Fourth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific (Colombo, 1978), and frequent Unesco affirmations at world and regional levels of the importance of education for international understanding in terms of its possible contribution to mutual understanding between peoples and world peace which are the highest ideals of Unesco,

Conscious of the fact that curricula provide an irreplaceable opportunity to promote international understanding and knowledge of Unesco's work,

Considering the lack of materials on Unesco and its work which have been specifically designed for school use,

Requests the Director-General to make provision in the 1986-1987 programme for the production of a package of source materials for use in upper primary and junior secondary schools and for out-of-school youth which would include:

- (i) a description of Unesco, its history, aims and successes and of its structure in the Asia-Pacific region using a multi-media approach;
- (ii) a description of Unesco projects in a range of countries illustrating the diversity of Unesco's co-operative work.

Recommendation No. 20

Concerning health and nutrition education

The Conference,

Bearing in mind the recognized close correlation between school achievement as reflected in test scores on the one hand and health and nutrition on the other,

Recognizing that the attitudes and behaviour of adults on questions relating to health and nutrition are primarily acquired during childhood,

Noting that public health indicators show a downward curve in the Pacific sub-region during the last decade owing to the increased consumption of non-nutritional imported foods,

Further noting that it is difficult for schools to pay sufficient attention to health and nutrition education which, even when it is included in existing science curricula, frequently lacks the prominence it deserves in the light of the foregoing both because of over-charged programmes and insufficient teacher knowledge,

Calls upon Member States to increase on-going efforts on this important matter,

Requests the Director-General to make appropriate provision in the 1986-1987 Programme and Budget for assisting Member States, at their request, in developing relevant health and nutrition curricula and teaching aids and in particular in setting up a mechanism for introducing it at both primary and secondary levels.

Recommendation No. 21

Concerning special technical and vocational needs of small-scale economies

The Conference

Having regard to the special problems of small-scale economies, which are experiencing the same pressure for technological change as larger economies but lack the demand and resources to support educational facilities that are appropriate to large states,

Noting the initial studies and surveys undertaken on this subject by the Commonwealth Secretariat and the International Labour Organization,

Referring to the aims of Major Programme V of the Second Medium-Term Plan which deals with the expansion and improvement of vocational education,

Requests the Director-General to consider ways by which the special needs of small-scale economies for the expansion and improvement of technical and vocational education can be addressed in the 1986-1987 Programme and Budget.

Recommendation No. 22

Concerning science and technology education

The Conference,

Recognizing the important role that science and technology play in the national development and quality of life of a Member State,

Considering the need to develop a well trained manpower in science and technology for absorbing newly emerging technologies that are increasingly influencing the society and making a considerable impact on development,

Stressing that productive and relevant work for economic development is firmly based on the nature and quality of the national scientific and technical capability,

Calls on the Member States of the region to regard as one of the targets of education to develop a strong scientific and technological capability so as to enhance productivity, efficiency and socially useful work and thereby to maximize the national utilization of their natural resources and effective utilization of manpower;

Recommendations

Recommends to the Director-General of Unesco:

1. To facilitate and intensify the exchange of experiences and information in science and technology among the Member States through linkage arrangements in Asia and the Pacific in basic and applied sciences such as micro-biology, geo-sciences, physics education, the bio-sciences, appropriate technology for rural development, instrumentation and process control, science and technology information exchange (ASTINFO) and the others;
2. To develop further the planning and management capacity in science and technology of States at the institutes of higher learning by sponsoring and assisting research and experimentation with appropriate planning and management techniques;
3. To step up Unesco's advisory services to incorporate and absorb in the teaching curricula in the newly emerging technologies such as informatics, i.e. the use of computers, bio-technology, genetic engineering, remote sensing and massive resources development;
4. To collaborate with Member States in promoting national training programmes and developing national institutions for strengthening science and technology capabilities for national development;

Recommends to Member States that they:

1. Adopt respectively plans for the promotion of science education, including (a) the promotion and support of scientific and technological teaching in institutes of higher learning, R & D Centres, and other appropriate bodies; (b) the establishment of science centres and centres of excellence within their own socio-cultural, economic and geo-political setting; (c) the improvement of institutional infrastructure; and (d) the modernization of the system of managing science education including its budget support;
2. Develop mechanisms to relate universities and the industrial and other productive sectors;
3. Enhance their effort to popularize the findings of science and technology, and help create greater public awareness and participation.

Recommendation No. 23

Concerning the regional programmes in higher education in Asia and the Pacific

The Conference,

Considering that higher education has come to assume a critically important place in overall development in countries in the region and that, despite the steady progress that has been made in higher education in recent years, there is an urgent necessity to make the most productive and efficient use of the human and material resources of the higher education institutions particularly keeping in view the problems of quality, relevance, employment, equity and cost.

Recognizing that concerted intellectual actions and exchanges of experiences, ideas and information appear increasingly necessary towards solving these problems and noting with satisfaction that Unesco has initiated a programme of regional co-operation in higher education for development in Asia and the Pacific in pursuance of a recommendation of MINEDASO IV (Colombo, 1978),

Recommends to the Member States that they extend their full support to:

1. The programme of regional co-operation in higher education for development as launched by Unesco, especially in programmes and activities related to new forms and structures, curriculum re-orientation, training of higher education personnel, institutional planning and management, and research and studies in the problems of higher education;
2. The establishment of an association of universities of Asia and the Pacific;

Recommends to Unesco to continue and widen the scope of its regional programme in higher education in Asia and the Pacific in co-operation with the Member States with a view to meeting their priority needs.

Recommendation No. 24

Concerning the regional programmes in educational planning and management

The Conference,

Noting that the scope of educational planning encompasses not only the quantitative but also the qualitative aspects of educational development,

Recognizing the increasing complexity in managing, evaluating and monitoring large-scale educational development programmes and the emergence of a trend for decentralization of education systems through micro-level

planning with increasing focus on priority areas of concentration such as universalization of primary education, adult literacy, linking of education and the world of work by harmonizing formal and non-formal education,

Considering the pressing need being increasingly felt in the region to improve implementation capacities to fulfil the targets of educational plans and programmes within the available resources and to ensure efficiency in the delivery of education at both the institutional and system levels,

Appreciating the emergence and development of training institutions at national and sub-national levels for in-service training of educational planners and administrators,

Recommends to Member States of the region that appropriate measures be taken:

1. To consider educational planning and administration as a tool and prerequisite for educational development;
2. To identify problems of common concern with regard to educational planning and administration at all levels;
3. To develop strategies to enhance capacities for effective implementation of educational plans;
4. To strengthen the institutional infrastructure for micro-level educational planning and management particularly within the context of decentralized systems and organizational structures;
5. To improve and modernize educational management information systems comprising the collection, processing, retrieval, transmission and utilization of data and information, both quantitative and non-quantitative, for planning and decision-making particularly at the micro-operational level;
6. To improve and develop the monitoring and evaluation systems and communication procedures, particularly at programme, project and institutional levels;
7. To search for innovative methods for optimal utilization of available resources and facilities, alternative models for the financing of educational development programmes and projects as well as mobilization of community resources;
8. To further strengthen national training institutions and programmes in educational management and planning for wider coverage of various clientele groups of educational administrators to meet their specific training needs;

Recommends to Unesco that:

1. A regional technical co-operation programme for improving implementation capacities and management development in education be launched with a view to strengthening educational management at central, intermediate and micro-levels;
2. The technical support for national training institutions and programmes in educational management and planning be directed towards strengthening institutional building and programme development for the training of various categories of educational administrators;
3. The regional training programmes in educational management and planning be more particularly focused on micro-level planning and management, project formulation, monitoring and evaluation, institutional/school management, management of non-formal education programmes and that efforts towards the development of special management expertise through the training of 'educational management analysts' be initiated;
4. Provision of technical assistance in the improvement and modernization of educational management information and communication systems and training in this area be expanded;
5. provision of educational planning, management and statistics services to Member States, by the Regional Office, including exchange of information and advisory services, upon request, be appropriately strengthened;
6. Closer and effective regional co-operation to promote solidarity among Member States through the exchange of experience, expertise and information be initiated;

Recommends to the Director-General that extra-budgetary funding support and assistance be mobilized for a regional technical co-operation programme for the improvement of Member States implementation capacities and management development in education.

Recommendation No. 25

Concerning social indicators study in the Pacific States

The Conference,

Noting that national manpower plans are often based on data reflecting only those enrolled in, or graduated from, formal school systems,

Recalling that the majority of the Pacific Island States lack the necessary structure and resources for the coherent planning, management and continued assessment of non-formal education and training programmes for out-of-school youth,

Considering that the lack of an adequate data base for manpower planning and human resource development on the one hand, and the absence of an appropriate programme delivery system on the other, constitute the two principal obstacles hindering progress in this field at the present time,

Invites the Director-General to make provision for a mobile inter-disciplinary team to assist Member States on request, in developing a strategy for the organization of a social indicators study and related data collection on out-of-school youth and in the definition of the staffing structure required to mount education and training programmes for this group.

Recommendation No. 26

Concerning educational research and experimentation

The Conference,

Recognizing that educational research and experimentation are basic steps toward effective policy-making,

Noting that problems in education have to be linked with the national development policy and the world of work,

Recognizing that the problems of teaching and learning keep changing and increasing as a result of expansion in enrolment rates in schools at all levels,

Emphasizing the fact that empirical data-gathering is an essential input in educational reforms,

Concerned at the lack of facilities for training experts in research, evaluation and experimentation to initiate policy changes and improvements, which hinders innovations in the development of education,

Recommends to the Member States of the region that they:

1. Give strong emphasis to educational research and experimentation as an important factor in identifying problems of teaching and learning at all levels;
2. Utilize empirical data-gathering and analysis in formulating policies and reforms;

Recommends to the Director-General that he:

1. Initiate effective measures to bring together the Member States in order to share experiences and exchange ideas and knowledge;
2. Facilitate their access to Unesco training programmes so as to pursue studies in research and experimentation;
3. Also facilitate, according to their needs, access to institutions of higher learning in more developed countries in other regions, in order to benefit from their experience and knowledge.

Recommendation No. 27

Concerning educational/cultural materials in the Pacific States

The Conference,

Having regard to the aim of strengthening the cultural identity of Member States,

Having regard also to the concern expressed by the Planning Seminar held at the opening of the Unesco Office for the Pacific States (Apia, September 1984) at the 'dearth of appropriate, good quality educational materials' which place the Pacific States 'at an enormous disadvantage in their efforts to preserve and strengthen their national cultures',

Noting the efforts now being made by the Pacific States to produce educational materials that reflect their cultural and linguistic identity,

Noting also that, because of the small size of the language groups for which such materials are to be produced, these - and other - small States face continuing problems in developing the relevant expertise and in funding and producing educational materials that aim at strengthening their sense of cultural identity,

Calls on Member States of the Pacific area to consider developing the institutional capacity of national museums to enable them, in association with education authorities, to collect and record the basic cultural information from which subsequent educational materials will be developed by curriculum specialists,

Expresses the wish that the Pacific Cultures Advisory Committee will address this issue at its forthcoming meeting and make recommendations for action in the framework of Unesco's 1986-1987 work programme,

Requests the Director-General to consider ways in which Unesco can assist small Member States in their efforts to produce educational materials that reflect their cultural and linguistic identity.

Recommendation No. 28

Concerning new information technologies and education

The Conference,

Noting the comments of Member States concerning the impact of new information technologies on education in the region,

Recognizing the rate at which developments are taking place and the lack of trained personnel at the school management level in education systems,

Requests the Director-General to make provision in the programme and budget for 1986-1987 to establish an expert working group to examine educational and training requirements and to formulate recommendations for action by Member States.

Recommendation No. 29

Concerning integrated/multi-sectoral planning and mobilization of resources

The Conference,

Recognizing that in the face of the enormous demands of the education system for quantitative expansion, qualitative improvement, upgrading of standards and new initiatives in several areas, the countries of the region would be faced with severe constraints of resources in meeting these demands,

Noting that, with a view to improving the internal efficiency and relevance of education, efforts are being made to develop intersectoral linkages and to take account of several social and cultural variables in planning for educational development,

Noting further the need for effective multi-level programming in large national and sub-national systems and the need to harmonize them in spatial and temporal dimensions, especially in the context of several reforms introduced or proposed to be introduced,

Recognizing that several crucial issues of allocations among different types and levels of education, different education objectives such as quantitative expansion, quality and equity, and different regions and groups, need to be resolved in a balanced manner within the overall resource availability,

Recommends to Member States that they:

1. Develop multi-sectoral and integrated planning approaches in and for education;
2. Pay special attention to methodologies, processes and procedures of resources allocation and utilization with a view to banking them effectively for priority tasks and target programmes;
3. Examine organizational and management structures and other support systems needed for an effective delivery system which promotes flexible and low-cost approaches and societal involvement;
4. Enlist and facilitate community participation in the planning and implementation of education programmes;

Recommends to Unesco that it:

1. Organize seminars and workshops of experts to study multi-sectoral, inter-sectoral and integrated planning in education at all levels and for various target programmes, in order to develop methodologies and techniques as well as to design training materials for this purpose;

Recommendations

2. Prepare standards, indicators, indices and models of needs for integrated/multi-sectoral planning for education;
3. Explore the alternatives and possibilities in the mobilization, allocation and utilization of resources for plan implementation at various levels;
4. Study alternative approaches in organizational structures for the planning and management of education.