

CONFERENCE OF MINISTERS  
OF EDUCATION AND MINISTERS  
RESPONSIBLE FOR ECONOMIC PLANNING  
OF MEMBER STATES IN ASIA

Convened by Unesco with the co-operation of ECAFE  
Bangkok, 22-29 November 1965

final report

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## RECOMMENDATIONS OF THE CONFERENCE

### The Conference

#### A

1. Having reviewed the progress made since the Tokyo meeting of Ministers of Education on the preparation of long-term educational plans and objectives and the implementation of the Karachi Plan;
2. Notes with satisfaction that there is evidence of impressive progress in many directions towards a better achievement of objectives and a more precise identification of the principal problems in the field of education;
3. Observes that, in some cases with the assistance of Unesco and other international agencies, institutional arrangements have been established for better assessment of the overall situations and for more systematic planning of education as an integral part: of general economic and social planning;
4. Welcomes the greater awareness of Asian countries of such major tasks as increasing the enrollment in rural areas and among girls, reducing illiteracy, improving the quality of education and adapting it to present needs, revising the curricula and raising teachers qualifications, expanding scientific and technical education, as well as diversifying secondary education and modernizing the administration;
5. Considers that the sense of determination of member governments and the readiness of their people to co-operate, have been largely responsible for the progress recorded in this vital sphere of national life;
6. Believes that a significant contribution to these results has also been made notably through Unesco, by the sense of shared purpose and the widening of mental horizons and the revitalizing of the apparatus of education resulting from the Karachi and Tokyo conferences, as well as subsequent meetings;
7. Recognizes the impulsion of the logical processes which have led Member States to take an integrated view of education, not in isolation, but as an essential and all-pervading element of all economic and social progress and which has inspired the setting of objectives for their present conference, and the preparation of long-term plans of education for each Member State;
8. Expresses its deep appreciation for the assistance furnished by Unesco, in co-operation with ECAFE, in thus preparing well the ground for the deliberations of this conference, as well as for its work in assisting Member States in their efforts to attain the objectives defined at previous meetings of Ministers of the region;

B

- I. CONCERNING THE ASIAN MODEL (PERSPECTIVES OF EDUCATIONAL DEVELOPMENT IN ASIA) AS A CONCEPTUAL FRAMEWORK AND GUIDELINE
  1. Considering that the draft Asian Model may contribute to an essential improvement of planning methods and the determination of educational targets,
  2. Noting the methodology and criteria used in the establishment of the projections for the Asian region,
  3. Noting that the Model is designed as a tool for identifying some of the main problems, quantitative and qualitative, involved in extending the Karachi Plan to cover all levels and forms of education,
  4. Recognizing and appreciating the value of the contribution it makes to the techniques of educational planning,
  5. Emphasizing that it is intended as a broad framework within which each country will identify its needs, formulate its objectives, determine its priorities and evolve a strategy of educational development most appropriate to its particular conditions,
  6. Endorses the general approach of the Model;
  7. Invites all Member States in the region:
    - (a) to identify their educational needs and study the alternative ways of meeting them;
    - (b) to keep under review continuously the national targets for all types, sectors and levels of education;
    - (c) to develop, in particular, the technique of assessing manpower requirements; and to create or strengthen national machinery for assessing human resources;
    - (d) to improve the collection and compilation of the statistical data needed for successful educational planning; and
    - (e) to train a larger number of national experts in the use of modern techniques and methods of educational planning, particularly the use of computer techniques;
  8. Recommends that Member States in the region make full use of the draft Asian Model, adapted as necessary to national conditions and objectives, within the framework of a clearly defined educational policy;
  9. Recommends that it be published by Unesco and distributed to Member States for consideration and periodic review and revision after incorporation of the revisions, amendments and alterations suggested by the Commissions and the statistical corrections made by the Member States;
- II. CONCERNING THE METHODOLOGY AND CONCEPTS USED IN THE ASIAN MODEL:
  1. Endorsing the concepts used in the methodology for quantification of educational hypotheses presented in the draft Asian Model,
  2. Welcoming the flexibility of this instrument, which makes it suitable for national policy-makers,

3. Noting the advantages, for international comparability, of the wide use of a standard method flexible enough to be adapted to the varying conditions and objectives of different countries and regions,
4. Invites the appropriate scientific institutions and research workers to study further the proposed methodology and to evaluate the results obtained with it in various countries;
5. Invites Unesco to help Member States, on request, in initiating studies and adapting the Asian Model for the elaboration of their long-term national plans of education;
6. Invites Member States in the region to exchange experiences in the implementation of the new techniques and methodologies used in defining targets;
7. Recommends that steps be taken, with the co-operation and assistance of Unesco, to improve and develop the methodology through pilot projects, expert meetings, workshops and aid to Member States;
8. Recommends that a scientific methodology for projecting educational needs be used also for planning adult literacy projects and actions; and that relevant statistical and other data be collected and the necessary research organized to evaluate costs and returns with a view to preparing possible projections in this field according to national conditions, needs and objectives;
9. Draws attention to the advisability of putting at the disposal of the countries in the region necessary services and equipment including computer services to cater for their needs in connexion with the application of the Model;

### III. CONCERNING THE REVISION OF THE ASIAN MODEL:

1. Recognizing the advisability of revising the document on perspectives of educational development in Asia, and in particular the quantitative projections, in the light of the discussions and of the possible revision of the regional policy targets existing at the time the document was prepared,
2. Noting the general feeling that some of the objectives for Group A countries, although below those established for the entire region in the Karachi Plan and the Tokyo conference, were too high,
3. Recommends accordingly that the draft Asian Model be revised from time to time to take account of changing conditions;:
4. Requests that the chapter on adult literacy in the draft Asian Model be suitably revised to take into account the recommendations of the Teheran Congress of Ministers of Education;
5. Recognizing that the average rates of economic growth of the countries of the region are not always sufficient when compared with those of developed countries,
6. Considering that, to further economic development in the future, the qualitative improvement of the labor force of the nations of the region is especially important,
7. Noting that when the demographic, economic and educational situations of the countries of the region, at periods when various economic indices of Japan and the region are similar, are

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compared with the past development stages of Japan, the expansion rate of the population of the region is found to be higher whereas the enrollment rate of primary schoolchildren is much lower than those of Japan,

8. Requests the Asian countries and Unesco to undertake, if the need is felt and with the help of ECAFE, investigations and studies of economic and social factors which keep down the enrollment rate in primary schools;

### IV. CONCERNING THE RELATIONSHIP OF EDUCATIONAL OUTPUT AND MANPOWER NEEDS:

1. Considering that when educational development plans are consolidated in national social and economic development programmes, not only must the financial needs of the educational development be included in the economic programme, but also the manpower needs for economic development and the manpower supply from the development plan of education must be systematically co-ordinated,
2. Recognizing that the method of estimating the social needs of new graduates from schools developed by the Japanese Government may be one of the appropriate means of obtaining basic materials necessary for such systematic co-ordination,
3. Recommends that the countries of the region undertake research, in co-operation with each other and with the assistance of Unesco, ILO and other agencies, into techniques for taking censuses and estimating manpower needs for economic development;

### V. CONCERNING EDUCATIONAL ADMINISTRATION AND PLANNING:

1. Recommends that Member States
  - (i) make a careful survey of the administrative structure of education in the context of the magnitude of the tasks that lie ahead in educational reorganization and development;
  - (ii) establish adequate training facilities for educational administrators;
  - (iii) give high priority to developing a bureau for educational planning and statistical services;
2. Invites Unesco
  - (i) to increase the facilities for the training of personnel for educational administration and planning at the regional and international institutes, as well as the number of fellowships for advanced training in the region;
  - (ii) to assist Member States with equipment and fellowships in organizing and conducting national training courses;
  - (iii) to develop further clearing-house activities for the dissemination of information relating to educational planning and administration at the regional office at Bangkok;
  - (iv) to organize facilities for the training of statistical personnel;

VI. CONCERNING PRIORITIES, CRITERIA AND QUALITY OF EDUCATION:

1. Convinced that quality of education must be accorded the highest priority in national plans of educational development,
2. Concerned at the risk to educational standards when numerical increase is allowed to take place without adequate facilities and preparation,
3. Recommends that educational development should be so regulated that expansion and quality improvement move together and a proper balance is maintained, at least at the secondary and higher levels;

VII. CONCERNING THE PROBLEM OF WASTAGE:

1. Deeply concerned at the high incidence of drop-outs and repetition which characterizes the educational system in many countries of the region,
2. Recommends to Member States
  - (i) that systematic studies and research be undertaken into the causes of drop-outs and the social and other factors involved, and the effectiveness of different methods in improving the situation;
  - (ii) that comprehensive and integrated programmes comprising curriculum reconstruction, improvement of textbooks and instructional materials, use of new techniques of teaching and learning, training of teachers and supervisory staff, and school community relationship be elaborated and started, in the first instance, as experimental projects in carefully selected areas in each country so that the experience thus acquired may be expanded more effectively;
  - (iii) that higher priority be accorded in national educational plans to schemes of school lunches and supply of free textbooks to children in the primary schools;
  - (iv) that studies be made with a view to evolving scientific testing and evaluation procedures for assessing the students' performance and potential;
3. Invites Unesco
  - (I) to assist Member States in undertaking the studies and research recommended above and to disseminate their findings;
  - (ii) to assist in the development and implementation of experimental projects for the eradication of educational wastage;
  - (iii) to enlist the co-operation and assistance of Unicef, of other international organizations and of Member States in support of school lunch schemes and the supply of printing machinery and paper for free textbooks;

VII. CONCERNING THE TRAINING OF TEACHERS AND SUPERVISORS:

1. Believing that the training of teachers has the highest priority in any programme of qualitative improvement and quantitative expansion of education,
2. Recognizing that the supply, qualification and training of teachers for different levels and types of education are crucial factors in achieving the targets envisaged in the Model,

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3. Accepting the broad targets suggested in the revised Asian Model for raising the basic qualification requirements for teachers,
4. Recommends that Member States
  - (i) take steps to improve the conditions of service, emoluments and status of teachers
  - (ii) prepare long-term comprehensive and suitably phased programmes for the supply and training of teachers, the reorganization of teacher training and the progressive raising of the level of teacher qualifications;
  - (iii) organize in-service training of teachers in order to keep the teacher abreast with modern advances in educational theory and practice and in his own subject field, and to enable those who do not possess adequate qualifications or are untrained, to acquire needed qualifications;
  - (iv) evolve procedures for the selection of suitable candidates for the teaching profession and provide incentives through scholarships to attract talented candidates;
  - (v) provide residential teacher-training institutions with teachers under training and members of the staff living on the campus;
  - (vi) organize the training of teachers in close association with universities and institutions with degree-conferring status;
  - (vii) consider the advisability and feasibility of adopting for the training of second level teachers a pattern in which professional training and general education are given concurrently over a period of three or four years, so that the academic education of prospective teachers can be related more closely to their professional education and future work and a longer period be given to them for professional orientation;
  - (viii) recruit as supervisory personnel highly qualified persons whose competencies are utilized to up-grade the level of the teaching staff and the school programme;
  - (ix) include in the professional teacher-training courses training for the teaching of adults;
  - (x) enlist the active participation of universities in organizing and conducting in-service education of teachers through evening classes, and expanding facilities for specialized studies in education;
  - (xi) make adequate provision for the training of teacher educators;
  - (xii) enlist the support of teachers' organizations in programmes of in-service education;

## IX. CONCERNING EDUCATIONAL RESEARCH:

1. Considering the vital importance of educational research for the qualitative improvement of education,
2. Recommends to Member States
  - (i) that national agencies be established for educational research;
  - (ii) that special attention be given to the proper selection and training of research workers and that the interdisciplinary nature of educational research be emphasized;
3. Invites Unesco
  - (i) to assist the development of strong national and regional programmes of clearing house activities on educational research in Asia;
  - (ii) to assist Member States by developing co-operative programmes of educational research and to enable educational experts within the country and in the region to make joint studies in such areas as curriculum construction, teaching methods and audio-visual aids;
  - (iii) to assist Member States by providing equipment and fellowships for the training of research personnel;

- (iv) to enlist the assistance of the Special Fund and other appropriate organizations for establishing, at the national and regional levels, institutes for studies and experiments in new teaching techniques and audio-visual materials and their adaptation to suit the needs of Asian countries;

X. CONCERNING ADULT, YOUTH AND FAMILY EDUCATION AND LITERACY:

1. Considering the need for harmonized educational system embracing all types and levels of education, considering further, the disproportion between scarce resources and educational demands,
2. Considering the recommendations adopted by the International Conference on Public Education and the Teheran World Congress on the Eradication of Illiteracy, and the resolution of the Second Committee of the United Nations General Assembly,
3. Deeply concerned at the high numbers of illiterates among adults in the Asian region and the fact that a large number of young people will still not have access to formal education for some years to come, or will have left school without sufficient training,
4. Convinced that the fight against illiteracy needs simultaneous action for extending general primary education and for the progressive eradication of adult illiteracy, and that educational plans should make provision for both as integral parts of national education,
5. Recommends
  - (i) that the instruction given to illiterates include useful knowledge to enable them to contribute toward higher productivity in agriculture, industry, and handicrafts and to their active and fruitful participation in community life;
  - (ii) that efficient programmes be developed for the production and dissemination of suitable reading materials and that library services be urgently established to enable new literates to use their newly acquired knowledge;
  - (iii) that various non-governmental organizations, and workers' women's, youth and religious associations, take a greater part in these activities;
  - (iv) that universities and institutions of higher learning be called upon to assist in different ways in promoting programmes of adult literacy and continuing education, preferably by the establishment of special departments of adult education;
  - (v) that research institutes undertake more studies into the interdisciplinary as well as the educational and methodological aspects of adult education and literacy programmes;
6. Invites Unesco, in view of the vast number of illiterates in the region :
  - (i). to extend its activities of encouragement and assistance to national literacy programmes;
  - (ii) to assist Member States in drawing up plans and carrying out functional literacy projects;
  - (iii) to undertake experimental literacy projects in Asia with the assistance of the Special Fund and other appropriate international and regional institutions;
  - (iv) to promote co-operation and coordination between international assistance, regional programmes like the Unesco Regional Reading Materials Centre and the Colombo Plan and bilateral aid programmes;
7. Calls upon Member States
  - (a) to include in their educational plans provisions for larger; adult literacy and continuing

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education programmes, particularly with a view to training the manpower needed for the achievement of priority economic goals

- (b) to include functional literacy programmes in priority schemes of economic and social development, both existing and future;
- (c) to investigate the possibility of obtaining additional resources for functional literacy programmes by drawing upon the funds available to different Ministries, by establishing literacy trust funds to which governmental and non-governmental institutions could contribute, and by using legislative means to encourage public and private enterprises to participate in such programmes,

### 8. Calls upon Member States

- (i) to promote actively adult literacy within the framework of national plans, priorities and development targets.
- (ii) to formulate and declare a national policy under which the activities of different Ministries' and governmental and non-governmental agencies would be directed and co-ordinated;
- (iii) to make use of existing' educational facilities, institutions, teachers and students, as well as to promote new facilities, specific institutions, and new cadres of educational staff for adult literacy;
- (iv) to constitute national literacy and adult education boards and provide adequate administrative machinery within the Ministries of Education to co-ordinate the efforts of other departments and voluntary organizations;
- (v) to use more fully existing regional institutes for the training of high level personnel and as supporting services to national literacy programmes;

## XI. CONCERNING THE EDUCATION OF GIRLS AND WOMEN:

1. Noting the wide disparities between the educational opportunities for boys and girls which still exist in many countries of the region,
2. Considering that the one factor that will above all determine the success of the expansion programmes and equalization of educational opportunities is the speed and effectiveness with which enrollment of girls at all levels of education is increased,
3. Observing that the causes of the slow progress of education for girls and women in Asia are both social and economic,
4. Endorses the suggestions contained in Section 3. 2 of the draft Asian Model and, in particular,
5. Invites Member States
  - (i) to provide special incentives and facilities for increasing enrollments of girls at all levels
  - (ii) to give high priority to building up an adequate supply of women teachers by establishing educational training institutions and providing incentives for women to enter the teaching profession;
  - (iii) to set up a suitable advisory body composed of important voluntary organizations to advise them from time to time on the steps to be taken for expanding the education of girls and women;
  - (iv) to mobilize voluntary organizations, parent-teacher associations and educational institutions in a sustained campaign for education public opinion in this regard
6. Invites Unesco to give assistance to voluntary women's organizations in order to support national promotional activities for the improvement of girls' and women's education;

XII. CONCERNING GENERAL, VOCATIONAL AND TECHNICAL EDUCATION  
(including agricultural education)

1. Considering the close links between general education and vocational education,
2. Mindful of the scale on which skilled personnel would be required for the developing economies of the countries,
3. Recognizing the urgent need to increase agricultural productivity as an essential pre-condition for all-round economic development,
4. Recommends to Member States
  - (i) that general education and vocational education be conceived as aspects of the same educative process
  - (ii) that the curriculum of the elementary school be so designed that, while it provides a sound general education, it also incorporates the elements of work experience in a form appropriate to the stage of development of the pupils and linked to the needs of the local communities and, at the upper grades of the primary school, to opportunities for pre-vocational experiences;
  - (iii) that, at the lower stage of the second level, to the extent that the financial means of the States permit, a practical work programme centred around farming operations or workshop practices be made an essential part of the general education of all pupils, it being understood that such practical work should not be confused with
  - (iv) vocational training proper;
  - (v) that studies be carried out to assess in detail the requirements for different occupations in order to ensure that output from vocational institutions is sufficient to meet the needs of the economy;
5. Invites Unesco and other interested international organizations
  - (i) to give high priority in their technical assistance programmes to the development of vocational, agricultural and technical education at all levels, especially at the intermediate level, and to the establishment of institutions for the training of vocational school teachers;
  - (ii) to assist in the supply of equipment for workshops and laboratories and, especially, in organizing production centres in the training establishments;
  - (iii) to assist Member States in the production of instructional material in the national languages for use in vocational institutions;

XIII. CONCERNING SCIENCE EDUCATION:

1. Recognizing the strategic role of science education in the process of adapting education to the needs of rapid social and economic change.
2. Considering the place of science and mathematics in the overall education of young people,
3. Taking note of the remarkable developments that have recently taken place in the teaching and learning of science and mathematics,
4. Recommends to Member States
  - (i) that each country prepare a detailed and phased plan for the expansion and reorganization of science education at all levels with the object of providing facilities for science teaching to all pupils during the first ten years of their schooling and of expanding facilities for science education and research in the universities;

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- (ii) that a national science education committee composed of scientists, teachers and representatives of industries and agriculture be formed to serve as a focal point for the effort to expand and strengthen science education;
- (iii) that science and mathematics curricula teaching methods, materials and the training of teachers be reorganized in line with the latest developments in the area
- (iv) that national centres for the promotion of science education be established to provide school teachers with opportunities for experiments in science teaching to design and produce inexpensive science equipment and other teaching aids; to provide advisory and technical assistance for the production of science textbooks and radio and television programmes where in existence; to publish guidebooks and journals in science education for the dissemination of up-to-date information; to conduct in-service training and organize conferences and seminars for science teachers;
- (v) that experimental schools be attached to the national centres for promotion of science education. In these schools new curricula and teaching aids can be tried out before being introduced in all schools and such schools can serve as demonstration schools for the teaching of science.
- (vi) that centres for scientific research be established in the universities.

### 5. Invites Unesco

- (i) to develop a major programme for the improvement of science education in the countries of the region;
- (ii) to assist Member States in designing modern curricula textbooks and teaching materials;
- (iii) to assist in establishing national centres for the promotion of science and centres for scientific research;
- (iv) to organize, at regional level, high-level training programmes in modern methods and techniques of teaching science.

## XIV. CONCERNING ASSISTANCE

- 1. Having noted with interest the account which has been submitted to it of the multilateral and bilateral assistance given to the countries of Asia,
- 2. Considering the substantial efforts which are still required and the need for an intensification of such aid,
- 3. Considering that these efforts should be pursued in the spirit of the Charter of the United Nations and in accord with that Organization's work of international co-operation.
- 4. Recommends that Unesco together with the other United Nations Organizations and their Member States, take steps to ensure that assistance to the developing countries, without political, economic or other conditions, is co-ordinated and conveyed in a spirit of international solidarity and genuine humanism,
- 5. Having noted with interest the work carried out by Unesco in co-operation with ECAFE, in the preparation of the present Conference and, in particular of the draft Model for educational development in Asia,
- 6. Considering that the system of grouping Asian countries used in the draft Model represents a contribution to the study of stages of development

7. Convinced that investigations of this kind, conducted in a practical way and with a view to action, not only provide an effective tool for assessing assistance needs and possibilities but also help, through integrated planning, to reduce the disparities between countries at different stages of development,
8. Recommends that Unesco and ECAFE, jointly and each within its field of competence, cooperate with Member States in order to ensure that studies of this nature be extended and intensified through an investigation of the social and economic aspects characteristic of the different stages of development, with the ultimate determination, if possible, of development and assistance coefficients;
9. Convinced that regional and international co-operation is vital for further educational development and the modernization of planning methods,
10. Calls for further co-operation between Unesco and ECAFE in the field of educational development in Asia,
11. Invites Unesco and other bilateral and multilateral agencies to help the countries of the region in their planning and project preparation, and through other technical services, with a view to their obtaining increased external financial assistance for achieving their educational targets;
12. Recommends further, that as far as practicable, greater flexibility be introduced into the administration of external financial assistance;
13. Considering that the World Bank and its affiliate, the International Development Association, is assisting in financing capital investment in educational projects for which external financial assistance is needed,
14. Noting with satisfaction that, at the regional level, the Inter-American Development Bank is also providing finance for education in Latin America, while in Africa the African Development Bank is currently considering making loans,
15. Recommends that Member States of the region take the necessary steps to invite the Asian Development Bank to consider financing high priority educational projects which contribute to the general development of their countries;
16. Requests Unesco to co-operate with the Asian Development Bank and give the necessary assistance in implementing this recommendation.