

Fourth Regional Conference of
Ministers of Education and
Those Responsible for Economic
Planning in Asia and Oceania

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with the co-operation of ESCAP

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FINAL REPORT

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Recommendation No. 1

The Conference,

Recalling the provisions of the Declaration on the dissemination among the youth of the ideals of peace, mutual respect and mutual understanding among nations adopted by the General Assembly of the United Nations in its resolution 2037 (XX) of 7 December 1965,

Considering that solution of the problem of education is possible in conditions of peace and international co-operation,

Recalling the purposes and aims proclaimed in the Constitution of Unesco in regard to education for peace, international mutual understanding and co-operation, as well as resolution 12.1 adopted at the nineteenth session of the General Conference, in which the Director-General is invited under the short- and medium-term programmes to promote studies and research on the following questions:

- (a) the strengthening of peace and the promotion of international understanding, as well as the resulting circumstances conducive to the broadening of co-operation in education, science and information,
- (b) the contribution that can be made by Unesco in its field of competence, to knowledge of the problems of disarmament and to their solution, by employing all possible ways of making world opinion alive to these problems,

Noting resolution 8 adopted by the sixteenth session of the General Conference which calls upon the Director-General to intensify Unesco's activities in favour of peace, particularly in the following fields:

- educating teachers in the spirit of respect for human rights, peace and international co-operation;
- educating youth in the spirit of international understanding and effective participation in the attainment of the Organisation's aims in regard to peace,

Emphasizes the importance of enhancing the role of Unesco in creating favourable conditions for the solution of urgent international problems,

Recommends to Member States of the region that they promote and encourage activities aimed at educating children and youth in the spirit of peace, mutual respect and mutual understanding among nations;

Recommends to the Member States of the region and the Unesco organs concerned that they take appropriate measures for the exchange of experience in regard to both formal and non-formal education in the spirit of peace, mutual respect and mutual understanding among nations;

Recommends to the General Conference of Unesco that it invite the Director-General to include in his report to the twenty-first session of the General Conference of Unesco information concerning measures taken to implement the provisions of this resolution.

Recommendation No. 2

The Conference,

Taking into account the enormous impact of education on the moulding of the personality and on the socio-economic development of society,

Stressing that education acts as a prime means of preserving the cultural heritage and further developing national culture,

Bearing in mind the growing economic and cultural links between the countries of Asia and Oceania and of the world as a whole,

Calls on all Member States of Unesco to make further efforts with a view to the systematic, purposive education of all members of society, and in particular children and young people, in accordance with the lofty sentiments of humanism, careful preservation of cultural heritage, mutual understanding and friendship and co-operation among peoples; and with this in mind:

- to pay special attention in formal and non-formal teaching programmes, not only to the acquisition of knowledge but also to inculcating high moral qualities and educating people who will be richly endowed with intellectual attainments and have a wide culture and the ability to continue learning and improving their qualifications;
- in the design of curricula, to lay systematic stress on education for the growth of a spirit of total peace and elimination of war and instruments for aggression and destruction and for the growth of mutual understanding, friendship and co-operation among all peoples;
- to use educational channels in order to disseminate among the peoples of the world information concerning the role of the United Nations and its Specialized Agencies in achieving these ends;

Calls on Unesco to analyse and make widely known the most up-to-date experience of the various countries in carrying out an educational policy directed to these ends.

Recommendation No 3

The Conference,

Recalling the Declaration of the Rights of the Child adopted by the United Nations General Assembly in 1959 and particularly Principle 7 of the said Declaration concerning the child's right to education,

Considering that more than half of all the children of the world are in Asia,

Considering the necessity of examining the implications of the said Declaration on the future reforms and developments of all national education systems, including those of our region,

Invites all Member States during the forthcoming International Year of the Child to give special attention to national programmes of action through the allocation of more resources with a view to realizing the objective of the said Declaration,

Invites Member States to take the necessary measures to ensure that future reforms of their education system will be inspired by the best interest of the children, providing them with equal opportunity to develop fully their abilities and talents,

Recommends to Unesco that it provide all necessary support, in co-operation with Unicef as appropriate, to facilitate the efforts of Member States in the fulfilment of these objectives.

Recommendation No. 4

The Conference.

Considering the importance of ensuring that educational development goes hand in hand with efforts to preserve the cultural heritage,

Conscious that a fundamental aim of education is the preservation, transmission and promotion of culture,

Noting that the conservation of historical cultural monuments has an important contribution to make to the assertion of national cultural identity and, through it, to the building of an authentic foundation on which the educational endeavour is to be developed,

Recommendations

Appreciating that among the recent efforts of Unesco in this direction in the region is a significant collaborative undertaking with His Majesty's Government of Nepal in preparing a Master Plan for the conservation of the cultural monuments, of the Kathmandu Valley

Noting further that Nepal's efforts in this project have to be complemented by urgent assistance from the international community,

Recommends to the General Conference of Unesco that it invite the Director-General to mobilize every possible assistance to aid His Majesty's Government of Nepal to implement the Master Plan, particularly by making an appeal to the international community stressing the urgency of mobilizing funds from both multilateral and bilateral sources;

and to Member States

that they extend their co-operation in this respect at the earliest possible juncture.

Recommendation No 5

The Conference,

Appreciating the significant work which Sri Lanka has already done in the preservation of its cultural heritage which extends back over 2, 000 years,

Mindful of the role which a country's cultural heritage plays in the development of the national cultural identity on which depends the authenticity of the education that is provided to the population,

Considering the enormous conservation tasks faced by Sri Lanka in respect of its valuable historical and cultural monuments,

Recommends that the General Conference of Unesco address an appeal to the international community for appropriate participation, co-operation and assistance in the preservation of the monuments of this area.

Recommendation No. 6

The Conference,

Recognizing that the democratization of education is of primary importance in making the educational system responsive to the need to eradicate social inequalities and thereby actualize the democratization of society itself,

Considering the need for suitable measures for translating the democratization process into operational terms.

Aware of the ramified implications of democratization for effective action with a minimum of delay and a maximum use of already available mechanisms and resources,

Calls upon all Member States in the region to contribute to the development and deepening of the process of democratization of education by:

1. Ensuring the right to equal access of all people to education appropriate to their needs, the needs of their society and the capacity of their society to guarantee such access; .
2. Ensuring the protection of this right of access by the State;
3. Providing, in every way possible, material and financial support for universal education in various forms;

4. Increasing efforts to provide general education, vocational and technical training, and moral and aesthetic upbringing in response to the demands of a more humane society, such efforts being necessary and integral components of the process of democratization;
5. Creating and improving opportunities for continuing education among adults and professionals within the perspective of lifelong education;
6. Providing assistance to enable low-income groups to have access to educational opportunities with a view to providing free education for all at some future time;
7. Striving to co-ordinate various stages of education so as to progressively enhance the ability - of the individual to enter and progress through all stages; and
8. Enhancing the relevance of education to national needs and conditions, particularly the right to education in one's national language.

Recommendation No 7

The Conference,

Noting with alarm the massive and growing problem of illiteracy in the Asia and Oceania region,

Considering it entirely unacceptable that this region, with its rich and ancient cultural heritage, should now contain a majority of the world's illiterate population,

Considering further the essential role of literacy in contributing to democracy and social justice, to the productivity of labour and the advancement of development and to the establishment of a new social and economic order with the promotion of mankind and equality among men as its objectives,

Noting with regret the failure of many literacy programmes to achieve the progress hoped for them because of their failure to mobilize community support and resources and, more particularly, to provide ample scope for the active participation of the learners and their communities in all aspects of programme planning, development implementation and evaluation,

Recalling that resolution 1.192 adopted by the General Conference of Unesco at its nineteenth session proposes an intensification of the struggle against illiteracy,

Invites Member States to accelerate the struggle against illiteracy within their borders by taking concrete and effective measures to mobilize and allocate resources and by making the promotion of literacy a priority national objective to be vigorously pursued by national and community leaders and supported by the mass media;

Recommends to Member States as a guide to successful action in the struggle against illiteracy that they take account of the need for engagement and active participation at all levels of society and particularly among illiterates, their families and their neighbours, who represent an immense potential support for literacy actions;

Recommends further that literacy programmes be closely related to the vital social, cultural and economic concerns of the participants and their communities and that decentralized administrative structures be evolved to facilitate active participation, provide for effective mobilization of resources and ensure the relevance of curricula and methods to the needs and interests of learners;

Invites Member States of the region to express their solidarity in the struggle against illiteracy by sharing with one another the lessons of their experiences and supporting the literacy promotion activities of Unesco, its Regional Office for Education in Asia and Oceania, the International Institute for Adult Literacy Methods and other intergovernmental and non-governmental organizations.

Recommendation No. 8

The Conference,

Recognizing that equal access to education and the provision of a package of basic skills and knowledge will be the main concern of many of the countries in Asia and Oceania,

Recommends to Member States concerned that, as a first step in the provision of universal access to education they undertake the following actions:

1. Adoption of a package of basic skills and knowledge relevant to identified groups of learners with the objective of developing learning skills, social awareness and functional competence;
2. Preparation of area-specific and target-group oriented programmes to extend the basic set of knowledge and skills to all those who are denied educational opportunities; .
3. Introduction of changes in the formal system to make it open and flexible enough to communicate the basic set of skills and knowledge to first-generation learners and those returning to the formal system;
4. Development of a complementary system of non-formal education which will convey the basic set of knowledge and skills to those who may remain outside the formal system;

Recommends to Unesco that it:

1. Promote and provide support for national studies to identify basic knowledge and skills;
2. Facilitate exchange of experience and visits.

Recommendation No. 9

The Conference,

Considering the vital importance of the education of girls for the future of the family in particular and of mankind in general,

Conscious of the fact that, in order to participate fully in the task of national development, women must have equal opportunities of access to education, including literacy classes and vocational training,

Taking account of the fact that in many of the countries of this historic region, which was the cradle of civilization, girls have not yet obtained equal opportunities of access to education, in spite of all the efforts made by the States concerned,

Considering the desirability of carrying out thorough investigations, in all countries of the region, with a view to discovering all the factors that impede the achievement of equality between the two sexes in the matter of access to education and to determining what steps should be taken to attain this objective,

Recommends to all Member States:

1. That they take the necessary measures to ensure equal access by girls and women to education and employment by eliminating all obstacles of an economic, social or cultural nature preventing the attainment of that goal;
2. That they carry out studies on the subject of equality of educational opportunities for girls and women, so as to be in a position to submit, the results to the United Nations conference on the participation of women in development, due to be held in Teheran in 1980 for the purpose of making a mid-term assessment of the results achieved by the International Decade for Women.

Recommendation No. 10

The Conference,

Recognizing that in some countries including the Democratic Republic of Afghanistan, there is a large section of the population who are nomadic or tribal and need special attention for access to education in line with the principle of democratization of education,

Noting that many countries in the Asia and Oceania region have multilingual societies, which in the present forms of schooling are proving an obstacle to the democratization of education and resulting in a low efficiency of the system,

Recommends to Unesco that it:

1. Initiate studies on the problems relating to the medium of instruction in multilingual countries, specially for imparting instruction in the mother tongue of the children and increasing the efficiency of learning at the first level of education;
2. Provide assistance and technical support to countries having large nomadic and tribal populations to strengthen their national capabilities to design and develop appropriate educational opportunities for the nomadic and tribal populations to accelerate the process of democratization of education;

Recommends to the Director-General of Unesco that he mobilizes international assistance in support of the efforts of the least developed countries of the region - such as Afghanistan, Nepal, Bangladesh and Papua New Guinea - to universalize access to education and eradicate illiteracy in their countries.

Recommendation No. 11

The Conference,

Considering that the education of the socially and economically disadvantaged communities living in both rural and urban environments is a matter of the gravest concern to developing countries in Asia and Oceania,

Recognizing that the right to education and to social and economic advancement through education is a basic human right recognized by the United Nations,

Mindful that if a concerted effort is made by the countries of Asia and Oceania, with the assistance of Unesco, to research into and study the problems related to the educational development of these disadvantaged communities, and assist one another through the sharing of experiences and expertise and through joint action in the development of educational programmes - both formal and non-formal - aimed at giving the disadvantaged communities better opportunities than are afforded now, it will result in the democratization of education in its real sense and also prevent the waste of human resources that is taking place now,

Appreciating the fact that this is an area of concern in which other agencies of the United Nations are interested and are likely to co-operate with Unesco,

Recommends to Unesco that it undertake research and study and assist Member States in the planning and implementation of relevant programmes of education, both formal and non-formal, for socially and economically disadvantaged communities living in urban and rural environments in the Member States of Unesco, if necessary, through the establishment of a Regional Centre for Asia and Oceania.

Recommendation No. 12

The Conference,

Considering

- (1) that, in its very essence, education has profound and far-reaching consequences both for the individual and for society as a whole;
- (2) that those consequences embrace areas of human activity and social life as varied as that of the economy, social relations, culture and science;
- (3) that the role of education is to be found in the specific socio-economic, cultural and political conditions obtaining in each country, and is in large measure determined by those conditions, but should at the same time contribute to their progressive improvement,

Recognizes the need for a broad interpretation of the concept of "efficiency in education", one which takes into consideration the wide range of education's functions in the modern world and its importance for development;

Calls on all States of the region of Asia and Oceania to renew their efforts to mobilize resources for education and to make more rational use of the resources already allocated to it;

Consequently recommends that the States of the region, with a view to increasing the efficiency of education:

1. promote the realization of such transformations in the social and economic spheres as will create the necessary conditions for better utilization of the human resources already available, and especially of trained personnel;
2. intensify research and efforts aimed at creating educational systems that are truly national in their working principles, structure, content and educational methods, which entails overcoming both direct and indirect dependence on foreign systems of education while at the same time making creative use of everything of value that is to be found in the most advanced international experience in the educational field;
3. do everything possible to increase the internal efficiency of educational systems by taking organizational and pedagogical measures designed to reduce the number of pupils dropping out, repeating grades or falling behind, improve teachers' qualifications and make educational organs and teaching staff more directly responsible for the results obtained, by employing more effective methods and means of teaching and by establishing a deliberate policy for preventing pupil wastage;
4. pay greater attention to the question of adult education, treating the eradication of illiteracy as a matter of priority inasmuch as adults constitute the portion of the population directly involved in social life and in production;

Invites the Director-General:

1. to make renewed efforts, within the United Nations systems, to ensure that, in the elaboration of the Third United Nations Development Decade, due attention is given to the education factor, account being taken of the many and varied ways in which education and the socio-economic progress of society are interdependent;
2. to intensify Unesco's programme for studying and analysing the most up-to-date experience in the region and throughout the world in regard to mobilizing, and making effective use of, educational resources, and to arrange for the results of research in this field to be published and widely disseminated.

Recommendation No 13

The Conference,

Realizing the need to relate the content of education to the socio-economic and cultural needs of the community,

Acknowledging the important role that the community has to play in the promotion and improvement of education,

Recommends to Member States that they design programmes for involvement of the community with educational efforts in both the formal and non-formal systems. These programmes, while taking into consideration the experiences of the Member States, could:

1. Include the formal and non-formal centres providing programmes of interest to the community such as extension programmes in various fields with the help of experts, continuation study programmes, cultural and recreational facilities and similar other programmes which may be of interest and use to the community;
2. Draw upon the experiences, knowledge and expertise of the members of the community to enrich and broaden the knowledge, experience and attitudes of the learners;
3. Involve the learners in consultation with the community in projects which contribute to the growth of the community;
4. Develop the education centre into a focal centre for the development of the community around it;
5. Utilize the leadership role that can be provided by the teaching community in this area;

Recommends to Unesco that it extend its support to the Member States in developing their programmes through:

1. Studies and research projects;
2. Exchange of experiences and visits.

Recommendation No. 14

The Conference,

Recognizing that general education tends to lay too much stress on cognitive learning while failing in its task of developing productive skills and positive attitudes towards the world of work.

Aware of the growing problem of unemployed school and college leavers in many Member States of Asia and Oceania,

Conscious, in particular, of the over-supply in many countries of educated manpower in urban areas and in the industrial sector which contrasts with a critical shortage of skilled personnel in the service of rural transformation,

Convinced that a closer articulation, between educational contents and structures and the world of work should form an important objective of educational reforms at all levels,

Recommends:

- A. to the Member States:
 1. that they continue and intensify their efforts to promote work-oriented education as an integral part of their school curricula;
 2. that the necessary attention be given to supporting reform measures, particularly as regards the pre- and in-service training of teachers in work-oriented education, and the suitable adjustment of examination systems;

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3. that steps be taken to accelerate the development of vocational, technical and agricultural education and appropriate skill training, based on a joint appraisal of the problems that have surfaced in this field;
- B. to the Director-General of Unesco:
1. that he undertake, in co-operation with Member States, action-oriented studies:
 - (a) of the existing role of productive work, work experience and socially useful activities in relation to educational content, paying attention to different socio-cultural milieux, and to manpower needs at different stages of development;
 - (b) of alternative strategies aimed at making educational content, structures and teaching methods at the different levels relevant to social, cultural and economic development needs;
 - (c) of the occupational preferences and employability of secondary school leavers;
 2. that he present the results of the studies to a committee of experts from Member States of the region with recommendations concerning further implementation of action-oriented programmes;
 3. that he give high priority, within the existing machinery for regional co-operation, to the exchange of experiences regarding various forms of interlinking education and work and, to this end, provide more opportunities for the inter-country exchange of curricula and specialists in this field;
 4. that he report on this issue periodically to the General Conference.

Recommendation No. 15

The Conference,

Taking into account the urgent need to provide individuals in countries of the region with the appropriate skills to help them participate in the development of their community,

Stressing that productive and remunerative work is a major instrument in the struggle against poverty and an important means of fulfilling the aspirations of youth for an improved quality of life,

Bearing in mind that education and training are of the utmost value for providing the individual with positive attitudes and useful skills to participate in the world of work,

Calls on all Member States of Unesco to make further efforts to develop flexible mechanisms linking education and productive work at all levels, through formal and non-formal structures of the educational system. Such mechanisms should combine institutionalized vocational education and training with short-term and long-term professional courses directly linked with the needs of the economy and taking into account the socio-cultural setting of the community. This network of educational services should be on a large scale in order to be able to absorb the large number of graduates from the formal education system, with a focus on high-school graduates prior to their entering the labour market;

Calls on Member States to improve the provision of services whereby the output of the education system and the needs of the labour market are organized in such a way that graduates from formal and non-formal technical courses can work effectively with senior professional members of the labour force - for example, nurses and midwives working with medical doctors, skilled craftsmen working with civil and mechanical engineers, etc. Such services should also promote possibilities of self-employment for skilled workers, especially in the tertiary (service) sector of the economy (tailors, small repairshops, etc.);

Calls on Member States to strengthen the on-going efforts in curriculum reform, especially at secondary education levels, with a view to providing within a relatively short space of time the basic knowledge and skills required by each individual to absorb specific professional and vocational training at a later stage;

Calls on Unesco to give countries of the region further assistance in learning from relevant experiences in education and productive work organized by both governmental and non-governmental agencies, in particular by organizing study tours and providing scholarships for practical study so that educators and planners at the central and community level can learn from successes and failures in the region through concrete involvement in project execution and evaluation.

Recommendation No. 16

The Conference,

Considering that socially useful work by students:

- (a) is of great importance in involving young people in the realm of economic production and in raising the socio-economic efficiency of education,
- (b) constitutes a means of involving students in collective relationships and helps to instil into them a sense of social and civic responsibility, thereby easing their future entry into working and social life,
- (c) has enormous educational value as a means of comprehensive development of the human personality,

Calls on the States of the region of Asia and Oceania to regard as one of the major goals of educational development in the 1980s improvement of the work training of students by implementing the principle of linking it with socially useful work;

Recommends to the countries of the region that they:

- 1. Do everything possible to develop the various forms of student participation in socially useful work, with due regard to their respective national conditions and the demands of socio-economic progress and ensuring that it is closely interlinked with education;
- 2. Attach great importance to the pedagogical aspects of the interlinking of education and socially useful work, regarding students not as a work-force but primarily as future members of society who need to be imbued with a love of work and respect for working people and given a practical and psychological (or moral) preparation for participation in socially useful working activity;
- 3. Expand and improve their system of technical, vocational and out-of-school education for young people, based on a broad general education.

Recommendation No. 17

The Conference,

Noting the important role of education in changing the attitudes of students towards work,

Considering the limited capability of paid employment to absorb increasing numbers of school graduates who do not continue to higher levels,

Recognizing the necessity of the full engagement of human resources in productive work for economic development and for a sustained capability to finance education,

Recommends to Unesco that it:

- 1. Undertake policy-oriented research on the necessary changes in curricula, methods and other relevant aspects of the educational system in order to develop the attitudes, skill and knowledge in their graduates that are conducive to their employment;

Recommendations

2. Undertake policy-oriented research to examine ways and means of assisting graduates in their efforts to obtain employment for themselves;
3. Undertake research with a view to reducing the cost of technical education.

Recommendation No. 18

The Conference,

Considering that higher education plays a very important role in economic, social and cultural development,

Noting that the major development problems faced by many countries in Asia and Oceania are those of unemployment, under-employment, poverty and maldistribution of income,

Recommends to Unesco and Member States the following action programmes

- (i) To clarify through studies the linkages between education and economic development, especially at the post-secondary stage;
- (ii) To promote research by universities and other appropriate agencies and organizations, directed more forcefully towards finding solutions to the problems of education and employment in these developing countries in the 1980s;
- (iii) To explore ways and means of reducing the cost of higher education, and increasing its internal and external efficiency and productivity;

Urges that Unesco, in collaboration with the World Bank, the International Labour Organization and other United Nations agencies and Member States, should hold a round-table conference to discuss problems to be faced in the 1980s in this field with a view to developing appropriate strategies.

Recommendation No. 19

The Conference,

Considering that the basic aim of education is to promote the concept of a complete man, capable of contributing intelligently and constructively to the development of a peaceful and harmonious society,

Noting the significance of the necessary balance between materialistic progress and moral, ethical and cultural attainments,

Conscious that the main purpose of scientific and technological development is to serve the needs of peaceful progress of man in society,

Appreciating that Unesco has, in its Medium-Term Plan (19 C/4), emphasized the necessity of creating a sense of awareness of the harmony between the sciences and the humanities,

Considering that education should serve as a vehicle for culture, that the existing heritage should be preserved and developed and that national cultural identity should be given its full value and significance,

Considering that education should provide the individual with the means of participating fully in the national development process and in the cultural life of his country,

Considering that cultural identity needs to be strengthened if the countries of the region are to escape undesirable consequences,

Realizing that Member States are already endeavouring to carry out reforms based on the relevance of education to their indigenous social, economic and cultural interests, taking into

account that educational reform and renewal are continuous processes of adaptation and adjustment,

Reconizing that education could serve as a means of strengthening national unity and identity, through the inculcation of moral, ethical and cultural values in the people,

Invites the Member States to undertake a study on the moral, ethical and cultural needs of their countries and take them into account in the process of their educational planning and development;

Recommends to the countries of the region that they:

1. take account of the interrelationship between culture and education;
2. reinforce the teaching of culture in schools;
3. regard culture not as something obsolete or as a thing of the past but as the overall framework of human life, such being the ultimate goal of every policy for economic and social development;

Recommends to Unesco and the Member States:

1. that in-depth studies be undertaken on the linkages between the moral, ethical and cultural values and educational development;
2. that they examine how better to incorporate in education the moral, ethical and cultural components.

Recommendation No. 20

The Conference,

Convinced that education for peace and for development can only be effective where there are both positive national policies and practical curricular programmes to actively promote these values,

Convinced that neither the State nor the School can be morally neutral on such issues,

Resolves that minimum prerequisites for the success of the policies it advocates for the 1980s are:

1. Positive action by all major organs of national policy to define and implement national policies on such issues as:
 - (a) Showing respect for the rights and the freedom of other individuals, cultures and States.
 - (b) Active pursuit of international and regional co-operation and peace,
 - (c) Positive attitudes by all individuals to making a fair personal contribution to the productive efforts of their communities;
2. Adequate practical steps, including appropriate curriculum development measures; to ensure that all schools and learning institutions give constant and effective attention to developing in all pupils and adults the attitudes and skills necessary to make national policies on the foregoing issues a part of the national culture.

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

Colombo, 24 July - 1 August 1978

FINAL REPORT

Due to an oversight, the following recommendation was omitted and should therefore be inserted between pages 63 and 64:

Recommendation No. 21

The Conference,
Considering that population pressure is impinging on development in the region

Realizing that more than half of the population of the world, and about three-fourths of the population of Asia, are suffering from poverty, malnutrition and undernutrition,

Recognizing that unplanned population growth has contributed to such dehumanizing conditions,

Recognizing that intervention in many sectors would be required to improve this situation to mitigate the negative impact of population growth within the family, the community and the nation, and that one form that this intervention has taken is population education,

Recognizing that population education complements family planning programmes through the development of critical awareness enabling the individual to make rational decisions about population matters, leading to a better quality of life for the individual, the family and society,

Noting that population education is one of the means to curricular innovation and reform in education,

Recommends to Unesco that, with the support of UNFPA, it continue to co-operate with Member States which have introduced population education programmes in the implementation, development of curricula and materials, research evaluation in population education, in establishing a population education information network and in facilitating the sharing of experiences in population education in the region.

Recommendation No. 22

The Conference,

Considering that environmental education is a vital component of development and the growth of communities and nations

Recognizing that environmental education can help bring about:

- awareness and understanding of the total environment and its problems, and sensitivity to them,
- attitudes, feelings and values concerning the environment,
- skills in identifying and solving environmental problems,
- social action in solving environmental problems,

Noting the need to influence all young people and adults whose daily conduct has a decisive influence on the preservation and development of the environment, as well as the solution of environmental problems

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

Recommends to Member States that they take steps to introduce environmental education in their formal and non-formal education programmes by creating a unit or study group to:

1. develop a programme for the general public, showing the importance of environmental education;
2. study the problems associated with individual subjects or the integration of environmental concepts into existing disciplines;
3. examine the potential of appropriate institutions for helping to implement environmental education programmes;
4. analyse the extent to which environmental concepts are already embodied in the curriculum and identify existing gaps and "plug in" points;
5. plan and develop curriculum content and methodology in environmental education both in and out of school;

Recommends to Unesco that it undertake the following action in consultation with and with the participation of the Member States:

1. define the nature and extent of environmental problems in the context of developing nations in Asia, which could serve as a prototype conceptual framework for environmental education;
2. develop prototype curriculum content and methodology in environmental education as separate disciplines or as integrated into existing disciplines at different grades and school levels;
3. set up a regional programme in support of country programmes in environmental education, and assist Member States in planning, curriculum and materials development and research and evaluation in environmental education.

Recommendation No. 23

The Conference,

Noting that educational planning is now well-established in the development machinery of most governments of the region, and that the mechanisms for educational management and administration are being progressively strengthened,

Considering the importance of planning and management in the complex task of simultaneously dealing with rapid educational expansion and with the reshaping of educational systems to give effect to reforms,

Recognizing that educational planning and management must gear themselves to innovation and change enabling the educational systems to take self-corrective action in accord-with emerging demands,

Recognizing also that educational planning and management must concern themselves more vigorously with qualitative aspects of educational development in relation to such problems as meeting the learning needs of deprived and disadvantaged populations interlinking education and productive work; planning formal and non-formal modes of education in an integrated manner; the generation and more effective utilization of resources; and bringing about broad-based participation in the planning and implementation of reform and innovation,

Mindful of the various organizational and technical difficulties which still obstruct the passage from planning to successful implementation, and impressed with the importance of monitoring and evaluating the achievement of plan targets,

Conscious that, despite significant advances, the problems of inadequate data bases for planning and evaluation, of impracticable planning, evaluation and management techniques, untrained personnel and poor facilities for staff development in planning and management persist in most countries of the region,

Recommends to Member States that:

1. The institutional infrastructure for educational planning and management be reviewed and strengthened;
2. The procedures which link educational planning with management and budgeting be reappraised and made more efficient;
3. The search for appropriate planning and management techniques be intensified;
4. Institutional arrangements be made for pre-service and in-service training of educational personnel in educational planning and management, and that existing institutions performing this function be further strengthened.

Recommends to Unesco that:

1. The exchange of experiences in educational planning and management among the Member States be further facilitated and intensified;
2. The planning and management capacity of Member States be developed by sponsoring and assisting action research and experimentation with appropriate planning and management techniques, disseminating their results and providing a forum for the exchange of information;
3. Advisory services be provided and organized at the request of Member States in relation to such activities as organizational and procedural reform, plan monitoring and evaluation, or installation of new techniques;
4. The regional and subregional training programmes in educational planning and management be further strengthened, and that experimentation with new training methodologies be more vigorously pursued;
5. Collaboration with Member States in promoting national training programmes and developing national training institutions for that purpose be further strengthened;
6. In co-operation with ILO, together with international financial institutions and other donor agencies concerned with economic development, the promotion of national action programmes integrating educational and economic planning for employment generation be intensified;
7. For the above purposes, the Educational Planning and Management services provided by the Regional Office to Member States be appropriately strengthened.

Recommendation No. 24

The Conference,

Considering the fundamental importance of economic and social development for all countries of the region,

Considering also that, in order to progress from one stage of development to a higher stage, it is necessary to carry out a concomitant critical, review of education problems as a whole,

Considering that reform of the education system to meet the new demands of economic and social development cannot be successfully carried out without a preliminary systematic and thorough evaluation of every aspect of the system, its evolution, the results it produces and the problems encountered,

Recommends to Member States that they consider the desirability of the early setting up of adequate standing machinery for evaluating their educational system;

Also recommends to Unesco and to its Regional Office that they give wide publicity to information concerning evaluation methods and techniques that have proved effective, and promote the international pooling of experience in this field.

Recommendation No. 25

The Conference,

Noting with concern that the Asia and Oceania region has more than half of the world's illiterate population, and considering that the promotion of literacy is a priority objective of many States in the region,

Recalling that the International Institute for Adult Literacy Methods (IIALM) was established in December 1968 by Unesco and the Government of Iran pursuant to the recommendation of the World Conference of Education Ministers on the Eradication of Illiteracy and Resolution 1.442 adopted by the Unesco General Conference at its fourteenth session and that under the terms of an Agreement between Unesco and the Government of Iran, the latter offered to contribute to the establishment and operation of the IIALM in Teheran for the service of Unesco's Member States.

Considering that the location of the Institute in the Asia and Oceania region and the acute nature of the problem of illiteracy in many Member States of the region make close co-operation between the Member States of the region and the IIALM logical and desirable,

Noting with satisfaction the progress of the IIALM's programmes in the areas assigned to it by Unesco, namely, documentation, publication, research and training on literacy and functional literacy,

Noting further the fruitful co-operation developed between the IIALM and international and regional organizations concerned with literacy and related forms of education and development activities in all regions and, in particular, in Asia and Oceania,

Recognizing that professional services and support are required at the global and regional levels to assist literacy work at national and local levels by fostering and facilitating exchanges of information and experience, and considering that the IIALM has proven an efficient and effective means for providing such support,

Taking into account the assistance rendered to the IIALM by the Government of Iran which has provided two-thirds of the Institute's financial resources during the past decade, and the expressed willingness of the Government of Iran to continue in the future this support to the IIALM in co-operation with Unesco and its Member States,

Considering further that the Agreement signed on 16 December 1968 will expire on 31 December 1978, unless the General Conference at its twentieth session in October-November 1978 approves its prolongation,

Considering lastly, that the intensification of the struggle against illiteracy called for by Resolution 1.192 adopted by the General Conference at its nineteenth session logically requires that the means of action for the promotion of literacy at the international and regional levels be sustained and reinforced,

Invites and urges Unesco Member States in the region to render support to the programmes of the IIALM by contributing to them financially and materially, by joining the Governing Board of the IIALM and in other appropriate ways;

Recommends to the General Conference of Unesco that it approve the prolongation of the Agreement signed on 16 December 1968 in respect of the Institute until, at least, the end of the Medium-Term Plan on 31 December, 1982;

Recommends further that the General Conference of Unesco invite Member States and regional and international organizations to join the Governing Board of the IIALM, contribute to the Institute financially, materially and in other ways so as to promote the programmes and objectives of the Institute;

Invites the Director-General of Unesco to take all measures within his authority to preserve and advance the international character of the IIALM, and to enhance its capacity to contribute to the intensification of the struggle against illiteracy, at the global level and in particular within the Asia and Oceania region, as a contribution to implementation of Resolution 1.192 adopted by the General Conference at its nineteenth session.

Recommendation No. 26

The Conference,

Recognizing that a nation's pre-eminence in the field of education and science being determined by the excellence of its institutions of higher learning and research, it is necessary that the developing countries should aim at building a strong and productive system of higher education and research in their respective countries,

Considering that the developing countries need high quality manpower and high-level expertise to steer their developmental effort and to man their developmental projects, and that their higher education system should be large enough to meet their future requirements and should be strong enough to give their country a feeling of self-respect and self-reliance,

Realizing further that in the past three decades the dependence of regional countries on foreign assistance and advice not having made any substantial or lasting impact on their socio-economic conditions, and that the imposition of foreign development models having had a negative effect on their economy, it is important for these developing countries to develop their own expertise to solve their immediate problems and to plan their own endogenous , development for the future,

Appreciating the fact that, the intellectuals of the developing countries being usually located mainly in their universities and institutions of higher learning, it is vital that these institutions be strengthened by providing better facilities so that a favourable learning environment is created for the generation and promotion of new ideas and innovative approaches for the endogenous developmental effort of the country,

Considering further that, there being a continuous exodus of talented people from Asia to the West, primarily because of lack of incentives and facilities in their home country, it is necessary to increase and strengthen research facilities for productive and creative work in the region's universities and institutions of higher learning so that its talent should feel attracted and consequently feel committed to the overall progress and development of their country.

Noting that the transfer of technology from the developed world to the developing world has its own constraints and usually has many strings attached to it, and that it would therefore be desirable for the countries of the region to concentrate on developing their-town indigenous appropriate technology and through mutual help and assistance develop sophisticated technology for the greater good of the region,

Recommendations

Believing that the countries of Asia and Oceania can, through mutual co-operation and collaboration, better understand and appreciate their problems and pool their intellectual resources, and thereby give a new sense of direction, purpose and hope to their higher education system and a new dimension and orientation to their research effort,

Noting that a suggestion has been made that it should be recommended to Member States:

1. That they establish a Higher Education Commission for Asia and Oceania (HEDCASO) under the aegis of Unesco for the promotion and co-ordination of higher education in the region; that the Member States be represented on this Commission through the heads of ministries of higher education, chairmen of university grants commissions or similar bodies responsible for higher education in the Member States; and that, among other functions, the Commission set up a high level consultative group of experts of the region with advisory panels in various fields in consultation with the interested Member States to guide and advise the Member States of the region in educational, scientific, and cultural development and in linking innovations in these areas to national developmental goals and aspirations;
2. That they establish an Association of Universities of Asia and Oceania (AUAO) with a view to bringing the universities of the region closer to each other and that the heads of the universities (Vice-Chancellor/Rector/President) represent their respective universities as members of AUAO;

and that it should be recommended to Unesco:

1. That it collaborate with and support the efforts of the Member States in establishing and operating HEDCASO and AUAO;
2. That it contribute to the establishment of a network of institutions and centres of research and development of the Member States for co-operation in the endogenous development of science and technology and sharing of experiences in the region with Unesco playing the catalytic co-ordinating role as under APEID;

Recommends to the Director-General of Unesco that he set up a study group, consisting of outstanding men working in the universities and institutions of higher learning and research in the region, to examine alternative forms of regional action for stimulating and facilitating innovations in higher education, linked to and emanating from national efforts to reform their systems of higher education.

Recommendation No. 27

The Conference,

Noting that regional conferences provide a useful forum for the mutual sharing of experience, analysing of trends and deriving of benefit from deliberations made and contacts established,

Considering that an interval of more than five years between regional conferences is too long a period for many issues which need urgent attention on a regional basis;

Having regard to the fact that the holding of regional conferences at shorter intervals would accelerate the process of exchange of experience and give consideration to the various problems and issues confronting the national education systems in the region,

Recommends that such regional conference be held in future at shorter intervals of four years,

Stressing the need, for systematic and regular consultations among the Member States within the framework of Unesco and with a view to reinforcing regional co-operation, and for following up the recommendations and resolutions of the Regional Conference of Ministers,

Recommends that Unesco constitute to this end a permanent committee with consultative and advisory functions, which should meet at least once every two years;

Requests the Director-General to include the above proposal in the Organization's programme and budget for 1979-1980 so that the committee may start functioning in the forthcoming biennium.

Recommendation No. 28

The Conference,

Recognizing that vast numbers of people in this region are still steeped in ignorance due to lack of adequate educational facilities, as a result of which development programmes for socio-economic transformation cannot in most cases be successfully implemented,

Admitting that, because of financial and other constraints, it has not been possible, and may not be possible in the near future, to introduce universal compulsory primary education in the countries of this region in order to gradually reduce the backlog of uneducated masses,

Realizing that all the countries of the region are now determined to eradicate illiteracy at the earliest possible time but cannot possibly do so for lack of financial and other infrastructural facilities,

Noting the Resolution adopted by the General Conference of Unesco at its nineteenth session held in Nairobi in 1976 inviting the Director-General to study the possibility of creating an International Literacy Fund,

Recommends to Unesco that the Director-General explore the possibility of creating a regional fund for the eradication of illiteracy for Asia and Oceania to finance specific projects and programmes envisaging the spread of mass education and eradication of illiteracy in the developing countries, particularly in the least developed countries of the region.

Recommendation No. 29

The Conference,

Considering that the benefits of education have not reached the mass of the people, despite the expansion of the formal education system,

Bearing in mind that large numbers of working people, both urban and rural, belonging to economically disadvantaged strata of society, have remained outside the orbit of the formal education system,

Invites Member States of the region to reorient their educational systems to meet the social and economic needs of the under-privileged and to establish a package of educational programmes which will suit the needs, hopes and aspirations of the people so that all have access to education and derive equal benefits from economic growth, which is likely to be accelerated as a result of development of the region. Member States should associate workers' organizations and other voluntary organizations in this task;

Recommends to Unesco that it increase its efforts to achieve closer co-operation between the international trade union movement and international agencies in the field of adult education end to take organizational steps to emphasize the educational needs of the most underprivileged; increase its co-operation and collaboration with appropriate non-governmental organizations; intensify collaboration with the ILO, in particular for the adaptation of functional literacy techniques to workers' education; and, in developing programmes with governments and with non-governmental organizations, stress the need for literacy in integrated rural development and the necessity of including in education programmes and activities the concepts of workers' organization, the new economic order and rural economics.

Recommendation No. 30

The Conference,

Believing that each country, whether developed or developing, is an equal partner in the process of educational development in the region and has as much to give as to receive,

Recommendations

Noting with satisfaction that the Asian Programme of Educational Innovation for Development (APEID) has developed a viable and workable structure of regional co-operation in the field of education and demonstrated the feasibility of networking national centres and programmes around common concerns felt by the Member States in the region,

Considering that the Programme provides an excellent example of the principle of equal and reciprocal co-operation rather than that of donors and recipients, and of Technical Co-operation Among Developing Countries (TCDC),

Emphasizing the importance of the Programme in building national capacities and self-reliance in educational innovation among the Member States in the region and the need to extend its term beyond the second cycle which will end in 1981,

Appreciating deeply the catalytic and co-ordinating role played by Unesco and, in particular, the Asian Centre of Educational Innovation for Development (ACEID) in the Unesco-Regional Office for Education in Asia and Oceania, and the financial support given by UNDP and those Member States who have made voluntary contributions to the Programme,

Calls upon the Member States in Asia and Oceania which have not yet joined the Programme to do so, and on those already participating to endeavour to enhance their participation, and, if possible, make voluntary contributions to the Programme or, where they have already done so, enhance the level of such contributions;

Recommends to the General Conference of Unesco that it take appropriate measures to increase the allocation to the Programme to meet the expanded participation in terms of the number of participating Member States, Associated Centres and projects;

Invites the United Nations Development Programme and other international agencies to continue and expand their support to the Programme which has demonstrated the capacity to enhance educational innovations which are directed and re-focused to changing and ever-growing development needs.

Recommendation No. 31

The Conference,

Stressing the importance of involving women in the process of education and productive work for development,

Recommends to Unesco that it promote a mutual approach and closer co-operation between women's organizations and United Nations agencies wherever possible for the implementation of development work;

Recommends to Member States that all women's organizations within each country be urged to participate, at every stage and level, in the planning and implementation of educational development projects and also in the training programmes organized by Unesco, ESCAP or governments, in order to involve women in the process of accelerated educational development.

Recommendation No. 32

The Conference,

Bearing in mind the great variety of governmental and non-governmental organizations that exist in the Asia and Oceania region,

Appreciating how closely these organizations are related in regard to their aims, objectives, programmes and activities for the promotion of science, education and culture,

Realizing that the developing Member States in Asia and Oceania have limited resources, particularly material and financial resources and expertise,

Desirous of enhancing the collaboration of these organizations so that their programmes and activities supplement and complement one another as closely as possible,

Recommends to Unesco and other organizations in the region:

1. That there be closer consultation, co-operation and collaboration among the existing agencies and organizations in this region;
2. That Unesco assist in any way possible to promote such efforts.

Recommendation No. 33

The Conference,

Considering that the pattern of the modern educational system in most Asian and Oceania countries has been greatly influenced by Western models which often have not suited the socio-economic conditions and development requirements of the societies concerned, or the preservation of their cultural identity;

Considering the similarity of the social, economic and cultural conditions in most countries of the region and mindful of the wealth of experience accumulated in these traditional societies in respect to education,

Considering the necessity of expanding and intensifying the exchange of experiences between the countries of this region, regarded as the cradle of civilization, an exchange which should not be limited to the publication of papers and books but provide every society with the possibility of sharing, through direct personal participation, the living experiences of others in educational fields,

Invites the Member States to take all necessary measures to expand programmes for the exchange of information and experts in the area of education both on a bilateral basis and by utilizing to the maximum the potentialities of the existing international as well as regional institutions such as ACEID and the International Institute for Adult Literacy Methods;

Recommends to Unesco that it take, as a matter of urgency, any additional measures required to set up a centre to advise developing countries on the choice of appropriate educational technologies;

Recommends to the Director-General of Unesco that he study with member countries of this region the possibilities of utilizing the surplus of very highly educated persons of one country in other countries of Asia and Oceania, in areas such as science teaching, medical care and engineering, so that the process of brain-drain will not draw off to developed countries the scientific and technological expertise of the Asian and Oceania region;

Invites the Director-General of Unesco to examine with member countries the possibility of exchanging youth during their vacations between the countries of the region with a view to providing them with the opportunity of acquainting themselves with and participating in the development efforts of other nations;

Recommends to Member States that they offer more fellowships and scholarships to foreign students from the region, giving them the possibility of having access to the best scientific and technological achievements of other Asian and Oceania countries.

Recommendation No. 34

The Conference,

Recognizing that formal and non-formal education are two forms of the same process of human development for self-fulfilment and social usefulness,

Recommendations

Considering that the mechanisms, techniques and processes for integrating them need to be identified, evolved or refined,

Realizing that actions at the national and regional levels need to be taken without delay on ways of promoting such integration

Recommends to Member States the initiation or continuance of measures that would establish workable ways of linking formal and non-formal education and, to this end, that various approaches be tried out to facilitate entry and re-entry into the various forms of organized learning through the integration of relevant learning experiences;

Recommends to the Director-General that he organize within the framework of the Unesco Regional Office for Education in Asia and Oceania regional studies, round tables, workshops, seminars and meetings through which the experiences of the Member States on this matter could be shared.