

*UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND
CULTURAL ORGANIZATION*

***REPORT OF MEETING
OF MINISTERS OF EDUCATION
OF ASIAN MEMBER STATES
PARTICIPATING IN THE KARACHI PLAN***

TOKYO 2-11 APRIL 1962

UNESCO

CHAPTER VI

FINAL RESOLUTION AND STATEMENT

The Meeting of Ministers of Education of Asian Member States,
Convened by Unesco in association with ECAFE,
held in Tokyo, Japan, 2-11 April 1962,

Having reviewed the implementation of the *Karachi Plan*, formulated by the Asian countries in January 1960 for the establishment of universal, free and compulsory primary education of at least seven years' duration, for all the children of Asia by 1980,

Having decided on the programme for the years 1963-65, for extending and completing the *Karachi Plan*, while continuing to implement it in the Asian countries,

Adopts the following Statement, as an expression of the unanimous decisions of this meeting concerning the Development of Education in Asia,

Commends the Report of this meeting and the Statement to the consideration of Unesco and ECAFE with a request to Unesco to bring them to the attention of the organs of the United Nations system, and the Member States of the United Nations and the Specialized Agencies and to the international governmental and non-governmental organizations concerned.

National Impact of the Karachi Plan

1. We have heard and examined the reports from the 18 Asian States, and have been impressed with the resolute efforts of these countries to implement the *Karachi Plan*, during the two years which have elapsed since its formulation. Although we are at various stages of educational and economic development, most of us hope to achieve the target of at least seven years of primary education by 1980, some of us will achieve it earlier, while others will complete a first phase of 4-5 years compulsory schooling within this decade. Under the circumstances educational and economic prevailing in our countries, this flexible approach and application of the Karachi decisions to our countries is considered a wise procedure.
2. On the basis of this satisfying start, we have taken stock of the tasks before us in continuing the extension of primary education during the next two years before we meet again. We have noted the heavy financial provisions made by each country within its national plan, for building more primary schools, training and employing more teachers, providing increased and improved textbooks, school equipment, meals and medical facilities. We are, many of us, making special provisions for groups who have in the past been consciously or unconsciously discriminated against—girls, tribal and backward classes, and rural areas—as is required of us by Unesco's Convention on the Prevention of Discrimination in Education. In this regard, many of us have decided to take early action in our States to ratify this important convention.
3. In this quantitative expansion of primary education in our countries that we have begun and we plan to continue, we are aware of the over-riding need to maintain and continuously improve the quality of education. This we are resolved to do and have decided on a number of practical measures—involving increased research, improved evaluation, revision of curricula, teaching techniques and methods. But here we are faced with a dilemma. We are forced to choose between rapid quantitative expansion embodied in the *Karachi Plan* and required by the right of all to education, and restricting that right, in order to maintain and increase the quality of our educational system, which in itself is a costly undertaking. Faced with this unhappy choice, we fear that there may be a danger of some dilution of standards in the short run, and at the first level of education, in the interest of attaining the over-riding objective of meeting the demand of all our peoples to education. We fervently hope that we can avoid this danger.

The National will to Education and its Contribution to Asian Economic Growth

4. We have seen in our discussions here, that education in Asia as in other parts of the world, is the resultant of the will of our peoples and governments. It is their hopes for a fuller, happier life, their desires for a democratic and peaceful society, based on tolerance and understanding, that determine the irresistible urge to education in our countries, and decide its extent and content. Our national plans and perspectives for the future reflect this, and will continue to do so.

5. A new horizon has been opened to us at this meeting. As an Asian inter-governmental meeting, we have seen for the first time that education is not only the right of our peoples, not only a never-ending source of individual satisfaction, it is equally a factor which contributes directly to the economic growth of our individual countries. We have seen that even the *Karachi Plan* on primary education, centered on imparting basic knowledge and Skills to the child, the development of resourcefulness of the pupil, and the full use of rural (local) institutions, can make an immediate contribution to raising the productivity of our rural economies. We now realize that properly planned at all levels of education, including adult education, and fully integrated into national development programmes, education will accelerate the rate of economic growth of all our countries during the current decade—a growth rate urgently needed by our people, and which in turn conditions the extent to which we can expand our educational systems.

Asian Target of Investment in Education

6. We have given long and careful thought to these profound motivations to, and consequences of, education in our countries. We have taken note of the decision of the General Assembly of the UN to term the current decade, the Decade for Development, which requires countries to take such action that their aggregate national income at the end of the decade will be increasing by 5% annually, and to this end to promote in every way the development of their human resources; of its further decision requesting Unesco to inaugurate a World Campaign against Illiteracy; and of the decision of Unesco's General Conference defining the priority of education in economic and social development. We have heard with deep satisfaction of the decision at Addis Ababa of our brother Ministers in Africa, to invest immediately 4% of their aggregate national income in education, raising it to 5% by 1970 and 6% by 1980. We have also read the Santiago Declaration of our Latin American colleagues, which records their decision to raise their investment target for education to 4% by 1965. After taking stock of our varying present situations, we have decided that Asian countries should move by stages to invest 4-5% of their Gross National Product in education by 1980, provided their rate of economic growth as individual countries can afford it. In making this decision, we have been inspired by the example of our host country, a sister Asian nation, Japan, which has the second highest investment rate in education in the world—which is 5% of its Gross National Product. We will be studying Japan's experience carefully, with a view to seeing how it can be adapted to the conditions of our individual countries.

Extension and Completion of the Karachi Plan

7. After careful study and review, we have concluded that the *Karachi Plan* is an essential first stage, but only a first stage, in the development of our countries. It must be extended to cover all levels of education—primary, second, higher and adult—in each of our countries. Such a comprehensive educational programme needs to be completed by being integrated into the overall national plan of each country. We have made detailed and specific decisions as to the procedure, content, methodology and techniques which each of us will follow in this regard in relation to our varying national conditions during the coming three years. We have requested Unesco, in co-

operation with ECAFE and other technical specialists, to aid us in this task of establishing long-term educational perspective plans, and in putting together these national plans, into a draft Asian model, which we will examine when we meet again in December 1965. We have decided that our short-term plans will be based essentially on what is fiscally possible, and that our long-term perspective planning will be based on what is physically possible to each of us educationally, (i.e. the rate of growth of our real educational resources, e.g. teacher supply) in relation to our economic and social needs.

Educational Planning and Educational Technology

8. In making this decision to extend and complete the *Karachi Plan*, we are conscious of the great importance of planning and of the use of adequately tested educational planning techniques. It is in this somewhat new and crucial area, that we recognize our serious lack of manpower. We have, therefore, decided to do everything in our power, with such help as we may receive, to increase the number of educational planners and administrators in each of our countries.

9. In planning the future of our educational systems and carrying the heavy financial burden of our expanding high quality educational programmes, we have given particular attention to the technology of education. We have tried to view education as an "industry" and have made decisions to eliminate the causes of its wastes, and to use in all appropriate ways the new techniques of teaching and learning, ranging from a simple film-strip and the modernized textbook to radio and television programmes, which may be soon beamed to us from artificial satellites. All this requires considerable research and investigation in our countries to which we will address ourselves. Such developments will, we believe, also contribute to the maintenance and continuous improvement of the quality of our educational system-which at least at the second and higher levels, must achieve and maintain standards of the highest quality.

Call for International Cooperation

10. We have thus made our decisions to maximize our own efforts in this all - important area of education. As members of the Unesco family, we now turn to our friends all over the world and call on them to join us in this Asian Crusade for a better life.

11. We have established, following the Karachi recommendations, a specific listing of six material needs for 15 countries engaged in expanding at great costs to themselves their primary education programmes. This call is to the Member States of Unesco, particularly in Europe, North America, Australia, New Zealand and Japan, to private organizations and to Unicef, to come forward and meet these modest but urgent needs of our countries and so express their solidarity with us. These needs, as endorsed by us, are summarized in the attached Table. We are very grateful to governmental and non - governmental agencies who are already aiding us in these areas. We have further agreed that each of us will make official requests, through the external aid coordinating authority in our country, seeking help from these bilateral and multilateral agencies. It is our hope that the response to this call will be over and above the existing bilateral arrangements, which are committed to other equally urgent programmes in our countries. We also request our friends to continue and expand their technical assistance to our primary education programmes.

12. At this stage, we do not call for financial assistance for the primary education programme, except in the area of teacher training. For our overall educational programmes we have considerable foreign exchange costs and we, most of us, face a serious gap between what is physically possible educationally and what is fiscally possible. In these two areas, financial assistance in the

form of grants and loans will be needed from bilateral governmental and private sources, and from the International Development Association of the IBRD. While emphasizing now the specific call for financial aid for existing educational projects, we will, after we have established our comprehensive long-term national plans, indicate more fully our needs in this area. Meanwhile, we will, through our national coordinating bodies, request financial aid now from friendly governments and private agencies for our educational projects.

13. We are grateful to Unesco for having promoted through the *Karachi Plan* the planning of primary education in Asia, and for convoking this meeting and others it has organized and will continue to. We have requested it to act as the clearing house for assessing and publicising our material and financial needs. We have requested it to continue to help us, in the all important planning field, and with ECAFE and other friendly bodies, to provide us with advisory services and training assistance in the long-term educational perspective planning during the coming three years. For this we have decided to use the appropriate machinery, to request technical assistance during that period from the Executive Chairman of the Technical Assistance Board. We want Unesco to continue with aid to our regional educational centres-on research, planning, school Building and teacher education. We request, with some emphasis, Unesco itself, to increase substantially its regular budget provisions during the forthcoming biennium, to help this programme at the national level, particularly with a few priority projects, on which Unesco alone can aid us. A new area which has opened up in this regard, for instance, is textbooks and the new techniques of teaching.

Our Decision to Act

14. We realize that the issues at stake for us, as Asian countries, and for our world, are grave. They are the happiness and welfare of our peoples and the peace of our world. For such high stakes, we are resolved to do nothing less than our best. And on that, our best, rest our hopes of seeing the framework we created two years ago at Karachi, put on flesh and blood and the colours of life—which is the form and substance of reality—the reality by which men and women, everywhere, grow and live.

In witness whereof, we hereinunder append our individual signatures, at the Conference Hall, Tokyo, Japan, on this Eleventh day of April, one thousand nine hundred and sixty two.

JAPAN	(Sgd) Masuo Araki, PRESIDENT, Head of Delegation, Minister of Education
CEYLON	(Sgd) Badi-ud-din Mahmud, VICE-PRESIDENT, Head of Delegation, Minister of Education
IRAN	(Sgd) Mohammad Derakhshesh, VICE-PRESIDENT, Head of Delegation, Minister of Education
LAOS	(Sgd) Thao Nhouy Abhay, VICE-PRESIDENT, Head of Delegation, Minister of Education
THAILAND	(Sgd) Mom Luang Pin Malakul, VICE-PRESIDENT, Head of Delegation, Minister of Education
AFGHANISTAN	(Sgd) Abdul Majid, Head of Delegation.
BURMA	(Sgd) Sithu U Tun Shein, Head of Delegation

CAMBODIA	(Sgd) Sim Var, Head of Delegation
CHINA	(Sgd) Chuan-kai Teng, Head of Delegation
INDIA	(Sgd) Prem N. Kirpal, Head of Delegation
INDONESIA	(Sgd) Soepardo, Head of Delegation
KOREA	(Sgd) Woong-sun Hong, Head of Delegation
MALAYA	(Sgd) Inche Abdul Rahman Bin Heji Talib, Head of Delegation, Minister of Education
NEPAL	(Sgd) Kul Shekhar Sharma, Head of Delegation
PAKISTAN	(Sgd) S.M. Sharif, Head of Delegation
PHILIPPINES	(Sgd) Miguel B. Gaffud, Head of Delegation
SINGAPORE	(Sgd) Nyuk-Lin Yong, Head of Delegation, Minister of Education
VIETNAM	(Sgd) Nguyen Quang Trinh, Head of Delegation, Minister of Education