

Final Report

Third Regional Conference of Ministers of Education and Ministers Responsible for Economic Planning in the Arab States

Marrakesh

12-20 January 1970

Unesco

II. GENERAL RESOLUTIONS (1)

RESOLUTION No. 1

The Third Regional Conference of the Ministers of Education and the Ministers Responsible for Economic Planning in the Arab Countries,

Meeting today at one of the most delicate and critical stages in the history of the Arab nation, when the oppressive Israeli aggression is threatening, against all human principles, its land, values and cultural heritage;

In the first days of one of the noblest years in the annals of humanity, the International Education Year;

And at the outset of the Second Development Decade,

Fully recognizing the further efforts and support which education in the Arab countries still needs and the problems which beset each one of them and the Arab nation as a whole,

1. Declares its firm belief that education - when properly organized and oriented both quantitatively and qualitatively - is an effective force in achieving the desired movements in the economic, social and political fields and in enabling the Arab nation to meet the challenges and overcome the difficulties which confront it;
2. Notes with satisfaction the efforts which the Arab States have exerted over the last few years and continue to exert to raise the standard of education, in spite of the difficult circumstances through which they are passing and the obligations imposed by their life struggle;
3. Welcomes the commendable educational trends in certain Arab countries, such as the attention paid to scientific and technological studies, the effort to develop curricula which combine academic and practical technical education, the administrative reform and reorganization of education and even its radical and general reform, the adoption of educational research and its methods, planning for education within a comprehensive development plan, and experimentation with new methods and educational technology;
4. Extends its thanks to all those who have contributed through their efforts, thoughts, devotion and resources to the cause of improving the educational standards of the Arab nation, whether such contributions are made at national, regional or international level;

(1) In order to present the resolutions adopted by the Conference in a logical order, the Secretariat has regrouped them under various headings and, in several cases, this has involved changing the original numbers of the resolutions. Each change of number is indicated in a note at the foot of the first page of the resolution concerned.

Resolutions

5. Expresses its particular thanks to Unesco and to the League of Arab States as well as to other organizations concerned with education and educational planning and research;
6. Invites the Arab States, severally and collectively, through their own individual efforts and through co-operation among themselves and with the competent regional and international organizations, especially Unesco:
 - (i) To continue the expansion of education at its different levels in conformity with the principles of justice and democracy, so as to lay the foundations for the creation of modern societies;
 - (ii) to maintain the objective of achieving compulsory primary education by 1980, and at the same time to reform education so as to render it popular and valid in its aims and its content;
 - (iii) to assure the development of education through scientific means such as educational research, objective thinking and enlightened discussion of its problems, and by basing it on a well-defined philosophy of education derived from the Arab community, its values, needs, and renewed aspirations;
 - (iv) to adopt and adhere to a strategy of qualitative improvement as well as quantitative expansion;
 - (v) to encourage personal and local efforts in education, and to develop new sources for its financing, with due regard to wise expenditure and sound management;
 - (vi) to give special attention to the education of the inhabitants of regions or countries, which, as a result of conditions imposed in the recent or distant past, suffer from a larger measure of underdevelopment: these include people in rural and isolated areas and in remote parts of the Arab homeland;
 - (vii) to exert strenuous efforts for adult education and literacy based on the new concepts, in particular functional literacy and employing the most modern methods and means;
 - (viii) to persevere in attention to girls' education at the various levels, in accordance with the principle of equality of access to education, with a view also to raising the social level of the countries;
 - (ix) to give special attention to the education of the children of the people of Palestine, and to the effective planning, implementation, supervision and follow-up of such education in a way that would render the Palestinian Arab citizens capable of building a new Palestine;
 - (x) to give increasing attention to scientific and technological studies, and to overcome the shortages and gaps in the training of scientific, technical and managerial staff;
 - (xi) to study the problem of the emigration of skilled Arabs and the consequent shortage of qualified experts which the Arab nation needs for its reconstruction and development, and to adopt in co-operation with Unesco and the Arab League effective measures for solving this problem or reducing its acuity;
 - (xii) to use to a greater extent in education new technological methods and equipment;
 - (xiii) to co-ordinate educational plans and to agree on the broad lines of educational policy, while adhering to the previous cultural agreements already ratified by the Arab countries within the framework of the League of Arab States,
 - (xiv) to reconcile education and development plans in the Arab countries with the objectives of the Second United Nations Development Decade,
 - (xv) to mobilize schools, institutes and faculties for the critical struggle for the destiny of the Arab nation and to equip students with science and its modern applications and with the capacity to fight for the liberation of the homeland and the freedom of the Arab nation.

RESOLUTION No. 2

The Conference,

Considering the importance of developing educational systems in Arab countries, and the relevance of this development to the realization of national aspirations and the requirements of overall development as well,

Considering the importance of solidarity and close co-operation among Arab countries, and the part that can be played by international organizations in the attainment of these objectives,

Recognizing the achievements of recent years, the difficulties and serious challenges which are still in evidence in this field, and the necessity of confronting them,

Appreciating the importance of establishing overall plans, and ensuring sufficient resources for their implementation,

1. Calls upon the Arab States for increased co-operation and solidarity to this end;
2. Calls upon the League of Arab States with all due appreciation of its efforts. to strengthen its participation in this field;
3. Calls upon Unesco, with all due appreciation of its assistance, to increase its efforts to assist the Arab States, severally and jointly; to reinforce its regional centres and programmes for development and the training of senior personnel in the fields of science and technology according to the requirements of overall development; to establish during the Second Development Decade projects for the Arab States, relating to the financing of education and school buildings and equipment, to the training of technicians, introduction of modern technology into education, teacher training, educational planning and the development of research in these various spheres;
4. Requests the Director-General of Unesco to continue to use his best offices with the various international financing organizations, and, in particular, with the United Nations Development Programme, the International Bank for Reconstruction and Development, the International Development Association and the United Nations Children's Fund, in order that they may increase their aid and employ more flexible criteria in the selection and execution of their assistance projects in the fields of education, science and culture.

RESOLUTION No. 3⁽¹⁾

The Conference,

Thanks the United Nations and its Specialized Agencies, and the Directors-General of Unesco, ILO, FAO, WHO, Unicef and the Administrator of UNDP, for their share on the international level in the efforts expended in the education and training of technicians and engineers for economic and social development;

Hopes that this development will increase in quantity and quality; and

Recommends the Director-General of Unesco to:

1. Take steps to supply planning groups with experts in the planning of technical and vocational education, educational statistics, and economic and social development in rural and urban areas;
2. Participate with the League of Arab States in assisting the Arab countries to establish a regional centre for the expansion of technical and vocational education in research, development,

(1) Resolution No. 19 in the non-revised Report.

Resolutions

documentation and the production and publication of textbooks in Arabic, audio-visual aids and modern teaching methods;

3. Co-operate with the international organs concerned with aid to countries in need of training for male and female teachers in technical and vocational education, teacher trainers and supervisors;
4. Organize a seminar in the Arab countries for the study of practical methods of financing and developing technical and vocational education within the limits of the developing countries' economic resources;
5. Co-operate with the competent international organs to establish regional institutions (polytechnics) to train young men of the Arab countries in numerous specialities at the higher technical . level, and to prepare technical teacher trainers;
6. Participate in establishing centres of scientific and technological documentation in the Arab countries, and afterwards in promoting one of these to be a regional centre co-ordinating the classification of the developments of information and organizing its publication in Arabic in the Arabic-speaking countries.

RESOLUTION No. 4⁽¹⁾

International Education Year

The Conference,

1. Appreciates the efforts of the United Nations and its Agencies, particularly Unesco, to organize the International Education Year in 1970, the objectives of which were defined by the fifteenth session of the General Conference of Unesco,
2. Calls upon the Arab States to complete their plans for participation in the activities of this Year and to take the necessary measures to implement them in accordance with those objectives;
3. Recommends that the governments of the Arab countries, Unesco and the other international organizations should share in the execution of the plan of the League of Arab States for participation in the International Education Year, approved by the Council of the League in September 1969.

RESOLUTION No. 5⁽²⁾

Education of Palestinian refugee children

A

Considering the pedagogic and social damage - both quantitative and qualitative - to education in Palestine and other occupied Arab territories and the disregard for fundamental human rights resulting from Israeli occupation and manifested by the following facts:

- (a) The ban on the use of the majority of the prescribed Arabic textbooks;
- (b) the distortion of the majority of textbooks by deleting all passages bearing on the natural right of the pupil to be brought up in the love of his homeland, his belief in the unity of the Arab nation and his enlightenment regarding the Palestinian cause - a distortion leading to the pupil's alienation from his environment and isolation from his heritage and national feeling;

(1) Resolution No. 7 in the non-revised Report.

(2) Resolution No. 8 in the non-revised Report.

- (c) the occupying authorities' pursuance of a policy aimed at spreading ignorance through the reduction of educational opportunities for the young, either by preventing the majority of them from enrolling in schools or by making it impossible for them to continue their studies;
- (d) the seizure and closure, by the Israeli Ministry of Religion, of the Islamic school within the precinct of the Al-Aqsa Mosque in pursuance of Israel's designs, which aim, inter alia, to strike at religious instruction;
- (e) the measures taken to obstruct and paralyse the activities of the United Nations Relief and Works Agency and of Unesco, as exemplified by the failure of the Israeli occupation authorities to implement the decision of the Director-General of Unesco, based on decision 83 EX/4. 2.3, adopted by the Executive Board of Unesco at its 83rd session more especially paragraphs 7 and 8 - stipulating the introduction of a number of textbooks for use in the Agency's schools in the occupied territories.

Considering the gravity of this situation for Arab students in occupied Arab territory and that it deprives them of the means of learning about their heritage according to the requirements of their environment and beliefs, and of receiving the Arab and Islamic education that attaches them to their nation and that is desired by their parents or guardians, in accordance with Article 26 of the Universal Declaration of Human Rights, the principles and provisions of the United Nations Charter, and the various relevant Unesco resolutions,

The Conference,

1. Condemns the iniquitous Zionist aggression in Palestine and other occupied Arab territories and all the harm this occupation has caused, both quantitatively and qualitatively, to the education of Arab students;
2. Appeals to Unesco to continue its efforts to induce the Israeli occupying authorities not to interfere in the education of Palestinian students and of Arab students in the occupied zones nor to deprive them of their right to be taught according to the prescribed Arab curricula and textbooks.

B

The Conference,

Underlines the importance it attaches to the implementation of the recommendations of Arab conferences calling for a significant increase in the educational assistance and services extended by the Arab States to the children of the people of Palestine;

Recommends that Palestinian students should be treated in every Arab country on an equal footing with the citizens of that country, especially as regards their access to Arab schools, institutes and universities .

C

The Conference,

Recommends the implementation of the Three-Year Educational Plan (1969/1970-1971/1972) drawn up by the Permanent Council on Educational Planning for Palestinians of the League of Arab States; to this end, each of the Arab States concerned should execute its share of the Plan, and the Arab host countries should see to it that UNRWA implements its own share thereof. This Plan seeks to develop school curricula in response to the requirements of scientific and technical development, to improve the quality of education, and to increase the enrolment rates of Palestinian students at the various levels of education, particularly in secondary and higher educational institutions.

D

Considering the great shortage in the resources of UNRWA, which will have a serious effect on the provision of necessary social services, including education, and referring to the resolution adopted by the United Nations General Assembly on 10 December 1969, which directed attention to the financial difficulties which UNRWA faces and called upon governments to contribute generously to the Agency's funds,

Resolutions

The Conference,

1. Stresses the need to increase the aid given to UNRWA by States and world organizations to enable it to accomplish the humane mission entrusted to it by the United Nations;
2. Invites Unesco to enlarge and improve its programme of aid-for refugee children as part of its co-operation with UNRWA;
3. Invites Unesco to launch an international appeal describing the conditions of the Palestinian refugees and urging participation in the provision of assistance to ensure the improvement and continuation of educational services for those refugees, emphasizing the fact that their right to education is a human right guaranteed and proclaimed by the Universal Declaration of Human rights .

E

Considering the international responsibility for the Palestinian refugees,. and its human and legal implications,

The Conference,

Recommends that Unesco should allocate funds specified for Palestinian refugees under the item "the right to education" instead of "regional programmes" as at present,

F

The Conference,

Stresses. the need for the Agency to adhere strictly to the curricula and textbooks in use in the Arab host countries and to continue to improve the educational services it provides.

III. RESOLUTIONS AND RECOMMENDATIONS CONCERNING EDUCATIONAL PLANNING, THE EXPANSION OF EDUCATION (FOR ECONOMIC, SOCIAL AND POLITICAL DEVELOPMENT), ITS QUALITATIVE IMPROVEMENT, TECHNICAL AND VOCATIONAL EDUCATION, ACCESS OF GIRLS TO TECHNICAL AND VOCATIONAL EDUCATION AND FUNCTIONAL LITERACY

EDUCATIONAL PLANNING⁽¹⁾

RESOLUTION No. 6⁽²⁾

The Conference

Considering the commendable efforts being made by the Beirut Regional Centre for Educational Planning and Administration in the Arab States, and its achievement in training a large number of senior officials in the Ministries of Education of the various Arab countries,

Recommends that Unesco should continue to support this Centre for a further period of at least five years, after 1972, paying particular attention to the development of the Centre's educational curricula with a view to their diversification and adaptation to the needs of all the Arab States, in accordance with the recommendations of the Evaluation Commission established by the Director-General in 1969.

RESOLUTION No. 7⁽³⁾

The Conference,

Considering that since 1960 the Arab States have given attention to various kinds of planning at different levels, some comprehensive, others sectorial and others again at project level, for instance to education as part of a comprehensive plan or as a self-contained sector,

that towards this end they have taken different paths which at the present stage have revealed clear disparities,

that, in order to remedy this situation, planning institutes and specialized establishments have been set up in certain Arab countries to spread planning consciousness, train planners and lay down reliable scientific methods,

that it is desirable that the Arab States should agree upon planning concepts, foundations and methods,

(1) See also resolution no. 8, paragraphs 1 and 2; resolution no. 15, paragraph 1; resolution no. 16, paragraphs 1, 2 and 7; and resolution no. 18, paragraph 1.

(2) Resolution no. 3 in the non-revised Report.

(3) Resolution no. 4 in the non-revised Report.

Proposes that Unesco, in agreement with the organizations concerned, should convene a meeting of these institutes to draw up a programme which will exert an effective impact on the various areas of planning so as to shape concepts, foundations and methods of planning and to co-ordinate efforts so that each Arab State shall derive from them positive and fruitful benefits reflecting the activities of comprehensive and of educational planning.

THE EXPANSION OF EDUCATION FOR
ECONOMIC, SOCIAL AND POLITICAL DEVELOPMENT

RESOLUTION No. 8⁽¹⁾

The Conference,

Considering the important role of educational planning in the development of each country,

Considering the functional ties between this aspect of planning and overall national planning,

Considering that the education of the citizen should not come to an end at the termination of his schooling, but should continue regularly and be renewed throughout his life,

Recommends that all bodies concerned with education, culture and planning in each country should co-operate closely and that the necessary measures should be taken to that end.

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The Conference,

Considering the relative development noted in enrolment in the Arab countries,

Considering the social and economic transformations currently occurring and expected to occur in these countries,

1. Recommends the adoption of new methods and techniques in planning, the strengthening of planning organs, and their provision with modern equipment and competent specialists;
2. Further recommends that in this connexion recourse be had to the services of Unesco and other bodies.

The Conference,

Considering the severe shortage of demographic, educational and economic data,

Considering the importance of these data for sound educational planning,

3. Confirms the appeals made by previous conferences,
4. Recommends that statistical services, especially in the field of education, should be strengthened, and the collection of the necessary statistical data for analysis and projection accelerated; and proposes that these countries in which there is a serious shortage of basic statistical data should provide some of their school-teachers with in-service training in the collection of such data.

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(1) Resolution no. 9 in the non-revised Report.

The Conference,

Considering the increased demand for education at all levels,

Considering the fact that appropriations for education - whatever their increase - are insufficient to meet this increased demand,

1. Recommends that the Arab countries should investigate effective scientific methods for reducing educational costs and ensuring the proper use of educational possibilities,
2. Considers that school buildings constitute an important item in this respect, and therefore confirms the conclusions reached by the Tripoli Conference on the matter, and recommends the construction of school buildings which conform architecturally and socially to the pattern of the environment, the use of local materials, and the introduction of simplified functional models; it also recommends that exchanges of relevant information and experience should take place between Member States, and that recourse should be had to the assistance of Unesco and other international bodies in this field;
3. Considers that repeating and consequent prolongation of schooling impose an additional financial burden on the educational system which should be eliminated, It therefore recommends the examination of this problem, bearing in mind that the Arab States have already made a recommendation on this point at the Conference on Free Compulsory Education held at Cairo at the end of 1954 and the beginning of 1955;
4. Considers that there are other ways and means of improving the management of educational expenditure, such as the use of teaching aids and new methods and techniques, and the adoption of new forms of education, combining theoretical learning with practical training. It therefore recommends that experiments should be initiated or intensified, especially in such areas as educational television and comprehensive secondary schools.

The Conference,

Considering that the expansion of education, at the desired rate and level to meet the insistent public demand and the country's requirements in technicians and scientists, exceeds the financial possibilities of certain governments or traditional methods of financing,

5. Recommends (a) that personal and local efforts in the form of labour, building materials, equipment or financial aid should be encouraged and organized; and (b) that industrial and other production establishments should allocate part of their profits to education, and that use should be made of low-interest loans offered by international development organizations.

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The Conference,

Considering the current expansion of education,

Considering the need to raise the quality and assure the level of education,

Considering the need to prevent repetition, duplication and waste of energy,

Having regard to the principles of specialization and unity of direction and supervision;

Recommends that educational administration should as far as possible be centralized in each Arab State in the Ministry of Education instead of dispersed among different ministries concerned with services and production, especially administration of the educational level ending in a recognized school certificate, provided that matters concerning vocational training should be co-ordinated with the ministries concerned.

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Resolutions and recommendations

The Conference,

Considering the substantial growth in the volume of education and-its spread in every Arab country,

Considering the increase in the tasks, claims and responsibilities related thereto,

Desiring to consolidate the contact at the operational level between educational institutions and the various component sectors of the public, having regard to their specific needs and living conditions, and wishing to introduce democracy in educational administration,

Recommends that the trend towards decentralization should, where possible, be encouraged, by delegating additional responsibilities to schools and granting them corresponding authority, means and: autonomy, by allowing local communities and bodies to participate in their management and finances, by raising the level of their teaching staff, by providing personnel and administrative units capable. of managing and operating them, by supplying them with the necessary information and data, and' by establishing co-ordination at higher levels designed to harmonize their relations and activities in accordance with the guidelines of educational policy.

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The Conference,

Considering the lack of scientific and technical skills from which the Arab countries suffer,

Considering the needs of these countries for skilled workers, technicians and scientists in increasing numbers called for by development projects in progress and by the evolution of society,

Recommends that the expansion of education be oriented towards meeting these needs, by encouraging scientific, technical and technological studies at secondary and higher levels, and by developing the content and possibilities of education with a view to modernization.

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The Conference,

Considering that, in most Arab countries, the great majority of the population still live in rural areas,

Considering the continuing need to raise the cultural standard in Arab rural areas,

Considering the imbalance in educational opportunities between rural and urban areas to the disadvantage of the former,

Desiring to effectively apply the principle of equal access to education for all,

Recommends that the Arab countries should concentrate their efforts during the coming decade to make up the leeway as far as education in the rural areas is concerned. To this end, the necessary educational establishments should be set up at all levels and new formulae sought in respect of the organization and content of education and its relation to life and external developments.

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The Conference,

Considering the existence of nomads in a number of Arab countries,

Considering that the education of nomads comes up against many practical, technical or social difficulties,

1. Recommends that special attention be paid by the Arab States to this problem wherever it exists. Plans for the settlement and education of nomads should be drawn up and executed according to a definite time-schedule. The countries concerned should exchange their experience among themselves and seek the co-operation of the League of Arab States and the technical and material aid provided by Unesco and other organizations.

The Conference,

Considering the importance of guidance services for schoolchildren,

Desiring that pupils should draw the utmost benefit from their education,

Seeking to benefit from the experience of other countries that have preceded us in the expansion of education at various levels,

2. Recommends that special attention should be paid by the Arab States to the training of educational and vocational guidance staff necessary for guidance work-in schools, or that teacher-training curricula should be developed with this in mind and the teaching loads reconsidered, in order to enable teachers to discharge this function satisfactorily.

The Conference,

Considering that the expansion and universalization of education imply that special adjustments should be made to accommodate gifted and outstanding children, in view of the great value they represent to themselves, to their society and to humanity as a whole,

3. Recommends that special attention should, at this stage, be paid by the Arab States to the detection, care and encouragement of gifted and outstanding children, and to the development of their capacities.

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The Conference,

Recommends moreover that special efforts be deployed in assisting handicapped children to overcome their problems and to lead a decent life among normal citizens.

RESOLUTION No. 9(1)

Universalization of primary education

The Conference,

1. Recommends that Arab States whose legislation does not include an explicit provision for compulsory education should enact such a provision and that all Arab States should commit themselves to the implementation of their legislative provisions concerning compulsory educational the earliest possible date.
2. Recommends adherence to the principle of planning in the fields of teacher training and school buildings; concentration on rural districts, grouping of villages and settlement of nomads; provision of teaching aids and their proper use; research into textbooks and teaching methods and action on the results; the improvement of techniques for the teaching of reading and writing; and the exchange of experience and information in these fields among the Arab countries. The Conference also reaffirms the recommendation of previous regional educational conferences concerning the prohibition of repetition in the first four years of primary education, accompanied

(1) Resolution no. 10 in the non-revised Report.

Resolutions and recommendations

by measures to ensure the continuity of the pupil's progress and enable him to pursue his studies with success.

3. Recommends the mobilization of financial resources, local, regional and international, to universalize primary education, which constitutes the first right of every citizen, the foundation of general education, the basis of equality of opportunity and the gateway to the containment and eradication of illiteracy. The Conference further recommends the mobilization and encouragement of nation-wide efforts to participate in the financing of education in various ways.
4. Recommends, in order that financial difficulties may be faced and integration among the Arab countries achieved, that these countries study the establishment of a fund for Arab educational development which will be entitled to receive aid from international and regional organizations.
5. Recommends that primary education should aim at strengthening the national spirit, developing the pupil's faculties, and creating in him an integrated and discerning personality, and further recommends that the syllabi for this education should include more science, mathematics, and subjects to ensure that labour shall be experienced and respected.
6. Recommends, in order to ensure the expansion of primary education, the extension of the one-class school experiment in some sparsely populated rural or remote districts, the training of efficient teachers for schools of this type, and modernization of their curricula and teaching methods.
7. Recommends that experiments should be conducted on the technology of education in primary schools and that modern technological means, such as radio and television, should be employed to overcome the obstacles to expansion of education.
8. Recommends, with regard to the future of those who drop out after the primary stage or who have difficulty in it, that the Arab States should endeavour to establish vocational education centres suited to the different environments and co-operate therein with the various international organizations.
9. Recommends, in order to ensure that graduates of primary schools do not relapse into illiteracy, and in order to give them the opportunity of life-long education and cultural development, that the primary schools should follow up their former pupils and, in co-operation with other cultural organizations, offer them educational services.
10. Recommends that the Arab countries should attend to the diagnosis of drop-out, leaving and repetition in primary education, and to the need to take active remedial measures, and further recommends that the Arab countries pay special attention to retarded children and exchange relevant experience and information.
11. Believes that impediments to the universalization of primary education include the low social and economic level of some citizens and their meagre incomes, and therefore stresses the need to support children of inadequate means, the importance of economic and social development, and the conveyance to them of its effects,- in order to fulfil the condition of compulsory education in Arab countries.

RESOLUTION No. 10⁽¹⁾

Balance between the various types of secondary education and between secondary and higher education

The Conference

1. Is of opinion that internal balance in secondary education should aim in general at the proper employment of education in its basic function, which is to achieve economic and social

(1) Resolution no. 11 in the non-revised Report.

development, and at the proper investment of human resources, allowing for the diversity of individual inclinations and aptitudes. For this reason, it is essential to diversify secondary education and to determine the relative importance of its various branches in relation to national development plans, while maintaining a balance between the numbers of boys and girls attending school and between the disciplines taught in the various branches so as to provide a common core. The Conference further points to the need for balance between the scientific and human aspects of the subjects taught.

2. Considers that one of the ways of adapting secondary education to the changing requirements of economic and social evolution is the periodic reconsideration of curricula, specialities and branches of study, and the linking of education to enterprises dealing with production and services .
3. Recommends encouragement of new experiments in secondary education with the aim of lending a new colour to education, coupling learning and work, theory and practice, so as to introduce wide diversity into teaching and thus to embrace many aspects of human knowledge; and recommends that the relevant experience of other countries should be used and assistance be sought from Unesco to obtain information and to study their findings.
4. Considers that although the volume of technical and vocational education depends on the particular circumstances of each country, on the size of its labour force and on the nature and requirements of its development plans, yet the existence of qualified technical staff is itself a factor favouring economic growth and a motive for the creation of economic awareness. The Conference therefore recommends that technical and vocational education should be extended in scope and developed and that its level should be raised,
5. Considers that negative factors impairing interest in some types of technical and vocational education include the fact that they are considered terminal and that society looks down upon the trades and occupations involved. The Conference therefore recommends a review of educational systems in Arab countries so as to ensure that all the various types of education give access to higher education, and to review the value attached to certificates, crafts and labour.
6. Considers that a factor limiting expansion of technical and vocational education is its high cost compared with that of academic education, and therefore recommends investigation of new and less costly educational systems of this kind, either by taking the experience of other countries as a guide or by introducing pilot projects in the Arab countries themselves and requesting aid for these from Unesco.
7. Considers that the higher technical institutes are costly undertakings and must be established at a level corresponding to the required standards, and therefore recommends the joint establishment by a number of Arab States of institutes for students of these countries who require training.
8. Considers that a plan should be framed to establish a balance between higher and secondary education, ensure suitable teaching levels, and meet the needs of all countries for technicians and specialists.
9. Considers that it is essential to establish in each Arab country efficient commissions and councils consisting of persons in charge of secondary and higher education and of production and services, in order to ensure a balance throughout the educational system; and recommends moreover that the Arab States should exchange skills and services in this field and investigate their capacity to absorb surplus skilled manpower and satisfy needs.

RESOLUTION No. 11⁽¹⁾

Improvement of the quality of education

The Conference,

1. Recommends the development of educational research bodies at regional and national level to study problems of education along scientific lines and improve it accordingly; to define educational:

(1) Resolution no. 12 in the non-revised Report.

standards and devise scientific methods to deal with problems concerning standards of achievement, adjustment, productivity and its component elements as manifested in: optimum classroom numbers; programmes and their development; teachers, their training levels and means of giving them guidance; books; libraries and laboratories; the social welfare and general health of the school environment with its various organizations; and in other facets of the teaching progress. The Conference recommends that centres of educational research, regional planning institutions and the Cultural Department of the League of Arab States should co-operate for this purpose.

2. Recommends that - in addition to the attention to be given to the national cultural heritage and the Arabic language - special attention should be devoted to modern science and mathematics and the teaching of modern languages. It also recommends that language-teaching methods in particular should be developed and modern methods, particularly language laboratories, introduced, and that the regional education centres, the Cultural Department of the League of Arab States and international organizations operating in this field headed by Unesco, should co-operate for this purpose.
3. Recommends that programmes should be constantly revised, evaluated and developed according to the requirements of economic, social and political advances and to the capacities, aptitudes and inclinations of pupils.
4. Recommends that thorough surveys of evaluation and tests should be carried out for the purpose of re-examining present methods and improving their fitness for evaluating achievement tests, educational and social adaptation, and pupils' various activities, and of devising educational methods of wider application and better fitted for evaluating the various aspects of pupils' development.
5. Recommends that particular attention be given to the social education of pupils so as to inculcate practical and ethical values, and to the development of their personality, talents and capacities through their association in a healthy school environment and directed out-of-school activities,
6. Recommends that inspection of schools be improved by increasing the number, quality and in-service training of inspectors, and that they should be given the opportunity of exchanging visits and of travelling to the more advanced countries to acquaint themselves with the various educational practices and experience, and should receive for this purpose assistance from Unesco and the other international organizations concerned.
7. Recommends that particular attention should be directed to ensuring the supply and development of appropriate textbooks, which it considers one of the most important instruments of education; that special care should be devoted to children's libraries containing both literary and scientific works carefully selected on the basis of educational, linguistic, ethical and social considerations, to assist in developing the Arab child's personality and reading habits.
8. Recommends that school buildings should be appropriately planned to meet teaching requirements, and that plans prepared for that purpose should be accurately executed. It also recommends that attention should be given to laboratories and their renewal and proper utilization.
9. Recommends that competent executives should be provided for schools and teaching administrations, that they should be given constant training, informed of the latest methods of sound administration, and afforded the opportunity of acquainting themselves with the relevant experience of other countries.

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The Conference,

Considering that the school forms an integral part of the environment,

Considering the social role which it should play therein, and n

Considering the influence which the environment through its factors and forces, exercises on the school,

Recommends that the relations between the two should be strengthened and that educational efforts should be co-ordinated to ensure the proper development growth of pupils.

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The Conference,

Considering that the national language is the intellectual receptacle of the nation and the natural instrument of its members' thought and expression,

Considering that the use of the national language in teaching at all levels of general, vocational and higher education facilitates quick understanding by the student, unhampered by linguistic obstacles, so that his assimilation of knowledge is facilitated and his educational level raised accordingly,

Considering the need to implant a scientific spirit in the country and enable the Arabic language to flower and fulfil its role of expressing the needs of society by the use of a scientific terminology and terms adapted to modern civilization,

1. Recommends that all the Arab countries should as soon as possible take measures to ensure the use of Arabic as a teaching language at all levels of general, vocational and higher education, while at different educational levels devoting all necessary attention to foreign languages as a means for keeping abreast of scientific and cultural developments and giving a wide view of the world .
2. Recommends that full support should be given to the efforts for Arabization made by the League of Arab States, the Permanent Bureau of Co-ordination of Arabization in the Arab World in Rabat and the various Arab language academies.

RESOLUTION No. 12⁽¹⁾

The Conference,

Considering the importance of improving curricula and textbooks,

Considering the importance of constantly improving examination systems and introducing modern types of examination, and the impact of this on the level of education and the improvement of its quality,

Recommends that Unesco should strengthen the national centres engaged in educational pilot activities of this type and that it should encourage the establishment of such centres in those Arab countries where they are lacking.

RESOLUTION No. 13

Teacher training

The Conference,

1. Recommends that teacher trainers and supervisors, and educational leaders be made familiar with new ideas on education and instructed in novel educational methods through training courses at various levels of discussion and exchange of experience at national and regional level, The work of ministries and universities in this field should therefore be co-ordinated. The Conference also recommends that Unesco should participate in this activity.

(1) Resolution no. 5 in the non-revised Report.

Resolutions and recommendations

2. Recommends that special attention should be given to primary school teachers, and to the upgrading of unqualified teachers by framing a permanent policy and a policy governing stages to 0 apply until they are trained. No unqualified teacher should be allowed to practise, because of the bad effect of such teaching on the quality of education through wastage, drop-out, inadequate assimilation and the like.
3. Recommends that continuous training should be regarded by Ministries of Education as a fundamental principle of educational policy and arrange that teachers at the various levels be retrained at least once in five years. Under this system, the schools themselves should be regarded as training units where headmasters of schools, inspectors (supervisors) and senior masters co-operate in the in-service training of teachers. There should also be local training courses in educational zones, and joint courses for educational zones at national level.
4. Recommends that special care be taken in selecting teachers with regard to their social fitness and capacity for leadership. Material and moral incentives should be provided to make the teaching profession an attractive social choice offering students prestige, material advantage and social status, in as far as education is one of the most important functions of the community.
5. Recommends that teachers' professional organizations be encouraged and helped to perform their educational task and to raise the profession's standards of skill, knowledge and behaviour.
6. Recommends that the training of the teacher corps should be given priority in educational investment, and that training, constant retraining and supervision leading to advancement and social progress should be regarded as a basis for the theory and practice of the training of a successful teacher.
7. Recommends standardization of teachers' qualifications in each stage of general education and in educational institutes, to ensure the quality of education and facilitate exchange of experience and teachers among Arab countries.
8. Recommends intensification of effort for the training of teachers of technical subjects in the various types of secondary schools, by encouraging the establishment of higher technical colleges for teachers.

RESOLUTION No. 14⁽¹⁾

The Conference,

Conscious of the importance of learning the principal living European languages, and of their value at a time when the Arabic language is being adopted as a medium for general culture and the study of modern sciences,

1. Recommends that the Arab countries should take steps to increase the number of teachers of living foreign languages and to raise their standard, and
2. Recommends that Unesco should participate in the study and implementation of the various projects aiming at the achievement of this purpose.

(1) Resolution no. 6 in the non-revised Report.

TECHNICAL AND VOCATIONAL EDUCATION⁽¹⁾

RESOLUTION No. 15⁽²⁾

Technical and vocational education policy

The Conference,

Considering

the importance of technical and vocational education for economic and social development, and the need to plan it as part of the overall development plan; the need to stimulate desire for technical and vocational education;

the need to establish co-operation between the ministries concerned with technical and vocational education and those enterprises employing labour and engaged in production;

Recommends the Arab States to:

1. Urge their planning authorities to co-operate in determining the priority areas of economic development and of the related technical and vocational training;
2. Promote regional co-operation in research, teacher training, documentation, developing of curricula, and the introduction of specialization and modern teaching methods.

RESOLUTION No. 16⁽³⁾

Planning of technical and vocational education⁽⁴⁾

The Conference,

Considering

the progress made in setting up planning bodies in the various Arab countries since the Tripoli Conference;

the need for constant planning, supervision and evaluation of the results to ensure progress in this vital field;

that the Arab countries are passing through a period of their history which includes some of the most important stages in their economic and social development;

that education is the primary agent for the development of human resources;

Recommends that:

1. The technical and vocational education planning bodies in the Arab countries be strengthened by including representatives of producing and employing institutions and strengthening the statistical organs serving them;
2. Unesco be requested to provide the Arab countries with the required experts in planning technical and vocational education;
3. Unesco and the League of Arab States should hold a seminar on the financing of the capital and recurrent cost of technical and vocational education in Arab States within their economic capacity;

(1) See resolution no. 18.

(2) Resolution no. 14 in the non-revised Report.

(3) Resolution no. 15 in the non-revised Report.

(4) See paragraph 11 of resolution no. 8 and paragraph 6 of resolution no. 10.

Resolutions, and recommendations;

4. National, scientific and technological documentation centres be: established to classify information on scientific developments throughout the world, and translate whatever they may deem likely to further expansion of the technical substructure of their countries;
5. Evaluation bodies be established to enable those; responsible for production, on the one hand, and technical education, . on the other, to compare and evaluate the requirements of these two fields according to the criteria suited: to each country and with due regard to the need of the various branches of production for-technicians and engineers;
6. Technical! and vocational education curricula be reinforced by the introduction of subjects of general education, strengthening of their scientific basis, and reinforcement of the curricula. of the preparatory and secondary stages in general education through the introduction of vocational education and .orientation, practical application and technical drawing;
7. Development planning be assigned to the bodies concerned with the training of technicians and: engineers in order to lay the scientific and vocational foundation of their specialized training, and to production enterprises in order to afford the required training opportunities.

RESOLUTION No. 17⁽¹⁾

Methods for the implementation of technical
and vocational educational planning

The Conference,

Considering that the expansion and development of technical and vocational education require the participation of all ministries, organizations and establishments concerned with production,

Considering that economic and social development depends on the quantitative and qualitative training of technicians and engineers,

Considering the important role of technicians and engineers in this development,

Considering the importance of training these so that they may readily adapt themselves to swift technological developments, and so that full benefits may be obtained from all their capacities and talents,

Considering the importance of training teachers for technical and vocational schools,

Considering the urgent need for the Arabization of technical and vocational training in order that Arab technical education may be consolidated,

Considering the need to create a technical environment in technical and vocational schools by attaching to them model production units,

Recommends:

1. That all competent authorities in education and in technical and vocational training should co-operate in co-ordinating their activities according to an approved plan;
2. That attention should be paid to raising the level of technical and vocational education through research and development, use of modern techniques such as audio-visual aids, the project method, and examinations and tests; ::and that pre-service and in-service training-should receive the requisite attention;
3. That programmes of technical and: vocational as well as. of general education should be continuously reviewed in: order to meet the need of Arab countries to keep abreast of continuous technological development;
4. That efforts should be made to raise the national and regional standards of technical and vocational teacher educators of both sexes, and to improve the terms and conditions of their employment;

(1) Resolution no. 16 in the non-revised Report.

5. That Unesco should be invited to co-operate with the League of Arab States in creating a centre for the production of technical and vocational textbooks and preparing the necessary plans for education and training;
6. That model production units should be provided in technical and vocational schools to help pupils become acquainted with actual working conditions;
7. That Unesco and the League of Arab States should organize seminars in which persons responsible for technical and vocational education in Arab countries would take part in order to reach agreement on the nomenclature of specialities in this field, and to work towards standardization of the bases of technical curricula and educational norms in Arab countries;
8. That the Arab countries should co-operate in: the establishment of joint higher technological institutes for the education of required specialists and technical teacher educators; the competent international Specialized Agencies should assist in this endeavour;
9. That specialized international agencies should co-operate in training men and women teachers for technical and vocational education with those Arab countries that need them;
10. That the use of Arabic in higher technical university education should be strengthened so that it may become an effective means of communication between the Arab technical structures; and the teaching of a foreign language widely used in advanced countries should be strengthened so that it may open a window on world progress in scientific and technological development;
11. That the Arab countries should, severally or jointly, carry out field research with a view to determining the causes of reluctance on the part of both sexes to enrol in technical and vocational education and to seeking effective measures to solve this problem. Unesco and other international and regional organizations, as well as competent national and regional centres and institutes, should contribute to this endeavour.

ACCESS OF GIRLS TO TECHNICAL AND VOCATIONAL EDUCATION

RESOLUTION No. 18

The Conference,

Recommends:

1. That technical and vocational education for girls and women be planned as an integral part of educational planning within the framework of overall economic and social planning, with a view to gearing the development of technical and vocational training and employment opportunities to present and projected economic and social needs. To this end comprehensive surveys of manpower needs should be made and constantly reviewed so as to keep abreast of a changing situation.
2. That appropriate measures be taken to co-ordinate vocational education activities of government and non-governmental agencies for boys and girls and to ensure the link between the public and private sectors.
3. That in drawing up education and labour legislation, particular attention be given to ensuring equal access of both sexes to technical and vocational education, training and employment, having regard to the social and economic conditions of each Arab country. Such legislation should bear not only on salaries and other conditions of service but also on promotion and further education and training opportunities. Measures to protect working women, and the particular circumstances of working mothers should also be introduced.
4. That measures should be taken to co-ordinate educational and vocational guidance activities. Surveys made in connexion with educational, social and economic planning and kept constantly under review should constitute one of the sources of information used to guide boys and girls in the choice of types of training and careers. Curricula should promote a love of and respect for manual work.

5. That nine years of general education be considered the necessary basis of girls' technical and vocational education in order to ensure adequate physical and mental maturity of students to facilitate their access to vocational and technical training institutions in any of the Arab countries.
6. That educational plans, curricula, methods and techniques and teaching materials be constantly reviewed in the light of technological progress, the evolution of educational thinking and practices, and the social and economic development of each Arab country and of the Arab region as a whole. The in-service training for teachers and workers should be systematically organized to keep them abreast of these developments. The content of general education should include elements of scientific and technical orientation, and that of technical and vocational education elements of general culture and civic education. Regional co-operation and consultations in these fields should be reinforced, particularly in the area of textbooks and reference books in Arabic where there is a serious shortage.
7. That technical and vocational education be considered as investment, both economic and social; its development therefore justifies special financial efforts and measures. Premises and other facilities for that education should be adequate without being elaborate and should be used rationally.
8. That in order to meet the acute shortage of staff in the field of technical and vocational education in general and for girls in particular, especially in those areas traditionally reserved for men, regional co-operation be seriously considered for the pre- and in-service training of technical teacher educators, planners and administrators. The possibility should also be examined of setting up in each Arab country a rotation system whereby the exchange of staff between educational institutions and business concerns could be organized on a regular basis. To achieve this, the salary scales of technical teachers will have to be so revised as to attract qualified personnel to that type of education.
9. That attention be paid to the training of women workers in the rural sector with a view to improving their skills. Activities in functional literacy and social guidance should be so developed as to cope with the need to improve productivity in the public and private sectors in each Arab country.
10. That, in view of the fact that technical and vocational education is the concern of a number of government agencies and the consequent difficulty of co-ordination at the local level, special efforts should be made to co-ordinate bilateral, regional and international aid to this field and to integrate such aid in local development plans.
11. That international co-operation in planning and research in technical and vocational education for girls be realized through aid to the organization of regional meetings regularly to review progress and to recommend measures for further development; and through technical missions to assist the authorities concerned in carrying out manpower surveys and studies of educational problems and relate sociological implications.
12. That domestic sciences, or home economics, should be regarded as having educational and vocational value in that they prepare the Arab girl for her highest vocation: the care of the family and the management of the home. Greater attention should be paid to this aspect of girls' education in educational planning for development.
13. That field studies should be encouraged with a view to determining the obstacles to girls' access to general education and vocational education, to analysing the various social and economic aspects of these obstacles in various environments of the Arab world with the aim of overcoming them and facilitating equal access for girls to all types of education.
14. That the establishment, in co-operation with international and regional organizations, of a regional centre for the training of teacher educators for technical and vocational education should be envisaged. In view of the long preparation required for such a centre, a beginning may be made through the organization in a suitable existing centre of regional courses for that purpose. Arab countries should take full advantage of Unesco's fellowship programme for women through training abroad provided in such fields as planning and administration, and technical and vocational education. They should also see to it that a fair share of fellowships provided under other aid programmes is given to girls and women, particularly in the field of technical and vocational education.

15. That, in order to ensure more effective participation on the part of Palestinian girls and women in social and economic development with a view to serving their country, Unesco and UNRWA should draw up an educational plan which would lay special emphasis on the technical and vocational education of Palestinian girls and women in occupied territories, refugee camps and everywhere else, preserve the Arab identity of the inhabitants and be based on authentic Arab values and modern scientific progress.
16. In view of the high cost of school buildings and equipment for technical and vocational education, international aid and guidance is particularly needed in these areas. International expertise in low-cost school buildings and the local production of equipment would contribute much to the promotion of girls' access to this type of education. In providing equipment to Arab countries, international aid agencies should see that it is suited to the conditions and needs of those countries .
17. There is a serious lack of technical textbooks in Arabic, and international and regional co-operation may help to meet the needs. Such co-operation may take the form of assistance in the translation of technical reference books which may be used by Arab countries as a basis for the preparation of textbooks adapted to their needs. For such books to be of use at the regional level it would be necessary to co-ordinate presently dispersed efforts to Arabs technical terminology.

FUNCTIONAL LITERACY

RESOLUTION No. 19⁽¹⁾

A

The Conference,

Bearing in mind that economic development is the fruit of scientific thinking and that science should not be considered the privilege of a certain class,

Believing that functional literacy should constitute an integral part of the development plan, and that its financing be recognized as a form of investment,

Recommends Member States to:

1. Enact legislation making literacy compulsory for persons of both sexes below the age of 45 and draw up a long-term plan for this purpose;
2. Regard the year 1971 as Literacy Year in the Arab world, in which various sectors and bodies will participate under the supervision of the League of Arab States and in co-operation with the international-organizations concerned, such as Unesco, ILO, etc.;
3. Direct their Ministries of Education or ministries concerned with functional literacy to operate in full co-ordination with the other interested ministries, agencies and organizations connected with the economic sector;
4. Ensure that large-scale national campaigns become increasingly professional, functional, and related to development needs by utilizing technical personnel as instructors in greater number; by developing more vocationally-oriented literacy materials; by evaluation of such programmes on a continuing basis to determine their impact and effecting suitable modifications; and, in general, profiting from the experience derived under the Experimental Functional Literacy projects;

(1) a. Resolution no. 17 in the non-revised Report.
b. The presentation of this resolution has been rearranged with the approval of the Chairman of Commission II.

Resolutions and recommendations

5. Endeavour by way of special effort to train more literacy teachers and supervisors, and facilitate their full participation in literacy campaigns;
6. Encourage the efforts of voluntary bodies, especially teachers' associations and cultural, social and information organizations;
7. Provide enhanced support to the Arab Regional Literacy Organization, (ARLO), League of Arab States;
8. Ensure that the housewife's rôle be recognized as a noble one and that she should therefore take her rightful place in literacy programmes.
9. Conduct field studies with a view to discovering the reading tastes of individuals which largely determine their interest in functional literacy and which should be taken into account in drawing up the curriculum, aimed at achieving a balance between the requirements of the individual and development.

B

The Conference,

Aware of the important rôle played by Unesco:

Taking account of the novelty of the concept of functional literacy, the significance of its definition in its implications and practical application,

10. Expresses the hope for the continuance of Unesco's aid, and if possible on an increased scale in support of functional literacy programmes in the Arab world;
11. Recommends that the concept, dimensions and practical implications of functional literacy should be defined in such a way as to clarify its position vis-a-vis:
 - (a) traditional literacy;
 - (b) technical and vocational programmes organized by various establishments;
 - (c) the education of the housewife and its social impact.
12. Hopes that Unesco will organize wider diffusion and publicity in the Arab countries of the results of experimental work-oriented literacy projects evaluated on the basis of international criteria, and assist the Arab countries in evaluating this type of experiment on the same basis.

C

The Conference,

Further aware of the important rôle played by other United Nations Agencies, especially ILO, FAO and WHO,

13. Expresses its hopes for the continuance of their aid, and its increase, if possible, in connexion with functional literacy programmes in the Arab world.

D

The Conference,

Mindful of the importance of the Regional Centre for Functional Literacy in rural areas for the Arab States (ASFEC), Sirs-el-Layyan,

Desirous of intensifying the activities of this Centre and the continuance and improvement of its services,

14. Requests extension of international aid beyond 1972;

15. Draws attention to the need to increase its effectiveness by all possible means, especially by:
 - (i) increasing the number of its graduates;
 - (ii) extending its seminars and training periods;
 - (iii) adapting its methods and plans to the national and general regional requirements;
16. Recommends that the Centre be granted greater autonomy in the light of the proposals of the Unesco Evaluation Commission.

IV. CONCLUSIONS

RESOLUTION No. 20

The Conference,

Considers that rapid world developments in the scientific and technological fields and resulting social and economic challenges at the international level require greater efforts on the part of the Arab countries in order to anticipate, keep abreast of, and adjust to them. They also require efforts in the areas of thought, reflection and planning and the provision of the means required for these.

RESOLUTION No. 21

The Conference,

Calls upon the Arab States to follow up its recommendations and to take the necessary measures for their implementation,