

Final Report

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

Convened by Unesco
in co-operation with ECAFE

Singapore

31 May - 7 June 1971

Unesco

III. RESOLUTIONS

RESOLUTION No. 1

Review of Educational Development in Asia and Perspectives of Change

The Third Regional Conference of Ministers of Education and those Responsible for Economic Planning in Asia, meeting at Singapore on the invitation of Unesco at the outset of the Second Development Decade,

- I. Having reviewed the progress of education in the Member States in the last decade and shared experiences of problems in common,

Notes with satisfaction the progress in education which has been achieved in many directions, notably in the expansion of enrolments at all levels;

Recognizes with deep appreciation the magnitude of the effort which the Member States have deployed despite the strain on the education systems created by population growth and limited resources;

- II. Reaffirming its conviction that the ultimate objective of development is to create economic, social and cultural conditions in which the individual can live with dignity and make a contribution to the well-being of the society;

Mindful of the magnitude of the tasks which have yet to be carried out in order to provide educational opportunities to millions of children who have no access to education, to reduce progressively the disparities in the distribution of educational opportunities, to eliminate illiteracy and to raise the general level of educational attainment, so that education may become an essential driving force in the further social and economic progress;

Welcomes the growing awareness of the Member States of the need for a thorough transformation of the education systems as a prerequisite for their future expansion;

- III. Recommends to the Member States to accord high priority to the development of human resources through education and training, and to this end:
1. to promote national policies directed towards making education available to the whole community as the means for the full development of human resources and for realizing the hopes and aspirations of the people, particularly of youth;
 2. to initiate and sustain the reform and reorientation of their education systems with a view to adapting them to each country's evolving economic, social and cultural needs;
 3. to encourage innovations as regards the content, methods and structures so as to enhance the capability and performance of the education systems to meet the requirements of quantitative growth and qualitative improvement of education.

RESOLUTION No. 2

Quantitative Expansion

The Conference,

Noting the remarkable convergency between the total enrolments actually recorded by the countries of Asia and the targets laid down in the Asian Model,

Considering that the Model's projections for 1980 may, in general, still act as a guide for educational development in Asia,

Noting, nevertheless, that there has been a slower increase than forecast in the growth of enrolments for vocational and technical education, secondary education and, to a lesser degree, for scientific and technological education at the higher level, and that there is a larger population of school age than was estimated in the Model,

Recommends that the Member States in Asia make the necessary efforts to speed up the increase in numbers of those receiving technical and vocational education at the second level and maintain the enrolment rate projections already fixed notwithstanding the rapid increase in the population of school age;

Recommends that in the light of the new information now available, the Member States in Asia revise their national projections concerning the growth of enrolments;

Recommends that Unesco examine periodically the results obtained in the Member States in Asia and assume technical responsibility for the revision of the Asian Model in the light of this new information.

RESOLUTION No. 3

Educational Policy

The Conference,

Noting the need to formulate educational policies which define in a coherent way the various aims of education, and in particular, those aimed at providing educational facilities for the whole community and those connected with national development,

Recommends that the Member States in Asia establish procedures and institutions for the formulation and periodical review of educational objectives taking into account the aspirations of the population and the requirements of economic, social and cultural development;

Recommends that the Member States in Asia draw up a strategy for the development of their educational system which corresponds to the objectives so formulated and that they derive the implications of these objectives for the structures, content and methods of the educational system;

Recommends that Unesco, with the collaboration of suitable regional and national institutions in the region continue to help the countries of Asia co-operate with a view to studying the national policies of the countries of the region;

Recommends that Unesco disseminate information about the experience of other regions in matters of educational policy.

RESOLUTION No. 4

Educational Planning, Management and Administration

The Conference,

Noting the importance of educational planning, management and administration for the implementation of national education objectives,

Recommends to the Member States in Asia:

- (i) to ensure closer integration of educational planning with development planning;
- (ii) to ensure closer contacts between educators and educational planners and administrators;
- (iii) to see that educational administrators receive a training which embraces both administrative competence and a knowledge of educational problems;
- (iv) to lay the foundations for prospective educational planning on improved techniques for forecasting manpower in the short and medium-term, on a wider range of statistical data and on improvements in the collection and use of educational statistics, bearing in mind the aim of democratization as well as all relevant social and cultural factors;
- (v) to see that the best possible use is made of the human, financial and material resources available for education and to mobilize all potential resources which could also be added to those already existing.

RESOLUTION No. 5

Structures and Content of Education

The Conference,

Noting that the structures and content of education must be revised according to the goals of economic, social and cultural development, the latest findings of psychology, new educational ideas and the concept of lifelong education,

Recommends to the Member States in Asia;

- (i) to define the educational structures and the kinds of educational institutions and activities which correspond to the goals of education in Asia;
- (ii) to develop curricula that are adapted to these structures, are in accordance with the requirements of national development and are able both to provide learning skills and to prepare for an occupation;

Recommends that Unesco assist the Member States in Asia to study, in particular, the most suitable methods for the training of technical cadres.

RESOLUTION No. 6

Teacher Education

The Conference,

Considering the pressing need to recruit and train sufficient numbers of teachers adequately prepared for their responsibility in the twofold context of educational expansion and of educational reform,

Recommends to the Member States in Asia:

- (i) to ensure that the material and professional conditions of teaching staff are such that they will attract and retain candidates of a high calibre;
- (ii) to give teacher training the character of a high-level professional training;
- (iii) to develop new methods of in-service teacher training, in particular, the specialization in certain disciplines by teachers engaged in general education;
- (iv) to increase the mobility of teachers by seeing that experienced staff are able to teach at a higher level or by allowing them to acquire higher diplomas;
- (v) to undertake research into the problems of teacher training;

Recommends that Unesco:

- (i) assist the Member States in Asia to organize sub-regional seminars on teacher-training curricula;
- (ii) set up a team of experts including teacher-educators to engage in evaluation, stimulation and dissemination of information on tried methods and structures among other activities that will suggest themselves as the team gathers data and experience.

RESOLUTION No. 7

Adult Education and Literacy

The Conference,

- I. Considering that adult education has an essential part to play in the renovation of education in Asia, in particular as a result of the new needs created by the modernization of agriculture and by industrialization,

Recommends to the Member States in Asia:

- (i) to integrate adult education more fully with school educational system as a whole, on an equal footing with school education;
- (ii) to set up in each country a national body, responsible for co-ordinating the various adult education activities, both public and private;
- (iii) to plan a varied and, if need be, new range of educational activities and curricula corresponding to the aspirations and needs of different economic, social and cultural groups of adults and young people;

Recommends to Unesco to assist in the establishment and development of sub-regional adult education associations;

- II. Considering the potential impact of functional literacy programmes on the social and economic development of the region and also on the concepts and methodologies of the whole formal education system,

Appreciating the valuable work done by the existing functional literacy pilot projects in several countries,

Expressing the wish that the results of these pilot projects be made known to all Member States in Asia when duly assessed,

Recommends that Member States and Unesco give great importance to this programme;

Recommends to Unesco:

- (i) to take early action to complete the studies already undertaken into the problem of assessing the results of functional literacy projects and the criteria and tests for such assessment; and
- (ii) to assist the Member States in assessing their functional literacy projects on the basis of the afore-mentioned criteria and tests;

Recommends further that Unesco select suitable pilot projects in the Asian Region to serve as centres for demonstration and training purposes through the organization of field operational seminars, study visits and other training activities; and assist the Member States to have the benefit of the achievements of these projects.

RESOLUTION No. 8

New Methods and Techniques

The Conference,

Considering that the new educational techniques, methods and materials, if understood as reflection of a new approach in pedagogy, represent an important means of renovating educational systems,

Recommends to the Member States in Asia:

- (i) to study the place of these new methods and techniques in a strategy for educational development;
- (ii) to prepare teachers for the use of these new methods and techniques;
- (iii) to see how methods and techniques developed in other regions of the world could be adapted to the conditions peculiar to Asian countries;
- (iv) to try out these new methods and techniques before putting them in general use;

Recommends that Unesco assist the Member States in Asia to undertake cost-benefit studies of these methods and techniques.

RESOLUTION No. 9

Educational Research

The Conference,

Considering that research on all aspects of education is the basic condition for the renovation of educational systems,

Recommends to the Member States in Asia:

- (i) to prepare research programmes into the various aspects of school and out-of-school education;
- (ii) to make preparation for research an integral part of teacher training
- (iii) to entrust a considerable proportion of research work to teachers and, if need be, to student-teachers;
- (iv) to see that the results of research are disseminated more rapidly, particularly among teachers at the first level;
- (v) to appeal to external aid for the financing of educational research;

Resolutions

Recommends that Unesco assist Member States to co-operate with each other in the exchange of information on educational research.

RESOLUTION N° 10

Science Education

The Conference,

Considering the national importance of formulating national science policies, plans and programmes and the necessity of institutionalizing these activities,

Convinced of the necessity of stimulating public understanding of the role of science,

Anxious to see national science improvement centres established for modernization and innovations in science,

Recognizing that a serious bottleneck exists in the promotion of science education because of the dearth of teaching equipment,

Realizing that the pre-service and in-service training of teachers is essential for success in science education.

Observing the problems created by learning science in a foreign language,

Believing that national development will be enhanced through the scientific education of adults, youths, and out-of-school population,

Recognizing the stimulating role which regional and international co-operation can give,

Recommends:

For national action:

- (i) that national bodies be established, where they do not yet exist, to advise governments on science education policies, plans and programmes as an essential component of national science policy, and that such bodies include teachers, university professors, administrators, planners, economists, industrialists and every interest committed to the promotion of modernization in science and technology as well as economic and social development;
- (ii) that an active programme of promotion of understanding of science and its application be undertaken by every Member State in order to secure massive support from the population in urban and rural areas; and for this purpose national science museums, radio, television, science clubs and journals be fully utilized in order to reach not only adults but also the youthful population;
- (iii) that national science improvement centres be established for purposes of carrying out research and experimentation in science education; that their responsibilities include the production of textbooks and resource materials for textbooks, design of prototype equipment, their production and trials, the running of in-service training, the restructuring of science syllabuses and courses, the modernization of their contents and the adoption of modern teaching methods, techniques and technologies in science education and training;
- (iv) that mass production of science equipment textbooks, audio-visual aids covering the whole range of science education be undertaken by Member States wherever possible, in order to cheapen the cost of modernizing science education; and that this activity be carried out without prejudice to the production of simple science equipment by teachers and students through their own ingenuity;
- (v) that pre-service and in-service training of teachers be improved, in particular, that new mechanisms be devised for rapid large-scale retraining of teachers in order to accelerate the rate of science education improvement; that incentives be given to those teachers who have undergone such courses and that teachers of teachers should also participate in the in-service training so that the educational process

for the promotion of scientific skills and attitudes may be quickly enhanced; and that the pre-service training of primary school teachers be intensified and take into consideration significant changes in the structure of science education, the capacity of children for acquiring scientific skills, and the increased emphasis that must be given to science education in the primary stage in order to influence the pattern of future advancement;

- (vi) that professional organizations of educators and educationists be encouraged in the Member States in order to intensify their awareness of the major changes and innovations going on in the world and increase the quantum of self-support, initiative and drive among these organizations instead of waiting for direction from above or external sources;
- (vii) that the use of the language or languages of the country be encouraged for science teaching and public understanding of the rôle of science;
- (viii) that science education be an essential component of adult and out-of-school youth education programmes, in order to promote an understanding of basic scientific facts and principles concerning daily life, health, work and environment, and inculcate scientific attitudes and skills.

For regional action:

- (ix) that a regional mechanism be established among national centres and projects, with a view to promoting exchange of ideas on the progressive reconstitution of the content of science education, the development of teaching materials, the utilization of modern techniques of instruction, the trials of these materials, the evaluation of testing and examination methods and the development of teacher education curricula, and that international assistance be sought for the development of this regional mechanism;
- (x) that the manufacture, on a cheap basis, of science education materials be undertaken on the regional basis, through co-operation and co-ordination among the Member States, and that special arrangements be agreed upon between governments to facilitate the exchange of prototype equipment for mass reproduction, the importation of manufactured scientific goods, without duties, in order that unnecessary development expenses may be avoided and high costs prevented;
- (xi) that regional seminars, workshops and conferences on science education be organized in order to facilitate the exchange of experiences and practices in the various countries in the region, and that international assistance be sought for the promotion of these seminars and workshops as well as for the organization of professional visits of science educators.

For international action:

- (xii) that Unesco in association with UNDP, UNICEF, IBRD, ADB and other agencies, be invited to consider the establishment of an international centre for the design, production and distribution of modern science teaching materials;
- (xiii) that international seminars and workshops on the improvement of science education content and methodology at primary, secondary and tertiary levels be organized by Unesco in order to promote exchange of ideas and knowledge;
- (xiv) that Unesco disseminate throughout the world information concerning the major achievements in science education development in all its aspects; that parallel with the support of science education improvement, Unesco be requested actively to promote a cultural education between East and West.
- (xv) that for the implementation of the national and regional programmes recommended above, international technical assistance be sought from Unesco and the United Nations family as a whole to meet this request and that bilateral assistance be also requested with a view to harmonizing international contribution towards science education improvement in the region.

RESOLUTION No. 11

Technical Education and Training

The Conference,

Considering the great importance of manpower planning in the promotion of effective technical education

Observing that the prestige of technical education still suffers in many member countries through inadequate remuneration and social attitude,

Disturbed by the continuing migration of technical manpower,

Anxious to further full employment for technically trained personnel,

Convinced of the benefit which legislative support can provide, and

Mindful of the contribution which regional and international assistance can give,

Recommends:

For national action:

- (i) that manpower planning be the basis for technical education and training, and that it receive statutory support and establish a proper balance between professional engineering graduates and other grades of technical personnel;
- (ii) that public understanding and support for technical education be secured in order to raise the prestige of technical education; that the status and remuneration of technicians be raised; and that the social and cultural attitude towards technical careers be progressively improved;
- (iii) that the migration of talent, commonly known as "brain drain" being detrimental to the economic and social development of Asia, in order to improve the situation, institutional facilities for teaching and research be created so that a critical "mass" of high-level personnel can be concentrated in these institutions, employed at satisfactory salaries, and enabled to contribute to the economic and social development of the countries of the region;
- (iv) that employment opportunities be created through substantial investment by the public and the government in order to ensure that technical manpower is fully employed, that facilities for self-employment also be encouraged through financial loans; that management training units be part of technical institutions; that institutions which provide education and training by having production units also be established with public funds; that these efforts are essential in order to ensure that technical manpower is productively employed; and that industrial participation in the training of technical personnel in plants and educational institutions be promoted;
- (v) that institutions for technical education concentrate more on the basic scientific and mathematical disciplines; that vocational and professional training be pursued mainly in industrial establishments that vocational guidance and orientation be provided in technical institutions; that projects also be undertaken in order to promote the acquisition of skills in design and fabrication; and that the language or languages of the country be encouraged in technical instruction; and that children in primary schools be introduced to technical education with the aid of toys, simple tools and mechanical devices
- (vi) that informal technical training be provided for workers, out-of-school youth and unemployed in order to promote technical skills;
- (vii) that technical teachers be encouraged to use modern techniques in their training and be regularly exposed to work in industrial plants so that they may be able to give proper training to their students; and that adequate salaries be paid to them to ensure they are not drawn away from teaching by the higher salaries offered by industries;
- (viii) that legislative support be given to technical education and training, and that such legislation include provisions for the contribution of a percentage of payroll to industrial training schemes, the utilization

of accredited skilled labour, the release of workers for sandwich courses in technical institutions, and the availability of apprenticeship facilities to new entrants.

For regional action:

- (ix) that regional seminars be arranged for purposes of exchanging ideas on manpower planning, brain drain, technical education, industrial training etc. and that international assistance be sought for such seminars;
- (x) that regional exchange of technical teachers be organized in order to promote exchange of knowledge and technical practices;
- (xi) that regional multidisciplinary research and development institutions be established with support from regional and international financial institutions.

For international action:

- (xii) that Unesco, in collaboration with ILO and UNIDO, carry out a comparative study of forms of training in industry in developed and developing countries;
- (xiii) that Unesco, in association with the other international organizations in the United Nations family, increase its assistance to Member States in their programmes of manpower planning, overseas training of technical teachers in industry and planning of technical and engineering institutions;
- (xiv) that Unesco, in association with ILO, call meetings of experts to review the 1962 international recommendations to Member States on technical education.

RESOLUTION No. 12

Education and Development in Rural Areas

The Conference,

Considering the inevitability of social mobility between populations in urban and rural areas and the necessity of providing education for all sections of the population,

Recognizing the necessity of providing a common core of academic disciplines to all children wherever they may live in a country,

Mindful of the special difficulties of rural areas in finding and retaining qualified teachers,

Convinced that the harmonious development of rural areas requires the education of youth, adults and women,

Mindful of the necessity of eliminating drop-outs in rural schools and thereby increasing educational productivity,

Emphasizing the importance of promoting full employment in rural areas, in: season and off season, and

Recognizing the contribution which regional and international co-operation can give in the promotion of education and development in rural areas,

Recommends:

For national action:

- (i) that education at all levels be available to all sections of the population in rural areas and be planned as an integral part of national, social and economic development, and that in addition it be considered as an essential element of rural development programmes;
- (ii) that curriculum development for education in rural areas must recognize the necessity of a common core of basic knowledge for both urban and rural areas and make special provision for environmental and agricultural education in order to facilitate the adoption of those techniques which will make the green revolution a reality; that technical and vocational education be provided in order to promote industrial development and employment possibilities for the rural population; and that cultural studies

be also given a prominent place in rural school curriculum so that social development can advance without any disruption of traditional cultures;

- (iii) that teachers for schools in rural areas be adequate trained and offered incentives which will enable them to remain in the places to which they are located; that preference be given to trainees from rural areas and their training should include special courses in agriculture, sociology, and co-operatives; and that attention be also given to the- selection of those with leadership qualities as village teachers occupy an important place in community development;
- (iv) that youths and adults, in particular women, 'in rural communities' be provided with facilities for functional literacy so that their chances for gainful employment may be increased; and that these facilities be continuous and permanent, organized with local initiative, to make use of such modern devices as radio; television, newspapers and correspondence courses;
- (v) that the high incidence of drop-outs in rural schools be dealt with effectively so that educational productivity may be increased and quality of education enhanced;
- (vi) that since unemployment and underemployment are high in rural communities; Member States continue to establish crafts and industries in rural areas; that cottage industries and craft also be encouraged; and that appropriate technical industrial and vocational training be made available not only in schools but also in industrial establishments;
- (vii) that students be encouraged to use their leisure in performing developmental jobs in rural communities so that they may gain experience about working conditions and contribute to the economic and social development; and that urban youths and workers be also encouraged to contribute along the same lines.

For regional and international action:

- (viii) that Unesco organize, in association with countries in Asia, seminars and workshops on the problems of education and development in rural areas in order to facilitate exchange of knowledge and practices in these fields;
- (ix) that international aid be provided for education and development in rural communities.

RESOLUTION No. 13

International Co-operation for the Development of Education in Asia

The Conference,

Having reviewed the progress of education in Asia during the last decade and the impressive achievements that have been recorded in the Member States,

Noting the magnitude of educational expansion and change that is anticipated for the Second Development Decade in relation to the economic and social needs of Asian countries, which at the present rate of growth and enrolment level, will call for a doubling of educational expenditures in the next ten years,

Considering that despite the sacrifices made by the Member States for the development of education, it is unlikely that future mobilization of national resources will fully meet growing demands for educational opportunities and qualitative improvement of educational systems',

Considering further that short of a thrust in favour of innovations leading to a regeneration of education in the region, solutions to the quantitative demands will be increasingly difficult to find,

Noting the increasing pressure of rapidly expanding demand for education on limited resources,

Recalling the resolution adopted by the General Assembly of the United Nations which proclaimed the Second United Nations Development Decade and recommended-that "each economically advanced country should

endeavour to provide by 1972 annually to developing countries financial resource transfers of a minimum net amount of one per cent of its gross national product", and

Recalling further 16 C/Resolution 9.11 of the General Conference of Unesco at its sixteenth session which recommends that such additional aid be distributed particularly through multilateral channels,

Recognizing that by far the largest proportion of the educational endeavour is necessarily supported and sustained by the financial resources of the countries themselves,

Invites the Member States in Asia to continue and intensify their efforts to ensure more rational determination of priorities for resources allocation and to mobilize adequate financial resources for more effective use for educational development, notably by measures designed to increase the efficiency and yield of the educational system, and to explore alternative or additional methods for achieving educational objectives by adopting corresponding structures, methods and techniques;

Invites the Member States in the region to continue and develop their co-operative efforts for mutual aid in a spirit of international fellowship;

Invites the Member States outside the region to increase their assistance to the Member States in Asia;

Invites Unesco together with the other competent organizations of the United Nations system, and international financing bodies, notably the International Bank for Reconstruction and Development and the Asian Development Bank, to take measures to promote greater flow of assistance to the developing countries in Asia and to intensify/heir co-operation with these Member States for the promotion of educational development;

Recommends that the aid thus to be channelled into education be integrated within the framework of national planning and be concentrated in such areas and aspects of educational development as to optimize national resources devoted to renovation of education in Asia;

Recommends further that the criteria, conditions and procedure for the provision of assistance be flexible and adapted to the needs of the countries, within the framework of the goals and priorities of the Second Development Decade.

RESOLUTION No. 14

Mechanism for Regional Co-operation

The Conference,

Appreciating the useful contribution made by the three existing regional centres for the improvement of education in Asia,

Hoping that these centres will be converted into national centres which will continue to serve the region,

Hoping further that Unesco will assist them in the process of their transformation into national centres and in their regional activities,

Endorsing in general the conclusions and recommendations of the Study Seminar on Regional Co-operation in Education in Asia, (1)

Recommends to Unesco to set up an Asian Centre of Educational Innovation for Development on the lines as described in the report of the Chiangmai Study Seminar, (1) and for this purpose to make provision for continuing consultation to define clearly the co-ordinating and originating functions of the Centre;

Recommends to Member States to take appropriate measures with the assistance of Unesco for the creation of national centres for the priority areas suggested in the report of the Study Seminar within the framework of the regional mechanism of co-operation.

(1) Study Seminar on Regional Co-operation in Education in Asia: Report. Bangkok/Chiangmai, 1-15 February

RESOLUTION No. 15

Regional Co-operation in Population Education

The Conference,

Considering that uncontrolled growth of population is a problem of the first magnitude, confronting the developing countries of Asia,

Realizing that such growth, while retarding economic development and improvement of living standards, has placed the educational system under heavy strain by the pressure on enrolment and by the incapacity of the existing facilities to serve the developing needs of the increasing student population,

Noting that the Economic Commission for Asia and the Far East is actively engaged in the fields of demography, family planning, population control and in the dissemination of information thereupon,

Recommends that Unesco in consultation with the Economic Commission for Asia and the Far East establish a Population Education Institute in Asia or develop an existing institution, to advise Asian countries on the impact of demographic problems in the sphere of education; to promote the study of curricula, including the identification of core subjects under various social and biological sciences in the area of population education, and categorize them according to the various levels of school education; to develop detailed curriculum guides, instructional materials, teachers' aids and teacher training programmes; and to help Asian countries to set up national centres for this purpose.

RESOLUTION No. 16

Regional Co-operation in Higher Education

The Conference,

Considering that the development of higher education in Asia requires to be strengthened and accelerated by regional collaboration and contacts and that the lack of is a handicapping factor,

Appreciating that universities in Asia require assistance in new operational strategies, systematic programming and developing faculties of advanced studies and research,

Noting that Unesco has assisted the development of science departments in several universities in Asia and have enabled some of them to become centres of excellence, offering facilities for advanced study and research,

Recommends that Unesco help some of the advanced centres of research in universities in Asia to develop and become regional centres of study and research in different sciences and humanities and also promote co-operation and continuous dialogue between such centres by giving facilities for the exchange of teachers and professors and by offering fellowships.

RESOLUTION No. 17

Co-operation between SEAMEO, UNESCO
and other United Nations Agencies

The Conference,

Recognizing the vital rôle that the South East Asian Ministers of Education Organization (SEAMEO) plays in the promotion of regional co-operation through education, science and culture;

Realizing the importance of the present SEAMEO centres which are already operating in the region:

- (1) Regional Centre for Educational Innovation and Technology, Viet-Nam (Interim Centre in Singapore);
- (2) Regional Centre for Education in Science and Mathematics, Malaysia (Penang);
- (3) Regional English Language Centre, Singapore;
- (4) Regional Centre for Graduate Study and Research in Agriculture, Philippines (Los Banos);
- (5) Regional Centre for Tropical Biology, Indonesia (Bogor); and
- (6) Tropical Medicine and Public Health Project (Central Co-ordinating Board in Bangkok, Thailand);

Considering that the South East Asian countries which are members of SEAMEO are pooling their own limited resources through co-operative efforts in order to assist themselves in the achievement of their common objectives,

Realizing the need of closer co-operation between SEAMEO, Unesco and other international organizations of the United Nations system as a means of ensuring a more successful prosecution of their respective programmes,

Expressing the view that the assistance of other countries and international organizations will greatly strengthen the programme of SEAMED and enable the Organization and its regional centres to pursue their objectives more effectively,

Recommends to Unesco together with other organizations of the United Nations system to consider giving more active support to the SEAMED programmes particularly in the provision of technical personnel, equipment, materials, consultant/advisory services, and scholarships within the South East Asian region;

Recommends further that SEAMEO make it possible, in a spirit of international fellowship, for other Member States in Asia to avail of the services provided by these SEAMEO centres.