

**UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION**

**FIRST MEETING OF THE INTERGOVERNMENTAL
REGIONAL COMMITTEE ON EDUCATION
IN ASIA AND THE PACIFIC (EDCOM)**

UNESCO, Bangkok, 24-26 June 1996

Final Report



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Introduction

◆ Organization and Scope of the Meeting

The first meeting of the intergovernmental Regional Committee on Education in Asia and the Pacific (EDCOM), organized by UNESCO, was held at the Principal Regional Office for Asia and the Pacific (PROAP), Bangkok, Thailand from 24 to 26 June 1996.

The Committee has the principal function of reinforcing regional co-operation in education in Asia and the Pacific. To this end the Committee serves as a forum for identifying priority issues and principal trends in education, and articulates the principal lines of action for UNESCO in education in the region. The Committee reviewed the past performance, significant achievements and persistent obstacles characterizing education in Asia and the Pacific region, especially since the last Ministerial Conference on Education. The Committee also identified areas for priority actions for the consideration of UNESCO, and for the next Ministerial Conference (MINEDAP VII).

In accordance with the decision of the Executive Board, the Governments of all 42 Member States of UNESCO in Asia and the Pacific region were invited to nominate appropriate suitable persons to be members of the Regional Committee. Representatives of funding agencies and non-governmental organizations were also invited. PROAP issued invitations to all nominated members and observers from Member States, NGOs, UN Agencies and funding agencies to attend the meeting, with *twenty-five* members, four representatives of Co-sponsors of World Conference on Education for All and *fifty-six* observers finally attending the meeting. A complete list of the participants is attached as Annex IV.

◆ Preparation of the Meeting

The background to the establishment of the Intergovernmental Regional Committee on Education in Asia and the Pacific lies in Recommendation IV para 41 of the Sixth Regional Conference of Ministers of Education and those Responsible for Economic Planning in Asia and the Pacific (MINEDAP VI), convened by UNESCO in Kuala Lumpur in June 1993 with the co-operation of the United Nations Economic and Social Commission for Asia and the Pacific. This recommendation urged UNESCO to constitute a Regional Committee on Education with broad-based participation, including representatives of funding agencies and NGOs, in order to plan, monitor and assess all of UNESCO's activities in the area of education. It was understood

that this Committee would replace the Advisory Committee and the separate Regional Consultation Meetings currently held to monitor the work of APEID (Asia and the Pacific Programme of Educational Innovation for Development) and APPEAL (Asia and the Pacific Programme of Education for All). The Committee is to meet in ordinary session once every two years, so as to ensure an effective input to UNESCO's programme activities at each session of the General Conference.

The General Conference of UNESCO at its twenty-eighth session approved the constitution of the Regional Committee by its resolution 1.7. Its Statutes (Annex V) were approved by the Executive Board of UNESCO at its 146th session, in accordance with the provision of Article 18 of the Regulations for the general classification of the various categories of meetings convened by UNESCO, as adopted by the General Conference at its twenty-eighth session.

Preparation for the first meeting of the Regional Committee began immediately after the approval of its constitution and statutes. To assist the Committee in its work UNESCO prepared two main working documents titled: *Development of Education in Asia and the Pacific: Issues and Prospects*; and *Development of Education in Asia and the Pacific: A Statistical Review*.

UNESCO also prepared a Draft Agenda for the meeting and Draft Rules of Procedures of the Regional Committee.

◆ Opening

The meeting was called to order by Mr. Victor Ordoñez, Director, UNESCO PROAP, Bangkok. He requested Mr. Colin N. Power, Assistant Director-General for Education representing the Director-General of UNESCO, to deliver welcome remarks and introductory comments on the objectives of the meeting.

In his address of welcome, Mr. Power explained the genesis of the creation of the Regional Committee which is to provide UNESCO with a comprehensive picture of educational priorities and needs in the region, in addition to providing guidance to the existing regional education networks and programmes like APEID, APPEAL, APNIEVE, UNEVOC etc. He pointed out that the Director-General gave this meeting the highest importance as it provided the principal venue for listening to the Governments and Member States to identify their priorities, needs and expectations regarding UNESCO's work in the region. He reminded the members of the Committee of its main function of reinforcing regional co-operation in education in Asia and the Pacific and, to this end, to prepare and to follow up the regional conferences of ministers of education.

Mr. Power called upon the members of the Committee to articulate and share their country experiences and priorities, and also identify common strands and themes, which can be woven together to formulate regional programmes of assistance in education, which UNESCO should support.

H.E. Mr. Sukavich Rangsitpol, Minister of Education, Royal Government of Thailand then delivered the inaugural address. The Honourable Minister of Education underlined, in his opening address, the importance of implementing education reforms to cope with the rapid changes in the society and in order to help cope with new challenges. Referring to the educational situation in Thailand, he stressed the need for a reassessment of curricular content and teaching methods in order to make education relevant and so a real tool for poverty alleviation, sustainable development, social cohesion and empowerment.

The full texts of the addresses of the Assistant Director-General for Education and the Hon. Minister of Education, Royal Government of Thailand are attached as Annex II.

◆ Work of the Committee

The Committee elected the following as officers of the meeting:

1. Mr. Surat Silpa-Anan	(Thailand)	Chairperson
2. Mr. Akihiro Chiba	(Japan)	Vice-Chairperson
3. Mr. Amraiya Naidu	(Fiji)	Vice-Chairperson
4. Mr. R.V. Vaidyanatha Ayyar	(India)	Vice-Chairperson
5. Mr. Mahinda Ranaweera	(Sri Lanka)	Rapporteur General
6. Mr. Michael Deaker	(New Zealand)	Rapporteur
7. Mr. Nilo L. Rosas	(Philippines)	Rapporteur
8. Mr. Munir Ahmed	(Pakistan)	Rapporteur

The Committee then adopted the Rules of Procedure (Annex VI), the Agenda (Annex I) and the Schedule of Work. The working documents were introduced by Mr. Victor Ordoñez, Director of the UNESCO Principal Regional Office for Asia and the Pacific. He also made a presentation depicting the regional scenario regarding (1) the Unfinished Agenda of Education for All for Asia and the Pacific region, (2) the challenge of preparing for a changing future, and (3) the link between education, peace, development and poverty alleviation.

A summary of the views expressed by the members of the Regional Committee on Agenda Items 6, 7, 8 and 9 are presented in the following chapters of the report.

The Regional Committee also discussed initial preparations for the MINEDAP VII. These discussions focused on the timing, venue and the main thrust of the next Ministerial Meeting, keeping in view the important wishes of the Member States so that they could be involved in the preparations for this important meeting right from the planning process.

◆ Round Tables

Although not an integral part of the Education Committee meeting paper, two roundtables were held on 24 and 25 June on topics of interests to the participants, which were well attended by participants in their individual capacities.

The first roundtable on *Roles and Responsibilities of the Multi-Lateral and Bilateral Agencies* was chaired by: Mr. Michael Heyn, Regional Representative and Resident Co-ordinator, UNDP. The panelists included: Mr. Charles Currin, Senior Education Officer, Asian Development Bank; Mr. Sheldon Shaeffer, Regional Education Adviser, UNICEF; and Mr. Ray Barge, Counsellor, Technical and Economic Co-operation Section, AUSAID. The roundtable discussed the role of international collaboration at global, regional and national levels; donor co-ordination strategies at the country level; and ways and means of harmonization of government and agency priorities.

The second roundtable on *Education for the Twenty-first Century*, with a focus on Asia and the Pacific, was chaired by Mr. Colin N. Power, Assistant Director General for Education, UNESCO. The panelists included: Mr. Zhou Nanzhao, Vice-President, China National Institute of Educational Research and Member of the International Commission on Education for the Twenty-First Century, and Ms. Kasama Varavan, Director-General of the Non-formal Education Department of the Royal Government of Thailand. The roundtable discussed the Delors' Commission Report on Education for the Twenty-First Century with particular reference to life-long learning and future trends in education in Asia and the Pacific.

◆ Closing

At the closing, the Regional Committee adopted the final report and requested the Chairperson to transmit the final report in accordance with the provision of Article IX of the Statutes of the Regional Committee, to the next General Conference of UNESCO through the Director-General.

The closing statement made by Mr. Colin N. Power, Assistant Director-General for Education, UNESCO, is attached at Annex III.

◆ Vote of Thanks

Mr. Victor Ordoñez, Director, UNESCO PROAP thanked all the members, observers from Member States, UN Agencies, NGOs, and funding agencies for their most effective participation and excellent contributions in the deliberations of the Regional Committee. He also thanked the Minister of Education of the Royal Government of Thailand for honouring the inaugural session with his presence and delivering a thought provoking address. He expressed his special gratitude to the Thailand National Commission for UNESCO for facilitating various administrative arrangements for the meeting and assisting with various arrangements.

On behalf of the participants, Mr. Chuman Singh Basnyat, Joint Secretary, Planning Division of the Ministry of Education of Nepal, thanked UNESCO for organizing the first meeting of the Intergovernmental Regional Committee on Education in Asia and the Pacific. He also expressed his sincere appreciation of the work of all members of the Committee in general and the chairperson, vice-chairpersons, rapporteur general and rapporteurs in particular for their excellent work during the meeting and in the preparation and presentation of the report of the meeting.

Unfinished Agenda: Education for All

The Agenda Item 6. Unfinished Agenda: Educational for All was introduced to the Meeting by the Director of UNESCO PROAP and the Co-ordinator of the Asia-Pacific Programme of Education for All (APPEAL).

Following the presentation on the agenda item on the subject, the representatives of the participant Member States and observers representing ADB, UNICEF, UNDP, ACCU, ICAE, and the field offices of UNESCO made observations, comments and recommendations on the subject. A brief report of the major issues and points raised during those interventions are summarized here:

◆ Reaching the Unreached

1. The Asia-Pacific region continues to experience high illiteracy and high drop-out rates from primary schools. This is specially true for countries from South Asia and LDC's. There is an urgent need to expand provisions and services for basic education, literacy and continuing education to those who have not been reached by the existing programmes.
2. One major segment of the population affected quite adversely are girls and women. There are also a large number of illiterate adults, youth and school children from rural remote areas, minority ethnic groups, floating population, working children, urban migrants, those living in poverty areas, drop-outs and out-of-school youth. Suitable indicators have to be developed to recognize illiteracy and inadequacies in basic education for the Asia-Pacific Region and for mechanisms which should be established to identify those in need of help.
3. There is a need to adopt key strategies that would devote special attention to the identified target groups. The programmes need to be innovative and tailored to respond to the unique needs and circumstances of the learners. The programmes also need to be flexible, relevant and should be part of the national literacy and basic education policies and institutional support mechanisms.

4. **One important mechanism to reach the unreached is to develop the curriculum and teaching learning materials especially focused on learners immediate needs and based on their environment. Such programmes would need to be conceived and developed, not as unconnected separate interventions, but as part of the continuum of life long education. The knowledge and skills acquired and the attitudes formed need to be transferable and renewable to suit changing needs, with emphasis on “learning to learn” and “learning to live”. It is in this context that more effective strategies should be adopted, such as teaching in the local language and using local examples and materials as well as taking into consideration any deficiencies in the cultural back-ground required to ensure the transfer of learning.**
5. **It is necessary to provide diverse forms of literacy, basic education and continuing education programmes including formal, non-formal, and informal which reflect the different dimensions of the rapidly changing context of youth and adult learning. Advocacy of EFA policies and programmes which have implications for the progress at the grassroots is therefore important.**
6. **The effective involvement of parents and the community in the education of children and youth would include ‘parents as first teachers’ as well as a learning resource. Education begins at birth and it is the responsibility of parents that every new child will be prepared to acquire basic educational skills. This would also encourage learner-school-family-society interaction resulting in quality parental and community support.**
7. **Democratization and equity of access to literacy and basic education opportunities for all could be increased if parents and community have a role in the management of the school, and the supervision of the teaching learning process. Strengthening the Parent-Teacher Associations, and mobilization of community resources would enhance effective implementation of programmes.**
8. **The unreached could also be reached through structures and methods which use non-formal, informal and other alternative delivery modes. An example is distance learning, which offers challenge for self development and learning following one’s own pace. This would be effective especially with the emerging new technologies. Another example is using a regional non-formal-education centre as a venue for organizing participatory activities, which aim to provide opportunities for sharing learning experiences, development of learning materials and other facilities, thereby creating an environment of active participation at regional level. However at the local level, community learning resource centres are effective in promoting literacy and basic education activities, especially of reading materials complemented by media.**
9. **A multi-sectoral strategy is required to promote literacy and basic education at the grassroots. Building partnerships and literacy networks with NGO’s, corporate sectors and communities are necessary. Support and collaboration are also required from religious institutions, the media personnel and other partners involved in literacy activities at the grassroots level.**

10. An intensive sector analysis needs to be carried out in order to analyse the situation of those who are unreached. The information obtained would support the formulation of policies and programmes to ameliorate the existing situation, and acquire additional financial resources to translate the goal of reaching the unreached for literacy and basic education programmes into reality.

◆ **Community Participation and Ownership**

1. It was stressed that programmes at the grassroots level should be carried out in the countries to raise awareness about the importance of literacy and basic education among parents and communities. Parental and community support is crucial for the success of literacy and basic education programmes.
2. Education alone cannot solve problems of illiteracy, non-enrolment, drop-out and repetition, since other socio-economic factors in the community, e.g. poverty and existing social welfare services have a lot of influence on them, Educators at the grassroots would need to work closely with specialists and workers engaged in other sectors, such as health and nutrition which contribute to the improvement of the quality of life and alleviation of poverty and promotion of literacy and basic education.
3. The home should be regarded as an extension of the learning system, particularly with regard to the preparation for schooling. Parents play an important role as first teachers for their children. Early childhood care and pre-school learning experiences, either home based or through grassroots-based community learning centres have contributed to increasing and enhancing school retention and scholastic success of children in primary school, in certain countries.
4. Ownership of schools by the local communities and parents was emphasized by participants in respect of physical ownership including construction and maintenance of educational physical facilities; and, psychological belongingness and ownership of school activities, particularly through their participation and involvement in the development of curriculum and programme of the school.
5. To strengthen ownership and governance of schools at the community, effective local based administrative structures and basic education, planning and management techniques need to be developed. This would then allow the programmes to respond to the specific characteristics and needs of children and people in the community, which can contribute effectively in reducing drop-out and repetition.
6. Building partnerships with NGOs which work closely with the people at the community level, should be encouraged to work together for promotion of literacy and basic education at the grassroots. Primary schools and kindergartens can be established by the community in co-operation with NGOs. These learning sites may be built in flexible manner utilizing available resources at the community including religious bodies such as churches, temples and mosques.

7. Community level volunteers with adequate training and preparation can serve as a precious workforce and important vehicle and instrument for promoting literacy and continuing education programmes at the grassroots.

◆ Improving Quality and Enhancing Learning Achievement

1. Several delegates emphasized that the quality and relevance of curriculum, teaching and learning materials, methods of teaching and teacher quality significantly impact on the rate and direction of retention and dropout of children and learners in literacy and basic education programmes.
2. It was noted that quality and relevance of curriculum is key to an effective promotion of literacy and basic education programmes for the unreached. It is important to ensure that the curriculum and teaching-learning materials are developed in local language and adapted to the given cultural, socio-economic and geographic contexts. A literacy and basic education programme especially packaged for the disadvantaged and underserved, including girls and women and other similar population groups should promote, along with the emphasis on the development of a whole and co-ordinated personality, life skills, such as health and nutrition, and other practical knowledge and skills essential for the day to day living and the overall improvement and enhancement of the quality of people's life. Income generating skills would be an added motivation to participate in such programmes.
3. The teacher is another key factor which operates as a vehicle in carrying out and translating curriculum and teaching-learning materials into pupil/learner action, actual learning and their transformation into positive and desired social and individual behaviour. The extent of success of a basic education programme therefore should not be measured simply in terms of test scores on knowledge and skills but the overall level of learning achievement reflecting the intrinsic changes in the total personality of the learner.
4. In order that the teacher is able to respond to the needs and ever-changing contexts and developments in the teaching profession, she/he requires continuing opportunity for training and retraining to upgrade and update her/his skills, knowledge and know-how. Such training and retraining opportunities must be made available to teachers and literacy workers so that the quality of literacy and basic education programmes is optimally ensured.
5. Parents and the community play a very crucial role in ensuring the quality and success of literacy and basic education programmes. Experiences in the countries of the region have demonstrated that adult and community education programmes, designed and planned, based on the felt needs and sustained locally through local community volunteers, contribute effectively towards enhancing quality as well as increased participation in basic education by the underserved and the unreached. Effective community and parental participation therefore is a prerequisite and an important ingredient for improving the quality and efficiency of literacy and basic education programmes.

6. The head-teacher, educational supervisors and other ancillary support staff play an equally important role in determining the quality and success of literacy and basic education programmes at the local level. Hence, it is critically important that appropriate capacity building programmes for head-teachers and other supervisory personnel are instituted and strengthened. Measures also must be taken to ensure that the head teachers and supervisory staff gain autonomy and authority necessary to devise and institute programmes having flexibility at the school level or within a cluster of schools which respond to the local needs, such as seasonal timetabling, selection of supplementary text materials etc.
7. A systematic and comprehensive monitoring and evaluation of the progress made for the promotion of “**basic education for all**” and assessment of the levels of learning achievement of children and other learners is essential to determine truly the extent to which the Jomtien goals have been attained and what remain to be achieved in terms of improving access and improving quality of literacy and basic education programmes. Collective efforts must be made among the countries supported by UNESCO and other agencies to institute a programme which would make such quantitative and qualitative analysis and assessment of progress in literacy and basic education specifically with reference to the unreached in the Asia and Pacific region.
8. The emphasis now is mainly on cognitive learning. In addition to cognitive skills, other skills and abilities are also important to achieve the objectives of basic education. Methods and instruments need to be developed to evaluate these non-cognitive skills in the normal process of evaluation.

◆ **Priority Areas for Action**

1. A salient point of the discussions concerned the objective and scope of the EDCOM meeting. Member States underlined that its main objective is to advise UNESCO’s Director General on the regional co-operation in education to be implemented in the Asia-Pacific region in the years to come. They also underlined that UNESCO not being a funding agency, it is important to formulate a clear strategy illustrating how its services would be available in support of the regional and country programmes in education.
2. Member States highlighted programme strategies and modalities for the promotion of Education for All in the Asia-Pacific region. They focused specifically on three important areas: “reaching the unreached”; “community participation and owner-ship”; and the “improvement of quality of education and enhancement of learning achievements”. The major strategies outlined by the meeting focused on mobilization of grassroots support for community based learning facilities, development of programmes and materials and training for promotion of literacy and basic education and life-long learning.

3. Several delegates recommended that a Regional Non-formal Education Centre should be set up to support the development and dissemination of non-formal education methods and approaches in support of “basic education for all” particularly with reference to the unreached population groups in the Asia and Pacific region.
4. “Reaching the unreached” was clearly a major subject of interest. Although most of the affected target groups and strategies were underscored in the discussions, it also remained apparent that some areas might deserve further attention in order to achieve universalization of primary education at large, e.g. children in special and difficult circumstances, children with disabilities, the provision and improvement of school facilities and the increasingly important area of refugee education.
5. While Member States recognized the expertise developed by UNESCO in the field of education and human resources sector analysis, they recommended that this type of exercise should increasingly focus on “reaching the unreached” with emphasis on poverty alleviation.
6. Member States endorsed that APPEAL and APEID have promoted effective regional co-operation and made valuable contributions for the promotion of education and development in the region and called upon UNESCO to reinforce and strengthen these programmes with adequate programme and staff support.
7. The Japanese delegate recommended that the financial contribution provided annually by the Government of Japan for support of literacy activities in Asia and Pacific be decentralized and entrusted fully to the Asia and Pacific Programme of Education for All (APPEAL), UNESCO, Bangkok.
8. UNESCO was requested to review its strategy between now and the Year 2000 in relation to the achievement of EFA goals, and in particular consider Asia as the priority region for EFA interventions.
9. UNESCO was requested to strengthen and energize its offices in countries with large populations of illiterates and improve the professional capacity for EFA work.
10. The Member States expressed the need to develop mechanisms for exchange of information about successes and failures, problems and issues pertaining to EFA activities in the countries of the region,
11. The participants felt the need for conducting studies to determine the impact of UNESCO’s efforts in quality improvement of education, e.g. whether the guidelines embodied in the General Conference and International Conference of Education (IBE) recommendations are filtered down to teachers and classrooms, resulting in observable behavioural changes and changes in teaching-learning practices.

The Challenge: Preparing for a Changing Future

◆ Delors Commission

There was general consensus amongst Member States that this helpful report should be translated into national languages; disseminated across the region; debated and assessed for action at member state level.

a) Technology and the Future

Member States recognized that technology in education offered very large opportunities, for those with the necessary infra-structure. However equally strong views were expressed that technology also posed a considerable threat of widening the gap between the haves and have-nots. Several Member States urged UNESCO to facilitate assistance by investment, teacher education and international networking.

b) Teachers of the Future

It was agreed that the crucial challenge is to recruit, train and retain competent teachers, who are the real agents of change; and that “good schools require good teachers”. As countries modernize it is increasingly difficult to recruit suitable people into the occupation and to provide a reward structure that maintains their career long involvement, in competition with other employment opportunities.

All countries stressed the importance of the career-long professional development of teachers. There was a similar consensus that teachers across the region require retraining opportunities because of such changing demands as the inclusion of special needs children, and to make the most of opportunities presented by technology.

c) *Curriculum of the Future*

The curriculum is the corner stone for improving the quality and relevance of education. Member States were concerned that trends towards globalization reduce the effectiveness of teaching traditional values and cultures. Learning to learn, and becoming a life long learner, were both seen as important outcomes of the school curriculum. Delegates were of the view that in order to establish a culture of peace and understanding across the region, curricula of the future would have to enable more effective multi-cultural learning.

d) *Human Resource Development and Training*

There were calls for increased priority to be given to human resource development. This was considered to be a vital element of reform. UNESCO could assist by facilitating the sharing of knowledge and experiences; undertaking an analysis of the education human resource sector of selected countries, and developing a common framework for facilitation.

e) *Rapidly Transforming Societies*

Several Member States, evolving from planned to market economies, urged UNESCO to assist them in the modernization of their education systems. Specifically, they seek advice on how to establish links between education and enterprise with particular reference to technical and vocational education. The potentiality of non-formal approaches for the continuing education of the workforce was also considered.

f) *Partnerships for the Future*

Frequent references to the importance of partnerships in education reinforced the message from Jomtien that 'education is far too important to be left to governments (and teachers)'. Examples discussed by Member States included:

- enterprise/education partnerships;
- school/community and parent partnerships;
- NGO/Donor Agency/Government partnerships.

Countries noted the importance of networks to enable the sharing of information and experience with regard to teacher training programmes, teaching and learning resources, and skilled personnel.

◆ Priority Areas for Action

1. In view of the importance of the Delors report to UNESCO on Education for the Twenty-First Century, that Member States translate, disseminate, debate and take action on Learning: The Treasure Within.
2. That programme activities related to the challenge of preparing for a changing future (and to the other types of issues, concerns and priorities arising from the Delors report), be implemented by UNESCO PROAP.
3. It is recommended that as countries seek to re-engineer, strengthen and upgrade their education systems special attention be given to the pivotal role of teachers in the process of educational improvement,
4. Member States were of the view that the outcomes of a successful curriculum should be: students equipped with skills to be life-long learners; societies who demonstrate high levels of multi-cultural understanding; and, the maintenance of traditional values and cultural identity to enable the perpetuation of a cultural mosaic across the region, in which peace and international understanding are predominant.
5. The priorities for action in technology education, agreed by Member States, were:
 - a) the facilitation of carefully targeted investments to ensure equity of access to information technology, across Asia and the Pacific;
 - b) work with the support of the Asian Development Bank to provide programmes for the upskilling of teachers to enable the best opportunities for learning to be taken from information technology;
 - c) the construction and maintenance of regional networks (such as the APEID Network of Associated Centers) to ensure that children in all Member States will benefit from technology education;
 - d) establishment of a resource centre for educational technology.
6. UNESCO is asked to increase actions to assist Member States in the development of their human resources.
7. Member States evolving into modern market economies should be assisted with models and advice to establish education/enterprise partnerships which will produce more effective technical and vocational education opportunities.
8. Action needs to be taken to help forge close partnerships in education involving all participants in the education enterprise such as governments, teachers and their associations, parents, and other members of the regional community, such as Non-Government Organizations, in order to help ensure the relevance and effectiveness of education.

◆ Education Sub-Sectors

Secondary Education

There was recognition that secondary education is the weakest link in the education chain. Member States expressed the view that secondary education should not just be a preparation for entrance to university but should also equip students for entrance to the workforce. The need to introduce innovative structures to introduce vocational education to secondary education was highlighted. The difficulties and limitations of vocationalizing secondary education were also noted.

Other issues identified were:

- the quality gap between private and public secondary education;
- the changing roles of teachers;
- the need for a reliable and relevant examination system, which does not just measure factual recall but also encourages creative and divergent thinking.

Countries requested that APEID make secondary education one of its major programme areas. Since IBE also has secondary education as a major focus, it was requested that they undertake activities in this area that are of relevance to the Asia-Pacific region.

Vocational and Technical Education

Countries were of the view that there should be a much closer link between education and the world of work. Areas where co-operative activities would be particularly helpful include: teacher education for vocational education and training; curriculum; materials; and, CD ROM and Internet studies. However, undue emphasis on technical skills at the expense of a broad general education was considered by some to be dangerous.

Countries agreed that UNEVOC requires greater flexibility to enable the curriculum to change to meet changing demands.

Many countries recognized the need for the validation of on-the-job learning to improve the image and status of technical and vocational education. A number of countries urged the provision of vocational training and skill development opportunities through non-formal education. Some countries were unwilling to support a regional convention on the recognition and validation of learning on-the-job since they thought it was too early to do so; some standard-setting exercises may need to be carried out before undertaking this task.

Higher Education

Countries expressed the view that high-quality higher education is imperative for the 21st century, and that this should be a priority. Key concerns expressed included:

- implementation of Resolution 1.6 adopted at the 28th Session of UNESCO General Conference regarding the strengthening of a Regional Programme on Higher Education in Asia and the Pacific;
- quality control within an increasingly international higher education market;
- the frequency of qualification inflation;
- financing and resourcing, with particular reference to private sector and government financing;
- autonomy and governance issues.

There were requests for expanded and more effective networking between higher education institutions, and between organizations with an interest in higher education such as APEC and AUAP.

◆ Priority Areas for Action

1. That in providing technical assistance to Member States in the areas referred to above, UNESCO PROAP and ACEID need to be forward-looking.
2. That the various UNESCO Institutes based in Europe (such as IBE, IIEP and UIE) be required to decentralize some of their activities, for example in the area of basic education, secondary education, etc. that are relevant to Asia and the Pacific.
3. Member States are of the view that UNESCO could co-ordinate developments in secondary education to:
 - a) introduce pre-vocational skills to expose students to the world of work and enhance their trainability;
 - b) close the quality gap between private and public education;
 - c) lead teachers into modern curricula and methodologies; and
 - d) establish reliable and relevant systems for assessment and evaluation which stress creative and divergent thinking, problem-solving skills, and overall student achievement, rather than just the measurement of cognitive skills.
4. Member States would appreciate UNESCO's assistance in strengthening links between education and the world of work. This could be delivered through: teacher training for vocational education; the creation of vocational/technical curriculum templates; and learning resources such as CD ROM and Internet studies.

EDCOM

5. **EDCOM was of the view that UNESCO should articulate and act on the goal of achieving high quality higher education for the twenty-first century. Specifically, Member States recommended that programme efforts should concentrate on:**
 - a) **quality control in the international higher education market;**
 - b) **financing and resourcing issues;**
 - c) **the autonomy and governance of higher education; and**
 - d) **the upgrading of effective networks (including UNITWIN and UNESCO Chairs) linking higher education institutions and linking UNESCO with organizations such as APEC.**
6. **Establish partnerships with the corporate sector and take appropriate steps to better harness international capital to promote learning and education.**
7. **Explore possibilities of promoting private sector involvement in higher education and implementing cost-recovery measures.**

Education and the UN Goals of Development and Peace

◆ Agenda Item 8 - Education and the UN Goals of Development and Peace

1. The representative of the Director-General of UNESCO, Mr. Colin Power, gave a very brief introduction of the session, emphasizing the following points:
 - In what ways do the participants want to use UNESCO's expertise in the areas of environment, population education and information for development programmes in their respective country programmes?
 - In what ways do the participants want to use UNESCO's expertise in promoting/integrating into the country's curricula the Culture of Peace programme of UNESCO?
 - What sort of things do the countries represented want UNESCO's assistance to promote the Culture of Peace programme in their respective schools?
 - In what ways do the participants want UNESCO's assistance to promote its cultural heritage programme?
 - In what ways do the participants want UNESCO to assist in rebuilding country's educational system after a conflict/crises/natural calamities?
 - What recommendations/suggestions do the participants want in terms of programme priorities? What sorts of programmes do the participants want to see and get UNESCO's assistance?
2. Dr. Lourdes-R. Quisumbing president of APNIEVE, gave a very brief, concise presentation on the background, objectives and plans of APNIEVE. She emphasized that APNIEVE aims to assist in the implementation of the Declaration and Integrated Framework of Action for Peace, Human Rights and Democracy. According to her, it is a direct response to the MINEDAP VI Document, the 1993 Kuala Lumpur Declaration of Education which states that the first overarching concern of the Conference is the importance of values,

ethics and culture in education, the second being the need to improve the situation of women and girls within the education systems of the region. This is a follow-up to the ICE recommendation and the Delors' Pillars.

- She invited everybody to become a member of APNIEVE. She underscored the fact that it is a network of both government and non-government individuals/organizations/institutions.
 - Dr. Quisumbing recommended that EDCOM embrace APNIEVE under its umbrella like APEID and APPEAL. The same recommendation was voiced by Japan and Philippines to put APNIEVE in the same level as APEID and APPEAL in the PROAP in Bangkok.
3. Many member countries and observers who took the floor supported international education and values education programmes and the APNIEVE which is a concrete response to UNESCO's goal of constructing peace in the minds of men.
 4. UNICEF proposed that within the framework of the Convention of the Rights of the Child they could share a kit of training modules in conflict resolution, peace education, respect for human rights which may be used in values education programme which eventually could be reproduced for regional dissemination.
 5. Member States urged UNESCO to support financially APNIEVE and ASP and that PROAP should give high priority to these programmes. Token financial contributions may be offered in 1996 by Member States (Rep. of Korea). Review of history textbooks in the region was also suggested.
 6. Observers from SEAMEO and ASBAE stated that their goals coincide with APNIEVE and international education programmes and recommended that their networks work together in the pursuit of this common goal.
 7. Several countries suggested that an integrated and holistic approach in the teaching of values be utilized. Similarly, some Member States stressed the need for internalization of values done through other means rather than teaching, e.g. creating wholesome environment and through modelling. Others recommended the teaching of values education as a single, separate subject in order to measure tangible impact.
 8. Several countries shared their experiences with others in the infrastructure of values education in their respective curriculum. One such approach is the thematic teaching of values in every subject area. Another member country suggested the inclusion of a generic transferable education-based skills for a culture of peace.

Education and the UN goals of development and peace

9. One member country raised the issue of non-response of UNESCO participation programmes to the member country's request for financial assistance within the framework of participation programmes. Another Member State stressed the need for UNESCO Paris to give a fair share to Asia-Pacific from the Participation Programme because of its large population.
10. On the issue of education as a tool for poverty alleviation all member countries are one in saying that education is really a patent tool for poverty alleviation. One member country stressed the need for having relevant and meaningful education addressing directly the main needs of an individual from a socio-economic perspective. Several alternative options being utilized in some countries using education as a tool for poverty alleviation were shared. One such scheme is the foster parents association.
11. The Environment and Population Education and Information for Development (EPD) programme was discussed and it was felt it should be more focused to meet educators needs and disseminate these essential messages in a concrete way.

◆ **Priority Areas for Action**

1. The Committee strongly urged the UNESCO regional office to give full support to the APNIEVE network, using it as a major vehicle for its work in international education and values education, and encouraged Member States to participate and join in this network.
2. The Committee also encouraged strengthening the links between APNIEVE and other NGOs and groups with similar purposes and shared goals.
3. Poverty alleviation was seen to be a major but very complex goal. The Committee encouraged the regional office to seek out, inventory, and disseminate successful cases where education has become a real tool for poverty alleviation.



Reorientation of Programme Thrusts

+ Priority Action Areas

① APPEAL

A brief presentation was made by Mr. Kasaju, the Co-ordinator of APPEAL, outlining the genesis, scope and nature of APPEAL's programmes with focus on the following three areas:

- a) Eradication of Illiteracy;
- b) Universalization of Primary Education; and
- c) Continuing Education.

It was explained that APPEAL's current programmes focused on development of literacy and basic education materials and training strategies and methods for promotion of literacy and basic education, particularly with reference to girls and women and disadvantaged and underserved population groups in the countries of the region. These programmes have been supported under the Regular Programme of UNESCO and Funds-in-Trust contributions from the Governments of Japan and Norway.

During various interventions on the subject, while endorsing the valuable contributions made by APPEAL and APEID in the development of education in the region through these inter-country co-operative programmes, the Japanese representative to the EDCOM reiterated and assured that his government will continue to extend its financial contributions for the two programmes.

Emerging from the general discussion on the subject, the other specific priority areas suggested for action included the following:

1. UNESCO should accord the highest priority among its priorities to basic education, in terms of staff and financial support for regional programmes through the Asia-Pacific Programme of Education for All (APPEAL).

2. The five high population countries namely, Bangladesh, China, India, Indonesia and Pakistan as well as several LDC's are in the Asia and the Pacific region. APPEAL should develop a programme strategy for reaching the unreached, with special emphasis on girls and women, particularly with reference to these countries.
3. APPEAL should promote further the development of materials and training for/of literacy and continuing education materials for improvement of the quality of life and income generation and development of skills, including numeracy and literacy, problem solving and multi-cultural living, particularly with emphasis on poverty alleviation and harnessing community participation and ownership.
4. APPEAL should promote the use of computer and other technologies and Internet to share and disseminate information and materials on literacy and basic education in the region and explore possibilities of attracting private bodies and generating large scale mass mobilization to support literacy and basic education programmes.

② APEID

Mr. Maclean, the Chief of ACEID, in introducing the past work of APEID and its future orientation noted the following points:

- that APEID was oriented to post-primary education;
- that APEID's focus was educational innovation for development;
- that networking and the development of **partnerships in education**, was a central modality in its operation; and
- that a research base was important for educational policy making and practice.

The Chief of ACEID appreciated the particular contribution of Japan through the recently evaluated Mobile Training Team Programme, and the contribution of several countries to both the staffing in ACEID (by supporting associate experts or secondments) and to particular projects.

For the future, the notion of educational innovation for development utilizing the network/partnership modalities was central. Member States were invited to identify priority areas for ACEID so that its resources could be put to best efficient use.

EDCOM supported the general thrust for APEID and suggested the following as specific priority task areas to be addressed during the sixth programme cycle of activities (1997-2001) in promoting skills in educational innovation for development in respect of:

- Secondary education including restructuring and curriculum reform;
- Teacher education including recruitment and retention;

- Higher education including issues of privatization;
- Technical and vocational education with an emphasis on infrastructure development and enterprise education;
- Educational technology;
- International, moral and values education; and
- Research, including the financing of secondary and higher education.

In undertaking these priority areas, ACEID should work co-operatively with other organizations and networks in the region with the same areas of interest, such as SEAMES and UNICEF.

EDCOM encouraged the use of the network/partnership modality with the APNIEVE network to be given specific assistance. The Mobile Training Team modality will be continued given the announced continued support of the Japanese Government. ACEID was encouraged to concentrate on the innovative development of skill-based programmes incorporating problem-solving, language and multi-cultural notions.

Member countries sought the provision of adequate staffing, expertise and resource materials to enable the programme tasks to be achieved.

③ General

1. Member States focused their attention on the need to develop accurate and effective monitoring and evaluation mechanisms to assess the impact of UNESCO programmes in education. It was recommended that auxiliary mechanism be developed so as to ensure implementation of EDCOM priorities, continuity of direction, and adequate guidance for specific major programmes. It was underscored that there is need for a better programming exercise focusing on clear delineation and definition of education goals, design of programmes and their scope, adequate benchmarks to measure the progress accomplished and assessment of the impact attained. Similarly, the delegates also highlighted the imperative need for disciplined planning, implementation and evaluation of UNESCO's programmes at a time when resources are increasingly becoming limited.
2. The delegates also discussed the need for UNESCO to carry out a realistic assessment of the gaps currently existing between the available resources, both human and financial, and what is required to achieve the goals set forth for educational programmes in the region.
3. The role of the office with regard to sector studies, educational planning and statistics also came under discussion. The delegates suggested that this role is such that there may be a need for a separate unit for this purpose.

4. In the area of building national capacities and delivery of training programmes, Member States highlighted the need for UNESCO institutes such as UIE, IIEP and IBE to be more visibly present in the region and to re-orient their training programmes and methods towards meeting the needs and realities of the Asia-Pacific region. The institutes may decentralize some of their activities for the purpose.
5. The members of the EDCOM underlined the need for enhanced co-operation with regional and sub-regional networks and organizations already present in the region such as SAARC, ASEAN, SEAMEO and APEC, donors, development banks and other UN agencies.

④ Preparation for Draft Programme and Budget for 1989-1999

The report *Consultation on the Preparation of the Draft Programme and Budget for 1988- 1999* was presented by a representative from UNESCO HQs. Preliminary views were requested from the participants with clarification that they will consult with their governments.

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Initial Preparations for MINEDAP VII

◆ MINEDAP VII

1. The meeting recommended that MINEDAP VII be held in either 1998 or 2000, taking into account the timing of other World Conference(s) between now and the end of the century.
2. The meeting noted, and expressed its appreciation regarding the kind offer of the Republic of Korea to host MINEDAP VII.

Annex I

Agenda

- 1. Opening of the session**
- 2. Election of the Chairperson of the Committee**
- 3. Election of the three Vice-Chairpersons and the Rapporteur**
- 4. Adoption of the Agenda**
- 5. Organization of the work of the session**
- 6. The Unfinished Agenda: Education for All**
- 7. The Challenge: Preparing for a Changing Future**
- 8. Education and the UN Goals of Development and Peace**
- 9. Reorientation of Programme Thrusts:**
 - **review of programmes**
 - **strengthening programmes for greater efficiency and service**
 - **proposals to the modification of and Rules of Procedure of the Committee**
- 10. Initial preparations for MINEDAP VII**
- 11. Adoption of the recommendations and the final report**
- 12. Closure of the session**

Annex II

Opening Addresses

Address of Welcome

by

Mr. Colin N. Power
Assistant Director- General for Education,
UNESCO

Mr. Chairman,
Your Excellency Minister of Education for Thailand,
Excellencies,
Distinguished delegates,
Ladies and gentlemen,

Firstly on behalf of the Director-General of UNESCO Federico Mayor, let me begin by welcoming you to the First Meeting of the Intergovernmental Regional Committee on Education in Asia and the Pacific (EDCOM).

As you know this Committee was established by the last General Conference which decided to establish this Committee as a Category II meeting of UNESCO. That means nothing to most of you. But if you understand that Category I is the General Conference, that is, the supreme governing body of the Member States of UNESCO, then Category II is a very high level committee. I want to stress the importance therefore of this committee as a very high level committee. You represent your government or your organization and what UNESCO expects is that you speak with the full authority of your government. When you speak, you are making recommendations to UNESCO, to the international community and to all of the agencies represented here, on behalf of your government. At the same time you are making commitments. If you say that your government wants to promote regional co-operation in a given area, you are saying that it is committed to supporting co-operation, (not necessarily in cash but certainly in kind). So this is a very important

umbrella committee. It oversees the entire range of educational programmes for UNESCO in the region. UNESCO is not only an international organization, but it is the only organization which includes in its membership all of the countries of this region. There are many other regional sub-groups and sub-groupings which are very important, but UNESCO is the only one which covers the entire Asia-Pacific group of countries.

The region boasts of two of UNESCO's most successful regional co-operative programmes: APPEAL and APEID. Each of these has had its own governing mechanisms. It is certainly not our intention to replace these mechanisms by this committee. The committee is an umbrella committee. It is up to you to determine exactly how such groups as APPEAL and APEID will fit into the umbrella mechanism. Our intention is not to remove, but in fact to reinforce them. We have found over the years that the support for APPEAL and APEID has wavered somewhat. I have to acknowledge here, of course, the strong support of several countries, like Japan for APPEAL and ACEID activities. It has not wavered at all. But resources given to APEID from the regional and international organizations have tended to diminish. Yet, the need for regional co-operation in education is ever more present. So, our intention is to broaden the base of support for such regional programmes as APPEAL and APEID by making sure that the Committees can promote the strengthening of regional programmes by greater government commitment to regional co-operation, by greater commitment on the part of multi-lateral and bilateral organizations active in the region, and by better co-ordination of effort.

There are many other reasons why we have moved to establish such a committee. The APPEAL and APEID programmes, of course, will continue. But there are new regional thrusts, new regional priorities. For example, I could mention the new network for promoting co-operation in the field of education for international understanding and values education - APNIEVE. This network was established in the aftermath of the recommendations of the MINEDAP VI and the 44th ICE Conference. As you remember, the Ministers themselves focused on two key strategic areas for the region which Ministers felt to be of crucial importance for co-operation in the region. Education of girls and women was one priority and moral education was the other. So we have to bear in mind both of these thrusts because this Committee must follow up the decisions of the Ministers of the region.

There are other things which represent new challenges which the region must face up to. I would want to emphasize some of the other regional programmes and global programmes of UNESCO. In your deliberation you have to prioritize some of these concerns. In particular, of course, we have in the region a very successful regional co-operation in the field of technical and vocational education under the UNEVOC umbrella. Of course, we recognize the importance of technical and vocational education, but must ask how can we best promote the networking and the co-operation between the governments as well as between UNEVOC centres in the region? And how does TVE fit into the overall framework of APPEAL and APEID?

In the General Conference, interest was shown by Asia-Pacific in the field of science and technology education. How we can strengthen co-operation in the region in this field. And how can we strengthen the co-operation in the field of higher education? This was of some considerable concern to Member States of the region during the General Conference. Member States noted that the UNITWIN and UNESCO Chairs programmes is quite strong in many regions of the world but rather weak in the Asia-Pacific region. It is a region which has set up only recently a network for co-operation in the field of higher education (association of universities in Asia and the Pacific). But if we look at look at the region, co-operation is patchy. There are sub-regional networks promoting co-operation among higher education institutions, but there are no overarching programmes, policies or priorities in the field of higher education. We would certainly want to see a strengthening of the UNESCO Chairs programme so that we can promote the rapid transfer of knowledge and expertise, and build up institutional capacity at the national level in developing countries. The UNESCO Chair is not a programme for scholarships, but a programme for institutional building at the national level. But how many chairs do we have in the region? Where should these chairs be? In what fields would they be? These are the issues on which the Director-General needs advice. The General Conference has asked UNESCO to strengthen the UNESCO Chairs and UNITWIN projects in the region. We want to see that done and we need your help, your support and your guidance.

Similarly, there are many reforms needed in the field of higher education. We are preparing for a World Conference on Higher Education in 1998. There will be a regional preparatory meeting at the UNU in Tokyo next year. We need to map the needs in the concerns of the countries in the region and to ensure that these are reflected in the World Conference. We would hope the World Conference will be similar to the Jomtien World Conference on Education for All: that is, it will forge the new consensus on the shape and direction of higher education for the future - a consensus which embodies not just the vice-chancellors and rectors of the universities but also governments, employers, students - the whole range of partners and players, who are interested in higher education. We feel such a new consensus, a new thrust, is urgently needed. We have too many cases now in higher education of vested interest, too many conflicts, too many difficulties. There is no consensus in many countries about what sorts of reforms are needed in higher education. We also have many attacks on higher education systems - given their cost and problems of graduate employment. But the universities, on the other hand, are often under-appreciated - they are essential for development. So we have now, I think, to move to a new consensus in society about the role and importance of higher education.

There are other things which have happened in the international community which are extremely important for the Asia-Pacific region. We have had in recent years a spate of UN conferences. We have had the conference on the environment in Rio, on population in Cairo, on social development in Copenhagen, on women and development in Beijing. All of these reflect a dissatisfaction with existing models of economic development and the push for a new paradigm for development which

says that human development must be at the centre of development. The paradigm shift is now increasingly being recognized by governments, and by the donors and international communities. But what does it mean for the Asia-Pacific region? What new thrusts are necessary in our basic education programme, in our overall development programmes if we are to put people and poverty alleviation back to the centre of the development equation; if we are to shift away from an obsession with economic growth and the market economy towards a more equitable humane and sustainable position.

These are issues which you as a Committee must deal with, and you must translate into priority actions in the field of education for the region. One of the realities of our age then is the increasing globalization of education. Another - I now speak as an Australian living in Paris - is the enormous impact regional economic and political co-operation is having on education in some regions, and in particular in Europe. I have to ask you as members of this advisory committee if you can reflect upon some of the changes that have taken place: why for example, is the European Union spending billions of ECU on promoting co-operation among its member states, amongst the European countries, particularly the western European countries? Why is it spending millions of ECU on education co-operation in Europe? And what can the Asian-Pacific region learn from this? Is the Asia-Pacific region spending billions of dollars on regional co-operation within the region to promote the possibility of young people moving amongst the countries in the region, promoting trade, cultural development, and peace within the region? How much are we spending on co-operation? Why is Europe spending so much? Why have the Arab States come together and talk so much solidarity within the Arab region? I have just come recently from Jamaica, from the Latin American and the Caribbean Ministers' Conference. Why did the Ministers throw away the recommendations of their Permanent Secretaries and spend three days working hard together to write their own? The Ministers are serious about reform to co-operation in the Latin American and Caribbean region. Why are the various regions of the world becoming very much more concerned about regional issues in the field of education and culture? And shouldn't the same be true for the Asia-Pacific region? What are the issues of concern if we are to promote better understanding, if we are to learn to live together as the Delors Commission Report put it? What are the implications for the teaching of language, of history, of geography within our region? And if we are to teach each other's language and history and culture, isn't this best done in a co-operative manner? Can you write each other's history? Do you not need to share and to work together to promote improvements in the teaching of these subjects? And there are many other fields as well, of course, where we want to see more co-operation.

I want to say that the region must come together in the same way that other regions in the world are coming together. What is it that makes the countries around this table, Asian and Pacific? And how can we indeed promote co-operation between the countries of the region? I have this problem I have to tell you. In the Latin American and Caribbean region, there is a divide between the Latin American and the Caribbean countries. At the Ministers' Conference, for the first time, the Ministers'

saw the need to promote co-operation between the relatively small Caribbean countries and the relatively large and powerful Latin American countries. Can we do the same for the Asia-Pacific region? Can we build the bridge between the Pacific and the superpowers of the Asian region? How can we promote better understanding, better co-operation between the countries of the region? And of course as a region of enormous diversity it includes the richest and the poorest countries of the world, the largest and the smallest. So how can we promote solidarity amongst Ministries of Education within the region? Can we through education help our young people better understand the diversity of culture and their own multi-cultural society?. And there is the diversity within the region as well. How can we best promote inter-cultural understanding through education? It is only through education we can implant peace in the minds of men and women. We need to co-operate to develop that sort of education which helps promote better understanding of each other's cultures and languages and, therefore, greater communication, and greater co-operation between each other. I think we have to look at how we can do this at the level of ministers, institutions and NGOs - that is part of your function as representatives of your government. We must also do this at the grass roots level through such ventures as the Associated Schools Project, promoting twinning between schools, through the UNEVOC project between technical and vocational education institutions, through the UNESCO Chairs and UNITWIN programme amongst institutions of higher education. This solidarity is ever more vital in a world which is becoming smaller and smaller, and where regional as well as global understanding is crucial for the overall peace of our community. It's important to promote better understanding of the cultures within our countries because the threats to security today are less and less between countries and more and more from within. Most of the fragmentation, most of the conflict, most of the waste of human lives, most of the waste of resources, most of the misery is because our socialization and education has not done enough to build social cohesion and also to respect the diversity of cultures within our societies.

It is important for you to understand that UNESCO is not an aid agency, it is an agency for intellectual co-operation. If we look at what is happening in the world, we see the aid dollar going down. We see also that increasingly countries are having difficulty in maintaining their education budgets in the face of increasing debt burdens.

So, we have no option other than to co-operate. We have to find affordable solutions to the problems of improving the quality and increasing access to education in our Member States - affordable solutions. This is where I think UNESCO has a particular role to play. I am saying that UNESCO is not a secretariat in Paris. We are all UNESCO that is, it is its member states. It is as strong in our member states as our national commissions are, and as strong as you want to make it in terms of co-operation between Ministries of Education. It is weak if your country is not really interested or willing to work with others in education.

Because we are an agency for co-operation not a bank or a donor, the budget in education is very limited. And that means we have to have very clear priorities.

Because we are an organization of the Member States, we can have considerable influence. I cite, for example, the E9 initiative, and the impact that that is having in many of the largest countries in the region.

So, our budget is limited and so much of the budget of UNESCO is already tied by the decision of the General Conference. So you have to be very clear about establishing priorities. So, when you say UNESCO do this, this, and this, and this, remember we have very little money, and the only way we can do it is if you match your requests with commitments. So let us be clear about what are the priorities for co-operation within the region, and that when you say something is a priority, you are going to match this with commitment,

We also want to try to avoid problems of duplication and overlap. There are many players in education now in the region - such as APEC, SEAMEO, ESCAP. So, we see this Committee must become an umbrella organization of Member States, which can help all our partners, see where we can join with them, and what we might do uniquely as UNESCO. We do not want to duplicate effort across the region.

The main function of this committee is to reinforce regional co-operation in Asia and the Pacific and to generate a shared agenda of member states for the region. It is up to you to advise the Director-General on the education programme and budget for the next biennium. Shortly in the Maldives, the National Commissions will meet on this issue. But from the point of view of Education Sector, you represent the Ministries of Education and must inform your National Commissions of the priorities of the Ministries of Education. It is very important for UNESCO and certainly for me as the ADG for Education and Victor Ordoñez as Director of the Bangkok Office to understand what it is the ministers and ministries want by way of co-operation in the Asia-Pacific region, and what your priorities are, as governments, in the field of education. Because that is what I must defend when the budget is being allocated and the programme is being developed over the next couple of years.

I must say I am very pleased at the high level of representation at this meeting. When we set up the committee we asked member states to send a very high level of representation. I am pleased that in most cases we have the level of permanent secretary of education. And so it is at a high level that we expect this committee to function, because you are overseeing co-operation in the field of education throughout the entire region and helping us establish priorities among the various types and levels of education.

I am very pleased as well that we have so many sister organizations of the United Nations system: ESCAP, UNDP, UNICEF, UNEP, UNFPA. These are crucial partners for the region. And we want to welcome them. We expect them to be with us, because I think it is very important that all of the UN organizations act together as a family in co-operation. We want to reach a consensus which brings all the partners around the table into the development equation. One thing that I have learned in the seven years or so that I have been in UNESCO is that the United Nations system and the international community is extremely influential when they work together, and virtually powerless when each acts alone. So I hope that this body will become

EDCOM

a powerful group, influencing regional co-operation and involving all of the organizations which are active in the region. This Committee is expected to set the agenda for regional co-operation for international agencies, bilaterals and regional organizations as a whole.

The Director-General needs also your proposals regarding the functioning of this committee. We need to understand, for example, how the various regional networks like APEID, APPEAL, APNIEVE, and others will fit into the overall framework of this committee. We may end up with a series of sub-committees or task forces which deal with the specifics of co-operation. But you are the supreme umbrella. You must make the overall policy decisions on behalf of your government.

Thank you very much.

Inaugural Address

by

*The H.E. Mr. Sukavich Rangsitpol
Minister of Education, Royal Government of Thailand*

Mr. Colin Power, Assistant Director-General,
Mr. Victor Ordoñez, Director,
Distinguished participants,
Ladies and gentlemen,

It is an honour and pleasure for me to inaugurate this First Meeting of the Inter-governmental Regional Committee on Education in Asia and the Pacific (EDCOM).

I can only echo what Mr. Colin Power has already said in welcoming you and thanking you for your attendance. He has outlined the purpose of this meeting and I too would appreciate the co-operative working together of the high-ranking officials gathered here so that there will be greater co-operative efforts in education.

You may or may not be aware that the Ministry of Education in Thailand is in the midst of considerable reform. We have four areas of concern for reform. The first is the school and the institute or college. We currently have 40,000 schools throughout the country and 600,000 teachers. We need to reform our school system so that schooling is appropriate in each location. We want to see the principals of the schools and colleges paying attention to developing their institutions. We also want to see students learning and teachers teaching in the schools and colleges in a mode of happiness. We would also like to see our schools equipped with multi-purpose classrooms and, with the high technology available, we need computer teaching kits in schools to assist in teaching and learning. Indeed, we need to see schools equipped with all kinds of equipment and teachers able to utilize the equipment. We also want to see schools belonging in and with the community. Parents should not have to send their children far to schools so that there is harmony in the community.

The second area of reform is that of teachers. There are problems in Thailand related to the recruitment of teachers, the standard of teaching, the living standard of teachers, the income of teachers and the recognition of the social status of teachers.

The third area of reform is the curriculum: our curriculum - and perhaps the situation is the same in your country - is somewhat old and does not coincide with modern developments so that students spend their time learning what is not necessarily relevant to life.

The final area of reform is the administration within education from the kindergarten to the higher education level. (The universities are the concern of another Ministry but my Ministry has some interests in higher education). But a current problem is that our government pays attention to upper class schools and investment in universities. But these schools are less than five per cent of all schools in the country. Also the government pays a lot of attention to special education - for the handicapped, the blind and the deaf - which is all very good but we miss the regular person, the person in the middle. There are some 10 million of these.

The expense to the government for primary education is about \$10 per student per year. This is for compulsory education for which we collect no fee but we do not pay enough. But take a school for the handicapped or a hilltribe school and the cost per head per student there may be as high as \$2,000; compare that with \$10 and you can see the difference in the education one can get.

Thailand has developed economically over the last 35 years and we are now completing the seventh plan. The eighth plan will start next year. In the last ten years, I think we have been very successful in our economic development, with almost double digit growth each year.

But in the meantime we have been lacking in our social development. We destroy our environment because of economic growth. There is not enough provision for infrastructure not only in Bangkok but also in the country. You can see the dust and experience the traffic jams. There is not enough infrastructure - no mass transit system, not enough roads and highways, not enough water and electricity and we compete with each other for telephone lines. I think Thailand has the most hand-phones in the world because of the system and the traffic.

People are still not talking about education too much. We spend less than three per cent of the GDP on the education budget. Fifteen to sixteen per cent of the budget is invested in education. Most of the education budget is spent on salaries, operating necessities and fixed costs. We need forty per cent of our national budget to be spent on education so that our development budget will jump from 16-18 per cent to 26.5 per cent next year. This would mean an increase of 1.2 billion dollars next year with some 600 million of this being spent on primary education.

What we need to do is not to concern ourselves so much with the 30 per cent rich - I mean rich not really rich who could improve their quality of life and income - but to concentrate on the 70 per cent of the population, most of whom are engaged in agriculture. They are poorer now than ten years ago because of inflation. Their quality of life is poorer than ten years ago. They are in a difficult situation because they cannot depend any more on forestry, which has been destroyed.

Preparing for the eighth plan, we are short of manpower. We have to develop our human resources because we are short of about 50,000 engineers and 50,000 scientists. We are short of a hundred thousand skilled workers. With the fantastic growth in the economy, why are we so short? The reason is that the vocational school today is mainly for the well-off people and students. I believe that to go to vocational school costs some 30,000 Baht or a little more than \$1,000 but the expense for many schools is \$2,000. The income of the agricultural family is less than \$1,000! How can they send their children to vocational school? The children of the well-to-do families go to vocational schools which are now full. But then they want to go to higher education and not to the world of work. So now we are short of skilled labour. We now set a policy for the children of poor families so that they can study at the vocational school free of charge and with living costs paid.

I believe that UNESCO, and you, the Assistant Director-General, may be able to help us solve some of these problems of reform. My Ministry and the Cabinet need assistance in improving the education of our children. There are now some 16 million children in non-formal and formal education with about 12 million in formal education. Taking kindergarten and primary schools together there are about 7 million pupils. And we really have to take care of these 7 million. We need quality education for them and at the vocational schools when they go there so that they can work in the field of industry and to help society in the development of our country.

On this auspicious occasion, I declare open this First Meeting of the Inter-governmental Regional Committee on Education in Asia and the Pacific. I wish you every success in your valuable deliberations.

Thank you.

Annex III

Closing Address

by

Mr. Colin N. Power
Assistant Director-General for Education,
UNESCO

I would like to say on behalf of the Secretariat and the Director-General how much we appreciate and value the wisdom emanating from this meeting. The observations made certainly help us in the secretariat and my colleagues from Headquarters particularly Mr. Shiva Lingapa, appreciate this because it gives a very good picture of some priorities which will have to be injected into the next biennium programme and budget. They will also help me when I have to make adjustment in the programme - upwards and downwards. We have to say, in summing up, we will take it into account the priorities which the Member States in the region have designated. I know certainly that Dr. Ordoñez and other directors have also listened intently and we will try our best to reflect the priorities which you expressed and also try to capitalize on the official support and assistance which have been given at this juncture.

I should again want to thank the Member States in this region without whom the programme in the region will certainly be very weak indeed. Of course we must thank Japan which has been the major Member State in terms of its financial contribution. But many other countries such as the Republic of Korea, have supported PROAP. I can go around the table and mention many countries which have contributed in some way - my country also. New Zealand has come to the fore in helping the programme. I think this reflects that Member States really believe increasingly in co-operation. I also want to thank those who come from our sister organizations, good friends like Charles Currin for example, from ADB, who has been supportive. In particular, we are very thankful for the support it has given to our programme of secondary education and distance education. This support is not for UNESCO, I have to say, it is for the Member States and for the sake of those who have limited opportunity in education in the region. So, again I am very grateful to ADB, UNICEF, ESCAP, UNFPA, UNDP and other UN agencies, and NGO representatives.

Annex III: Closing address

I think I should thank you, Mr. Chairman, for a very rich and useful debate. For me it has been very useful to come the long way from Paris back to the real world and listen once more to my colleagues and friends from the region. It is very refreshing to know that sometimes what we do in Paris has an impact and is appreciated. I know, certainly, that the work which the officers do in regions is deeply appreciated. So I also want to pay a tribute to my colleagues in the field.

I think this is one of the strongest regions in UNESCO Programmes because even though we have a small staff in some offices, they are 11/12 still having a significant impact in putting education much higher on the policy agenda of governments and academic communities. With that, we have had a significant impact on the extent to which education can be provided to those who, so far have been out of school and those who have missed the chance for education - at the same time improving the quality and relevance of education, even in the most developed countries.

Thank you all very much.

Annex IV

List of Participants

Category 1: Participants

Bangladesh	Mr. A.H.M. Abdul Hye Secretary, Ministry of Education, Secretary-General Bangladesh National Commission for UNESCO 1, Asian Highway Palassy, Nilkhet Dhaka-5
Bhutan	Mr. Nima Wangdi Joint Director of Education Ministry of Health and Education Thimphu
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**Category 2: Agencies and Bodies of the United Nations System
(Cosponsors of WCEFA – Article III.4 of the Statutes)**

UNDP	Mr. Michael Heyn Regional Representative UNDP, Bangkok
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Mr. Rumman Rahim
Mr. Kiichi Oyasu
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Annex V

Statutes of the Regional Committee on Education in Asia and the Pacific

(As approved by the Executive Board at its 146th session, June 1995
and also by the General Conference at its 28th session,
October/November 1995)

◆ Article I

A UNESCO Regional Committee on Education in Asia and the Pacific (category II) is hereby established (hereinafter referred to as 'the Committee').

◆ Article II

The principal function of the Committee shall be to reinforce regional co-operation in education in Asia and the Pacific, and to this end, the Committee shall:

1. assist the Director-General to prepare and follow up regional conferences of ministers of education in Asia and the Pacific;
2. participate in the planning and implementation of regional and inter-country programmes in education, with particular attention to educational innovation for development programmes (APEID) and basic education for all programmes (APPEAL);
3. where possible, assist in the implementation of the regional programmes at sub-regional and national levels, and in monitoring and assessing the impact of these programmes and their programme activities;
4. facilitate horizontal technical co-operation between countries and between groups of countries in the region, United Nations institutions and organizations, non-governmental organizations, foundations and other bodies engaged in providing technical or financial assistance;

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5. advise the Director-General of UNESCO on the educational programmes and projects for the region that are to be submitted to the General Conference for its decision, thus providing a more active input to the General Conference from the Member States.

◆ Article III

1. The Committee shall be composed of representatives of all the Member States of the Asia and the Pacific region, as defined in 13 C/Resolution 5.91, 18 C/Resolution 46.1, 19 C/Resolution 37.1, 20 C/Resolution 50.2, 25 C/Resolution 48, 26 C/Resolution 35, 27 C/Resolution 44 and such other resolutions as may be adopted from time to time by the General Conference.
2. The Committee may, with the approval of the Executive Board, invite a territory that is not an Associate Member of UNESCO but is self-governing in the field of education to be represented at its meetings.
3. The Committee may also invite to its sessions, as non-voting participants, experts who by reason of their special knowledge and experience can assist the Committee in its work and representatives of international non-governmental organizations or foundations or bodies that have official relations with UNESCO and that can assist, technically or financially, in implementing regional programme activities in the field of education. The Committee shall also specify the conditions under which certain particularly well-qualified individuals might be invited to attend and be consulted on matters within their competence.
4. The three agencies and bodies of the United Nations system that, along with UNESCO, sponsored the World Conference on Education for All (Jomtien, 5-9 March 1990), that is to say the United Nations Children's Fund (UNICEF), the United Nations Development Programme (UNDP) and the World Bank, will be invited to participate in the sessions of the Committee in an advisory capacity.
5. The Director-General of UNESCO or his or her representative shall participate in all the work of the Committee in an advisory capacity.

◆ Article IV

1. The Committee shall meet in ordinary session once every two years. These sessions shall be scheduled so as to ensure a more effective input to UNESCO's programme activities at each session of the General Conference. The Director-General of UNESCO, in consultation with the Committee's Bureau, may convene extraordinary sessions of the Committee, either on his or her own initiative or at the request of a majority of its members, and subject to the availability of appropriate resources.

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2. At both ordinary and extraordinary sessions, each State member of the Committee shall have the right to one vote but may send to the sessions such experts or advisers as it considers necessary.
 3. The Committee shall adopt its Rules of Procedure,
 4. Within the framework of its Rules of Procedure, the Committee may set up whatever subsidiary organs it deems necessary, subject to the availability of the necessary financial provision.
 5. The Committee shall adopt its agenda at each of its sessions.

◆ Article V

1. At each of its ordinary sessions, the Committee shall elect a chairperson, three vice-chairpersons and a rapporteur, who shall constitute the Bureau of the Committee.
2. The Bureau shall carry out the functions assigned to it by the Committee.
3. The Bureau may be convened between ordinary sessions of the Committee by the Director-General of UNESCO, either on his or her own initiative or at the request of the Chairperson of the Committee or of a majority of the members of the Bureau. In any case, the Bureau may be convened only in agreement with the Director-General.

◆ Article VI

1. Representatives of the United Nations and other organizations in the United Nations system with which UNESCO has concluded mutual representation agreements (other than those mentioned in Article III.4) may participate, as observers, in all ordinary sessions of the Committee.
2. The Committee may specify the conditions under which observers, representatives of organizations of the United Nations system with which UNESCO has not concluded mutual representation agreements, and representatives of non-governmental organizations and institutions and foundations, religious or social institutions and teachers' associations, may be invited.

◆ Article VII

1. The Secretariat of the Committee shall be provided by the Director-General of UNESCO, who shall make available to the Committee the staff and resources needed for its operation.
2. The Secretariat of the Committee shall be responsible for the preparation of the sessions and the implementation of the Committee's decisions.

◆ Article VIII

1. Members and Associate Members of UNESCO and other participants shall be responsible for the expenses occasioned by their representatives' participation in sessions of the Committee and its subsidiary bodies. However, funding shall be made available by UNESCO to ensure the participation of representatives of the Member States of the region that are unable to afford participation at their own expense. Such funding may be provided from the regular programme budget or from voluntary contributions of the countries of the region.
2. The current expenditure of the Committee and of its subsidiary bodies (such as the operating costs of the Secretariat of the Committee) shall be financed from funds made available for that purpose by the General Conference.
3. Voluntary contributions may be accepted to constitute a trust fund in accordance with the Financial Regulations of UNESCO. Such a fund shall be administered by the Director-General of UNESCO. The Committee shall make recommendations to the Director-General concerning the allocation of these contributions to sub-regional or regional projects monitored by the Committee, bearing in mind any conditions attached to the voluntary contributions received.

◆ Article IX

The Committee shall submit to the General Conference of UNESCO at each ordinary session of that Conference a report on its activities and the results of its work.

Annex VI

Rules of Procedures

Rule 1 : Membership

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|------------------------------------|-----|--|
| Art. III.1 of the Statutes | 1.1 | The Committee shall be composed of the representatives of all the Members of Asia and the Pacific region, as defined in Article III of its Statutes. |
| Art. III.3, & IV.2 of the Statutes | 1.2 | The members of the Committee shall choose their representatives taking due account of the terms of reference of the Committee. Each member of the Committee may send to the sessions such experts or advisers as it considers necessary. |

Rule 2 : Terms of Reference

Within the framework of the decisions of the General Conference concerning the Major Project, the Committee shall be responsible for performing the functions assigned to it by Article II of its Statutes

Rule 3 : Sessions

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| Art. IV.1 of the Statutes | 3.1 | The Committee shall meet in ordinary session once every two years. |
| | 3.2 | Ordinary sessions of the Committee are convened by the Director-General of UNESCO in consultation with the Bureau of the Committee |
| | 3.3 | The Director-General, in consultation with the Chairman of the Committee shall determine the date and place of the sessions. |

- 3.4 Extraordinary sessions may be convened either by decision of the Committee itself, or at the request of the Director-General, or at the request of at least one-third of its members. In the latter two cases, the convening of the Committee shall be subject to the agreement of the members of the Bureau, which agreement shall be communicated to the Director-General. The place and date of extra-ordinary sessions shall be determined by the Director-General after consulting the members of the Bureau, unless already determined by the Committee when deciding itself to hold an extra-ordinary session.
- 3.5 All Member States and Associate Members shall be informed in good time of the date and place of the Committee's sessions.

Rule 4 : Representative and Observers

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| Art. VI.1 of the Statutes | 4.1 | Representatives of Member States and Associate Members of UNESCO not members of the Committee may participate without the right to vote in all meetings of the Committee, except meetings of the Bureau, as observers. |
| Art. VI.2 of the Statutes | 4.2 | Representatives of the United Nations and other organizations in the United Nations system with which UNESCO has concluded mutual representation agreements may participate, without the right to vote, in all meetings of the Committee, except meetings of the Bureau. |
| Art. III.2 of the Statutes | 4.3 | The Committee shall decide upon the invitations as observers of States which are not members of UNESCO but are members of one or more organizations in the United Nations system, and United Nations Organizations with which UNESCO has not concluded mutual representation agreements, and international governmental or non-governmental organizations and institutions and foundations which have significant links with the region. |

**Art. III.3 of
the Statutes**

4.4 The Committee may decide that certain particularly well qualified persons in the fields of interest of the Committee will be invited and consulted on matters within their competence.

Rule 5 : Provisional Agenda

5.1 The provisional agenda of the sessions shall be prepared by the Secretariat after consulting the members of the Bureau. This consultation will normally take place by correspondence.

5.2 The provisional agenda of the ordinary sessions shall be communicated to the members of the Committee at least two months before the opening of each session.

5.3 The provisional agenda shall also be communicated to all Member States and Associate Members of UNESCO, as well as organizations and individuals invited in accordance with the provisions of Rule 4, to participate in the proceedings of the Committee.

5.4 The provisional agenda shall include:
all items the inclusion of which has been decided upon by the Committee;
all items proposed by members of the Committee;
all items proposed by the Bureau;
all items proposed by organizations of the United Nations system with which UNESCO has concluded mutual representation agreements;
all items proposed by the Director-General of UNESCO.

Rule 6 : Adoption of the Agenda

At the beginning of each session, the Committee shall adopt the agenda for that session.

Rule 7 : Amendments, Deletions and New Items

The Committee may, during a session, modify the order of items on the agenda or add or delete items. A two-thirds majority of the members present and voting shall be required for the addition or deletion of any item to the adopted agenda.

Rule 8 : Bureau

**Art. V.1 of
the Statutes**

8.1 At the beginning of its ordinary sessions Committee shall elect a Chairperson, three Vice-Chairpersons and a Rapporteur, who shall together constitute the Bureau of the Committee and who shall remain in office until the following ordinary session of the Committee. The Vice-Chairpersons shall be elected successively, in order of precedence, from the first to the third, and shall as such exercise equal functions except as provided for in Rule 10.1.

8.2 When a member of the Bureau ceases to represent a State member of the Committee or resigns or is unable to carry out his functions the State he represents shall have the right to appoint another member to represent it at the meeting, but the new member shall not on appointment act as Chairman. This provision shall be valid even for meetings of the Bureau alone.

**Art. V.2 of
the Statutes**

8.3 The Bureau shall carry out the functions assigned to it by the Committee.

**Art. V.3 of
the Statutes**

8.4 The Bureau may be convened between sessions of the Committee by the Director-General of UNESCO, either on its own initiative or at the request of the Chairman of the Committee or of a majority of the members of the Bureau. In such a case the reasons for convening the meeting of the Bureau shall be stated in the request therefor.

Rule 9 : General Powers of the Chairperson

In addition to exercising the powers conferred upon him elsewhere by these Rules, the Chairperson shall have the following powers: he shall declare the opening and closing of meetings, direct the discussions, ensure observance of these Rules, accord the right to speak, put questions to the vote and announce decisions. He shall rule on points of order and, taking account of the provisions of these Rules, shall control the proceedings and the maintenance of order.

Rule 10 : Functions of Vice-Chairpersons

10.1 Should the Chairperson cease to represent a State member of the Committee or resign or be unable to carry out his functions he shall be replaced as Chairperson, until the expiry of his term of office, by the appropriate Vice-Chairperson in accordance with the order of precedence established and the provisions of Rule 8.2.

10.2 In the absence of the Chairperson during a session his functions shall be exercised by one of the Vice-Chairpersons.

Art. IV.4 of
the Statutes

Rule 11 : Subsidiary Organs

In order to perform the duties assigned to it by its Statutes, the Committee may establish whatever subsidiary organs it deems necessary for the conduct of its work, subject to the availability of the necessary financial provision.

Rule 12 : Secretariat

12.1 The Director-General of UNESCO or his representative shall participate in the work of the Committee and its subsidiary organs including the Bureau without the right to vote. He may at any time submit either oral or written statements on any question under consideration.

12.2 The Director-General shall place at the disposal of the Committee a member of the Secretariat of UNESCO who shall act as Secretary; he shall also provide the staff and other means required for its operation.

12.3 The Secretary of the Committee shall attend all meetings of the Committee and its subsidiary organs including its Bureau. He may make oral as well as written statements concerning any question under consideration.

Rule 13 : Working Languages

English shall be the working language of the Committee.

Rule 14 : Use of Other Languages

Any speaker may speak in a language other than the working language on the condition that he provides for the interpretation of his speech into English.

Rule 15 : Working Documents

The working documents of each ordinary session of the Committee shall, as a rule, be communicated to the members six weeks before the opening of the session.

Rule 16 : Reports

The Committee shall submit reports on its activities to the General Conference of UNESCO at each of its ordinary sessions.

Rule 17 : Quorum

17.1 A majority of the members of the Committee shall constitute a quorum.

17.2 At meetings of subsidiary organs of the Committee including the Bureau a quorum shall be constituted by a majority of the members of the organ in question.

17.3 If at meetings of subsidiary organs, after ten minutes' adjournment, there is still no quorum as above defined, the Chairman may request the agreement of all members actually present temporarily to waive paragraph 17.2 above.

Rule 18 : Publicity of Meetings

All meetings of the Committee and its subsidiary organs, except the Bureau shall be open to the public unless the Committee decides otherwise.

Rule 19 : Right to Speak

19.1 Observers of Member States and representatives of organizations of the United Nations system as provided in paragraph 4.1 and 4.2 of Rule 4 of these Rules may, with the authorization of the Chairman, participate in the debates of the Committee or of its subsidiary organs.

19.2 The observers provided for in subparagraphs 4.3 and 4.4 may be authorized by the Chairman, after consulting the Committee, to address the Committee or its subsidiary organs on matters within their competence.

Rule 20 : Order of Speeches

The Chairman shall call upon the members in the order in which they have expressed the desire to speak. Then he calls upon the other speakers in the same order.

Rule 21 : Time-limit on Speeches

The Committee may limit the time to be allowed to each speaker.

Rule 22 : Points of Order

During the discussion on any matter, a member of the Committee may at any time raise a point of order, which shall forthwith be decided upon by the Chairman. Any member of the Committee may appeal against the ruling of the Chairman which can only be overruled by a majority of the members present and voting. A member may not, in raising a point of order, speak on the substance of the matter under discussion.

Rule 23 : Suspension, Adjournment, Closure

Any member of the Committee may, at any time, propose the suspension or adjournment of a meeting or the adjournment or closure of a debate. Such a motion shall be put to the vote immediately and decided by a majority of the members present and voting. Subject to the provisions of Rule 22 above, the following motions shall have priority, in the order indicated below, over all other proposals or motions:

- a) suspension of the meeting;
- b) adjournment of the meeting;
- c) adjournment of the debate on the item under discussion;
- d) closure of the debate on the item under discussion.

Rule 24 : Voting Rights

- 24.1 Decisions shall be taken by a majority of the members present and voting, except in the cases covered under the Rules 7. 30, 31 and 32.
- 24.2 For the purpose of these Rules, the phrase "members present and voting" means members casting an affirmative or negative vote. Members who abstain from voting are considered as not voting.

Rule 25 : Show of Hands and Roll-call

Voting shall normally be by show of hands. However, any member may, before the voting starts, request a roll-call. The vote or abstention of each member participating in a roll-call shall be recorded in the report.

Rule 26 : Voting on Amendments

26.1 When an amendment to a proposal is moved, the amendment shall be voted on first.

26.2 When two or more amendments to a proposal are moved, the Committee shall first vote on the amendment deemed by the Chairman to be furthest removed from the original proposal and then on the amendment next furthest therefrom and so forth, until all amendments have been put to the vote. If one or more amendments are adopted, the amended proposal shall then be voted on. If no amendment is adopted, the proposal shall be put to the vote in its original form.

26.3 A motion is considered an amendment to a proposal if it adds to, deletes from or revises part of that proposal.

Rule 27 : Secret Ballot

All elections shall be decided by secret ballot unless, in the absence of objections by any of its members, the Committee decides otherwise.

Rule 28 : Equally Divided Votes

If a vote is equally divided, the proposal shall be regarded as rejected.

Rule 29 : Special Consultation by Correspondence

Should the approval of the Committee be required for measures of exceptional urgency and importance while the Committee is not in session, the Bureau may, through the intermediary of the Secretariat consult the members by correspondence. The proposed measure shall be adopted if it is approved by two-thirds of the members.

Rule 30 : Amendment

These Rules of Procedure except when they reproduce provisions of the Committee Statutes or decisions of the General Conference, may be amended by a decision of the Committee taken by a two-thirds majority of the members present and voting, provided that the proposal for amendment has been placed on the agenda.

Rule 31 : Suspension

Any provision of these Rules, with the exception of one which reproduces a clause of the Statutes or a General Conference decision, may be suspended by a two-thirds majority of the members present and voting.