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ABSTRACT

Twenty-seven participants from Asian countries shared their country's experiences in population education. There are four major chapters to the report. Chapter one reviews developments, trends, and problems in population education. Examined in the second chapter are the needs, requirements, and action programs for the qualitative improvement of population education at the national and regional levels. Regional cooperation in population education is the focus of chapter three. A summary of recommendations is provided in the fourth chapter. Annexes contain a list of participants, the texts of several addresses, and a chart outlining the accomplishments of the national population education programs in the areas of curriculum development, personnel training, research and evaluation, and documentation and information exchange. (RM)

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# ACTION PROGRAMMES FOR THE QUALITATIVE IMPROVEMENTS OF POPULATION EDUCATION

*Report of a Regional Consultative Seminar  
Bangkok, Thailand  
11 - 18 October 1982*

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## TABLE OF CONTENTS

Introduction		1.
Chapter One	Review of developments, trends and problems in population education	5
Chapter Two	Needs, requirements and action programmes for the qualitative improvement of population education at the national and regional levels	33
Chapter Three	Regional co-operation in population education	49
Chapter Four	Summary of recommendations	67
<b>ANNEXES</b>		
Annex I	List of participants	71
Annex II	Inaugural address by Mr. Raja Roy Singh, ADG/ROEAP	77
Annex III	Address by Dr. J.S. Parsons, UNFPA Deputy Representative, Thailand	81
Annex IV	Welcome address by Dr. Leonardo de la Cruz, Regional Adviser on Population Education, Unesco ROEAP	83
Annex V	Agenda	85
Annex VI	Annotated agenda	87
Annex VII	Accomplishment of national population education programmes	89

## INTRODUCTION

### Background

Since the first Asian Regional Workshop on Population and Family Education organized by the Unesco Regional Office for Education in Asia, Bangkok, in October 1970, there are now 14 countries in Asia alone which have recognized population education as one intervention strategy for development.

Varied innovative strategies, approaches, methodologies and materials have continuously been developed and used to meet changing needs and requirements in different countries. A lot could be shared by Member States in various aspects of population education. Much could be done in co-operatively planning and developing new strategies, programmes and activities both at the national and regional levels to qualitatively improve existing programmes in the formal and non-formal sectors. Hence, this Consultative Seminar.

### Organizer

The Regional Consultative Seminar on Population Education was organized by the Unesco Regional Office for Education in Asia and the Pacific (ROEAP) at the Unesco Regional Office, Bangkok, from 11 to 18 October 1982. The Seminar was convened as part of the activity envisioned in the Unesco Project No. RAS/74/Ed.1/UNFPA Project RAS/74/P02 approved for 1982.

### Objective

The main objectives of the Seminar were: (i) to provide opportunities for sharing country experiences in population education; and (ii) to co-operatively develop action programmes for the qualitative improvement of population education programmes at the national and regional levels in the formal and non-formal sectors on the basis of the needs of the countries.

### Participation

Twenty-seven participants from the Democratic Republic of Afghanistan, Bangladesh, People's Republic of China, India, Indonesia, Malaysia, Nepal, Pakistan, Philippines, Republic of Korea, Sri Lanka, Thailand and the Socialist Republic of Viet Nam took part in the deliberations of the Seminar. Likewise, observers from ESCAP, WHO, ILO, UNICEF, the Planned Parenthood Association of Thailand and from Australia and Thailand attended the Seminar. (See Annex I for the List of Participants and Observers.)

## *Regional consultative seminar - Population education*

### Preparation of the seminar

The Seminar was preceded by a Technical Working Group consisting of five resource persons from India, the Philippines, the Republic of Korea, Sri Lanka and Thailand, which met from 4 to 8 October 1982. The Technical Working Group prepared one of the working documents of the Seminar, entitled "Action Programmes for the Qualitative Improvements of Population Education Programmes at the National and Regional Levels". The working document consists of three parts, namely: (i) Review of Developments, Trends and Problems in Population Education; (ii) Action Programmes for the Qualitative Improvements of Population Education at the National and Regional Levels, containing an assessment of needs and requirements and action programmes to meet such needs; and (iii) Regional Programme for the Development of Population Education.

### Inauguration of the seminar

The Seminar was inaugurated by Mr. Raja Roy Singh, Assistant Director-General, Unesco ROEAP, at 09:30 hours on 11 October 1982. Dr. J.S. Parsons, UNFPA Deputy Representative, Thailand, also addressed the Seminar. Dr. L. de la Cruz, Regional Adviser on Population Education, delivered the welcome address. (See Annexes II to IV for the texts of the speeches.)

### Election of officers

The following were elected officers of the Seminar:

Mr. Mahmood Aminul Islam (Bangladesh)	-	Chairman
Miss Asiah Abu Samah (Malaysia)	-	Vice-Chairman
Dr. Kamol Sudprasert (Thailand)	-	Vice-Chairman
Mr. W.S. Perera (Sri Lanka)	-	Rapporteur General

The working groups had the following officers:

#### Group A - Formal education

Miss Asiah Abu Samah (Malaysia)	-	Chairman
Dr. Lucila M. Manlutac (Philippines)	-	Rapporteur

#### Group B - Non-formal education

Dr. Kamol Sudprasert (Thailand)	-	Chairman
Mrs. Rukhsana Hamidi (Pakistan)	-	Rapporteur

Agenda

The Seminar deliberated on the review of experiences based on the country papers presented by the participants, which outlined developments, trends and problems; the needs and requirements and action programmes for the qualitative improvement of population education at the national and regional levels; and on the proposed regional programme for the development of population education based on the working document prepared by the Technical Working Group. To allow a more detailed deliberation on the action programmes for the qualitative improvement of population education at the national and regional levels, two working groups were constituted, one devoting attention to the formal education and the other to the non-formal education sectors. The Seminar also discussed regional co-operation in population education. (See Annex V for the Agenda of the Seminar.)

Closing programme

The Seminar held its closing programme at 11:00 hours on 18 October 1982, with Mr. J. Ratnaike, Director a.i. as the main speaker. The Chairman and the other officers of the Seminar, as well as some of the participants made brief remarks.

## Chapter One

### REVIEW OF DEVELOPMENTS, TRENDS AND PROBLEMS IN POPULATION EDUCATION

#### Introduction

Exactly 12 years ago, an important event took place in the field of population education in Asia. A Regional Workshop in Population and Family Education was organized in September-October 1970 by the Unesco Regional Office for Education in Asia at Bangkok. The Workshop paved the way for the introduction of nation-wide programmes of population education in several Asian countries with funding from the United Nations Fund for Population Activities (UNFPA) and continuing technical assistance from the Unesco Regional Office. It may be said that population education has, in a sense, matured during the past 12 years from birth through infancy and childhood, and is now on the threshold of adolescence. The participants of the Regional Consultative Seminar felt that a stage has been reached when it would be appropriate to take a quick but critical look at the past with a view to deriving lessons from it for the future.

A wealth of experience in population education has been generated in countries of the region since the above-mentioned 1970 Regional Workshop. Many of the countries in Asia and the Pacific have now accepted population education as one of the intervention strategies for development and 20 countries (Afghanistan, Bangladesh, People's Republic of China, Fiji, Federated States of Micronesia, India, Indonesia, Marshall Islands, Malaysia, Nepal, Pakistan, Palau, the Philippines, the Republic of Korea, Sri Lanka, Solomon Islands, Thailand, Tonga, Turkey and the Socialist Republic of Viet Nam) are implementing national population education programmes.

Population education programmes in these countries are at various stages of development. The stimulus to large scale programmes came with the provision of funding by the UNFPA and/or World Bank along with technical assistance from Unesco. It will be noted that some countries started programmes in both the in-school and the out-of-school sectors simultaneously, while other countries started with one of the two sectors.

In this chapter, the developments, trends and analysis of problems in population education will be discussed under eight broad headings, namely:

1. Awareness and commitment
2. Planning and management
3. Curriculum and materials development: reconceptualization
4. Training: content as well as process



## *Regional consultative seminar - Population education*

5. Programmes for special groups
6. Evaluative research
7. Institutionalization
8. Documentation and information exchange.

The first part of every section deals with the development and trends, and the second part with an analysis of the problems. The developments and trends are largely based on the country reports, which were presented on 11 to 12 October 1982. The second part is based on the deliberations of the problems and issues in various aspects of population education discussed on 13 October. The participants of the Seminar do not claim that they have resolved these problems. The predominant feeling is that these problems are challenges that they are facing or are likely to encounter in the implementation of their population education programmes. There was, however, a useful sharing of experiences on how most of these problems are being overcome.

### 1. Awareness and commitment

Generally speaking, prior to or concurrently with the launching of programmes most countries have undertaken orientation programmes for policy and decision-makers, the top ranks of the bureaucracy, and supervisory personnel at various levels.

A number of awareness and orientation activities have been carried out in a number of countries in the region for different categories or levels of personnel. National seminars have been conducted for policy and decision-makers and planners, and other key officials in the education and other ministries and agencies, who were to be involved in programme planning and implementation. Study tours have been organized for high ranking officials of concerned agencies and institutions to countries with population education programmes. These activities have helped start population education programmes in a number of countries. However, it cannot be claimed that misconceptions and resistance to population education among all sections have been eliminated.

It is in view of the extremely complicated nature of population problems, and their roots being deeply embedded in the cultures and traditions of varied peoples, that the role of education, in general, and population education, in particular, becomes crucial. Population education is now being increasingly looked upon as a societal intervention and a useful component of economic development and social transformation. However, the fact that only 20 out of 44 countries of the region have national population education programmes is indicative of the magnitude of the work yet to be accomplished.

Population education has distinctive features which warrant special attention to the importance of raising the level of awareness about it. It is an educational intervention that should reach the entire community, as everyone in it is already a population actor or potential one. Furthermore, the clarification of and change in values (individual,

social, cultural, religious) is required in population education to a greater extent than in most other subjects of the curriculum.

The countries which do not have population education projects have not seen a need for population education, or have seen a need, but may not have the financial and technical resources to pursue population education activities. Some countries may not understand the nature of population education and how it can contribute toward realizing development goals. Some may also have the misconception that population education is synonymous with family planning or sex education, and hence reject population education without further exploration of its possibilities.

Although the governments of the countries in Asia and the Pacific have long recognized that population is a vital element in national planning and development, the initial reaction to the introduction of population education in many countries as an intervention for development was not very encouraging. The predominant feeling or attitude of many people - including a number of policy makers and planners, key education officials, teachers and parents - was one of reluctance, reservation and in some extreme cases, downright rejection. This is because of the misconception about the role and nature of population education.

An understanding of the concept and increased awareness of the potential contribution of population education to development would ultimately get translated into firm commitment to mobilize the needed resources - human and financial - necessary for the successful implementation of the programme. Till such time, external assistance will have to play a catalytic role in generating national and regional action.

The awareness of the population problem, and its proper perception and identification at the highest political level pave the way for educationists, educational policy makers, and professionals to see for themselves how education as a whole can contribute in its own way to a proper understanding of the problem in its totality. They can also see the interrelationships between variables that promote or hinder development effort and process. Thus the education sector begins to move from the position of creating awareness to the stage of commitment to the cause of improving quality of life through population education. This commitment on the part of educationists implies an understanding and appreciation of the potential contribution of population education.

The commitment has to manifest itself at various levels - galvanizing the entire educational apparatus or the system to tackle this problem. Commitment at the policy and decision making levels will help the formulation of sound policies and the establishment of an organizational structure with appropriate authority and manned by competent professionals, both of which are necessary for effective programme development and monitoring. However, commitment at the highest level is not sufficient to ensure effective implementation of the programmes, unless the commitment percolates to those responsible for programme delivery, viz., teachers and field level workers.

## *Regional consultative seminar - Population education*

An examination of the problems encountered in developing and implementing population education programmes reveals that much needs to be done to promote and sustain commitment at the national level. In particular, there are two problem areas:

- a) Has the awareness of the population problem led to population education? Conversely, has population education led to an awareness of the population problem?
- b) What are the ways and means by which commitment among all concerned can be developed and sustained?

The Consultative Seminar noted that in countries with national population education programmes for at least two years, there are people who understand population education. It is suggested that publicity via the mass-media (radio, television and newspapers) be used to make all concerned aware of the nature and goals of population education.

It was pointed out that in some countries even family planning programmes are taking a new turn, i.e. from family planning (which connotes birth control and arresting population growth) towards family development welfare. This development may hasten awareness and commitment as such a move will tend to desensitize an otherwise sensitive programme. This augurs well for awareness and commitment to population education programmes, especially in countries where it is still erroneously viewed as synonymous to family planning.

### 2. Planning and management

The planning and management of population education programmes encompasses both formal and non-formal education, which makes the process more challenging. The success of population education programmes depends to a large extent on realistic planning and effective management. Countries with national population education programmes have used different modalities of planning and management and have gained valuable experiences over the years. The experiences of countries particularly in the following areas of planning and management of population education programmes are critical and will be reviewed here briefly.

- a) *Role of population education in education and national development.* The national development plans of several countries in the region already emphasize the fact that rapid population growth acts as an impediment to development. These countries have formulated national population policies to curb the rate of population growth. Recognizing the potential of education in contributing to the solution to this problem, some countries have worked out population education policies. Population education is thus being recognized as an important component of education and is being considered in some countries as an integral part of educational planning and financing. It

is envisioned that population education will contribute to the achievement of national development goals, particularly, population policy.

The Regional Consultative Seminar underscored the fact that the trend is towards the development of population education as a complementary programme designed to contribute to the country's national development goals; and that population education must flow from the population policy.

b) *The organizational structure.* One of the first decisions to be made by countries embarking on national population education projects in the in-school sector is in regard to the organizational structure to be established. These organizational structures have taken on a variety of forms, with the common feature that they are all under the control of the Ministry of Education. Some of the typical structures are as follows:

- i) a central project office with a relatively full complement of staff, e.g. Bangladesh, China and the Philippines;
- ii) a central project office with a relatively small complement of staff, but with several of the activities sub-contracted to research institutes and universities, e.g. the Republic of Korea, Indonesia;
- iii) a small number of project staff working as a part of a curriculum development centre of the Ministry of Education, e.g. Malaysia and Thailand; or as part of the Ministry of Education, e.g. Sri Lanka.

In Afghanistan, a population education unit is lodged at the General Agency for Literacy Campaign, Ministry of Education.

In Nepal, each of the implementing units (i.e. Curriculum, Textbook, Supervision and Development Centre, and Adult Education Division of the Ministry of Education; and the Curriculum Development Centre and Institute of Education of Tribhuvan University) has a small population education unit.

In view of the federal character of the Indian Union, India does not fall in either of the categories mentioned above. At the national level, the National Council of Educational Research and Training (NCERT) performing its leadership role, develops curriculum and materials. These serve as models to the States. At the State level, it is the SCERT's and State Institutes of Education which develop their own curricula and materials. The NCERT only provides initial training and orientation in this regard.

*Regional consultative seminar - Population education*

In Pakistan, the Population Education Programme is being implemented through the Directorate of Programme Training and Population Education of the Population Welfare Division, with the active collaboration of the Federal Ministry of Education and the Provincial Department of Education. The envisaged creation of the Population Education Cell within the Federal Ministry of Education will augment and reinforce the programme.

Each of these structural models has its merits and demerits. The third model cited above has perhaps administrative and operational merits over the others insofar as integrating population education with different subject curricula and textbooks is concerned.

In the out-of-school sector a number of small units on population education operating in different ministries and departments are administratively controlled by their respective agencies.

A strong infrastructure in population education at different levels of implementation determines to a large extent the success of the programme. One of the problems faced by many population education programmes in the region is the fast turnover of the project staff to other assignments without equally competent and trained replacements. As a result, the programmes suffer.

- c) *Co-ordination.* The implementation of population education programmes involves the participation of a number of agencies and departments. This is particularly true of out-of-school population education programmes where a number of ministries such as education, health, labour, agriculture, social welfare and rural development are involved. The co-ordination among these agencies is crucial in the realization of the goals of population education. In some countries, population commissions and steering committees have been set up to co-ordinate the activities and programmes of different agencies and ministries in population programmes. Nevertheless, the problems of co-ordination become more serious as one moves down the hierarchy to the grass-root levels. Some of the countries have organized national planning and development meetings involving concerned agencies to evolve operational co-ordination mechanisms. As a result of these meetings, the different organizations in population education have started co-ordinating their activities and programmes more closely and, in some cases, a sharing and exchange of expertise with one another has taken place.

Some of the issues and problems in this area are:

- i) How does one translate grandiose plans into reality?
- ii) How do population education programmes manage to get a just share of the country's investment in education?
- iii) Does it really make a difference in the realization of population policy and development goals to have population education programmes?
- iv) How does one ensure that population education programmes are staffed with an adequate number of qualified personnel and retain them in the programme for a reasonable period of time?
- v) How best can the inter-ministerial and inter-departmental co-ordination be achieved to ensure effective planning and implementation of out-of-school population education programmes?

3. Curriculum and materials development: reconceptualization

- a) *Formal education and the educational levels at which population education is introduced.* India, Pakistan, the Philippines and Thailand have chosen to introduce population education from grade I, Bangladesh, Indonesia, Malaysia, Nepal and the Republic of Korea from grade IV and Sri Lanka from grade VI.

At the secondary level, all these countries include population education but, with the exception of a few countries, population education at the tertiary level has not caught on. The case for inclusion or non-inclusion at the tertiary level is approached by different countries from at least two distinct stand points. Two arguments generally presented in favour are firstly that introduction at the tertiary level adds stature to the study, and also gives the necessary orientation to future leaders in the sense that many of them are the graduates of tertiary institutions. An argument against the introduction of population education at the tertiary level is that it is not a useful undertaking considering that tertiary graduates engage in modest reproductive behaviour whether they have been exposed to population education in their institutions or not.

- b) *The mode of introduction.* The most popular mode of introduction is the integration of population content with several areas (see Table 1). China and Thailand constitute important exceptions in this regard. At the primary level, China introduces population education through physiology and hygiene,



*Regional consultative seminar - Population education*

and Thailand through the subject entitled 'life experiences'. One very great advantage in introducing population education through a single subject is that the number of teachers required for the purpose need be much less than if population education is integrated with more than one subject. A second advantage is in the coherence and visibility that the content may have when introduced through a single subject, whereas integration with a number of subjects may result in dilution with no coherent understanding emerging.

At the secondary level, too, many countries have opted for integration with various subject areas, but some of them provide for a coherent perspective to be given at one or two of the top secondary grades by means of a required or an optional course on population education. China introduces population education as a separate subject, but Thailand introduces it through social studies, with provision for population education as an elective course in the top secondary grades.

At the tertiary level, two modalities, namely integration with a number of subject areas and the provision of separate courses appear to be used in several countries. Additionally, some universities in Bangladesh, India, and the Republic of Korea arrange lecture series, generally open to all students enrolled in them, to sensitize them on population issues. The outreach of universities to other institutions and the community has generally been on a small scale, with the exception of a few (e.g. Sri Venkateswara University in India which has been and still is engaged in an active programme of diffusion).

Table 1. Summary of integration of population education by subject and level in countries within the region

Country	Grades	Subjects of integration
Bangladesh	IV-XII	Bengali, natural science, social science, home economics and social welfare, mathematics, vocational and technical education
China	Junior high school	Hygiene and physiology, geography and political studies
Fiji	I-IV (Secondary level)	Social studies and biological science

Country	Grades	Subjects of integration
India	I-V (Primary level)	Social studies, environmental studies, general science, mathematics, language
	VI-X (Secondary level)	Civics, geography, biology, general science, Hindi, economics, social studies
Indonesia	IV-VI	Natural science, <i>pancasila</i> (morality), social science, religion
	VII-XII	Natural science, religion, geography, <i>pancasila</i> , sports and health, economic co-operative
Malaysia	IV-IX	Science, geography, civics, history, health education, mathematics (in primary schools), and home science (in secondary schools)
Nepal	IV-IX	Social studies, geography, science, home science, health and <i>panchayats</i> (local government)
Pakistan	I-X	Social studies, geography, mathematics, health education, home economics
Philippines	I-VI	Social studies, health education, elementary science, mathematics and home economics (in grades V and VI)
	1st and 2nd year of high school	Social studies, health education, mathematics, home-making and science (in the second year)
	3rd and 4th year of school	Social studies and health education
Republic of Korea	IV-XII	Social studies, home economics, physical education, geography and science
Sri Lanka	VI-IX	Science, mathematics, health education, social studies and language
Thailand	I-VI (Primary level)	'Life experiences'
	V-IX (Lower secondary level)	Social studies and in an elective course called 'population and environment'
	X-XII (Upper secondary level)	As a separate elective course in the general education schools and a required course in vocational education schools



- c) *The preparation of a curriculum and instructional materials.* Most countries have commenced this exercise by undertaking a survey of the population-related content already existing in syllabi or textbooks. Some of the analysis has been of a quantitative nature such as counting the number of references, to population topics but other studies have been both quantitative and qualitative. By the latter is meant an assessment of the possible impact of the content on population knowledge and population related values.

The identification of content to be included has taken place generally through workshops and seminars. It is based on a consensus of opinions, and no hard research or evaluation dealing with the placement of topics is traceable. However, by and large, the population education curriculum in the region is developed in great detail and is often presented through an elaborate format. The curriculum documents generally include a rationale and general and specific objectives of expected learning outcomes. The concepts are often well articulated in their horizontal and vertical sequence. The curriculum documents even suggest teaching-learning situations and activities, and are followed by a few evaluation or test items. Nonetheless, it is a somewhat common experience that such detailed or elaborate, and very often ambitious, curriculum is not found easily acceptable to the persons or agencies looking after the total curriculum at a given stage of education or schooling. Their usual plea against the acceptance of population education content is that the existing curriculum is already overloaded. Consequently, the scrutiny of the educational materials, particularly the textbooks and the like, reveals that population education curriculum is hardly reflected in them; and it often gets too thin to register any impact on students. This has led a few countries to opt for selection of only a couple of subjects in which relatively large or identifiable chunks or units of population education are incorporated.

This brings population educators face to face with the need to have a second and more critical look at the concept and scope of population education. Such a look at the concept and rationale of population education or an attempt to reconceptualize population education may help them to have a sharper focus enabling them to select relevant and meaningful population education contents and advocate effective teaching methods to achieve the intended cognitive, affective and behavioural goals of population education.

The value of offering learners adequate opportunities to take immediate or intermediate action (e.g. what a young learner can do to improve the quality of life for oneself and others) was noted, and could be one of the compelling reasons

for the need to reconceptualize population education. In addition to aiming for knowledge gain and attitude change, one can begin immediate and/or intermediate action, if in fact population education is re-focused on quality of life issues, in addition to numbers (small family size norm and demographic change). The fact is that change in knowledge and attitude is not a good enough indicator of socially desirable future fertility behaviour, if one considers the gap in knowledge, attitude and practice (KAP) studies in the field of family planning. It is assumed that immediate or intermediate action will yield distinct benefits and also lay a firm foundation for fertility-related behaviour when the time is ripe for such action.

Closely linked with this question would be the development of minimum and adequate learning requirements or a core that can be broadly recommended at various stages of schooling or education. This should help to cover all essential elements on the one hand and yet ensure that such a curriculum would be kept within the feasible limits as regard the quality of contents, on the other.

The most important or basic issue needing careful debate and deliberation could be the need to reconceptualize population education thus:

- i) ensuring manageable and relevant content at different levels;
- ii) employing participatory methods, inquiry/problem solving and value clarification techniques;
- iii) enabling learners to relate, through the population education curriculum, to their immediate environment and concerns; and
- iv) offering them adequate opportunities to take immediate and/or intermediate action which is socially desirable and individually meaningful and satisfying.

The Consultative Seminar noted the need for developing *guidelines* in determining a minimum and adequate learning package in population education by grade levels and subjects, as well as some guidelines for the reconceptualization of population education (see Chapter Two also).

In discussion about minimum and adequate learning requirements, it was pointed out that the content of population education ranges from the direct to indirect approach. It was noted that in the direct approach, which is family planning oriented, the focus is quite clear, as is the case of the population education in China.

*Regional consultative seminar - Population education*

Observations were made to the effect that one way to ensure that population problems, issues and content will be learned is to include them in the textbooks of different subjects at different levels. However, it was noted that it is not always easy to do that because textbooks have certain life span, and one has to wait until textbooks are revised; secondly, textbook authors are not always knowledgeable about population education. It was, therefore, suggested that supplementary reading materials on population problems, issues and content appropriate for specified subjects and grade levels be developed. In this regard, attention was drawn to the fact that the cost for supplying every student with a copy of such supplementary materials would be staggering. It was, therefore, suggested that a few copies (class sets) be made available to every class as envisioned in the Philippines, Sri Lanka and Thailand or in the libraries of each school.

Regarding the second problem, the experience of India is relevant whereby textbook authors are provided orientation in population education. In Pakistan, it has been possible to insert some population content as books get reprinted.

The Consultative Seminar recognized the value of using participatory methodology (inquiry/problem solving and value clarification). However, this would involve re-training the massive number of teachers, and appropriate training and materials are needed. Participants of the Seminar, however, would like to see more examples of immediate or intermediate action relevant to population issues.

- d) *Non-formal education.* Population education in the region started within the in-school programme, but later on it was realized that the national population education objectives would be difficult to achieve unless population education programmes were also initiated in non-formal education sector. This is because about 50 per cent of the population in the region is not being attended to by the formal education system. The countries in the region thus started expanding their on-going population education programmes to meet the learning needs of millions of out-of-school youth and adults who make individual as well as collective population related decisions every day affecting the welfare of the individual, family, community, and the nation. Many countries in the region have also evolved a variety of non-formal education programmes that are carried on outside formal schooling. They receive strong political support and are therefore likely to succeed. In many countries, population education is being integrated with development programmes.

The interpretation of the concept of integration varies from programme to programme and country to country, especially with reference to curriculum and materials development. In general, countries have integrated population education with many development programmes following either one or a combination of the approaches described below.

- i) *Separate course approach.* The programme organizers who follow this approach have generally developed a separate course on population education and made such course an integral part of the curriculum of ongoing development programmes (e.g. Bangladesh, India and the Philippines).
- ii) *Infusion approach.* The programmes which have opted for this strategy have succeeded in demonstrating the relationships between population issues and the quality of life of the individual, the family and the community, (e.g. Afghanistan, India, Nepal, Pakistan, the Philippines and Thailand).
- iii) *Core learning kit approach.* This approach differs from the separate course and infusion strategies in the sense that it neither advocates the infusion of population education concepts into other disciplines nor does it form a unit within any other discipline. Instead, the advocates of this approach identify common areas of interests and needs of various categories of target audiences, predetermine sets of relevant population education concepts, translate them into a series of learning activities and prepare appropriate teaching/learning materials. All of these materials are then compiled in the form of modules or guides referred to as 'core learning kits'. (See Table 2 for summary of experiences in this regard.)

Table 2. Summary of experiences

Country	Target audience	Project/programme
Afghanistan	Out-of-School Youth and Adults	Six educational programmes of the General Agency for Literacy Campaign (GALC), namely (i) General Literacy Programme; (ii) Literacy Programme for Women; (iii) General Agricultural Programme Integrated in Co-operatives; (iv) Programme of Complementary Education; (v) Educational Programme for Out-of-School Children; and (vi) Follow-up Materials Programme.

Regional consultative seminar - Population education

Country	Target audience	Project/programme
Bangladesh	Out-of-School Youth and Adults	Population Education for Out-of-School Youth, Department of Social Welfare; Mass Education (Literacy) Programme of the Ministry of Education.
India	Adults	National Adult Education Programme of the Ministry of Education.
	Out-of-School Youth and Adults	Population Education Projects of the University of Madras; Family Life Education Programme of Literacy House, Lucknow; and Integrated Child Development Services Scheme, Institute of Public Co-operation and Child Development.
Indonesia	Out-of-School Youth and Adults	Educational programmes of the Directorate General of Out-of-School Education and Sports, namely: (i) Learning Package 'A' for Literacy and Numeracy Skills; (ii) Basic Education; (iii) Family Life Education; and (iv) Leadership Training and Programmes of Government and Autonomous Bodies such as Department of the Armed Forces, Department of Religious Affairs, <i>Muhammadiyah</i> (the Muslim scholars) and the Indonesia Council of Churches.
Iran	Out-of-School Youth and Adults	National Literacy Programme
Malaysia	Women and Pre-School Children	Family Health and Family Life Education through the Family Development Project of the Community Development Division, Ministry of National and Rural Development.
Nepal	Adults	Population Education in the National Adult Education Programme, Ministry of Education

Country	Target audience	Project/programme
Pakistan	Adults	Population Education Programme of the Population Division Integrated Rural Development Programme of the Division of Rural Development, Government of Pakistan, and Functional Literacy Programme of the Allama Iqbal Open University.
Philippines	Out-of-School Youth and Adults	Population Awareness and Sex Education (PASE) Project in the Integrated Human Resource Development Programme for Youth (IHRDPY) of the Bureau of Youth Welfare, Ministry of Social Services and Development; Population Education Project of the Rizal Youth Development Foundation; and the Vocational Preparation Programme of the National Manpower Youth Council; Population Education Programme of Y.W.C.A.; the Foundation for Youth Development in the Philippines.
	Out-of-School Youth and Adults	Educational Programmes of the Office of Non-Formal Education, and Population Education Project of the Ministry of Education; Functional Education Project of the Philippine Rural Reconstruction Movement; and Population Education Programme of the Population Centre Foundation of the Philippines.
Republic of Korea	Out-of-School Youth and Adults	Population Education Programme of the Korean Educational Development Institute.
Thailand	Out-of-School Youth and Adults	Under the project Population Education, in the Formal and Non-Formal Sectors, programmes are in action for integrating population education into Functional Literacy, Agricultural Extension and other Non-Formal Education Programmes.
Turkey	Army Officers and Conscripts	Population and Family Life Education for Army Officers and Conscripts.
	Out-of-School Youth and Adults	Population Education in the Systems of Population Education at the Ministry of Education



## Regional consultative seminar - Population education

The experiences have also shown that whatever little learning material is developed in the out-of-school sector under different programmes, it is mostly meant to meet the learning needs of either the literate or neo-literate population. The majority of the population in the out-of-school sector, is illiterate with a high fertility rate. Learning opportunities could be made available to them if appropriate materials are developed. This is a serious gap which needs the immediate attention of all those planning and implementing population education programmes in the out-of-school sector.

There are some problems in this regard such as the following:

- i) population educators recognize the need to integrate their programme with non-formal education and development programmes. The problem is how to convince the directors of those programmes of such need;
- ii) assuming that the directors of non-formal education and development programmes agree, how does one implement population education - including such activities as the development of integrated curricula and materials and the training of key personnel;
- iii) if population education is integrated, there is the issue of a probable dilution of the message as well as the assessment of its impact;
- iv) since the majority of the audience is illiterate, educators must develop the kind of materials that will ensure communication of value-laden population education concepts at the grass-root level; and
- v) a core of minimum and adequate learning packages for different non-formal education and development programmes needs to be determined.

The Consultative Seminar noted some success stories in the integration of population education with non-formal programmes. In Indonesia, motivational, instructional and follow-up materials have been developed. Such materials include posters, sound/slides, cassettes, flip-charts, puppets, filmstrips and slides. The Ministry of Education and Culture has designed three packages on population education for the uneducated and primary school dropouts.

In Thailand, population education has been integrated with functional literacy and other non-formal education programmes. The programme is designed to make a *khit pen* person or a man who can tackle problems more systematically. He is trained to examine the causes of his problems (of which population is one), gathers the widest range of information,

considers alternative courses of action, and weighs the merits of each option.

The distinction between out-of-school population education and information, education and communication (IEC) was one of the issues brought up. It was pointed out that out-of-school population education goes beyond IEC, which is the educational component of family planning. Family planning, however, is only one aspect of out-of-school population education.

The Consultative Seminar underscored the importance of having a cell in the Ministry of Education to take care of the technical requirements of non-formal population education.

4. Training: content as well as process

- a) *Training of personnel in formal education.* National population education programmes are invariably characterized by a heavy resource input to the training component, which in itself presumes that there are certain sensitive features of population education that call for systematic and extensive training.

Persons who need to be systematically oriented to or trained in population education can be divided into two broad categories: (i) the key-level personnel who are responsible for implementing one or more of the various project activities. This category includes also programme staff at the central or provincial level; the professional or technical staff, engaged in specialized activities, such as members of curriculum and textbook committees and examination paper setters; and school administrators, supervisors and teacher educators; (ii) the functionaries at the delivery end who are mainly elementary and secondary school-teachers.

While the persons of the first category bring their own expertise and insights to bear upon the project activities and have a considerable multiplier effect, they also have an important role to play in implementing, monitoring, training and providing feedback in revising and refining strategies and materials used in implementing population education programme.

The second category is characterized by their overwhelming number and the final delivery of the project message depends on the enthusiasm and the necessary equipment of those who are mainly teachers. The fact that teachers are also community leaders, especially in rural areas makes their training all the more crucial to the success of population programmes.



## *Regional consultative seminar - Population education*

Member States have used a variety of strategies for the training of different categories of personnel. The high-level officials and project personnel have been trained through: (i) fellowships of short and long durations in local as well as foreign universities; (ii) training courses organized by the Unesco ROEAP Regional Team on Population Education; (iii) inter-country study visits; (iv) attachment of selected staff to advanced programmes in other countries.

For the training of teachers and other technical personnel, there are at least six models for in-service training of teachers in population education that have evolved in the countries of Asia and the Pacific. These are (i) phased face-to-face training conducted by the Ministry of Education (e.g. Bangladesh, Philippines, Sri Lanka, Thailand); (ii) phased face-to-face training by universities and teacher training colleges (e.g. Bangladesh, China, India, Indonesia, Republic of Korea); (iii) self-learning modules (e.g. Malaysia, Philippines); (iv) distance teaching (e.g. Allama Iqbal University, Pakistan, Nepal); (v) inter-country or inter-state visits (most countries); (vi) mobile training (e.g. Indonesia).

The introduction of population education in the pre-service preparation of teachers has begun in India, Indonesia, the Philippines and Thailand. The need to make population education a required course for pre-service training of teachers was stressed.

References to teaching methodologies were conspicuous by their absence in the country statements although teaching/learning materials produced by countries showed a variety of teaching methodologies. Generally speaking, participatory methods are being encouraged. Participation may take the form of a discussion based on an extract read from a book or newspaper, a short presentation made by a teacher, a problem posed by a teacher or pupil, some data gathered by a pupil - or indeed a variety of other forms. The need to give explicit attention to inquiry, problem analysis skills, decision-making skills, and value clarification skills is being increasingly recognized.

It should be remembered that transfer and generalizability are assured by practising these skills in relation to a number of situations. Obviously a sufficient number cannot be drawn from the population field exclusively on account of the sensitivity of the issues involved. Practising these skills in some less sensitive or emotion free situations and in a few value-laden population situations may conceivably yield rich dividends by making these skills part of the behavioural repertoire of the learners.

Problems and issues

The important issues in the area of training are:

- i) identification and development of teaching methods and techniques which have a special relevance to population education in view of its distinctive features such as the inter-disciplinary nature of the subject, the wide range of controversial issues a teacher is called upon to teach in a very subtle manner, inquiry/problem solving and value clarification, and emphasis on socially desirable immediate or intermediate action through which a learner can relate himself/herself to one's environment and concerns;
- ii) duration, frequency (if need be) and specific methods of training for different categories of personnel; and
- iii) cost-effectiveness of various modalities of training, e.g. face-to-face training and distance training.

The measures taken to resolve these issues will depend among others on the content area of training, the objectives to be achieved in teaching, the grade level at which the teachers will be employed and the background competencies of the trainees. However, it was felt that combining self-learning modules with face-to-face training would enhance the effectiveness of this mode. It was also felt that a more widespread use of audio-visual materials would go a long way in improving the effectiveness of training. Moreover, the use of audio-visual materials in teacher training will encourage teacher to use such aids in their classroom teaching. It was observed that the universal use of the largely ineffective lecture method in teacher training was largely responsible for the infrequent use of audio-visual methods in classroom teaching.

It was pointed out that in 1982, the Regional Team on Population Education is publishing a Multi-Media Package for the Training of Teachers in Population Education. The widespread use of audio-materials could be facilitated if more such exemplar multi-media materials could be developed at the regional level. The Unesco ROEAP may also help in the development of such materials at national centres or alternatively the developed materials could be adapted for use by the Member States. In view of the fact that some audio-visual materials have already been developed at various national centres, suitable action may be taken by the Regional Team to identify exemplar materials for further development and for adoption for general use in the Region.

*Regional consultative seminar - Population education*

It was agreed that the strategies used for the training of high-level officials and project personnel through fellowships, training courses organized by the Regional Team, inter-country study visits and attachments to projects of other countries have been proven effective. It is suggested that fellowship awards may be made tenable also in the universities having reasonably developed population education programmes in the region itself. In this way, the Population Education Departments of the identified universities may be further developed. In this regard, the transfer of the trained project personnel which had previously prevented the projects receiving the full benefits of this costly mode of training needs mention.

While special population project oriented training efforts should continue, the inclusion of population education content with all teacher training programmes should receive attention.

- b) *Training of personnel in non-formal education.* A wide range of personnel have been or need to be exposed to population education in view of their roles and responsibilities in the planning and implementation of inter-ministerial and inter-departmental out-of-school educational programmes. In general, three major categories of personnel such as key functionaries (policy-maker, planners and administrators) professional and middle-level administrators (trainers, curriculum and materials developers, researchers, mass-media people, adult education officers, project directors, community development officers, extension agents and such other persons) and front-line workers (adult education instructors/facilitators and their supervisors, village development workers, local leaders, religious leaders and retired persons) have been exposed to broader contents and strategies of population education.

As regards the *training modalities*, the six training models indicated under formal sector are equally applicable in the out-of-school sector for training key personnel and some of the professionals. However, it is considered that the *field operational* training model serves best the purpose for training professionals as well as frontline workers for out-of-school population education. This modality has been tried by the Regional Team at the regional level and later followed by national field operational seminars in Afghanistan, Bangladesh, India, Nepal, Pakistan, the Philippines and Thailand.

The field operational seminar is one form of participatory methodology used by many countries in their training programmes. The main thrust of this training modality

consists of participatory activities in a rural community where participants help the target audience identify problems and needs in the context of their socio-cultural and geographical settings. The population-related problems obstructing development efforts are identified through observation, questionnaires and interviews. The priority of population-related problems become the foci of the development of curricular materials integrating population education content with various development programmes. The curriculum and instructional materials developed are tried out, revised and printed as prototype materials for use in the different out-of-school educational programmes.

It was noted that in some countries, the services of community/village leaders such as traditional birth attendants, and traditional village doctors are being tapped. In Pakistan, in addition to traditional birth attendants, barbers, cigarette vendors and postmen are also being trained in out-of-school population education and family welfare work.

As a step towards the training of field functionaries in out-of-school population education, the Regional Team organized two regional workshops in 1979 and 1980 to demonstrate how population education concepts can be integrated systematically with various non-formal education and development programmes. The prototype materials developed by these workshops were published in 1981 in the form of a field workers' manual entitled, "Population education in non-formal education and development programmes". The manual contains numerous sample materials such as curricula, syllabi, motivational, instructional and follow-up materials besides devoting special sections on programme planning implementation and evaluation. The examples given are prototype and can be adopted by the countries. Indonesia has translated the manual into its national language and it is now being used for training field personnel in out-of-school population education.

The observations made about the problems and issues concerning the formal sector generally apply to the non-formal sector. The special problems and issues are indicated as follows:

- i) How can the integration of population education, with the pre-service training curricula of institutions responsible for training personnel in the out-of-school sector, be insured?
- ii) What training methodologies in addition to the field operational seminar, can be used to help field functionaries reach the illiterate audiences with the value laden population education messages?

## *Regional consultative seminar - Population education*

- iii) What kinds of instructional material support can be provided to the grass-roots level workers to help them communicate with illiterate, semi-literate and literate audiences?
- iv) Is the training of field functionaries possible through a field operation seminar? If so, how can the availability of adequate resources for its organization be ensured?

### 5. Programme for special groups

Although there is an increasing recognition of the importance of population as an integral part of the national development programme among the member countries, and many population education programmes are directed towards life improvement, there is also a need for population education programmes for special target groups such as women who are facing greater fertility risk, and those who are disadvantaged and underprivileged, living in rural and urban slums. These deprived groups generally have a high fertility rate which eats away all the benefits of developments achieved through their participation in development programmes especially designed for them.

In many countries, many poor women, the rural poor and the slum dwellers are denied access to educational opportunities. Furthermore, the drop-out rate among these groups is very high due to various socio-economic factors. Therefore, the gap in the educational and other socio-economic attainments between the more vocal segment and these deprived groups of the population continues to grow. The policy-makers and planners in most of the countries in the region recognized that this widening gap between the haves and have nots poses a serious problem and thus took initiatives to plan and implement special programmes for the deprived sections of the population. These efforts though falling short of the requirements have at least given some hope of survival for the underprivileged groups.

There are a few experiences in programmes for special groups such as those for slum dwellers in Pakistan, the hilltribes and refugees in Thailand, the deprived groups in Sri Lanka and those involved in the trans-migration project in Indonesia.

#### Problems and issues

The additional problems connected with developing population education programmes for such groups are specific and are difficult to generalize. One major problem is the choice of strategies required to establish contact and rapport as a preliminary to the development of specific programmes.

The major issues that merit attention are:

- i) The identification of alternative approaches and strategies required to introduce population education to the programmes for special groups.
- ii) In some countries the problem of introducing population education gets more complicated because of different languages, religions, cultures, and so on. How can such a problem be resolved?
- iii) In some countries problems of introducing population education are not limited only to the lack of curricula, materials, trained personnel and well defined methodologies but are also related to the problems arising out of the unequal distribution of income and increasing disparities between different groups or occupations where the poor tend to become poorer and the rich richer. What kinds of programmes can help overcome his problem?
- iv) The kind of research needed specially in the area of content and methodology of teaching-learning geared to the needs of special groups.

#### 6. Evaluative research

By and large evaluation in general and evaluative research in particular have been a weak point of population education programmes in the region. This may be ascribed to factors such as funding constraints, lower priority assigned to research as compared to curriculum or materials development and training activities included in the programme. Very often there is also a paucity of expertise in the area of research in Member States. However, the types of studies which have been undertaken at the national level are listed here.

There are a number of baseline surveys undertaken such as (i) content analysis of existing syllabuses and textbooks; (ii) surveys of students' and teachers' knowledge of and attitudes towards population education; and (iii) socio-cultural studies for planning and implementing population education programme. Basic research has been undertaken by several countries. Examples of these studies are: (i) development of family size concepts among children; (ii) family size preferences among adolescents; and (iii) fertility behaviour of teacher trainees.

A few countries have gone into evaluative research on the effectiveness of the inquiry approach, the relative effectiveness of the separate subject approach and the integration approach and the teaching performance of trained and untrained teachers. One or two countries have plans for undertaking longitudinal studies on the impact of population education on the students.



In the non-formal sector, there is hardly any known evaluative research being specifically carried out on non-formal population education. There are, however, a number of evaluative research programmes in family planning information, education and communication (IEC).

The Unesco ROEAP brought out a 'Manual on evaluation in population education' in 1979 to stimulate national activity in the field. However, the action taken so far by national programmes in regard to the construction of tools or instruments of evaluation has been very meagre.

It has to be emphasized that evaluative exercises have to be oriented towards gauging the effectiveness of the programmes from a curriculum objective point of view, in order that the feedback may be utilized among others for continual improvement and refinement of materials, methods and teaching strategies. Too often evaluative exercises have taken the form of gauging quantitatively the implementation of programme targets. In the past assessment has focused mainly on effort evaluation, and hardly at all on impact evaluation.

Among the issues which need priority attention are the following:

- i) Amongst other things, population education is designed to reorient traditional or folk beliefs and to change attitudes and values, as they are otherwise conducive to perpetuation of population problems. Hence, the need for more research studies on population-related values, and modalities for changing these more effectively.
- ii) Studies are required to determine population-related topics and methodologies appropriate for each age/grade level and in different development programmes that will attain the intended change in learners' attitudes and values relative to population problems.
- iii) An analysis should be made of instructional materials which have been developed under various national projects to determine the quantum and quality of content to be included at different grades in formal education as a separate course, or in different development programmes as a separate unit.
- iv) Development of evaluative designs and tools appropriate for undertaking studies to improve programme delivery is required. The tools to be developed would cover a wide range starting with baseline or bench-mark surveys, mid-term appraisal of the programme and final evaluation of the project's impact and effectiveness.
- v) The importance should be emphasized of making evaluation a built-in element of a project or programme design, and the use of findings of evaluative studies for continual improvement and refinement of materials, methods and strategies of implementation.

The large attitudinal element in population education makes it more difficult to design objective evaluative instruments. Moreover, the major objectives are long-term and are expected to be operational in decision-making connected mainly with non-institutional situations. Therefore, evaluation of the effectiveness of the programme objectives has to be indirectly based on the premise that what is observed is valid when extrapolated to a somewhat distant future. One such method could be the design of evaluative instruments involving problem-solving under simulated situations.

The lack of trained personnel and organizational machinery in the field of evaluative research in population education is due to the paucity of university and post-graduate courses and university departments devoted to population education. Hence remedial action in this regard will also involve institutionalization of population education as a regular study course in the universities. The existing, recently instituted Population Education Departments in the universities of the region may be assigned evaluative tasks in collaboration with the Regional Office, thereby helping the universities to train their students in evaluative research.

#### 7. Institutionalization

The institutionalization of population education is a goal which every country introducing population education has set for itself. A close look at the population education programme in the Asian region reveals that although some of these national programmes are a decade old their progress towards institutionalization has been slower than anticipated. Most of them are still passing through a transition period. Population education content is provided through separate pupils' books, teachers' guides and supplementary readers; field workers manuals, handbooks; and the like. Personnel training is undertaken through special training arrangements, and population education is not treated as an examination subject in all countries. Institutionalization through the recognition of population education by the higher education institutes such as universities is not much evident in the region as a whole. In other words, population education has not become established yet as part and parcel of the national education process.

In order that definite progress may be made towards the goal of institutionalization it is useful to identify criteria which may be considered as indicators of positive progress once they are met. Countries with population education programmes could use these criteria to check how their programmes stand in the movement towards institutionalization. More importantly, where progress is lacking the constraints and obstacles could be identified with a view to overcoming them. The following indicators are suggested for this purpose:



*Regional consultative seminar - Population education*

- i) Population content is accepted as an integral part of the curriculum, whether such content is included in specific subjects of the curriculum or introduced as a self-contained course.
- ii) Where population content is introduced through certain subjects, the textbooks in these subjects contain the essential content that has been decided upon; where population education is a separate course the content is included in a textbook intended for the course.
- iii) Population content occurs in examination papers, whether they be internally prepared question papers set by each school or papers centrally prepared for nation-wide examinations.
- iv) Pre-service training institutions prepare teachers of population education and other field workers or personnel competent to handle population content in much the same way as they prepare teachers of other subjects.
- v) Population education is treated as an integral part of the educational process of the country whereby its further development and improvement, after the termination of the population education project, is carried out within the framework of national educational development actions.
- vi) The introduction of population education is recognized in higher education institutes as evidenced by the number of courses offered, the degree of involvement of these institutions in developing population education through research studies and the number of full-time professorships in position.

Among the problems which may have delayed the institutionalization process are the following. (In this context, it may be pertinent to note that subjects which are now entrenched in the school curricula like science, took a long time to become institutionalized.) These problems are likely to make it necessary for population education to remain at the project stage for a longer time.

- i) the definition of the scope of population education;
- ii) the infusion approach itself making it necessary to be guided by experts;
- iii) the greater attitudinal component making evaluation more difficult and hence delaying the development of needed instruments; and
- iv) the field of studies, experiences and data on which population education depends being new and changing.

A major issue which prevents the institutionalization of population education in the universities is its lack of recognition as a discipline. Here a vicious circle principle operates. Institutionalization in the field of higher studies ensures the recognition of a subject as a discipline.

The efforts of the country programmes, both in-school and out-of-school, towards institutionalizing population education into different programme components are given in the Annex VII.

8. Documentation and information exchange

The volume and diversity of materials being produced in the Member States create the need for a systematic mechanism for collection, reproduction, dissemination and sharing of materials not only within each country but also between countries. The most important task is to provide the information requirements of the population education professionals and to facilitate the flow and exchange of information within and outside the country. To achieve this, some of those which have established a population education programme have prepared national bibliographies; are making materials available on exchange; assist in the production of newsletters, preparing current awareness materials; and provide actual materials for curriculum development and teacher training. To reach users in the rural areas, two countries (Bangladesh and Sri Lanka) have also used mobile libraries. Other countries also sent their personnel for training in documentation and information services on population education.

However, many countries have failed to provide effective information services for two reasons: (i) they have not organized a resource base or collection systematically and; (ii) there is no person assigned to organize a resource base or if there is, he/she is not competent enough to organize a collection and process, transform, and disseminate information more actively. Out of 20 countries which have population education programmes, only six countries have provided funds to acquire books and audio-visual materials, three countries have established the resource bases not only of the central office but also of their provincial branches and one country even went further than this by establishing a network of resource centres within the country. The network members have consequently set up a resource sharing and information exchange programme.

In general, much remains to be done especially in the following areas:

- i) There is still very limited in-country transformation and dissemination of materials and limited information exchange between countries. The in-country information needs of the population education professionals are not being met by their library and documentation services. On the international level, the limited circulation is not only caused by the limited number of copies of publications but also because of language problem.
- ii) Only few countries have systematically organized a resource base. It is considered low in priority by Member States with regard to funding. As for those countries which made provision for the purchase of books and other types of materials,

the materials were ordered but have not been organized properly and systematically thus causing difficulty in retrieval and use.

The valuable services the Unesco ROEAP Population Education Clearing House has provided the Member States is recognized. The work already done in providing documentation services, training of project personnel could be further expanded if the Clearing House were to undertake such further activities as:

- i) supplementing the newsletter by a more frequent news sheet;
- ii) identifying exemplar materials used in the region for wider dissemination after further refinement where necessary; and
- iii) circulating more frequently an annotated list of exemplar materials developed in the Region among the key project personnel and making provision to supply the materials to those who are interested. A translation service on an assignment basis may be required to make this effective.

The reason why documentation and information exchange is neglected at national level is easy to identify. The pressure on the national programmes is to deliver curriculum guides, textbooks and trained personnel to teach the subjects in the classroom. The issue that a readily accessible and organized information-resource base will at least cut down delays in getting the data and textual and pictorial materials into the curriculum guides and textbooks, does not seem to have been sufficiently emphasized. The major issue of the degree of reliance to up-to-date and high quality materials on a readily accessible information resource base has not obtained the recognition it deserves.

## Chapter Two

### NEEDS, ASSESSMENT AND ACTION PROGRAMMES FOR THE QUALITATIVE IMPROVEMENT OF POPULATION EDUCATION AT THE NATIONAL AND REGIONAL LEVELS

#### Introduction

A review of the national population education programmes of countries in the region by the participants of the Consultative Seminar highlighted some needs and gaps in the implementation of different programme components or aspects. The needs and gaps identified suggest that a variety of actions at the national and the regional levels should be taken in order that the population education programmes in the region can expand quantitatively and improve qualitatively. For every identified need, the Seminar has deliberated upon and proposed actions which may not always be innovative but are nevertheless necessary. The Seminar, however, was of the opinion that relevant population education components should be integrated not only with the main stream of the formal academic system but also with all ongoing and future developmental programmes such as literacy and adult education, rural development, community development, health and nutrition, skill developments and women's development and other non-formal education programmes. In this context, the participants laid special emphasis on the need for non-formal population education in view of the extremely low level of literacy prevalent in some countries of the region.

#### Assessing needs and requirements

#### Action programme for the qualitative improvement of population education

##### 1. The process

Research studies over the years have proven that a programme based on the needs and problems of the people is easily accepted and ensures greater and active participation of the people at all levels. Planners have, therefore, been trying to assess needs and requirements for population education programmes using a variety of approaches some of which are explained on the following pages:

Assessing needs and requirements

a) *Assessment of needs:  
national level*

Many countries have existing commissions/councils or boards concerned with planning, co-ordinating and implementing population programmes. The composition of these bodies is usually inter-ministerial and interdisciplinary. In some countries, needs assessment is one of the concerns of such committees.

Population programmes are planned and implemented with either national resources or with foreign assistance or a combination of the two. Where the programmes are determined jointly by the government and the foreign funding agency such as UNFPA, World Bank and other bilateral sources, needs assessment missions are generally fielded to determine needs and requirements for population programmes. The composition of the needs assessment mission plays a significant role for determining needs and requirements in population education. The authentic needs for population education are assessed when someone specializing in this area forms part of the Needs Assessment Mission.

b) *Assessment of needs:  
regional level*

The needs and requirements for population education programmes at the regional level are determined by the Member States through Regional Consultative Seminars generally attended by high-level

Action programme for the qualitative improvement of population education

1.1 National action

a) Conduct study to assess the state of the art of population education. Among other things, the study will find out the extent to which population education is contributing to the realization of educational goals, population policy and national development goals.

b) Organize national seminars, meetings or conferences for professionals including policy-makers and planners to assess needs and requirements in population education.

c) A national steering committee composed of heads of relevant departments participating in non-formal population education programmes should be constituted to annually review the accomplishments and provide guidance to the country programme. This will also ensure continuous orientation to key level policy makers.

d) In view of the prevailing practices for assessing needs and requirements of population education in the region, it is strongly recommended that a member of the Unesco Regional Team on Population Education and national experts in population education should be included in the UNFPA Needs Assessment Missions.

1.2 Regional action

Organize Regional Consultative Seminars periodically, *inter alia*, to assess needs and requirements in population education.

The outputs of the country assessment on the state of the art

Assessing needs and requirements

planners and decision-makers from different countries in the region. This process results in the development of a regional programme which supports national programmes in achieving their population education objectives.

2. Stimulating, developing and supporting programmes

As described in the section on "Awareness and commitment" in Chapter One, there is still much to do in stimulating population education in the region, especially in countries which are not aware of the role population education can play in achieving their development goals. Once a country is convinced of the need for population education, assistance will be needed in planning and formulating population education projects.

Moreover, it has been found that even after embarking on a population education project, a country may not actively pursue population education activities for various reasons, e.g. a lack of trained personnel. Assistance will also be needed in training teachers and other key personnel in developing curriculum materials, in research and evaluation, and population education documentation.

Action programme for the qualitative improvement of population education

of population education will be one of the inputs to the regional seminar.

2.1 National action

a) National seminar/workshop with the participation of the Unesco Regional Team on Population Education.

b) Hosting inter-country visits for officials of those countries interested in population education programmes.

2.2 Regional action

2.2.1 Regional advisory services for:

a) creating awareness about population education;

b) needs assessment, project/programme formulation;

c) participation in national training programmes;

d) participation in curriculum and materials development;

e) project review and evaluation;

f) identification of new developments and problem areas;

g) population education documentation.

2.2.2 Arrange inter-country visits preferably for officials of those countries without population education projects.

Assessing needs and requirements

3. Commitment

The manner in which some countries implement their population education programmes together with the fact that many countries in the region have not yet accepted population education underscores the need for a sustained commitment to the programme from personnel at various levels.

Action programme for the qualitative improvement of population education

It is acknowledged that while advisory missions are not new, especially to countries with existing programmes, they are necessary especially for emerging country programmes.

3.1 National action

a) *National seminars, meetings and conferences for policy/decision-makers.* These can be held at the national level to: (i) make the participants aware of the population problem; (ii) make them realize the need for population education as a rational intervention strategy to solve the problem for improving the quality of life; and (iii) clarify the concept, goal and nature of population education.

b) *Inter-departmental/inter-ministerial planning and development meetings for policy/decision-makers.* Meetings among heads or key administrators of universities, departments and ministries can be organized to: (i) discuss the inclusion of population education in their programmes; (ii) make plans on how this can be done by delineating roles, functions and target coverage; and (iii) explore ways of establishing a co-ordination mechanism among them to eliminate unnecessary duplication.

c) *Professional associations and voluntary organizations for practitioners/implementors.* Professional associations such as the Science Teachers Association, Vocational Teachers Association, Medical Association, Adult Education Association and voluntary organizations such as the Parent



Assessing needs and requirements

Action programme for the qualitative improvement of population education

Teachers Association and Civic and Community Groups can be tapped to provide support to the endorsement of the programme. Necessary linkages can be developed with the office bearers of such organizations through colloquia and meetings with them and through the participation of programme officials in their conferences and seminars.

d) *Acknowledgement, recognition and/or appreciation.*

Acknowledgement, recognition and appreciation can be extended to teachers, field workers, curriculum developers, community leaders and other practitioners for noteworthy contributions to the programme by the concerned national authority. These can be in the form of testimonials, awards, citations, or publications in newsletters, journals or bulletins. This will provide incentives for them to stay and work harder in the programme.

e) *Community leaders.* The commitment of community leaders will be crucial to the success of out-of-school population education programmes and hence they should be tapped.

f) *Assisting in organizing inter-country study visits for policy/decision-makers, practitioners and the public.* Visits of key officials and practitioners to countries with population education programmes can be organized to enable them to: (i) observe and study the implementation of the different components of the programme in both the formal and non-formal sectors; (ii) share and exchange ideas and views in programme implementation with key



Assessing needs and requirements

Action programme for the qualitative improvement of population education

officials of country programmes; (iii) gain insights and ideas that can be adopted or adapted in their own programmes, and (iv) share experiences with national authorities of the country concerned.

In order to enable the personnel working in non-formal population education programmes to share experiences and learn from each other within the country, inter-project, inter-province and state study visits need to be organized on the pattern similar to inter-country study visits.

g) *Publicity campaign.* The mass-media like the newspaper, radio and television can be utilized to make key officials, practitioners and the public aware of the need for population education. Newspaper articles, radio and television programmes and interviews can provide information on population and population education activities.

Radio and television quizzes and essay writing contests among secondary school students may also be organized.

3.2 Regional action

*Regional seminar.* Seminars at the regional level may be organized for heads of country programmes and other key officials in order to sustain interest and commitment to population education.

4.1 National action

Undertake periodic evaluation to find out the contribution of population education to the realization of educational goals, population policy and national development goals.

4. Population education and development

An examination of the country reports published in the 1982 Unesco Bulletin reveals that most country programmes are linked up to national development goals. Invariably, country statements assert that population education

Assessing needs and requirements

contributes to the realization of educational goals, population policy and national development goals. There is a need to determine the way in which population education contributes to this.

5. Reconceptualization

Scrutiny of definitions, content and objectives of many population education programmes in countries of the region reveals that in the seventies, the conceptualization of population education was focused *inter alia* on small-size family norms, on demographic content, on population and development (macro-level) and family planning.

There is a need to reconceptualize population education in such a way that there is also a focus on quality of life issues that are personally relevant to the individual, the family and the community and provide for some action on the part of the learner.

6. Minimum and adequate curricular learning requirements

It is common experience that detailed and elaborate curriculum in population education proposed for integration with the educational system is often not feasible because most subject areas are already overloaded.

In the non-formal education sector, there is a wide range of target audiences with varying needs, interests and problems. Moreover, the out-of-school

Action programme for the qualitative improvement of population education

5.1 National action

- Keeping in view the nation's population policy and national development plan, countries which feel the need may consider a reconceptualization emphasizing behavioural change (e.g. what a young learner can do to improve the quality of life for oneself and others) by including family welfare and quality of life themes. Such a reconceptualization may also focus more on individuals, immediate and local concerns.

6.1 National action

a) National surveys to identify the existing population-related content in the existing teaching/ learning materials including textbooks of all concerned departments and programmes are needed. This will provide a base line for developing the core content of population education for integration with various development programmes and different levels of formal education.

b) Develop a minimum and adequate curriculum designed to

Assessing needs and requirements

population education programmes will need to keep in view the directions and parameters of the specific development programmes through which the population education concepts will be filtered. It is therefore necessary to expose the key personnel of these programmes and community leaders to population education concepts. Experience has shown that some of these personnel are hardly available for participation in the traditional long duration orientation programmes.

There is therefore a need to develop a minimum and adequate learning requirement or a core programme relevant to each subject area, grade level and target group. Such a programme should help cover all essential components on the one hand and on the other ensure that it is kept within feasible limits as regards the quantum of content. The core programme should not however restrict the development of additional topics for inclusion wherever necessary.

7. Training modalities

Different training modalities have been utilized in the region. However, no attempt has been made to determine the cost-effectiveness of these modalities. There is apparently a need to find out what specific categories of personnel can best be trained by these alternative modalities.

Action programme for the qualitative improvement of population education

attain the desired cognitive and behavioural outcomes.

6.2 Regional action

Convene a regional workshop aimed at (i) developing possible criteria for determining minimum and adequate curricular learning requirements in the light of experiences in the Member States; (ii) providing training on the process of developing a minimum and adequate curricular learning requirements, and (iii) developing prototype minimum and adequate curricular learning requirements for adoption or adaptation in the Member States.

7.1 National action

a) Undertake research studies to determine what it is in the content of population education training programme that can best be taught through a specific training modality so as to cover different target groups.

b) Encourage whenever feasible training in sub-regions to enhance the effectiveness of the training and make optimum utilization of limited resources.

Assessing needs and requirements

Action programme for the qualitative improvement of population education

c) Countries in the region may consider establishing a population studies centre which may design programmes for post-graduate population education courses.

7.2 Regional action

*Assisting in facilitating attachment programme.* The use of an attachment programme as a training modality is emerging in the region. Selected staff members of emerging country programmes will be attached to advanced country programmes in population education so that they can learn different aspects of the programme on-the-job. During the attachment, he/she should function as if he/she were a staff member of the programme to which he/she is attached.

8. Teaching methodologies

The value-laden and sometimes sensitive content of population education requires that teachers be equipped with suitable teaching methodologies. In the formal sector, methodologies may emphasize inquiry and value clarification oriented techniques which underline the need to strengthen the process component of teaching. In the non-formal population education programmes the stress has been on the mere imparting of information and knowledge resulting in the breakdown of communication between the learner and the trainers and field workers. It is therefore, essential to evolve suitable teaching methodologies based on the characteristics of the target audience, such as level of literacy; age, sex, marital status, on the one hand, and the

8.1 Regional and national action

*Joint project on innovative teaching methodologies.* A small working group consisting of about eight to ten experts in teaching/training methodologies in population education would be convened at the regional level to develop a manual in the formal education and manual and audio-visual kit in non-formal education on innovative training/teaching techniques in population education. The modality to be used for developing the manual consist of four phases, viz.: (i) study visit to selected countries of the region to identify and observe innovative methodologies and teaching/learning materials as well as population content that lends itself to inquiry and value clarification techniques in population education; (ii) preparation of a trial edition of the manual in a writing workshop; (iii) tryout of

## *Regional consultative seminar - Population education*

### Assessing needs and requirements

value-laden nature of population education on the other.

### Action programme for the qualitative improvement of population education

the manual in selected countries; and (iv) finalization, production and distribution of the manual.

#### 8.2 National action

a) The country programmes in population education may consider the Regional Manual and select those areas of content, materials and teaching methodologies which will be suitable and relevant to their own programmes. The national governments may then prepare their own manuals and audio-visual kits for the specific target groups.

b) Activity-based teaching methodologies such as case studies and socio-economic surveys by the students should be encouraged.

#### 9. Programme for special groups

The development needs of the special interest groups such as women, the rural poor, slum dwellers and migrants are partly being met through different development programmes organized by various governments, semi-governments and voluntary agencies. In order to help these groups to derive fully the benefits of their participation in development programmes it would be desirable to expose them, especially those in the reproductive age range, to the need for planning their family size to help them maintain a minimum level of quality of life. One way in which this may be achieved is through the integration of population education in the development programmes which are designed to meet the socio-economic needs of these groups.

#### 9.1 Regional action

A sub-regional workshop/seminars should be organized aimed at: (i) training key personnel in the participatory process of developing problem and target oriented materials, and (ii) developing prototype materials for special groups such as uneducated women and under-privileged groups.

#### 9.2 National action

a) Follow-up national workshops/seminars should be organized to train a sufficient number of personnel from different development agencies in the process of preparing problem and target oriented materials, and to adapt such available materials to meet the needs of illiterate women and under-privileged groups.

b) Undertake *research studies* at micro level by the Member States with the help of a group of

Assessing needs and requirements

Assuming that such an agreement is reached between the personnel of such development programmes and population education staff, it would be essential to develop integrated teaching/learning materials for these groups and to train the staff of development programmes in integrating population education concepts with their ongoing and new programmes. Such training will be needed more for the field workers at the grass-roots level as they generally have a low level of formal education and insufficient training in population education, communication techniques and group dynamics which are essential components for working effectively at this level with such special groups.

10. Evaluative research

Two kinds of research are needed, namely (i) action-oriented research, and (ii) evaluative research.

Regarding action research, the need is for research on content, i.e. not merely in terms of accounting for the increase in population topics in textbooks and other instructional materials, but also on the qualitative analysis of such materials. There is also the issue of whether successful learning takes place when population content is integrated with other subjects or when offered as a single subject, and the relative salience of population issues with children at different levels of maturity.

Action programme for the qualitative improvement of population education

educators, social scientists, and communication specialists to determine the most effective and simple means of communicating population education concepts to the non-acceptors at the grass-roots level.

c) The Member States document such useful experiences gained and lessons learned, and disseminate them within the country for the benefit of grass-roots level workers of other agencies implementing population education programmes.

10.1 Regional action

A regional workshop on evaluative research could (i) provide a forum for exchange of experiences on evaluative research in both the formal and non-formal sectors; (ii) develop research and evaluative research designs and instruments/tools on common problems encountered by people involved in population education; (iii) develop alternative programme monitoring and evaluative designs; and (iv) develop alternative designs for research utilization involving researchers, policy and decision-makers and practitioners.

10.2 National action

a) Follow-up national workshops on evaluative research are to be convened in the countries, under the leadership of those who attended the regional workshop.



Assessing needs and requirements

There are other evaluative research in population education that is urgently needed such as methodological research (effectiveness of different training strategies and techniques of teaching) and programme evaluation, such as cost effectiveness (efficiency) and programme impact on target audience.

Studies in the non-formal education sector are also needed such as (i) determining minimum and adequate learning requirements for integration in extension work and literacy programmes; (ii) identifying effective communication/population education strategies for various special groups; and (iii) developing new training strategies to reach illiterate audience.

In many countries of the region, there are many post-graduate theses related to population education which are not utilized. There is therefore a need to find out ways and means to maximize the use of research available in countries.

11. Institutionalization

Although some of the country programmes in Asia have been operating for a decade, progress in population education institutionalization has been slower than anticipated. There is, therefore, a need to step up the institutionalization process of population education at both the formal and non-formal educational systems.

Action programme for the qualitative improvement of population education

b) The National Population Education Documentation Centres should assemble evaluative research conducted in the country and make it available to all concerned agencies.

11.1 Regional action

*Assessment by the Population Education Regional Team.* The Regional Team can help the national programmes assess the progress they are making towards institutionalization by identifying constraints and barriers that obstruct it.

11.2 National action

a) *National workshop.* A national workshop may be organized to discuss ways and means of overcoming the identified constraints to institutionalization.

Assessing needs and requirements

Action programme for the qualitative improvement of population education

b) *Workshop for the development of integrated training models.*  
A workshop for the development of integrated training models in population education can be organized by the programme staff with the participation of selected personnel from other departments, ministries or agencies engaged in non-formal education programmes in order to develop models integrating population components with the ongoing activities of the above agencies. The idea is to develop feasible and economical training designs which can help institutionalize population education training programmes in the regular programmes of these agencies.

12. Documentation, systematic resource sharing and information exchange

a) *Building and organizing a population education collection.*  
Very few countries have systematically built and organized a population education collection. Before one can provide good information services and share information resources within the country and outside, such a collection should first be established. Even in the case of countries which are acquiring materials, some do not show evidence of systematic dissemination services, possibly because of lack of trained personnel and formal infrastructure. Thus, there is a need to help countries acquire materials and build a population education collection, organizing them systematically to facilitate easy retrieval and use.

12.1 National action

To systematically build and organize a population education collection and dissemination service.

12.2 Regional action

Provide technical assistance to countries in building up and systematically organizing a population education collection and information service.

*Regional consultative seminar - Population education*

Assessing needs and requirements

b) *Networking and translation of materials.* There is a need to accelerate direct communication, resource sharing and information exchange among population education professionals involved in population education within and among countries.

Action programme for the qualitative improvement of population education

12.3 National action

a) Establishing a network of information services on population education to facilitate exchange and flow of information within the country.

b) Translation of materials from the national language to the local languages and vice versa and translation of English materials to the national language.

12.4 Regional action

a) Convene a regional workshop aimed at: (i) sharing experiences on strategies and problems in building of population education collections or resource bases, in their acquisition, organization, transformation, processing and dissemination of information and materials; (ii) developing a plan for a systematic networking of population education documentation centres, and information resource bases; (iii) strengthening ongoing institutional links among these centres for more effective materials dissemination and information sharing; (iv) developing guidelines for a more systematic mechanism for collection, reproduction and dissemination for sharing materials among the countries; (v) reviewing training needs in population education documentation; and (vi) preparing a plan of publication which can be co-operatively produced and disseminated by the network members.

b) Translate selected national language publications into English for wider dissemination to other countries which may in turn reproduce them in their own languages.

Assessing needs and requirements

c) *Transformation, re-packaging and selective dissemination of information.* There are several countries which have established population education collections systematically. However, the provision of information services leaves much to be desired. There is a need to train personnel in documentation, transformation and active dissemination of information so that their professional services may be expanded beyond the traditional concept of collecting, cataloguing and shelving.

Action programme for the qualitative improvement of population education

c) Undertake a redistribution programme where multiple copies of publications produced by the countries will be given to the Clearing House for redistribution to other countries to facilitate inter-country flow of information and materials.

12.5 National action

Training of personnel in documentation, repackaging and dissemination with a view of providing a more active information service.

12.6 Regional action

a) Publication of a handbook or manual on how to effectively transform, process, repackage and selectively disseminate information.

b) Publication of a national directory of project and resource personnel at national level and concerned international agencies.

c) Attachment or internship programmes.

## Chapter Three

### REGIONAL CO-OPERATION IN POPULATION EDUCATION

#### Introduction

In the deliberations of agenda Item 6, Regional Co-operation in Population Education, The Regional Consultative Seminar noted that in the Second Session of the Advisory Committee on Regional Co-operation on Education in Asia and the Pacific held from 16 to 22 August 1982 in Manila, the Committee commended and supported the programme of the Unesco ROEAP in the field of population education and recommended that Unesco should:

1. focus increasing attention on population education;
2. formulate a regional programme for the development of population education in the Asia and Pacific region;
3. decentralize further some of its regular funds allocated to the region for this purpose, with a view to supplementing the resources available from UNFPA;
4. further strengthen the population education documentation support services to the Member States to enable effective exchanges of information among the countries of the region; and
5. carry out research on population-related values, including the concept of population education and the content of population topics in curricula and instructional materials.

The Seminar also noted the impact of inter-country activities on country programmes since the inception of Unesco's Regional Programme on Population Education in the region. An information paper in this regard was earlier distributed. In addition, during the deliberations of the agenda items, the contributions of the Regional Team in country programmes were acknowledged.

The Seminar observed that there are two main issues in agenda Item 6, namely: (i) action programmes for the qualitative improvement of population education at the *regional level*; and (ii) inter-country co-operation, i.e. the ways in which Member States implementing population education programmes might co-operate for the continuing renewal and improvement of population education programmes in both formal and non-formal education.

The action programmes at the regional level were already fully covered in Chapter Two. In order to efficiently and effectively implement the regional actions suggested, the Seminar proposed a

## *Regional consultative seminar - Population education*

"Regional Programme for the Development of Population Education", as presented below.

### REGIONAL PROGRAMME FOR THE DEVELOPMENT OF POPULATION EDUCATION

#### The problem

The total population in the 39 countries of Asia and the Pacific was estimated at 2,506 million in mid-1981, constituting about 56 per cent of the world's population. It is growing at the rate of about 1.7 per cent, which means an addition of over 42 million per year. The population of the region is expected to be 2,900 million in 1990 and about 3,400 million in 2000 or about 900 million additional persons in Asia and the Pacific in 20 years. At the time of population stabilization, which is expected in 2110, the population of Asia and the Pacific will constitute about 60 per cent of the global total - a vast number of people who will have to face the reality of shrinking agricultural land, declining forests, depleted mining and other mineral resources, deteriorating grazing lands, and dwindling energy sources. Employment, housing, education and health services may even be more scarce by then. This will all have an adverse effect on the quality of life and development efforts in the region.

#### The role of population education

Population education is not a panacea, but it is a crucial action programme of the education sector designed to complement other programmes in solving the problems caused by rapid population growth and urbanization. Unesco has developed population education programmes at the global, regional and national levels since 1970. In Asia, the programme commenced with the organization of a regional seminar on population and family education in 1970. The Seminar brought together a multi-disciplinary group from 13 Member States and six international organizations. The outcome of this Seminar proved to be a landmark in the history of population education in the Asia and Pacific region as most of the programmes developed and implemented were thereafter based on the recommendations of this Seminar.

As a result of this Seminar, a Regional Adviser on Population Education was appointed in 1971, and the Regional Population Education Programme Service was established in 1972 as an integral part of the Unesco Regional Office for Education in Asia, with the financial support of UNFPA. The Regional Programme Service is being operationalized through a Regional Team in Population Education, consisting of a Regional Adviser, a Specialist in Curriculum Development in Population Education, a Specialist in Population Education in Out-of-School and Adult Education, and a Documentation Specialist. In 1981, a Regional Adviser on Population Education in the Pacific was appointed and posted in Fiji.



The Regional Programme for the Development of Population Education recommended by the Second Session of the Advisory Committee on Regional Co-operation in Education in Asia and the Pacific held in August 1982 in Manila recognizes the importance of population education as an intervention strategy for development. Hence arises the urgent need to promote it in all countries of the region, revitalizing existing country programmes in population education, and endeavouring to introduce it into countries which do not have programmes as yet. The Regional Programme for the Development of Population Education is meant to strengthen the existing Regional Population Education Programme at the Unesco ROEAP. The Programme derives its mandate from the perception by countries of the existence of population pressure, which is an obstacle to development in all its facet.

The goals of the Regional Programme for the Development of Population Education are as follows:

1. To promote among all persons in the countries connected with the educational process in-school and out-of-school (administrators, teacher trainers, literacy workers, teachers and students):
  - a) an intelligent understanding of population issues that impinge on the quality of life of the individual, the family and the nation;
  - b) decision-making processes, attitudes and behaviour in regard to population issues, taking into account the interrelationships between population change, quality of life and development.
2. To provide technical advice, services and assistance on request to Member States on various aspects of population education such as awareness and orientation, needs assessment, planning and project formulation and assistance in the implementation of national programmes.
3. To assist Member States in establishing a network of documentation services in population education and to promote the inter-country flow of information and materials.

#### Status of population education in the region

There are 39 countries in the Asia and Pacific region. If the Federated States of Micronesia, Marshall Islands, and Palau are reckoned independent from the Trust Territories of the Pacific Islands (TTPI) and if the USSR and Turkey which are participating in the activities of the Unesco ROEAP, are included then we have 44 countries to contend with for purposes of population education programmes.

## *Regional consultative seminar - Population education*

Out of these 44 countries, only 20 have on-going population education programmes. These are Afghanistan, Bangladesh, China, Federated States of Micronesia, Fiji, India, Indonesia, Malaysia, Marshall Islands, Nepal, Pakistan, Palau, the Philippines, the Republic of Korea, the Socialist Republic of Viet Nam, Solomon Islands, Sri Lanka, Thailand, Tonga and Turkey.

### ( Needs and requirements )

The Consultative Seminar which deliberated from 11 to 18 October 1982 identified the following needs and requirements which could be met largely through the activities of the Regional Team.

#### 1. Awareness and orientation

There are about 20 more countries in Asia and the Pacific which do not have population education programmes in spite of the fact that the constraints imposed by rapid population growth and urbanization act as a brake on socio-economic development. There is, therefore, an urgent need to impress upon policy-makers and educational decision-makers the feasibility of launching an educational programme to sensitize the national leadership as well as the population at large to population issues and appropriate action at the personal and national levels to ameliorate the situation. Considering that missions to these countries cannot be undertaken by the Regional Team for this purpose without requests for such missions, selective dissemination of some of the publications of the Regional Office (e.g. the recent bulletin, *Population Education in Asia and the Pacific*) may be a means of creating an interest in these countries that would hopefully encourage the initiation of a dialogue with the Regional Team.

#### 2. Planning population education programmes

A few countries are at a stage when awareness of the population problem has reached the extent where national authorities are ready to take a policy decision to embark on a programme of population education. There is a need for the Regional Team to help the national authorities concerned to draw up plans for this purpose, and the Regional Team can bring to bear on this task the wealth of experience they have gathered over the years in a number of countries. An assessment of needs, co-operatively undertaken by the Regional Team and the national authorities, should be a precursor to plan formulation. Ideally, the plans that are formulated should be comprehensive in scope with suitable funding arrangements by the UNFPA or other agencies to supplement inputs by the governments. Where, however, there are considerations which preclude the formulation of a comprehensive plan, every effort should be made to encourage plans more limited in scope or even the undertaking of one or two small scale projects in the hope that they would have in course of time a snowballing effect and lead to more comprehensive plans or projects in the future. It should be the task of the Regional Team to help countries

identify what would be the most useful projects to start with, and assure them of appropriate inputs from the Regional Team. Examples of such inputs are assistance in:

- a) orientation programmes for key personnel in the field of education;
- b) training courses for programmes staff in the area of curriculum and instructional materials development, personnel training, research and evaluation, and documentation; and
- c) attachments and study tours for project personnel subject to the availability of funds.

3. Technical assistance in the implementation of national programmes

There are now about 20 countries in which the population education plans of the national authorities are being operationalized through specific programmes. While most programmes cover both the in-school and out-of-school sectors, a few programmes cover either the in-school or the out-of-school sector only. Where only one sector is covered, it is necessary for the Regional Team to stimulate activity in the remaining sector and help the country to draw up plans.

For the effective implementation of national programmes, there is a continuing need for the Regional Team to:

- a) maintain an uninterrupted dialogue with national project personnel through correspondence and missions; in fact, it would be fair to state that the national programmes that have shown the greatest progress since their commencement are those in which this dialogue has been most pronounced;
- b) provide technical assistance on a continuing basis to national authorities in personnel training for various aspects of project activity such as the formulation of goals and objectives, decisions relating to grade/age levels for the introduction of in-school population education, and target groups for out-of-school programmes, modes of introduction (e.g. integration into various subjects for in-school programmes, and various development thrusts for out-of-school programmes, or separate courses of varying durations in the two sectors), strategies for the development of curricula and instructional materials, research and evaluation, including programme monitoring and documentation services.

The question may legitimately be posed as to whether a one-time effort would not suffice and why continuing assistance is necessary. There are quite convincing answers to this. Firstly, population education is a relatively new field of study in which an increasing amount of sophistication is being gradually achieved from very modest beginning as a result of the cumulative efforts of dedicated educators from a number of countries. The Regional Team has kept abreast of these developments, while making their own contribution which has been quite considerable. Besides the easy access they have to the growing body of literature on population education, they have the advantage of seeing programmes in operation in various countries, noting successes and failures in varying measures, and learning from them. Such insights as they acquire need to be placed at the service of national projects, and inasmuch as the acquisition of these insights is not a one-time undertaking, sharing them with national projects cannot also be a one-time undertaking. Secondly, there is little doubt that the association in an activity of knowledgeable persons from outside the country substantially enhances its value as a result not only of the objective inputs by those from outside but also of the subjective feelings or halo effect generated. Persons who do not sometimes give ear to what their own nationals say would thankfully accept the same ideas when they come from an outsider. Thirdly, many population education programmes are characterized by a turnover of trained personnel with the result that the country's own resources for programme development get drastically reduced. Fourthly, a member of the Regional Team can bring to the study of a problem a certain measure of detachment which sometimes eludes the nationals who are deeply involved in an activity and in some way committed to its defence. The importance of continuing technical backstopping from the Regional Team has been emphasized at some length as it is considered vital for injecting new ideas into various aspects of programme implementation.

Project leaders in some countries would like to see missions undertaken to visit them every few months as a matter of course, instead of awaiting requests as these get bogged down in the course of processing. A feasible alternative, to which many Unesco National Commissions or Ministers of Education might subscribe, is that of arriving at an understanding that a project would be visited every six months or so as a matter of routine, in addition to special requests which may be processed and transmitted as and when the occasion arises.

### Regional programmes

#### 1. Regional advisory services

It is noted that from 1973 to 31 August 1982, the Regional Team undertook 265 missions (395 man-weeks) to 29 countries in the region in its effort to provide technical assistance to

## Regional co-operation

Member States. These missions were in response to requests by the Governments and the UNFPA. In the future, too, the bulk of the activities of the Regional Team on Population Education will consist of advisory services to the countries of the region. These will take various forms, namely:

- a) *Awareness and orientation.* The Regional Team will continue to undertake missions to stimulate interest, especially to countries regarded as priority countries by UNFPA to explore with the authorities concerned the feasibility of educational action to support population policies.
- b) *Needs assessments.* In collaboration with the UNFPA, countries will be assisted in assessing their needs and requirements in population education.
- c) *Project planning and project formulation.* It is hoped that the awareness and orientation missions in (a) and the needs assessment in (b), will lead to widespread awareness of the need for population education in (at least) about 10 countries in the region from 1984 to 1987. These countries will hopefully be assisted in planning their population education programmes and in project formulation.
- d) *National training programmes.* Many of the existing country projects in population education will be assisted further in developing national capabilities and expertise in various aspects of population education (training of teachers and other personnel, development of curriculum and materials, research and evaluation and population education documentation). Priority will be given to emerging country programmes.
- e) *Project reviews and evaluation.* Upon the request of the Governments and the UNFPA, the Regional Team will participate in the conduct of tripartite reviews, annual country reviews, mid-term and final evaluations of country projects in population education.
- f) *Population education documentation.* The Regional Team will assist country programmes in building up their population education collection, setting up mobile library services, and in facilitating the flow of population education information.
- g) *Identification of new areas of development.* The Regional Team will continue to identify new areas of development in population education through their advisory missions and consultative seminars.

2. Regional activities

Unesco has invariably used four modalities in its contribution to educational development in the Member States:

- a) Advisory services through missions by staff members and occasionally by consultants;
- b) Regional meetings and seminars;
- c) Regional workshops and training courses; and
- d) Mobilization of national capacities for inter-country co-operation.

They have all, with increasing amounts of refinement stood the test of time over the years. A discussion of (a) has been dealt with earlier in this paper. Some elaboration regarding (b), (c), and (d) would perhaps be useful.

- b) *Regional meetings and seminars.* Regional meetings and seminars provide an opportunity to participants from Member States to come together and share experiences. Such interaction leads to mutual stimulation, generating many ideas that may be tried out, with necessary modifications, by participants in their respective countries. There are many commonalities in the educational problems faced by countries, and some have made more progress than others in meeting them. Solutions that are being tried out in one country with some measure of success or failure are not without their lessons for others. Going right back to the Karachi meeting in 1960 of representatives of Unesco National Commissions, no educational historian would deny the extent to which the progress of education is owed to the dialogue among countries at meetings and seminars and the recommendations that emanated from them.
- c) *Regional workshops and training courses to have a multiplier effect.* Basically, they have been designed to enhance the capabilities of national personnel to plan and implement educational programmes. One advantage of conducting them regionally rather than nationally is that both problems and solutions, and the skills needed for identifying problems and working out solutions, are seen in a sharper perspective when they are looked at by persons from different backgrounds. The experiences, including the skills, gained at regional workshops and training courses should find their echo in activities generated at the national level by those who have participated at



the regional level. In particular, where an educational programme is altogether new or undergoing a process of change, the value of regional workshops and training courses cannot be over-estimated. From the point of view of funding, too, a regional workshop or training course that draws its participants from a number of countries is a means of maximizing the use of financial resources and spreading benefits over a larger area than is possible through a national workshop or training course. There are also economies in the utilization of resource persons and consultants for a regional activity with its extended coverage as against a programme carried out nationally. The value of regional workshops and training courses can be enhanced if national participants are identified sufficiently early and commissioned through correspondence to carry out pilot studies and gather relevant information, so that they would send in advance a data base around which the workshop or training course could be structured.

What has been stated above in regard to regional activities in education in general applies, *mutatis mutandis*, to regional activities in population education, and the Consultative Seminar would like to urge with a full sense of responsibility that regional activities deserve to be supported with adequate financial resources.

- d) *Mobilization of national capacities for inter-country co-operation.* As of October 1982, about ten countries have quite extensive experience in population education and are in a position to share their insights between themselves as well as with others which have recently embarked upon programmes or will do so in the future. The Regional Team facilitates the exchange of experiences through regional or sub-regional meetings and seminars, and attachment programmes and study tours for project and other key personnel. While preparations for meetings and seminars have in general been adequate, there are some problems in regard to attachment programmes and study tours. Too often countries sending out personnel identify them too late, leaving little time for the Regional Team and the host countries to make proper arrangements. It would therefore be helpful to the Regional Team to organize the study visits and fellowships more effectively if the countries send the nominations well in time.

## *Regional consultative seminar - Population education.*

### Guidelines for the Mobile Team

The Consultative Seminar felt that it would not be too presumptuous on its part to suggest a few guidelines that may help the Regional to maximize its contribution to national programmes of population education.

1. Inasmuch as the activities of the Regional Team should be directed towards providing technical backstopping to national projects and assisting countries to develop national capacities and expertise, the programme of the Regional Team should be planned on the basis of the needs and requirements expressed by countries of the region at Consultative Seminars held every four years.
2. The activities of the Regional Team should be planned and implemented using participatory methodologies.
3. The Regional Team should seek a close association with and the involvement in activities of the Regional Office pertaining to curriculum and instructional materials development, teacher education and non-formal education as they have a clear relevance for population education programme development. Population education needs to be conceived as an innovation and developed as an integral part of the total educational programme of a country, which is after all geared to the achievement of a country's national development goals in the realization of which population policies and programmes have been now recognized as an essential component.
4. The activities of the Regional Team should be closely linked with those of other United Nations agencies such as the Development Training Support Communication Programme (DTCP), Economic and Social Commission for Asia and the Pacific (ESCAP), Food and Agriculture Organization (FAO), International Labour Organization (ILO) and the World Health Organization (WHO), and international non-governmental organizations.

### Future programmes (1984-1987)

A basic assumption of the Regional Programme for the development of Population Education, as indeed of all regional development programmes, is that it must serve the specific purposes of providing technical assistance for the promotion and further development of efficient and effective population education programmes at the national level. From 1984 to 1987, the main thrusts of the Regional Programme for the Development of Population Education should be the following:

1. Development of minimum and adequate learning requirements in population education

The need

It is common experience that detailed and elaborate curriculum in population education proposed for integration into the educational system is often not feasible because most subject areas are already overloaded.

In the non-formal education sector, there is a wide range of target audiences with varying needs, interests and problems. Moreover, the out-of-school population education programmes will need to keep in view the directions and parameters of the specific development programmes through which the population education concepts will be filtered. It is, therefore, necessary to expose the key personnel of these programmes and community leaders to population education concepts. Experience has shown that some of these personnel are hardly available for participation in the traditional long duration orientation programmes.

There is, therefore, a need to develop a minimum and adequate learning requirement of a core programme relevant to each subject area, grade level and target group. Such a programme should help cover all essential components on the one hand and at the same time ensure that it is kept within feasible limits as regards the quantum of content. The core programme should not, however, restrict the development of additional content for inclusion wherever necessary.

Regional action

Convene a regional workshop aimed at: (i) developing possible criteria for determining minimum and adequate learning requirements in the light of the experiences in the Member States; (ii) providing training on the process of developing minimum and adequate learning requirements; and (iii) developing prototype minimum and adequate learning requirements for adoption or adaptation in the Member States.

National action

Follow-up national workshops need to be organized.

2. Joint projects on innovative training and teaching methodologies

The need

The value-laden and sometimes sensitive content of population education requires that teachers be equipped with suitable teaching methodologies. In the formal sector, methodologies may emphasize inquiry and value clarification-oriented techniques which underline the need to strengthen the process component of

## *Regional consultative seminar - Population education*

teaching. In the non-formal population education programmes, the stress has been on the mere imparting of information and knowledge resulting in the breakdown of communication between the learners and the trainers and field workers. It is, therefore, essential to evolve suitable teaching methodologies based on the characteristics of the target audience, such as level of literacy, age, sex and marital status, on the one hand, and the value-laden nature of population education on the other.

### Regional and national action

A small working group consisting of about eight to ten experts in teaching/training methodologies in population education would be convened at the regional level to develop a manual in the formal education and a manual and audio-visual kit in non-formal education. These manuals and kits would describe innovative training/teaching techniques in population education. The modality to be used for developing the manual would consist of four phases, viz.: (i) study visit to selected countries of the region to identify and observe innovative methodologies and teaching/learning materials as well as population contents that lend themselves to inquiry and value clarification techniques in population education; (ii) preparation of trial edition of the manual in a writing workshop; (iii) tryout of the manual in selected countries; and (iv) finalization, production and distribution of the Manual.

### 3. Programmes for special target groups

#### The need

The development needs of the special interest groups such as women, the rural poor, slum dwellers and migrants are partly being met through different development programmes organized by various governments, semi-governments and voluntary agencies. In order to help these groups fully derive the benefits of their participation in development programmes it would be desirable to expose them, especially those in the reproductive age range, to the need for planning their family size to help them maintain a minimum level of quality of life. One way in which this may be achieved is through the integration of population education in the development programmes which are designed to meet the socio-economic needs of these groups. Assuming that such an agreement is reached between the personnel of such development programmes and population education staff, it would be essential to develop integrated teaching/learning materials for these groups and to train the staff of development programmes in integrating population education concepts into their ongoing and new programmes. Such training will be needed more for the field workers at the grass-roots level as they have generally a low level of formal education and insufficient training in population education, communication techniques and group dynamics which are essential to work effectively at this level with such special groups.

Regional action

A sub-regional workshop should be organized aimed at: (i) training key personnel in the participatory process of developing problem- and target-oriented materials; and (ii) developing prototype materials for special groups such as uneducated women and under-privileged groups for adoption or adaptation in the countries of the region.

National action

Follow-up national workshops/seminars should be organized to train a sufficient number of personnel from different development agencies in the process of developing problem- and target-oriented materials, and to adapt such available materials to meet the needs of illiterate women and other under-privileged groups.

4. Evaluative research

The need

Two kinds of research are needed namely; (i) action-oriented research, and (ii) evaluative research.

Regarding action research, the need is for research on content, i.e. not merely in terms of accounting for the increase in population topics in textbooks and other instructional materials; but in the qualitative analysis of such materials to determine if such topics are, in fact, resulting in the learners' change of knowledge, attitudes and values as well as the learners' immediate or intermediate action to enhance their quality of life. There is also the issue of placement of topics, e.g. whether a certain topic is comprehended more successfully in grade IV or grade VI; whether successful learning takes place when population content is integrated with other subjects or when offered as a single subject, and the relative salience of population issues with children at different levels of maturity.

There are also evaluative research studies in population education that are urgently needed such as research on methodology (effectiveness of different training strategies and techniques of teaching) and programme evaluation, such as cost effectiveness (efficiency) and programme impact on the target audience.

Studies in the non-formal education sector are also needed such as: (i) determining minimum and adequate learning requirements for integration in extension works and literacy programmes; (ii) identifying communication/population education strategies for various regional groups; and (iii) developing training strategies to reach illiterate audiences.

In many countries, though, the problem is not the lack of research studies; but how to utilize the output of research

## *Regional consultative seminar - Population education*

studies that are remaining unused in libraries. In many countries of the region, dozens of theses have been written, some of which would have implications for population education programmes.

### Regional action

A regional workshop on evaluative research could provide a forum for: (i) exchanging experiences on evaluative research in both the formal and non-formal sectors; (ii) developing research and evaluative research designs and instruments/tools on common problems encountered by people involved in population education; (iii) developing alternative programme monitoring and evaluation designs; and (iv) developing alternative designs for research utilization involving researchers, policy and decision-makers and practitioners.

### National action

Follow-up national workshops on evaluative research are to be convened in the countries, under the leadership of those who attended the regional workshop.

## 5. Regional consultative seminar

### The need

As more countries initiate and implement national population education programmes, the more the need for sharing experiences, and co-operatively developing innovative action programmes for the continuing qualitative improvement of population education programmes at the national and regional levels. Likewise, regional programmes in population education are justified only so far as they lend support to meet the needs of country programmes in population education. One way in which the latter could be realized is to plan the regional programme through a consultative seminar.

### Proposed regional and national action

It is proposed to organize a regional consultative seminar in 1986 aimed at: (i) sharing experiences; (ii) co-operatively planning innovative action programmes for the qualitative improvement of population education; and (iii) suggesting regional programmes to help meet the needs and requirements of country programmes in population education.

It is proposed to also organize national consultative seminars at the national level, especially for big countries.

## 6. Systematic resource sharing and information exchange

### The need

From 1978 to 1982, the Regional Team, through its Population Education Clearing House trained about 28 librarians,



documentalists, information workers and other professionals through a series of internship and attachment programmes on documentation and information services in population education. At the same time, the Clearing House also assisted a number of countries develop or build their population education collections or resource bases. However, direct inter-country exchange and flow of information and materials among population education professionals within and among countries is still slow and unsystematic. Having developed the infrastructure, i.e. population education collections and resource bases in the countries, including the training of the personnel who man these resource bases, it is timely and appropriate to convene these former trainees to discuss networking and exchange of information on population education not only within the country but among themselves and other population education professionals.

#### Regional action

Convene a regional workshop aimed at: (i) sharing experiences on strategies and problems in building up their population education collections or resource bases, in the acquisition, organization, transformation, processing and dissemination of information and materials; (ii) developing a plan for a systematic networking of population education documentation units and information resource bases; (iii) strengthening ongoing institutional links among these centres and among population education professionals for more effective materials dissemination and information sharing; (iv) developing guidelines for a more systematic mechanism for collection, reproduction and dissemination of materials among the countries; (v) reviewing training needs in population education documentation; and (vi) preparing a plan of publications which can be co-operatively produced and disseminated by the network members.

#### 7. Translation of materials

##### The need

In view of the limited availability of materials on population education in the national languages and the fact that some of the materials available in English would be very suggestive for effective programme development, the need exists for some carefully selected materials in English to be translated into the national languages. Additionally, some of the materials produced in national projects through their national languages could be a useful input into national projects in other countries, if they are made available in an English translation.

##### Regional and national action

It is proposed that the Regional Team, through its Clearing House for Population Education, should set up an ongoing programme to identify useful materials in English and

## Regional consultative seminar - Population education

sponsor their translation into the languages of national projects and also encourage the translation into English for wider dissemination of particularly innovative materials produced by national projects in their own languages.

At the national level, it is proposed that where a country has a number of major languages, action be taken to translate materials from one major language to the others.

### 8. Handbook on processing, transformation, repackaging and selective dissemination of information and materials on population education

#### The need

Collections of materials in population education in the Member States are still in their initial stage of organization. This means that they are still in the process of acquiring materials, building and expanding their collection. It is expected, however, that in the near future, those who man these libraries will go a step further than mere acquisition, cataloguing and shelving of materials by providing an active information service. It is proposed to develop a handbook for the purpose of equipping interested personnel with the knowledge and skills required for repackaging and dissemination.

#### Proposed regional and national action

It is proposed that the Regional Team on Population Education, in collaboration with outstanding documentalists in population education, develop a handbook on the processing, transformation, repackaging, and selective dissemination of information.

The handbook will be distributed to Member States for their use and adaptation.

### 9. Reprint series or technical bulletin for policy-makers and administrators

#### The need

The Clearing House is now regularly preparing and disseminating quite a number of materials intended for practitioners such as teachers, curriculum developers and field-workers in population education. The policy-makers and the administrators who comprise the influential and key leaders in the population education programmes have also to be given equal attention in terms of information dissemination. There are now quite a number of countries which have highly developed population education programmes and well-trained experts in the field. Their experiences, views and perceptions in developing,

managing and running the population education programmes at the national level, as well as their theoretical and philosophical ideas and insights about population education in Asian countries can serve as valuable reference material and a guide for other high-level policy-makers, administrators and other professionals who are just launching or in the early stages of their population education programmes.

#### Proposed regional and national actions

It is proposed that the experiences and insights of these officials be shared by inviting them to write technical articles which can be printed into a technical bulletin or reprint series. This technical bulletin will serve as a forum for the exchange of technical and policy level type of information to be written by national authorities and experts.

#### 10. Selective dissemination of information (SDI) (1984-1987)

##### The problem

A survey of profile and information needs of population education professionals in the Member States show a variety of specific activities and functions they are engaged in and the corresponding specific types of subject matter and materials they require to effectively carry out their activities. Too often, materials that are sent to them are so general and unfocused that they are seldom of value to their work. Furthermore, the format in which they are presented often discourage use. These individuals expressed the need for the right kinds of materials and information presented in the appropriate form. As a corollary to this, the Population Education Clearing House of Unesco has a wealth of materials in its collection which have been developed by the Member States and other organizations which could very well respond to the specific information needs of various audiences. Frequently, however, these materials come in either very technical language or in a very poorly written language while some are incomplete or inadequately explained; but by combining them with other materials on the same subject, they would offer new and useful ideas. Still others come in such unattractive and poorly printed form that they do not invite use.

##### Proposed regional and national action

It is proposed that the Regional Team, through its Clearing House for Population Education, undertake a continuing SDI activity from 1984-1987 designed to meet the various information needs of professionals involved in population education. These SDI packages will be distributed with a questionnaire to the countries for their use and in turn sent back to the Clearing House with the completed questionnaire to determine whether the packages were used or not and to update the profile and suggest interests of the users. At the national level, it is proposed that SDI activities be undertaken.

### INTER-COUNTRY CO-OPERATION

The Seminar noted that over the past few years some countries in the region have gained useful experiences in the implementation of different aspects of national population education programmes. The Seminar felt that the countries would benefit by sharing their experiences, materials and information bilaterally and through Unesco. The following are some modalities of inter-country co-operation.

1. Multi-lateral/bilateral exchange of resource personnel and materials

In view of the scarcity of resources in the countries, exchange of resource personnel and materials between and among the countries in the region will undoubtedly contribute to the improvement of the quality of population education programmes in the countries.

2. Attachment programme

This is one of the modalities of giving on-the-job training to the project and key personnel which has already been used by some countries. The Seminar recommended that this modality of training should be continued.

3. Inter-country study visits

Inter-country study visits have proved to be an effective modality for creating awareness and commitment among the policy-makers, administrators and other key personnel. The study visits also help in fostering better understanding of the programmes for people of the participating and host countries.

## Chapter Four

### SUMMARY OF RECOMMENDATIONS

The recommendations of the Regional Consultative Seminar are presented here as a summary; the full text and supporting reasons are found in the relevant sections particularly in Chapters Two and Three.

#### 1. Needs assessment

##### 1.1 National level

- a) Conduct studies to assess the state of the art of population education.
- b) Organize national seminars for policy-makers, planners and other professional to assess needs in population education.

##### 1.2. Regional level

Organize regional consultative seminars periodically, *inter alia*, to assess needs requirements in population education.

#### 2. Stimulating, developing and supporting programmes

##### 2.1 National level

Organize national seminars to stimulate awareness about population education among high-level officials.

##### 2.2 Regional level

- a) Continue regional advisory services to Member States to create awareness; assist in needs assessment, project formulation; participate in national training programmes, curriculum and materials development, project review and evaluation; identify new developments and/or problems; and assist in the area of population education documentation.
- b) Arrange inter-country visits especially for countries without population education programmes.

#### 3. Commitment

##### 3.1 National level

- a) Organize national seminars for policy/decision makers to develop and sustain commitment to population education.
- b) Organize inter-departmental and inter-ministerial planning and development meetings.
- c) Enlist the support of professional and voluntary organizations.

## *Regional consultative seminar - Population education*

- d) Organize in-country study visits.
- e) Tap the mass-media for publicity campaign about population education. Organize radio and television quizzes and essay contest.

### 3.2 Regional level

Organize regional seminars for heads of country programmes and other key officials in order to create and sustain interest and commitment to population education.

## 4. Population education and development

### 4.1 National level

Conduct a study to determine the ways in which population education contributes to the realization of education objectives, population policy, and national development goals.

## 5. Reconceptualization

### 5.1 National level

Reconceptualize population education to make it more feasible, functional, and conducive to the enhancement of quality of life.

## 6. Minimum and adequate curricular learning requirements

### 6.1 National level

- a) Formal school - Develop minimum and adequate learning requirements designed to attain desired cognitive and behavioural outcomes at each grade level.
- b) Non-formal - Develop core learning requirements in population education for integration into various development programmes.

### 6.2 Regional level

Convene a regional workshop for the development of minimum and adequate curricular requirements for in-school and core learning requirements for out-of-school population education.

## 7. Training modalities

### 7.1 National level

Conduct studies on the cost effectiveness of various training modalities.

### 7.2 Regional level

- a) Assist Member States in organizing attachment programmes (funded from national projects).
- b) Organize sub-regional training courses (funded from national projects).



8. Teaching methodologies

Regional and national levels

Undertake a joint project on innovative teaching methodologies.

9. Programme for special groups

9.1 National level

Organize follow-up workshop at the national level.

9.2 Regional level

Organize a sub-regional workshop designed to train key personnel in developing problem/target-oriented materials.

10. Evaluative research

10.1 National level

Organize follow-up national workshop on evaluative research.

10.2 Regional level

Organize a regional workshop on evaluative research.

11. Institutionalization

11.1 National level

- a) Organize national workshops to identify constraints to institutionalization and ways and means to overcome them.
- b) Expand population education to cover both the formal and non-formal sectors.
- c) Countries of the region may consider the establishment of a Population Studies Centre.

12. Population education documentation

12.1 National level

- a) Build a population education collection and dissemination service.
- b) Facilitate the flow of population education information within the country.
- c) Translate population education materials from English to national language and the national language to the local languages, and vice versa.
- d) Train personnel in the transformation, repackaging and selective dissemination of information.

12.2 Regional level

- a) Convene a Regional Workshop in Developing a Systematic Mechanism for Resource Sharing and Information Exchange.

*Regional consultative seminar - Population education*

- b) Develop an ongoing translation programme.
- c) Facilitate the flow of population education information in the region.
- d) Develop a handbook on effective transformation, repackaging and selective dissemination of information.
- e) Organize attachment and internship programmes.
- f) Prepare a directory of organizations, personnel, resource persons and resources in population education.

13. Collaboration with other agencies

That Unesco collaborate with other U.N. Agencies such as ESCAP, ILO, WHO and International Non-Governmental Organizations in the pursuit of quality of life through population education.

14. Recommendation for UNFPA

The composition of UNFPA Needs Assessment Missions should include a member of the Unesco Regional Team and/or national experts in population education to assess needs in this area.

ANNEXES

Annex I

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*Regional consultative seminar - Population education*

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*Regional consultative seminar - Population education*

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## Annex II

### INAUGURAL ADDRESS

by Mr. Raja Roy Singh, Assistant Director-General  
Unesco Regional Office for Education in Asia and the Pacific

Ladies and Gentlemen:

Twelve years ago, the first Regional Workshop on Population and Family Education was held in this office, which led to the subsequent conception, birth and growth of population education programmes in 14 countries in Asia and six countries in the Pacific region. All these programmes represent the education sectors' contribution to the alleviation of population problems. There are many other population and development programmes that are directly and indirectly designed to contend with population problems. However, country reports on the significant knowledge gains and attitude changes among young and adult learners regarding population issues/problems are a useful barometer on the impact of the programme. Moreover, the priority accorded by UNFPA's Governing Council to population education as second only to family planning appears to be a recognition of the potential of this programme in contributing to the present optimistic estimate of the world population down to 6.1 billion in the year 2000 instead of the 7.5 billion earlier predicted, if the conditions of stable fertility prevailing in the 1950's remained unabated.

This is not to say that the population problem has already been resolved. The population scenario appears to remain quite gloomy. The total population in the 39 countries of Asia and the Pacific was estimated at 2,506 million in mid-1981, which constitute about 56 per cent of the world's population - growing at the rate of about 1.7 per cent or the addition of over 42 million people per year. The population of the region is expected to be 2,900 million in 1990 and about 3,400 million in 2000 or about 900 million additional persons in this part of the planet earth in a short span of 20 years. At the time of population stabilization (expected in the year 2110) Asia's population will constitute nearly 60 per cent of the global population - a vast number of people who will have to face the reality of shrinking agricultural land, declining forestry, mining and other mineral resources, deteriorating grazing lands, and dwindling energy sources, etc. Employment, housing, education, health services will be even more scarce in the developing countries of this region by then.

It has been shown that there is a tendency for unplanned population growth and poverty to be mutually reinforcing. And poverty is a reality in the region, which contributes to the life squalor and hopelessness to millions of people who are living under conditions truly degrading

*Regional consultative seminar - Population education*

and insulting to human dignity. Varying degrees of under-nourishment affect about 640 million in the region. It is also very sad that to the very poor, poverty is seen as the cause rather than the effect of high fertility.

The World Fertility Survey shows that in general the fertility of women decreases as their income increases. It also indicates that women who have been *educated* and work outside the home are likely to have small families. We, of course, know that the better *educated* women have better chances of working outside the home and are likely to get higher paying jobs. It is presumed that when education is enriched with population education which *inter alia* make young and adults aware of the impact of rapid population growth on aspects of quality of life - that the more impact on fertility behaviour could be expected. This is because population education helps people make choices and plan their fertility behaviours.

It is interesting to note that 1980 was ushered in by the emergence of all-out national population programmes in China and India - the population of these two countries constitute two thirds of the region's population. Likewise, there are population education programmes in the other more populous countries of the region such as Bangladesh, Indonesia, Pakistan, Philippines, Republic of Korea, Thailand and the Socialist Republic of Viet Nam - whose combined population constitute over one fifth of the region's population. It is also encouraging to note that even countries with relatively small-sized population such as Afghanistan, Malaysia, Nepal, Sri Lanka, Fiji, Federated States of Micronesia, Marshall Islands, Palau, Solomon Islands and Tonga have launched national population education programmes.

Indeed, at this point in time, a wealth of experiences in population education have been generated, developed and could now be shared by the Member States of the region, particularly those represented in this meeting.

I trust that the review of experiences will dwell on a deeper analysis of why each country programme in population education has taken the courses of action so chosen; and hopefully future requirements and needs of the programme would emerge in the course of the analysis of such experiences in population education.

It is hoped that as population education matures, that all concerned will not be complacent about it. If population education is to continue as a dynamic rejuvenating force for development, it must be continually renovated. Hence, the agenda item "Innovative Action Programmes for the Qualitative Improvement of Population Education" at the national level.

Lastly, you are aware that we have a regional programme in population education. I would ask you to kindly consider what action programmes should be taken at the regional level to meet the emerging needs at the country level, and the ways in which Member States implementing

population education programmes might co-operate for the continuing renewal and improvement of population education in both formal and non-formal education sectors. I maintained the regional programme on population education is justified only in as far as it serves the specific purposes of providing technical assistance for national development within the framework of mutual co-operation among the countries of the region.

The future directions of population education in the region in the next four years or so is for you to consider in this Seminar. It is a big challenge, which I have no doubt you will gladly accept.

Thank you.



Annex III

ADDRESS

by Dr. J.S. Parsons  
UNFPA Deputy Representative, Thailand

Friends and Colleagues:

It gives me great pleasure to be here with you this morning on behalf of the United Nations Fund for Population Activities.

As I am sure you are well aware, the UNFPA has been through the years a strong supporter of the concept of population education broadly defined. In fact one of the primary tasks Mr. Salas, our Executive Director, has set for both himself and for the Fund as a whole is the creation of a greater awareness of the central role of population in the development process and the fostering of a stronger political commitment by governments to support population activities.

The Fund has been the proud partner of such U.N. specialized agencies as Unesco, FAO, ILO and others in sponsoring a wide variety of population education activities globally, regionally and especially within country programmes. The 28th Governing Council which met in New York in 1981 reaffirmed that following family planning the next highest priority for our resources is population education and general IEC activities in support of family planning programmes.

Within the Asian region we find many striking examples of well designed and implemented national population education efforts, both in the formal and non-formal sectors. These efforts have succeeded in the face of considerable obstacles, not the least of which is inherent in the nature of any education effort - namely that results are not immediately measurable or recognized. Anyone who has to justify programmes in the face of increasing financial constraints knows how difficult it is to capture a portion of existing financial resources today based on a promise of what may occur behaviourally tomorrow or in the next generation.

While I am on the subject of financial constraints - something that seems to be always the topic of conversation these days - I am sure that I have little need to remind you that the UNFPA, which is the largest multilateral donor in the population field, is experiencing its own financial limitations. Too often we view the current situation with a sense of despondency when in fact we are confronted with a challenge that can lead to a positive and useful change. The challenge is to make more effective use of limited donor funds to better complement resources available from national governments. Increasingly, donor assistance must be viewed in terms of how it complements national programmes and for

*Regional consultative seminar - Population education*

purposes not easily achieved with those national funds. Increasingly, donor assistance is coming to be viewed as a potential for innovation and experimentation rather than for underwriting the basic costs of nationwide population activities.

It is our great hope that during the course of your deliberations here in Bangkok that you will have the opportunity to consider innovative mechanisms for better integrating population education concepts into all development efforts, and, to borrow a highly refined strategy from the Indonesian experience, to foster a greater sense of political commitment from all government development agencies to support population activities. As was the slogan several years ago, "Population is everyone's baby" and if we can get this basic point accepted by the development agencies in our governments, we stand a much better chance of stretching our shrinking dollar and maximizing our impact.

Best wishes in your seminar. We look forward to the results and we stand ready to provide whatever assistance possible.

Thank you.

Annex IV

WELCOME ADDRESS

by Dr. Leonardo de la Cruz  
Regional Adviser on Population Education  
Unesco Regional Office for Education in Asia and the Pacific

Ladies and Gentlemen:

Good morning!

On behalf of my colleagues at the Unesco Regional Office for Education in Asia and the Pacific, it is my pleasant task to welcome our distinguished participants, resource persons, guests and observers to this Seminar. We hope you had a pleasant journey to Bangkok, Thailand - land of charming and ever-smiling Thais.

We are, indeed, grateful to the Governments of the Democratic Republic of Afghanistan, Bangladesh, People's Republic of China, India, Indonesia, Malaysia, Nepal, Pakistan, Philippines, Republic of Korea, Sri Lanka, Thailand and the Socialist Republic of Viet Nam - for honouring our invitation to this Regional Consultative Seminar on Population Education. Likewise, we salute the very distinguished participants, resource persons, guests and observers for taking time-out from their busy schedule in their own work/offices in order to participate in the deliberations of this Seminar.

Together, we hope all of us will be faithful Seminarists - from this day on till the 18th of October - so that we may jointly and co-operatively conceive and cause the birth of innovative actions programmes for the qualitative improvement of population education at the national and regional levels.

Again, welcome and we wish you all a pleasant and fruitful stay at the Unesco Regional Office, Bangkok, and in Thailand.

Annex V

AGENDA

1. Inaugural Session.
2. Election of Officers of the Seminar.
3. Review of Experiences in Population Education.
4. Assessing Needs and Requirements in Population Education.
5. Innovative Action Programmes for Qualitative Improvement of Population Education Programmes at the National Level in Formal and Non-Formal Sectors.
6. Regional Co-operation in Population Education.
7. Consideration and Adoption of Report.

Annex VI

ANNOTATED AGENDA

1. Inaugural Session

2. Election of Officers of the Seminar

The meeting will elect a Chairman, two Vice-Chairmen and a rapporteur. The Secretariat of the meeting will be provided by the Unesco Regional Office for Education in Asia and the Pacific.

3. Review of Experiences in Population Education

The participants will present their country papers for discussion highlighting the following points:

- a) Goals and objectives (linkage to national development goals);
- b) Status of population education in the formal and non-formal sectors, especially with reference to:
  - i) strategies used (planning, curriculum and materials development, training, research and evaluation, and documentation);
  - ii) accomplishments;
  - iii) impact on target audience;
  - iv) problems faced and strategies used to overcome them.
- c) Future trends of population education both in the in-school and out-of-school sectors.

4. Assessing Needs and Requirements in Population Education

It is hoped that the review of experiences in population education will bring into focus the needs and requirements in various aspects of population education programmes such as the following:

- a) Clearer conceptualization on the role of population education *vis-a-vis* family planning programmes as a means to the realization of the population policy and development plans.
- b) Awareness programmes for policy and/or decision-makers, including orientation programmes for key administrators.
- c) Curriculum and materials development, including integration of population content in school subjects and non-formal education programmes.

*Regional consultative seminar - Population education*

- d) Alternative training modalities for various types of personnel, including innovative teaching/learning techniques.
- e) Research, including research utilization.
- f) Evaluation, including assessment of the impact of the programme on target audience.
- g) Documentation, including mobile library in population education.

5. Innovative Action Programmes for Qualitative Improvement of Population Education

On the bases of the experiences in population education and the assessment of needs and requirements, ways and means for the qualitative improvement of population education could be identified to serve as a suggestive bases for developing innovative action programmes at the national level.

6. Regional Co-operation in Population Education

In the light of the deliberations of agenda items 3, 4 and 5, the Seminar will consider what action programmes should be taken at the regional level, to meet the emerging needs at the country level, and the ways in which Member States implementing population education programmes might co-operate for the continuing renewal and improvement of population education programmes in both formal and non-formal education sectors.

7. Consideration and Adoption of the Report

The discussions of the Seminar will be embodied in a report which will be considered under this agenda item.



Annex VII

ACCOMPLISHMENTS OF NATIONAL POPULATION EDUCATION PROGRAMMES

a) In the formal sector

Countries	Curriculum development	Personnel training	Research and Evaluation	Documentation and Information exchange
Bangladesh	<p>a) Integration of population education concepts into the textbooks on subjects like Bengali, mathematics, environmental studies (social) and environmental studies (science) in grades IV-V.</p> <p>b) For grades VI, VII and VIII, population education have been integrated into Bengali, mathematics, social science, general science, home economics and work oriented education.</p> <p>c) For grades IX-X (secondary level), the integration has taken place in subjects like Bengali, mathematics, general science, (biology), civics, geography, economics and home economics.</p> <p>d) For grades XI, XII, integration has been</p>	<p>a) Training of 50,000 teachers at primary, secondary and tertiary levels.</p> <p>b) Orientation training of principals of colleges, headmasters of high schools, education officers and administrators.</p> <p>c) Fifty Primary Training Institutes, ten Teacher Training Colleges (for secondary school teachers) and the Higher level national institutes integrate population education in their training courses.</p> <p>d) Development of distribution of 60,000 training manuals and 20,000 training modules, graphs, charts and diagrams.</p>	<p>Six research studies have been published up to December 1981. These are:</p> <p>a) A study of knowledge in and attitude towards population education and practice of family planning of teachers.</p> <p>b) Evaluation of knowledge base and change in knowledge of the students of classes 1 and 5 in population education.</p> <p>c) Evaluation of different aspects of population education curriculum for Teacher's Training Colleges.</p> <p>d) Evaluation of training workshop of different levels of teachers.</p>	<p>a) Established a population education library (1,250 titles and 11,465 accessions).</p> <p>b) Actively disseminates publications and acts as Clearing House.</p> <p>c) Sets up displays and exhibits of books and publications during national workshops.</p> <p>d) Prepares and distributes press releases and other publicity materials.</p> <p>e) Provides services for film showing during training.</p> <p>f) Established and circulates a Mobile Library to Teacher Training Colleges.</p>

Countries	Curriculum development	Personnel training	Research and Evaluation	Documentation and Information exchange
1. Bangladesh (continued)	<p>done in Bengali, mathematics, biology, civics, geography, economics and home economics.</p> <p>e) Development of Teachers' Guides in grades IV to VIII, Teachers' Manual, Population Education Module and National Source Book.</p>		<p>e) A study of knowledge in and attitude towards population problems, issues and population education of different levels of students.</p> <p>f) Evaluation effectiveness of Population Education Bulletin.</p>	<p>g) Prepared national bibliography.</p> <p>h) Publishes Population Education Bulletin.</p> <p>i) Training of two librarians and publications Officer on documentation and information services in population education in Unesco.</p>
2. China	<p>a) Integration of population education into political studies, geography and physiology and hygiene in secondary schools.</p> <p>b) Developed a physiology and hygiene textbook entitled, "Lectures on Late Marriage and Family Planning"; a textbook entitled, "Lectures on Population Education" and a book entitled, "Population Education".</p>	<p>a) 4,945 teachers had been trained, 59 teachers training courses for population education in secondary schools had been conducted.</p> <p>b) Development of a teacher training book called, "Essentials of Demography".</p> <p>c) Development of National Source Book.</p> <p>d) Development of a slide-tape presentation, maps and charts.</p>	<p>Survey of teaching plans, curricula and textbooks to determine the effectiveness of integrating population education into physiology and hygiene during puberty.</p>	<p>a) Building of population education collection in the Ministry of Education and 20 pedagogical institutes and secondary schools.</p> <p>b) Training of two librarians documentation and information services in population education in Unesco.</p>
3. India	<p>a). Developed curriculum for the entire school stage as well as for teacher training institutes for elementary and secondary schools.</p>	<p>a) Training programme to develop curriculum and instructional materials for 19 States (covering Phase I and Phase II).</p>	<p>a) National baseline survey in population education.</p> <p>b) Published a research bulletin entitled, "A Decade of Population</p>	<p>a) Training of three librarians from NCERT on documentation and information services in population education.</p>

Countries	Curriculum development	Personnel training	Research and Evaluation	Documentation and Information exchange
3. India (continued)	b) Developed instructional materials for: (i) teacher educators and school administrators; (ii) teachers of various subjects working at primary, middle and secondary school stages.	b) Training programme for those who are responsible for organizing training and orientation of teachers, teacher educators, educational administrators and resource persons at the State level.	Education Research in India". c) Developed guidelines for project evaluation and which is built-in into the project.	b) Building of reference library on population education in the NCERT at national level and population education cells in States.
	c) Teaching of population studies at the post-graduate and undergraduate levels in a few universities. d) Development of reading materials on population education for degree college, graduate and junior college levels.	c) Workshop to orient and sensitize textbook lesson writers in population education. d) Development of training audio-visual kit on population education for the use of teacher training institutes. e) Orientation and training of educational functionaries. f) Seminars and orientation courses for college students and teachers. g) Developed audio-visual materials for training of teachers.	d) Micro-level research on the effectiveness of population education as introduced in some universities.	c) Mobile Exhibition Unit for use in degree colleges affiliated to S.V. University.
4. Indonesia	a) Integration of population education from grades IV to senior high school up to the university	a) Training of key personnel, administrators, supervisors both at central and regional levels, teachers at all	a) An overall evaluation programme has been carried out by the Gadjah Mada University.	Building of population education collection.

Countries	Curriculum development	Personnel training	Research and Evaluation	Documentation and Information exchange
4. Indonesia (continued)	<p>level.</p> <p>b) Development of textbooks, teachers' guides and supplementary readers.</p> <p>c) Integration of population education in subsidiary school system; schools of the Council of Churches; Muhammadiyah; institutions of Islamic education and Islamic higher education.</p>	<p>levels and all types of schools.</p> <p>b) Introducing population education in training programmes in some ministries and some private agencies.</p>	<p>b) An evaluation on the materials of population education has been conducted by nine Institutes of Teachers' Training.</p> <p>c) On-going monitoring and supervision on population education in the provinces.</p>	
5. Malaysia	<p>a) Integrated population education in the health education syllabus for teacher training programme.</p> <p>b) Population concepts have also been integrated in mathematics, science, civics at the secondary level.</p> <p>c) Development of posters on "Man and his environment"; teachers' guides for population education in mathematics, integrated science, home economics, civics and English language at grades VII, VIII, and IX.</p>	<p>a) Teacher orientation programme has been tried in 47 schools in two districts for more than 500 teachers.</p> <p>b) Development of self-learning modules consisting of eight modules used to train teachers.</p>		<p>a) Building and organization of a population education collection.</p> <p>b) Project acts as collecting and disseminating centre.</p> <p>c) Training of two project staff on documentation and information services on population education.</p>

Countries	Curriculum development	Personnel training	Research and Evaluation	Documentation and Information exchange
6. Nepal	<p>a) Development of a separate curriculum on population education for grades IX and X.</p> <p>b) Development of teachers' guides.</p> <p>c) Introduction of population education in teacher training curricula.</p>	<p>a) Training of project personnel.</p> <p>b) Training programme for curriculum development and preparation of instructional materials for the project staff.</p> <p>c) Orientation programme for 20 key administrators responsible for the implementation of the population education programme in CTSDC, Tribhuvan University, and non-formal education sectors.</p> <p>d) Inter-country study visit for 16 personnel involved in the population education programme.</p> <p>e) In the process of developing a source book on population education and a set of audio-visual materials for population education.</p> <p>f) Orientation of district education officers responsible for carrying out population education in the district level.</p>	<p>a) Knowledge and attitude surveys of students, teachers and parents on population education.</p> <p>b) In the process of preparing a longitudinal evaluative research and a study on the effectiveness of different methodologies of teaching population education.</p>	<p>a) Building of population education collection for five centres operating a population education programme.</p> <p>b) Production and dissemination of population education newsletter.</p>

Countries	Curriculum development	Personnel training	Research and Evaluation	Documentation and Information exchange
7. Pakistan	<p>a) Development of population education curricula for primary, middle and lower secondary schools. Incorporation of population education concepts into subjects as Urdu, social studies, general science, health and physical education at the primary school; social studies, general science, home economics, health and physical education at the middle school, and Urdu, social studies, health and physical education, general science, civics education, English and geography at the lower secondary school levels.</p> <p>b) Development of teachers' guides for primary teachers, supplementary reading materials; model lessons on the integration of population education with social studies, Pakistan studies, Urdu, health and physical education, nursing and general science; material source book on population education.</p>	<p>a) Training of 60 master trainers who in turn trained 1,500 teachers.</p> <p>b) Orientation courses for 3,000 primary school teachers in the use of textbook of classes 1-5.</p> <p>c) Preparation of curriculum for training of primary and lower secondary school teachers in the pre-service.</p> <p>d) Preparation of training kits.</p> <p>e) Offering of 24-unit correspondence course to orient primary school teachers through correspondence, radio and television on the philosophy and content of new curricula.</p> <p>f) Training of 2,000 teachers of all levels through 40 three-day workshop in population education.</p> <p>g) Orientation of 4,250 teachers through on-going in-service training programmes.</p>	<p>a) Evaluation of workshop for master trainers. (1976).</p> <p>b) Evaluation of orientation programme in population education. (1980).</p> <p>c) Analysis of existing content on population in the textbooks of classes 1-5 (Punjab) (1982).</p>	<p>a) Building of a population education library in the Population Welfare Division.</p> <p>b) Preparation of national bibliography on population education.</p>

Countries	Curriculum development	Personnel training	Research and Evaluation	Documentation and Information exchange
7. Pakistan (continued)	<p>c) Development of curricula on population education for the intermediate level (classes 11-12).</p> <p>d) Development of curricula on population education for primary teacher training and the B.Ed. curricula.</p>			
8. Philippines	<p>a) Preparation of teachers' guides which integrate population education into social studies, health, mathematics, science and home economics from grades I to VI in the primary and first to fourth year high school in the secondary level.</p> <p>b) Development of an elective guide in population education on the secondary level.</p> <p>c) Development of the population education course syllabus and a source book for a three-unit course in teacher education.</p> <p>d) Development of pupils' supplementary materials in four booklets for</p>	<p>a) Top level school administrators and policy makers such as private school heads, deans of colleges and regional directors. A series of one-day orientation seminar/consultative conferences were conducted to acquaint them with the programme and gain their support in programme implementation.</p> <p>b) Division supervisors of five subject areas of integration - 276 teams. A five-week training programme prepared them in their role as trainers of teachers in their respective divisions.</p> <p>c) Local school administrators such as princi-</p>	<p>The following research studies had been conducted.</p> <p>a) "An analysis of the population education content of current textbooks in Philippine elementary and secondary schools".</p> <p>b) "Study on the reactions of parents, teachers, laymen and other segments of society towards certain potentially controversial population education content".</p> <p>c) "Preliminary investigation of students' knowledge of and attitudes on population matters in Tarlac and Pangasinan".</p> <p>d) "How children develop concept of family size".</p>	<p>a) Building of a population education library in the central office and in each of the 13 Regional branches.</p> <p>b) Establishing a network of population education libraries to promote flow and exchange of information and materials.</p> <p>c) Training of network members on documentation and more active provision of information services among the 13 network members.</p> <p>d) Production and dissemination of a newsletter.</p>



Countries	Curriculum development	Personnel training	Research and Evaluation	Documentation and Information exchange
8. Philippines (continued)	<p>primary level.</p> <p>e) Development of a student's reference material in the secondary level.</p> <p>f) Development of eight self-learning units for grade VI with a teacher's manual.</p> <p>g) Development of a grade III supplementary reader with stories, poems and dialogue carrying population education messages.</p> <p>h) Development of 14 self-learning modules for teacher training and an accompanying module managers' guide.</p> <p>i) Development of a resource kit for college teacher of population education.</p> <p>j) Development of an evaluation manual for research and evaluation supervisors.</p> <p>k) Development of a training manual for the face-to-face 40-hour training of primary</p>	<p>pals, district supervisors and department heads; and teachers.</p> <p>d) For pre-service, eight summer training programmes institutes for college instructors from teacher-training institutions and colleges of liberal arts.</p> <p>e) A three-unit course in population education was developed into the teacher training curricula. In those colleges without a separate course, population education is integrated in related courses in teacher training. Others use a combination of these approaches.</p>	<p>e) "Family size preference among Filipino adolescence".</p> <p>f) "Fertility behaviour of participants in the one-week training programmes".</p> <p>g) "A survey on the availability of teaching guides".</p> <p>h) "Population learning among Filipino youth".</p> <p>i) "Performance of trained and untrained teachers in population education in the elementary schools from grades I to VI in the Division of Batangas City".</p> <p>j) "The relative effectiveness of the integrated and mini course approaches in the teaching of population education in grades I to VI in the Division of Nueva Ecija".</p> <p>k) "Values clarification in population".</p> <p>l) "A survey on the status of the five-year population education</p>	<p>e) Establishing a plan of resource sharing and information exchange among the network members.</p>



Countries	Curriculum development	Personnel training	Research and Evaluation	Documentation and Information exchange
8. Philippines (continued)	and secondary teachers. 1) Development of a glossary of population education terms in the national language.		programmes". m) "Utilization of prototype evaluation instruments". n) "Analysis of population education contents in MEC published textbooks (EDPITAF)".	
9. Republic of Korea	a) Development of seven resource materials to enable textbook writers to integrate population education into various areas. b) Development of learning materials integrating population education contents into the following subjects: (i) primary school - Korean history, social studies, science, physical education, practical arts; (ii) middle school - Korean history, social studies, science, physical education, home economics; (iii) high school - history, geography, politics and economy, biology physical education, home economics; (iv) development of teachers' guides	a) Provided five-year intensive training programme to 150 key trainers (college professors, supervisors and principals) three-day training to 2,000 principals and assistant principals, 6,800 high school teachers, 10,500 middle school teachers, 6,000 primary school teachers and 840 more primary school teachers to conduct out-of-school population education. b) Twenty-eight key educators went on study tour of population education programmes in Asia. c) Development of five population education programmes recorded on video tape used by	Three kinds of research had been undertaken: a) Socio-cultural studies for planning and implementing a population education programme. b) Research-related to curriculum development. c) Evaluation research, such as evaluation of students' knowledge gain, attitude change and evaluation of teaching and training.	a) Establishment of population information network among population education chapters. b) Production and dissemination of Population Education Newsletter.

Countries	Curriculum development	Personnel training	Research and Evaluation	Documentation and Information exchange
9. Republic of Korea (continued)	included slide-tape presentation on population education; films for high school, middle and primary school use.	Mobile Teaching Team in their training programme. d) Introduction of population education initially in four universities which was later expanded to 11 junior teachers' colleges and 12 colleges of education		
10. Sri Lanka	Introduction of population content into syllabi of First language, mathematics, science, health science and social studies at the junior secondary level (grades VI-IX).	a) Training of master teachers and residential courses for teachers. b) Preparation of Teachers Handbook and National Source Book. c) Offering of population education as an elective course in the post-graduate diploma in education.	a) Pre-testing of teachers' guides. b) Evaluation of training of master teachers.	a) Establishment and circulation of a Mobile Library. b) Building of a population collection. c) Training of a staff member on documentation services in population education.
11. Thailand	Development of the following materials: a) Teachers' handbook for the secondary school teachers. b) Teachers' manual for primary school teachers.	a) Provided training to all 900 upper secondary and 1,200 lower secondary school teachers; 36 trainers from the 12 Regional Education Office. b) Introduced population education teaching	a) Follow-up, monitoring and evaluation of activities. b) Surveys to assess the need for and acceptance of population education among secondary school students, student teachers and teachers at all levels.	a) Publication and dissemination of a newsletter. b) Building of a population education collection and library.

98

Countries	Curriculum development	Personnel training	Research and Evaluation	Documentation and Information exchange
11. Thailand (continued)	<p>c) Supplementary readers for elementary and secondary school pupils.</p> <p>d) Teaching package for the separated course in population education at upper secondary level.</p> <p>e) Radio programme on population education.</p>	<p>process in the life experience and social studies training programme.</p>	<p>c) Analysis of textbooks and curricular materials to ascertain what population content is already included.</p> <p>d) Evaluation of the try-out of the population education packages for the upper secondary level.</p> <p>e) Follow-up and evaluation of teacher training.</p>	
12. Viet Nam, Socialist Republic of		<p>a) National training of high-level officials from the Ministry of Education.</p> <p>b) Four-week study visits of key personnel to population education programmes in Asia.</p>		

69

108

109

Annex VII

b) In the out-of-school sector

Countries	Curriculum development	Personnel training	Research and Evaluation	Documentation and Information exchange
1. Afghanistan	<p>a) Developed prototyped instructional materials on population education for integration into various non-formal programmes of the National Agency for Literacy Campaign.</p> <p>b) Prepared follow-up materials on population education for complementary education.</p>			
2. Bangladesh	<p>a) Sixteen different ministries and divisions are offering non-formal population education programmes as integrated into out-of-school youth programmes, mothers' clubs, co-operatives, extension programmes for farmers; women's programmes; defence personnel and border police training programmes.</p> <p>b) Production of posters, flip-charts, pamphlets, charts, etc.</p> <p>c) Face-to-face talks, group discussions.</p> <p>d) Radio programmes.</p>	Population education has been integrated into the training programmes for various personnel of different development programmes.		

101

Countries	Curriculum development	Personnel training	Research and Evaluation	Documentation and Information exchange
2. Bangladesh (continued)	<ul style="list-style-type: none"> <li>e) Press releases.</li> <li>f) Short stories, cartoons.</li> </ul>			
3. India	<ul style="list-style-type: none"> <li>a) Population education is integrated into various development programmes of government and voluntary agencies and universities' out-of-school projects.</li> <li>b) Development of all types of materials.</li> </ul>	<ul style="list-style-type: none"> <li>a) Training of out-of-school youth leaders.</li> <li>b) National seminar on integrating population education into adult education.</li> <li>c) National seminar on planning and development of population education programme in adult education.</li> <li>d) National seminar on material development for adult education.</li> <li>e) National training of key-level personnel.</li> <li>f) On-going training programmes for out-of-school youth, and mothers' club.</li> </ul>	<ul style="list-style-type: none"> <li>a) Special pilot research projects on out-of-school population education undertaken by universities.</li> <li>b) Micro-level research in population education for two villages.</li> </ul>	<ul style="list-style-type: none"> <li>a) Building of library and reference service.</li> <li>b) Seven Mobile Exhibition Unit on population education.</li> <li>c) Production and dissemination of newsletter.</li> <li>d) Production and dissemination of publication to key-level training persons.</li> <li>e) Translation in regional languages.</li> </ul>
4. Indonesia	<ul style="list-style-type: none"> <li>a) Population education is integrated into various development agencies and ministries.</li> <li>b) Development of motivational, instructional and follow-up materials such as posters, sound/</li> </ul>	<ul style="list-style-type: none"> <li>a) Training of key personnel, administrators, supervisors, instructors both at central and regional levels.</li> <li>b) Training of personnel and instructors of</li> </ul>	<p>On-going monitoring and supervision in the provinces.</p>	

Annex VII

Countries	Curriculum development	Personnel training	Research and Evaluation	Documentation and Information exchange
<p>4. Indonesia (continued)</p>	<p>slides, cassettes, flip-charts, puppets, filmstrips and slides.</p> <p>c) The non-formal education in the Ministry of Education and Culture developed three packages for the following users: (i) those who are still illiterate; (ii) drop-outs of primary and secondary schools; (iii) those who did not have the opportunity to attend school.</p> <p>d) Radio programmes and radio dramas on population education.</p>	<p>private agencies.</p>		
<p>5. Malaysia</p>	<p>a) Population education is integrated into community development programmes of the Ministry of Agriculture, Family Life Education, Population Dynamics and Planning, Family Health.</p> <p>b) Development of curriculum and motivational materials, posters, pamphlets, booklets, charts, slide-tapes, audio-visual aids, radio programmes, and others.</p>	<p>Integration of population education in the training programmes for various personnel of development programmes and agencies such as Family Planning, National Institute of Public Administration, Ministry of Health, Agriculture University, Ministry of Youth, EPU and SEPU.</p>		



Countries	Curriculum development	Personnel training	Research and Evaluation	Documentation and Information exchange
6. Nepal	<p>a) Integration of population education into adult education covering 20 centres in four districts.</p> <p>b) Development of curriculum materials consisting of six self-learning booklets for adults.</p> <p>c) Development of source book on population education for field workers, sample motivational and instructional materials.</p>	<p>a) Orientation for key administrators of non-formal population education programme.</p> <p>b) Workshop for the preparation of instructional materials for the project staff of the non-formal population education programme.</p>		
7. Pakistan	<p>Population education is being carried out through 1,000 Adult Education Centres of various agencies, e.g. Ministry of Education, Social Welfare, Women's Division, Adult Literacy Centres and the Population Division.</p>	<p>a) Establishment of two Population Welfare Training Institutes to impart orientation and education in population to personnel of various governments, semi-governments and private agencies.</p> <p>b) Orientation programmes provided to 400 councillors.</p> <p>c) Orientation of Members of Advisory Management Committees of Family Welfare Centres.</p>		

103

Countries	Curriculum development	Personnel training	Research and Evaluation	Documentation and Information exchange
7. Pakistan (continued)		d) Training of women with special emphasis on MCH and income generating skills.		
8. Philippines	<p>a) Population education is integrated into the various development and non-formal education programmes.</p> <p>b) Development of curriculum materials and syllabi integrating population education into adult and out-of-school youth education programme, agriculture, home-making, nutrition, family planning programmes, etc.</p> <p>c) Development of manuals, handbooks, flip-charts, flash cards, magazines, comic books, posters, spot announcements, jingles, pamphlets, films, filmstrips, sound slides, puppets, folk media, etc.</p>	Population education is integrated into the training programmes for the various personnel of these different development agencies.	<p>a) KAP studies on acceptors and would-be acceptors.</p> <p>b) Studies on the effectiveness of some instructional materials like the comics, flip-charts, etc.</p>	
9. Republic of Korea	a) Development of package programme in population education for adults which consists of nine self-learning modules, slide and tape presentations.	a) Training of 840 primary school teachers to conduct population education for parents and adults.	Survey on the population consciousness and its effects on youth and out-of-school youth.	Establishment of network of non-formal population education agencies in 13 special cities and provinces through local health centres with assistance

104

113

119

Countries	Curriculum development	Personnel training	Research and Evaluation	Documentation and Information exchange
9. Republic of Korea (continued)	<p>b) Development of pocket books, charts, dialogues, brochures, cartoons and learners' guidebooks, dramas, two slide books for the use of the adult learners and the adult education facilitators' guidebook.</p> <p>c) Development of population awareness education for out-of-school youth and adults on aspects of small-size norms.</p>	<p>b) Quarterly training of 130 personnel such as field workers, midwives, health workers, community leaders and officers in local organizations/agencies.</p>		<p>of local board of education.</p>
10. Sri Lanka	<p>a) Population education is integrated into adult education for both out-of-school youth and adults, health, information, labour and other family planning agencies.</p> <p>b) Development of posters, pamphlets, booklets.</p> <p>c) Production of radio programmes.</p> <p>d) Development of curriculum integrating population education into various development programmes.</p>	<p>Population education has been introduced in the basic training programmes of nurses, midwives, public health inspectors and all personnel of Ministry of Health; personnel of the labour sector and family planning organizations.</p>		

Countries	Curriculum development	Personnel training	Research and Evaluation	Documentation and Information exchange
11. Thailand	<p>a) Development of extension workers' package and supplementary readers for use in the field by the Ministry of Education and Culture.</p> <p>b) Integration of population education to curricula of agriculture, labour, co-operatives and planned parenthood programmes.</p> <p>c) Development of instructional and motivational materials, audio-visual aids, slide-tape presentations, cards, etc.</p> <p>d) Production of radio programme correspondent broadcasts both separate and integrated with other non-formal education programme.</p>	<p>a) Training of 57 trainers for extension workers from agriculture, health, community development and non-formal education.</p> <p>b) Training of agricultural extension workers and volunteers.</p> <p>c) Development of training package.</p> <p>d) Training of personnel of various development agencies integrating population education.</p>	<p>a) Case study on the development of out-of-school population education.</p> <p>b) An analysis of population education modular training packages tryout.</p>	<p>a) Production and distribution of population education wall newspapers.</p> <p>b) Library and reference services.</p>