THE ROLE PLAYED BY THE ASIAN INSTITUTE OF EDUCATIONAL PLANNING IN PROMOTING RESEARCH 1962-1972

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This paper gives a brief description of the part played by the Asian Institute of Educational Planning and Administration during the ten years of its existence, of its establishment and of its various activities. The author then analyses the training courses for educational planners and administrators, examining their components, and finally describes the international and regional seminars and conferences on problems of planning, administration and research which were run by the Institute up to the time when it was transformed into the National Staff College of Educational Planners and Administrators, and notes some of the recommendations made for the improvement of educational planning in Asian conditions.

Dieses Papier beschreibt kurz die Rolle des Asian Institute of Educational Planning and Administration während der zehn Jahre seiner Existenz, seine Gründung und seine verschiedenen Aktivitäten. Der Autor analysiert dann die training-Kurse für Planner und Verwalter im Bildungswesen und ihren Inhalt, und zuletzt beschreibt er die internationalen und regionalen Seminare und Konferenzen über Probleme der Planung, Verwaltung und Forschung, die vom Institut bis zu der Zeit veranstaltet wurde, als man es in das National Staff College of Educational Planners and Administrators umwandelt; gleichzeitig führt er einige der Empfehlungen an, die zur Verbesserung der Bildungsplannung unter asiatischen Umständen gemacht wurden.

Ce document décrit brièvement le rôle et les fonctions assumés par l'Institut d'Asie pour la Planification et l'Administration de l'Education durant les dix années de son existence. L'auteur présente d'abord, de façon sommaire, la création de l'Institut et esquisse ses différentes activités. Il procède ensuite à l'analyse des cours de formation organisés pour les planificateurs et les administrateurs de l'éducation, en examinant ses composants. Il décrit enfin les séminaires internationaux et régionaux et les conférences sur les problèmes de la planification, l'administration et la recherche, qui ont eu lieu à l'Institut avant sa transformation en Collège National pour le personnel des Planificateurs et Administrateurs de l'éducation. En outre, il souligne certaines recommandations à l'intention de l'amélioration de la planification de l'éducation dans le contexte des pays d'Asie.

I. ESTABLISHMENT OF THE INSTITUTE

The Asian Institute of Educational Planning and Administration was originally known as the Unesco Regional Centre for the Training of Educational Planners, Administrators and Supervisors in Asia, and was set up in February 1962 under a 10-year agreement between Unesco and the Government of India, to help the Member-States in the Asian Region in preparing key personnel needed for implementing the Karachi
Plan for the provision of compulsory primary education. This ten year period came to an end on 31-12-1972, when its work and activities were taken over by the National Staff College for Educational Planners and Administrators in New Delhi.

The training activities organised by the Institute during the ten years of its working fall into five categories:

- Regular training courses for educational planners and administrators of the Asian region
- Refresher training courses
- Senior fellowship programme
- Seminars and conferences
- Assisting member states in the organising of national training courses

and the area served by the Institute in the last year of its operations included twenty Asian countries.

II. TRAINING COURSES FOR EDUCATIONAL PLANNERS AND ADMINISTRATORS

The most important programme of the Institute was the training course for educational planners and administrators from the Asian region. It was specially designed to meet their needs and improve their equipment. The main objectives of the course were:

1) to acquaint the participants with concepts fundamental to educational planning and administration;
2) to give them a grounding in the basic skills and techniques essential to their functioning as educational planners and administrators; and
3) to help in effecting attitudinal changes conducive to change and innovation.

Thirteen such courses were held. The first five courses were of three months' duration, the sixth and seventh of four month's duration, and the last six courses (the eighth to the thirteenth) were of five month's duration. Courses eight to twelve also provided for one month's extension for selected participants to complete specialised studies. Altogether 296 participants from 17 of the 20 countries in the area were trained. They were as follows: Afghanistan (15), Bangladesh (1), Burma (2), Republic of China (12), India (47), Indonesia (22), Iran (13), Khmer Republic (13), Republic of Korea (20), Laos (6), Malaysia (24), Nepal (21), Philippines (31), Singapore (3), Sri Lanka (16), Thailand (34), Republic of Viet-Nam (11).