

## **Extension of Primary Education and Development Thought in Latin America: From the UNESCO's Major Project to the Santiago Conference**

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In 1950's UNESCO lead regional education policy around the world. In those days so-called development thought began to have influence on educational policy in the developing world. Latin America soon got involved in such "education for development" movement and began to act on their own. How did it appear in the education sector policy in Latin America in 1950's and what did it bring in the 1960's?

In Latin America the "Major Project" was established by the initiative of UNESCO to extend primary education and train more primary school teachers. During the project, UNESCO supplied technical assistance to almost all the Latin American countries and noticed immense need for capital resource to achieve the goal.

In this process, education began to be seen as a pre-requisite of economic growth and "educational planning" was thought to be the most effective mean to grow the necessary manpower. Education should be planned as a whole sector and be integrated into the "national economic and social development program." This idea was especially emphasized at the Conference for Economic and Social Development and Education in Santiago, Chile. The Santiago Declaration indicated the percentage of education sector in the whole national budget and the external resource supplied by the "Alliance for Progress", which was a big step to show the importance given to education sector.

But easier said than done. The problem was in the very way to make "educational planning" and to integrate it into the national development program. Also there was a movement with a different direction toward concentrating efforts on primary education sector. This article trails the interrelationship between primary education policy and development thought symbolized by "educational planning" in the 1950's and early 1960's Latin America and UNESCO.