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REPORT OF THE ECONOMIC AND SOCIAL COUNCIL

The right to education

Note by the Secretary-General

The Secretary-General has the honour to transmit to the members of the General Assembly a report of the Director-General of the United Nations Educational, Scientific and Cultural Organization submitted in accordance with paragraph 6 of Assembly resolution 36/152 of 16 December 1981.

ANNEX

Report of the Director-General of the United Nations
Educational, Scientific and Cultural Organization
on the right to education

INTRODUCTION

1. Pursuant to General Assembly resolution 34/170 and in accordance with decision 7.1.1 adopted by the Executive Board of UNESCO at its 109th session (30 April - 6 June 1980), the Director-General submitted to the United Nations General Assembly at its thirty-fifth session a preliminary report on the right to education (A/35/148).
2. That report described the activities of UNESCO aimed at promoting the right to education and supporting the education and training of national personnel of developing countries. It stressed the similarities between the principles and lines of action embodied in resolution 34/170 and the general objectives and main thrust of the UNESCO programme since its foundation. The report recalled that UNESCO's ethical aims, as defined in Article I of its Constitution, were an inspiration for the whole of its programme, and that the democratization of education was one of the principal points of the programme. That was clear from the fact that the resources allocated to education under UNESCO's regular programme had more than tripled between the biennium 1969-1970 and the biennium 1979-1980, when they amounted to \$56.1 million. Extrabudgetary resources allocated to education had likewise increased, amounting to \$92.7 million in 1979-1980. Because the needs were so great, the expansion of UNESCO's programmes and activities in those areas depended essentially on the availability of additional resources, including those which would be released by the savings made available by disarmament.
3. Having examined the report, the General Assembly, in resolution 35/191 on the right to education, invited the Director-General of UNESCO, in the light of resolution 34/170 and of the experience of that organization in that field, to submit to the General Assembly at its thirty-sixth session a report on the most appropriate measures to be taken by Member States,

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at the national and international levels, for the effective implementation of the right to education in the application of the International Development Strategy for the Third United Nations Development Decade.

4. That resolution, together with a summary of the measures taken by UNESCO in that connexion, was placed before the Executive Board of UNESCO at its 112th session (13-27 May 1981) by the Director-General, who suggested that the Board should give him instructions on the way in which he could comply with the Assembly's request. In its decision 5.1.3, the Executive Board invited the Director-General to submit to the General Assembly, at its thirty-sixth session, an interim report to be based essentially on the relevant parts of the Annex to Resolution 100 adopted by the General Conference at its twenty-first session (23 September-28 October 1980) concerning the preparation of the Medium-Term Plan for 1984-1989.

5. The resulting interim report (A/36/524) pointed out that the main trends described in the preliminary report (A/35/148) had been confirmed by the programme and budget for the three-year period (1981-1983) approved by the General Conference of UNESCO at its twenty-first session. Information was provided to show that "a very substantial part of the resources available to UNESCO in those three years will be used for activities which contribute to the implementation of the right to education and to the training, at different levels, of national personnel with a view to promoting development". Brief descriptions were given of relevant activities envisaged in the three-year programme such as the comprehensive approach to the eradication of illiteracy (combining the promotion of universal primary education with adult literacy programmes), the improved relation between science and technology education and endogenous development, the expansion and improvement of technical and vocational education and its better linkage with general education, the special efforts on behalf of the most disadvantaged countries and population groups, the activities concerning equal educational opportunities for women and their full participation in development, the contributions of formal and non-formal

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education to integrated rural development, and the programme to better enable the physically and mentally handicapped to lead productive lives.

6. The interim report also pointed out that not only did the programme and budget for 1981-1983 reflect the cardinal importance which UNESCO, since its establishment, has attached to the realization of the right to education but also that this importance was strongly reaffirmed by resolution 100, adopted by the General Conference at its twenty-first session, concerning the preparation of the Medium-Term Plan for the six-year period 1984-1989, relevant parts of which resolution were annexed to the interim report. The interim report stated that "it is becoming increasingly clear that full exercise of the right to education is not only a moral imperative but also a prerequisite for social progress and economic growth". It was also pointed out that the resolution concerning the second Medium-Term Plan reaffirmed that the democratization of education and making the right to education a reality should be central concerns of the future programme.

7. At its thirty-sixth session, the General Assembly, after considering the aforementioned interim report, adopted resolution 36/152 containing operative elements addressed to all States, to other specialized agencies of the United Nations system, and to the Director-General of UNESCO. Thus, all States were invited "to consider the adoption of appropriate legislative, administrative, and other measures, including material guaranteed, in order to ensure the full implementation of the right to universal education" and "to give all necessary attention to defining and determining in a more precise manner the means for implementing the provisions concerning the role of education in the International Development Strategy for the Third United Nations Development Decade". An appeal was again addressed "to all States, in particular to the developed countries, to support actively through fellowships and other means, including the general increasing of resources for education and training, the efforts of developing countries in the education and training of national personnel needed in industry, agriculture and other economic and social sectors".

8. By the same resolution, the General Assembly invited all specialized agencies to cooperate with UNESCO "to insure education a high priority in the implementation of various programmes and projects in the framework of the International Development Strategy of the United Nations Third Development Decade". Finally, the Director-General of UNESCO was invited "to submit to the General Assembly at its thirty-seventh session a report dealing with the questions raised in its resolution 35/191 and also in the present resolution, on the basis of the broad lines of approach established in the draft Medium-Term Plan of the United Nations Educational, Scientific and Cultural Organization for 1984-1989, with a view to fostering the full implementation of the right to education.

9. The Director-General of UNESCO brought the aforementioned General Assembly resolution 36/152 to the attention of the Executive Board at its 114th session (5-21 May 1982). In its decision 7.1.3, the Board, among other things (see complete text in appendix I), welcomed the invitation addressed by the General Assembly to all specialized agencies "to cooperate with UNESCO in order to ensure that education is given the high priority it deserves in the implementation of the International Development Strategy" and, having recalled that the documents transmitted regularly to the Secretary-General "contain all the information regarding UNESCO's activities relating to the right to education which should be brought to the attention of the United Nations General Assembly to comply with its request", invited the Director-General "to submit to the General Assembly at its thirty-seventh session a report setting out the relevant parts of the Draft Medium-Term Plan for 1984-1989". In accordance with this decision, the present report, along with the associated appendices, is submitted to the General Assembly.

THE RIGHT TO EDUCATION IN UNESCO'S DRAFT MEDIUM-TERM PLAN FOR 1984-1989

10. First of all, what is clear from the foregoing but which may merit particular reference is the fact that the indications in this report are based on a document which remains a draft until the Member States of UNESCO, at the forthcoming fourth extraordinary session of the

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General Conference (23 November-3 December 1982), have considered the Draft Medium-Term Plan (1984-1989) and taken decisions regarding it.

11. On the other hand, because the Director-General has tried to follow most faithfully the directives given to him, at various times, by the General Conference and the Executive Board concerning the preparation of this second Medium-Term Plan, and particularly because the prescribed procedures included, among other things, an extensive consultation with Member States, it may be assumed that the indications in the draft are an accurate synthesis and reflection of the views of Member States on the issues and priorities concerning the right to education.

12. For a full understanding of the manner in which the Draft Plan makes provisions for the realization of the right to education and also for the training of national personnel (the latter of which was a part of the General Assembly's original concern), and especially to see how these provisions are embedded in and buttressed by the entire interrelated programme by which UNESCO proposes to serve the needs of its Member States in its fields of competence, it would be necessary to read the entire Draft Medium-Term Plan. Unfortunately, considerations of economy and of the volume of documentation preclude the submission of the entire document as an annex to this report. However, copies have been distributed to all Member States of UNESCO, to organizations of the United Nations system, and to many other international organizations - - governmental and non-governmental. Copies in the six languages can also be consulted in the United Nations Secretariat and in the UNESCO Liaison Office to the United Nations. On the other hand, as indicated below, some particularly relevant parts of the Draft Medium-Term Plan (1984-1989) are annexed to this report.

13. Apart from a Foreword and an Appendix on "Resource Indications", the UNESCO Draft Medium-Term Plan (1984-1989) consists of two parts -- the first part presents an analysis of world problems and a general indication of the lines of emphasis of UNESCO's action in relation

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to these; the second part consists of a series of major programmes. All of these major programmes are made up of a group of related programmes, each with an overall strategy of action, with objectives and principles of action, and with a subordinate set of sub-programmes.

14. The analysis of world problems naturally contains reflections of the concerns similar to those of the General Assembly, for the right to education and the training of national personnel. Thus, in a section on "Asymmetries and inequalities", it is pointed out that there are in the world approximately 814 million adult illiterates and about 123 million children of school age not attending school (para. 20), that in developing countries as a whole 41% of the adult population is illiterate, that in some individual countries the illiteracy rate is as high as 60%, and that women constitute 60% of illiterates (para. 25). It is therefore concluded that "illiteracy, which is also a denial of the right to education, is thus an indicator of and, together with all its consequences, constitutes one of the major challenges to the international community" (para. 25).

15. Still within the analysis of world problems, many parts of an entire subsequent section on "Education and society" (paras. 143-156) discuss ways in which the right to education is denied in either the quantitative or qualitative sense. After a paragraph summarizing "the unprecedented expansion of education throughout the world over the last two decades", the analysis continues (para. 145): "Despite the substantial advances achieved however, the democratization of education is still, in many countries, by no means a reality. In addition to the persistence of illiteracy, which is among the gravest of the inequalities, as listed above (cf. para. 25), that afflict the modern world, there are still considerable differences in the opportunities available for access to education. Inequalities weigh particularly hard on the rural areas, even though, so far as schooling is concerned, those who live on the fringes of certain cities, the handicapped, certain minorities,

migrant workers and refugees are also at a disadvantage. The same is true, in many cases, of girls and women".

16. Concerning the training of national personnel as a means of development, in addition to various relevant passages in the aforementioned section on "Education and society", the matter is addressed directly in a section on "Science, technology and society". Thus, after stressing that the harnessing of science and technology for development is the result of a set of complex interactions among several factors, one of these factors being the "efforts to train researchers and specialists", the analysis continues (para. 128): "In this connection, one should stress the importance of the part to be played by education, seen as having three possible dimensions: first, the whole range of specialized types of education in scientific and technological disciplines, which are indispensable for the establishment of the courses of training necessary for research and technical progress; second, general scientific and technological education, in its dual function of laying the basis for subsequent, more advanced training and initiating the student into the scientific spirit and introducing him to a world made up of technological objects and processes; third, education as a whole, aimed at the entire human being, necessary for the transmission and renewal of culture and the controlled incorporation of science and technology into the life of society".

17. After the analysis of world problems, the first part of the Draft Medium-Term Plan (1984-1989) concludes with a section on UNESCO's tasks in the years 1984-1989". This section presents in summary form the 13 major programmes (grouped under five main and essential tasks which are elaborated in the second part of the document. Because some of these major programmes will be discussed separately below, it will suffice to cite two passages. Thus, with reference to the major programme "Education for all", it is stated (para. 190): "Its main purpose is to help to make education available to all and contribute to the eradication of illiteracy, which are vital goals assigned clear priority status by the international

community in the text of the International Development Strategy for the Third United Nations Development Decade and proposed, also as a matter of priority, in the replies of Member States to the consultation concerning the preparation of the Plan. This major programme also deals with the democratization of education and lifelong education, with equality between the sexes in education, and with the specific problems presented by access to education and the educational achievement of the least privileged population groups". Furthermore, in discussing the major programme on "Education training and society", it is stated that "activities... having to do with the general problem of training have been included in this major programme, which thus responds... to the concern to see that training receives special attention under the Plan" (para. 194).

18. Turning now to the second part of the Draft Plan, it has already been stated above that, for a full understanding of the spectrum of provisions for the realization of the right to education and for the training of national personnel, and in order to see how these provisions are embedded in and buttressed by the entire interrelated programme, it would be necessary to read the entire Draft Plan. For the benefit of readers without easy access to the full text, a hint of the breadth and complexity of the programme might be gained from a list of the titles of the major programmes which are not the subject of specific attention in the remainder of this report. They are:

- I- Reflection on world problems and future oriented studies
- III- Communication in the service of man
- VII- Information systems and access to knowledge
- VIII- Principles, methods and strategies of action for development
- IX- Science, technology and society
- X- The human environment and terrestrial and marine resources
- XI- Culture and the future
- XII- The elimination of prejudice, intolerance, racism and apartheid
- XIII- Peace, international understanding, the freedom of the peoples and human rights.

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19. Turning now to the other four major programmes, it may be useful to illustrate how Major Programme IV, "The formulation and application of educational policies" provides essential underpinning for the other three major programmes (II, V and VI) which are somewhat more explicitly and directly concerned with the right to education and/or the training of national personnel. With concern for brevity, this illustration can perhaps be adequately achieved by simply listing, without comment, its programmes and sub-programmes:

- IV.1 Contribution to the Formulation and Application of Educational Policies and Strengthening of National Capacities With Regard to Educational Planning, Management, Administration and Economics
 - IV.1.1 Promotion of educational policies
 - IV.1.2 Improvement of educational planning, administration and management
 - IV.1.3 Resources for education
- IV.2 The Educational Sciences and Their Application to the Renewal of the Educational Process
 - IV.2.1 Promotion of studies and research and innovations in the educational sciences and of educational innovations
 - IV.2.2 The improvement of the content of education
 - IV.2.3 Improvement of educational methods
- IV.3 Policies and Methods for the Training of Educational Personnel
 - IV.3.1 Integrated policies and plans and the status of educational personnel
 - IV.3.2 Improvement of the pre-service and in-service training of educational personnel
- IV.4 Means and Infrastructures -- Information Systems, Educational Facilities and Educational Industries
 - IV.4.1 Development of exchanges of information on education

IV.4.2 Design and establishment of educational infra-structures and facilities

IV.4.3 Development of educational industries

20. Turning next to Major Programme VI, "The sciences and their application to development", a concern for training quite naturally appears throughout; realizing in any country the potential of science and technology for development is unthinkable without national personnel trained in these areas. In the section on "Strategy of action", it is indicated that one of two complementary approaches for conducting action under this major programme is to provide "support for national efforts to create and develop scientific and technological training and research establishments and activities" (para. 6034). This is reflected in essentially comparable provisions in each of the five programmes which make up this major programme. Thus:

- a) For Programme VI.1, "Research, Training and International Cooperation in the Natural Sciences", one of the objectives of the programme is "to develop university and post-graduate training programmes, adapting them to specific needs and conditions" (para. 6049) and one of the three sub-programmes is "University and post training".
- b) For Programme VI.2, "Research, Training and International Cooperation in Technology and the Engineering Sciences", one of the objectives of this programme is "to adapt training programmes for engineers and technicians both to socio-economic needs and conditions, and to new technological trends and the new requirements of their profession" (para. 6059) and one of the three sub-programmes is "Training of engineers and technicians".
- c) Programme VI.3, "Research, Training and International Cooperation in Key Areas of Science and Technology" has sub-programmes in "Informatics", "Applied microbiology and biotechnology", and "Energy"; in each of these areas, one of the objectives is "to strengthen the training of the specialists concerned" (para. 6075).

- d) For Programme VI.4, "Research, Training and International Cooperation in the Social and Human Sciences", one of the objectives is "the introduction of training and research programmes at university and post-graduate levels, adapting them to specific needs and conditions" (para. 6085) and one of the three sub-programmes is devoted to "Strengthening of national potential for university and post-graduate training and research".
- e) Finally, Programme VI.5, "Research, Training and Regional and International Cooperation in Some Key Areas in the Social and Human Sciences", has one of its dual objectives "to strengthen national, regional and international training and research potential in certain areas of the social sciences and the humanities, especially history, anthropology, geography, linguistics and the management sciences" (para. 6097) and the corresponding sub-programme (one of four) is "Development of a number of disciplines in the social sciences and the humanities".

21. Whereas Major Programme VI described in the preceding paragraph was composed of a series of programmes for the training of personnel in particular areas, Major Programme V, "Education, Training and Society" provides an overall approach to the question of training to training policies, the overall relation between training and research, as well as the role of higher education in these matters. The portions of Major Programme V which are relevant to this report are so numerous and extensive that it is appended in its entirety to this report as appendix II, thereby both avoiding unduly long quotations in the body of this report as well as giving the reader an opportunity to see the overall context within which the subject of training is treated.

22. However, to facilitate locating of the portions of the text of greatest concern, the attention of the reader is invited, first of all, to a substantial portion of the section on "Analysis of problems" where, in paras. 5021-5033, the need for integrated training policies is presented, along with a consideration of the relations among education, training and research. Thus, to cite only one passage: "One of the essential tasks of education in the broad sense of the word, as an activity designed and carried on to ensure the progress of society, is the training of specialists and personnel at all levels; and this training is closely linked to research. Research and training are of necessity mutually supportive in the education system, as they are in the national context of training and research. Higher education may thus be considered a privileged area where education, training and research intermingle." (para.5021). Correspondingly, in the section on "Strategy of Action" of this Major Programme V, it is stated that one of the

approaches to action will be concerned with "the relationships between education, training and research and with the central role of higher education in this context" and will include "measures designed to promote the development and rationalization of training and research activities and to improve coordination between higher education activities and the other components of the training and research apparatus" (para.5038).

23. The approach to action cited above finds its fullest embodiment in two of the six programmes which make up this Major Programme, namely: Programme V.5, "Higher Education, Training and Research", the sub-programmes of which are "Development and improvement of higher education for the advancement of society" and "Research and training with a view to the development of education", and Programme V.6, "Action with a View to Better Integration of Training and Research Activities", the sub-programmes of which are "Analysis of data on needs, trends and available resources in the field of training and research", "Promotion of interdisciplinary training and research in Unesco's fields of competence", and "Promotion of integrated training and research policies". The reader is invited to examine the texts of these programmes in their entirety (paras. 5084-5099).

24. Other programmes within Major Programme V are intended to make different but no less important contributions to the preparation of personnel who can further national development. Thus, Programme V.2, "The Teaching of Science and Technology", with its two sub-programmes, "Development of school and out-of-school teaching of science and technology" and "Dissemination of scientific and technological knowledge", will make a direct contribution because, as stated in para. 5050, the essential tasks

of science and technology education are "to impart the basic scientific and technological knowledge necessary to prepare the younger generation for the practice of an increasing number of occupations, especially in the productive sector; to encourage scientific and technological vocations; and to foster awareness among young people and adults of the interrelationships between science, technology and society." Similarly, Programme V.3, "Education and the World of Work", with its three sub-programmes "Promotion of interaction between education and production work", "Relations between education and employment", and "Expansion and improvement of technical and vocational education", can make a contribution to the training of personnel both through its general impact on the attitude of citizens to the world of work as well as through, under the third sub-programme, the imparting of various levels of skills in areas relevant to national development.

25. Paragraphs 20-24 above have been devoted to indicating how the training of national personnel, one of the concerns of the General Assembly, is accommodated within several of the Major Programmes in the Second Part of the Draft Medium-Term Plan of Unesco for 1984-1989. But the principal thrust of the General Assembly's concern has been on the right to education. Treatment of this has been reserved to last not because it has less prominence in the Draft Medium-Term Plan but rather because, on the contrary, it has such a central place that it merits undivided attention after other matters have been discussed. It can thus serve as the climax of this report. Whereas provisions for the training of national personnel were shown to be included as parts of two Major Programmes, the Draft Medium-Term Plan devotes to the right to education, broadly understood

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and with all of its ramifications, the entirety of Major Programme II, "Education for all", which consequently is appended as appendix III.

26. Although, for purposes of grasping the comprehensive and diverse but at the same time coherent and articulated character of the Major Programme, there is no substitute for a complete reading of its text in appendix III, a list of its six programmes (with their associated total of twenty-two sub-programmes) can provide the reader with a panoramic view less easily gained from a detailed perusal of the seventy-four paragraphs. The titles and associated paragraphs are as follows:

II.1 -- Promotion of General Access to Education: Development and Renewal of Primary Education and Intensification of the Struggle Against Illiteracy (paras. 2026-2033)

II.1.1 -- Better understanding of the problem of illiteracy

II.1.2 -- Assistance for the framing and implementation of national, regional, and international strategies for the promotion of general access to primary education and its renewal and for the eradication of illiteracy

II.1.3 -- Training of literacy personnel

II.1.4 -- Promotion of the struggle against relapsing into illiteracy and of educational activities to help young school-leavers into employment

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II.2 -- Democratization of Education (paras. 2034-2042)

II.2.1 -- Standards and general measures at the national and international levels

II.2.2 -- Study of the various aspects of the democratization of education

II.2.3 -- Action to achieve better coordination between formal and non-formal education and greater continuity between the various parts of the system

II.2.4 -- Promotion of early childhood education

II.3 -- Adult Education (paras. 2043-2053)

II.3.1 -- Adult education and work

II.3.2 -- Adult education and the exercise of civic rights and responsibilities

II.3.3 -- Adult education and leisure time

II.3.4 -- Education and later life

II.4 -- Equality of Educational Opportunities for Girls and Women (paras. 2054-2065)

II.4.1 -- Identification of obstacles to educational equality between men and women

II.4.2 -- Promotion of general access to education for girls and women

II.4.3 -- Promotion of equal access for girls and women to scientific studies and to all levels of technical and vocational education

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II.4.4 -- Educational role of women in society

II.5 -- Extension and Improvement of Education in Rural Areas
(paras. 2066-2071)

II.5.1 -- Extension of education in rural areas

II.5.2 -- Improvement of the standard of education in
rural areas

II.5.3 -- Improved contribution of education to the de-
velopment of rural areas

II.6 -- Promotion of the Right to Education of Particular
Groups (paras. 2072-2074)

II.6.1 -- Action on behalf of disabled persons

II.6.2 -- Action on behalf of refugees and national li-
beration movements

II.6.3 -- Action on behalf of migrant workers and their
families

27. The titles in the preceding paragraph amply illustrate the breadth of the programme. Thus the right to education is evidently interpreted in a manner which takes seriously the concept of lifelong education; provision is made for the rights of all age groups, from the pre-school child to the aged, to education appropriate to their needs. While working for the universalisation of primary education and thereby defeating illiteracy at its source, provisions are made to help meet the needs of the pool of adult illiterates who have not been able to exercise their right to education. Efforts are foreseen on behalf of groups who do not always enjoy fully their right to education for one reason

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or another -- women and girls, people in rural areas, the mentally and physically handicapped, refugees, national liberation movements, migrant workers and their families. Thus, as stated in the section on "Strategy of action" for this Major Programme, "Anyone, at any time during their life and in the way most suited to their needs, should be able to take advantage of all the educational opportunities provided by society" (para.2025). Future action to promote the realization by all of their right to education will thus be, as it always has been, a dominant and central feature of Unesco's work.

28. A report of this sort might seem to be incomplete without some indication of the level of resources made available for the programmes described. The Draft Medium-Term Plan contains an appendix on "Resource indications." These indications are given entirely in terms of percentages rather than dollar figures. Furthermore, except for those percentages reflecting the facts of the past or present, the utilization in this report of any figures for the future might be misleading because changes in some of the Major Programmes might be made by the fourth extraordinary session of the General Conference of Unesco, which could have implications for resource allocations. What may be most helpful under those circumstances would be the use of the percentages which show how the resources for the entire first Medium-Term Plan, which had a very different structure, would distribute themselves among the 13 major programmes of this second Plan. Thus, the percentage of the resources which Major Programmes II, V, and VI mentioned in this report enjoyed for comparable activities in the previous Medium-Term Plan are as follows: II -- "Education for all", 11.6%; V -- "Education, training and society", 8.3%; and VI -- "The Sciences and their application to development", 12.2%. The ensemble of these major programmes, concerned exclusi-

vely or largely with the right to education and/or the training of national personnel, therefore represented 32.1% of Unesco's resources in the past. If one adds to this the percentage of the resources devoted in the past to activities corresponding to the related and supporting Major Programme IV. "The formulation and application of educational policies", which was 15.2%, the total reaches nearly one-half of the regular programme resources of the Organization -- 47.3%.

29. To the foregoing must be added the extra-budgetary resources made available for activities of Unesco related to the concerns of this report. Again, only very general indications can be given, both because of the change in the structure of the programme as well as the fact that indications of extra-budgetary resources for the future, always fraught with uncertainty, are particularly so during this period. Thus, for the Unesco Approved Programme and Budget for 1981-1983, it was anticipated that the extra-budgetary resources available for activities in the fields of education and the natural sciences would be approximately 1.75 times the corresponding regular programme resources.

30. In concluding, it is hoped that this report fully meets the wishes of the General Assembly in these matters and that, as indicated in the penultimate paragraph of decision 7.1.3 adopted by the Executive Board of Unesco at its 114th session (reproduced as appendix I), future needs for information can be met by documents regularly transmitted to the Secretary-General, particularly the Report of the Director-General on the Activities of the Organization (document C/3) and the Approved Programme and Budget (document C/5).

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31. To make maximum progress in these crucial matters of the right to education and the training of personnel for development, a collective effort is required on the part of all concerned, in particular the Member States and the other specialized agencies to which invitations and appeals for particular efforts were addressed by the General Assembly in operative paragraphs 1, 2, 3 and 4 of Resolution 36/152. For its part, Unesco will, as it has since its establishment, continue to give high priority to the realization by all of their right to education and to helping its Member States, particularly the developing countries, provide for their citizens the forms and levels of training needed to foster national development.

APPENDIX I

Decision 7.1.3 adopted by the Executive Board of Unesco at its
114th session

The Executive Board,

Having been informed of resolution 36/152 adopted by the General Assembly of the United Nations,

Having examined the report of the Director-General on this subject (114 EX/24, Part A, III),

Recalling decision 7.1.1 adopted by the Executive Board at its 109th session and decision 5.1.3 adopted by the Executive Board at its 112th session,

Considering that the Director-General had already submitted to the General Assembly at its thirty-fifth session a preliminary report on the right to education (document A/35/148) as well as an interim report to the General Assembly at its thirty-sixth session (document A/36/524),

Notes with satisfaction the interest shown by the General Assembly of the United Nations in Unesco's activities related to the right to education and the Organization's contribution to the implementation of the international Development Strategy for the Third Development Decade;

Welcomes the invitation addressed by the General Assembly to all Specialized Agencies to co-operate with Unesco in order to ensure that education is given the high priority it deserves in the implementation of the International Development Strategy;

Recalls that the Report of the Director-General on the Activities of the Organization (document C/3) and the Approved Programme and Budget (document C/5) are transmitted regularly to the Secretary-General in accordance with the Agreement between the United Nations and Unesco, and that those documents contain all the information regarding Unesco's activities relating to the right to education which should be brought to the attention of the United Nations General Assembly to comply with its request;

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Invites the Director-General to submit to the General Assembly at its thirty-seventh session a report setting out the relevant parts of the Draft Medium-Term Plan for 1984-1989.

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APPENDIX II

Draft Medium-Term Plan (1984-1989)

Second part

V. Education, training and society

Analysis of problems

Education has its specific characteristics, its dynamics and its own requirements within each society. It is not, however, independent of society as a whole, whose essential characteristics and choices determine its design, its objectives, its lines of emphasis and its operation. But education itself is by no means passive; to a great extent it conditions the evolution and hence the future of society; it contributes in varying degrees to the solution of society's problems. It will play its full part only on condition that it is not designed as a tool for perpetuating the privileges of the most-favoured social strata and is not of an innately alienating nature, obstructive to the development of imagination and creativity.

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Education passes on to new generations the sum of the experience of previous generations: cultural heritage, sense of values, social, economic and political experience, scientific and technological knowledge, way of life, etc. Throughout history, as the collective experience has grown richer, the role of education has increased and broadened. Today the explosion of knowledge and the acceleration of scientific and technological progress and its applications are adding a new dimension to education, and making training an essential preliminary to any human activity. Education is the key with which to unlock the stores of knowledge built up throughout the world, just as it is the prerequisite for the creation of new bodies of knowledge and for their use by any society. It is now almost impossible to conceive of the continuity, the progress or even the free existence of any society without an education suited to the realities of the moment. The complexity of present-day societies and the broadening of the international community give education a growing role to play.

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The spread of education to become the general rule, by increasing the faculties of adjustment and the capacity for innovation and by making self-fulfilment possible for everyone, guarantees that social tasks will be carried out more effectively. The productivity of labour is to a large extent dependent on the general level of education and training of the economically active population. Hence the notion that there could be too much education is quite groundless: not one example exists of a society that has suffered from such an excess. The more education spreads and improves, the greater is society's mastery of knowledge and the greater its capacity to harness that knowledge in the service of the community and of each of its members. A better-educated society is more open to progress, readier to respond to the unpredictable challenges of the future. Here again the imperatives of the democratization of education and of development coincide, justifying a resolute political will and a financial effort commensurate with the role of education.

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This effort should be such that education can be made the general practice and at the same time improved in quality. To bring about such improvement, many changes have been made during the last few decades in the educational process and in the organization of education systems. These changes have been concerned with the structures and, even more often, the content of education, and with the methods used. The endeavour to make education relevant to the realities of individual societies and to the changes they undergo is increasingly expressed not only by static adaptation to the features of the present but also by preparation for change. Many innovations have been made in the direction of adding supplementary matter to the curricula or of renewing them in order to take new requirements or new fields of knowledge into account. The obsolescence of certain branches of knowledge and the ever-faster growth of knowledge and know-how require that what is taught at the different stages of life should be brought up to date and broadened.

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The same concern for receptiveness towards the contemporary world and the realities of everyday life is reflected in the twofold, increasingly marked tendency to direct the content of education towards the solution of practical problems and to include knowledge likely to contribute to preparation

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for personal, social, political, cultural and occupational life and to the improvement of living conditions, for example in the field of hygiene, nutrition or domestic economy. Educators have also found it necessary to give increasing attention to the great worldwide problems that affect or concern the whole international community.

5006 Education alone will not solve all problems, and the hopes placed in it can sometimes be excessive, especially where the solution of certain great social problems and world problems is concerned. But its role is no less important on that account: it can provide a better grasp of problems and their inter-relations, supply the knowledge needed in order to understand and solve them, and arouse the attitudes and will that lead to action and results.

5007 No current problem gives so much cause for concern as that of peace and the advancement of peoples. The disappearance of tensions and the strengthening of peace appear to be essential conditions for the development and full and complete exercise of human rights, which are inconceivable in a world dominated by fear or by the constant threat of a military conflagration. With the advent of nuclear weapons, the whole of mankind finds itself threatened by what could be total destruction. No cause exists that would justify conflicts likely to end in the extermination of the human race. The Constitution of Unesco has rightly emphasized the importance of education's contribution to the maintenance of peace by proclaiming in its first preambular paragraph 'that since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed' and by linking the responsibility of education in this task to notions of justice and liberty, of the intellectual and moral solidarity of mankind, of co-operation, and of mutual understanding between peoples. The conservation of the environment provides another example of the contribution that education can make to the solution of great world problems. Education can bring home the grave nature of the many assaults made on the environment and of their consequences for life today and in the future. Education can make a contribution, and a major one, to the solution of all problems which arise out of human behaviour or to which the key lies primarily in human will. Hence two specific programmes in particular have been proposed concerning Education for peace and respect for human rights and the rights of peoples and Environmental education and information.

5008 So far as development is concerned, education as a whole, and its training and research components in particular, contribute to economic and social progress and at the same time to the self-fulfilment that enables each individual to place his abilities and talents in the service of his community.

5009 In recent decades education has been confronted in many countries with a crisis in values which has often been thought to correspond to a crisis in society. The questioning of certain long-accepted values and the inconsistency in moral standards between preaching and practice which can be observed, sometimes within families and often in society, where certain behaviour patterns that are--to say the least--contrary to any notion of morality are glorified by the mass media, present serious problems for education. It therefore seems necessary that, in the content of its curricula, in the spirit in which it is dispensed and in the methods it uses, education should help to inculcate at all levels not only certain values, for example a sense of responsibility, honesty and uprightness, loyalty, tolerance towards others and respect for life, but also attitudes likely to encourage family-mindedness, a sense of human solidarity, the spirit of peace, respect for human rights and understanding between peoples. Sometimes, admittedly, the divisions between social strata and the tensions they may set up in certain societies are deep-rooted, but the schools should make some effort to assist in lessening these divisive factors by disposing their pupils, especially the very young, towards respect for the lowly and deprived.

5010 Moreover the ethical function and content of education bear a direct relation to culture. From this standpoint the current situation is particularly favourable in certain countries where the expansion and diversification of educational activities is accompanied by a ferment of cultural initiative, a renewal of values, a wider demand for access to cultural creation and a keener will to express and to create. These two movements can combine and complement each other. It is therefore highly desirable that educational policies and cultural policies should be harmonized. There is a movement to initiate children and young people into the culture which forms the common heritage of mankind or into that which comes from outside sources, but less importance has been given to the culture that the pupils derive from the popular traditions and values which inform their family background and their everyday existence. Education has an important role to play if we are to overcome these divergences and avert the risk of the tensions that may arise from them.

5011 With regard to content, therefore, the chief question concerns the role that education can play as a vehicle and a stimulus of culture in the broad sense of the word. Due consideration in the educational system for the constituent features of cultural identity may help to meet the need, universally felt, to entrench the school more deeply in the fabric of local and national life. In many countries, and particularly in those which have recently gained independence, the assertion of cultural identity

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is clearly an essential means of civic training and a powerful factor in national cohesion. Education can help to restore a country's cultural heritage to its rightful place in all the wealth of its forms of expression, to bring out the distinctive characteristics of each culture, to shed light on cultural progress and to place values in their historical, social and human context. But education must do more: it must ensure, as well as historical continuity and the proper appreciation of all traditions holding promise for the future, the emergence of everything that enriches culture and responds to hopes of progress. The assertion of cultural identity means neither withdrawal into one's shell nor indifference to other cultures. On the contrary it may help, through keener awareness of distinctive national characteristics, to facilitate cultural exchanges and a more rewarding involvement in the life of the international community. Concern to strengthen cultural identity--coupled with concern for efficiency of teaching--has in recent years produced in many countries, in particular those which have recently gained independence, a tendency to use the mother tongues or national languages as languages of instruction.

During the last few years the mass communication media have had a growing impact on adults, as they have on children to the point where people speak of the 'parallel school', a source of possible divergence from the educational institution. The schools cannot remain indifferent to such a situation. Hence the question that arises is whether education can turn to good account the increasing flow of information and messages emitted by society and at the same time help to counter, where necessary, the negative influences they may have on outlook and behaviour (among teenagers). The question is admittedly complex but deserves reflection, for we are now well and truly launched into the society of communication and children must be brought up to live in it. The educational institutions themselves are already making more and more frequent use of radio, television and multimedia systems. 5012

But the mingling of the education given at school with the messages of the mass media, and the parallels--sometimes the rivalry--that exist between them undoubtedly call for efforts to harmonize policies or practices. It might henceforth be one of the essential functions of educational institutions to help young people to bring their critical faculty to bear in selecting and sorting the messages spread abroad by the communication media. A number of experiments have already been made in teaching pupils to evaluate these messages, to uncover their intentions and to distinguish the real from the imaginary. But these innovations, however widely they may be spreading, are as yet hardly integrated into coherent educational strategies, which would entail both suitable training for teaching staff and a sympathetic attitude among media executives to educational problems. 5013

The increasing attention which has been paid to science and technology teaching in the majority of Member States over the last few decades shows that the development of such teaching is nowadays considered one of the essential tasks of education. Quality in science teaching is the best means of inspiring scientific vocations. Over and above their value in training the mind and their power to stimulate creativity, science and technology are clearly indispensable tools in perceiving nature and the environment and in understanding the contemporary world. Rational utilization of scientific and technological advances can make a powerful contribution towards solving the problems of development, and in particular those of hunger and disease. Science is increasingly a direct productive force upon which economic growth and, in many respects, social progress depend. 5014

In this field, education functions at three levels. The first level is that of the training of senior executives and research workers, but it also includes secondary-level technicians and skilled workers. At this level great progress has been achieved over the past twenty years, particularly in certain developing countries. At the primary and secondary levels more time is being allotted to science and technology teaching, which has improved in quality and is increasingly designed to convey an understanding of how to solve the problems of everyday life. General teaching and technical and vocational training have been brought closer together, the latter devoting more time than before to basic general knowledge. The expansion and improvement of science teaching and of technical and vocational training nevertheless comes up against serious difficulties in many developing countries. This type of teaching is expensive, and more often than not equipment, laboratory material and the capacity to produce them are lacking. In many cases, teachers have not received the requisite training and have not been grounded in modern methods of teaching science or in the conduct of experiments. 5015

In an increasing number of countries, a growing interest is taken in science and technology extension work (cf. the major programme on the human environment and terrestrial and marine resources); this is an ideal means of informing members of the general public and grounding them in the problems that affect their future, and it may enable them, in certain cases, to contribute to the conservation and improvement of the environment. This extension work calls for increased co-operation between scientists, teachers, out-of-school educators and communications personnel. 5016

In recent years the concern to bring education closer to life has led many educators to emphasize the need to strengthen liaison between education and the world of work. To this end a great many 5017

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experiments have been made with a view to introducing productive or socially useful work into the educational process, and to strengthening the relationship between educational development and prospects of career advancement, in particular by linking the school system with vocational training programmes and through further efforts in the field of careers guidance. Some of these experiments are particularly noteworthy in that they take place in a setting of unemployment affecting several million young people and adults.

5018 From a comparison of these experiments, which vary greatly with country and situation, it has proved possible to define several sets of objectives pursued in this liaison. One is to enable pupils and students emerging from the educational system at different levels to move into professional activity more easily and thereby contribute to the economic development of their countries and the exercise of the right to work. However, education systems cannot be designed solely to suit manpower requirements or fluctuations in situations vacant. Liaison between education and the world of work may be justified by the educational value of bringing young people into contact with real work situations as early as possible. Furthermore the introduction of productive work into the education process provides an opportunity to arouse interest, in particular, in manual work which, in contrast with intellectual work, all too often has little appeal for young people.

5019 It should also be pointed out that educational and vocational guidance proper, together with careers information, form an important component of liaison with the world of work.

5020 It is more and more widely recognized that the practice of physical education and sport has many advantages in that it develops not only physical aptitudes but also moral qualities. It may also foster a spirit of mutual respect and international understanding. It contributes to aesthetic and affective development and may also help to strengthen cultural identity by restoring certain traditional national sports to a place of honour. It is an important factor in the self-fulfilment of the individual and in preparation for life in society. Hitherto it has generally been accorded less importance than other disciplines, and the same applies to the status of physical education teachers in comparison with other teachers. Often, particularly in the developing countries, the infrastructure, premises, grounds and equipment are still lacking or still very inadequate, preventing the regular practice of sport whether in or out of school. The trend towards acknowledging the importance of sport and physical education and towards developing them is encouraging, but great efforts remain to be made if the two obstacles--the usual lack of interest, and inadequate resources--are to be overcome.

5021 One of the essential tasks of education in the broad sense of the word, as an activity designed and carried on to ensure the progress of society, is the training of specialists and personnel at all levels; and this training is closely linked to research. Research and training are of necessity mutually supportive in the education system, as they are in the national context of training and research. Higher education may thus be considered a privileged area where education, training and research intermingle.

5022 The very great disparities in access to education and the inequalities in the development of education that exist between different regions, between countries and within one and the same country are reflected in uneven access to knowledge and inequalities in the possession of potential to create knowledge. A score of industrialized countries share more than 90 per cent of the world's scientists; the rest are distributed among some 130 countries, and even then very unevenly. A great many developing countries lack the minimum 'critical mass' of trained personnel, training facilities and research potential that would enable them to meet their own development requirements or to take an active part in the world's research. The research done in these countries is often sporadic and may forfeit some of its effectiveness by not being carried out as part of a broader programme. The introduction of advanced technologies is often associated with the installation of foreign industries belonging to transnational corporations. This is a major obstacle to the process of endogenous development. Such corporations generally have training policies determined by their own requirements: a situation that sometimes inclines the education system towards types of training unsuited to the real needs of national development.

5023 In the developing countries, the fact that in many fields the higher level training is done abroad and that the research infrastructures are often inadequate or unsuitable tends to swell the drain of highly qualified specialists into research and training centres in the industrialized countries.

5024 In certain countries, the orientation of research and training comes under pressure, directly or indirectly, from sectors of the economy whose prime moving force is the concern for immediate profits. The short-term view then takes precedence of activities whose longer term effects would be favourable to the advancement of society. The real requirements of societies should be identified and analysed, despite the difficulties of such an undertaking, in order to decide upon the priority areas for research and the training profiles that correspond most closely to the needs.

Once the priorities for training and research have been identified, it should be possible to devise and implement integrated training and research policies in specific fields. The long-term objective might then be to formulate and apply such integrated policies at the national level. In view of its inherent uncertainty, it is doubtless futile to try to make fundamental research conform to a strict plan. What does seem feasible, on the other hand, is to attempt to provide better co-ordination and a more rational organization of research and training activities, principally in order to avoid or at least reduce dissipation of effort, particularly in those fields of study where costs are highest, and in order to strike the right balance between the various courses of training. Greater harmonization of the research activities carried on in different fields would also appear to be justified by the need to find satisfactory solutions to many problems of society in which both social and cultural factors intervene. In this connection it would appear desirable to strengthen the practice of interdisciplinarity and break out of the mould of isolated projects by setting up permanent research teams, especially in the developing countries, where arrangements for research workers in related disciplines to work together on the same long-term research programmes could have highly beneficial results. 5025

It is admittedly not easy to formulate and implement integrated training policies covering all fields, but a greater effort of harmonization appears necessary if new types of training are to be devised that will fit into an interdisciplinary system. 5026

In addition it would seem important to bridge the gap between national science and technology policies on the one hand and education and training policies on the other. It is essential that training should be based on the latest scientific and technological advances in order to prevent research and training from growing too far apart. This shows how important it is to ensure that training and research constantly intermingle, particularly within higher education. The design, formulation and trial application of integrated training and research policies therefore seem to constitute an important objective for gradual attainment. 5027

Higher education in general and the university in particular, by vocation and in virtue of the role it already plays in both training and research, should be at the heart of any new departures made in this direction. Co-ordination between the higher education system and the other national institutions and mechanisms of training and research is therefore a prerequisite for the proper harmonization of training and research. 5028

With higher education more widely accessible and modes of study becoming more and more diversified, a clear concern is emerging to develop certain types of higher education of a more markedly professional nature and to provide further training and retraining in various fields. The role of higher education in training therefore needs a new dimension. The question then arises what importance should be given in higher education to professional training and what to the transmission and advancement of top-level knowledge which does not necessarily lead to a specific type of employment. 5029

These reflections may throw some light on the problem--often badly formulated--of the so-called 'depreciation' of qualifications which tends to be associated with the increase in the number of graduates and the demands of employers for ever-higher qualifications. Such demands can no doubt be explained by the fact that better training and a higher educational level may mean better performance at work and that the possession of wider general knowledge alongside the appropriate specialized skills may be of help in a person's career. Furthermore, it should be noted that higher studies which do not provide training for specific jobs but which contribute to the development of knowledge and of new capabilities may at a later stage lead to high-level appointments. Hence the opposition between the two functions of higher education--to impart knowledge at the highest level and to provide training for a profession--is perhaps more apparent than real. 5030

Some of the training and research functions of higher education stem from its obvious responsibility towards the education system as a whole. There can be little doubt that the tendency to provide training to higher educational level for an increasing number of categories of educational personnel at all levels is increasing, and that such training is an essential task of higher education. Educational research constitutes another important task for institutions of higher education. The number of higher educational establishments which have undertaken such research has increased considerably in recent decades, particularly in the industrialized countries, but is still far from sufficient. This deficiency should be made good and the results of such research should be swiftly applied to the initial and continued training of educational personnel. It also appears important that teachers at the different levels should be trained to participate in educational research, which stands to benefit from their professional experience and which, at the same time, is essential if they are to carry out their duties effectively. 5031

Another new role of the institutions of higher education, which seems of great importance to the promotion of integrated training and research policies at the national level, is future-oriented thinking about the evolution of society and of the international community. The universities, as the forum par 5032

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excellence for meetings and concertation between high-level specialists trained in different disciplines, seem particularly well qualified to assume this role. Such future-oriented studies, in addition to buttressing the universities' research and training activities, could throw useful light on the choices open to decision-makers in the fields of training and research in conjunction with the options for development at the national level.

- 5033 With a new international order in prospect, regional and international co-operation has an important role to play in the formulation and implementation of integrated training and research policies. It is for Unesco to lay down the procedures that would give the maximum impact to international action in this field to ensure the full utilization of the resources and knowledge available and to reduce disparities between countries by developing exchanges of information and experience and by helping to strengthen national training and research capacity in the developing countries.

Strategy of action

- 5034 The Organization's strategy here will consist in supporting the efforts of Member States to make their education systems more relevant to the present characteristics of the local, national and international environment. To that end, it seems appropriate to give special attention to redefining the role and content of certain components of the education process and the education system, viewed in close relationship with other aspects of the life of society, and to giving those components a more extensive place in the scheme.

- 5035 A first approach will concern the measures to be taken to ensure that education arouses awareness of major problems and provides the knowledge which everyone needs in order to understand them objectively and to participate actively in solving them. Among the most important of these world problems are peace, human rights and the rights of peoples, colonialism and racism, the preservation of the environment, the mastery of science and technology by society, and population in relation to development. The contribution of education to the strengthening of peace, to respect for human rights and the rights of peoples and to the preservation of the environment, together with education on the subject of population, are dealt with under the major programmes Peace, international understanding, the freedom of the peoples and human rights; The human environment and terrestrial and marine resources; Principles, methods and strategies of action for development; and Science, technology and society respectively.

- 5036 A second approach will cover activities designed to ensure that education pays closer heed, on the one hand, to the relationship between education and culture and the tasks incumbent upon education as regards the transmission of the cultural heritage and the development of culture and, on the other hand, to the implications for education of the development of the communication media as providers of information and techniques that can be used in learning.

- 5037 A third approach comprises certain components of the education process to which it seems especially important to give greater emphasis, by renewing their content or methods, so that education may provide a better preparation for contemporary life. The teaching of science and technology, updated to take account of the rapid advances made in this field, is an essential factor in the scientific explanation of the natural and social universe and the key to the use of techniques whose application is transforming daily life. The introduction of productive work among educational activities and the various practices designed to bring education closer to the world of work and to economically active life constitute a valuable factor in social relevance. The development of physical education and sport, which is necessary to the self-fulfilment of the individual forms moral qualities essential to community life and, at a time when opportunities for physical exertion are being reduced by increasing automation, restores physical effort to its rightful place in the life of society.

- 5038 A fourth approach is concerned with the relationships between education, training and research and with the central role proper to higher education in this context. It includes measures designed to promote the development and rationalization of training and research activities and to improve co-ordination between higher educational activities and the other components of the training and research apparatus. These measures also aim to increase the contribution of higher educational activities to the development and improvement of higher education as a whole.

Programme V.1 - EDUCATION, CULTURE AND COMMUNICATION

The contribution of education to the solution of certain major world problems, such as illiteracy, peace and human rights, is dealt with in other programmes. Other problems, such as development, do not figure in a specific educational programme because they require a comprehensive approach and thus permeate the whole of this major programme, which seeks in its entirety to contribute to their solution. For certain aspects of a comprehensive, harmonious development, the role of education is of particular importance. These are: culture, communication, the environment and population growth. These aspects are interconnected by close and reciprocal ties; for the sake of clarity they will be analysed separately.

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It is nowadays generally acknowledged that a special relationship should be established between education and culture. Some of the essential functions of education are: to transmit the cultural heritage and contribute to its renewal; to develop the aesthetic sense of children and adults, and prepare them to appreciate the masterpieces of culture in its various modes of expression; to enable every individual to participate in cultural life, to develop his creative talents and, where applicable, to help him to become a creative artist himself. It also trains specialists in the different modes of expression of culture and cultural life. Thus education finds in culture an essential part of its content, and at the same time is essential to culture's development and renewal.

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While it is contributing to the strengthening of cultural identity which many Member States see as one of the prerequisites for endogenous development and the affirmation of national personality, education becomes more deeply rooted in the fabric of social life both local and national. It thus gains in relevance, richness and pedagogical effectiveness. The increasing importance given to the relationship between education and culture goes hand in hand with the proliferation of cultural activities and with the expansion of educational activities having culture as their subject-matter or cultural life as their objective. It would seem desirable to define the means whereby educational action and cultural action may support and enrich one another. Certain aspects of this mutually complementary relationship are dealt with in other major programmes.

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The ever-increasing influence of communication and information and the omnipresence of the communication media in everyday life have made people aware of both the favourable and the adverse aspects of this state of affairs for the individual and for society. Man today is caught in a dense web of messages and data of all kinds and of varied origins which he cannot always control. At the same time the gap has widened between the industrialized countries and the developing countries with regard both to mastery of communication media and techniques and to access to communication. The International Commission for the Study of Communication Problems has shown the importance of the contribution which communication can make to education and has emphasized the increasing number of reciprocal relationships that exist between communication and education. What is needed, therefore, is to make these relationships still more beneficial and more fruitful. As providers of factual information that is otherwise inaccessible, transmitted immediately and capable of reaching the most distant audiences, and as a powerful outward-looking influence calculated to increase the desire to learn, the communication media have valuable resources to contribute to education; but their contribution is not always truly educational, for they do not necessarily convey real knowledge and may have unfavourable cognitive or ethical effects upon children or even upon adults. If the educator is to take full advantage of that contribution, he must be prepared to use the technology of communication and of the information media and to interpret the messages which they disseminate. Here again there appears to be a need for a more accurate delimitation of information and knowledge and a better definition of the relations between educators and the decision-makers and agents of communication, with a view to a more thorough concertation between them. The essential role of education will be to help to create among both the agents and the users of communication an active and critical attitude to the communication tool and to the information which it transmits.

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Objectives and principles of action

Education, by spreading knowledge and creating attitudes favourable to certain courses of action, can make a considerable contribution to the understanding and solution of the problems which have just been analysed.

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It is a matter, not so much of introducing new disciplines, as of taking into account those aspects of the life of societies whose contributions can fertilize and enrich the content of education.

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5045 Under this programme it will be the Organization's objective to ensure that education draws upon those traditions and values of society that hold promise for the future and at the same time helps to engender and develop new values and attitudes which are favourable to progress, especially with regard to culture, whose development is clearly an essential aspect of development as a whole. It will then be the educator's role to contribute to the affirmation of cultural identity, to the integration into culture of the knowledge and values inherent in science and technology, and to cultural development, seeking to make every individual an intelligent user of cultural assets and an active creator in this field.

5046 The Organization will also strive, firstly, to determine the effects which the development of communication and of the modern communication media produce on both formal and non-formal education and, secondly, to make communication agents and educators alike aware of the educational impact of the messages transmitted by the communication media. It will encourage, on the one hand, the employment of the mass communication media for educational purposes and, on the other, judicious use of the messages transmitted by those media.

Subprogrammes

5047 A first subprogramme (Education, culture and languages of instruction) will seek to encourage closer attention to the role of culture and the place it should be given in education as the essential expression of a society and as the image of that society in its relations with other communities; as a factor of continuity with the cultural heritage of previous generations and a basis for extension and renewal of the knowledge and values which they built up; as a principle that roots education in national reality and makes for receptiveness to the reality of other peoples; and as a prerequisite for the complete aesthetic, affective and ethical self-fulfilment of the individual within the community. For this purpose, special importance will be given to:

ensuring through education a better appreciation of the cultural heritage in its various forms of expression and a better knowledge of contemporary cultural life; a sustained effort will be made on behalf of mother tongues and/or national languages;

fostering knowledge, understanding and appreciation of other cultures;

promoting through education a modern humanism combining certain ethical values handed down by tradition with others corresponding to the evolution and needs of modern society;

attempting to bring together and harmonize educational action and cultural action in order to promote the application of an integrated policy in the educational and cultural fields;

encouraging the participation of educational personnel in cultural action and of cultural agents in educational action.

5048 The strategies of action to be applied will aim to ensure that culture permeates the whole of the educational process. This will entail:

the preparation of a methodology for planning curricula calculated to impart a knowledge and appreciation of both the national cultural heritage in its different forms of expression and of that of other societies, and to develop the aesthetic sense and artistic creativity;

the promotion and strengthening of aesthetic education at all levels and in all forms of education;

promotion of the use of mother tongues and/or national languages as languages of instruction and/or literacy campaigns;

the promotion and strengthening of ethical education which will encourage the development of a modern humanism;

joint identification, by educators and cultural agents, of areas where educational and cultural action may overlap, and of the implications of these for educational policies, planning and methods.

5049 Under a second subprogramme (Education and communication) the Organization will endeavour:

to assess the effects which the mass of information disseminated by the communication media produces on the process of training the individual and on education systems, and in particular on the definition of the content of education;

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to define the new tasks to be carried out by education in order that it may provide the necessary means for the analysis, screening and judicious use of that information;

to consider how the methods and techniques in use in the field of communication may be employed to improve teaching methods;

to foster a better knowledge of the role of communication in society;

to ascertain the prospects for using communication technologies both for individualized education and to serve educationally under-equipped regions;

to make the public aware of the cultural value of communication and, at the same time, of the need for critical analysis of the information transmitted by the communication media.

The subprogramme will aim to promote:

the identification and collection of relevant data on the research and experiments carried out in various socio-cultural and socio-educational environments, in order to analyse, in particular, how far traditional modes of communication can be transposed into the field of education;

the use of the resources provided by the mass communication media to develop education, particularly certain forms of educational action such as literacy campaigns, sanitary education and agricultural extension courses;

research into the content and methods of education in a society where information and communication occupy an increasingly large place, and reflection on the new tasks of education and the roles of communication;

awareness of the relationship between education and communication at the national and international levels, through contact between educators and the agents and users of communication;

international exchanges of available knowledge concerning the possibilities and limits of the application of new communication technologies to the various forms of education, particularly in the developing countries.

Programme V.2 - TEACHING OF SCIENCE AND TECHNOLOGY

Science and technology are an integral part of contemporary culture. In its various forms, science has become an essential means of understanding the world through knowledge of the laws of nature. It also provides man with a tool for organizing his thinking and for classifying and exchanging experience. The application of science and technology can make a decisive contribution to improving living standards and conditions. Some of the essential tasks of education, therefore, are to impart the basic scientific and technological knowledge necessary to prepare the younger generation for the practice of an increasing number of occupations, especially in the productive sector; to encourage scientific and technological vocations; and to foster awareness among young people and adults of the inter-relationships between science, technology and society. By these means, education can also help to create a favourable climate for scientific and technological development. The teaching of science and technology is also a powerful means of stimulating creativity among young people. Such teaching therefore has its place in the curriculum at all levels.

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Scientific and technological development can be carried on only with the support of an interested and informed public. Public interest in and understanding of science and technology should therefore be increased by means of all forms of educational action and in co-operation with the mass information media (cf. the major programme 'Science, technology and society').

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Since mastery of science and technology is essential for the purposes of national advancement, it is important to promote endogenous development of the teaching of these subjects and, to this end, to strengthen the national research and training structures needed for the preparation of syllabuses, materials and equipment and for the training of teaching personnel.

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- 5053 While the responsibility for such development rests on the Member States, regional and international co-operation, particularly through Unesco, provides them with valuable assistance, especially in promoting exchanges of ideas and comparisons of experience, encouraging innovations and supporting the efforts made by countries to set up infrastructures and training programmes.

Objectives and principles of action

- 5054 This programme will aim:

to make the teaching of science and technology the general practice at all levels and in all types of education as an essential element of contemporary general culture and to develop extension courses in science as a feature of out-of-school education, particularly in the developing countries;

to improve the teaching of science at the primary and secondary levels and in out-of-school education, both by discipline (physics, chemistry, biology, mathematics) and through the interdisciplinary approach, allocating more time to the understanding of scientific concepts, observation, experiment and guidance towards the solution of practical problems;

to improve the initial and in-service training of teachers;

to promote the production of teaching materials and equipment;

to encourage the preparation of curricula for the teaching of science and technology in primary, general secondary, technical and vocational education in keeping with the latest advances in scientific research and technological innovation, leading up, as soon as possible, to a grounding in technology and taking into account the characteristics of the local environment and the requirements of national development.

- 5055 To these ends, the programme will aim chiefly to contribute to the modernization and development of national potential for the teaching of science and technology, especially in the developing countries, and to the promotion of international and regional co-operation in these fields. It will tend to have multiplier effects at the various levels and in the various forms of formal and non-formal education.

- 5056 The following will be the main lines of emphasis:

promotion, at the international, regional and subregional level, of the exchange of information on trends, innovations and experience, particularly between developing countries;

the promotion of research, experiment and innovation in programmes, methods and materials through support for the appropriate institutions. Particular attention will be paid to making content and methods more relevant, to co-ordinating science teaching with the teaching of technology, to giving a grounding in technology and data processing, and to their practical applications;

the mobilization and optimum utilization of existing resources at the national and international level, particular attention being paid to the preparation of teaching materials and equipment at lower cost by local and national institutions and establishments;

the strengthening of international co-operation through the development of appropriate networks of national institutions and the international and regional governmental and non-governmental scientific organizations concerned, paying special attention to the needs and priorities of the developing countries.

Subprogrammes

- 5057 A first subprogramme (Development of school and out-of-school teaching of science and technology) will aim to promote:

the exchange of information and the lessons of experience;

activities in research, evaluation and experimentation concerned with educational content, methods and materials;

the development of national infrastructures for the teaching of science and technology: centres for documentation and the preparation of syllabuses and materials; library services;

the organization or improvement of national programmes for the initial and in-service training of teachers and other educational personnel;

support for regional and subregional projects concerned with the preparation and production of teaching materials and equipment, and for training activity;

mobilization of resources and the intensification of co-operation with a view to developing operational activities at the national level.

A second subprogramme (Dissemination of scientific and technological knowledge) will strive to encourage:

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the international and regional exchange of information and experience on scientific and technological extension activities;

the preparation of extension programmes in science and technology with the assistance of science museums, the press, radio and television; and, in particular, activities undertaken for this purpose in the developing countries;

the setting up of national programmes of out-of-school scientific and technological activities for young people, such as science olympiads and fairs, science clubs and summer camps;

the training at regional and subregional levels of personnel concerned with extension courses and out-of-school activities;

the establishment of experimental out-of-school teaching programmes in science and technology for young people and adults in rural and urban areas.

Programme V.3 - EDUCATION AND THE WORLD OF WORK

From the standpoint of education in the service of society, preparation for working life is an essential function of education systems. This is a fundamental aspect of the social relevance of education and its adjustment to the evolution of the economy and of the structure of employment: an evolution linked to scientific and technical advances, to the emergence of new occupations and new occupational profiles and to changes in conditions of production.

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This question is now becoming particularly acute. In many countries the only goal of general teaching is preparation for further studies. Often it provides no preparation for practical life. The problem therefore is to ensure that each stage has two components, one being terminal and the other preparatory for the continuation of studies.

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This does not mean that education, whose main purpose is to ensure the complete fulfilment of the human personality, should be subordinated to purely economic concerns. In this connection, it should be noted that liaison between education and the world of work, which finds, in some respects, its most complete expression in the introduction of productive or socially useful work into the education process, makes it possible to forge a better link between theory and practice and to contribute to the formation of essential moral qualities such as the sense of responsibility, team spirit, respect for work and a taste for getting things done. Moreover this liaison has social implications that go beyond the confines of education, for the introduction of work into education furthers the aim of closing the age-old rift which has already been mentioned, between manual and intellectual work.

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The development of technical and vocational education and agricultural training is of particular importance in bringing education and the world of work into closer contact. In a great many countries such instruction is still inadequately developed. Often these courses and the distribution of personnel between them do not meet the needs of economic development, and the contents of their programmes and the equipment used do not always come up to modern requirements. The development and improvement of technical and vocational education and of agricultural training may therefore be regarded as imperative for many countries, in particular the developing countries.

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The problem of the relationship between education and the world of work will be approached from three distinct but mutually complementary standpoints:

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- the place of work within educational activities;
- the relationship between education and employment;
- the development of technical and vocational education.

Objectives and principles of action

5064 The aim of this programme will be to support the efforts of Member States:

- to improve, at all levels of education, the attitude of young people to productive work and socially useful activities;
- to provide a better preparation for working life, taking into account the evolution of the structure of employment, in particular by revising syllabuses with a view to encouraging job mobility and providing a technological or polytechnical grounding within the system of general education;
- to develop and improve technical and vocational education.

5065 For these purposes the Organization:

- will provide its assistance to Member States that desire it in order to develop or introduce, experimentally or generally, creative, productive or socially useful activities as part of school syllabuses and to facilitate participation by students and pupils in activities in real work situations in or outside educational establishments;
- will co-operate with Member States in their efforts to harmonize and reconcile educational and employment policies, taking into account the potential role of education in economic development strategies and in the search for solutions to the problems presented by the initial employment of young people, unemployment and underemployment, particularly in rural areas and in the non-structured urban sector.

5066 Taking into account the variety of national and local situations, activities under the programme will encourage concertation between the various partners interested in bringing education and the world of work closer together. Experiments and pilot projects will be encouraged, together with the evaluation of activities in progress. The regional networks of educational innovation for development and the International Bureau of Education will be called upon to intensify exchanges of information in this field.

5067 The Organization will continue its action to make policies and plans for the development of education more consistent with the objectives of social and cultural development. It will intensify its efforts in that direction in the field of technical and vocational education.

Subprogrammes

5068 A first subprogramme (Promotion of interaction between education and productive work) will aim:

- to facilitate dissemination at the regional and subregional level, for the benefit of teachers, young people, parents, political leaders and the general public, of information concerning the nature of the problem, solutions under consideration and results already obtained, in particular with regard to the objectives, achievements and future evolution of the integration of productive work into the education process;
- to encourage the efforts of Member States to improve liaison between education and the world of work by providing facilities for exchange and dialogue, both at and outside school, between the world of education and the world of work;
- to encourage the development of a wide range of practical activities in the education field and to intensify collaboration with enterprises with a view to organizing in-service training courses there;
- to contribute to the development of techniques for evaluating experiments on the introduction of productive work into education, in particular as regards their cognitive, affective and psychomotor effects;

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to co-operate with Member States in providing teachers, either during their initial training or in service, with practical experience of productive or socially useful work.

Under a second subprogramme (Relations between education and employment), Unesco, in collaboration with other competent international organizations, will co-operate with Member States, on their request, in studying the legislative provisions, administrative measures and regulations best calculated to bring about closer relations between education and work. This will involve, in particular, measures to provide workers, especially young apprentices, with general education, to provide more study leave and facilities for study alternating with periods of work, and to retrain the unemployed.

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Under this subprogramme the Organization will also endeavour:

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to study, for the benefit of Member States, problems relating to the harmonization of education planning and employment planning;

to intensify research into the role of education in increasing the job mobility of migrant populations, and into the problems of transition from education to working life;

to collect, analyse and disseminate information on national experiments in the field of retraining, educational and vocational guidance, the integration of young people in working life, and other aspects of the relations between education and employment.

A third subprogramme (Expansion and improvement of technical and vocational education) will aim:

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to produce the studies and reports required on the implementation of the Revised Recommendation concerning Technical and Vocational Education;

to co-ordinate the action of Unesco in this field with that of the other institutions concerned;

to intensify exchanges of information and experience at the international, regional and sub-regional levels;

to foster the development of national infrastructures for technical and vocational education: policy-making, planning and co-ordination machinery; centres for documentation and preparation of programmes and materials;

to carry out sectoral studies with a view to improving the planning of technical and vocational education, taking into account the evolution of employment and, in particular, the problems of employment as they affect certain groups of the population and rural areas;

to contribute to the establishment or strengthening of national programmes for the training of educational personnel (teachers and administrators) and programmes of further training for technicians to enable them to adjust to technological and economic changes;

to provide support for regional or subregional activities concerned with the preparation of materials;

to promote the development of vocational guidance and of working links between general education, technical education and the world of work.

Programme V.4 - PROMOTION OF PHYSICAL EDUCATION AND SPORT

Great progress has been made in the majority of Member States over the last ten years with regard to the promotion of physical education and sport within the education system and in social, family and community life. Physical education and sport are practised by an ever-growing number of men and women; participation in popular sporting activities and membership of sports federations and groups have steadily increased. The practice of physical education and sport is not, however, guaranteed everywhere as a fundamental right for all. Much remains to be done, especially in the organization of school systems, in order to arrive at a type of education that will allow the personality to develop fully through a harmonious balance between bodily and mental activity. Furthermore, while 80 to 85 per cent of children in developed countries now receive physical education at school, the proportion of those in the developing countries who do not receive it is estimated at 80 per cent.

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5073 Furthermore modern life and the increasing urbanization and mechanization it entails mean that physical activities must nowadays be regarded as essential to the preservation of health. In many countries, however, despite the obvious economic advantage of physical fitness for all and sundry, more than half the population currently practise no sporting or physically relaxing activity.

5074 Physical education and sport, notwithstanding differences in national structures, concern all Member States of the Organization and thus provide an ideal means of bringing peoples closer together on the basis of respect, mutual understanding and disinterested competition. The programme will pay particular attention to international co-operation in this field.

Objectives and principles of action

5075 This programme will have the following objectives:

to contribute to the effective application of the International Charter of Physical Education and Sport in the Member States. Essentially this will mean helping them to increase their capacity to improve the qualifications of volunteers and permanent staff, to develop suitable installations and equipment and to carry on research, evaluation, documentation and information activities in the field of physical education and sport. At the international level the purpose of such activities will be to strengthen bilateral and multilateral co-operation both between governments and between competent non-governmental organizations, and thus to stimulate the endogenous development of physical education and sport and help to improve the organization of international sports contests;

to promote co-operation between youth organizations and sports organizations in order to speed up the development of physical education and sport as a feature of lifelong education;

to help to make sport a general practice at all levels and all ages in life and, to that end, to help Member States to lay the technical foundations for such general practice.

5076 The strategies adopted will be confined to a few main lines of priority approach. The programme will emphasize the integral development of the human being and the continuity of the process whereby sport extends the practice of physical education, as carried on at school and out of school, into adult life as part of lifelong education. A new departure in the programme will be the promotion of physical education and sport for particular categories (girls and women), age-groups (young children) or special situations (the handicapped).

5077 Secondly the Organization will endeavour to assist in lessening the disparities that exist today between developed and developing countries as regards training, equipment and research. While striving to elicit increased co-operation from the developed countries, it will encourage horizontal technical co-operation between developing countries.

5078 Thirdly the programme will aim to develop links between the promotion of physical education and sport on the one hand and socio-economic development plans on the other. In this connection particular attention will be paid to the plans of the World Health Organization for 'Health for All by the Year 2000'.

5079 Fourthly, having regard to the international repercussions of sporting activity, the programme will aim to promote those forms of international co-operation in this field which are best calculated to make a direct contribution to closer ties between peoples, to friendship, to peace and to understanding between human beings.

5080 Lastly, steps should be taken to see that physical education activities and sport are properly suited to the institutional, cultural, socio-economic and climatic conditions prevailing in the Member States, in order to ensure that they take firm root in their natural environment.

Subprogrammes

5081 A first subprogramme (Development of physical education and sport under the International Charter) will aim to provide support in the preparation of national strategy and plans for applying the Charter. The means to be considered for this purpose will be:

encouragement of initial and in-service training for educators, instructors, monitors and sports administrators;

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support in setting up installations, facilities and equipment and in developing local and subregional production of such facilities and equipment;

support for research, evaluation, information and documentation activities;

the continuation and strengthening of co-operation between Member States and non-governmental organizations, in particular through the activities of the Intergovernmental Committee for Physical Education and Sport;

recourse to the International Fund for the Development of Physical Education and Sport, particularly with a view to possible support for an intergovernmental training and equipment programme.

A second subprogramme (Encouragement for youth movements) will contribute to:

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closer association of youth movements with national efforts to give new categories of the population ready access to physical education and sport;

the association of youth movements with the construction of infrastructures, installations, facilities and equipment (grounds, beaches and swimming pools, stadiums, running tracks and leisure areas, particularly in deprived urban fringe and rural areas);

the promotion of research into traditional dances and games and other activities to preserve the cultural heritage, together with training in this field.

The objective of a third subprogramme (Development of sport for all) will be to improve the physical fitness of the population as a whole; it will be carried out in conjunction with the World Health Organization programme 'Health for All by the Year 2000'. The action contemplated will take the form of:

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helping to organize in 1985 a first World Week of Physical Fitness and Sport for All in those Member States that wish to take part;

evaluating this event and, if it is so decided, preparing for a Second Week, to be observed in all Member States;

studying what means are required to ensure that sport may be practised by all, and what arrangements are best suited to the various national contexts;

organizing information campaigns to encourage mass participation of the population in sporting and relaxing activities.

Programme V.5 - HIGHER EDUCATION, TRAINING AND RESEARCH

In recent decades the part played by higher education in development and in the advancement of society has been more and more clearly perceived. Without sound higher education no country can hope to train the managerial personnel needed to perform the increasingly complex functions to be discharged in any modern state, or gain access to the stock of knowledge that will enable it to play its full part in the international research effort. The institutions of higher education, in particular the universities, afford the clearest demonstration how the functions of teaching, research and training--this last function representing, in some respects, the culminating point of education--intermingle. Consequently, despite the high cost of higher education and the dire need they face to expand education at other levels, many states have resolved, immediately after gaining independence, to equip themselves with universities and other establishments of higher education. The efforts made by Member States to achieve quantitative expansion have been accompanied by many measures designed to make higher education better suited to its tasks. The Member States have often shown how much importance they attach to international and regional co-operation and experience in this field.

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Several of the major problems of education arise mainly at the higher level. The quantitative expansion of higher education, entailing a change of scale, has often obliged the responsible authorities to redefine its goals. In addition the institutions of higher education are more and more often called upon to undertake new tasks and to widen the scope of their activities to include new branches of

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learning and activity; thus higher education has been playing an increasing part in the dissemination of culture and the organization of cultural activities. Establishments of higher education no longer confine themselves to providing an initial training; they now devote an increasingly high proportion of their activities to the retraining and further training of people engaged in professional activity, including university graduates. Increasing attention is being paid to the function of training for employment and to the function of service to the local or national community. While endeavouring to attain or maintain a level of excellence in fundamental research, certain institutions of higher education, and in particular schools of engineering, medicine and agronomy, undertake much applied research directed towards solving practical problems, and keep up closer links with various institutions in the social and economic sphere.

5086 In order to enable higher education to carry out more numerous and more complex tasks, the authorities responsible for its operation and development have seen fit to broaden, reorientate and reorganize syllabuses and research programmes, to renew and diversify series of courses and stages of study, to establish new types of institutions, to adapt the procedures for admission and for the evaluation of knowledge and aptitudes, in particular with a view to greater mobility for students within the education system, and lastly to secure increased participation by higher education in the development of the education system as a whole through research and personnel training activities.

5087 This programme provides a general framework for the improvement of higher education and thus affects the activity of the Organization at this level of education in its various fields of competence.

Objectives and principles of action

5088 This programme aims to improve the contribution of higher education to the advancement of society by making its organization, content and methods better suited to its various functions, and in particular to its new tasks.

5089 To this end the Organization will endeavour in particular:

to encourage improvements in the operation of existing institutions, the establishment of new types of institutions and programmes, adaptation of the content and expansion of the range of courses of training according to the needs of development, and the adoption of interdisciplinary approaches to research and training;

to support efforts to train managers in the different countries at the higher educational level;

to encourage measures of international and regional co-operation undertaken for this purpose.

Subprogrammes

5090 A first subprogramme (Development and improvement of higher education for the advancement of society) will aim to encourage:

the adaptation of syllabuses, courses and types of education and training and research activities to the needs of society and the new tasks of higher education;

the optimum use, especially through national and regional co-operation, of research and training potential, with particular reference to postgraduate studies;

the exchange of information and experience, in particular through the activities of the regional centres for higher education;

international and regional co-operation, in particular through collaboration with the United Nations University and with international and regional intergovernmental and non-governmental organizations.

5091 A second subprogramme (Research and training with a view to the development of education) will aim to strengthen, and at the same time to co-ordinate, the research activities in the field of education sciences carried on at establishments of higher education and activities for training the various categories of educational personnel at the different levels, including higher education.

5092 The activities will include the compilation of regional inventories of research performed by establishments of higher education in the field of education sciences and on major problems arising

in the education system as a whole. International research programmes will be launched to deal with particular aspects of these questions. Support will be provided for existing national and regional research programmes, and for institutions of higher education in organizing introductory courses for teachers on research in the education sciences and the use of the results in the education process.

Programme V.6 - ACTION WITH A VIEW TO BETTER INTEGRATION OF TRAINING AND RESEARCH ACTIVITIES

In the course of the last few decades, training activities have developed greatly and have spread to a great many fields where they had not previously been carried on. Furthermore there has been a vast increase in the activities and fields of research, many of them new or concerned with applying the results of fundamental research to the development of advanced technologies.

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The volume of research and training activities, the financial load they impose and the scale of human resources they require make it necessary to fix priorities, to co-ordinate activity better and to make optimum use of the resources applied. The co-ordination of the training and research activities of establishments of higher education with those of other institutions represents one aspect of the effort at rationalization which needs to be made and which, furthermore, forms one of the major objectives of national scientific and technological policies (cf. Programme IX.2). It is doubtless impossible to avoid some duplication of effort or to make hard-and-fast plans for the results of research, which are by definition unpredictable, but it appears desirable to rationalize the various research activities and the training activities. This involves--while at the same time encouraging the initiative of the researchers--fostering closer co-operation between institutions, teams and researchers in order to make optimum use of the available resources. It is to be hoped that this will make it easier to meet the priority needs of society and possibly to concentrate resources in those areas where substantial progress, likely to contribute to the solution of major problems of society, is in sight. It also seems highly desirable to put the latest results of research to use in teaching and training activities in order to raise their level. The approach proposed in this programme consists in harmonizing training activities, harmonizing research activities, and harmonizing the former with the latter, with the ultimate goal of formulating and implementing integrated training and research policies at the national level. This approach is based on certain trends already in evidence towards the optimization and co-ordination of training and research programmes. This programme provides a general framework for training and research activities and for strengthening national training and research capabilities corresponding to the different fields of competence of the Organization, in order that they may contribute to the solution of certain major global problems.

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Objectives and principles of action

This programme will be carried out in close conjunction with other programmes of the major programmes The sciences and their applications to development and Science, technology and society. Starting from a clearer identification at the national level of those requirements of society that call for greater efforts of training and research, the programme will aim to promote harmonization between the various research activities and between the various training activities, undertaken in a particular field, and then harmonization between the research and the training activities, in order that this harmonization may be extended into different areas pursuant to integrated policies for training and research. This action will be carried out in stages, the inventories of requirements being followed by pilot projects designed to provide a framework for experiments in the harmonization of training and research activities and culminating, in the long term, in the formulation of integrated training and research policies.

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The promotion of mobility among teachers, students and researchers in higher education will constitute one of the means of intensifying international co-operation in this field, and of strengthening national training and research capacities, by making it easier for specialists trained abroad to return to employment in their own countries and thus limiting the brain drain.

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Subprogrammes

A first subprogramme (Analysis of data on needs, trends and available resources in the field of training and research) will aim to provide a better knowledge of present trends in training and research in order to determine whether the activities undertaken in this field meet requirements and have access to the necessary resources, and to help Member States to equip themselves with the necessary

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capacity to gather and analyse such data, including statistical data. To this end the Organization will co-operate with the competent national and regional or subregional institutions in compiling inventories of national, subregional and regional trends, needs and capacities in the field of training and research and, on the basis of these inventories, identifying training and research priorities in those areas where existing resources require strengthening. A distinction will be made between short-term needs and long-term and medium-term needs. The feasibility and desirability of setting up co-operative programmes of training and research in certain fields, integrated at the subregional or regional level, will be investigated. An international experimental programme of training in the fields of competence of Unesco for the 1990s will be prepared and submitted to an international intergovernmental conference for approval in 1989.

5098 A second subprogramme (Promotion of interdisciplinary training and research in Unesco's fields of competence) will aim, by providing support to strengthen existing institutions in Member States, to encourage:

the execution of pilot projects for integration of training and research activities in a given field in one or more establishments;

the co-ordination, within one establishment, of training and research activities in different disciplines and in different fields of action and learning.

The subprogramme's purpose will be to provide, in this way, some elements of a solution to certain specific problems of development and to make the experience gained available to those responsible for the training and research policies and institutions of Member States.

5099 A third subprogramme (Promotion of integrated training and research policies) will constitute the starting-point for long-term action aimed at promoting the gradual formulation, trial and implementation of integrated training and research policies. It will be carried out in several stages. In the first stage it will be confined to one particular field and will deal with training on the one hand and research on the other; at the next stage this action will be extended to several fields; then, in these same fields, the problems will be tackled simultaneously from the standpoint of training and from that of research. Lastly an attempt will be made to arrive at integrated policies covering several fields of knowledge and activity and reflecting the interdisciplinary approach which has already been responsible for some of the most striking successes of recent decades. These activities will be consistent with the long-term objective of integration of the different fields of training and research.

APPENDIX III

Draft Medium-Term Plan (1984-1989)

Second Part

II. Education for all

Analysis of problems

The expansion of education systems continued throughout the world between 1970 and 1980, as evidenced by the progress in enrolment ratios at all levels. In primary education during this period, gross ratios increased in Africa from 57 to 78 per cent, in Asia from 77 to 85 per cent and in Latin America and the Caribbean from 92 to approximately 104 per cent.¹ In secondary education, enrolment ratios for developing countries as a whole went up from 22 to 31 per cent, and in higher education from 4.3 to 7.4 per cent. 2001

In the industrialized countries, where universal primary education has virtually been achieved, enrolment figures for the secondary level have risen from 70.2 million to 81.2 million, while gross enrolment ratios² have increased from 70 to 78 per cent, although with a slight reduction in the growth rate since 1975. In addition, in certain countries, universal secondary education has already been achieved and is on the way to being achieved in many others. Finally, in higher education, where enrolments increased from 21.1 million to 30.8 million, the enrolment ratios rose from 23.4 to 30 per cent during the same period, although with a reduction similar to that observed since 1975 in secondary education. 2002

This progress is the result of increasing social demand; it bears witness to a more marked political will. Education is increasingly recognized as a basic human right and as one of the dimensions and essential means of development. This progress has necessitated the deployment of considerable material, financial and human resources. In the world as a whole, the percentage of the GNP allotted to state expenditure on education rose from 3.7 per cent in 1960 to 5.6 per cent in 1979, and the number of teachers increased considerably, rising between 1960 and 1980 from 12,531,000 to 28,666,000 and, in the developing countries alone, from 4,720,000 to 14,375,000. 2003

Nevertheless, for some years now, there has been a decrease in the funds allotted to education, or at any rate a general reduction in their growth rates. This is particularly noticeable in the industrialized countries, which alone account for some 88 per cent of world education expenditure. In the developing countries, which are often in serious economic and financial difficulty, efforts have been maintained. However, as a consequence of the level of educational expenditure already attained, the need to meet other urgent needs and the constant dwindling of resources, it is to be feared that the current growth rate of educational expenditure cannot be sustained very long. This is likely to have consequences that will be all the more unfortunate since pressing educational needs remain unmet and hundreds of millions of children receive no schooling or leave school before they have learned to read and write properly. 2004

Despite the huge effort that has been made to advance education and despite the progress achieved, the full exercise of the right to education is still far from being attained worldwide. The most visible sign of this, in terms of the number of human beings it affects and the number of countries it concerns, is illiteracy. In 1980, illiterates accounted for 60.3 per cent of the adult population in Africa, 37.4 per cent in Asia and 20.2 per cent in Latin America. In spite of a decrease in the world illiteracy rate, which fell from 32.9 per cent in 1970 to 28.6 per cent in 1980, the absolute number of adult illiterates 2005

1. This ratio exceeds 100 per cent because of the presence in the school system of pupils whose age, as a result of repeating, exceeds the age of reference.
2. Age-groups corresponding to the official age-groups in each country; the group in question is generally the 12-17 age-group.

II. EDUCATION FOR ALL

is still growing because of the population increase. There were 760 million illiterates in 1970, 814 million in 1980¹ and, if present trends continue, there will be 900 million illiterates towards the end of the century. Illiteracy and poverty generally go hand in hand. It is most widespread in those countries which have the least resources, in the most deprived zones, and among the most destitute sections of the population--those that suffer from serious inadequacies as regards food, health and housing or who are affected by unemployment.

2006 In addition to the illiterates who have never received any form of education, there are also many young people who, as a result of leaving school early, have not been able to acquire sufficient education to play an active part in their societies, who are not trained to find a job and keep it, nor to participate in any productive way in civic, cultural or community life and who, as a result, are liable to revert to illiteracy and to play a peripheral role in society. In many industrialized countries, where primary education is universal, illiteracy is on the increase and affects (depending on the definitions and methods of education adopted) between 2 and 10 per cent of the adult population. Those concerned experience serious difficulty in assimilating the information needed for full efficiency in social and working life.

2007 Illiteracy can thus be regarded as one of the great social problems of our time and a major challenge to the international community. Its elimination calls for an effort in two directions--firstly, securing the general introduction and updating of primary education so as to stem illiteracy at its source, and secondly, organizing systematic educational campaigns for illiterate adolescents and adults. Illiteracy is most widespread in those countries where primary enrolment ratios are lowest, and the 123 million or so children of school age (6 to 11 years old) who did not attend school in 1980 are likely to swell the ranks of adult illiterates in the future. It should also be added that these statistics, based on the official school enrolment ratios, do not wholly reflect the real situation. Many pupils repeating a year are included in these ratios and there is in some cases a wide discrepancy between enrolments and actual attendance. Thus certain estimates suggest that, in reality, some 40 per cent of children between the ages of 6 and 11 do not attend primary school in Africa and southern Asia and 20 per cent in Latin America. There are also great disparities from country to country and between areas within a single country. People living in rural areas in general and on the outskirts of towns, certain minorities and some groups of refugees are in a particularly unfavourable situation.

2008 The general introduction of primary education is hampered in the first place by inadequate resources, i.e. a lack of classrooms and teachers and a school building rate lower than that of the growth of the population. There are cases however where, despite the lack of resources, the priority given to education, reflecting a strong national will, has led to important advances. Thus certain low-income countries are close to achieving universal primary schooling.

2009 The inadequate performance of certain education systems is still retarding the general introduction of education. According to certain estimates, only six out of every ten pupils who entered primary school in 1976/1977 will complete the normal four years of schooling in the developing countries. Repeating reduces the places available in schools and dropping-out often leads to illiteracy. The causes of repeating and dropping-out are both educational and social, such as syllabuses that are overburdened or ill-suited to the pupils' cultural context, experience or age, the use of languages of instruction other than those spoken by the children, shortage of equipment and teaching materials, overcrowded classes, inadequately or poorly trained teachers; or the inferior quality of educational facilities, primary schools--mainly in rural areas--offering incomplete courses, the remoteness of the school from the pupils' homes, the undernourishment or malnutrition of pupils; the poverty of families whose children are compelled at certain periods to lend a hand by working; the conflict between the school calendar and the living and working conditions of the population, particularly in the agricultural sector, and so on.

2010 Thus, if the democratization of education implies the expansion of education systems to enable the schools to cater for the whole school-age population, it also involves in many countries an effort to renew the organizational framework, methods and subject-matter so as to ensure that education is more relevant to the environment in which it is given, the needs of the people and the requirements of progress. To be fully effective, such action calls for efforts in the economic, social and cultural sphere aimed at making people's lives less uncertain and ensuring greater participation in development activities by the whole of the communities concerned. The democratization of society and the democratization of education both call for priority to be given to eliminating the discrimination that afflicts the most underprivileged sections of society, those who are the least able to assert their rights and make their wishes and needs heard.

1. Current statistical studies based on the new demographic projections of the United Nations Organization gives a slightly higher estimate (823 million).

One of the most basic forms of discrimination, which gives rise to many others and is the source of so much inequality, is that which restricts the access of girls and women to education. Admittedly, substantial progress has already been made towards equality of access to education. The female school population almost doubled in the world between 1960 and 1980, growth in higher education being particularly noticeable. In the industrialized countries, girls and women accounted in 1980 for 49 per cent of total enrolments--49 per cent in primary education, 50 per cent in secondary education and 46 per cent in higher education. The proportion for the same period in the developing countries was 42 per cent of total school enrolments--44 per cent in primary education, 39 per cent in secondary education and 34 per cent in higher education. At the same time, girls and women accounted for 59 per cent of the illiterate adult population.

2011

There are numerous historical, social, economic and sometimes cultural reasons for this situation such as low school attendance during the colonial period, the inadequacy of family resources, numerous and restricting domestic obligations, inadequate facilities and the work thereby entailed, early marriage and early pregnancy, and a certain wariness of the attitudes induced by attendance at modern schools. This also leads to a high drop-out rate by girls and to limited participation by women in adult literacy programmes. One other remark that must be made is that, where illiteracy has virtually disappeared, certain socio-cultural behaviour patterns--whether family attitudes or biases induced by the education system--restrict the access of girls and women to certain types of training, particularly in the scientific, technical and management fields. The resulting prejudice and inequalities continue in many countries to be the source of numerous discriminatory practices against women regarding access to certain professions or real career prospects.

2012

Certain groups, because of their particular traits, also find access to education difficult or are admitted only in very disadvantageous circumstances. These include people living in certain remote rural areas or in peripheral urban areas. There are also groups varying greatly in size and circumstances--whether handicapped persons, migrant workers, refugees or members of national liberation movements--whose education, compared with that provided for the majority of the population among whom they live, requires particular provisions to meet their specific needs. Thus the education of individuals suffering from a physical or mental handicap calls for special measures adapted to the type of handicap, together with arrangements to enable the child to attend an ordinary school in order to ease his entry into social and working life. In the same way, the education of migrant workers and their children, and that of refugees, calls for special measures so that they can begin and pursue their studies normally in the educational establishments of the host countries while at the same time having the opportunity to learn their mother tongue and to acquire a basic knowledge of their national culture.

2013

Formal equality of access to education is not always synonymous with effective equality of entry to school or of chances of educational success. Even in those countries where the school-leaving age has been raised and where education is free, the children who have the greatest difficulty in pursuing their studies are often, admittedly to varying degrees, those from modest backgrounds, particularly the families of urban and rural manual workers. In higher education, the majority of students are often from socially or culturally privileged backgrounds, and the growth in the school population is only slowly altering this situation. Measures of all kinds have been proposed and implemented to compensate for these socio-economic and cultural handicaps. They include financial incentives (grants, subsidies, accommodation and transport facilities; the organization of evening classes and distance education; and various arrangements of a social kind for working people, in particular the granting of paid study leave or time off for workers) and reforms in the way the educational establishments themselves are organized and operated. The ideal of a single school for all children of school-age, a school teaching a wide range of subjects, a 'common core' establishment which postpones the moment of specialization, the revision of procedures and requirements for admission, promotion and assessment--all these are initiatives which contribute to equality of opportunity and treatment in education systems.

2014

The effort to make education accessible to everyone should not, in itself, pose any threat to educational quality--quantity and quality not being necessarily mutually exclusive, as experience has shown. The expansion of education only leads to a lowering of quality if it is not coupled with such necessary measures as the training of sufficient numbers of qualified teachers, the provision of suitable and well-equipped classrooms, the introduction of appropriate teaching materials and any other measures needed to take account of special local circumstances.

2015

The democratization of education is not indeed simply a matter of quantity. Improvement in the quality of education is essential for it to be fully meaningful. The aim must be to ensure 'equal opportunity for all' by giving the 'best opportunities to each'. In this respect, much has still to be done in many countries to facilitate transfers from one type of course to another and from one level to another so as to give every pupil or student the opportunity to develop all his aptitudes. Particular efforts

2016

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would seem to be required to do away with the rigid barriers that often separate general education and technical and vocational education. Technical and vocational students should be able to go on to the highest levels of any other kind of education if they wish and have the ability to do so without coming up against formal entry requirements that automatically exclude them. Education systems should also be opened up as much as possible to those who may not have studied in the conventional sense but who have acquired experience, skills and knowledge which would enable them to profit from some form of higher education.

2017 The democratization of education is however an extremely complex process. The whole history of education, particularly in recent decades, has been a constant search for new methods and new strategies that will ensure greater individual and collective success. Democratization is also a notion that is changing and expanding in step with social change. Any study of the problems relating to the democratization of education therefore needs to be constantly pursued and developed to take account of such factors as the growth and diversification of educational needs in contemporary societies. The accelerated development of knowledge and technology, the increasingly rapid changes occurring in the structure and type of employment and the emergence of new fields of knowledge and new types of activity create a need for an initial general education of an increasingly high standard and for more frequent refresher courses and retraining. This presupposes that, following his initial period of training, the individual is able to return to education for purposes connected with his employment or to extend his general range of interests.

2018 The democratization of education today is thus in large measure inseparable from lifelong education, conceived as a continuous process that begins with initial education and extends throughout an individual's lifetime. In this context, efforts have been made in many countries to ensure that education systems prepare the individual for the various stages of his life, enabling him to find a position in keeping with his interests and abilities and to fulfil all his functions satisfactorily in a world in the process of rapid change. Perhaps the most significant fact in this connection is that the notion of school age is currently tending to lose its meaning or, at least, to be envisaged in an entirely new way. At a time when education systems are making increased provision for children of pre-school age, as well as for people who have not had access to the school and university system or who, for various reasons, wish to supplement their knowledge, a host of new ventures are being initiated on behalf of retired people. These are leading, for example, to the establishment of universities for the elderly, the development of distance education and, more generally, new forms of out-of-school education. Literacy training is being developed as the point of departure for subsequent study or training, and adults of all ages, educational backgrounds and occupations are increasingly being encouraged to resume their education. New institutions are being created for this purpose and new learning schemes adopted. This trend is of particular interest to workers and, more generally, to all those adults who have not been able to pursue their studies to a level consonant with their ambitions. Similarly, many young people who have chosen to take a job without long years of study, have the opportunity to resume their studies at a later date. The introduction of a large number of in-service and further training courses, aimed especially at certain categories of university graduates, and the creation of people's or open universities, clearly show that adult education is beginning to take on a new dimension. It is ceasing to be regarded merely as a back-up education for those whose initial training has been inadequate and is starting to become a normal phase in the development of a career, an important element of personal fulfilment and, even, a new aspect of the right to education. Stress should be placed in this context on the vital role that the media--where judiciously employed--can play in raising the general level of public knowledge, in adult literacy work and education and in distance education at the higher levels. Used in conjunction with computers, these resources open up very broad prospects for both initial and lifelong education. This proliferation of new forms and new kinds of education should not make one forget that the school remains the corner-stone and basis of any education system. There can be no genuine democratization of education unless the institutionalized education system--and first and foremost the school and the university--are radically democratized.

2019 To strengthen this movement in favour of lifelong education, a great many obstacles--and not only financial ones--have to be overcome. There is a need, for example, to conquer a prejudiced view, still very widespread in certain countries, that the quality of adult education is lower than that provided at the initial level. This prejudice is often due to the fact that the systems on which the evaluation of results and the awarding of diplomas is based do not place sufficient value on in-service training and take little or no account of work experience. In some cases, training opportunities provided by lifelong education are open only to already highly educated socio-professional groups, thus very considerably restricting the availability of such opportunities. For all that, lifelong education appears at the present time to be a major trend in the development of education and the best way of ensuring increased opportunities for all and of bringing education closer to life and the needs of societies.

Strategy of action

As can be seen from the appraisal in the first part of this document (cf. paragraph 187b), one of the main tasks of Unesco for the period 1984-1989 is 'to help pave the way for the widest participation by individuals and groups in the life of the societies to which they belong and in that of the world community'.

2020

Access to education constitutes one of the prerequisites for any effective participation in the life and progress of societies. The persistence of illiteracy or inadequate forms of training constitutes a major obstacle to such participation in many societies. The chief objective then, is the general introduction of primary education, which means making it available to all children, both girls and boys, of primary school age (6 to 11). One of Unesco's main priorities in its action over the next ten years should be to foster the development and renewal of primary education and to promote the total elimination of illiteracy. The development of primary education is the prerequisite for any permanent eradication of illiteracy. Nevertheless, access to school should cease to be synonymous, as is still the case in many developing countries, with a break with the rural world. Strategies aimed at helping to develop and renew primary education will therefore seek to encourage, particularly through the action of Regional Offices and suboffices, any measure that serves to link school with life and, in particular, with the life and development of the rural environment. As regards illiteracy, its elimination within the shortest possible time should be a major objective of the Organization and its Member States during this ten-year period. The urgency of this was clearly stated only recently by the international community as a whole and it is a task in line with the objectives laid down by the International Strategy for the Third United Nations Development Decade. Literacy work is a vital element in any development strategy since it makes it possible to give individuals and communities the knowledge and know-how that will awaken them to the prospects open to them and, above all, enable them to act more effectively themselves in improving productivity, hygiene, health and general living conditions and in exercising their civic rights.

2021

The eradication of illiteracy at an early date calls in the first instance for political will expressed in the form of massive, comprehensive, concerted and organized action. To begin with, all the vital forces and available resources--financial, material and human--should be mobilized at the national level for this purpose. Teachers, educated workers, secondary school pupils and the staff and students of universities and other higher education institutions will have an essential role to play by taking part in systematic and massive campaigns, preceded by painstaking planning. The international community, making use of every modern financial and intellectual resource, should support the efforts being made in Member States, because although illiteracy is found to some extent in every country, even the most industrialized, it is most widespread in the developing countries, particularly the most impoverished. Between now and 1989, the regional, interregional and international aim should be to reverse trends and to work for a levelling-out or even a decrease in the number of illiterates, despite the growth in population. Two associated goals need then to be pursued, namely an appreciable reduction in the number of children not receiving any education and an increase in the number of young people and adults able to read and write.

2022

The second plank in the Organization's programme of action is a response to a standard-setting consideration since it involves placing the principles of equity and justice at the very core of educational action. The Organization should therefore strive to encourage and support efforts by Member States to democratize education so as to ensure that it is available to all, without any kind of discrimination. Everyone should be able to derive the maximum benefit from education at all levels, according to his needs, wishes and abilities. The result will be to develop for the benefit of society as a whole the latent intelligence, talent and energy of all its members. The aim will thus be to help eliminate all forms of discrimination in education and to assist in promoting measures to remedy the very real inequalities that affect certain people, groups or social strata, both as regards the actual opportunities of access to education and as regards the actual chances of educational success.

2023

The discrimination and practical disadvantages affecting girls and women in various societies will be the subject of special attention. The aim must be not only to elucidate causes but also to attempt to remedy such situations. In this connection, it should be stressed that any action regarding education concerns men and women equally and that, wherever necessary, specific measures should be taken to eliminate the obstacles to effective equality for women. This concern should be present in both analysis and action so that the necessary correctives are applied at all stages in both the framing and implementation of educational policies and processes.

2024

The third plank in the Organization's strategy of action concerns the principle and process of democratization, which cannot be thought of, in today's societies, other than from the standpoint of lifelong education for all. Anyone, at any time during their life and in the way most suited to their needs, should be able to take advantage of all the educational opportunities provided by society. Adult

2025

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education should become an integral part of an educational process involving all members of society. The Organization will therefore endeavour to promote the development of adult education and in this connection will co-operate with Member States in the search for more appropriate ways of integrating the various types and kinds of formal or non-formal education and initial or further training.

**Programme II.1 - PROMOTION OF GENERAL ACCESS TO EDUCATION:
DEVELOPMENT AND RENEWAL OF PRIMARY EDUCATION
AND INTENSIFICATION OF THE STRUGGLE
AGAINST ILLITERACY**

2026 Situations being so different because of demographic, economic and social conditions, enrolment ratios, literacy rates and cultural factors, the preparation of strategies for enrolment and literacy work is something that must essentially be done at the national level. The objectives, patterns and procedures of international co-operation must therefore be decided on the basis of national priorities.

2027 It has to be borne in mind, however, that the struggle against illiteracy is inseparable from the objective of primary education for all, and that can only be achieved through a more determined effort to develop educational facilities in the most deprived areas and for the most disadvantaged communities. The priorities in this respect are to increase the number of schools, renew the subject-matter and methods of education and improve teacher training. The recent history of literacy work has also shown that, although selective literacy strategies designed to assist particular groups and focusing on certain specific development objectives may have proved effective, remarkable results have also been achieved by systematic campaigns directed at all sectors of the population and able to generate a truly collective momentum. Literacy education should involve the active participation of students and be firmly rooted in their established cultures, whose vital aspects it should bring to light and enhance. In addition, it only really comes into its own as part of a process of social change aimed at increasing general participation in every aspect of the life of society and its development.

2028 In order to succeed, such an undertaking clearly requires a firm political will resulting in the mobilization of all available resources--those of the ministries concerned, of schools and universities and the public sector, of corporations and of the private sector--and the effective co-operation of the whole community in all kinds of different ways, e.g. through non-governmental organizations, charitable associations, youth clubs, trade unions, etc. The media, for their part, can do much to provide information and motivation, making people fully aware of the role that literacy can play in the development process and in social progress. They can help to create a favourable cultural environment and can be an effective means of instruction by broadcasting courses based on written material previously made available to listeners.

2029 In particular contexts, new approaches can enable very close links to be forged between formal and non-formal education so that basic instruction can be given to adults and to children or young people who do not attend school or drop out before their schooling has been completed. Voluntary service, particularly by young school-leavers, student teachers and secondary or university students, can play an important role in the success of national literacy campaigns.

Objectives and principles of action

2030 The objectives of this programme are:

to stimulate greater awareness of the scale and seriousness of the major problem of continuing illiteracy in the world and to mobilize world public opinion, at all levels, with a view to the final eradication of illiteracy;

to contribute to a better understanding of the interrelationship, in the struggle against illiteracy, between the general provision and renewal of primary education and literacy education for young people and adults. With this aim in view, the Organization will encourage the collection and publication of information on experiments in progress, the objectives and targets being pursued by different states and the methods employed and achievements so far. It will take steps to promote studies to identify legislative, administrative, financial, social or other measures needed to secure concerted action to promote primary schooling and literacy work;

to help expand those national capacities which may lead to improved school enrolment rates among children and literacy rates among adults. This will particularly involve the training of teachers and specialists, the design and production of suitable teaching materials, the provision of equipment, etc.;

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to promote all forms of activity which may help to forge closer links between the school and life, in particular, rural life;

to intensify subregional, regional and international co-operation by stimulating exchanges and technical co-operation between developing countries, by providing increased support for regional or subregional centres and institutions and by contributing to improved co-ordination of the work of the various international governmental and non-governmental organizations and to the implementation of major projects on a regional or subregional scale.

Activities under the programme will be devised with the following considerations in mind:

2031

literacy education for adults and the provision of schooling for children must be seen as two sides of the same coin and must be tackled simultaneously. Teacher training and the activities of institutions concerned with education and cultural promotion must be thought out afresh in the light of these two roles. The planning and management of education and all the support facilities of education systems (financial resources, communication media, infrastructure, educational industries, etc.), must be redirected so as to serve the aims of these two objectives more effectively.

special attention will be paid to the situation of groups which are generally educationally disadvantaged, e.g. women and girls in particular, but also people living in rural areas and some peripheral urban areas, migrant workers and their families, and refugees;

the Organization will support all developing countries, but priority will be given to the most deprived among them, to those facing emergencies and to those that take systematic action to eradicate illiteracy and provide schooling for children;

post-literacy activities will be encouraged, adult literacy education, like primary education representing only one stage in the process of lifelong education.

The forms of action will be directed and adapted in such a way as to produce multiplier effects tailored to each particular context and level--national, regional or international--for which they are intended. Technical support and advisory services will be supplied to Member States at their request and exchanges of information and training activities will be encouraged and supported, particularly in the context of operational activities. A special effort will be made to increase the resources available for schooling and literacy education, and all necessary assistance will be given to Member States to help them obtain additional resources by means of multilateral or bilateral co-operation, through the intermediary of the non-governmental organizations or the institutions and foundations concerned.

2032

Subprogrammes

The first of the subprogrammes, Better understanding of the problem of illiteracy, will seek to identify illiterates more clearly (individuals and groups) and to throw light on the reasons for illiteracy in each particular context, its consequences for the population and possible measures to eliminate it. Studies will be undertaken on the local, national and regional relationships between the results of providing schooling for children and the trend of illiteracy rates and on ways of establishing closer links between educational action in school and the fight against illiteracy. Research will be carried out into ways of increasing the motivation of young people and adults with regard to literacy education and into ways and means of enlisting the help of the media (newspapers, radio, television, news agency networks) in promoting public awareness and supporting efforts to develop literacy education.

2033

The second subprogramme, Assistance for the framing and implementation of national, regional and international strategies for the promotion of general access to primary education and its renewal and for the eradication of illiteracy, will aim to help increase the ability of Member States to frame and apply educational strategies in which the objective of universal and renewed primary education is more closely linked to that of literacy work with adults. Special attention will be paid to the general introduction of primary education and to literacy training for young people and adults in rural areas. Support will be provided to Member States on request for projects such as the improvement of planning and administration, the identification of the major problems calling for solution, the drawing up, implementation and evaluation of reforms, the revision of subject-matter, the preparation of teaching materials, the organization of national literacy campaigns, the provision of post-literacy facilities, and so on.

The third subprogramme will be aimed at expanding regional and national programmes for the Training of literacy personnel and at furthering the retraining of the various kinds of literacy workers. Special importance will be attached to the training of teacher educators and the organization of pilot experiments for training personnel able both to teach children and to run adult literacy programmes.

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The fourth subprogramme, Promotion of the struggle against relapsing into illiteracy and of educational activities to help young school-leavers into employment, will, through national and international exchanges of information and experience and through pilot projects, help to develop innovative educational activities for the most disadvantaged groups of young people, the aim of which will be to develop further the knowledge and skills acquired in school or through literacy courses and to impart know-how enabling these young people to find employment, particularly in the agricultural and craft sectors.

Programme II.2 - DEMOCRATIZATION OF EDUCATION

- 2034 The object of this programme is to stimulate and support Member States' efforts to ensure that everybody, without distinction, has the opportunity to exercise his or her right to education. It will seek to further the democratization of the whole system, comprising all the different types and forms of education, since this is an essential prerequisite for the fulfilment of each individual and the establishment of a democratic society. The introduction of lifelong education in response to the needs of the modern world also represents an important aspect of the democratization of education.
- 2035 Democratization calls for legislative, educational, social and financial measures to secure full equality of access to formal and non-formal education and full equality of the prospects of success throughout the educational process. On the other hand, the idea of democratization is expanding in line with the rapid development of existing societies and the explosion of knowledge, both of which are resulting in greater and more diversified educational needs. The ideal of equal access and prospects of success is particularly important in the case of some population groups who occasionally encounter obstacles in exercising their right to education (women, the less well-off strata of society--especially manual workers and their families--rural communities, some ethnic or linguistic groups, etc.). Considerable differences may, of course, exist in each of these groups, so whatever action is taken should benefit especially the most disadvantaged.
- 2036 A major effort has been undertaken throughout the world to make access to education easier and its duration longer for children of all origins. The measures taken in support of that effort have included the introduction of free education, a higher school-leaving age, expansion of student numbers especially at the secondary and higher levels, financial grants and material assistance to the most deprived, and equal treatment for all by eliminating all forms of discrimination or segregation, social or otherwise.
- 2037 The democratization of education clearly requires that educational life should be governed by a common set of rules enabling each individual to receive a common fund of knowledge and skills. It nevertheless also calls, to an ever increasing extent, for a diversification of methods and in some cases even for a diversification of the organizational framework to take account of the particular characteristics and needs of different groups in the same society so that each one can have the most favourable opportunities for development. The need for diversification is likewise evident in a context of lifelong education, the underlying principle of which is that everyone should be able at any time to embark or re-embark on a course of training or study, in the light of his needs and abilities, advances in knowledge and trends in the structure and types of employment.
- 2038 It is also vital in the present context to organize all educational activities in such a way as to achieve continuity between the different levels, types and forms of education, create opportunities to transfer at any level to employment or to short supplementary vocational training courses, and improve co-ordination between formal and non-formal education.
- 2039 To increase educational opportunities for all, it is essential to secure wider participation by all those involved with formal and non-formal educational establishments, and particularly parents, pupils, teachers and representatives of the communities in which schools are located.

Objectives and principles of action

- 2040 The objectives of this programme are:
- to contribute to the elimination of all forms of educational discrimination, especially in connection with the standard-setting activities already undertaken by the Organization to that end;

to co-operate with Member States in identifying inequalities in education, examining the origin and nature of such inequalities and identifying the various legal, financial, administrative, social or educational steps that could secure more equal access to education and greater chances of success. The Organization will have to make a special effort to promote studies on the status of groups who do not enjoy the full benefits of their right to education and on the ways in which this may be remedied;

to foster better understanding among the public and decision-makers, planners and educational personnel--teachers and administrators--of the reasons underlying the adoption, as a matter of urgency, of the principle of lifelong education, the measures it calls for and its social, economic, cultural and ethical implications;

to encourage more effective use of all educational resources in the context of lifelong education. This will require promotion of the necessary continuity and mobility in education systems and better co-ordination among their various parts and levels. It will also call for the development of new forms of educational action and better co-ordination between in-school and out-of-school activities and for the more active involvement of all groups concerned with the smooth-functioning of educational institutions.

Action under this programme, from the standpoint of both planning and implementation, will have to be based on an interdisciplinary approach and will call for the broad participation of specialists, especially in the natural sciences, social sciences and the science of education. The strategies adopted will aim to integrate the programme activities concerned with the different aspects of the democratization of education, so as to increase their quantitative and their qualitative effects. Such action will include the development of information programmes and campaigns, data collection and circulation, encouragement of research and the launching of pilot projects in such a way as to permit the comparison of experience. The programme will be carried out in close co-operation with the agencies of the United Nations system, with the non-governmental organizations concerned and with the relevant institutions and bodies.

2041

Subprogrammes

The first subprogramme, Standards and general measures at the national and international levels, aims to further the study of and to promote measures which will eliminate all kinds of discrimination and contribute to the application of policies ensuring equality of educational opportunity and treatment. Such activities will be conducted by means of periodic consultations of Member States concerning the application of the Convention and Recommendation against Discrimination in Education, and the findings of these consultations will be circulated.

2042

The second subprogramme will focus on the Study of the various aspects of the democratization of education, with a view to securing more effective exercise of the right to education for the most disadvantaged strata of society. To that end, analysis, surveys and studies will be carried out, in various regions, of the conditions and procedures for democratization at the different levels and among the different forms of education.

In the area of lifelong education, the third subprogramme will contribute to Action to achieve better co-ordination between formal and non-formal education and greater continuity between the various parts of the education system. In the matter of educational planning, it will seek to gain recognition for non-formal types of education and to establish conditions and procedures for facilitating the transition from one form of education to another, bearing in mind knowledge and experience already acquired. It will also seek to promote mobility between one stage or type of education and another and the organization of supplementary training courses making it possible to acquire vocational experience after each level of education.

The fourth subprogramme will be concerned with the Promotion of early childhood education. The activities, which will be planned along interdisciplinary and multisectoral lines, will aim mainly at encouraging the involvement of adults--especially parents--and the community in child education and promoting the implementation of early childhood education programmes which, apart from the role they play in kindling the interest of young children in school life and preparing them for it, can help them to overcome certain socio-economic or socio-cultural handicaps.

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Programme II.3 - ADULT EDUCATION

- 2043 The development of educational activities for adults in addition to those that customarily form part of the education system is an essential prerequisite for the achievement of lifelong education. It is one way of meeting the many needs resulting from the economic, technological, social and cultural development of modern societies.
- 2044 The development of adult education may be considered in many cases as an important factor in the democratization of education. The gaps left by a childhood education that was inadequate or interrupted for various social, economic, family or other reasons, may be bridged in adulthood by the acquisition or completion of general or vocational education. In a number of cases, illiteracy being one of the most striking examples, adult education plays a compensatory role and helps to improve the living and working conditions of those concerned.
- 2045 At a time of very rapid technological transformation and of changes in the means of production and conditions of employment, causing serious problems in many countries, adult education is being called upon to play an increasingly important role. It must provide facilities for updating theoretical and practical knowledge and for the acquisition of new skills that can help workers, particularly the unemployed, young people in search of a job, and the under-skilled to undertake new kinds of work. The pace of scientific and technological progress and the speed of economic and social change in all societies calls for an effort to understand new phenomena, a constant process of updating, the development of knowledge and a general renewal of skills. This applies to all societies, regardless of their stage of development.
- 2046 Nevertheless, adult education is not limited to people's working lives, although the latter aspect may be the most obvious one. At a time when the democratization of public life and the need for authentic and balanced development are calling for effective and responsible participation from the widest sections of all communities, adult education has a crucial role to play. It can make an important contribution to the exercise of civic rights and duties and to raising the general level of knowledge. It is a basic pre-condition for the expansion of a society's capacity for innovation. It can help the members of that society to form an objective opinion of the events and phenomena affecting their lives and to plan their future accordingly. It can also prepare them for the enlightened exercise of their public responsibilities. In this context, it is vital to create the conditions in which the greatest possible number of people can understand the major problems affecting mankind, especially those connected with relations between countries and between cultures. The same applies to educational activities which aim to strengthen peace and human solidarity, to encourage mutual tolerance and to eradicate prejudice, chauvinism and resentment due to historical or other causes.
- 2047 Another field in which adult education can be assigned important tasks is the enhancement of individual and community life, particularly by providing access to new knowledge or skills or to cultural works, by showing how to appreciate them and by encouraging creativity and better use of leisure time. Mention should be made here of existing or foreseeable links between educational activities for adults and the programmes of the mass media.
- 2048 Increased life expectancy is beginning to have a considerable impact on the life of societies. According to present estimates, in the year 2000 the number of people aged 60 and over will have risen by 71 per cent as compared with 1975. There will then be almost 600 million people in the world in this age-group, or about 10 per cent of the world population, two-thirds of whom will be living in developing countries. As well as raising numerous ethical, sociological, economic and cultural issues, this phenomenon also has a number of educational implications. There is an urgent need to re-examine the place and role of elderly people in society and to promote activities which will not only improve their situation but will also, in the most appropriate ways, give the societies of which they are members the benefit of their long experience.
- 2049 The variety of objectives of adult education is reflected in the great variety of means, methods and personnel. This distinguishes it from school education although, in the context of lifelong education, the two must complement each other and provide a certain amount of continuity. The variety of personnel involved and the many different forms which adult education assumes have been a major source of experimentation and innovation. The abundance of activities to which it has given rise constitutes a valuable capital which needs to be made productive by means of broad-based exchanges of experience and information.

Objectives and principles of action

The objectives of this programme are:

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to help in the establishment and development of the institutions, the administrative departments and bodies necessary for the extension of adult education activities. To achieve this, consultative and co-ordinating arrangements should be established nationally and locally;

to encourage the collection and circulation of information and documentation and to promote study and research, nationally and internationally, in order to gain a better understanding of the motivations and characteristics of adult learning, and of the obstacles which have to be surmounted. Such activities should seek to determine what methods, procedures, types of content and materials are needed for the advancement of adult education. They should also aim to demonstrate the relationship between adult education and the other activities which contribute to social development;

to give support to the training of the staff needed for the expansion and improvement of adult education and exchanges of experience on the subject.

The activities to be carried out will be of an interdisciplinary nature and will concern education itself, the natural sciences, social sciences, culture and communication. They will take as a guide the Recommendation on the Development of Adult Education, adopted by the General Conference at its nineteenth session (1976) and will seek to give effect, beginning in 1986-1987, to the recommendations of the IVth International Conference on Adult Education, to be held in 1984-1985.

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They will take account:

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of the diversity of the objectives and of the target groups concerned;

of the interrelation between initial education and adult education and the need to promote strategies to bring the policies and planning of adult education into line with those of other sectors of education;

of the need to promote institutional, social and financial measures to enable adults to make full use of the educational opportunities open to them.

Subprogrammes

The first subprogramme, Adult education and work, will seek to facilitate entry into the world of work, and retraining while in employment through arrangements allowing for alternate periods of study and work, and study while in employment. A special effort will be made to increase and improve the opportunities for general education in line with the needs and motivations of adults, as the basis for subsequent specialization or further training, and for specialized studies in specific fields corresponding to individual needs. Encouragement will also be given to the development of information on the links between education and employment. In addition, co-operation between adult education bodies and workers' and employers' organizations will be promoted with the aim of matching training to the demand for labour.

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The second subprogramme, Adult education and the exercise of civic rights and responsibilities, will seek to make adults familiar with their rights as citizens, to stimulate awareness of civic responsibilities and to secure more effective involvement in the management of community affairs. Measures to further the understanding of the new phenomena and the major world problems affecting the life of societies and individuals will be encouraged. In view of the considerable influence of the mass media on behaviour and their potential for spreading knowledge, particular attention will be given to improving the educational value of media programmes.

The object of the third subprogramme, Adult education and leisure time, will be to promote the study and implementation of measures to encourage, through educational activities, the full development of the personality, the improvement of living conditions and the raising of the cultural level of societies as a whole. Special activities will aim at stimulating individuals' creative potential, developing their capacities, promoting information on cultural works, extending the opportunities for involvement in cultural life and promoting wider access to the artistic heritage. In this context, too, systematic co-operation between adult education bodies and the mass media will be encouraged.

The activities planned under the fourth subprogramme, Education and later life, will be linked to the following four approaches: preparation for retirement; educational activities for the elderly;

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training the staff needed to provide services to help the elderly; and making use of the potential which elderly people possess in order to help satisfy the educational, social and cultural needs of society. This subprogramme will be implemented in co-operation with the appropriate organizations of the United Nations system and will be included in the International Plan of Action to be adopted in 1982 by the World Assembly on Aging.

Programme II.4 - EQUALITY OF EDUCATIONAL OPPORTUNITY FOR GIRLS AND WOMEN

- 2054 Despite the worldwide increase in female school enrolments, and the adoption of education policies which aim to secure equality between the sexes, girls and women are still in the minority in education in many countries. Admittedly the situation varies from one country to another and from one region of the world to another but generally speaking the proportion of girls and women tends progressively to decrease at the higher levels of education.
- 2055 One of the most urgent problems, however, is still that of illiteracy among women. World statistical estimates reveal that in 1980 33.9 per cent of women aged 15 years and over were illiterate, as against 23.3 per cent of men. Education is nevertheless one of the chief ways in which women can achieve equality with men in the exercise of their rights and responsibilities in society. It can help to change people's outlook and to create the conditions in which women can shoulder the same economic and social responsibilities as men. It can also make a general contribution to achieving the objectives of the United Nations Decade for Women. The vast majority of women work--at home, in the fields, in industry--and the pace of technological progress and the rapid development of paid work requiring solid skills make it even more important that women should receive the same education as men. Illiteracy in women can have particularly harmful effects on the future of the younger generations. The educational attainments of mothers can have a decisive impact on the health, nutrition and even life expectancy of their children. It has also been found that the more educated mothers there are in a given society, the greater the chance of children, and particularly girls, being enrolled in schools.
- 2056 Giving all women access to education, through schooling and literacy instruction, thus deserves the utmost priority, not only for socio-economic and cultural reasons and on grounds of equity, since women are most always disadvantaged as compared with men, but also because any educational action on behalf of women may eventually have considerable multiplier effects, especially on the family and on children.
- 2057 The participation of girls and women at all levels and in all forms of education, on an equal footing with men, is of decisive importance for the future progress of societies. It is an ethical requirement because every individual, man or woman, should have an equal opportunity for self-fulfilment. It is also a practical requirement, for the changing pattern of societies makes it more and more necessary for women to participate fully in the various aspects of development and to be given a greater share of responsibility in society.
- 2058 It is true that women already play an essential part in many aspects of the life of societies and in their progress. Representing some 50 per cent of the world adult population, they put in well over half the total number of working hours, even though the work they perform is not always recognized in official statistics. Their role in social communication and in the transmission and renewal of the cultural heritage is fundamental, even though it is generally not appreciated. In addition, they are the main sources of education since, in their capacity as mothers, they greatly influence the socialization of children, and they constitute a large proportion, and very often the majority, of the teaching staff at certain levels.
- 2059 However, the real role that women play or are capable of playing in all human activities remains in many cases largely unknown, and in any case undervalued, doubtless because of the persistence of traditional stereotypes of male and female roles in society, and also because of the inequalities of which women continue to be the victims in education. Fewer women than men continue their education, and they also tend to do so for a shorter time. They turn more frequently or are directed towards certain types of training as they do not have such wide access to scientific, technical and vocational education, they generally remain confined to a small number of fields of activity and to a limited range of occupations in which they usually hold subordinate posts. They often have little prospect of being promoted to a position of responsibility. In many countries there are still very few women in the posts that lead to the higher ranks of the civil service and, more generally, to those professions that confer social influence and the power to take decisions. Thus, even in countries where they are in the majority in the teaching profession, there are far fewer of them in higher education and they often account for only a small proportion of those responsible for the planning, administration and management of education systems.

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Besides being inequitable, such situations mean that a considerable potential of human ability, energy and creativity is being lost to society. They cannot therefore be regarded from an exclusively 'female' standpoint but must be seen in terms of their relevance to society as a whole. 2060

Objectives and principles of action

This programme has the following objectives: 2061

to develop public awareness, nationally, regionally and internationally, of the inequalities impeding the access of women and girls to education, and of the consequences of these inequalities for economic, political, social and cultural development;

to co-operate with Member States in framing and implementing policies to promote the access of girls and women to all levels, all types and all forms of education;

to help to promote and make better known the role of women in formal and non-formal education.

The activities proposed under this programme form part of the follow-up to Unesco's contribution to the United Nations Decade for Women and should therefore be carried out in close co-operation with international governmental and non-governmental organizations participating in the implementation of the World Plan of Action. 2062

Unesco's efforts to promote education for girls and women will not be confined to these activities. Whenever the occasion arises, constant attention will be given in all programmes to promoting equality of opportunity between the sexes. One of the chief functions of this programme will be to stimulate and co-ordinate the action necessary to ensure that, in any educational activities, the particular situation of women is taken into account and the requisite measures adopted. 2063

Lastly, special attention will be given to educational action on behalf of women in particularly difficult situations, such as women living in rural or suburban areas, migrants, refugees and so on. 2064

Subprogrammes

The object of the first subprogramme will be to contribute to the Identification of obstacles to educational equality between men and women. The work will be carried out on a broad interdisciplinary basis and will draw on the social and human sciences in order to demonstrate the economic, social or cultural factors which, in different contexts, impede the access of girls and women to, and their participation in, education. It will also aim to bring about greater understanding of the consequences of such inequalities for society and to highlight the effects, on education itself, of the relatively large proportion of women in the teaching profession. 2065

The second subprogramme, Promotion of general access to education for girls and women, will involve co-operation with Member States to assist them in framing policies to reduce the number of illiterate women, increase the enrolment of girls in primary education, reduce the wastage rate, and introduce special educational programmes for girls and women who have left school prematurely.

The third subprogramme will focus on the Promotion of equal access for girls and women to scientific studies at all levels of technical and vocational education. Assistance will be provided for the improvement of national educational and vocational guidance services, the launching of pilot projects and the development of measures to help girls and women to receive training for a wider range of occupations, especially those resulting from recent scientific and technological progress.

Lastly, the fourth subprogramme will promote the Educational role of women in society. It will seek to ensure the introduction into formal and non-formal education programmes of a basic course on the problems of the education of children, in order to assist mothers in their educational role in the family. It will also aim to promote the more balanced representation of women in the various categories of educational personnel, especially in higher education and research and in educational planning, administration and management.

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**Programme II.5 - EXTENSION AND IMPROVEMENT OF EDUCATION
IN RURAL AREAS**

2066 In many countries, especially in the developing ones, most people live in the rural areas. Educational facilities in large parts of the rural world are inadequate as regards both quantity and quality and this constitutes a serious problem for each national community and for the international community as well.

2067 In those areas, schools are often few in number and are frequently some way from the homes of many of the pupils who thus have to walk long distances every day. In addition, many rural schools do not provide a full course of studies. Access to primary education is far from being universal and the average age for school entry is often much higher than in the towns. The number of school drop-outs is also higher and the illiteracy rates are considerable in many countries. Secondary schools are few and far between and higher educational establishments are generally concentrated in the cities. If they are to pursue their studies further, young people have to leave the countryside. Educational personnel are less well qualified. The education provided in rural areas is often of a lower standard than that available in the towns and fails to take sufficient account of local needs either in its objectives or in its subject-matter. It does not always inform the children and young people in those regions of the opportunities available to them, their rights and their responsibilities and the means of gaining fuller control over their environment, and does not tell them how to integrate to a greater extent into society; or how to participate more fully in the development of the local community and of the nation itself. Going to school very often leads to a break with rural life, whereas the school could have acted as a stimulus in the transformation of a rural world where productivity is low and living conditions are often unstable. Significant changes are necessary to bring both subject-matter and teaching methods in schools into closer contact with life in rural areas. The problem, however, is how to promote a form of general education which, in order to avoid wide disparities between the rural and urban populations, will be of an equal standard for both and will provide them with a common fund of basic knowledge and values. This common fund should be enhanced by the influence of the environment and should take account, in the teaching of certain subjects, of specific spheres of interest. In any event, social justice and national unity rule out any division into 'urban education' and inferior quality 'rural education'. Such a division would mean that young people in rural areas did not have equal access to school and university and did not have equal chances of success, which would make it very difficult for them to participate on an equal footing in the social, economic, cultural and political life of the country. The whole education system needs to be re-examined so that rural and urban communities alike can become fully aware of the role which the school is able to play in the transformation of rural life and so that young people leaving school can participate in it more fully.

2068 The contribution of the education system to the development of rural areas is still rather limited in many countries, largely on account of the insufficient emphasis placed on certain types of education, and principally agricultural, technical and vocational education. In addition, formal and non-formal education do not do enough to inculcate attitudes favourable to development, particularly rural development, and are not sufficiently oriented towards the solution of practical problems. Much still remains to be done to develop extension activities which would make widely available the knowledge needed for the improvement of living conditions and the rural economy.

Objectives and principles of action

2069 The objectives of this programme will be:

to contribute to the elimination of inequalities in access to education in rural areas through action to achieve universal primary school attendance and to increase literacy among young people and adults, and also through measures to facilitate access to the other levels and types of education;

to raise the standard of education in rural areas so that it matches the standard of education in the towns, while at the same time taking account of the special features of the rural environment and of the particular interests of the people of those areas;

to encourage diversification of the courses and types of education, and the expansion of those which are most suitable for furthering the development of rural areas;

in association with other scientific and technological activities, to encourage the introduction and use of those new technologies which could improve peoples' living conditions (initial training in the use of simple machinery, better agricultural methods, the use of certain new and renewable sources of energy (biogas, solar energy, wind power, etc.).

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In the action it takes, the Organization should follow these guidelines and principles:

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it should take account of the different characteristics of the national education systems;

it should support what Member States are doing to encourage the various groups in society to help decide on the educational measures that should be taken for their own benefit;

it should work for educational measures to be brought into line with programmes of economic and social development.

Subprogrammes

The first subprogramme will seek to promote the Extension of education in rural areas through the provision of universal primary education, the elimination of illiteracy among young people and adults and the establishment of conditions which will ensure equal access to other levels and types of education. Some of the measures will be specifically aimed at improving the siting of schools and universities so that they are more accessible to young people living in rural areas.

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The objective of the second subprogramme will be to contribute to the Improvement of the standard of education in rural areas and to increase its efficiency and its relevance to the circumstances and needs of local communities. This in turn will help to strengthen community roots in their environment. The measures planned include the recruitment and the initial and continuing training of educational staff to prepare them for teaching in rural areas. They also deal with the preparation of the curricula for general education and with teaching methods. Special emphasis will be given to supporting what Member States are doing to introduce productive work into education and to develop the teaching of science and technology.

The third subprogramme will seek an Improved contribution of education to the development of rural areas through the diversification of the courses and types of education and the development of agricultural and technical education for example, which directly influence living and working conditions, increases in productivity and the modernization of agriculture. The activities should also aim to encourage education at all levels to concern itself with the solution of the practical problems of rural areas, to make widely available practical knowledge in such fields as agronomy, food and nutrition, health and housing, and to bring about the use of new and renewable sources of energy (biogas, solar energy, wind power, etc.).

Programme II.6 - PROMOTION OF THE RIGHT TO EDUCATION OF PARTICULAR GROUPS

During the last few years, governments, the general public and the whole international community have become increasingly aware of their moral and material obligation to provide for the educational needs of particular groups. The Organization has already taken action on behalf of disabled persons, refugees and national liberation movements and migrant workers. Each of these groups has its own distinguishing characteristics and they differ from one another in terms of size and the factors underlying their situation. Generally speaking, however, they are all at a disadvantage when it comes to education. Some groups may encounter various kinds of difficulty in integrating into society. They all need special measures to enable them to exercise their right to education to the full, but these measures should not be such as will impede their integration into their educational, occupational or social environment, quite the contrary result being desired. The assistance of the international community is vital for any effective action on their behalf, so the object of this programme will be to contribute to a major development of educational facilities for the groups in question, to be achieved by taking measures both nationally and internationally and by informing public opinion.

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Objectives and principles of action

This programme will seek to surmount the obstacles which, for various reasons, prevent certain groups from exercising their right to education to the full, whether as regards their chances of access or as regards their prospects of success. It will aim at making the general public aware of the special problems of these groups and at promoting measures to provide appropriate educational solutions to them. It will also seek to intensify the activities already undertaken on their behalf. Educational programmes for these groups are often of a kind that requires concerted action by various Member States or institutions and vigorous international co-operation.

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Subprogrammes

2074 Backed up by measures to detect and prevent handicaps, the subprogramme Action on behalf of disabled persons will seek to foster a better understanding of the problems facing the disabled, with due regard for the nature of their socio-cultural environment. Special attention will be paid to educating the parents of disabled children, informing the public of the problems raised for individuals and societies by the integration of disabled persons and of the solutions that have been found to these problems, and applying special educational methods adapted to the specific requirements and needs of every subgroup and individual.

A second subprogramme concerns Action on behalf of refugees and national liberation movements. Despite the efforts of some countries to take in and assimilate some of the world's refugees--ten million in all, of whom five million are in Africa--international organizations such as the Office of the United Nations High Commissioner for Refugees (UNHCR) and UNRWA have to provide sustenance for almost all of them. Under this subprogramme, Unesco will continue to co-operate with UNRWA on the education programme for Palestine Refugees in the Near East, for which Unesco has technical responsibility and UNRWA administrative responsibility. It will provide technical support for the HCR's educational activities for refugees and will encourage the governments of host countries to introduce special curricula for refugees into their education system. Unesco's educational assistance to national liberation movements recognized by the Organization of African Unity and to the Palestine Liberation Organization recognized by the League of Arab States will be expanded and focused above all on making the right to education a reality.

The major educational problem to be dealt with under the subprogramme Action on behalf of migrant workers and their families is that of adapting second-generation migrants to the living conditions of the host country--chiefly by helping them to obtain a command of the language--and preparing them to integrate subsequently in their home countries. Special attention will be given to the teaching of the mother tongue, the implementation of social or educational measures to ensure the success of education in the host country and the adoption of agreements on the mutual recognition of degrees and diplomas. Other activities organized simultaneously will seek to provide immigrant children with special instruction to keep them in touch with the cultural values of their countries of origin.
