

ED-88/MINEDEUROPE

**Fourth Conference of
Ministers of Education
of Member States of
the Europe Region**

**Organized by Unesco with
the co-operation of
the United Nations Economic
Commission for Europe**

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Final Report

Unesco

PART IV

GENERAL CONSIDERATIONS AND RECOMMENDATIONS

The proceedings of the Fourth Conference of Ministers of Education of Member States of the Europe Region, organized by Unesco in conjunction with the United Nations Economic Commission for Europe, were conducted in a constructive atmosphere of mutual understanding, revealing a substantial convergence of views concerning the crucial problems that education must solve on the threshold of the third millennium. The proceedings also brought to light Unesco's important role, in its fields of competence, as a forum for East-West dialogue in a spirit of mutual goodwill and trust.

The emergence in Europe of a situation conducive to the development of co-operation helped the Conference to produce fruitful results. It became apparent that by collective effort it should be possible to transcend the limits of traditional approaches, to reach a deeper and more solid consensus regarding everything that constituted the vital cultural and educational interests of Europe as a whole and to promote more active and more wide-ranging regional co-operation.

The Conference reaffirmed the commitment of its participants to those basic objectives and values that would ensure that future generations were better prepared for life and communication and for work in Europe and for Europe, in the world and on behalf of the world community. This is the task to which contributions must be made by education for international understanding, co-operation and peace, education relating to human rights and fundamental freedoms, the continued pursuit of the basic humanist mission and of the democratization of education, and by the strengthening of its international and cultural aspects and of awareness by young people and adults of the need to respect the rights and freedoms of the individual and of their own responsibility for the future.

The Conference recognized that the time has come for a review of educational policies and practices with a view to contributing to sustainable development, in accordance with the recommendations of the World Commission on Environment and Development and taking into account the global ecological crises that are threatening societies.

The Conference considered that co-operation in education made an irreplaceable contribution to the building of a Europe based on solidarity.

While respecting the equal dignity of all cultures and taking care to preserve cultural identities, international relations in the field of education should help to promote humanism, Unesco's basic *raison d'être*, exchanges of spiritual values, understanding among individuals and among peoples and a deeper appreciation of the diversity and unity of the modern world, of its real pluralism and of its interdependence. The use of new information and communication technology in education could play a constructive role in this correction.

With a view to strengthening co-operation in education in the Europe Region, interesting suggestions were made in the course of the discussions both on the enhancement of existing mechanisms and on the possibility of introducing new co-ordination procedures. These suggestions require detailed and continuing study.

There was unanimous agreement on the priority that should be given to education, including budgetary aspects. Some participants expressed the idea that reduced expenditure on armaments might result in increased resources for education.

The Conference observed that favourable political trends becoming established in the Europe Region had encouraged a new approach to educational and cultural questions and was making possible improvements in the quality of international co-operation in the educational field.

The Member States also agreed that co-operation between the Europe Region and the other regions of the world should be strengthened, particularly in the major fields touched on in the course of the Conference, since they concerned all the regions, and the demands of universal solidarity needed to be taken into account.

On this basis, the Conference adopted the following recommendations:

A. THE HUMANISTIC, CULTURAL AND INTERNATIONAL DIMENSION OF EDUCATION

RECOMMENDATION 1

Developing international education within the perspective of the diversity of the common European cultural tradition

The Conference,

Recalling the Preamble and Article I of Unesco's Constitution,

Appreciating Unesco's contribution to the construction of 'the defences of peace' in the minds of men and 'to peace and security by promoting collaboration among the nations through education, science and culture',

Recalling Unesco's many and varied undertakings for the strengthening of international understanding and co-operation, peace and respect for human rights, in particular the Recommendation concerning Education for International Understanding, co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms (1974), the resolutions of the Intergovernmental Conference on Education for International Understanding, co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms (1983), and the various recommendations of other congresses and conferences,

Taking note with interest of resolutions 13.1, 13.4, 13.5 and 13.6 of Unesco's General Conference at its twenty-fourth session,

Bearing in mind that thanks to these undertakings, the humanistic and cultural dimensions of education are being accorded ever greater priority, which is of major significance for Europe and the whole world on the eve of the third millennium,

Considering the common cultural and historical identity of the peoples of the Europe Region, combined with great ethnic and linguistic variety and with diversity in modes of thought and conduct,

Recalling Article 26(2) of the Universal Declaration of Human Rights, which states that: 'Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights',

Considering the well-established growth of awareness of human rights and the development of education in this field, including political, legal, socio-economic, historical and cultural aspects,

Considering that the fact of belonging to the Europe Region, sets the education systems of the countries of the region a particularly important and responsible task as regards the preservation and development of the European cultural tradition - notably the common European humanistic tradition of free thought as one of the corner-stones of Europe - our common home,

Considering that on the threshold of the twenty-first century, the humanistic, cultural and international dimensions of education should more than ever before occupy the foremost place in the activities of teachers in primary and secondary schools, educational institutions and education departments, together with the appropriate information and training,

Considering that the humanistic, cultural and international dimensions of education should be combined, on the basis of a recognition of the fundamental aspirations of every individual and every human community to a solid and secure peace, giving scope for free self-expression by individuals, peoples and cultures, to encourage the international dimension in all kinds of education and make it easier for individuals to act in the spirit of universal interests and of priority solutions to global problems,

Recognizing that the teaching of foreign languages and literature, including those that are little studied, is one of the most important means of education in a spirit of respect for other cultures and of constructive co-operation with other peoples,

Convinced that the content of international education curricula can also give fresh impetus to civic education,

Considering the active part the younger generation must play in the process of building a democratic international order based on respect for human rights,

Considering the increasingly broad and active involvement of civil servants in international co-operation programmes and particularly their special role in the preparation of the relevant documentation,

Recommends to the Member States:

1. that they approve, as the most important goal for the development of national education systems and the development of co-operation in the field of education, the instruction, education and intellectual, moral and vocational training of the younger generation and also of older people, so that they have a more lively perception of the values, thinking and behaviour that follow from recognition of the humanistic, cultural and international dimensions of education;
2. that they strengthen, in particular, in accordance with Article 18 of the 1974 Recommendation, the humanistic character of education in its international dimension through close study of the problems of the modern world, of the crucial challenges they pose for humankind - the safeguarding of human rights, the defence of peace, protection of the environment, the promotion of development - and of the contribution international co-operation can make to the addressing of these problems;
3. that they expand efforts at the national and international levels to review syllabuses and courses in all types and forms of education within

the framework of an integral concept of humanistic, cultural and international education as a continuous process starting with pre-school education and continuing through all levels of school, university and postgraduate education;

that they expand research in universities and scientific institutions into various aspects of the humanistic, cultural and international dimensions of education;

that they give all possible encouragement to the development of interdisciplinary education relating to the human being and the human factor in socio-economic development;

that they support and actively participate in seminars to train primary and secondary-school teachers in the spirit of education with humanistic, cultural and international dimensions, leading to the establishment of a European network;

7. that they encourage individuals and institutions to participate in the networks set up by Unesco for the implementation of the 1974 Recommendation on 'international education', such as Unesco Clubs and the Associated Schools Project, incorporating higher-education institutions, and to share with Unesco their experiences and efforts in international co-operation for improving school textbooks;
8. that they give all possible encouragement to and increase visits and exchanges between teachers and pupils from different countries and exchanges of documentation and information, and make greater use of modern telecommunications and electronic and video links and communications as a means of strengthening humanistic and cultural education and education with an international dimension;
9. that they incorporate in training programmes for teachers of foreign languages and foreign literature a component concerned with education for a greater understanding of other peoples and their cultures; pay more attention to developing the teaching of less widely studied languages and literatures by including them in school and university curricula;
10. that they enhance the element of international co-operation, tolerance, international understanding and human rights in textbooks and other teaching materials;
11. that they promote the introduction of the spirit and the subject-matter of international education into civic-education curricula and recommend that special attention be paid within these curricula to the study of human rights and to the role individuals and human communities are called upon to play in its implementation at national and international levels;
12. that they consider the desirability of including courses on education with an international dimension, in the letter and spirit of the 1974 Recommendation, in the syllabuses of colleges for civil servants;

Recommends to the Director-General of Unesco:

- (a) that he support the efforts of Member States and organize jointly with them an exchange of information about practical work connected with the review of syllabuses and school textbooks within the framework of an integral concept of humanistic and cultural education and education with an international dimension;
- (b) that he prepare and propose to Member States measures for the fur-

ther development in the countries of the region of the Associated Schools Project and the Unesco Clubs, the possible dissemination to other educational institutions of the experience of those schools and also the harnessing of the experience in education with an international dimension acquired by the Associated Schools and other schools and educational institutions;

- (c) that he devise, in connection with the World Decade for Cultural Development, a series of measures to expand the teaching of foreign languages and civilizations in a spirit commensurate with the requirements for humanistic and cultural education and education with an international dimension;
- (d) that he examine the feasibility of launching an European project to promote greater mutual understanding and co-operation through the study of foreign languages and literature;
- (e) that he promote the development of the activities of the information centre in Venice by assisting teachers of less widely studied languages;
- (f) that he examine the feasibility in the near future of a project for the preparation of works on the history and culture of the States of the Europe Region, to be studied by the General Conference of Unesco at its twenty-fifth session;

Requests the Director-General to devote particular attention in Unesco's programme to the education for international understanding and co-operation of young people in the countries of Europe.

RECOMMENDATION 2

Environmental education with humanistic perspective

The Conference,

Recalling the recommendation of the World Commission on Environment and Development, as presented to the United Nations General Assembly in the autumn of 1987 by the Norwegian Prime Minister, Dr Brundtland,

Noting resolution A/RES/42/187, adopted by the General Assembly of the United Nations at its 42nd session, which calls upon governments, United Nations organs, international agencies and others to review their policies with a view to contributing to sustainable development,

Further recalling:

the results of the United Nations Conference on the Human Environment (Stockholm, Sweden, 1972),

the Unesco Intergovernmental Conference on Environmental Education (Tbilisi, Union of Soviet Socialist Republics, 1977),

the results of the seminar on the role of the university in environmental education, organized jointly by Unesco and the International Association of Universities (Budapest, Hungary, 1983),

the Unesco/UNEP International Congress on Environmental Education and Training (Moscow, USSR, 1987), and

resolution 10.1 (i) ((ii) and (iii)) adopted by the General Conference of Unesco at its twenty-fourth session and decision 4.1, Annex, Part II, paragraph 10 (c), adopted by the Executive Board at its 129th session (2 and 10 (c)),

Recognizing the deep crises of the environment manifested by general pollution, by a serious deficiency of natural resources and the degradation of the natural and human environment,

Considering that the origins of the environmental crisis are essentially socio-economic and cultural, as is shown by man's deterioration of the environment,

Mindful of the close interdependency between peace, security, development and environment,

Recognizing the necessity of distributing material resources more equitably between industrialized and developing countries,

Noting that several of the world's problems, particularly those relating to the most serious forms of pollution, are of particular concern to the Europe Region of Unesco,

emphasizing the need, in a situation in which the future of humankind is at stake to inculcate in the young a new awareness and increased knowledge of the ecological crisis, as part of the humanistic dimension of education and the fundamental role education has to play in bringing about sustainable development,

Appreciating the role of the Associated Schools with regard to the exchange of information and experience between pupils as well as between teachers,

Recommends to the Member States:

1. that they review their educational policies and practices in view of the global ecological crisis and the recommendations of the report of the World Commission on Environment and Development;
2. that they take the necessary steps to make this perspective an integral part in the education and training of professional groups - especially of teachers - whose activity can influence the quality of the environment;
3. that they stimulate research and development in this field, share their experience in environmental education and intensify their participation in co-operative actions such as the Associated Schools Project;

Recommends to the Director-General of Unesco:

- (a) that he promote dissemination of the findings of science and technology and exchanges of the experience of schools and other educational establishments that have engaged in environmental education by taking practical measures to protect their environment;
- (b) that he examine the possibility of intensifying environmental education by the linking and co-ordination of university, school and out-of-school activities in the field of environmental education, paying special attention to the existing network of the Associated Schools and the inclusion in this project of schools that may contribute innovative experience in environmental education,

- (c) that he support such action by providing material relevant to the protection of the environment and examine the possibility of providing financial assistance for schools and other establishments in this area of concern;

Requests the Director-General to give high priority to educational programmes relating to environmental education aiming at sustainable development in the Organization's Programme and Budget for 1990-1991 and the Medium-Term Plan for 1990-1995.

B. THE IMPACT OF THE NEW INFORMATION AND COMMUNICATION TECHNOLOGIES (NICT) ON EDUCATION SYSTEMS

RECOMMENDATION 3

Developing educational programmes teacher training and research in response to the NICT

The Conference,

Referring to 24 C/Resolution 4.8 and 23 C/Resolution 4.11,

Bearing in mind the clear evidence of the decisive influence of the new information and communication technologies on all the socio-economic factors contributing to the development of contemporary society,

Aware of the strategic importance of the education system for the training of human resources, which is the most important factor in the development of a nation,

Noting that in Major Programmes IV, V, VI and VII of the second Medium-Term Plan of Unesco, as well as in the Intergovernmental Informatics Programme and the International Programme for the Development of Communication, reference is made to the various aspects of the application of the new information and communication technologies in education,

Taking account of the experience and results of national and international programmes and projects for the introduction of computers and other information technologies into the educational process and the management of the education system,

Taking account of the recommendations of the first and second international conference on 'Children in the Information Age',

Recommends to the Director-General:

- (a) that he emphasize the exchange of information about the design of new educational programmes whose content should be appropriate to the era of the new information and communication technologies;
- (b) that he increase Unesco's technical assistance and advisory services to the Members States of the Europe Region in the area of methodology for teacher training and applied research in the field of new information and communication technologies within the education systems.

RECOMMENDATION 4

Using the NICT for disabled persons

The Conference,

Recognizing that Member States are investing substantial resources in the use of new information and communication technologies in education,

Bearing in mind the need to prepare future generations to live in a society that is marked by the growing role of information and communication technologies,

emphasizing the need to ensure that students in all kinds of schools have access to the new information and communication technologies in such a manner as will prevent the emergence of new social and cultural inequalities,

Recognizing that new information and communication technologies are effective in the teaching and training of physically and mentally disabled persons, as they offer several specialized and appropriate input-output devices, thus compensating for disabilities and preventing further disadvantages,

Recognizing the need to make NICT available to disabled persons,

Recommends to the Director-General of Unesco that he study the possibility of intensifying the use of dissemination structures through which users can seek and exchange information about the use of information and communication technologies for disabled persons, especially in relation to hardware and software requirements.

RECOMMENDATION 5

Developing and exchanging computer courseware

The Conference,

Bearing in mind:

that the quality of available courseware varies greatly and should be improved,

that high-quality courseware is essential for the improvement of computer-assisted education,

that the quality of courseware depends on improved methods of courseware development,

that some countries have in their national programmes for the introduction of new information technology gained some insight into methods of courseware development and the functioning of interdisciplinary teams in this respect, whereas others are in the first phase of such developments,

Recommends to the Director-General that in the Unesco programmes, especially through the International Bureau of Education (IBE), and by making use of the existing expertise within non-governmental organizations and other multilateral organizations, consideration be given to:

(a) promotion of the exchange of knowledge in methods of courseware development and the dissemination of this knowledge and experience, including details of the availability of prototypes and samples for the development of courseware and existing data on their validation in practical experimentation;

(b) promotion of research in courseware development on increasing the contribution made by new information technology to the formulation of new teaching and learning methods.

RECOMMENDATION 6
Individualized distance education

The Conference,

In view of the necessity of disseminating information about new information and communication technologies, in particular with regard to post-secondary education,

Stressing the important role the new information and communication technologies can play in training and human resource development,

Emphasizing the need for a flexible labour force in relation to rapid technological and social change,

Furthermore stressing, in view of this, the necessity of placing more emphasis on a modular and interdisciplinary approach to the development of curriculum material,

Also emphasizing the outstanding advantages of distance education, such as study independently of time and place,

Recommends to the Director-General that in the Unesco programmes, and especially through the CEPES, and by making use of the existing expertise of non-governmental organizations and other multilateral organizations, consideration be given to the promotion of studies in the field of modular, individualized distance education.

C. REGIONAL AND INTERNATIONAL CO-OPERATION

RECOMMENDATION 7

Priorities and procedures for co-operation

The Conference,

Convinced that at the dawn of a new millennium Europe faces tasks that call for the identification of common goals and the finding of common paths across boundaries between nations and between political or economic systems,

Mindful of the significance of appropriate co-operation and of a result-orientated dialogue for the strengthening of confidence and the development of a climate of reason and realism in Europe,

Further convinced that the accomplishment of those tasks requires further progress in exchange and co-operation on all levels, between individuals, institutions, organizations and nations,

Taking note with interest of the wealth of co-operation and exchange developed between intergovernmental organizations, governments, non-governmental organizations, schools, universities and research institutes in the field of education within Unesco's Europe Region in the years since MINEDEUROPE III, as referred to in the working document of this Conference (ED-88/MINEDEUROPE/3),

Considering the progress made in the field of educational co-operation, on the basis of the Final Act of Helsinki and of the Conference for Security and co-operation in Europe (CSCE),

Considering that the Europe Region is able to make an effective contribution to the Organization's intellectual work of studying the demands on education on the threshold of a new millennium,

Reaffirming resolution 18.1 adopted by the General Conference of Unesco at its twenty-fourth session, on the promotion of co-operation in the Europe Region, as being relevant also in the field of education,

Noting in particular:

the marked progress of inter-agency co-operation in the region, including, among other things, co-operation and exchange of information between Unesco, the United Nations Economic Commission for Europe (ECE) and other agencies in the region in preparing for and following-up the Conferences of Ministers of Education convened by Unesco and those worsened by the Council of Europe and by the socialist Member States and the five All-European Conferences of Directors of Educational Research Institutions, the next of which will be convened jointly by the Council for Cultural co-operation (CDCC) of the Council of Europe, Unesco through its Institute for Education (UIE), Hamburg, and the European Information Centre for the Further Education of Teachers, Charles University, Prague,

the work of the European Centre for Higher Education (CEPES), Bucharest, and of the Regional Committee for the application of the Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the States belonging to the Europe Region (resolution 5.6 adopted by the General Conference at its twenty-third session),

the development of Unesco's CODIESEE network of institutions in the fields of educational planning and research in Member States of southern and southeastern Europe, with increasing involvement by institutions from other parts of the region, as documented in the impact evaluation report of Unesco's networks for educational innovation, and

the results of the joint studies in education, prepared through the co-operation of National Commissions for Unesco in the region and evaluated at an expert meeting of Unesco in 1987 (Ottenstein, Austria), and expressing its interest in this original form of co-operation, whose financial costs are borne mainly by the participant Member States and which has already led to a broadening of knowledge in fields lending themselves to a comparative approach to experience in the Member States of the region,

Appreciating the efforts of Unesco and other intergovernmental organizations in initiating and supporting co-operation activities between Member States of the Europe Region in the field of education,

Taking note with interest of the decisions taken by Unesco's Executive Board during its 129th session, concerning the Organization's third Medium-Term Plan,

Convinced that the implementation of the important tasks to be set for Unesco in its third Medium-Term Plan (1990-1995) and within the context of the World Decade for Cultural Development, co-ordinated by Unesco, call for further improvement in the coherence and visibility of the contribution of the Europe Region,

Reaffirming the need to encourage the free exchange of ideas and the sharing of educational experience, particularly within the Europe Region of Unesco,

Considering the progress already achieved in this field and the favourable climate for the advent of a new European trend of co-operation through the strengthening of existing procedures,

Considering, in addition, the responsibility lying upon the countries of the Europe Region to support Unesco's action for the development of education in all the regions of the world,

Recommends to the Director-General:

- (a) that he study the possibility of further improving the co-ordination of the Organization's education activities in the Europe Region with activities conducted by intergovernmental bodies and non-governmental organizations active in the region, with a view to strengthening the efficiency and complementarity of parallel or joint activities;
- (b) that he study the possibility of optimizing the use of available resources and of giving more coherence and visibility to Unesco's action, through reporting on selected programme activities and on Unesco's networks in the field of education in a newsletter for the Europe Region;
- (c) that he study the possibility of presenting the relevant activities, in the Organization's Programme and Budget, in the form of a regional education programme aimed at giving more visibility to these activities;
- (d) that he submit to one of the forthcoming sessions of the General Conference proposals for further improving the co-ordination of Unesco's activities relating to European educational co-operation;
- (e) that he continue to provide technical and financial support under the Organization's regular programme for the publication and widest possible dissemination of the findings of joint studies carried out by National Commissions for Unesco;
- (f) that, within the limits of the existing budget, he assist the Organization's educational networks to make a successfully contribution to international co-operation in the Europe Region;
- (g) that he study the possibility of extending the mandate of the CODIE-SEE network to the whole of the region, further devoting particular attention to subregional co-operation in the southern and southeastern parts of the region;
- (h) that he submit a report on Unesco's education activities in the Europe Region to the General Conference at its twenty-fifth session;

Recommends to the Director-General also:

- (i) that he undertake a feasibility study in co-operation with Member States, associating with it the Organization's consultative machinery, and possibly draw up a plan for the establishment, under Unesco's auspices, of a 'university of the peoples of Europe', to be an international academic and scientific institution concentrating on studies and instruction relating to major problems concerning the whole of Europe, its history, languages, culture, ecology and the future development of the peoples of the region, operating as a collective organization of interested countries in close co-operation with other regional and national institutions, inter alia by means of equivalent exchanges and the creation of joint structures and co-operative networks, and basing its contacts and communication on the principles of an open university and on massive use of new information technology;
- (j) that he report on the results of the study to the General Conference at a forthcoming session;

Appeals to intergovernmental bodies and non-governmental organizations active in the Europe Region to assist Unesco to identify ways and means of further improving the coherence and visibility of regional co-operation in the field of education, with a view to encouraging Member States to pursue and intensify their co-operation in several fields of education;

Recommends to the Member States of the Europe Region:

1. that they take an active part in Unesco's efforts to strengthen international co-operation in the field of education;
2. that they disseminate information on Unesco's programme activities in the Europe Region within their national education systems and educational research institutions, with a view to increasing the number and quality of their contributions to the implementation of Unesco's regional activities;
3. that they promote individual and institutional participation in the launching of Unesco's third Medium-Term Plan;
4. that they continue to undertake joint comparative studies on themes of mutual interest, especially those on the agenda of this Fourth Regional Conference of Ministers, through their National Commissions, in consultation with Unesco and in association with networks of specialists;
5. that they assist Unesco to identify national liaison experts or co-ordination institutions for the functioning of the existing networks and joint activities in the field of education;
6. that they make use of existing ways and means of supporting Unesco's activities, such as the Associate Expert Scheme, fixed-term lending of professional and secretarial staff to the Organization, or voluntary contributions for assisting Unesco to give more coherence and visibility to educational co-operation between Member States of the Europe Region;
7. that they further develop exchanges between individuals and improve opportunities for travel, particularly for young people;

8. that they pool their ideas for stepping up their co-operation in the major fields for the future of education, which is on the agenda of this fourth conference;
9. that they support the efforts to be undertaken in these fields by the different organs of Unesco, in particular by the International Bureau of Education;
10. that they seek to make more widely known the forms and procedures of regional and subregional co-operation already tried out in the Europe Region and strengthen their participation in the existing machinery of consultation;
11. that they undertake an analysis to determine the best ways of satisfying the concerns of States in the region and giving greater consistency and prominence to Unesco's action;
12. that they provide assistance to intergovernmental and non-governmental organizations of the region that are active in the field of education;
13. that they give their full support to the initiatives of the Associated Schools and of the Unesco Associations, Centres and Clubs, which undertake useful work for mutual understanding between individuals and between peoples;
14. that they contribute as effectively as possible to Unesco's programmes, especially those that benefit the developing countries.

RECOMMENDATION 8

Strengthening CODIESEE

The Conference,

Recalling recommendation No. V.14 adopted by the Third Conference of Ministers of Education of the Europe Region (Sofia, 1980),

Bearing in mind that CODIESEE provides a useful and effective framework for co-operation between countries in the subregion and between their various institutions; that it is an instrument to develop activities that are highly relevant to the interest of a wide group of European countries and that it offers a mechanism of co-ordination with activities carried out by Unesco and other governmental and non-governmental organizations in Europe; and that it is an instrument for implementing programme priorities,

Noting with satisfaction that the Programme of co-operation in Research and Development of Educational Innovation in South and South-East Europe (CODIESEE) has carried out a series of valuable projects facilitating the professional exchange of experience between national research institutes and stimulating educational innovation and change,

Noting also the success of the programme's extending itself to the whole of southern Europe,

Reconfirming the wish to see all the countries of the subregion participate in the programme, and emphasizing the flexibility and openness of the programme to further co-operation with institutions and organizations in other European countries, which are invited to participate actively in its implementation,

Considering that the education systems of south and south-east Europe, in spite of the diversity of national traditions and political systems, have many similar problems that intensified co-operation among educational research institutions can help to solve,

Considering the impact-evaluation report on Unesco's five regional and subregional co-operative networks of educational innovation and, in particular, the External Evaluator's recommendations concerning the development of CODIESEE, with emphasis on the necessity for a strong and efficient regional co-ordination unit,

Confirming the Evaluator's favourable evaluation of the programme and his recommendation that it should be continued and developed further as a key part of Unesco's strategy to promote educational innovation in south and south-east Europe,

Concludes that the infrastructure of the programme should be strengthened both at the national and at the subregional level, and consequently

Recommends to Member States participating in the programme:

1. that the projects and activities of CODIESEE be given due weight and importance by national governments and organizations in recognition of their undoubted contribution to the development of national education systems;
2. that national mechanisms be set up to increase the effectiveness and fruitfulness of these projects and activities, with the CODIESEE national co-ordinator playing a central role within these mechanisms in providing the necessary links, both internal and with international institutions;
3. that, effectiveness depending on funding, it is desirable that national activities within CODIESEE projects be supported financially by national governments in different ways and that governments contribute also to the funding of regional activities;

Recommends to Member States not part of CODIESEE that they examine the benefits of co-operation with CODIESEE in some of its projects;

Recommends to the Director-General that he examine the possibility of increasing the resources provided for the support and co-ordination of CODIESEE's activities and seek the extra-budgetary resources necessary for the aims stated.

RECOMMENDATION 9

Interregional co-operation

The Conference,

Recalling Unesco's Constitution,

Recalling resolution 13.4 adopted by the General Conference at its twenty-fourth session, concerning the implementation of the 1974 Recommendation,

Considering the fundamental nature of the principle of the universality of -Unesco,

Reaffirming the need to pursue exchanges and co-operation between the Europe Region and the other regions of Unesco, particularly as regards education and within the framework of Unesco,

Considering the importance of these exchanges and this co-operation with the other regions in the context of the World Decade for Cultural Development and of the preparation of Unesco's third Medium-Term Plan, to be approved by the General Conference at its twenty-fifth session (1989),

Taking into consideration the present climate, which is favourable to co-operation among the States of the Europe Region, and the world situation, which still makes it necessary for there to be dialogue among the States and peoples of all regions,

Being of the opinion that the debates that have taken place during this Fourth Conference of Ministers of Education of the Europe Region will also be of benefit to co-operation with the other regions of the world,

Recommends to the Member States:

1. that they endeavour to draw from the achievements of this fourth conference whatever may be useful to co-operation in the field of education with the other regions of the world, particularly within the framework of Unesco and its organs and within the framework of relations among National Commissions;
2. that they give priority, in this connection, to those major themes of this fourth conference that concern all regions, such as:

the promotion of education for all;

combating illiteracy and functional illiteracy; education and the environment;

the impact of the new information technologies in education;

multilateral research concerning content and methods in school and out-of-school education with the aim of developing mutual understanding and tolerance, combating prejudice and the stereotypes that still exist, encouraging respect for others and facilitating communication between human beings;

Recommends to the Director-General -that he ensure the Organization's full support for these efforts in the resolutions adopted by the General Conference.

RECOMMENDATION 10

co-operation in the use of the NICT in education

The Conference,

Noting that the development of the technologies of information and communication systems is offering not only new possibilities but also new responsibilities in the fascinating field of international co-operation in education,

Bearing in mind that these new possibilities include easy ways to stock and to transfer educational know-how and attractive instruments to promote direct interaction between participants in education, such as teachers, students and planners, belonging to different countries,

Mindful that the new challenges exist because it is not just economic and technical critical problems that must be solved but also problems in the cultural, social and political domains, where further advances are also urgently required,

Considering that new challenges still exist, because educational culture and management are themselves being transformed at the dawn of a new society that is marked by the growing role of information and communication technologies,

Reaffirming that a strong effort has to be made to cope with these problems,

Taking into account that the Europe Region has advanced know-how and long experience in this field, which should be shared and enriched by the other regions,

Recommends to the General Conference of Unesco that it stress within the programme and budget:

- (a) study of the feasibility of developing scientific and technical standards to facilitate international co-operation in the production of teaching aids (open learning systems, educational software, video and audio products, etc.);
- (b) the use of flexible mechanisms for the sharing of expertise and information between countries in all aspects concerning teacher training, learning materials and research in educational technology;
- (c) the improved use of international structures to promote, at all levels, equal opportunity of access to information and communication technologies in the field of education;
- (d) enhancement and integration of the cultural component within the programmes of education and training, using modern technologies;
- (e) study of the potential contributions of the information and communication technologies to the development of education for democracy and solidarity between different peoples and regions;
- (f) extension of the benefits of the information and communication technologies to education in less well-developed countries.

RECOMMENDATION 11

Overcoming illiteracy in the Europe Region and the world

The Conference,

Recalling resolution 42/104 of the United Nations General Assembly, resolutions 2.2 and 2.3 adopted by the General Conference of Unesco at its twenty-fourth session and decisions 5.2.4 and 5.1.1.III adopted by Unesco's Executive Board during its 129th session, on preparations for International Literacy Year and the tasks of the International Bureau of Education in connection with the Year,

Further noting the recommendations of the Workshop of Specialists in Europe on Prevention of Functional Illiteracy and Integration of Youth into the World of Work organized by Unesco in co-operation with the Unesco Institute for Education in Hamburg (1-5 December 1986),

Welcoming the recent inclusion in the respective work programmes of the Unesco Institute for Education, Hamburg, and other Unesco institutes of the issues of illiteracy and functional illiteracy,

Noting with interest the work of other international organizations in the Europe Region aimed at preventing and wiping out all forms of illiteracy and school drop-out and at enhancing appropriate media education,

Appreciating the important contribution of non-governmental organizations in the promotion of reading and writing for all,

Considering that functional illiteracy of adults despite compulsory schooling continues to be a reality in the Europe Region of Unesco,

Considering that special efforts are necessary in view of the rapid technological and social developments in order to ensure a certain standard of reading and writing and to help those who have virtually lost much of the reading and writing skills acquired at school,

Recommends to Member States:

1. that they promote reading and writing for all in both formal and adult education, giving special attention to the prevention of functional illiteracy, including appropriate treatment of dyslexia, at primary-school level, and to the motivation of adults to brush up reading and writing skills acquired at school and to utilize second or third chances of education;
2. that they give particular attention to the prevention of school failure, strengthen their efforts for youth and adults confronted with functional illiteracy and reinforce their concrete support for literacy programmes in developing countries, in particular in the frame of International Literacy Year;
3. that they bring together experts in all these fields for International Literacy Year, and for the 42nd International Conference on Education, to share their experience with Unesco and to intensify international co-operation in this field;

Recommends to the Director-General:

- (a) that he continue informing the public of Unesco activities aimed at overcoming illiteracy in all its forms in the Europe Region and at improving further the engagement of the Europe Region in the worldwide struggle against illiteracy;
- (b) that he develop dissemination and exchange of the results of outstanding studies and experiences in this field between the Europe Region and the other Unesco regions, intensify the collaboration of Unesco and other governmental and non-governmental organizations in the Europe Region in this field and study the possibility of holding joint expert meetings on the problems of illiteracy with these other organizations.