

Regional Conference of  
Ministers of Education  
and Those Responsible for  
Economic Planning  
of Member States  
in Latin America and the Caribbean

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# **FINAL REPORT**

**Unesco**

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Major issues and priority areas for educational policies in the 1980s

## RECOMMENDATION NO. 1

The Conference,

Noting the efforts made in the sphere of education by the Member States; of the region in recent decades, which have resulted in an increase between 1960 and 1977 in enrolments in primary, secondary and higher education that has been twofold, five-fold and eight-fold respectively.

Observing with satisfaction that a number of countries have continued to implement educational reforms begun in the past, that some have recently embarked on them and that others are preparing to introduce them in the near future; that such reforms tend, as a rule, to match educational systems more closely to the demands of economic, social and cultural development and that, in some cases, educational reforms are an integral part of more profound changes that have occurred or are occurring within the societies concerned,

Also noting that qualitative improvements have been made, in the form of a higher standard of training for teachers, and educational planners and administrators, the use of more advanced educational technologies, greater relevance and flexibility of curriculum content and a trend towards the decentralization of educational services as well as a stronger degree of participation by all sectors involved in educational processes,

Observing, however, that the declarations and recommendations made at similar Conference in the past have not always been implemented, since serious educational problems involving absenteeism, adult illiteracy and, in some instances, a lack of coherence between the objectives and goals of education and the real needs of the countries of the region, continue to exist,

Stressing, that it is not possible to visualize the function of education other than against the background of the political, economic, social and cultural realities of society which, in the case of Latin America and the Caribbean, are undergoing rapid changes,

Recognizing that, in its reflections on education, the Conference has based itself on a new and global conception of development centred on man as the fundamental arbiter of his destiny, and rooted in the specific values of each society,

Convinced that a critical review of the goals of development is bound to lead to a redefinition of the principles, purposes and functions of education in the face of the challenges posed by development, as these now emerge and will arise in the future,

Convinced also that educational processes have to be linked with the realities and needs of the world of work and with the progress and promotion of science and technology, and that such progress is not possible unless education is developed and science teaching at all educational levels is improved; that education is called upon to perform an essential role in the handing-down to new generations of the specific values of each society and in the advancement of culture, and, lastly, that due account has to be taken of the growing influence of the mass media in the world of today,

Considering the importance of the responsibilities and functions of higher education in connection with

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development, the training of skilled personnel and the renovation and democratization of education, which entails giving serious thought to the functions and structures of the higher education institutions of today and of the future,

Reaffirming the responsibility that is incumbent upon education in assessing, preserving and disseminating the moral values specific to each society and in putting such values into practice in accordance with the principles of peace, justice and a new order in the relations between peoples and individuals,

Concerned at the persistence of illiteracy in the region and at the shortfall in general educational services in the poorest areas, particularly in rural and peripheral urban zones, which obviously prejudice exercise of the right to education that is recognized by all as the keystone of development, the creation of just and democratic societies and individual self-fulfilment,

Recommends to the Member States:

1. That they formulate their educational development plans as an integral part of economic, social and cultural planning viewed in terms of a multidimensional process for the benefit of man;
2. That they ensure the relevance, functionality and efficiency of educational services having regard to major national objectives and those of social progress, and the particular characteristics of the various social groups, and taking into account the desire of the States of the region to live in peace and assist one another in a spirit of human fellowship;
3. That they make a specific endeavour to bring about full and effective exercise of the right to education and to ensure that all children receive education of the requisite duration and quality so that illiteracy may be eradicated before the end of the present century and favourable conditions created for providing all with manifold opportunities and forms of education that will have regard for the dynamic changes taking place in the societies of the region;

Recommends to Unesco that to the extent that Member States request such services, it intensify its efforts to support this movement towards the general extension of education and responsiveness to new needs in development and education, setting up institutional machinery and programmes to assist the Latin American and Caribbean region in bringing about the effective exercise of the right to education for all as soon as possible.

## RECOMMENDATION NO. 2

The Conference,

Considering:

1. That the development of education in Latin America and the Caribbean should derive from the participation of all the regions within each individual country and, more especially, from that of the local communities, in order to measure up to their real needs, characteristics and aspirations, and in such a way that planning may be the result of such participation,
2. That educational planning has frequently been viewed in terms of technical mechanisms of a vertical nature aimed essentially at solving educational problems through the use of macro-national indicators,
3. That regional and community participation will provide feedback for the comprehensive planning of the educational development of countries on a more dynamic and realistic basis and with a greater measure of participation,
4. That the Member States of the region recognize the urgent need to improve the efficiency of the functioning of educational systems and the quality of education at all its levels, as well as the priority need to extend educational services to the underprivileged groups in urban and rural areas, ensuring the optimum use of available resources,
5. That the accomplishment of these tasks requires an increased planning effort, not only at the national level but also at regional and local levels, to ensure that educational activities are in keeping with those pertaining to social and cultural development,
6. That although educational planning is a tool used in all the Member States of the region, the training of specialists in educational planning is still insufficiently developed,

7. That the efforts made by Unesco, through the Regional Office for Education in Latin America and the Caribbean and through the International Institute for Educational Planning should be intensified, with a view to achieving fuller development of the procedures or techniques used in educational planning and the training of a greater number of specialists for the region,

Recommends to the Member States:

1. That they strengthen and improve the systems and processes of the overall planning of education and that they initiate or intensify deconcentration and regionalization processes in regard to educational planning and administration, in a spirit of participation involving the diverse sectors and groups that go to make up the communities; i
2. That they also encourage the development of internal efforts to organize training programmes for specialists in education planning, especially at the regional and local levels;

Recommends to the Director-General of Unesco that the Organization strengthen its support for the initiatives of the Member States of the region to promote research and the training of specialists in educational planning, especially through the Regional Office for Education in Latin America and the Caribbean and through the International Institute for Educational Planning.

#### RECOMMENDATION NO. 3

The Conference,

Considering:

1. That in recent years it has become apparent that centralized administration in certain Member States does not cater adequately for the functional aspects of educational systems,
2. That regional imbalances in some countries and the unsatisfactory distribution of administrative and other services have been, inter alia, detrimental factors for the integrated development of the countries of the region,
3. That these countries have striven to attain the goals of expansion of the educational systems, and that, in the next decade, priority attention should be given to the quality of education in all its aspects,

Recommends to the Member States that they incorporate in their respective education policies those activities which will be conducive to the implementation of plans for educational regionalization, which include machinery for the deconcentration of technical and administrative services, or, failing that, their decentralization in those Member States whose geographical and social characteristics require it,

Requests Unesco to provide the necessary support, through technical assistance, in order to organize training programmes for teaching and administrative staff, curriculum reform, the improvement of teaching aids and equipment and, finally, define the fields of action that may be necessary for the development of their regionalization plans.

#### RECOMMENDATION NO. 4

The Conference,

Considering that education is a process that seeks to ensure the all-round, development of man as an individual and as a social being, through the harmonious realization of all his potentialities, for the common good of society and for his own fulfilment,

Considering that development should create conditions to facilitate the transition to a better quality of life and should base itself on a set of values that will develop inherent human qualities,

Recognizing that overall development should serve man and society by bringing about an increase in material goods and their equitable distribution,

Recommends to Member States that they bear these principles in mind when preparing their development plans;

Recommends to Unesco that it help to disseminate these ideas.

RECOMMENDATION NO. 5

The Conference,

Considering that the qualitative improvement of education is one of the crucial elements in ensuring minimum educational standards for the entire school population and that it is also a decisive factor in instilling in students a desire to learn and, subsequently, to continue their training for working life,

Bearing in mind the valuable experience that has been gained in various Member States of the region as regards the establishment of national curriculum development centres or institutes which, by means of a co-ordinated approach to educational research, combining the further training of teachers on a permanent basis and the preparation of different kinds and forms of teaching materials, have made a significant contribution to improving the quality of education,

Recommends to the Member States:

1. That they redouble their efforts to improve the quality of education by extending and supporting national curriculum development centres that will, by means of a scientific and technological approach, combine the elements of applied educational research with further training for administrative and teaching personnel and the preparation of curriculum material appropriate to the actual educational needs of the region in general and of each country in particular;
2. That they foster the exchange of experiences concerning innovations in curricula, with special reference to the relationship between the training of personnel and the requirements of economic and social development; and
3. That they encourage the exchange of information concerning research into the links between education and work:

Requests the next General Conference of Unesco to give priority consideration in the Programme and Budget for 1981-1983 to activities that will strengthen the co-ordinated approach of national centres in the countries of the region responsible for educational research, the further training of teachers on a permanent basis and curriculum development, in order to give vigorous impetus to improving the quality of education;

Invites the Director-General of Unesco to give special consideration in the Organization's activities particularly within the context of co-operation with the Organization of American States, to strengthening existing national education research and development centres so that horizontal co-operation may be promoted among the Member States of Latin America and the Caribbean interested in establishing similar centres that may make a significant contribution to the improvement of the quality of education.

RECOMMENDATION NO. 6

The Conference,

Considering that the development of education represents an essential factor in the fulfilment of individuals and of the society in which they live,

Considering the need to put an end to the conditions of extreme poverty in which sectors of the population are living in many Member States of Latin America and the Caribbean, A

Bearing in mind that it is difficult to overcome underdevelopment in the region as long as education is not brought to the sectors that are most backward in economic and social terms,

Urges the Member States of Latin America and the Caribbean to give priority to activities catering to the fullest possible extent for pupils living in extreme poverty, especially at the pre-school and basic education stages, in an effort to improve average enrolment ratios in the region;

Requests the Member States of Latin America and the Caribbean to promote the formulation and implementation of projects designed to ensure that education helps to eradicate extreme poverty;

Recommends to the Director-General of Unesco that he consider co-operation by the Organization with the Member States in this domain as one of the priority features of its action in the region;

Requests the intergovernmental financing institutions, and in particular the Central American Bank for

Economic Integration (CABEI), the Caribbean Development Bank (CDB), the Inter-American Development Bank (IDB), the World Bank (IBRD) and the United Nations Development Programme (UNDP):

1. to strengthen their practical action in support of projects promoted by the States of Latin America and the Caribbean whose purpose is to ensure full educational provision for pupils living in sectors of extreme poverty, especially at the pre-school and basic education stages;
2. with that aim in view, to take into consideration all projects, whether national, regional or subregional, which come within the scope of the policies of the Member States and are conducive to co-operation between them, with a view to eradicating extreme poverty;
3. to provide Unesco with increased extra-budgetary resources, so as to enable it to step up its activities in the field of actions referred to above, within the context of co-operation between the Member States of the region.

#### RECOMMENDATION NO. 7

The Conference,

Considering that a democratic conception of the State and of the development of human rights implies a primary obligation on the part of educational systems to provide the whole population with a minimum of knowledge which will enable such individual to participate in the social, economic and cultural life of his country,

That the ability to read and write, the creation of conditions in which that ability can be used, and the establishment of the necessary facilities to ensure that the literate person continues his natural process of education, are the basic prerequisites to achieve the democratization of education,

That, as indicated in the documentation prepared for this Conference, "the need to link education with the requirements of development has been widely realized in the region",

That illiteracy afflicts, to varying degrees, the peoples of Latin America and the Caribbean, and that this Conference has referred to the urgent necessity and advisability of combating it.

Conscious of the fact that illiteracy is an impediment to the development of peoples,

Considering that the growth in overall enrolments between 1960 and 1977 was at all times greater than that of the main school-age population (6-23 age-group),

Noting with regret that, although the growth of overall enrolments from 1960 to date has, in the various countries, reached a figure of between 2 and 6 per cent, the enrolment ratio in 1977 among children of between 6 and 11 years of age was only 78.7 per cent, and that, according to 1970 census figures, the total number of illiterate young people and adults was still 44 million, which represents 28 per cent of the population aged 15 years and above,

Recommends to the Member States:

1. That they base their literacy training policies and plans on the following ideas:
  - (a) access to education should not be a mere possibility or statutory precept, but rather a true right for every child, young person and adult, guaranteed by measures such as will ensure the access of every sector of society to a level of education consonant with the individual's abilities and application to study;
  - (b) the struggle against illiteracy necessarily implies the expansion of basic educational services;
  - (c) once the general enrolment of children has been achieved, literacy campaigns can and should be supported by the technical and administrative structure of the existing school network;
  - (d) national literacy campaigns must be carried out on a massive scale and draw their impetus from a political determination involving all levels of society (workers, housewives, students, teachers and the population at large);
  - (e) literacy training must be regarded as a duty by those with a higher standard of education and as a moral obligation by those with little or no education;

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- (f) in planning the work, provision must be made for educational activities following on literacy training proper so that, in accordance with the principle of lifelong education, the need and the natural desire of young people and adults to develop their personality and contribute to the progress of the community can be satisfied;
2. That they take all necessary steps to ensure that, by 1990, the school enrolment ratio, will, in no instance, be less than 90 per cent;
  3. That similarly. they make every effort to ensure that, in the decade 1990-2000, illiteracy will be eradicated both in the individual countries and in the region as a whole
  4. That they intensify the struggle for literacy and adult education by means of various activities conducive to the integration of national efforts being carried out to this end;
  5. That they allocate an increasing volume of resources in their budgets to literacy programmes

### Recommends to Unesco:

1. That it assign highest priority in its Programme and Budget for 1981-1983 to activities that will strengthen the literacy and adult education programmes being implemented at the national, subregional and regional levels;
2. That it prompt other Specialized Agencies to assist the countries of Latin America and the Caribbean in drawing up and implementing literacy and adult education programmes.

## RECOMMENDATION NO. 8

The Conference,

Recommends to the Member States of Unesco that they assist the major effort of education, and especially of education for literacy, to be undertaken in 1980 by the Government of Nicaragua in launching a national literacy campaign, the aim of which is to make some 800, 000 persons literate;

Recommends to Unesco that it give its support, to the full extent of its possibilities, to this campaign.

### Particular problems of educational development as they relate to socio-economic and cultural development in the Member States of Latin America and the Caribbean

#### Education and the world of work

## RECOMMENDATION NO. 9

The Conference,

Considering the need to establish the New International Economic Order, which, besides narrowing the gap between developing and developed countries, should help to provide better alternatives for solving the problems of the welfare and development of the peoples of the region, especially in the fields of education, employment and productive work,

Noting recommendations Nos. 3, 9, 25 and 26 adopted by the Conference of Ministers of Education and Those Responsible for the Promotion of Science and Technology in Relation to Development in Latin America and the Caribbean, convened by Unesco in co-operation with ECLA and OAS and held in Venezuela from 6 to 15 December 1971,

### Considering, furthermore:

1. That, as a rule, in Latin American and Caribbean countries education, employment and productive work are treated as mutually exclusive concepts,
2. That economic differences are rendering differences of a cultural and social nature more acute, and that these in turn give rise to all kinds of social exclusion,

3. That the lack of opportunity for many people to enter the production system is a consequence of such differences, that the demand for qualified technicians and skilled labour for the production system is notoriously greater than the number of persons holding such qualifications, and that the system is unable to create sufficient employment,

Recommends to the Member States:

That they introduce policies and allocate the necessary resources with a view to:

1. increasing efforts to devise formulas and methodologies such as will ensure the compatibility of the education and production systems, with a view to increasing the pace of economic, social and political development;
2. teaching pupils from a very early age to appreciate the value of work and encouraging them to engage in work and productive activities through appropriate vocational guidance consistent with the physical and intellectual development of the child, while ensuring full compliance with national laws and the relevant international instruments, since the results produced will benefit the community, the school and the pupils themselves;
3. directing efforts in such a way as to ensure that marginal sectors of the population will be provided with education that will facilitate their incorporation in the labour market or their self-employment;
4. promoting the introduction of accelerated vocational training programmes or open systems, with the aim of meeting the training needs of unemployed, underemployed and self-employed workers;
5. fostering vocational training for sectors where the demand is greatest;
6. stimulating growth in sectors with the highest potential for generating employment, provided that this is not prejudicial to the least privileged social sectors, including education;
7. co-ordinating the different sectors of the production system, so that more appropriate employment is generated at all stages in the production process;
8. adapting the use of technologies to the factors of production, while bearing in mind the impact that this may have on employment;
9. supporting training and in-service training programmes to improve the skills of young people and adults engaged in the production process;
10. maintaining constant dialogue between those responsible for planning on the one hand and the education and labour sectors on the other in order to facilitate the acquisition of knowledge relating to social and economic realities;
11. studying the introduction of activities for providing workers with training in manual and other skills;
12. supporting the in-service training of workers through the use of human and material resources, placing special emphasis on technological research;

Requests Unesco:

1. to continue to collaborate in the specific efforts aimed at establishing the new international economic order and, more especially, to study appropriate mechanisms and instruments for the purpose of linking up education, employment and productive work, and to co-operate with the Member States in ensuring the implementation of those measures, thereby quickening the pace of the overall development of the countries and eliminating social exclusion;
2. to support research programmes that will respond to the need to reconcile the requirements of occupational structures with the curriculum contents and patterns of the different levels and forms of education, provided, however, that such procedures and practices do not conflict with the labour laws of the respective countries, with special reference to protection of the child from exploitation.

RECOMMENDATION NO. 10

The Conference,

Considering that Chapter IV of document ED-79/MINEDLAC/3, when referring to education and the world of work, places special emphasis on the need for more intensive measures to encourage education through work, in work and for work, in keeping with a general growth of awareness of the need to make education more functional in relation to the needs of individuals and the requirements of national socio-economic development,

Noting that, as the level of education of the populations of Latin America and the Caribbean is improved, reflecting the efforts being made by the Member States, so their active and growing participation in the process of economic and social development is facilitated, since they gain a better grasp of natural and social phenomena and fuller awareness of their needs and aspirations,

Bearing in mind that the process of economic and social development itself requires the emergence of an individual who is freer and more cultivated, with sufficient knowledge to guide and channel that process, which in turn, as the same document indicates, requires a more accurate picture of the relationship between education and employment and under-employment and analysis of the factors that may cause a scarcity of certain categories of specialists and a surplus of others,

Considering that the growing influence of the scientific and technological revolution is continuing to give rise to a whole series of new needs, thus creating greater complexity in the production process, which requires the participation of specialists capable of assimilating the new technology and contributing to its further sophistication,

Recommends to the Member States:

1. That they introduce into national education and development policies concrete measures to ensure an adequate link-up between the plans for the training of specialists at the middle and higher levels and the needs of the national economy;
2. That they encourage joint studies and projects between the bodies responsible for educational planning and those responsible for economic planning in Member States so as to facilitate the pooling of the means of ensuring close links between education and employment;
3. That they pay greater attention to the improvement of the methods used to plan technical and vocational education at the secondary and higher levels, gearing them closely to the advances being made in the techniques of economic and social development planning so as to achieve a more satisfactory harmonization of economic goals, those of employment and those assigned to the training of specialists, and to reduce possible inconsistencies and distortions to a minimum.
4. That they ensure that formal and non-formal education derive benefit accordingly from the wealth of experience and culture of the people at large.

RECOMMENDATION NO. 11

The Conference,

Considering that the democratization of education implies that education should serve the development model selected by each country,

Recognizing that this requires the adoption of measures that will remove difficulties that impede access to the opportunities offered by educational systems,

Seeking to avoid the separation of children and adolescents from their families as a consequence of the need to work,

Considering the proportions which problems of unemployment and under-employment are assuming in Latin America and the Caribbean, as reflected in the documentation submitted to it, problems which call for special attention on the part of the countries of the region in view of the need to ensure individually and socially useful employment for an increasingly growing population of working age,

Taking into account the need to establish a closer link between education and work and the advisability of examining the nature of the educational policy decisions that will have to be taken and the efforts that will have to be made to attain those objectives,

Considering that all the foregoing entails establishing appropriate links between educational planning and economic planning and that the degree to which the countries of the region have advanced in applying the methods and techniques of educational planning in line with economic and social development plans and programmes differs very widely and calls for even further progress,

Recommends to the Member States:

1. that they promote appropriate legislation regarding child and adolescent labour, where such legislation does not already exist, that will establish age limits within which children and adolescents are permitted to perform remunerated work, will determine the particular working conditions to be authorized and will ensure that the right of each individual to enjoy full human freedom from the earliest years of his life shall not be restricted;
2. That they organize a suitable system for linking work with education so that education for work and in work will ensure that young people rapidly take their place within society and will provide maximum opportunities for their human and economic development, bring about their integration into a working environment adapted to the political and social model of each nation, and avoid frustration deriving from the lack of employment opportunities commensurate with their training;
3. That they promote exchanges of information regarding the experiments they have carried out or are carrying out to link education with work as well as those concerning planning processes linked to other public and private socio-economic sectors;
4. That they include in their educational development plans, policies, programmes and projects that link education with productive work, the latter being regarded as a source of dignity, creativity, skill and freedom;

Recommends to the Director-General of Unesco:

1. That he promote more widespread dissemination of the experiences of the Member States in the field of educational development planning;
2. That he foster, in co-ordination with ECLA and on the requisite systematic basis, joint technical consultations of experts from bodies responsible for educational planning and economic planning on aspects relating to the development and streamlining of methodologies and techniques for bringing about the most appropriate linkage between education and employment;
3. That he include the two foregoing proposals in Unesco's Draft Programme and Budget for the period 1981-1983, with a view to consideration by the next session of the General Conference of Unesco.

Education and rural development; education of  
underprivileged groups in urban areas

RECOMMENDATION NO. 12

The Conference,

Considering the situation and trends described in Chapter IV, Part B of document ED-79/MINEDLAC/3 concerning "Education for Rural Development", and the observations also contained in it,

Recognizing that it is incumbent upon every country to make educational policy decisions and measures concerning programmes, experiments and courses of action that will cater for the specific requirements of rural areas and peripheral urban zones,

Taking into account the suggestions concerning those aspects which may be the subject of recommendations, as set out in the aforesaid document and as arising out of the Conference,

Recommends to the Member States:

1. That they consider rural development plans in both the State and private sectors and, within their framework, plans referring to education, as an integral part of, and an essential factor in, the overall planning of economic development in the countries of the region;

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2. That they recognize in rural development plans and in the plans for education that form part of them, the vital need to strive to eliminate the differences that exist between the living conditions of the urban population and those of the rural dwellers in the region;
3. That they guarantee, within the context of the all-round training of the individual, general education and vocational and specialized training offering equality of opportunity in respect both of access and numerical coverage of pupils and of the quality and level of preparation which the education system should provide, the whole system being adapted to the features of the environment in which it operates;
4. That they ensure the provision, in teacher education plans, through application of the principle of combining study and work, of adequate training for teaching staff so that the work they perform will be of the same level in rural zones as in urban areas;
5. That they assign priority, in education plans for rural development, to objectives relating to the provision, in the long term, of:
  - (a) complete elementary or primary education for all school-age children;
  - (b) basic general education, secondary level or incomplete secondary education, at the first stage, and complete general secondary education at a subsequent stage; consideration should be given, in this respect, to Member States' ability to implement the principle of combining study with productive work among students in educational boarding establishments, and thus to help finance the extension of such services, a principle which, in addition, makes an invaluable contribution to the all-round development of the pupil's personality;
  - (c) literacy training for adults and young people;
6. That they analyse the possibility of the creation and strengthening by Member States of scholarship schemes for students in rural areas which will ensure the real provision of education completely free of expense, with a view to guaranteeing the access of children and young people in rural areas to secondary and higher educational establishments in the national system. The Member States should also study the possibility of setting up a system of educational loans for students in higher education.
7. That they engage in research, promote studies and experiment with work: training programmes for young people and adults living in rural areas and marginal urban zones;
8. That they draw up and implement integrated programmes on nutrition, health, basic rural sanitation and housing which will provide adults with a personalized education enabling them to receive training for work in keeping with their personal aspirations and equipping them to play an active and responsible part in improving the environment in which they live;
9. That they carry out school and out-of-school programmes designed to train women to cope more effectively with their household responsibilities and to foster their social, economic and cultural advancement;

## Recommends to Unesco:

1. That it foster the exchange of information, documentation and experiences of an innovative kind concerning education and rural development, education for less privileged groups in urban areas and the link between school and out-of-school education, with a view to the democratization of education and the provision of lifelong education;
2. That it provide the Member States with technical assistance for the preparation, implementation and evaluation of programmes dealing with the specific problems involved in the development of education linked to the social and economic development of the region, as examined at the Conference.

The linking of school education and out-of-school education  
in the context of the democratization of education  
and lifelong education

RECOMMENDATION NO. 13

The Conference,

Considering:

1. That, within the context of the efforts being made by the countries of the region to provide for the educational needs of the urban and rural populations, the education of adults continues to represent, in Latin America and the Caribbean, one of the unsatisfied demands,
2. That repeated reference has been made during the Conference to the vital need to expand the process of the democratization of education by means of out-of-school education directed specifically towards the adult population of the rural and marginal urban areas of the countries,
3. That the Central American Institute for the Extension of Culture (ICECU), a multinational, non-governmental, organization with headquarters in Central America, has for more than ten years been carrying out important activities in the field of out-of-school education for adults and has given substantial impetus to grassroots participation,
4. That the nature and work of ICECU reflect the policies of Unesco and the priority areas of action included in the agenda of this Conference,
5. That ICECU, as a non-governmental organization, has alleviated the financial burden of the Central American States with regard to certain adult education programmes,

Recommends that Unesco study the possibility of providing ICECU with the necessary support, so that this non-governmental organization may pursue its work and extend its important programmes in the field of out-of-school adult education.

RECOMMENDATION NO. 14

The Conference,

Considering the analysis made in Chapter IV of document ED-79/MINEDILAC/3 concerning the need for the integrated planning of all efforts devoted to school and out-of-school education and technical and vocational training, in the light of foreseeable trends in employment requirements,

Taking into account the considerations set forth in the said document (Chapter IV, Section D) on the linking of school and out-of-school education for the purpose of formulating policies and planning the overall development of education,

Recognizing that technical education is one of the vehicles best suited to providing employment for an efficient labour force that is equipped to cope with the needs of development,

Considering that new forms of out-of-school education must be sought as a contribution to the lifelong education of the Latin American and Caribbean peoples,

Recommends to the Member States:

1. That they regard, among the more important aspects of the definition of educational policies and strategies, the various forms of out-of-school education as one of the most effective means of achieving higher educational standards among the population, such education being closely linked with the development requirements and objectives of the countries of the region;
2. That they establish closer relations and promote the rapid and efficient exchange of experience in respect of formal technical education;

To Unesco:

1. That provision be made in the Programme and Budget to be submitted to the General Conference;

## Recommendations

at its next session for a study whose aim will be to seek ways and means of enhancing the status of out-of-school education at every level and in all its forms, in harmony with education in the formal system, so as to confer social, economic, educational and occupational recognition on studies pursued in an out-of-school context;

2. That, with the participation of the Member States, it help to clarify both the basic functions of out-of-school education and the various patterns that distinguish it and give it its validity;
3. That it extend its collaboration with the countries of Latin America and the Caribbean with respect to research, curriculum design, administration, supervision and evaluation of formal technical education and prompt other international agencies to co-operate with them for the same purpose.
4. That provision be made in the Organization's next budgetary period for, study on the existing experience in the region of how general non-formal education can be linked with general formal education and can form an adequately co-ordinated parallel subsystem.

### Responsibilities of higher education vis-à-vis the requirements of development and the democratization of education

#### RECOMMENDATION NO. 15

The Conference,

#### Considering:

1. That the provision of primary and secondary education such as will ensure that all children and young people are able to reach the necessary level to embark with success upon higher studies, regardless of whether they come from town or country, is a prerequisite for the genuine democratization of higher education,
2. That the existence of a network of establishments or centres at the higher level, adequately distributed among the regions of each country, in accordance with its population characteristics (especially with regard to the age-groups that should normally have access to higher education) and with the needs arising from socio-economic development, which determine the greater emphasis placed on specific economic branches in one region or another, brings about a demand for specialists with specific qualifications and also constitutes an important factor in the democratization of higher education,
3. That essential to such democratization is a higher education admission system that provides equal opportunities for all candidates, together with a fellowship or low-interest loan scheme that ensures the continuity of a student's education, independently of his family's financial situation,

#### Recommends to the Member States:

1. That they contribute to the development of an appropriate national network of centres at secondary level, as a first step towards the democratization of higher education;
2. That they study the experience gained by other countries of the region in extending their secondary-level centres and the measures they have taken to do so;
3. That they bear in mind that, owing to the influence of higher education establishments or centres on communities and regions, the high cost of higher education and the scientific and pedagogical requirements of that level, it is necessary that appropriate co-operation should develop among them as well as specialization regarding the courses that they offer, so as to produce a structure of specialized studies or careers geared to the development needs of the country and make the subsystem of higher education more efficient;
4. That they study ways of setting up an effective higher education admission system that affords equal opportunities and freedom of choice to all candidates and makes adequate provision for those from rural areas, and of establishing a scheme for fellowships or low-interest loans for students in need, for the purpose of guaranteeing the continuity of their studies.

## RECOMMENDATION NO. 16

The Conference,

Considering that, if the higher education system is to develop in a satisfactory manner, it has to be prevented from growing haphazardly, with the serious consequences that this would entail in terms of low academic efficiency, rising costs, inadequate regional coverage and irrelevance to the needs of national development,

Recommends that the Member States set up and enlist the services of higher education planning agencies which would, in accordance with national development plans, regulate the system, direct its growth and lay down guidelines for determining minimum training standards for individual career options, the structure of study courses and the conditions governing post-graduate work.

## RECOMMENDATION NO. 17

The Conference,

Considering that the document entitled "Education in the context of development in Latin America and the Caribbean" (ED-79/MINEDLAC/3) refers, in paragraphs 321 and 324, to the problems of a teaching process that is geared principally to the accumulation of knowledge, rather than to the ability to sift, understand, extrapolate and apply it, and mentions the need for greater attention in higher education to scientific and technical training,

Recommends to Member States that in the training of students they regard as essential a systematic link-up of theory and practice, and accordingly encourage the incorporation of all curricula of activities conducive to the general growth of knowledge and to the development of the capacity for research and independent work. Such activities should provide for increasing complexity throughout the training period and ensure the internal coherence of their objectives.

## RECOMMENDATION NO. 18

The Conference,

Considering that the documentation placed at its disposal indicates that the ease of access to higher education has led to saturation in the first years of such studies, due, apparently, to repetition of courses whose cause lies in the inadequate preparation of teaching personnel,

Recommends that Member States study the means for improving the effectiveness of teaching in the first and second years of specialized or career studies such as, for example, making appropriate use of the services of the most experienced teachers at this particular level; seeking support in action by parents when informed of their children's academic results in such studies; appointing teacher-advisers to counsel and direct groups of students in their educational work; and systematically analysing the structural linking of secondary and higher education curricula.

## RECOMMENDATION NO. 19

The Conference,

Considering the importance of the need for the universities to turn their attention to training in the main scientific disciplines, as demonstrated by the experience acquired in the past decade with regard to development,

Recommends to Member States that they give fresh impetus to the training of university students in the main scientific disciplines and in the different fields of knowledge essential to the all-round education of man, in order to cope with the technological changes occurring in the world of work and to contribute to national scientific and technological development;

Requests the Director-General of Unesco to promote the study of methodologies which will make it possible to include in general university teaching the system of living ideas that goes to make up a culture.

RECOMMENDATION NO. 20

The Conference,

Considering that the document entitled "Education in the context of development in Latin America and the Caribbean" (ED-79/MINEDLAC/3) refers to the recent significant increase in post-graduate programmes, especially for specialized, master's and doctoral degree courses, and to the growing importance of this fourth level in national education systems,

Recommends to the Member States:

1. That they take steps to enable post-graduate education to be built up into a national system, in which the efforts of higher education centres are co-ordinated, under the direction of the institution or body appointed for the purpose, with those areas of production (factories, production complexes, etc. ) or services which have specialized or professional staff whose level of instruction is high enough to enable them to give post-graduate courses on a par with those provided by educational institutions;
2. That they stress, in planning the different forms taken by the post-graduate system, those aspects connected with the specialized training requirements demanded by the scientific and technical revolution and national economic and social development.

RECOMMENDATION NO. 21

The Conference,

Considering that the document entitled "Education in the context of development in Latin America and the Caribbean" (ED-79/MINEDLAC/3) points out the difficulty of carrying out educational and research activities of an interdisciplinary nature,

Recommends to the Member States:

1. That they study ways and means of assigning national priorities to the research problems to be tackled in the medium term and of defining the need for co-ordination among institutions performing such research with the aim of promoting co-operation, the utilization of scientific information and the exchange of the results obtained;
2. That they set up interdisciplinary science and technology information centres and data banks.

RECOMMENDATION NO. 22

The Conference,

Considering:

1. the tendency for many universities in Latin America to become increasingly technocratic,
2. the gradual disappearance of the social scientist and of university training centres for social scientists,
3. the considerable urgency of developing social research (which is one of the most effective means of bringing democracy to the universities) such as will provide the skills needed for a scientific interpretation of social realities, find ways of meeting specific needs through political mobilization and participation in national projects, and foster the emergence of new ideologies and a new social outlook,

Recommends to the Member States:

1. That the promotion of research, analysis and knowledge centred on the social realities of the countries in the region be strengthened in Latin American universities;
2. That social research be developed and, wherever necessary, its status be restored;

3. That the necessary steps be taken to strengthen regional centres and bodies engaged in social research;
4. That knowledge of social realities be fostered, with a view to facilitating the endogenous development of the countries of the region.

RECOMMENDATION NO. 23

The Conference,

Considering:

1. That higher education, and especially university education, is not playing an effective role in the research and extension work and teaching functions needed to cope with the enormous requirements of economic and social development in the countries of Latin America and the Caribbean,
2. That the shortcomings observed do not stem exclusively from the inadequacies of the education system at the primary, basic and secondary levels in these countries but also from the economic and social context in which the problems are situated,
3. That the crisis in higher education has to be solved on a comprehensive basis in the light of the actual situation rather than through a piecemeal or idealistic approach,
4. That the aim of the plans, programmes and projects being developed or implemented should be to tackle and remove the root causes of the problems involved rather than their effects,

Requests the Director-General of Unesco:

1. to step up Unesco's co-operation with the Member States so as to ensure that the development of higher education is based on comprehensive analyses and studies of society;
2. to ensure Unesco's collaboration with Member States in order to enable them to improve higher education in accordance with institutional models, lines of emphasis and content that reflect endogenous development needs and to overcome the inefficiency which stems, in part, from the adoption of patterns that are imported uncritically or promoted by external sources;
3. to ensure Unesco's collaboration with Member States so that higher education may review its functions with a view to supporting and promoting activities that will help to remove the obstacles to economic and social development.

RECOMMENDATION NO. 24

The Conference,

Considering that higher education can make a very effective contribution to bringing about authentic national independence,

Recommends to Member States that higher education be organized institutionally and that its teaching, research and extension activities, rather than serving external interests, be directed towards meeting endogenous requirements which reflect the nation's real needs and, more particularly, those of the socially-excluded populations, so as to make an effective contribution to authentic national independence and give impetus to the genuine integrated development of the peoples of the region.

RECOMMENDATION NO. 25

The Conference,

Considering that the document entitled "Education in the context of development in Latin America and the Caribbean" (ED-79/MINEDLAC/3) describes how the under-utilization of the services of a great many highly qualified specialists is one of the causes of their emigration,

Bearing in mind the serious consequences of this phenomenon for the countries of the region,

Recommends to the Director-General of Unesco that he undertake a study that will indicate to Member States how to ensure the retention of high-level specialists in their countries of origin by fostering methods that will bring home to them the needs of their own country and the importance of their role in the latter's development and that he consider ways and means of guaranteeing adequate conditions of employment and of actively opposing the exodus of specialists, persons with professional qualifications and researchers.

RECOMMENDATION NO. 26

The Conference,

Considering:

1. That university expansion is taking place through a collection of universities which do not form an integrated system in terms of homogeneous academic quality, and which show a tendency towards social stratification,
2. That the trend towards the fragmentation of higher education is aggravating a process of gradual separation through the formation of stratified social groups, which have unequal access to the employment market, and that the universities, in forming a hierarchy with regard to academic quality, are destroying the potential impact in terms of human resources that quantitative expansion might have in the region,
3. That ignorance of the practical responsibilities that are or will be incumbent, on university graduates is preventing any clear definition of the training profiles that the universities should provide,
4. That, because of their voluntarist and non-specific character, the declarations and resolutions on the framing of reform policies that will guarantee academic quality have had a very limited influence on real university reform,

Recommends to the Director-General of Unesco:

1. That under the programme of the Regional Centre for Higher Education in Latin America and the Caribbean (CRESALC) the following priority studies should be carried out:
  - (a) research on those cases, present or past, in which centres of academic excellence have been established, in order to draw conclusions from that experience which will contribute to the definition of effective policies with a view to university reform;
  - (b) investigation of the occupational tasks performed by professional persons with university qualifications in order to determine what type of knowledge is necessary for production and high-quality performance; special attention should be paid to those situations in which scientific and technological knowledge is a basis for innovations in the production process and also to the identification of the way in which additional knowledge, over and above stipulated requirements, is conducive to an improvement in production and in the organization of society;
  - (c) information concerning the social background and previous education of students at the various universities, and also the academic standards attained in the various types of university;
  - (d) encouragement and implementation of surveys among students and teachers in order to ascertain the level of instruction of students and the training situation and academic performance of the teachers;
2. That, if he considers it appropriate, he associate in some of these studies ECLA and UNDP, especially in the framework of the Joint Project on Development and Education in Latin America and the Caribbean, as well as other relevant bodies.

RECOMMENDATION NO. 27

The Conference,

Considering that the Member States of the region, and their higher educational establishments, are faced

with a complex set of problems relating to the mobility of persons connected with higher education, which has been traditionally regarded as important in Latin America and the Caribbean, and whose potential benefits for development should be encouraged to the full,

Bearing in mind that the expansion of higher educational systems has significantly altered the scale of the problems involved in the international mobility of individuals, due to the increasingly frequent movement of students, teachers, researchers and professional personnel and the need to recognize studies and degrees on the basis of a new outlook in keeping with those circumstances,

Also bearing in mind that these problems are rendered more acute by the new meaning attached to competence, which would appear to signify not only an accumulation of academic knowledge and skills, but also the ability to derive maximum benefit from personal and socially useful experience,

Emphasizing the fundamental right to the free flow of ideas and persons, at national, subregional, regional and international levels alike, which should not be seized upon by developed countries as a means of setting up migratory movements of qualified personnel, on the "brain drain" pattern, to the detriment of the least-developed countries,

Recommends to the Member States:

1. co-operation in the free flow of ideas and persons with due respect for the fundamental rights of individuals;
2. ratification, by those governments who have not yet done so, of the Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean, adopted at the Conference held in Mexico City in 1974;

Suggests to the Director-General of Unesco that CRESALC act as the secretariat for the Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean.

Subregional, regional and international co-operation for educational development in Latin America and the Caribbean in the context of subregional and regional integration and of the new international economic order

RECOMMENDATION NO. 28

The Conference,

Bearing in mind resolution 9 adopted by the General Conference of Unesco at its twentieth session in November 1978 and entitled "Unesco's contribution to the establishment of a New International Economic Order", in which the Organization invites Member States to intensify the efforts made to implement the resolutions of the United Nations concerning the establishment of a New International Economic Order, particularly in the fields of education, science, culture and information,

Recalling that the same resolution invites Member States "to support the efforts of developing countries to train managerial staff and to establish the necessary institutional infrastructures, while respecting their specific circumstances and needs, their national and cultural identity and their sovereign right to take in full independence the decisions governing their development",

Considering that education is a key factor of economic development and a decisive ingredient of social change, and that it should embody and disseminate the values implicit in a New International Economic Order,

Considering that the current state of development of the countries of the region is such that it calls for international co-operation based on their potentialities, limitations, problems and priorities,

Conscious of the important role being played in the region by the international organizations and, more specifically, by those organizations belonging to the region and operating in the regional and subregional framework;

Considering also that co-operation between the countries of the region is becoming increasingly necessary as a means of ensuring solidarity, integration and joint progress,

Considering that the Constitution of Unesco assigns to it a function whose scope renders it particularly

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well-suited to analyse both the elements composing social life and the impact of those elements on the basic needs of the population, their requirements regarding security and socio-economic welfare and the surroundings in which they live,

Convinced that Unesco must increasingly assume the role of catalyst to which it is by nature suited, in order to become an instrument of co-operation and support which places the New International Economic Order being sought in its rightful social perspective, and that it is for the Member States to work individually and collectively to bring about that New Order,

Considering that Unesco's action in the region will continue to play a role of the highest importance not only within the region but also in the latter's relations with other regions and countries in the world,

Considering that regional co-operation is essential in order to achieve integration of the Latin American and Caribbean countries and to strengthen the bonds between them, a necessity arises out of their historical and cultural affinities, and

Recognizing that such regional co-operation has not been fully satisfactory, since it has been inhibited by a variety of factors,

Aware that education should not be regarded as a sector in isolation from science, technology, culture and information,

### I

Recommends to the Member States of Latin America and the Caribbean:

1. That they strengthen their National Commissions for Unesco which afford an ideal means of liaison information and implementation, within the scope of each State, of the programmes drawn up by, or relating to, the Organization, in which the governments of the region participate;
2. That they set clearer goals for educational planning and policy-making, based on the concept that education is a determining factor in the socio-economic development of nations;
3. That they reinforce existing bodies and establish any other that may be necessary for the effective programming, channelling and implementation of the co-operation that should imbue the process of change occurring in the countries of the region, for which purpose the following will be required:
  - (a) efforts should be constantly increased to provide up-to-date information concerning the institutions and centres of excellence in Unesco's areas of work, and concerning their main problems, interests and priorities, so that such information may be instrumental in building up co-operation between the countries of the region and Unesco, among those countries themselves and between them and the countries of other regions;
  - (b) training programmes should be set up in the fields of education, science, technology, culture and information in each country, making use of the services of specialized international personnel wherever necessary and possible, and endeavouring at all times to ensure that such programmes are carried out in accordance with the priorities laid down by each government and by the regional community as a whole;
  - (c) The authorities responsible for drawing up and carrying out educational plans of each government should do their utmost to strengthen the existing links between the countries of Latin America and the Caribbean in the fields of education, science, technology, culture and information by taking advantage of the experience already gained in regional co-operation which, in other form, is a reflection of the determination of governments to work towards effective regional integration;
  - (d) bilateral and multilateral agreements should be concluded on the exchange and circulation of information on educational matters, so that the experience acquired by each country can come to form part of the common heritage of Latin America and the Caribbean;
  - (e) there should be collaboration with the Director-General of Unesco in this attempt to give added depth to co-operation between Unesco and the region, to make it more relevant to present-day needs and improve its effectiveness;

### II

Recommends to the Director-General of Unesco:

1. That he set up more effective mechanisms for consulting the National Commissions of the different countries, with a view to ensuring that the Organization's Programmes cater to the greatest possible extent for the educational priorities of the Member States;
2. That the Organization carry out additional studies in order to identify clearly the cultural affinities and differences existing in the region, and formulate the necessary recommendations with a view to improving existing systems of co-operation and setting up the systems that may be required;
3. That the Organization co-operate with Member States in establishing mechanisms for action enabling it to serve as a catalyst in integrated programmes for school and out-of-school education at the regional, subregional and national levels, with a view to ensuring the wider exchange of the governments' experiences of educational matters;
4. That Unesco ensure effective co-ordination between its Regional Offices and improve co-ordination with other international organizations working in education, science and culture in the Latin American and Caribbean region, with a view to achieving an efficient development programme in which duplication of effort and unnecessary competition will be avoided;
5. That Unesco pursue the efforts being made to ensure that the Organization's Programme and Budget will take increasing account of the realities of the countries of the region, with a view to encouraging the combining of efforts and resources by Unesco and the countries concerned, and by the countries among themselves;
6. That a study be made of the consequences that this approach to co-operation on the part of Unesco and the countries concerned could have in terms of the execution, administration and evaluation of Unesco's activities in the region;
7. That the Organization devote special attention to national priorities and available resources when drawing up fellowship and training programmes for Latin America and the Caribbean, with the aim of ensuring that each country draws maximum benefit from them and that the best possible use is made of the abilities of fellowship-holders;
8. That Unesco take all the necessary steps to ensure that through its technical, administrative and financial capability, which is essentially geared to serving the region, it may collaborate, when the occasion arises, in the exchange of information concerning technical, scientific or financial co-operation between the countries of the region and other countries which may be interested in participating in the process, priority being assigned to the developing countries;
9. That Unesco extend the mechanisms that ensure participation by Latin America and the Caribbean in drawing up the Organization's Programme and Budget;

### III

Recommends to the international governmental and non-governmental organizations and agencies whose activities in the region are concerned with education, science, technology, culture and information, that they strengthen the necessary machinery for co-operation with Unesco so as to ensure that the greatest possible benefit is derived in the spirit underlying paragraphs 4 and 7 of Part II of this Recommendation;

Recommends to the international, regional and subregional organizations engaged in co-operation that they give added stress, whenever necessary, to the role they play as catalysts in informing the international financing institutions of the true needs, problems, interests and priorities of the region.

### RECOMMENDATION NO. 29

The Conference,

Considering that the Latin American and Caribbean region is facing the task of building a new future that will provide its population as a whole with adequate levels of well-being and advancement,

Considering that the solution of the perennial and well-known problems of the developing countries is a vital need, as part of the struggle for world peace and human dignity,

Considering that the development of the countries of the region is seriously impeded by the existence of an unjust international economic order, in which countries holding position of power adopt decisions on

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a world-scale that determine and govern the process of political, economic and ,social development in the countries of the region,

Bearing in mind that many developing countries in Latin America and the Caribbean are overwhelmed by their steadily increasing foreign indebtedness, the shortage of foreign exchange, the rising cost of energy resources and inequitable terms of trade with developed countries that have a market economy, and which take advantage of their privileged position, resulting from an unfair system of dealing with the countries of the region, to buy the products of the developing countries at low prices, and to sell at high prices the technology and other products that these countries must necessarily import,

In view of the fact that sufficient experience has been accumulated to show that many worthwhile initiatives, owing to the economic difficulties besetting those countries, have failed to attain their objectives,

Considering that, as a result, the practical achievements of education in the countries of the region are also being hindered,

Considering that any recommendation to increase the share of the gross national product that the countries of the region should allocate to education is based on the assumption that a truly effective absolute increase in resources can be achieved, and that this objective may be thwarted if the increase in the gross national product of those countries continues to be affected by major problems stemming from an unjust international economic order,

Considering that if the major educational problems of the region are to be solved, the major problems that are hindering its economic development must likewise be solved;

Recommends to the Member States:

1. That they recognize that a fundamental prerequisite of swifter development and hence of the education of the population, is the practical establishment of a New International Economic Order, which, besides narrowing the gap between developing and developed countries, will contribute to the well-being and advancement of Latin America and the Caribbean, especially in the field of education, so as to form the new kind of citizen that the countries of the region require in order to carry out their respective national projects;
2. That, in consequence, they strive to bring about a New International Economic Order, taking into account the needs, characteristics and aspirations of peoples of the region;
3. That they help to strengthen integration and co-operation among the Member States of the region and encourage all activities that will enable them to unite in demanding economic and social justice for their peoples;

Requests Unesco to continue to collaborate assiduously in the speedy inauguration of a New International Economic Order;

Recommends to the Director-General of Unesco and to the Executive Secretary of ECLA that they strengthen co-operation between ECLA and Unesco in the analysis of education/development problems and in the planning of joint activities leading to the adoption of concrete measures to help solve these problems, with due attention to changes in the international economic situation.

## RECOMMENDATION NO. 30

The Conference,

Considering that a large part of Unesco's action in the region is channelled through the Regional Offices for Latin America and the Caribbean, operating in Santiago, Chile (Education), Montevideo, Uruguay (Science and Technology) and Havana, Cuba (Culture and Communication),

Recalling that decentralization in Unesco's activities is a principle that has been approved at a number of sessions of the General Conference and the Executive Board,

Considering that in the Central American areas there are major needs and overlapping interests with regard to technical and financial co-operation,

Bearing in mind that in recent years subregional projects of an integrated nature have been developing, such as the RED Project for a Network of Educational Systems for Development in Central America and Panama, and others supported by other international bodies,

Expresses its satisfaction at the recent creation of the post of Regional Co-ordinator for the region, which is a highly important factor in the strengthening and coherent organization of Unesco's action in the region.

Requests the Director-General of Unesco to ensure that the process of decentralization already under way is continued, and that the work of the Regional Offices is intensified and strengthened at every technical and administrative level so that they may co-operate with the Organization's Headquarters and with the Member States of the region in assessing and implementing the recommendations adopted by the various decision-making bodies of Unesco;

Requests the Director-General of Unesco to ensure continuation of the process of establishing the Organization more firmly in the region through the Offices of Unesco Representatives, with particular attention to the following:

1. the strengthening of Unesco's Regional Offices for Education, Science and Technology and Culture in the region, with the human, material and financial resources that will enable them to broaden the scope of their respective activities, in the context of the gradual decentralization that Unesco is putting into practice in the region;
2. the setting up in Central America and Panama of a permanent subregional Office of the Unesco Representative to facilitate communication between the subregion and Unesco and to ensure stronger co-operation in the subregional, national and local projects and activities of the countries concerned;
3. study of the most appropriate possibilities and machinery for the establishment of an Office of the Unesco Representative for the Countries of the Andean Group;
4. the reinforcement of existing Offices of Unesco Representatives, especially the Kingston Office, which serves the Caribbean subregion;

Requests the Member States of Latin America and the Caribbean to lend permanent support to the Regional Offices and Offices of Unesco Representatives in their performance of the tasks assigned to them.

#### RECOMMENDATION NO. 31

The Conference,

Considering that Latin America and the Caribbean have made very significant progress and have gained considerable experience in the field of education, to which the excellent statements so clearly presented by the distinguished Heads of Delegations bear witness,

Taking into account the fact that there are well-trained technicians and specialists in the region, as well as governmental and non-governmental institutions and organizations performing valuable work in the various fields of development whose services should be put to better use in raising the quality of education in the various countries,

In view of the fact that the technical assistance provided by international organizations is restricted for budgetary reasons,

Considering that horizontal technical, co-operation procedures could be implemented on a more economical basis, by means of training periods, fellowships, seminars, workshop courses, field research, the exchange of documents and information, and the like,

Taking into account that the "expert-counterpart" relationship, as it features in current forms of technical co-operation, is costly in terms of the long periods that specialists must spend before they acquire adequate knowledge of the countries in which they are providing their services, and become identified with them,

Considering that the countries of Latin America and the Caribbean have similar problems, experiences and resources and that they are developing on the basis of similar aspirations within a context of fraternal, economic and social solidarity,

Requests the Director-General of Unesco to make provision, within the Draft Programme and Budget for 1981-1983, for appropriate negotiations with funding organizations that will lead to the financing of a horizontal technical co-operation programme among the countries of Latin America and the Caribbean, at the bilateral, subregional or regional levels;

Recommends that the Director-General of Unesco set up the machinery for such a horizontal technical co-operation programme, utilizing more especially units away from the Headquarters of the Secretariat;

## Recommendations

Recommends to the international organizations that in the implementation of projects in which they co-operate, they make greater use of the services of specialists and experts from the countries in which such projects are being carried out.

### RECOMMENDATION NO. 32

The Conference,

Considering that the United Nations Conference on Science and Technology for Development, held in Vienna in August 1979, recommended that the United Nations General Assembly set up an Intergovernmental Committee on Science and Technology for Development, within the framework of the United Nations system and with its headquarters at the United Nations.

Considering that, at the Vienna Conference, it was decided to set up an Interim Fund to promote science and technology for economic and social development,

Considering that Unesco, within the United Nations system, is the Organization with responsibility and competence in the field of education, science, technology, culture and communication, in accordance with the fundamental principles of the Charter of the United Nations,

Requests the Director-General of Unesco to convey to the Secretary-General of the United Nations the Conference's wish that the Intergovernmental Committee on Science and Technology for Development, whose creation was approved at the Vienna Conference, be established and assume its functions as soon as possible, taking due account of Unesco's valuable institutional collaboration as the international agency best suited to develop programmes in this important field.

### RECOMMENDATION NO. 33

The Conference,

Recognizing the fact that educational programmes in the social sciences in the institutions of higher education in the Caribbean subregion are still largely based on non-local values and ideals,

Convinced that if education in these institutions is to be effective and conducive to the development of the Caribbean societies, the social relevance of curricula, especially in the area of the social sciences, is of prime importance,

Recommends to Unesco to support the Member States in setting up subregional and regional programmes to stimulate the development and publication of educational materials in the social sciences and in evaluating at the subregional level social science theory and methodology in terms of their relevance to the Caribbean situation.

### RECOMMENDATION NO. 34

The Conference,

Noting the urgent need for co-operation and for the pooling of experience, information and studies concerning the most serious problems of higher education in Latin America and the Caribbean,

Recalling the existence of the Regional Centre for Higher Education in Latin America and the Caribbean (CRESALC), set up by Unesco in accordance with the terms of reference assigned to it by the General Conference at its nineteenth session, held in Nairobi in 1976, and whose headquarters is in Caracas,

Recommends to Member States that they:

1. provide the Centre with the necessary funds to enable it to operate and to carry out its work programme;
2. co-operate in the Centre's documentation and information work and in carrying out the special studies organized by CRESALC;

3. help the Centre to attain the objectives established for co-operation in the region, in accordance with the suggestions put forward by the Advisory Committee of CRESALC, within the framework of the Programme and Budget approved by the twentieth session. of the General Conference for the years 1979-1980, and to develop its action in the years to come, in conformity with the resolutions of the General Conference.

## RECOMMENDATION NO. 35

The Conference,

Considering the advantage to be derived by Member States of the region from horizontal co-operation in the form of exchanges of experience and information with a view to fostering innovation in educational systems in the region,

Considering that Unesco has been strengthening this type of co-operation through the organization in various world regions of Co-operative Networks for Educational Innovation, which are helping to ensure that more effective use is made of experience and information existing in such regions,

Considering that a whole range of established exchange mechanisms and institutions exists in the region which could form part of a Co-operative Network for Educational Innovation in Latin America and the Caribbean,

Considering that Unesco has submitted to the Conference document ED-79/MINEDLAC/REF.4, dealing with the creation of a Regional Co-operative Network for Educational Innovation in the region and containing a work programme for the coming years.

Recommends to the Member States:

1. That they support the proposal contained in document ED-79/MINEDLAC/REF.4 for the establishment of a Regional Co-operative Network for Educational Innovation for Development in Latin America and the Caribbean;
2. That, in establishing the Network, they make maximum use of existing infrastructures and machinery in the region and strengthen their functioning;

Requests the Director-General of Unesco to take action, beginning in 1981, for the establishment of the Network, in consultation with Member States and with the participation of such international bodies as he may deem necessary.

## RECOMMENDATION NO. 36

The Conference,

Considering the socio-cultural specificity of the countries of the Caribbean subregion and the previously expressed desire of the Member States of the subregion to co-operate in revising their educational systems to meet their development needs,

Recognizing the necessity of creating communication channels between the countries of the subregion in order to make more efficient use of their limited endogenous resources and the desire of the Member States to establish mechanisms for the realization of integration of education and development in the Caribbean,

Expressing deep appreciation of the measures taken so far by Unesco to encourage the study, development and practical application of the aforementioned concepts,

Recalling that the expert meeting on the Caribbean Network for Educational Innovation for Development (CARNEID) held in Paramaribo in July 1979, recommended as one of the four points of priority programme areas the contribution of education to work,

Recommends to Unesco to continue its efforts aimed at the expeditious implementation of the Caribbean Network for Educational Innovation for Development (CARNEID) as an instrument for the practical application of the aforementioned concepts.

RECOMMENDATION NO. 37

The Conference,

Considering that, with a view to developing education in sectors of extreme poverty, the Member States of Latin America and the Caribbean should allocate substantial resources to investments in physical infrastructure that will ensure minimum quality standards for the environment in which the educational process takes place, and that sufficient resources are not available,

Recalling the effective action deployed by CONESCAL in the field of school construction and equipment,

Requests the intergovernmental financing agencies, and in particular the Central American Bank for Economic Integration (CABEI), the Caribbean Development Bank (CDB), the Inter-American Development Bank (IDB), the World Bank (IBRD) and the United Nations Development Programme (UNDP) to support the school construction and equipment projects in sectors of extreme poverty being prepared by the Member States.

Urges the Member States of Latin America and the Caribbean to give CONESCAL. their maximum support with a view to carrying out the above-mentioned activities,

Recommends that the Director-General lend his support to the Member States of the region in regard both to the formulation of projects and to the search for new, non-traditional international sources of funds for projects connected with the provision and improvement of the educational infrastructure in sectors of extreme poverty.

RECOMMENDATION NO. 38

The Conference,

Considering:

1. That next January will mark the tenth anniversary of the Andrés Bello Convention concerning educational, scientific and cultural integration, which at present includes Bolivia, Colombia, Chile, Ecuador, Peru and Venezuela and will soon include Panama,
2. That under this Convention an extensive programme is being developed for the promotion of education in the Andean subregion,
3. That the efforts being made by these countries on behalf of education, science and culture are insufficient to meet the great educational needs of the subregion,
4. That valuable co-operation has existed in the past between the Secretariat of the Andrés Bello Convention and Unesco,

Requests the Director-General of Unesco to strengthen Unesco's collaboration with the Executive Secretariat of the Andrés Bello Convention (SECAB) by means of specific measures to be included in Unesco's Draft Programme and Budget for 1981-1983;

Recommends to the Member States of the Convention that they pledge their assistance to any projects that are formulated between the two organizations.

RECOMMENDATION NO. 39

The Conference,

Considering the importance of the various forms of regional co-operation for the .development of education in the Latin American and Caribbean countries,

Recognizing the contribution provided in this context by the Ibero-American Bureau of Education (IABE),

Noting the need for full knowledge of co-operation activities in the region and for co-ordinated action with regard to such co-operation,

Recommends to the Member States of the region that are not, as yet, members of the Ibero-American Bureau of Education to consider joining it;

Recommends to Unesco that it support, and whenever possible, participate in the Bureau's activities in the region.

RECOMMENDATION NO. 40

The Conference,

Considering Unesco's support for the promotion of greater co-operation and integration among the Member States of the Latin American and the Caribbean region,

Considering that to this end it is necessary for government and other officials of the various Member States of the region who are involved in the work of Unesco to have frequent meetings for the purpose of exchanging ideas and expertise,

Recognizing that the existing language barriers between and among the Member States of the region constitute an impediment to an optimal realization of the goals set forth above,

Recommends Unesco to collaborate with the Member States in order to offer the opportunity to the government and other officials concerned to acquire the necessary command of Spanish, English and French and that to this end grants and other facilities be accorded for language study by means of intensive courses in countries within the region where the respective languages are spoken.

RECOMMENDATION NO. 41

The Conference,

Recommends to multilingual Member States that they include in their education programmes the teaching of the languages of indigenous population groups;

Recommends to Unesco that it co-operate with Member States in the implementation of such programmes.

RECOMMENDATION NO. 42

The Conference,

Considering that there is a need for mutual understanding of the problems pertaining to education and the exchange of experiences related to efforts to arrive at the solution thereof among the Member States of the Latin American and Caribbean region,

Considering that a compendium containing data on the educational systems, the demography, the economic and cultural contexts of the various Member States would facilitate and enhance mutual understanding and collaboration,

Requests the Director-General to examine the possibility of publishing a compendium, as defined, in co-operation with the governments of the Member States of the region.