

Final Report

Third International Conference on Adult Education

Convened by Unesco

Tokyo,
25 July - 7 August 1972

Unesco

III. SUMMARY AND MAIN CONCLUSIONS

Seized of the urgent need to expand educational opportunity within integrated life-long education systems, the Conference agreed on the following:

Education and human needs

1. Education is both a product of society and an influence shaping it. Changes in society and the developmental objectives of the community therefore entail alterations in the systems of education; conversely, educational goals usually call for social, economic, cultural or political reforms. It is the duty of adult educators to identify and suggest such reforms.

2. No groups or individuals in society should be denied access to adult education. Participation should be as broadly based as possible. This requires that barriers to access should be removed and that the motivation for adults to learn be specially studied. It should be particularly noted that many adults lack the time and resources to participate in education. Paid study leave, day release and security of employment during study leave should therefore be guaranteed through appropriate legislation. Unemployed workers should have the right to occupational training and to be paid during training. Workers' education and trade union and co-operative education should be promoted. The main thrust of adult education in the 1970s in developing programmes should be to meet the educational needs of traditionally underprivileged groups in many societies. Among these can particularly be mentioned unemployed youth, premature school-leavers in developing countries, the rural population of many countries, migrant workers, the aged and the unemployed.

Within these groups girls and women are often particularly disadvantaged.

3. If the access to adult education is to be widened, educational counselling services are needed. Adults must become aware of opportunities open to them and be advised on the requirements and consequences of different methods of study and of various programmes.

4. The eradication of illiteracy is a key factor in development. Literacy is a cornerstone of adult education. But it is a means to an end, not an end in itself.

5. Rural development on the scale and at the speed required in most countries calls for extensive adult education provision, especially directed at the subsistence farmer and the landless agricultural worker in

conjunction with social and economic reforms. Industrial development too, carries with it a need for adult education programmes to enable the adult to participate in and help direct the scientific and technical changes involved.

6. A study and understanding of environmental issues including erosion, water conservation, pollution and population questions should be a major concern of adult education.

7. Education must be transformed from an essentially formal process into a functional one. Adult education must move out into society, merging with work, leisure and civic pursuits. As expressed at the Latin American Seminar on Adult Education, held in Havana in March 1972, this functional role could be defined in the following way:

Summary and main conclusions

8. "Functional adult education is that which, founded on the relationship between man and work (taking the word work in its broadest sense) and linking the development of the working individual with the general development of the community, reconciles the interest of the individual with those of society. Functional education therefore is that in which the individual fulfils himself within the framework of a society whose structures and whose superstructural relations facilitate the full development of human personality. Thus, it helps to produce an individual who is a creator of material and spiritual wealth, while at the same time allowing him unrestricted enjoyment of his creative work. Viewed in this way, functional adult education is, to a great extent, the aspiration of educators throughout the world who are concerned with the effectiveness of their work; its application and efficiency are hampered when there is no mutual relationship of support between the so-called sub-systems of a particular society, whereas they are considerably facilitated when such sub-systems are harmoniously intertwined and lend one another mutual support. "

Participation

9. Since the participation of people at the grass-root level is essential, adult learners should play an active part in the planning, management and conduct of their own studies. Adult educators should therefore reach people in their own natural environment, so that these adults may feel secure and be genuinely motivated.

10. In order to make rewarding opportunities available for creative participation by adults in the cultural life of their communities, the cultural dimensions of adult education should receive special attention; adult education and cultural development are interdependent.

11. The conventional teacher-student relationship should become a partnership based on participation and mutual learning in which the application of knowledge and the problem-solving approach is stressed.

The use of the mass media

12. The mass media should be more extensively and expertly used to ensure economic, social and cultural development. In such use the public interest should be placed above commercial or private interests the participation of adult learners at various levels of educational programming in the mass media should be strengthened.

Administration organization and finance

13. Governments must be committed to adult education and should accord its status equal to that of the formal school system. Member States should therefore substantially increase their budgetary support for adult education. International agencies and organisations such as Unesco and bilateral agencies of development co-operation should devote a considerably larger proportion of their resources to adult education.

14. The strength of adult education lies in its diversity; adult education functions should be widely diffused throughout society through such institutions and organisations as trade unions, governmental bodies enterprises, agricultural units and co-operatives. The essential role of voluntary organisations and popular movements in adult education should continue to be recognized by governments. They are often able to reach and involve the educationally underprivileged when statutory bodies cannot do so. Efforts should also be made to ensure collaboration between providing agencies at all levels.

15. In order to facilitate the creation of a functional system of life-long education, schools should be concerned with the whole community. The school should be viewed as only one of many learning agents. Teaching pupils how to learn should be its chief task.

16. Adult educationalists should be strongly represented on educational policy-making bodies, and teachers at all levels should receive at least some training in adult education methods and techniques.

17. The role of the universities in adult education should be widened. Formal university entrance qualifications based on school examinations should be waived so that mature adults with the requisite knowledge and skills, acquired through mature age entry schemes or in other ways, should have an opportunity for study. Universities should identify and carry out their research and training tasks in relation to the needs of the total society and not only privileged segments.

18. Adequate academic status should be afforded to adult education as a discipline. More professional adult educators must be trained and adult education research intensified. Such research should be problem oriented and multidisciplinary in its approach

International co-operation

19. International co-operation and the exchange of ideas in the field of adult education should be encouraged. In this respect, the needs and problems of the Third World should be given major attention. Special note should be taken of the close relation between adult education goals and the promotion of world peace .

20. There should be more regular and formalised consultation and collaboration between the various international agencies and bodies that have programmes of adult education. Regional meetings on adult education should be held, particularly in the Third World.

The Conference, in conclusion, emphasised:

21. Learning is life long; the education of adults and of children and youth are inseparable. But to be an effective agent of change, education must engage the active commitment and participation of adults. It should seek to improve living conditions and the general quality of life. Apathy, poverty, disease and hunger are major human evils facing the world today. They can be eradicated only by making people aware of what causes them and how to conquer them. Social improvement and adult education are thus complementary.

22. The widening gap between nations, groups and individuals constitutes the greatest moral challenge of our time. To close the gap is more than a question of social justice. In an era of ever-growing interdependence between countries and of increasing human wants, it is an economic imperative and a pre-condition of world peace. ;

23. This inequality is due also to the unequal distribution of knowledge. But it cannot be solved simply by enlarging existing educational facilities. Experience shows that the provision of more education in most communities tends to favour most the already well educated; the educationally underprivileged have yet to claim their rights. Adult education is no exception to the rule, for those adults who most need education have been largely neglected - they are the forgotten people.

24. Thus the major task of adult education during the Second Development Decade of the United Nations is to seek out and serve these forgotten people.

V. RECOMMENDATIONS

RECOMMENDATION 1

National policies for adult education

The Conference,

Convinced that adult education forms an integral part of life-long education and is inseparable from the goal of expanding educational opportunities for all,

Recognizing education as the means whereby everyone can be equipped with the knowledge to understand and to participate in social change and to improve the quality of human life,

Considering that the planning, administration and financing of adult education must be carried out within the framework of national policies and objectives,

Considering the role of workers' organisations in economic, social and cultural development,

Recommends that Member States adopt a general policy for adult education, oriented towards creating in adults a critical awareness of the historical and cultural world in which they live so that they may be able, by creative action, to change that world;

Recommends that in the formulation of this policy and corresponding programmes Member States take into account the following factors:

1. that public access to adult education including literacy should be expanded so as to provide learning opportunities for all citizens without regard to race, colour, creed, sex, age, social position or educational level;
2. that within the context of life-long education, adult education be recognised as a specific and indispensable component of education, and that legislative or other measures be taken which support the development of broadly based adult education services;
3. that school education should-be oriented towards preparing young people for self-directed life-long education;
4. that the content and method of adult education programmes be designed to respond to the needs and interests of individual learners and to further the well-being of the community as a whole, giving emphasis to community involvement by means of informal methods, especially the formation of mutual education groups, discussion groups, and adult education within the work situation;
5. that the aims of adult education include ensuring the active participation and commitment of the learner at each stage of programming, execution and evaluation;

Recommendations

6. that surveys and studies be conducted to identify and evaluate the factors which motivate adults to engage in sustained education;
7. that, as adult education programmes may be initiated in many ways, the democratisation of education should be promoted by the participation of various interested organisations such as trade unions, employers' associations, government departments, voluntary and social organisations engaged in adult education in decisions on organisation, implementation, content of programmes and the selection of instructional methods;
8. that steps be taken to encourage the conclusion of collective agreements relating to adult education;
9. that aims and methods characteristic of adult education be used by the public extension services with a view to developing in their users the adoption of new attitudes, values and aspirations;
10. that, in addition to its emphasis on socio-economic development, functional literacy should also aim at the awakening of social awareness among illiterate adults so that they may become active agents in the building of a new and better society.

RECOMMENDATION 2

The aims of adult education

The Conference,

Bearing in mind that some States still resort to war in an attempt to solve international problems and that human talents and material resources are often misused for amassing armaments,

Noting that peace, democratic participation and a congenial environment are primary and vital conditions for all human development,

Stressing the tendency for the gap between rich and poor to widen both internationally and nationally,

Recalling that the Intergovernmental Conference on Cultural Policies in Europe (Helsinki, 1972) recommended that Member States create economic and social conditions which would afford the population at large free and equal access to culture, and provide the material conditions necessary for all-round cultural development and for the free exercise of creative activity,

Realizing that the environment is being misused and polluted, thus threatening human existence,

Convinced that it is a vital function of adult education as well as education in general to increase public awareness of the economic, social and political factors which underlie these conditions, and to develop the will and the ability of people to change them,

Pointing out that it is not enough that adult educationists should concentrate one-sidedly on opportunity, methodology and techniques, but that it is essential that they accord a key place to the objectives and content of education

Recommends that Member States and Unesco in their adult education programmes emphasise:

- (1) Education for the development of spiritual values, peace, international understanding and co-operation and elimination of all forms of domination in international relations;
- (2) Education for economic, social and cultural equality both at national and international levels, with special attention to creating solidarity between developed and developing countries;
- (3) Education for the protection and improvement of the environment and for making it more conducive to cultural development;

- (4) Education designed to encourage people to participate in influencing the directions taken by their societies and to develop the attitudes and skills which will make such participation both meaningful and effective .

RECOMMENDATION 3

Equal access to education for women

The Conference,

Mindful of the social and other handicaps which in many countries inhibit women from playing their full role in society,

Recognizing that equal access to education for women is essential for the democratisation of education,

Recommends that Member States give high priority in their development plans to provide wider access of women to educational opportunities, and in particular to out-of-school education.

RECOMMENDATION 4

Learning opportunities for the under-privileged

The Conference,

Believing that following a decade which has witnessed new trends in adult education, emphasis in the United Nations Second Development Decade should be placed on greater democratisation and providing learning opportunities for all,

Noting that educational resources are unequally shared by privileged and under-privileged groups,

Noting further the adult educational needs of workers who have had relatively limited access to education,

Recommends that Member States:

- (1) Associate themselves in the search for new educational strategies designed to foster more equitable relations among social groups
- (2) Intensify their efforts in the democratisation of adult education and re-examine the allocation of their resources in this light;
- (3) Provide in national development plans for the creation of employment opportunities suited to the educational level of workers and young people, giving particular attention to the needs of the most underprivileged groups;
- (4) Give full recognition to the diplomas and qualifications acquired outside the formal educational system;

Recommends that Unesco:

- (1) Give priority in its programme and budget to the promotion of educational policies designed to meet the needs of under-privileged groups;
- (2) Request the Specialized Agencies of the United Nations system to co-operate in the co-ordination and development of programmes intended for under-privileged groups;

Recommendations

- (3) Undertake, with the assistance of its institutes, a comprehensive survey of the work in this field by regional and international organisations;
- (4) Study the possibility of (a) collecting and distributing information on the educational strategies applicable to the under-privileged, including comparative studies of thematic character on such problems as hunger, housing, health, urban living, automation, etc.; (b) organising seminars and exchanges between the more developed and less developed countries of those engaged in development work among the under-privileged to seek and to apply new educational strategies for the under-privileged.

RECOMMENDATION 5

Out-of-school education for young people

The Conference,

Recognizing the existing gaps between formal education and adult education and that in many countries these gaps are widened by the tendency for children and young people to drop out of school,

Recommends that Member States:

- (1) Extend and improve the provision of education for self-employment and out-of-school education for young people.
- (2) Increase the funds allocated to education with a view to the application of a suitable methodology to counteract dropping out.

RECOMMENDATION 6

Measures to promote the education of workers

The Conference,

Considering that, since adult education forms an integral part of life-long education, most countries should undertake thorough reforms of education in the democratic framework of cultures and national interest,

Regarding education as the totality of the means and methods whereby everyone can be given an opportunity for a constantly improving understanding of the changing world and can thus be in a position to take part in its transformation and in universal progress,

1

Considering that the many component elements of culture form a single whole and are dialectically linked, that no single one of them should be particularly privileged, and that in this age of scientific and technical revolution, science is an integral part of culture,

Convinced that adult education should benefit primarily those who are still most often deprived of it, namely the workers of town and countryside,

Noting that, since the primary need felt by workers is the need to be able to pursue an occupation in keeping with their inclinations and talents, remunerated in accordance with the value of their work and offering possibilities for advancement, this fact should be the starting point from which to go on to other aspects of adult education responding to the overall aspirations of the individual as citizen,

Noting that the social and economic conditions imposed upon workers continue to be the primary obstacle to the development of education,

Recommends that Member States urgently take any measures necessary in order:

- (1) that the status and living and working conditions of the labouring classes may be improved by providing them with a continually developing educational system;
- (2) that national planning may provide for the gradual creation of a sufficient number of jobs suited to the level of education reached by workers and young people, thus contributing in many countries to a solution of the problems caused by a brain drain contrary to the national interest;
- (3) that the most under-privileged groups, including immigrant workers, unskilled farm workers, handicapped workers, working women and young people, the unemployed, etc., may take part in educational activities in accordance with their needs;
- (4) that manual and intellectual workers may obtain, as is already the case in a number of countries, the following:
 - (a) recognition, through legislation to that effect, of the right to life-long education and training courses, whether vocational or general, during working hours without loss of earnings, and also any paid study leave needed to continue their studies;
 - (b) recognition of diplomas and qualifications acquired as part of adult education and inclusion of this in binding clauses forming part of collective agreements;
 - (c) legislation establishing the right of unemployed workers to vocational training paid as working time;
 - (d) the subsidizing by the public authorities of the costs of adult education, with trade union organizations, representing the workers, having full right to take part in the definition and drawing up of the programmes, in the management of the funds allocated and in the carrying out of adult education activities;
- (5) that priority and special attention be given to the training of adult education teachers and organisers drawn from the working class and the toiling masses who will carry on their activities in those milieux;

Recommends that Member States and Unesco, in view of the great difficulties encountered by the developing countries, by the former colonial countries and by the liberation movements of the peoples still under colonial domination, should, in order to implement the above recommendations, increase the aid they give in many forms to these peoples so as to enable them to set up adult education structures as soon as possible.

RECOMMENDATION 7

Preparation of a Recommendation to Member States on Adult Education

The Conference,

Guided by the spirit of the United Nations Charter, the Constitution of Unesco and the Universal Declaration of Human Rights,

Believing that the right of individuals and nations to education, their right to learn and to go on learning, is to be considered on the same basis as their other fundamental rights, such as the right to health and to hygiene, the right to security, the right to all forms of civil liberty, etc.,

Noting that, while adult education in the developed countries poses problems of social advancement and of adaptation to the scientific, technological, economic and social conditions of life in the ever-changing world of today, total illiteracy continues to afflict almost one-third of mankind, for the most part in Asia, Africa and Latin America,

Recalling that, whereas adult education thus continues to be a serious matter for the developed nations and societies, for the peoples of the Third World it is a problem of tragic proportions, thwarting their efforts for development and social advancement,

Recommendations

Considering that the fact that mankind shares common problems and a common destiny obliges all countries and all peoples to act on fellowship, concerting their efforts and pooling their resources in order to devise adequate solutions with the aim of securing man's all-round fulfilment,

Considering that the international community, which has given its sanction once and for all to the just cause of decolonization as a force for peace and progress for all mankind, is duty bound to strive to complete the process of decolonization by seeking adequate ways and means of going to the help of almost a third of mankind which is still struggling to free itself from the toils of total illiteracy,

Noting that decolonization will never fully attain its aim if a third of mankind, being illiterate, not only remains a frustrated onlooker of the development of the other two-thirds, but plays no part in the pursuit of progress and in the enjoyment of the benefits of universal progress,

Considering that international co-operation is a decisive factor in the development of education and that aid to the vast majority of the peoples of the Third World in this field is both a vital necessity and an act of justice, wisdom and historical restitution,

Notes that recognition of the importance of adult education for the satisfaction of individual aspirations, economic and cultural development and social progress is still far from expressing itself to anything like the desirable extent in practical action by the public authorities, working in conjunction with social organisations;

Recalls that countries, regardless of the level of development which they have reached, cannot hope to attain the development objectives which they have set themselves and to adjust to the changes of all kinds which are occurring in all societies at an ever accelerating rate if they do not give increased and constant attention to adult education and provide it with the necessary human and material resources;

Reiterates that a genuine regeneration of education and the creation of conditions for life-long education require that circumstances be created in which adults can find an answer to their problems in the context of their own lives, by choosing among a range of educational activities whose objectives and contents they have themselves helped to define;

Considers that the elaboration and the adoption of an international instrument concerning the basic principles and problems set forth above could well help to indicate solutions to the problems of the quantitative and qualitative development of adult education as a whole and more particularly to the eradication of illiteracy; and consequently,

Recommends that UNESCO explore the possibility of preparing, as soon as possible and in accordance with the Rules of Procedure concerning Recommendations to Member States and International Conventions covered by the terms of Article IV, paragraph 4, of the Constitution, a recommendation to Member States concerning the development of adult education) in relation to the total liberation of man.

RECOMMENDATION 8

Recognition of adult education as an essential sector of the educational system and strengthening Unesco's action in this field

The Conference,

Recognising the importance of national objectives and national policies for the promotion of adult education in all its aspects,

Realizing that adult education is a tool for the unity and development of a nation but that in the majority of cases, national development plans do not place sufficient emphasis on the role of adult- education in the overall process of development,

Believing that in any country today education in general, and adult education in particular, can no longer be considered as a social service, but as a necessary national investment,

Considering that adult education cannot be seen as an isolated area but only in the context of the overall system of education,

Considering further that empirical research has shown that the impulse to take part in educational activities, in particular in those of adult education, depends very much on the kind of education received at pre-school and school ages and on its democratisation,

Observing that during the last decade, Unesco has played a major role in developing the concept of life-long education and should pursue its efforts in this direction in the coming years,

Recommends that Member States:

1. Give due recognition to adult education as an essential sector of their educational system;
2. Plan adult education programmes within the framework of community development programmes, and link them with present and future manpower needs, so that efforts made in the education of adults can have an immediate effect on the economic and social development of the country;
3. Integrate the planning and execution of adult education programmes with overall national education planning;
4. Make adult education planners aware of the various development planning priorities in their respective countries and, to this end, ensure that a close relationship is maintained with the official body responsible for the national economic and social plan;
5. Allocate a sufficient percentage of the national budget and, in particular, of their education budget to adult education;
6. Among other fiscal measures, invite enterprises, which profit considerably from adult education programmes, to make a reasonable contribution to the costs thereof;
7. Make all ministries and government departments aware of the fact that they are all to some extent involved in adult education and that they should therefore, support the central body responsible for coordinating it;

Recommends that Unesco:

1. Intensify its efforts to promote the concept of life-long education and adapt the structures of its Secretariat accordingly;
2. Reinforce substantially its adult education programme, in particular in the framework of the International Bureau of Education, the International Institute of Educational Planning, the Unesco Institute of Education and the International Advisory Committee for Out-of-School Education whose role should become more flexible and dynamic;
3. Help Member States, at their request, to promote activities aimed at integrating adult education into the education system;
4. Step up its role as an international clearing-house for governmental and non-governmental adult education bodies;
5. Regularly publish and disseminate all useful information;
6. Make a comprehensive survey of the work hitherto done by regional and international organisations and institutes in the field of life-long integrated education;
7. Encourage direct contacts, exchanges of materials and information, and co-operation between the agencies currently involved in this work.

RECOMMENDATION 9

The organisation of adult education

The Conference,

Considering that adult education offers the citizen an instrument of emancipation in a society which he is called upon to construct and transform from within,

Recognising that adult education, by virtue of the qualifications it imparts and the influence it exerts, can contribute to a change of attitude among people in the developing world and can also be a powerful catalyst in the process of development

Considering the vital importance of increasing participation by the adults concerned and their representatives in determining the content of programmes and in their teaching and administration,

Recommends that Member States:

1. Develop, as required, large-scale education programmes for the all-round development of the individual in the framework of changing social and economic structures;

Recommendations

2. Improve the practical knowledge of rural communities;
3. Encourage participation by non-governmental organisations in national adult education programmes;
4. Explore the possibility of establishing national adult education associations in order to enlist the participation of different organisations in the preparation of adult education policies and programmes;
5. Establish, in order to promote information and knowledge about adult education, national institutes of adult education to act as national documentation centres and clearing-houses for information on adult education at both national and international levels, to co-ordinate adult education activities throughout the country, and ensure close co-operation between government agencies, universities and private adult education bodies.

RECOMMENDATION 10

Greater priority to adult education in the Programme of Unesco and in international aid

The Conference,

Considering the fundamental role which adult education, because of its positive impact on the economic, social and cultural development of countries, has to play,

Considering that investments in programmes of adult education yield a high rate of return,

Considering the great importance of promoting adult education as an instrument for social advancement and for improving the quality of life of the populations concerned,

Recommends that Unesco:

1. Give greater priority to adult education programmes in the allocation of its own resources and urge the Specialized Agencies of the United Nations system to do likewise;
2. Concentrate a greater proportion of its resources, within its adult education activities, on assistance to the disadvantaged groups;
3. Continue to develop co-operation between the agencies of the United Nations system concerned with adult education, and strongly urge the agencies concerned with bilateral and multilateral financing, in particular the International Bank for Reconstruction and Development, to grant due priority to the financing of national adult education programmes and to make allowance for recurrent expenditure in specific programmes.

RECOMMENDATION 11

Education for cultural fulfilment

The Conference,

Considering the importance of art education and the extensive use of books in adult education,

Noting that museums and libraries are still, in most countries, used only by a privileged minority,

Recommends that Member States, in co-operation with the International Council of Museums, the International Federation of Library Associations, and other international organizations concerned with art and literature, intensify their efforts to devise a method of popularising culture and fostering the reading habit so as to enable the masses to play a creative role and attain cultural fulfilment;

Recommends that Unesco take account, in establishing its next adult education programme, of the recommendations made by the intergovernmental conferences on cultural policies (Venice, 1970; Helsinki, 1972).

RECOMMENDATION 12

Parent education

The Conference,

Convinced that the success of any attempt to reform the education system depends to a great extent on the understanding and active participation of parents,

Stressing that the acceptance of the idea of life-long education will depend on the active co-operation of those whose children will attend the educational institutions of tomorrow,

Recommends that Unesco give the problem of parent education higher priority in its programme by means of substantial pilot projects.

RECOMMENDATION 13

Exchanges of experience related to new integrated education systems:

The Conference,

Considering the important role of adult education in integrated education systems, within the context of lifelong education, as a factor in the democratisation of education and in economic, social and cultural development,

Recognising that basic problems still remain unsolved with regard both to the implementation of the concept of life-long education and to the democratisation of education, and that international co-operation is required for the solution of these problems,

Recommends that Unesco:

1. Make provision for exchanges of experience between different countries with regard to the planning of, and research in, adult education and promote thorough research into the implementation of new integrated education systems adapted to the specific conditions of different countries;
2. Bring out clearly in these studies the linkages between the various subsystems - formal education, training, supplementary education, vocational guidance, rural education, etc.;
3. Help Member States which so desire to establish models of life-long education which take account of their specific conditions, their cultural context and their economic and social development needs.

RECOMMENDATION 14

The gathering and processing of data

The Conference,

Considering the impossibility of carrying out any serious survey of educational activities with the conceptual and technical tools at present in use, the absence of any methodology for listing the various forms of adult education, and the urgent need for statistical data in order to work out and to implement adult education plans,

Recommendations

Recommends that Unesco:

1. Sponsor systematic research with a view to defining the criteria for classifying adult-education activities;
2. Invite Member States to support such research;
3. Consider the possibility of an initial data-gathering project with a view to setting up, after the necessary analyses, assessments and adjustments have been carried out, a permanent system for the gathering and processing of the statistical data on adult education, which is essential at the evaluation and forecasting stages.

RECOMMENDATION 15

Regional seminars on the planning, financing and administration of adult education encouragement of comparative studies

The Conference,

Considering that the planning of education, like any other planning, calls for a planning-programming budgeting approach and that the requirements of life-long education entail co-ordinated planning of school and adult education systems,

Considering also that the difficulties encountered in the planning of adult education stem from an inadequate awareness among those responsible, from a shortage of specialists and from a lack of comparable data,

Recommends that Unesco:

1. Organize, as frequently as possible, Regional seminars, open to various categories of participants, on the planning, administration and financing of adult education;
2. Encourage small international meetings for the comparative study of adult education.

RECOMMENDATION 16

International action against illiteracy

The Conference,

Realizing that, in most countries of the Third World, the percentage of illiteracy among adults is still disturbingly high,

Noting that illiteracy divides people into virtually two "worlds", which may well be one of the factors in low economic growth, social tensions and political instability, not only in the individual States, but also in the world at large,

Inasmuch as the solution of this problem requires enormous financial and human resources in the developing countries, which are already allotting a large share of their gross national product to education,

Recommends that Unesco, at the request of Member States and in co-operation with other organisations of the United Nations system, or through funds-in-trust arrangements:

1. Assist increasingly in the training, by local institutions, of teaching staff and administrative and technical personnel for adult education;

Recommendations

2. Help universities to play a more dynamic role in the fields of research, development of better methods, the use of mass media and visual aids in adult education, and encourage the exchange of professional staff between universities;
3. Promote research by local institutions on specific problems of adult education;
4. Encourage literacy instruction in local languages to promote awareness of the socio-economic situation and to enable workers to improve their skills, thus creating functional literacy programmes in the full sense by actively involving illiterates in their own instruction;
5. Increase its assistance to local book production and printing.

RECOMMENDATION 17

Regional institutes for literacy and adult education

The Conference,

Having reviewed the immense efforts that have been made since the Montreal Conference, at both the international and national levels, to extend school enrolment for children and adolescents and to combat illiteracy among adults,

Noting that the percentage of illiterates has shrunk while the overall picture shows that the number of illiterates has continued to increase,

Noting with disquiet that the illiteracy problem in developing countries still constitutes a serious obstacle to development,

Noting that progress in international co-operation in the field of adult education over recent years has been far from satisfactory,

Bearing in mind that literacy training is considered to be an integral part of adult education, particularly in developing countries, where adult education programmes include a compulsory literacy component, with special emphasis on functional literacy linked to social, political, economic and cultural development,

Paying tribute to Unesco for the valuable support it has given to the Regional Centres for Functional Literacy in Rural Areas for the Arab States (ASFEC) and for Latin America (CREFAL) and to the International Institute for Adult Literacy Methods (Teheran),

Noting that both ASFEC and CREFAL have an important role to play in the fields of training, research, information and the production of instructional materials for use in adult education in general and functional literacy in particular, and that the two Centres are to assume increased responsibilities in this vital field, including the possible organisation of long-term courses,

Recommends that Unesco:

1. Ensure that ASFEC, CREFAL, and the International Institute for Adult Literacy (Teheran), in cooperation with other regional institutions which are not directly connected with Unesco, such as ICECU (Costa Rica), SENAI and SENAC (Brazil) and SENA (Colombia), link their literacy activities to adult education in the context of life-long education and acts as agents, in their respective regions, for the propagation of the new trends in adult education which emerge from this Conference and for the implementation of its recommendations;
2. Negotiate, in agreement with the Member States of the regions concerned, with the United Nations Development Programme in order to obtain its financial support for these two centres until such time as the Member States of the regions concerned can gradually assume financial responsibility for them;
3. Consider the possibility of establishing a regional literacy centre for Africa;

Recommendations

4. Takes note of the wish expressed by the Member States concerned that Unesco continue its financial assistance to ASFEC, CREFAL and the International Institute for Adult Literacy Methods (Teheran) to enable them to carry out their functions in the field of education, with particular emphasis on functional literacy.

RECOMMENDATION 18

Polyvalent adult education centres

The Conference,

Considering the satisfactory results obtained by the polyvalent centres set up under the auspices of Unesco, results which are directed towards the all-round advancement of workers in various enterprises and other sectors of the population,

Recommends that Unesco continue aiding in the establishment, in developing countries which so request and in accordance with the resources that can be marshalled for this purpose, of polyvalent education centres, as a pioneering initiative conducive to the extension of adult education.

RECOMMENDATION 19

International co-operation in developing curricula, unit/credit systems and multi-media programmes

The Conference,

Noting that adult education lends itself particularly well to international co-operation,
Considering that the development of curricula is particularly difficult and costly,

Recommends that Member States:

1. Through the intermediary of Unesco, agree among themselves on the preparation and adoption of international standards in the most important fields, such as the teaching of languages and basic studies, with a view to helping create a universally accepted unit/credit system;
2. undertake joint efforts to produce multi-media programmes with a view to reducing the high cost of software .

RECOMMENDATION 20

Research on impediments to the dissemination and use of audio-visual materials

The Conference,

Considering that the use of modern communication media for adult education purposes is limited by the cost of production and the cost of obtaining the programmes themselves,

Considering that this question is closely linked with that of copyright which Unesco already handles in respect of printed works,

Recommends that Unesco and Member States, in co-operation with the national and international organizations concerned, carry out studies and research on all aspects of the problem and take steps to eliminate all impediments to the dissemination and use of audio-visual materials in and between Member States.

RECOMMENDATION 21

Mobilization for the eradication of illiteracy

The Conference,

Considering the fundamental importance of literacy work in adult education, and in the light of the historical experience of Member States which have successfully solved the problem of illiteracy,

Recommends that Member States in which the illiteracy rate is still very high, launch wide-scale campaigns for the rapid eradication of illiteracy, mobilizing for this purpose the whole literate section of the population and providing them with suitable methodological guidance and training.

RECOMMENDATION 22

Study of new techniques for the education of nomadic populations

The Conference,

Recognizing the problems involved in teaching nomadic adult population groups and the potential usefulness of new techniques in performing this task,

Recommends that Unesco, in collaboration with other Specialized Agencies concerned, investigate these problems in an effort to suggest effective solutions.

RECOMMENDATION 23

International norms for educational equipment

The Conference,

Considering that an essential part of the cost of education is related to the purchase and utilisation of modern technical aids,

Noting that the lack of international standards of equipment and the complexity of available educational material tend to increase the cost of education,

Recognising the achievements of existing agencies, national and international, towards a compilation of internationally applicable material,

Recommends that

- (i) Unesco ask the International Standardisation Organisation to assign high priority to establishing international norms for educational equipment, thus ensuring the compatibility of such technical means;

Recommendations

- (ii) Unesco organize consultative expert meetings at the regional level, with a view to co-ordinating the efforts of existing agencies towards a systematic registration of educational materials of international relevance.

RECOMMENDATION 24

Promotion of books and other printed materials

The Conference,

Acknowledging the value of the newer media for adult education,

Emphasizing the irreplaceable role played by books and other printed materials in the education of adults,

Recommends that Member States take all appropriate measures, including the provision of subsidies where necessary, to expand the publication of attractively presented and inexpensive books and other adult educational materials for special target groups for the purposes of adult education and self-instruction at all levels, corresponding to diverse and changing needs;

Requests that Unesco increase its support to Member States (i) for the development of the local production of teaching and reading materials designed for all levels and categories of adult education, (ii) the development of effective distribution systems, including public libraries, (iii) and the training of writers, illustrators and other personnel required for the production, distribution and effective use of printed materials.

RECOMMENDATION 25

The relationship between institutionalised adult education and informal adult learning with special reference to the use of mass media for educational purposes

The Conference,

Considering the need for co-ordination of national efforts in adult education at all levels from policy making to production in order to achieve the highest possible effectiveness; and in recognising the scarcity of human and material resources,

Considering also the increasing importance of out-of-school education in the development of knowledge and the formation of public attitudes, particularly among adults, and the need for closer relationships between institutionalised adult education and informal adult learning;

Recommends that Member States:

1. Promote the establishment of working relationships between professional adult educators on the one hand and those responsible for adult education and planning in the various out-of-school information media on the other, particularly in radio, television and films, with a view to giving due priority in the various media for educational and cultural purposes and for co-ordinated programming;
2. Consider providing financial assistance to TV and broadcasting organisations to enable them to set up specially qualified staff for educational programmes;
3. Undertake and support joint efforts by governments, broadcasters and learners to arrive at a better identification and understanding of learners' needs to apply the findings to programme-planning and to raise the quality of production through blends of professional skills;
4. Help develop the ability of adult learners to select appropriate radio and television programmes most suited to their own needs and to make full use of the knowledge acquired;

5. Promote through co-ordinating activities the design of various multi-media systems for adult education or self-directed instruction, including youth services schemes, correspondence education and distance teaching;
6. Provide the necessary funds to enable public authorities, broadcasting corporations and private educational associations to organize well structured feedback systems that enable adult learners to participate in and react to programme development;
7. Include the application of modern media to local conditions and national efforts for educational activities in rural areas as essential parts of adult education and facilitate, through fiscal and other measures the availabilities of equipment and materials at the lowest possible price;
8. Organize at the national and/or regional level, seminars and workshops for training of personnel to update and upgrade adult educators in the knowledge and use of new methods and techniques, such as the systems approach;

Recommends that Unesco promote collaboration and co-ordination in this area by convening an international seminar on the relations between institutionalised adult education and informal adult learning and by studying the need for and feasibility of establishing mechanisms for co-ordination of the use of mass media for educational purposes, and take any other appropriate action for the promotion, support and implementation of these recommendations.

RECOMMENDATION 26

The transfer of educational technology to developing countries

The Conference,

Bearing in mind the extraordinary recent progress in the use of methods, techniques and media of social communication, particularly in the so-called developed countries,

Considering that the methods, techniques and media of social-communication play a cardinal role in present-day education and, hence, in adult education,

Recognizing that in a world in which men, cultures and peoples are all interdependent, there arises the problem of the transfer of educational technology from the developed countries to those of the Third World,

Mindful of the fact that the indiscriminate transfer thereof may entail a gradual cultural encroachment which is liable to distort the principles of cultural liberation which means, not the rejection of the cultural values of other peoples of the world, but a selective assimilation and a fruitful utilisation thereof, in so far as the characteristics and the level of economic, social and cultural development in the respective societies permit,

Recognizing the fact that the different peoples of the world, each in accordance with its national characteristics and socio-political structures, attach importance to the successful use of new methods, techniques and media of social communication, particularly in connexion with adult education,

Recommends that Unesco carry out studies and research bearing on all aspects of the problem of the transfer of educational technology now taking place, and to support national research efforts and projects in the field of educational technology, with particular reference to adult education in the Third World countries, in accordance with the principles of democratic participation and of cultural liberation.

RECOMMENDATION 27

Methods and techniques; research, development and experimentation

The Conference,

Considering the diversity and complexity of the needs of adult learners,

Considering also the rapid increase in the numbers and types of education methods and teaching aids which are becoming available,

Recognising the relative lack of knowledge about their appropriate and effective applications and transferability, with particular reference to learner needs in varying ecological contexts which often leads to confusion on the part of both teachers and learners,

Recognising further that it is essential to ensure that appropriate techniques are used with adult learners in systems of life-long education where the needs of adults and of young people are being met jointly rather than separately

Recommends that Member States give high priority to research, development, experimentation and dissemination of findings in the use of new media for adult education and innovative institutional structures notably by:

- (i) Research in the science of adult education, by some called andragogy, which takes into account the biological, psychological and sociological aspects of the problems of adult learning with a view to providing a foundation for the development of new methods and techniques;
- (ii) Pilot studies in selected areas preferably in the developing countries, utilising the experience and expertise already acquired elsewhere, to develop new methods and techniques as well as possible models for their integration into various kinds of educational systems;
- (iii) Improving the conventional type school by developing at the same time types of training which are integrated into the daily activities of adults and characterised by their functional and collective nature, through the free initiatives of those concerned and transformation of methodology;
- (iv) Experiments in the use of new media, such as video-tape mobile units, in developing areas among different groups of rural and urban population enlisting the aid of governmental and non-governmental bodies;
- (v) Experimental centres using individualised media-systems for self-directed learning;

The Conference

Further requests those Member States which have undertaken such research and experimental projects to make available as extensively as possible the research methods and findings on educational programmes, processes of obtaining feedback and motivation, the systems used and their effectiveness, and

Requests Unesco to undertake appropriate measures to participate in and support experimentation and research in these fields.

RECOMMENDATION 28

The role of universities in adult education

The Conference,

Recognizing the shortage of trained personnel for adult education,

Believing that adult education cannot be developed in accordance with the principle of life-long education unless the number of full-time specialists is considerably increased,

Stressing that more extensive training facilities are required to increase the number of such specialists,

Recognizing the benefits both to the community and to the universities of university involvement in adult education of all kinds,

Realizing that in many countries, adult education has not been accorded the right status both in government and university circles,

Realizing further that during the 70's, education will have to be development-oriented,

Considering the fact that in such development-oriented educational programmes, the universities and other institutions of higher education have an important role to play,

Recommends that Member States encourage the universities and other institutions of higher education:

- (1) To recognise adult education as a discipline, and to undertake inquiries and research in this field as an important and necessary aspect of their functions;
- (2) To establish, as a necessary step in the professional development of adult education, courses for the training of adult educators which should include both short in-service courses and longer courses leading to the award of certificates, diplomas or degrees;
- (3) To participate in programmes of adult education of appropriate kinds and to make substantial provisions for extension and refresher courses;
- (4) To establish in their faculties of education or equivalent units courses for the training of teachers and specialists in adult education as well as to set up intensive courses of short duration for the emergency training of such personnel;
- (5) To operate special links with existing institutions of adult education, to exchange visiting lecturers and technicians and to exchange journals and other publications;

In so doing, to co-operate fully with existing institutions of adult education and other agencies working in the field of adult education;

Recommends that Unesco promote greater co-operation among universities and non-governmental organizations in order to realize the above goals.

RECOMMENDATION 29

Training of adult education personnel

The Conference,

Believing that adult education in the future, even more than now, will be a permanent part of the educational system with a growing importance in almost all fields of the society as well as for raising the general education and the cultural level of the people,

Recommendations

Recognizing that the training of personnel required for this important part of the educational system calls for short-term and long-term measures for upgrading and updating the knowledge, skills and techniques of practising personnel,

Recommends that Member States give high priority to the training of adult education personnel and for this purpose:

- (1) The study of adult education be included in the curricula of teacher education, and in the training of librarians and other educational personnel;
- (2) Programmes be developed for training teachers who are specialised in adult education, such programmes being appropriately co-ordinated with the teacher-training system at the third level of education;
- (3) Seminars and courses for adult education personnel be an integral part of the education system, including short-term courses for the training of trainers, full-time training officers in industry, adult educators and administrators;
- (4) Broadcasting, television, printed material, correspondence courses and audio-visual aids be used in combination in the training of adult education personnel;

Recommends to Unesco that:

- (1) Consultant services be made available on request to the Member States for training programmes, and that workshops and seminars be held when appropriate;
- (2) In order to make training more effective, assistance be given for promoting research into the problems of motivation and non-participation.

RECOMMENDATION 30

Institutional measures for the development of international co-operation in adult education

The Conference,

Having taken note of the main development trends laid down in the working paper of this Conference to improve the already-existing international co-operation in adult education,

Considering that more rapid information on achievements gained in adult education would contribute towards strengthening bonds of friendship among the peoples of the world,

Recommends that Member States:

1. Establish research and documentation centres dealing with adult education with a view to facilitating international research and the diffusion of professional information;
2. Encourage the creation of associations of adult education in order to enable their members to keep themselves well-informed through systematic programmes, seminars and specialised libraries;
3. Ensure adequate representation of adult education interests on National Commissions for co-operation with Unesco;
4. Organize international meetings of adult educators in the form of summer universities or in any other appropriate ways;
5. Invite organisations of youth, workers, peasants, families, beneficiaries of out-of-school education and having experience in this field to participate in international conferences and committees for the elaboration, discussion, implementation and evaluation of out-of-school education and adult-education;

Recommends that Unesco give suitable assistance to such activities and assist translation of adult education literature which is not available in an official Unesco language.

RECOMMENDATION 31

Mobilization of the educational resources of the community for adult education

The Conference,

Considering the immensity of the task of adult education in all countries and the growing need to update : knowledge and techniques which results from the increasingly rapid development of science and technology,

Realising that existing methods of organising and financing adult education as well as general education cannot, even with the assistance of modern means of communication, satisfy the increasing needs,

Realizing the extraordinary wealth of educational resources which lie untapped in the community and the need to mobilise them for adult education,

Recognizing that the participation of youth in mobilising community resources for adult education is essential,

Noting the reduction by industrialisation of the individual's opportunities for self-expression,

Noting, on the basis of both experiments and existing programmes, that the culturally and educationally less-privileged are often more easily reached and helped by those who are closest to them and share their daily preoccupations,

Believing that it is imperative to intensify the efforts to mobilize human resources collectively for adult education based on a strategy which forms a part of the national plans for economic, social and cultural development,

Realising that those who already have been educated can themselves teach in their own immediate surroundings and play a significant role in dif-fusing education as administrators, animateurs, voluntary leaders or assistants, in co-operation with the professional educators,

Recommends that Member States take account of the following factors in developing their training systems for adult education personnel:

- (1) The need to train adult educators as social leaders with a deep awareness of the social aspects of their functions and the capacity to stimulate and mobilize the community's human resources for responsible participation in adult education;
- (2) The need to provide young people with opportunities to deal directly with the educational and social problems of the people so that they may receive from the community the stimulus which will also enrich their general and vocational training;
- (3) The need to make systematic efforts for discovering, recruiting and training adult educators from among the local natural and potential leaders, despite the fact that they may lack formal training;
- (4) The need to train adult educators so that they may be able to develop materials and methods in their adult education programmes which are adapted and relevant to local traditions, customs and heritage;

Recommends that Unesco:

Promote an approach to adult education which would not only teach individuals how to learn but also to teach others in their immediate surroundings, and provide to Member States, on request, assistance for developing this approach.

RECOMMENDATION 32

International co-operation in the training of adult education personnel

The Conference,

Recognizing that notwithstanding the continuing requirement for voluntary action for the foreseeable future, there must be a rapid and substantial increase in the available number of qualified persons in each country for whom adult education becomes a full-time occupation,

Recognising further that national and regional differences make necessary a variety of styles, methods and approaches having as their common feature the improvement of provisions for adults to learn both within and outside established educational structures,

Recommends that Member States:

Extend and intensify their efforts toward improved opportunities for the training of all levels of adult education workers;

Requests Unesco to:

- (1) Support and promote regional and international seminars, workshops and other training programmes which would encourage the sharing of successful experience and useful expertise in the field, such support and encouragement to be extended not only to Member States but also to NGO's including national and regional associations of adult education, and the organisations of youths;
- (2) Study the feasibility of establishing regional training centres which may undertake training programmes for key level personnel in collaboration with national institutions, universities and associations of adult educators .

RECOMMENDATION 33

Adult education as a subject in international conferences on education

The Conference,

Considering the growing importance of adult education, the rapid developments that are taking place in this field, and the consequent need for international exchange of experiences and ideas,

Requests that Unesco:

- (1) Explore the possibility of convening international conferences on adult: education more frequently than hitherto and of organising the next one in a developing country;
- (2) Place appropriate aspects of adult education on the agenda of the regional conferences of Ministers of Education and of the bi-annual conferences of the International Bureau of Education;
- (3) Hold periodic regional conferences on adult education, especially in the developing regions.