

50 Years for Education



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Unless otherwise specified, statistical data are drawn from the United Nations and UNESCO data bases, and from the *World Education Report* published by UNESCO.

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The vision of UNESCO's founders remains as valid today as it was half a century ago. Yet the world in which that vision must be realized is fundamentally different. Today, more than nine out of ten outbreaks of war and violence occur within states rather than between them and more than nine out of ten casualties are civilians rather than soldiers. A failure of development policies and the suffering and frustration that ensues therefrom are often at the heart of internal conflicts and the growing recourse to violence.

The real and urgent threats to peace and international security are exclusion, poverty and underdevelopment and all the woes that accompany them. Yet, yesterday as today, education is among the best responses – sometimes the only response – that society has to offer: education for all, education for development, education for justice and liberty and peace. Thus, the account that follows of UNESCO's activities in education is a record of continuity as well as change: of the rapid emergence of new situations and unexpected circumstances, but also of an enduring faith in education as the best means and preparation for meeting the unknown challenges of the future. Education remains today, as it was yesterday and will be tomorrow, the pre-eminent means for forging the tools of reason and the instruments of development. While the world has been fundamentally transformed, UNESCO's constitutional mission of constructing the defences of peace in the minds of men remains as vital and challenging today, on the eve of a new millennium, as it was at the Organization's birth.

This volume – with the accompanying CD-ROMs – is a testimony and a record of the great efforts and the major achievements that can serve as an inspiring prologue to the vast and demanding work that awaits UNESCO in the twenty-first century.

Federico Mayor
Director-General

PREFACE

Fifty years is but a moment in the thousands of years of the history of civilization. Yet, the last fifty years have been among the most eventful in human history. The world has been literally transformed by political forces, demographic pressures, and the progress and problems that have ushered in the modern world. In the beginning was the war, the most horrifying that the world had ever known, out of the rubble and ruin of which UNESCO was born. In the beginning was also the great hope of which UNESCO was a part, that the creation of the United Nations would mark a new era in the story of humanity, one in which recourse to force and violence to resolve disputes would give way to the peaceful and concerted action of States.



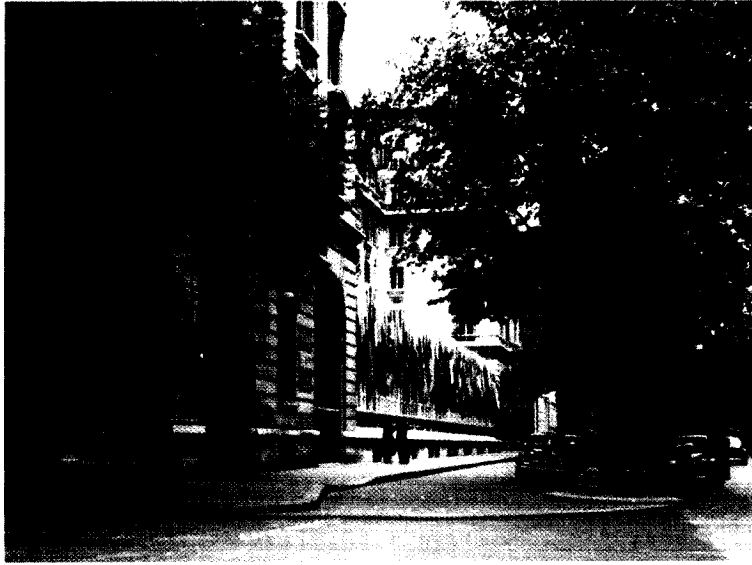
The challenge to UNESCO's founders – and to their successors until this very day – was that of converting a noble idea into practical and worthy action. How does one construct the defences of peace in the minds of men? How does one go about the education of humanity for justice and liberty and peace? To UNESCO's first Director-General, the eminent British scientist Julian Huxley, the most immediate challenge facing the Organization was the 'existence of immense numbers of people who lack the most elementary means of participating in the life of the modern world'. One of the first responses to this analysis of the situation was a pilot project in

fundamental education in Haiti launched in 1948. This was the first of a series of projects over the last half century that have aimed to bring education to those who have been denied its benefits: to serve the unserved, to reach the unreached. This humble project also illustrated and

served to fuel many of the controversies and debates that would animate UNESCO in the following decades. Would it prove more effective for UNESCO to support small innovative projects or to encourage grand national and regional plans for the development of education, such as the Karachi and Addis Ababa Plans developed by regional conferences of ministers of education in the early 1960s? Should priority be given to non-formal education or was the development of formal education systems, along the pattern of those in the industrialized countries, the example to be followed? Should preference be given to literacy and education for adults, with the hope that they would pass their newly acquired knowledge and changed attitudes on to their children, or was it better to begin with children and educate the nation from the bottom up? These issues were hotly debated fifty years ago; they remain unresolved today.



UNESCO, while born out of an idea, matured in a world beset by change, controversy and conflicts that marked every aspect of its development. Yet, amid this tumult and change, UNESCO has always remained true to certain guiding principles and commitments. Foremost among these is the right to education: a right proclaimed in 1948 in the Universal Declaration of Human Rights. A measure of the progress achieved in this area is that today it seems almost banal to assert that education must be the right of all and not the privilege of the few. Yet, then as now, it is proving far more difficult to implement the right to education than to proclaim it. From Karachi and Addis Ababa to Tehran and Jomtien, one conference after another has stressed the right to education and set in motion ambitious plans to achieve it. While the goal remains elusive, remarkable progress has nonetheless been achieved, as the accounts in this volume testify.



Former UNESCO Headquarters, Avenue Kléber.

Another point clearly demonstrated in the articles that follow is that 'education' has been anything but a static concept during the last half century. Ideas are capable of changing the world, particularly the world of education which is itself built upon and out of ideas. During the last forty years, there has been a remarkable transformation in our perception of education, from an individual right to a social and economic imperative. The notion of 'human capital' that came to the fore in the 1960s suddenly transformed education from consumption to investment, from a mainly private concern to a critical matter of public policy. Recently, we have received a timely reminder in Learning: the Treasure Within, the report of the International Commission on Education for the Twenty-first

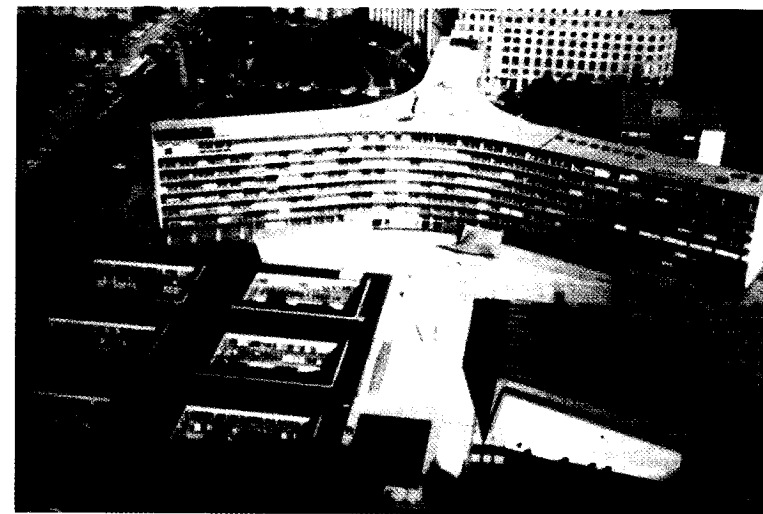
Century, chaired by Jaques Delors, that education continues to have a crucial role to play in promoting social cohesion and democratic participation as well as in fostering economic development. Education, we are reminded, must serve the society as a whole, not merely its economy. It must bear witness to the past, which is ever present in human cultures, as well as prepare youth for an unknown future. The right to education is not only essential in itself, it is also instrumental to the enjoyment of other human rights and to meeting the responsibilities that accompany them.

Over the years, UNESCO has made notable contributions to intellectual co-operation among the nations in the field of education. It has served as a source and sounding board for ideas and concepts such as lifelong education, functional literacy, learning to be, learning without frontiers, the



learning society, learning to live together and many others. Without UNESCO, these concepts, so important for education, would probably have been restricted to narrow circles of experts. UNESCO has also played an important role as an intellectual forum and laboratory of ideas. Far from being removed from reality, many of the important studies that UNESCO has commissioned or prepared over the years have been a response to major concerns and crises. The report of the Faure Commission, Learning to Be, was, for instance, a studied reaction to the events of 1968 in which a new generation of youth challenged the established order and questioned both its viability and its morality. The Faure report strongly recommended that the best way of dealing with a materialistic world is through humanistic education, an education that must enable every person 'to solve his own problems, make his own decisions and shoulder his own responsibilities'. Some twenty-five years later, the Delors Commission examined anew the future demands that would be placed upon education and, in the post cold-war context characterized by strife within nations and among peoples, emphasized the need for 'learning to live together, learning to live with others'. UNESCO, in brief, has repeatedly demonstrated its capacity to respond to changing environments while preserving its fundamental principles and values. The definition of education in this review of UNESCO's action is not limited by administrative boundaries. Education is broadly defined as the development of understanding and knowledge in all areas. Thus, for instance, science education, whether situated in the Education Sector, or in the Science Sector, remains a part of this assessment.

Yet, if UNESCO has often stood for the intellectual and the intangible – for ideas, concepts and values – its work in education has also had a preeminently practical quality, as many of the articles that follow clearly demonstrate. For every great conference or major publication, there have been 100 or more workshops, project proposals and working documents sponsored or issued by the Organization. In the aftermath of the

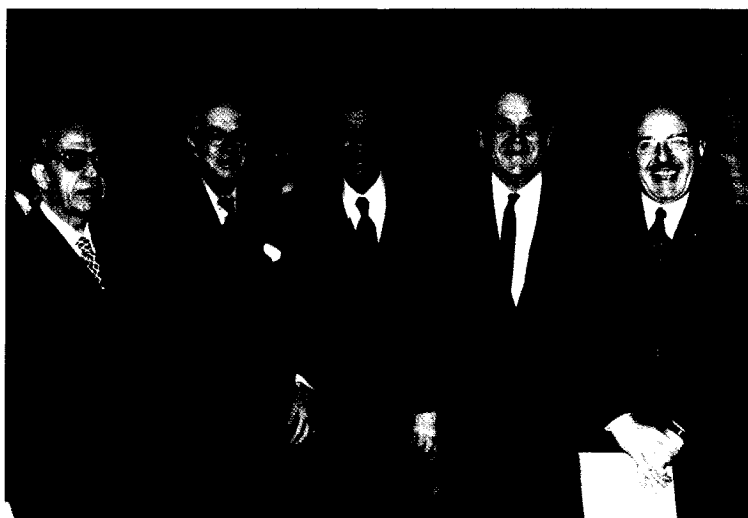


UNESCO Headquarters, Place de Fontenoy.

Second World War, UNESCO became actively involved in the reconstruction of education systems, a task that continues to this very day. UNESCO has, inter alia, worked to improve the planning and management of education systems, to develop national capacities to train educational personnel, to support the education of disadvantaged groups (victims of war, refugees, migrants, street children, handicapped), to promote the teaching of science and technology, to encourage innovation and the use of new media and technologies in education. UNESCO has also seen itself as the voice and advocate of the teaching professions. Over the years, its message has been that however education systems may change, the relation between a committed teacher and a motivated learner is the heart and soul of education: where it exists, failures will be few; where it is not present, success will be scarce.

*This volume, **50 Years for Education** – and the CD-ROMs that accompany it – published to celebrate the fiftieth Anniversary of UNESCO, are directed to a broad and varied public. For historians and a far larger public interested in the history of the epoch they have lived in, the volume will reveal how developments in education have reflected the changing ideologies and political circumstances of the past half century. For researchers of education and educators, it will be a reminder of the contours that have marked their professional lives: the debates and controversies, the programmes launched, the successes achieved and failures endured, and, above all, the continuing, if ever changing, challenge that education poses to all societies. For decision-makers at all levels, this volume is proof that ‘where there is a will, there is a way’. Success in the various projects discussed has, in general, depended far more upon a firm commitment than upon favourable circumstances. Finally, for youth concerned with developments in education or with the origins and work of UNESCO, this volume may help to explain how we got to where we are and, just possibly, suggest how coming generations may continue the progress achieved and, where necessary, correct the errors and shortcomings of the past and present.*

The CD-ROMs bring to life in sound, image and text the activities, events and people that have shaped UNESCO’s action in education. Among the voices and images included are those of people of world renown, such as Léon Blum, Charles de Gaulle, Indira Gandhi, Félix Houphouët-Boigny, Jomo Kenyatta, Jawaharlal Nehru, Pablo Neruda, Maria Montessori, Jean Piaget and Eleanor Roosevelt, as well as so many others who have worked tirelessly for the education of humanity.



UNESCO Directors-General, from left to right: Jaime Torres Bodet (1948-1952), Julian Huxley (1946-1948), René Maheu (1962-1974), Luther Evans (1953-1958), Vittorino Veronese (1958-1961).

The preparation of this work would not have been possible without the participation and contributions received from a large number of organizations and individuals: National Commissions and Non-Governmental Organizations, leaders in education and other fields, former and serving members of the Secretariat of UNESCO.

The list of names, given in annex, of those having contributed to the preparation of this multimedia package is far from complete. To those who appear in this list, and equally to those who do not, I wish to express my gratitude, especially to the authors of the various written documents, photos, films, videos or sound recordings, to The UNESCO Courier and UNESCO Sources, to the UNESCO Archives, the Office of Public Information, the Division of Statistics and, last but not least, to the team which, for several months, has devoted its efforts to carrying this task through to a successful conclusion.



Amadou-Mahtar M'Bow (1974-1987).

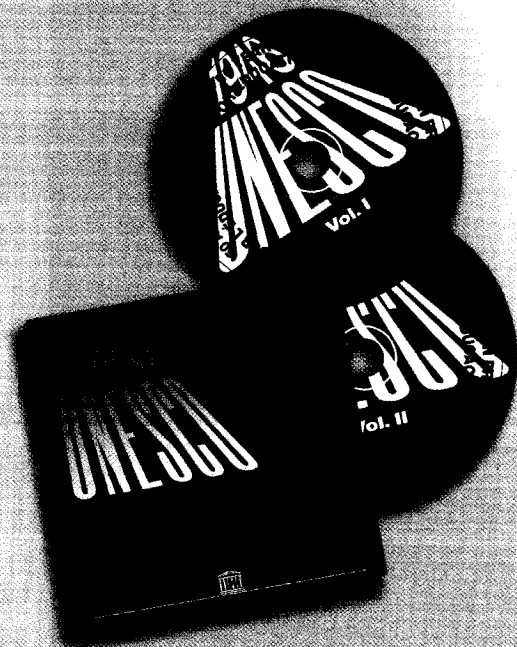


Federico Mayor (since 1987).

Colin N. Power
Assistant Director-General for Education

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CONTENTS OF THE CD-ROMs

- **Contents of this brochure.** Possibility of selecting headings included in the table of contents (CD-ROM I).
- **Texts of key standard-setting instruments.** Are also included under this heading the recommendations, declarations, resolutions of IBE education Conferences and of regional Conferences of Ministers of education organized by UNESCO (I).
- **Historical bibliography.** A selection of bibliographical references of key publications on education issued by UNESCO, or in co-operation with it, since the creation of the Organization (I).
- **Full text of some key UNESCO publications on education** selected from the above-mentioned historical bibliography (I).
- **The origins of UNESCO.** Speeches, conferences, extracts from books (I).
- **Directory of technical co-operation projects in the field of education** implemented with UNESCO's support and financed from extrabudgetary funds (I).
- **School buildings and equipment.** General description of UNESCO's activities in this field; pictures of around thirty pilot projects implemented with the Organization's support (I).
- **References/extracts of films, videos and sound recordings.** Over 50 extracts tracing UNESCO's activities in education (I and II).
- **Individual contributions** from former staff members of the Organization and from persons having co-operated with UNESCO in the field of education. These articles and recollections appear in their original language (I).

Note: All the above items of information can be retrieved by field, year, region or country, or by any combination of these criteria.

EDUCATION AND SOCIETY

EDUCATION AND SOCIETY

EXPANSION, CHANGE, ADAPTATION AND DISPARITIES

Since the beginning of the century the situation of humanity has altered radically, at an unprecedented pace, as a result of a number of worldwide revolutions which have simultaneously affected science and technology, economy and politics, demography and social structures. This accelerating rate of change, together with its planetary dimension, could be said to be the defining characteristic of the millennium. These changes have also greatly influenced the evolution of education systems which have, themselves, developed much faster, especially since the end of the Second World War – but not fast enough to keep in pace. This disparity, in other words, the difference in the rate of development between societies and education systems, is a totally new situation at the origin of what Philip H. Coombs, first director of IIEP, in the 1960s was already calling the ‘world crisis in education’, and the effects of which have continued to amplify ever since. Two international commissions, set up by UNESCO at a twenty-five year interval, have both asked how we can prepare the future generations for a world which is changing more and more rapidly. These Commissions, chaired respectively by Edgar Faure and Jacques Delors, both concluded that education, in our societies, must be global and must be lifelong.

EDUCATION BEFORE THE SECOND WORLD WAR

Before the Second World War the function of education was perceived as being essentially to teach, to transmit knowledge and values that varied little from generation to generation in societies which, in most countries, remained relatively stable within national frontiers. Generally speaking, what rendered teaching elitist were conditions of access, basic values and sometimes even content, the responsibility of State and public education authorities often being limited. It was to forestall the takeover of education by totalitarian regimes that the Conference of Allied Ministers of Education was created in London in 1942, a body that would subsequently give birth to UNESCO.

In the industrialized countries, free, compulsory and universal primary education had been widely available since the mid-nineteenth or early twentieth century, usually

with separate schools for girls and boys. But secondary education, especially at the upper level, and to an even greater extent higher education, was only open to limited numbers of the corresponding age-group, and usually only to boys. Teaching was frequently conceived along dualistic lines: one system for children from the upper classes leading to higher education, the other for children with fewer socio-economic advantages and those living in rural areas, preparing them for entry into the world of work after, three, four, six or ten years of school, depending on the country. In developing countries, especially those still under colonial rule, access to education was, moreover, reserved for a minority of boys, illiteracy being the norm.



THE ENROLMENT EXPLOSION

Several phenomena which occurred concurrently after the end of the Second World War are the root cause of an unprecedented increase in schooling which has been called 'the enrolment explosion': the demographic growth rate doubled the world population in the space of a generation; economic change resulted in more young people staying in the education system for longer; a desire for democratization created an enormous demand for education.

For the first time ever, in 1948, the Universal Declaration of Human Rights made education a right. School enrolment, estimated at about 300 million in 1950, with more than half in the developed countries, is now in the region of a billion, three-quarters of whom are in the developing world.

School enrolment has doubled or even tripled in the developing

countries, according to the level of education. By the middle of the 1950s, this groundswell had reached secondary education, where structures had been unified (creation of comprehensive middle-schools), arriving in the 1970s at post-secondary and higher education, the generalization of which – i.e. extension to over half of a generation – is a reality today in many countries.

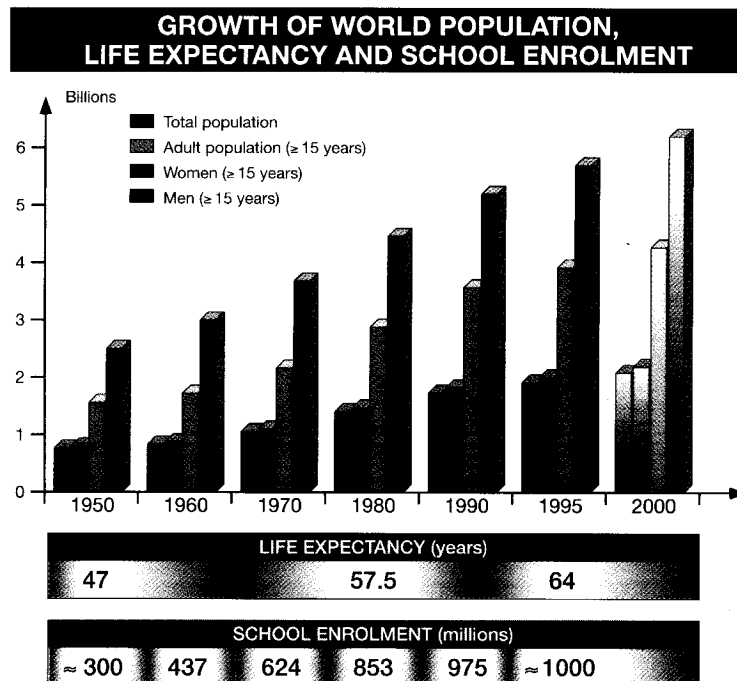
Entry into the world of work has gradually been deferred and the length of compulsory schooling extended to ten, and sometimes twelve years. Pre-school education is much more common,

mainly because many more women go out to work. This means that today some societies offer a not inconsiderable proportion of the population about twenty years of education, from the age of 3 to 22.

In the developing countries, the enrolment explosion has been even more spectacular, especially in Africa after decolonization. In the countries of French-speaking Western Africa (i.e. today eight countries: Benin, Burkina Faso, Côte d'Ivoire, Guinea, Mali, Mauritania, Niger and Senegal) fewer than 150,000 pupils attended primary schools in 1949 and only about 6,000 went to secondary school. In 1970, i.e. ten years after independence, there were ten times more children in primary education and nearly fifty times more at secondary school. In 1990 these figures reached nearly 4 million for primary levels and more than 1 million for secondary levels. In Kenya, a combined total of 231,000 schoolchildren attended

primary and secondary schools in 1946; ten years later the figure was 500,000.

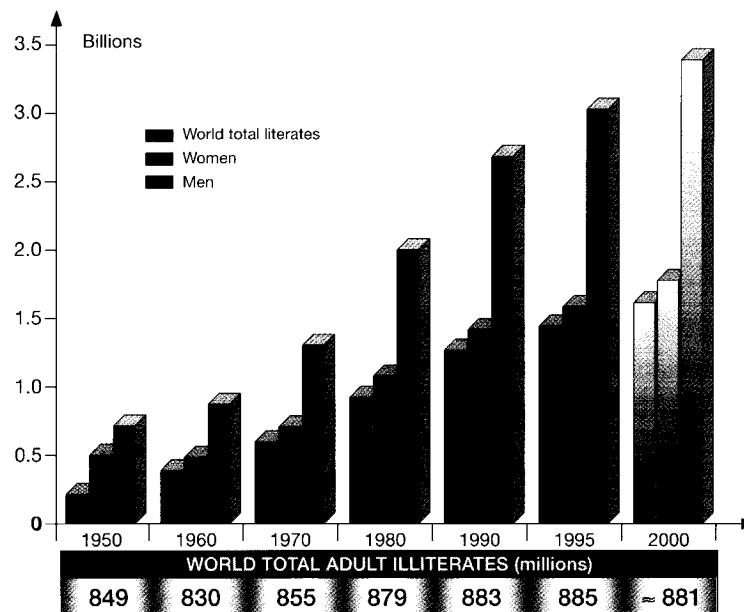
Between 1970 and 1990 – in the space of a generation – primary enrolment increased from 1.5 to 5.5 million, and at secondary level from a little under 150,000 to almost 650,000. No other continent has experienced growth to such a degree within the span of two generations – and this is due in no small measure to the efforts of UNESCO. The rate in higher and post-secondary education has been even faster, but only a minority, under 10 per cent of an age group, is concerned.



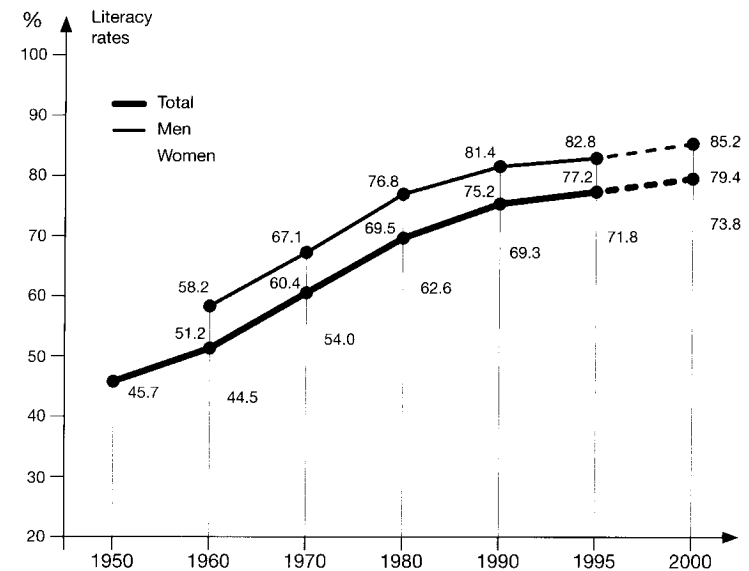
At the same time literacy education was undergoing similar expansion, close on the heels of demographic growth, although never able to catch it up. The literacy figures speak for themselves: in 1950 two out of three males were literate and one out of four females; in 1995 eight men and seven women out of ten were literate. Nevertheless, even if the literate population has increased from 715 million to more than 3 billion, nearly 900 million still cannot read and write.

And, enrolment has often expanded more quickly than resources, especially teachers and school buildings. At one time or another all countries – and for developed countries especially between the 1950s and the 1970s – have had to take stopgap measures: double-shift systems, pre-fabricated school buildings and recruiting teachers with inadequate training and untrained teaching assistants. Audiovisual media, especially television, were used at first to help

GROWTH OF NUMBER OF LITERATES



GROWTH OF LITERACY RATES



teachers with insufficient training and as a prop to the expansion of secondary education in the North and of primary teaching in the South, and subsequently to enhance higher education with the multiplication of open universities and post-graduate distance education.

EDUCATION, THE FIRST NATIONAL ENTERPRISE

The cost of the enrolment explosion at all levels of education is, however, very high, especially in developing countries where, because the population is young, school-age children account for nearly 50 per cent of the overall population, i.e. in some cases more than double that of the developed countries. This is a predicament not offset by international financial assistance which is generally never more than about 10 per cent of national education budgets.

The provision of mass secondary and higher education led to changes in scale; education became the biggest national enterprise in terms of both budget and personnel, and its administrative apparatus blossomed. The State took on a greater role in financing and organizing education as evinced by the conferences of ministers of education regularly convened by UNESCO or with its assistance, from 1960 on. At the same time, and despite enormous efforts to modernize educational planning and management, especially on the part of UNESCO and its International Institute for Educational Planning, a certain trend towards bureaucracy has emerged which can be considered a common trait in the development of education systems over the last few decades. As central administration became increasingly cumbersome, decentralization became increasingly frequent. But, it must be acknowledged that, even for individual schools, mass enrolment created administrative problems of great complexity, requiring recourse to new management methods and techniques. It is only in recent years that because of immense financial constraints, public authorities in

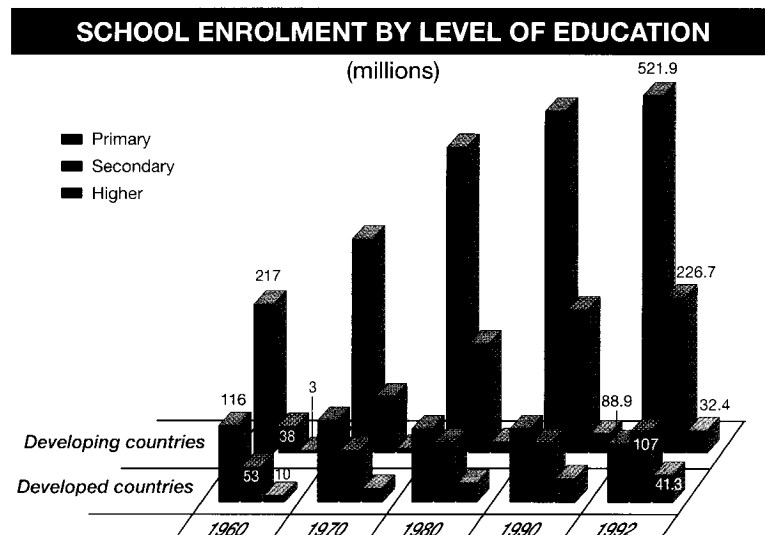
| GRADUAL URBANIZATION OF POPULATIONS | | | | |
|-------------------------------------|------|------|------|------|
| 1950 | 1960 | 1970 | 1980 | 1990 |
| 30% | 34% | 37% | 40% | 45% |

some countries finally began to divest themselves of this obligation, seeking participative partnerships with civil society. Generally speaking, given its magnitude and its complexity, school and university education is today a social sector where resistance to change is even stronger and where efforts at reform are sometimes slowed down by the inertia which education systems engender by their very development. In this respect, the role of UNESCO as an intellectual force and a champion of innovation remains of prime importance.

INEQUALITIES REMAIN

Another result of the expansion of schooling and the general increase in levels of education has been to worsen the situation of those excluded from the system, not only nationally but also at international level with the globalization of information. These are the 100 million children who, according to 1990 estimates, have no access to school,⁽¹⁾ and the one billion illiterate adults,⁽²⁾ whose plight was the topic of the 1990 World Conference on Education for All.

On entering the post-industrial era the Northern countries faced new forms of exclusion which threatened their social cohesion, mainly school drop-out and illiteracy or 'functional illiteracy' (after 'functional literacy', neologism thought up by the OECD to mean the way in which adults use written information to function in society). Such educational shortcomings in a daily more complex society tend to marginalize any social groups already



(1) In 1997, this estimate could, unfortunately, increase considerably.

(2) Statistical data on illiteracy are estimates and should be treated circumspectly. For example, to the most frequently quoted figure of 885 million adult illiterates in 1995 could be added several tens of millions of children aged between 10 and 14 who have no schooling and who have little hope of learning to read and write, and an equally large number of literates who have relapsed into illiteracy. In short, it can be estimated that 'education for all' today still concerns approximately 1 billion illiterates.

disadvantaged for ethnic, economic or cultural reasons. As demonstrated by the sociologists, notably Coleman and Jencks for North America and Bourdieu, Husén and Passeron for Europe, democratization, the watchword around which all initiatives and education actions were organized during the first development decades from 1960 to 1980, resulted in maintaining – or indeed sometimes accentuating – inequalities. Equal opportunity was a concept which, in some cases, even led to still more privileges for the ‘haves’, who knew best how to take advantage of available opportunities, than for the ‘have-nots’.

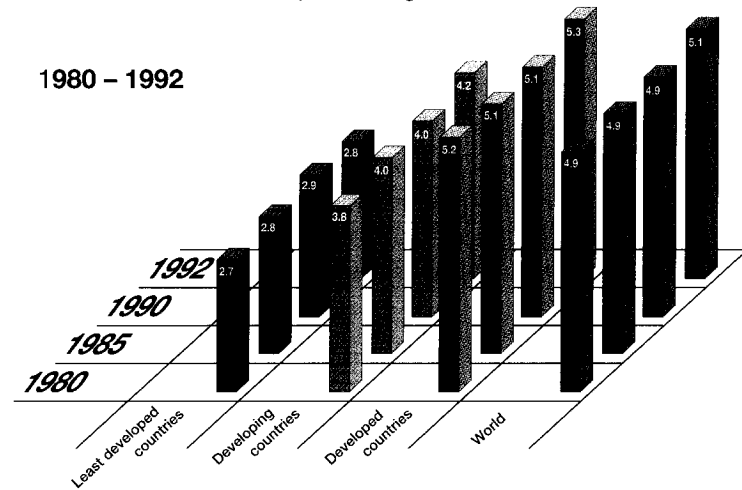
The concept of positive discrimination – giving more to those who have less in order to achieve equal opportunity – developed in the 1970s. Depending upon the country, the democratic revival took the shape of priority education areas, especially in disadvantaged localities, and imple-



Unequal school settings.

PUBLIC EXPENDITURE ON EDUCATION

as a percentage of GNP



Note: The general trend is towards an increase in the percentage of resources allocated to education, especially in developing countries. This graph is only partial in that resources invested by the private sector are not taken into account. It does however highlight the importance and continuity of efforts of the public sector to develop education in the majority of countries.

menting special programmes for fringe groups. With the ‘school for all’, democratization today compels us to seek and attain ‘everybody’s school’.

QUALITATIVE CHANGE

Increasingly rapid advances in science and technology, together with economic change, have considerably modified the nature of education and increased demand for it. There have been shifts in the sectoral structure of the active workforce; in general, the primary sector (agriculture and mining) has declined (to a greater degree in developed regions, but also in the Third World with rapid urbanization) to the profit of the secondary sector (manufacturing industries) and the tertiary sector (commerce, transport and services) which demands an ever more qualified workforce.

The launching of the first satellite has brought to the fore the

implications for education of the change from the manufacturing to the new high-tech industries such as electronics, computer technology, nuclear technology, biotechnology, etc. The traditional hierarchy of disciplines has been turned upside down, the branches of science and technology superseding those of the classics. Science and technology are considered the keys to growth and competitiveness; their enhancement at the different levels of education systems has rapidly become a major issue for all countries, and one in which UNESCO has taken on a pioneering role and invested much time and effort.

The economic goals of education were strengthened during the 1960s, as highlighted on the one hand by a resolution of the United Nations General Assembly of 1960 which recognized aid to education as an important factor in economic development and, on the other, the wide support given by the principal international organizations, and especially UNESCO, to applying economic planning methods and techniques to education.

The economic crisis which began in the 1980s raised awareness of the importance of the qualitative aspects of development, no longer considered simply from the standpoint of economic growth but rather as a more global process to improve well-being – ‘human development’ as UNDP puts it and the ‘common welfare of mankind’ to quote the Constitution of UNESCO written many years before. At the dawn of the post-industrial era (which will probably demand just a few highly trained specialists) and on the threshold of the ‘information society’ there is every indication that the trend to valorize the ‘human’ side of development will gather momentum.

Globalization and the planetary village add yet another dimension to education policies. Democratization with a view to economic development has lost something of its original meaning; today it is the ethical as much as the economic

reasons that prompt us to call for a high level of culture for all. Since the 1990s, we have seen the pendulum swing back and the gradual implementation of a new balance in curricula, this time advocating ethical and social values as a response to the major world issues of peace, human rights, the fight against inequality between nations and within societies, the population explosion and migration, conservation of the environment, etc. UNESCO, in close co-operation with its sister agencies, is now – as it did in its early years – devoting more and more of its



Education for human development, for peace, for the quality of life.

efforts and its programmes to these objectives which, updated to meet new challenges, should take their place in education policies: culture of peace, human rights education, education for sustainable development, population and environmental education, etc. In a world in which our destiny is increasingly a collective and planetary one, no task is more vital than promoting, through education and culture, an active sense of tolerance and mutual understanding.

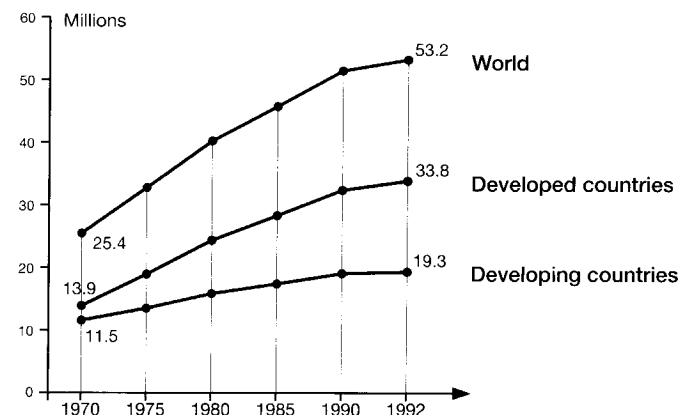
TEACHERS AND SOCIETY

Raising the educational level of the population has changed the social status of teachers. In many cases, they have lost the social prestige bestowed upon them by the fact that they were better educated than most others in their community; and their remuneration has not kept pace with the economic upsurge from which the 'middle classes' have profited. Union membership is very high in the profession and teachers' organizations act simultaneously as a force and a block to the development of education systems. Teacher-student relationships have also changed. The development of the mass media means that teachers today are no longer the only available source of education, nor can their authority be founded on a sort of monopoly of knowledge *vis-à-vis* their pupils; this must rest on their ability to guide their students and stimulate their participation in learning. Consequently, pedagogy, psychology and leadership techniques have become part and parcel of teacher education, which is no longer limited to academic subjects as it was two or three decades ago.

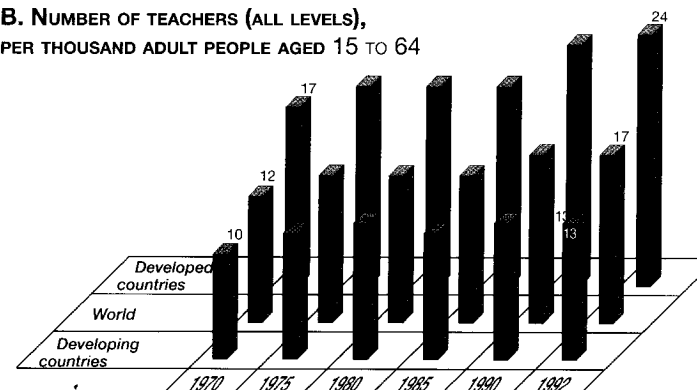
Men have tended to turn away from the teaching profession and to seek more status-enhancing careers than that of a teacher. Teaching has become a woman's profession, at the primary level first of all, and then in secondary education. In developed countries 80 per cent of primary teachers and

EVOLUTION IN THE NUMBER OF TEACHERS

A. TOTAL NUMBER OF TEACHERS, ALL LEVELS OF EDUCATION



B. NUMBER OF TEACHERS (ALL LEVELS), PER THOUSAND ADULT PEOPLE AGED 15 TO 64



58 per cent of secondary teachers are female; in developing countries the rate is 50 per cent and 39 per cent respectively. These figures indicate that women no longer teach only girls as before the war, but boys as well, co-education being the norm and single-sex schools the exception. However, if disparities regarding the access of girls and women to different levels of education have decreased significantly since 1945, they have

not completely vanished. But, now, their existence is perceived as discrimination, condemned by all the major world conferences on women.

LIFELONG EDUCATION, THE ANSWER TO CHANGE

In the industrialized countries, the availability of stages of education after completion of formal schooling is a new phenomenon, quite distinct from adult education. The latter, previously designated 'popular education', notably in the Constitution of UNESCO, organized since the beginning of the century within the framework of workers' movements, has been given new impetus as a means of social advancement by the wave of democratization of the 1950s.

As to lifelong education, its origins are to be found in the recognition that, in such a rapidly changing world, no school or university education and, even more so, no professional training, can provide knowledge which will remain valid for a lifetime. Henceforth, education has to keep knowledge abreast of the times. In parallel to formal education, especially at the higher levels, institutions in many countries whose main vocation is not education, such as the major financial or service sector corporations, now offer adults opportunities for study of a general cultural nature, or to update knowledge or professional retraining. This has been greatly facilitated with the advent of distance teaching and the dissemination of self-learning materials on the telecommunications networks and, very recently, on Internet.

The organization of education and basic training must, therefore, adjust to match these later stages of education and lose its encyclopaedic character. However, even if it is commonly acknowledged that the school is not the only place to acquire knowledge and that the school years are

THE NEGATIVE EFFECTS OF INAPPROPRIATE EDUCATIONAL MODELS

In most cases, and especially in the developing countries, education develops by reproducing and multiplying the predominant model of school organization, i.e. the class and the school, centred on competition and individual achievement. In an attempt to offer everybody the programmes and methods designed for an elite, democratization of teaching has taken the form of an upward adjustment of curricula, for fear of 'lowering levels'. Primary teaching, and even sometimes secondary teaching, have lost their identity as educational ends in themselves, often being simply considered as a preparatory phase for higher levels. Thus, the pedagogical strategy of secondary education has not evolved, the upper levels determining content which reflect corresponding university disciplines. In the Southern countries, new education systems have mirrored those of former colonizers, preparing students for the Cambridge Certificate, or for the *baccalaureate*, and teacher-education systems, as well as teachers' conditions of service, replicate those of the metropolis. A whole series of reforms, therefore, became necessary, to match education to its own cultural milieu and to pupil diversity. From the 1970's onwards, the renewal and adaptation of education became a priority of international co-operation, not only for UNESCO, but also for OECD.

not the only time to learn, few countries have taken this fresh approach to education. This is, nonetheless, one of the approaches which would allow education to follow more closely upon current shifts. As Jacques Delors wrote in his introduction to the Report of the International Commission on Education for the Twenty-first century, simply 'learning throughout life makes it possible to organize the various stages of education to provide for passage from one stage to another and to diversify the paths through the system, while enhancing the value of each. This could be a way of avoiding the invidious choice between selection by ability, which increases the number of academic failures, and the risks of exclusion, and the same education for all which can inhibit talent.'

MAIN THRUSTS

- UNESCO and education, 24
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UNESCO AND EDUCATION

In no other field does UNESCO's role as a 'shaper of the future' appear so clearly as in education.

UNESCO had its forerunners in the field of international co-operation among educators. In the aftermath of the First World War, the Council of the League of Nations proposed the creation of an International Committee to examine questions of intellectual and educational co-operation. The International Institute of Intellectual Co-operation established in 1925 did not actually have education as one of its specific functions, although it did devote a significant proportion of its activities – some of them in many ways foreshadowing those of UNESCO – to education. The somewhat marginal nature of the Institute's educational activities in fact so frustrated educators that in 1929 the International Bureau of Education (IBE) was transformed into an intergovernmental organization. Carrying on the work of the Jean-Jacques Rousseau Institute of the University of Geneva, IBE was to open the way to co-operation among governments in the field of education, hitherto regarded as a preserve of national sovereignty.

Conceived while bombs were falling, in the darkest hours of the bloodiest conflict in history, UNESCO was the offspring of a meditation on war and on the atrocities perpetrated during the period that came to an end in 1945. Its birth called education into question for failing to prevent the war and its consequences, yet constituted a declaration of faith in education for the build-ing of a better future.

'Since wars begin in the minds of men, it is in the minds of men

that the defences of peace must be constructed.' But not peace at any price: peace founded upon 'the intellectual and moral solidarity of mankind' and not merely the absence of war. This is a primarily educational mission, involving 'full and equal opportunities for education for all'. Hence the realization that the right to education and education for justice, freedom and peace are the two fundamental ethical tasks assigned to UNESCO. They go hand in hand. This is the first distinguishing feature of UNESCO – an organization whose

ethical purpose has precedence over its technical function.

UNESCO was also endowed with other fields of competence besides education: the natural sciences, the social and human sciences, culture and communication. Its educational work greatly benefited from its contact with these disciplines and their occasional interpenetration, which education had to take into account. As a result, education was no longer confined to teaching and pedagogical aspects, but was thrown open to the entire realm of know-

ledge, ideas and creativity that it blended to forge a modern humanism. This is UNESCO's second distinguishing feature.

Its work in the field of education – and this is its third distinguishing feature – is to be seen in the context of the United Nations System. While independent, UNESCO is a party to a collective endeavour to foster peace and the common prosperity of all. Its contribution takes the form of international co-operation by educators whose efforts to extend and improve education serve these causes, thereby giving a highly practical

THE IMPORTANCE OF THE ROLE OF EDUCATION

Education for justice, liberty and peace is the nations' sacred duty: the importance that the authors of the Constitution attributed to education and their faith in its power situate UNESCO's founding text within the great humanist tradition of the eminent thinkers who have been the glory of different civilizations, they make it one of the most remarkable ethical documents of the twentieth century and give it an imperishable relevance.

The importance of education in the eyes of UNESCO's founders is mirrored by the importance of its place in the Constitution. The fact that no other concept appears as frequently as that of education in its Preamble and Article I is significant in this respect. This vision of the role of education is one of the great messages conveyed by the Constitution from the founders of UNESCO.

UNESCO: an Ideal in Action. The Continuing Relevance of a Visionary Text, Federico Mayor and Sema Tanguiane, Paris, UNESCO, 1996.

flavour to the debate on education and the policies to which it leads. All reflection, studies and exchanges of ideas among educators are action-oriented. UNESCO – and this is its fourth distinguishing feature – is the only intergovernmental organization with competence in education that has a universal vocation.

UNESCO is neither a technical agency, nor a research institute; nor is it a centre for theoretical speculation or purely pedagogical study, or as has sometimes been mistakenly thought, a supranational ministry of education. Throughout the fifty years of its existence, it has constantly helped its Member States to identify their needs and aspirations in the field of education through consultations, surveys and international or regional conferences. But, in so doing it has always been guided by these countries' own choices and has always scrupulously abided by their decisions. While never neutral when principles of equity, human dignity, respect for human rights and international understanding have been at stake, it has never sought to impose national policies, curricula or textbooks.

UNESCO has constantly sought to mobilize the political will of the international community on behalf of the two great educational causes – the right to education and the role of education in building a more caring world – but it has never attempted to supplant the governments of its Member States. In any event, it lacks the means to do so. Even if it were to devote the whole of its budget, including its own operating costs, to illiteracy eradication it would have barely 25 cents a year to spend on each illiterate in the world.

Today the fact is that since the task of developing and improving education rests essentially with governments, UNESCO has been called upon to play a different and quite considerable role over the last fifty years: that of acting as a stimulus and a catalyst,

**1946-1996
DIRECTORS, LATER ASSISTANT DIRECTORS-GENERAL, FOR EDUCATION**

- **Kuo Yu-Shou**, China _____ 1946-1948
- **Clarence E. Beeby**, New Zealand _____ 1948-1949
- **Jean Piaget**, Switzerland (a.i.) _____ 1949-1950
- **Lionel Elvin**, United Kingdom _____ 1950-1956
- **W. Harold Loper**, United States of America _____ 1957-1960
- **Masunori Hiratsuka**, Japan _____ 1960-1961
- **Shannon McCune**, United States of America _____ 1961-1962
- **Gabriel Betancour-Mejia**, Colombia _____ 1963-1966
- **Jean Guiton**, France (a.i.) _____ 1966-1967*
- **Carlos Flexa Ribeiro**, Brazil _____ 1967-1970
- **Amadou-Mahtar M'Bow**, Senegal _____ 1970-1974
- **Leo Fernig**, United Kingdom (a.i.) _____ 1974-1975
- **Sema Tanguiane**, ex-USSR _____ 1975-1988
- **Akihiro Chiba**, Japan (a.i.) _____ 1988-1989
- **Colin N. Power**, Australia _____ since 1989

* And earlier, on three other occasions.

analysing trends, defining policies, setting standards, formulating key ideas, encouraging innovation and organizing exchanges of information, ideas and people. And, at the appropriate time mobilizing the financial and human resources needed for the advancement of education. UNESCO's role in the field of education is to do with scant resources what other institutions cannot do, or cannot do as well.

**1946-1996
EVOLUTION OF UNESCO'S REGULAR PROGRAMME RESOURCES**

| | | | | | | | | | | | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------|------|-------|------|-------|------|------|------|------|------|-----|------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>BUDGET IN 1948</p> <p>The 1948 UNESCO programme was divided into six chapters. These, with the sums for each, are as follows:</p> <p>Reconstruction \$614,141</p> <p>Communication \$1,714,722</p> <p>Education \$854,551</p> <p>Cultural Interchange \$530,237</p> <p>Social sciences \$327,236</p> <p>Natural sciences \$918,926</p> <p>These allocations total \$4,959,813 for 1948, leaving something over two million dollars for administrative purposes, for the next session of the General Conference, for the Executive Board [...]</p> <p><small>The UNESCO Courier, February 1948</small></p> | <p>Regular budget yearly total*</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>1996</td><td>259.2</td></tr> <tr><td>1990</td><td>189.4</td></tr> <tr><td>1980</td><td>151.5</td></tr> <tr><td>1970</td><td>38.7</td></tr> <tr><td>1960</td><td>13.7</td></tr> <tr><td>1950</td><td>8.0</td></tr> <tr><td>1947</td><td>6.9</td></tr> </table> <p><small>* in millions of current dollars (not re-evaluated)</small></p> | 1996 | 259.2 | 1990 | 189.4 | 1980 | 151.5 | 1970 | 38.7 | 1960 | 13.7 | 1950 | 8.0 | 1947 | 6.9 | <p>EDUCATION'S SHARE of the regular programme budget</p> <p>As the aim of this brochure is to report on UNESCO's global action in education since 1946, without following a strictly sectoral approach, it can be estimated that considerably more than 50% of the Organization's regular programme budget was earmarked for education.</p> |
| 1996 | 259.2 | | | | | | | | | | | | | | | |
| 1990 | 189.4 | | | | | | | | | | | | | | | |
| 1980 | 151.5 | | | | | | | | | | | | | | | |
| 1970 | 38.7 | | | | | | | | | | | | | | | |
| 1960 | 13.7 | | | | | | | | | | | | | | | |
| 1950 | 8.0 | | | | | | | | | | | | | | | |
| 1947 | 6.9 | | | | | | | | | | | | | | | |

THE RIGHT TO EDUCATION

DEMOCRATIZATION AND LIFELONG LEARNING

The overall objective of UNESCO's action in the field of education is the effective implementation of the right to education, as a prerequisite to democratization, in pursuance of the standard-setting instruments drawn up by the United Nations and adopted by Member States. In this vast endeavour, UNESCO has, throughout the half century of its existence, resorted to all means at its disposal to meet the many preconditions for ensuring the right to education for all. Among these means are a continuing analysis of the obstacles impeding the exercise of the right to education, as well as studies, pilot projects and innovative actions. The Secretariat has mobilized governments during conferences at world and regional levels to stimulate their political will. Regional plans for the development of education have been drawn up, and major projects launched to implement them with the support of international, regional and national financing programmes and institutions. A wide range of ways and means to ensure maximum efficiency in the utilization of resources has been devised, including the rethinking of educational policies and the promotion of appropriate educational planning. Over the years, UNESCO has endeavoured to promote the right to education through a two-pronged approach: generalizing access to education and giving priority attention to the emergency needs of disadvantaged countries or population groups. With the adoption of an integrated strategy for education for all, and with the implementation of the Jomtien Declaration and Framework for Action, the extension of the access to education has encouraged the pooling of school and out-of-school resources. Whilst concentrating on the objectives of providing education for all and of eradicating illiteracy in the shortest possible time, UNESCO has also intensified its efforts in favour of equal education for girls and women, of educational provision for disadvantaged countries, or disadvantaged groups such as migrant workers and their families, street children and child-workers, and populations living in remote rural areas. Last, but not least, the Secretariat has made every attempt to encourage the matching of the quantitative expansion of education with a corresponding effort towards its qualitative improvement.

A CHOICE BETWEEN TWO APPROACHES

With the very limited resources available to UNESCO in its early days, a choice had to be made between two approaches: working towards the generalization of education or giving priority to the urgent needs of those particularly deprived of education. This remains a constant dilemma. At first, the Secretariat gave priority to emergency needs, which was, no doubt, a healthy sign of realism. As early as the end of the 1940s, UNESCO included fundamental education activities in its very first

programmes – pilot projects in Haiti, China, and British East Africa – and issued its first publication entitled *Fundamental Education*. Fundamental education was a phrase coined by UNESCO which was inspired by the praiseworthy intention to bring some education to those 'who could not afford to wait'. Over several decades the two Centres for Fundamental Education set up, for Latin America in Patzcuaro (Mexico) in 1951 and for the Arab States in Sirs-el-Layyan (Egypt) in 1952, trained hundreds of teachers, educators, and instructors who, through primary education as well as fundamental education,

contributed significantly to the improvement of education in rural areas.

During the first decade of its existence UNESCO also undertook projects in adult education, particular emphasis being paid to workers' education. The first Conference on Adult Education took place in Elsinore (Denmark) in 1949. Since then, innumerable activities – generally out-of-school programmes undertaken in co-operation with non-governmental organizations – have been carried out, as have out-of-school activities for young people. Initiatives such as the study of obstacles to the equal access of women to education, projects to meet the special needs of children, and emergency programmes for the education of Palestinian and Middle Eastern refugees are also indicative of the importance attached by UNESCO to correcting blatant inequalities. However, at the time of the Elsinore Conference, a massive effort towards making education accessible to all was still to be undertaken. In 1951, the 14th session of the International Conference on Public Instruction jointly convened by UNESCO and the International Bureau of Education, adopted a recommendation concerning 'compulsory education and its prolongation' and one year later, the Secretariat considered as 'permanent problems' the extension of free and compulsory education to all and the reform of secondary education, including both vocational training and workers' education. Ever since, UNESCO has sought to move forward along these two parallel paths – the generalization of education and priority attention to the disadvantaged.

In 1952, a regional conference on the development of compulsory and free primary education was organized in Bombay. And 1957 saw the launching of a ten-year Major Project on the Extension of Primary Education in Latin America. But many other factors had yet to intervene before large-scale, global action towards the generalization of education could begin.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS, IN BRIEF...

On December 10, 1948, the Universal Declaration of Human Rights was adopted by the General Assembly of the United Nations meeting in Paris. At that time, UNESCO's Director-General, Jaime Torres Bodet, stressed the importance of this event in these words:

'The declaration of 10 December 1948 is more than a historical summary, it is a programme. Every paragraph is a call to action, every line a condemnation of apathy, every sentence a repudiation of some moment of our individual or national history; every word forces us to scrutinize more closely the situation in the world today. The destiny of mankind is an indivisible responsibility which we all must share.'



- | | |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| ARTICLE 1. Right to equality. | ARTICLE 16. Right to marriage and family. |
| ARTICLE 2. Freedom from discrimination. | ARTICLE 17. Right to own property. |
| ARTICLE 3. Right to life, liberty, personal security. | ARTICLE 18. Freedom of belief and religion. |
| ARTICLE 4. Freedom from slavery. | ARTICLE 19. Freedom of opinion and information. |
| ARTICLE 5. Freedom from torture, degrading treatment. | ARTICLE 20. Right to peaceful assembly and association. |
| ARTICLE 6. Right to recognition as a person before the law. | ARTICLE 21. Right to participate in government, and in free elections. |
| ARTICLE 7. Right to equality before the law. | ARTICLE 22. Right to social security. |
| ARTICLE 8. Right to remedy by competent tribunal. | ARTICLE 23. Right to desirable work and to join trade unions. |
| ARTICLE 9. Freedom from arbitrary arrest, exile. | ARTICLE 24. Right to rest and leisure. |
| ARTICLE 10. Right to fair public hearing. | ARTICLE 25. Right to adequate living standards. |
| ARTICLE 11. Right to be considered innocent until proved guilty. | ARTICLE 26. Right to education. |
| ARTICLE 12. Freedom from interference with privacy, family, home, correspondence. | ARTICLE 27. Right to participate in the cultural life of community. |
| ARTICLE 13. Right to free movement in and out of any country. | ARTICLE 28. Right to social order assuring human rights. |
| ARTICLE 14. Right to asylum in other countries from persecution. | ARTICLE 29. Community duties essential. |
| ARTICLE 15. Right to a nationality and freedom to change it. | ARTICLE 30. Freedom from State of personal interference in the above rights. |

ARTICLE 26. Right to education.

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

The UNESCO Courier, October 1949.

THE 1960s, A TURNING POINT

In 1960, UNESCO's General Conference adopted a standard-setting instrument of outstanding importance: the Convention against Discrimination in Education, which not only banned all forms of discrimination but also indicated positive measures to be taken by the States parties thereto in order to promote equality of opportunity in education.

The Convention requires that Member States submit periodic reports on its implementation to the General Conference which has, in consequence, strengthened the legal foundations of UNESCO's ethical mission in respect of procuring education for all. Yet it was, in fact, economic considerations that eventually led to the provision of the funding required to undertake large-scale action. Still in 1960, a resolution of the United Nations General Assembly recognized the importance of education for economic development. Financial resources were made available by the Special Fund (now the UNDP), the World Bank, UNFPA, UNICEF, and other multilateral or bilateral sources. Used to meet the education and development needs of newly independent countries, notably in Africa, these funds have been at the origin of a spectacular increase of financial resources for educational development. Regional conferences of ministers of education drew up plans addressed to the issue of raising enrolment levels to meet expected requirements in terms of the workforce. They gave a vigorous impulse to the development of education in their respective regions. Almost paradoxically, purely economic concerns seemed to be the best allies of ethical goals. However, priority was not always given to primary education and little of the funds devoted to education went to the fight against illiteracy. As population growth rates were higher than expected, the absolute number of illiterates continued to increase and the number of out-of-school children remained considerable.

The end of the 1960s saw the beginnings of a Malthusian reaction – especially in economic circles concerned with returns on investment – against the expansion of education in the developing world, finding expression in an apparent opposition, a pretended

necessity of choosing between quantity and quality, between democratization and efficiency. In this respect, during UNESCO's General Conference, at ministerial-level meetings and in other events during International Education Year (1970), as well as in *Learning to Be*, the report of the International Commission on the Development of Education, under the chairmanship of Edgar Faure, the Organization took a firm stand and declared its refusal to choose between quantity and quality, between democratization and effectiveness, affirming on the contrary, that the two are inseparable and must therefore go forward together, each strengthening the other. The democratization of access to education, and its renewal, remain two durable and indissociable objectives in UNESCO's action, in harmony with its humanistic approach to development as opposed to merely economic considerations.

It is due in part to the action of the Organization that the criteria for granting loans applied by funding bodies have been broadened and are no longer subordinate to the satisfaction of labour needs. Justice, and greater equality of access to education in rural areas and in disadvantaged urban environments are aspects which are now fully taken into account for funding projects. This promising evolution marked the beginning of transition from a purely economic notion of development, to that of the more global perception of human development. The economic crisis of the 1980s, with structural adjustment plans to the detriment of the social sectors, led the Organization yet again to react and to spur the international community, gathered together in Jomtien in 1990, to declare that a global, humanistic and democratic approach to education must prevail.

THE STRUGGLE FOR LITERACY

The unmistakable evidence that the battle against illiteracy could be lost and that the right to education was not being sufficiently enforced prompted UNESCO to convene a World Congress on the Eradication of Illiteracy in Tehran in 1965.

UNESCO presented the Ministers of Education attending this Conference with a fresh approach to tackle the issue – the concept of functional literacy. To expect a rapid solution to a problem of such magnitude

THE FOUNDATIONS OF THE RIGHT TO EDUCATION

A brief chronology (1946-1996)

■ **1946**, The Constitution of UNESCO proclaims that:

'The State Parties [believe] in full and equal opportunities for education for all' and defines one of UNESCO's main functions in the following terms: 'Give fresh impulse to popular education and to the spread of culture [...] by instituting collaboration among the nations to advance the ideal of equality of educational opportunities without regard to race, sex or any distinctions, economic or social'.

(Article 1, para. 2b)

■ **1948**, The Universal Declaration of Human Rights adopted by the United Nations General Assembly in 1948 identifies education as a human right: 'Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory'.

(Article 26, para. 1)

■ **1959**, The Declaration of the Right of the Child, adopted by the General Assembly in November 1959, reads:

'The child is entitled to receive education, which shall be free and compulsory.'

■ **1960**, Twelve years after the Universal Declaration of Human Rights, the Convention against Discrimination in Education adopted by the General Conference of UNESCO in December 1960 set out the principles of 'equality of opportunity and of treatment' in education. Articles 1 and 4 state, and in particular:

Article 1

1. - For the purposes of this Convention, the term 'discrimination' includes any distinction, exclusion, limitation or preference which, being based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, has the purpose or effect of nullifying or impairing equality of treatment in education and in particular:

- (a) Of depriving any person or group of persons of access to education of any type or at any level;
- (b) Of limiting any person or group of persons to education of an inferior standard;
- (c) Subject to the provisions of Article 2 of this Convention, of establishing or maintaining separate educational systems or institutions for persons or groups of persons; or
- (d) Of inflicting on any person or group of persons conditions which are incompatible with the dignity of man.

2. - For the purposes of this Convention, the term 'education' refers to all types and levels of education, and includes access to education, the standard and quality of education, and the conditions under which it is given.

Article 4

The States Parties to this Convention undertake furthermore to formulate, develop and apply a national policy which, by methods appropriate to the circumstances and to national usage, will tend to promote equality of opportunity and of treatment in the matter of education and in particular:

- (a) To make primary education free and compulsory; make secondary education in its different forms generally available and accessible to all; make higher education equally accessible to all on the basis of individual capacity; assure compliance by all with the obligation to attend school prescribed by law;
- (b) To ensure that the standards of education are equivalent in all public educational institutions of the same level, and that the conditions relating to the quality of the education provided are also equivalent;
- (c) To encourage and intensify by appropriate methods the education of persons who have not received any primary education or who have not completed the entire primary education course and the continuation of their education on the basis of individual capacity.

These provisions were to be supplemented by those of:

■ **1965**, International Convention on the Elimination of All Forms of Racial Discrimination, adopted by the United Nations General Assembly on 21 December 1965, New York.

■ **1966**, The International Covenant on Economic, Social and Cultural Rights of the United Nations, in which the States 'recognize the right of everyone to education'.

(Article 13, para. 1)

■ **1978**, The International Charter of Physical Education and Sport, adopted by the General Conference of UNESCO in November 1978, stating that:

'Every human being has a fundamental right of access to physical education and sport, which are essential for the full development of his personality. The freedom to develop physical, intellectual and moral powers through physical education and sport must be guaranteed both within educational system and in other aspects of social life'.

(Article 1, para. 1)

■ **1979**, The Convention on the Elimination of All Forms of Discrimination Against Women, adopted by the United Nations General Assembly on 18 December 1979, New York.

■ **1989**, The Convention on the Rights of the Child, adopted by the General Assembly of the United Nations, November 1989, stating, *inter alia*, that:

'State Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status'.

(Article 2, para. 1)

States Parties 'shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child'.

(Article 19, para. 1)

'Recognizing the special needs of a disabled child, assistance [...] shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development'.

(Article 23, para. 3)

■ **1990**, The World Declaration on Education for All adopted by the World Conference on Education for All, March 1990, Jomtien (Thailand), declaring in Article 1, para. 1, that:

'Every person — child, youth and adult — shall be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning. The scope of basic learning needs and how they should be met varies with individual countries and cultures, and inevitably, changes with the passage of time'.

■ **1995**, The ILO's Administration Council, which, in November 1995, reiterated its determination to fight against child labour and promote essential human rights agreements. It was agreed that efforts to eradicate child labour, would be intensified, while all governments were called upon to implement measures designed to eliminate the worst types of abuse that may be inflicted upon children, namely childhood servitude, slavery, prostitution and engaging in work activities that pose a threat to their physical integrity. The Council recommended the inclusion of the child labour problem in the agenda of the ministerial meeting during the International Work Conference (CIT) of 1996, and among the main issues to be discussed at the Conference of 1998.

appeared unrealistic: a selective – and intensive – approach was therefore recommended. ‘Functional literacy’ would give priority to those who could use their newly acquired skills in their work and therefore would be more strongly motivated to master it. Whilst this approach diverged somewhat from the ideal of education for all, it was nonetheless considered as a first step towards education for all, which remained the goal. An Experimental World Literacy Programme (EWLP) was launched on this basis with projects in eleven countries. The evaluation of these projects pointed to some good – but more often mitigated – results, one conclusion being that functional literacy, although a relatively economic mode of delivery, showed little evidence that it could speedily wipe out illiteracy.

The answer to the question of how to eliminate illiteracy soon became clear: instead of alternating periods of emphasis on the extension of school education with periods of emphasis on literacy work, efforts had to be combined to bear on both simultaneously. Whilst every attempt should be made to eradicate illiteracy by generalizing primary education, non-formal education should be offered to the growing number of illiterate adults and to children excluded from school. Hence the notion that integrating school and out-of-school education was the only realistic strategy to offer education to everyone in the not too distant future. Building on experience acquired during years of action and reflection on educational policies and education systems, UNESCO expanded the concept of integrated national strategies, combining the extension of primary education and literacy campaigns. This approach appeared for the first time in UNESCO’s education programme in the 1980s.

Four regional programmes harmonizing the development of school education and the eradication of illiteracy were launched in Latin America and the Caribbean (1981-1985), in Africa (1984-1985), in Asia and the Pacific (1987) and in the Arab States (1989). These four programmes reflect the integrated strategy which blends the resources of primary education with those of adult literacy work in the struggle against illiteracy. In 1984, the General Conference adopted the UNESCO Plan of Action for the Eradication of Illiteracy by the year 2000, conceived along these lines.

THE WORLD CONFERENCE ON EDUCATION FOR ALL, JOMTIEN

The United Nations proclaimed 1990 International Literacy Year (ILY), entrusting the main responsibility for it to UNESCO. ILY was marked by the World Conference on Education for All convened jointly by UNICEF, UNDP, UNESCO and the World Bank in Jomtien (Thailand), which brought together 1,500 participants representing 155 governments and 150 non-governmental organizations. The Conference adopted the World Declaration on Education for All, which defines basic education as ‘the foundation for lifelong learning’ and sets out the principle of resorting to using ‘a variety of delivery systems’ to meet basic educational needs. The Conference also approved the Framework for Action to Meet Basic Learning Needs referring to strategies ‘linked to formal education, non-formal education or a combination of both’, specifically mentioning ‘relevant, primary schooling or equivalent out-of-school education for children, and literacy, basic knowledge and life skills training for youth and adults’.

Since 1990, UNESCO has devoted most of its Education for All activities to encouraging countries to implement the Jomtien Framework for Action, which has attracted considerable attention and support from governments and educators, and can therefore be regarded as a major political event in the history of the fight against illiteracy. It has helped mobilize international resources, stimulate the political will of governments and strengthen co-operation of development agencies.

In its approach to promoting education for all, UNESCO is now guided by two major concerns; one is the quality of education, not only in terms of educational standards, but also of relevance. Education for all will attain its objectives only if it takes full account of the cultural and socio-economic environment and the interests of the groups concerned. The quality of education in its broadest sense appears as a prerequisite for ensuring equal opportunities, which equal access does not suffice to ensure. The second major concern is that Education for All, in the strategy proposed by UNESCO to education authorities, should not be conceived as a limited and restrictive list

THE RIGHT TO EDUCATION

of items of basic knowledge but rather as the foundation for access for each and every person to each and every level and form of education, in the perspective of lifelong learning. These concerns have been recently emphasized by the International Commission on Education for the Twenty-first Century in its report to UNESCO.



CHILDREN WITHOUT CHILDHOOD

Child labourers are among the world's most exploited workers. Hundreds of millions of children work in fields and factories, on street corners and in garbage dumps all over the world. Most do some form of work from their earliest years, helping around the home or running errands. But the term 'child labour' implies exploitation – that children are working long hours for low pay, sacrificing their health, their education and their childhood.

The largest numbers of child workers are in Asia, where in some countries they make up more than 10% of the labour force. But there are also large numbers in Africa, where several countries are reported to have up to 20% of their children working. And in Latin America, more than a quarter of children in some countries are thought to be working.

Industrial countries also have a substantial child workforce. In Europe, some of the largest numbers are in Italy and Spain. And there are believed to be large numbers in the United States, where between 1983 and 1990 there was a 250% increase in violations of child labour laws.

Poverty is the chief cause of child labour. When a family is poor, everyone has to work, every extra contribution helps. But many children work because of lack of other opportunities: schools might be unavailable, inadequate or just too expensive.

Others are forced to work. Pakistan, according to some reports, has millions of bonded child labourers, working long hours each day in all sorts of activities, from agriculture to carpet factories to brick kilns. And in Thailand, children are bought and sold to work in private houses, restaurants, factories and brothels.



Photo: A. Pinoges

*¡Que antiguo es ese niño!
¡Cuántos han muerto para que él naciera!
(Miguel de Unamuno)*

While the long-term objective must be to eliminate child labour, much needs to be done for children who currently have to work – providing them with support through health services, feeding programmes or informal education schemes that they can fit in around their work. And children should be removed immediately from the most hazardous environments.

Improving educational opportunities is one of the most important steps – to make schooling a real and practical alternative for today's working children. But in the ultimate analysis, child labour will be eliminated only through alleviation of poverty – the real cause of child labour.

From UNDP Human Development Report, 1993.





1996

**Mid-Decade Meeting
of the International Consultative Forum
on Education for All**

Joint Statement

EDUCATION FOR ALL: A GOAL WITHIN REACH

Six years ago at the World Conference on Education for All held in Jomtien, Thailand, 155 countries pledged to take the necessary steps to provide primary education for all children and massively reduce adult illiteracy by the end of the decade. This year we are joining forces to organize a high-level meeting at Amman, Jordan, in June, to assess what has been done – by nations and by the international community – to fulfil these commitments. At the same time Amman will provide an excellent opportunity for all nations to review their goals and strategies for expanding access to and improving the quality of basic education within a reasonable timeframe.

The balance sheet over the last six years is mixed. Much progress has been made in education in terms of higher enrolments, better quality and greater relevance in many countries. In particular, nine of the world's most populous countries – Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan – are working together to achieve Education for All. Even countries with a modest GNP per capita, such as Sri Lanka and Zimbabwe, are providing primary schooling to eight or more children out of ten. Such success stories demonstrate clearly that education for all is achievable and can become a reality within a few years.

But much more needs to be done. There are still 130 million children in the world who have no access to school, and the majority of them are girls. A large proportion of children, one third or more in many countries, do not complete primary education. Even of those who do finish, many do not acquire the essential skills and knowledge expected from primary education. Far too many children will soon join the world's 885 million illiterate adults, most of whom are women. Secondary education, so vital for development, is accessible only to 17 per cent of Sub-Saharan Africa's children. Thus it is clear that a much more concerted effort is needed to expand and improve educational opportunities, especially for girls and women.

It is unacceptable that a world that spends approximately US\$800 billion a year on weapons cannot find the money needed – an estimated US\$6 billion per year – to put every child in school by the year 2000. A mere one per cent decrease in military expenditure worldwide

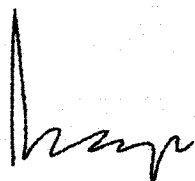
THE RIGHT TO EDUCATION

would be sufficient in financial terms. In Sub-Saharan Africa, only US\$2.5 billion per year would be needed to provide universal primary education. The international community and the developing world can and must invest in education, particularly in primary education, to achieve economic growth and poverty reduction.

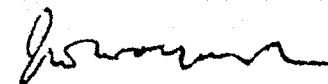
The Amman meeting will be a milestone on the road to Education for All, which has well-known positive effects on economic development, infant mortality rates, reproductive health, birth rates, and the empowerment of people, especially women.

Decisive and radical solutions must be found at both international and national levels to the problems that countries face in meeting the basic learning needs of their populations.

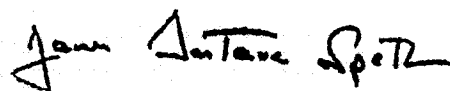
International commitment to the goal of Education for All has been reaffirmed at major global conferences, such as the International Conference on Population and Development, the World Summit for Social Development and the Fourth World Conference on Women. But declarations of intent are not enough. No real breakthrough will be possible unless the commitment is translated into a serious rethinking of resource priorities on the part of national leaders and the international community alike. We wish to stress our conviction that basic education for all is not only a human right, but also the cornerstone of human development. Having access to quality basic education is probably the single most effective means to ensure democracy, sustainable development and peace.



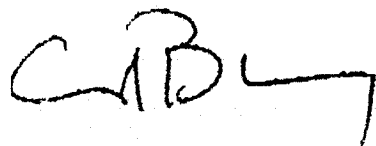
Federico Mayor
Director-General, UNESCO



James Wolfensohn
President, World Bank



James Gustave Speth
Administrator, UNDP



Carol Bellamy
Executive Director, UNICEF



Nafis Sadik
Executive Director, UNFPA

CONSTRUCTING A LEARNING SOCIETY

FROM 'LEARNING TO BE' TO 'LEARNING: THE TREASURE WITHIN'

UNESCO has never equated educational development with mere quantitative expansion. And the kind of education the Organization has endeavoured to promote is one which would contribute to peace and welfare of mankind. The Organization has therefore always considered education in relation to the global needs of the world community and of national societies. In order to guide its own activities, as well as to offer suggestions to its Member States and to educators on how best to achieve these goals, UNESCO had to meet certain prerequisites. First, to draw up a picture of the existing situation in terms of educational legislation structures and statistical data in various countries; second, to stimulate a process of exchange of ideas and consultation among deciders and educators, both on specific issues and on general trends at the regional or world levels; and third, to foster global reflection, aimed at provoking imaginative thoughts regarding its future. Such reflection could take its origin from eminent educators and thinkers. UNESCO has resorted to these three approaches.

DEPICT AND ANALYSE THE STATUS OF EDUCATION

The *World Survey of Education* is an early example of the first approach. It was designed to serve as an instrument of co-operation among education authorities and educationists. In 1951, UNESCO had published the *World Handbook of Educational Organizations and Statistics* based on the replies to a questionnaire from fifty-seven countries. This was the origin of the *World Survey of Education*. Published in five volumes between 1955 and 1971, it represented an unprecedented effort to place comparative education, in a workable form, at the service of co-operation in the field of education. Some twenty years after the publication of Volume V, a more condensed and selective publication was issued under the title *World Education Report*. Intended as a reference book for policy-makers working in education and development, three issues have so far been published (1991, 1993 and 1995). Another major publication is the UNESCO



Statistical Yearbook which, since 1964, provides statistical data on significant aspects of educational development worldwide, such as enrolment figures by level and type of education for each region, growth rates of enrolment, public expenditure, etc. The book is widely used by other international organizations, governments and educators.

PROMOTE THE EXCHANGE OF IDEAS AT THE HIGHEST LEVEL

The second approach is exemplified by the exchange of views and discussions during regional conferences which bring together ministers of education and those responsible for economic development. The general debate which opens such conferences is usually devoted to an analysis of the status of education in the region with its innovations, successes and failures, and prevailing trends set against a background of social and economic development.

In a global perspective, the sessions of the International Conference on Education, organized by UNESCO at the International Bureau of Education, provide similar information at a world level. Reports submitted by governments provide a wealth of information and insights into the main developments in education at national level that have taken place from one conference to another. These reports are then published in the *International Yearbook of Education*.

During the fifty years covered by this review, education has evolved considerably due to rapid social changes, often the result of scientific progress and technological innovations. This background of social change has been taken into account in the analyses, debates and recommendations of the various conferences organized by UNESCO. Moreover, two Commissions chaired respectively by Edgar Faure and Jacques Delors were set up to examine, at twenty-five years of distance, the impact

on education of social change both at national and global levels, and suggest paths to be explored to respond to the new problems, responsibilities and challenges. Both commissions highlighted the ever greater interdependence of education and of society.

1970, THE INTERNATIONAL COMMISSION ON THE DEVELOPMENT OF EDUCATION

The late 1960s were years of striking contrasts: after the destructions and losses caused by the Second World War, the industrial countries had made a surprisingly fast recovery. Social change had accompanied economic growth with an ensuing rise in standards of living. Newly independent countries were attempting their economic take-off and the notion of the contribution of education to development was accepted. In developing and industrialized countries alike, enrolment figures were reaching levels never seen before. Yet, the organization of education systems, their methods and their contents remained substantially the same and the goals of education had not been redefined to match the challenges of the emerging new world. This led to unrest among students, generally referred to as the 1968 education crisis which started in the United States and France, but soon spread to a large number of countries. In 1970, René Maheu, then Director-General of UNESCO, thought that the time was ripe to set up an International Commission on the Development of Education which was to submit its report in 1972. The Commission, chaired by Edgar Faure, former Prime Minister and Minister of Education of France at the time of the 1968 crisis, was composed of six eminent members selected in their personal capacity as high-level educators or scientists, former ministers or international civil servants.⁽¹⁾

The Commission's work was based on four assumptions: first,

(1) Felipe Herrera (Chile), Abdul-Razzak Kaddoura (Syrian Arab Republic), Henri Lopes (the Congo), Arthur V. Petrovski (USSR), Majid Rahnema (Iran), and Frederick Champion Ward (United States).

that the world community had common aspirations, problems and trends, despite differences of all kinds between nations and peoples; second, a belief in democracy, to which education was the keystone; third, that the total fulfilment of each individual is the aim of development; and fourth, that only lifelong education could shape a complete human being. It identified a number of characteristics and new trends common to the majority of education systems and progress achieved, as well as dead ends to which the current situation of education seemed to have led. However, on a more optimistic note, it also considered some reasons for hope such as the benefits which could be expected from scientific progress and new technologies. The Commission gave much thought to the relationship between education and society, and to education as a reflection of society, as well as a factor of societal change.

Looking to the future, the Commission considered that, rather than being subject to restricted reforms, education needed to be rethought and focused on the two interrelated notions



A work session of the Faure Commission.

LEARNING TO BE, KEY IDEAS

'Lifelong education' and 'the learning society' were the report's two key ideas. The former was considered as the 'keystone' of educational policies; the latter as a strategy aimed at committing society as a whole to education. The approach was based on the idea of osmosis between education and society, and sought to steer clear of a number of misconceptions such as the ideas of education as a 'sub-system' of society, of instruction as a tool for solving all individual and social problems, and of the compartmentalization of life into 'learning time' and 'time for living'.



As its title indicates, the report focuses on learning, a process that goes beyond education, and a fortiori, teaching. Education and teaching are described in it as dimensions that are subordinate to the learning process. School and out-of-school activities (formal, non-formal and informal education) are treated without hierarchical distinction, and the importance of basic education for all and of adult education is taken as a premise: 'learning is a process that lasts a lifetime, both in its duration and in its diversity'.

However, the Commission did not regard lifelong education as a process of permanent schooling, adult education or continuous vocational training. It was seen neither as an educational system nor an educational field, but rather as 'a principle on which the overall organization of a system and hence the elaboration of each of its parts, are based'. Lifelong education is a need that is common to everyone.

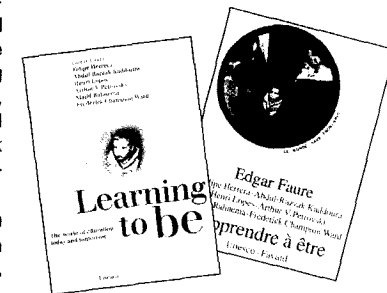
Learning must be redistributed not only in time, but also in space. Thus the Faure Commission called into question the monopoly of institutionalized education. All institutions, whatever their field of competence (economic, social, cultural or informational) can be used for educational purposes and thereby help to build 'a self-aware learning society'.

The Report focused on personal development and put learners, not teachers or educational institutions, at the core of education. The important thing is not the path followed by the learner, but the outcome of the learning process. Each one of us must be free, as our judgement grows stronger and our experience becomes richer and more varied, to choose the ways best suited to our own needs, expectations and abilities.

One criticism that could be made of *Learning to be* is that it expected too much of education and did not take sufficient account of economic and political conditions. It also overestimated the material resources of the developing countries and the extent to which the industrialized countries were really willing to provide them with substantial aid. The bypassing of religious phenomena and their impact on education and the overlooking of the ever-widening education gap between individuals, and between ethnic groups, social classes and nations also reflect a lack of realism that has given rise to disappointments.

Asher Deleon

Executive secretary of the Faure Commission
Excerpt from "Learning to be in Retrospect",
The UNESCO Courier, April 1996.



Translated into 33 languages.

CONSTRUCTING A LEARNING SOCIETY

of lifelong education and of the learning society. As a result of rapid scientific and technological progress, and accelerated social change, nobody could expect that their initial education could serve them throughout life. Education, therefore, could no longer be considered as a period preceding – and distinct from – active life. Every kind of experience should be used to acquire further knowledge; education should no longer be restricted to formal schooling, nor limited in time. School, while remaining the essential mode of delivery for transmitting organized knowledge, would be supplemented by all components of social life, institutions, working environment and leisure, as well as by the media. This led to the concept of ‘learning society’ fully integrating education and social environment. In addition to no longer being based on teaching and on the precedence of the teacher over the learner, education would in fact replace the ‘teaching’ approach by the ‘learning’ approach, the learner – particularly during his adult life – directly assimilating the knowledge provided by society. ‘A social configuration which accorded such a place to education and conferred such a status on it deserves a name of its own – the learning society.’⁽²⁾

These ideas, well received by educators, were widely discussed. Their application, however, seems to have been partial and fragmentary. Moreover, it is possible that the future role assigned to education by this Commission might have been considered too ambitious, and that it expected too much of education. Nevertheless, the ideas of lifelong education and of a learning society seem to have remained entirely valid, and can serve as a grid for analysis as well as principles for action. The report remains one of the most complete and boldest attempts to derive the educational implications of societal change and of the impact on society of the on-going scientific revolution.

(2) *Learning to Be*, Paris, UNESCO, 1972.

1993, THE INTERNATIONAL COMMISSION ON EDUCATION FOR THE TWENTY-FIRST CENTURY

Almost twenty-five years after the report of the commission chaired by Edgar Faure, it was felt necessary to mandate another commission ‘to study and reflect on the challenges facing education in the coming years and to formulate suggestions and recommendations in the form of a report which could serve as an agenda for renewal and action for policy-makers and officials at the highest levels’.

The International Commission on Education for the Twenty-first Century was therefore set up. Chaired by Jacques Delors, former French Minister of Economy and Finance, and President of the Commission of the European Community, it consisted of fourteen members.⁽³⁾ Its report, *Learning: the Treasure Within*, is the result of more than two years of work, based on extensive studies, debates and discussions with teachers’ unions, non-governmental organizations and other groups.

Taking full account of the ideas expressed in *Learning to Be* – in particular the two concepts of lifelong education and of the learning society – the Commission endeavoured to enlarge on them in the light of subsequent major world developments and of the changing, and sometimes contradictory, trends of today’s world. For instance, the threat of extreme danger, as well as the hopes and challenges created by scientific progress; the growing interdependence and globalization of problems, as well as the existence of increasing disparities; the aspiration to cultural identity and respect of differences, and the emergence of contradictory concerns such as those between tradition and modernity, those between the need for competition and the concern for equality of opportunity, and those between the extra-

(3) In’am Al Mufti (Jordan), Isao Amagi (Japan), Roberto Carneiro (Portugal), Fay Chung (Zimbabwe), Bronislaw Geremek (Poland), William Gorham (United States), Aleksandra Kornhauser (Slovenia), Michael Manley (Jamaica), Marisela Padrón Quero (Venezuela), Marie-Angélique Savané (Senegal), Karan Singh (India), Rodolfo Stavenhagen (Mexico), Myong Won Suhr (Republic of Korea), and Zhou Nanzhao (China).

ordinary expansion of knowledge and the human capacity to assimilate it. Education, increasingly conceived as a key factor of societal development, had to adapt to new trends and prepare for change. What kind of education, then, for the twenty-first century?

The Commission believed that education should rest on four 'pillars': 'learning to know' (acquiring a broad general education and in-depth knowledge in a few selected fields), 'learning to do' (acquiring competence based on a mix of abilities rather than on specialized vocational training), 'learning to be' and 'learning to live together'.

The Commission clarified the concept of continuous education – or lifelong learning – linking it with that of the learning society, in which everything affords an opportunity for learning and enriching one's potential. More than retraining, indispensable as this may be, since initial training for life is impossible, lifelong learning implies the acquisition of new knowledge throughout life: at school, out-of-school, at work and in social life. The training capacities of school – the main provider of organized knowledge – of non-formal education, of adult education and of life experience should be integrated.

Basic education as advocated by the 1990 Jomtien Conference is a 'passport for life' and the foundation for lifelong learning. Furthermore, 'any tendency to view basic education as a kind of emergency educational package for poor people and poor countries would be, in our view, an error.'⁽⁴⁾ In order to make lifelong learning a reality, the Commission supported the idea of a 'time credit' allocated to young people at the start of their education, entitling them to a certain number of years of education of which they could take advantage throughout their life.

New information and communication technologies are 'in the process of achieving nothing short of a revolution' affecting not only production and work, but also education and training. These technologies afford new possibilities to education, *albeit* at the risk of increasing existing inequalities, as the poorer are denied access

(4) *Learning: the Treasure Within*, Paris, UNESCO, 1996.

EDUCATION AND CULTURE

Education is a key link in the connecting structure between culture and development. What methods are likely to ensure better symbiosis between each person's culture, the education that transforms us, and the development to which both should contribute but which in return should be geared to the cultural and educational goals? Should we not open up a line of research in this field to ensure that



there is no repetition of the failure of socially maladjusted models of cultural and educational development?

Culture can permeate development only if it first permeates education and if in return education effectively promotes fulfilment in one's own culture, and not merely social or professional selection, which very often and in many societies leads to the brain drain.

Javier Pérez de Cuéllar

Address at the inaugural meeting of WCCD, Paris,
17-21 March 1993.

to them. The Commission stressed the role of education, in an information society, in respect of the use of information and social values conveyed by the media.

The problem of unemployment is an increasingly important issue in all societies worldwide. Whilst education did not bear the brunt of responsibility for this problem, which stems primarily from economic factors, the Commission agreed that education had a role to play in resolving it by strengthening its links with the world of work, and by promoting increased mobility and retraining, alternating periods of education with periods of work.

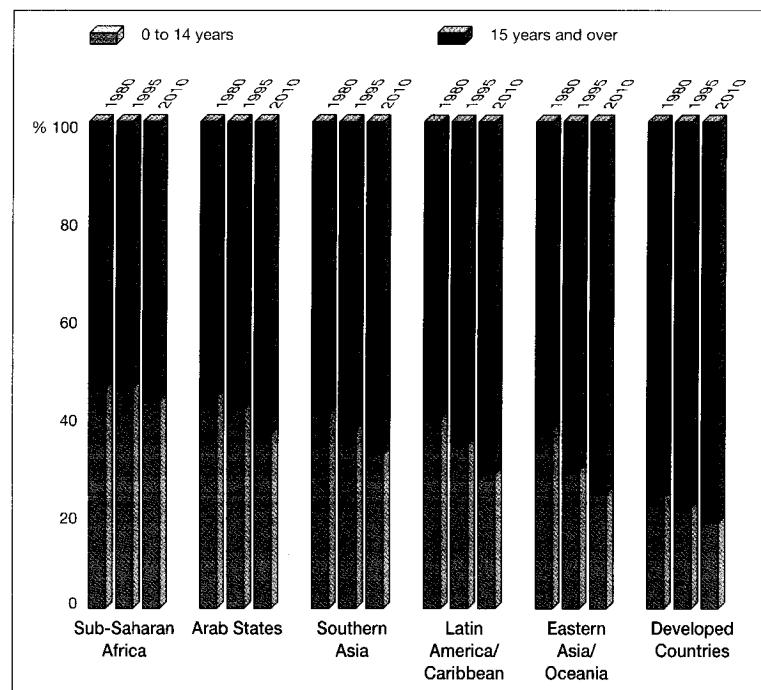
The Commission also outlined the role to be played by education at all levels from the standpoint of lifelong learning, the new responsibilities of teachers and their implication in training and retraining, and issues such as economic and financial choices, new types of certification, and the regulation of the education system. The report's 'pointers and recommendations' make suggestions as to how education systems could reflect the requirements and demands of the world of the twenty-first century. Visible

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throughout are a number of basic tenets: a belief in the power of education as a key to the future; that people, who are the main factors in economic growth, are both the aim and the means of development; a plea for inequalities and disparities to be corrected, and an appeal for international co-operation to this effect; and the hope that interdependence in the global village will soon become active solidarity. This reflection, therefore, is not only wholly consistent with the ethical mission of UNESCO, but also clearly demonstrates how education can contribute to a culture of peace.

EVOLUTION OF THE AGE-STRUCTURE OF THE WORLD'S POPULATION, 1980-2010

The proportion of over-65s will shoot up in the low-growth countries from 12 per cent in 1990 to 16 per cent in 2010 and 19 per cent in 2025. This ageing of the population will undoubtedly have repercussions not only on lifestyles and standards of living, but also on the financing of public expenditure.



Note: The regions correspond to UNESCO's nomenclature. The countries of the former Soviet Union are considered as developed countries, and those that are in Asia are also included there.

FOUR CRUCIAL ISSUES

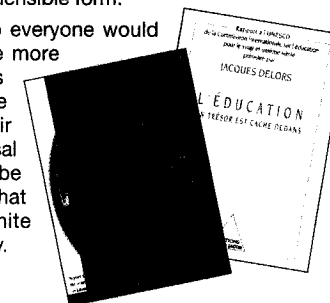
The Commission did its best to project its thinking on to a future dominated by globalization, to ask the right questions and to lay down some broad guidelines that can be applied both within national contexts and on a global scale. Here I shall examine four issues which I believe are crucial.



- The first issue is the capacity of education systems to become the key factor in development by performing a threefold function – economic, scientific and cultural. Everyone expects education to help build up a qualified and creative workforce that can adapt to new technologies and take part in the 'intelligence revolution' that is the driving force of our economies. Everyone – in North and South alike – also expects education to advance knowledge in such a way that economic development goes hand in hand with responsible management of the physical and human environment. And, finally, education would be failing in its task if it did not produce citizens rooted in their own cultures and yet open to other cultures and committed to the progress of society.
- The second crucial issue is the ability of education systems to adapt to new trends in society. This brings us to one of the fundamental responsibilities of education – having to prepare for change despite the growing insecurity that fills us with doubts and uncertainties. Education must take into account a whole range of interrelated and interacting factors that are always in a state of flux, whether it is dealing with individual or social values, family structure, the role of women, the status accorded to minorities, or the problems of urban development or the environment.
- The third crucial issue is that of the relations between the education system and the state. The roles and responsibilities of the state, the devolution of some of its powers to federal or local authorities, the balance to be struck between public and private education – these are just some aspects of a problem which, moreover, differs from one country to another.
- The fourth issue is the promulgation of the values of openness to others, and mutual understanding – in a word, the values of peace. Can education purport to be universal? Can it by itself, as a historical factor, create a universal language that would make it possible to overcome certain contradictions, respond to certain challenges and, despite their diversity, convey a message to all the inhabitants of the world? In this language which, ideally, would be accessible to everybody, all the world's wisdom and the wealth of its civilization and cultures would be expressed in an immediately comprehensible form.

The creation of a language accessible to everyone would mean that people would learn to engage more readily in dialogue, and the message that this language would convey would have to be addressed to human beings in all their aspects. A message that claims to be universal – one of education's lofty ambitions – must be conveyed with all the subtle qualifications that take full account of human being's infinite variety. This is no doubt our major difficulty.

Jacques Delors
From 'Education for Tomorrow',
The UNESCO Courier, April 1996.



Being translated into over 30 languages.

INTERNATIONAL UNDERSTANDING AND A CULTURE OF PEACE

LAYING THE FOUNDATIONS OF PEACE

1946

Resolution on the revision of textbooks, UNESCO General Conference, Paris

The constitution of UNESCO refers to advancing the mutual knowledge and understanding of peoples when defining the purposes of the Organization. It declares 'that ignorance of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war'.

1948

Universal Declaration of Human Rights, United Nations General Assembly, Paris

From the very beginning, the promotion of international understanding and peace has been one of UNESCO's fundamental aims. The Organization's approach is primarily educational: its programme of action has been broad and varied comprising not only the elucidation of the very concept of international understanding and peace, but also the improvement of textbooks, the production of teaching materials, the organization of seminars and conferences, and the launching of the Associated Schools Project.

1949

Framework for the improvement of history and geography textbooks

PROMOTING THE REVISION OF TEXTBOOKS

1950

First series of seminars on the mutual revision of textbooks

UNESCO's interest in improving textbooks from the standpoint of international understanding goes back to the early days of the Organization. In the aftermath of the Second World War, the UNESCO Preparatory Commission decided to publish a document on the improvement of textbooks and, in 1946, the General Conference at its first session adopted a nine-point resolution⁽¹⁾ inviting Member States to improve textbooks for international understanding, paying particular attention to history teaching and civic education.

1953

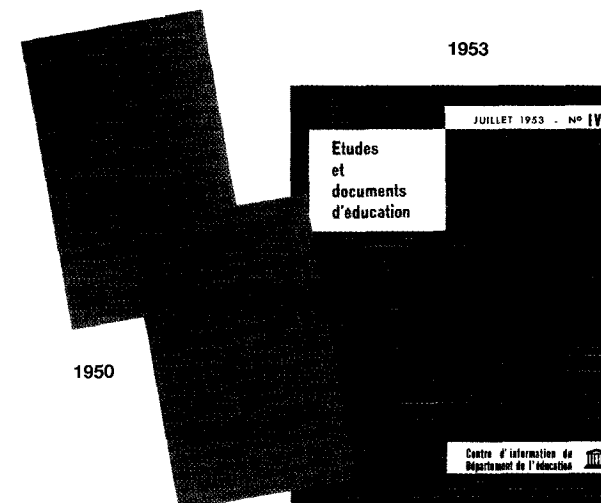
Launching the Associated Schools Project

The production of publications and the organization of seminars has always been the main thrust of action in this sphere. In 1949, UNESCO drew up a framework to improve history and geography textbooks. Between 1950 and 1953, the Secretariat, in close co-operation with the National Commissions of the countries concerned, held a series of seminars on the improvement of teaching of history and geography, and modern language instruction, as a means to develop inter-

1968

Recommendation on Education for International Understanding as an integral part of the curriculum and life of the school, IBE, Geneva

(1) *Looking at the World through Textbooks*. Quoted in the Journal of the First session of the General Conference of UNESCO, 1946.



(2) Curricula revision: Sèvres (France), 1947. History: Brussels, 1950; Sèvres, 1952. Geography: Montreal, 1950. Modern Languages: France and Germany, 1953.

(3) At the International Institute for the Improvement of Textbooks, (later to become the Georg Eckert Institute), Braunschweig, Federal Republic of Germany.

(4) In Finland, German Democratic Republic, Italy, Poland and the United Kingdom between 1979 and 1982; in Italy and Spain; in Colombia, Ecuador, Peru and Venezuela; in Kenya, Malawi, Uganda, the United Republic of Tanzania, Zambia and Zimbabwe in 1985; in Balkan countries, in 1989, etc.

(5) This Major Project is one of three launched in 1957.

(6) Launched in 1992, in co-operation with the Georg Eckert Institute, this network groups more than 200 institutions in forty-one Member States.

(7) Such as, *Tolerance: the Threshold of Peace. A Teaching Learning Guide for Education for Peace, Human Rights and Democracy*, Paris, UNESCO, 1994.

national understanding.⁽²⁾ With the benefit of experience thus acquired, UNESCO began to encourage the mutual revision of history textbooks in order to eliminate biased presentation of facts and nationalistic prejudices. A first meeting of German and French teachers was organized in 1952 and attended by teachers from the United Kingdom and the United States.⁽³⁾

Each biennium thereafter, regional, bilateral and multilateral consultations of history teachers took place.⁽⁴⁾ As part of the Major Project on Mutual Appreciation of Eastern and Western Cultural Values, textbooks from both groups were compared with the aim of improving the ways in which cultural traditions were treated in the 1950s.⁽⁵⁾

Within the framework of the UNESCO International Network of Textbook Research Institutes,⁽⁶⁾ the Organization continues to provide guidelines⁽⁷⁾ and support to Member States wishing to carry out bilateral, or even multilateral, revision of textbooks to remove prejudices vis-à-vis other nations, or groups of people. Linguapax, launched in 1987, promotes the teaching of language, literature and multilingualism to foster understanding between cultures and enhance dialogue between people.

1951

NEW YEAR'S MESSAGE FROM THE DIRECTOR-GENERAL OF UNESCO

After the sacrifices willingly made during the two gigantic struggles we have already endured, we are faced with yet another heavy trial: we must surmount the obstacles which even now threaten the maintenance of Peace in Freedom under Law.

Never has it been more urgent to face the facts with clear vision. Never, perhaps, has mankind had greater need of that steady courage which respect for truth demands. If we build our hope on the undestroyable foundations of clarity and generosity, we will recognize that force alone is no solution. Justice must indeed be strong, but for force to win enduring victory it must be governed by equity.

The peace for which we hope makes greater demands on our qualities than does war. It bears no resemblance to a weak surrender to the pleasures of life. It must be a creator of values, and, far from sanctioning privilege, it must aim at increasing every man's share of freedom, happiness and culture. Governments and individuals must have the courage to overcome habits of thought and action derived from a thousand years of history. And this effort is unavoidable if we are to eliminate war from human experience.

UNESCO, which was created to develop the love of peace in the hearts of men, knows well that it cannot succeed in its educational, scientific and cultural purposes if once more the thunder of guns is to silence men's consciences, if hatred is again to destroy the best of mankind – of men longing for the understanding necessary to security and the security necessary to progress.

In the name of the principles which are the foundations of UNESCO's existence, I express the most fervent hope that the New Year may bring to all the leaders and all the peoples of the world the wisdom and the good will they need to avoid a catastrophe which would break the thread of civilization. May law prevail over all discords. And may we begin at last within the framework of the United Nations a life in which individual and national pride recognizes the limits imposed upon it by the dignity of man and the solidarity of men.

Jaime Torres Bodet
(*The UNESCO Courier*, January 1951).



Ellen Wilkinson (United Kingdom)

Former Minister of Education, Chairwoman of the Conference to establish an Educational and Cultural Organization of the United Nations

What can this Organization do? Can we replace nationalist teaching by a conception of humanity that trains children to have a sense of mankind as well as of national citizenship? That means working for international understanding.

Opening speech to the Conference, London, November 1945

Maria Montessori (Italy)

Distinguished educationist, promotor of 'new education' and education for peace

If one day UNESCO resolved to involve children in the reconstruction of the world and building peace, if it chose to call on them, to discuss with them, and recognize the value of all the revelations they have for us, it would find them of immense help in infusing new life into this society which must be founded on the cooperation of all.

Fourth session of the General Conference of UNESCO, Florence, 1950

Jaime Torres Bodet (Mexico)

Director-General of UNESCO from 1948 to 1952

Knowledge and understanding of the principles of the Universal Declaration of Human Rights and their practical application must begin during childhood. Efforts to make known the rights and duties they imply will never be fully effective unless schools in all countries make teaching about the Declaration a regular part of the curriculum.

The UNESCO Courier, December 1951

1974

Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, UNESCO General Conference, Paris (updated in 1995)

1976

First international Conference of Ministers responsible for Physical Education and Sport, Paris

1978

- International Charter of Physical Education and Sport
 - Declaration on Race and Racial Prejudice
- Adopted by the General Conference of UNESCO

1983

Intergovernmental Conference on the Implementation of the 1974 Recommendation, Paris

1987

Launching the Linguapax Project

1989

International Congress and Declaration on peace in the minds of men, Yamoussoukro, Côte d'Ivoire

1992

UNESCO International Network of Textbook Research Institutes

BROADENING THE CONCEPT OF EDUCATION FOR INTERNATIONAL UNDERSTANDING

The term 'international understanding', whilst not specifically defined in UNESCO's Constitution, was, in the early years, taken to mean developing fraternal and positive attitudes conducive to mutual accord. However, the scope of education for international understanding soon evolved to include teaching about the United Nations and human rights, and to address the problem of peace and other major world issues.⁽⁸⁾ In 1968, the International Conference on Public Education subscribed to various propositions on this topic before adopting a more comprehensive Recommendation on Education for International Understanding as an integral part of the curriculum and life of the school. Referring to the main international normative instruments, it not only reviewed the contribution of various subject matters to the development of international understanding, but also pointed out what needed to be done in terms of school life, curricular and extra-curricular activities, and teacher training.

MARIA MONTESSORI *A vision of mankind transformed*

'Education in its present form encourages the child's sense of isolation and his pursuit of his own interests [...] Children are taught not to help one another, not to prompt those who do not know something, to think of nothing but their own advancement, to aim solely at winning prizes in competition with their companions. And these pathetic egotists, mentally wearied as experimental psychology reveals them to be, then go out into the world, where they live side by side like grains of sand in the desert – every one cut off from his neighbour, and all sterile. If a gale arises, this human dust, with no spiritual essence to give it life, will be swept away in a death-dealing whirlwind.'

...and this death-dealing whirlwind was just appearing on the horizon; for this was in 1937.



The doctor who opened a new door to education

On 7 December 1949, during a reception in her honour at UNESCO House, Jaime Torres Bodet, UNESCO's Director-General, paid tribute to her life's work, when in the course of a speech he said:

'The new education, so strongly marked since its inception by the impress of your thought can properly be described as revolutionary [...] And there is yet a further tribute of thanks and admiration to be paid to one who brought so clear and keen a vision to the problem of peace: for it was you who reminded us all that care lavished on the child would all be wasted unless it made him a responsible citizen, strong to meet the challenge of our age. Here your concerns and ours are one: our task is to help the teachers of all nations to train those future citizens of the world without whom all our understandings would rest sterile.'

Adapted from *The UNESCO Courier*, December 1949 and 1964.

(8) • *Teaching about the United Nations and its Specialized Agencies; Some Suggestions and Recommendations*, Paris, UNESCO, 1948.

• *Some Suggestions on the Teaching of Geography*, Paris, UNESCO, 1950. (Towards World Understanding, 7).

• *Modern Languages at General Secondary Schools; Research in Comparative Education*, Geneva, IBE/UNESCO, 1964.

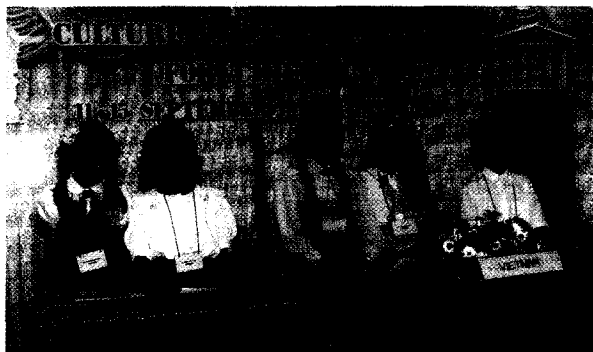
INTERNATIONAL UNDERSTANDING AND A CULTURE OF PEACE

In 1974, in the continuing cold war period, a compromise between Eastern and Western countries enabled UNESCO's General Conference to adopt a Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms. Enlarged to cover human rights and basic freedom, this instrument defines education for international understanding as a key component in all stages and forms of modern education, 'necessarily interdisciplinary', aimed at achieving the overall development of the personality in all its cognitive, ethical, affective and aesthetic aspects. It also provides a framework and guidelines for implementation. Consequently, a Plan for the Development of Teaching of Human Rights was elaborated in 1980.⁽⁹⁾ In 1983 UNESCO organized an intergovernmental conference,⁽¹⁰⁾ which had *inter alia*, to review measures taken in different countries to apply the 1974 Recommendation with a view to creating a climate of opinion favourable to strengthening security and disarmament. This conference attracted considerable governmental attention, because the issue of education for disarmament was perceived as controversial. Nevertheless, the conference recommended that a plan for the development of education for international understanding, co-operation and peace be prepared. A ten-year Action Plan was established accordingly and adopted by the General Conference of UNESCO in November 1983.

(9) As follow-up to an international congress in Strasbourg, France (1978) and the World Congress on Disarmament Education held in Vienna in 1980.

(10) Intergovernmental Conference on Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, with a view to Developing a Climate of Opinion Favourable to the Strengthening of Security and Disarmament, UNESCO, Paris, April 1983.

CULTURE OF PEACE AND INTERNATIONAL UNDERSTANDING IN PRIMARY SCHOOL



Thailand



France



Pupils of Associated Schools.

Lionel Elvin (United Kingdom)

Director of the Department of Education, UNESCO, from 1950 to 1956

If UNESCO were only an office in Paris, its task would be impossible. It is more than that: it is an association of some sixty-five countries which have pledged themselves to do all they can, not only internationally but within their own boundaries, to advance the common aim of educating for peace. The international side comes in because we shall obviously do this faster and better and with more mutual trust if we do it together.

The UNESCO Courier, May 1953



Jawaharlal Nehru

Prime Minister of India from 1947 to 1964

It is then the minds and the hearts of men that have to be approached for mutual understanding, knowledge and appreciation of each other and

through the proper kind of education [...] But we have seen that education by itself does not necessarily lead to a conversion of minds towards peaceful purposes. Something more is necessary, new standards, new values and perhaps a kind of spiritual background and a feeling of commonness of mankind.

Address on the occasion of his visit to UNESCO, September 1962

James P. Grant (United States)

Executive Director of UNICEF from 1980 to 1995

Education for peace must be global, for as the communications revolution transforms the world into a single community, everyone must come to understand that they are affected by what happens elsewhere and that their lives, too, have an impact. Solidarity is a survival strategy in the global village.

International Conference on Education, Geneva, 1994

INTERNATIONAL EDUCATION, FROM PEACE KEEPING TO PEACE BUILDING

1993

- International Congress and World Plan of Action on Education for Human Rights and Democracy, Montreal
- World Conference on Human Rights, Declaration and Programme of Action, Vienna

1994-1995

Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy, ICE, Geneva

1994

- Launching the Project Towards a Culture of Peace
- First Consultative Meeting on the Culture of Peace Programme, Paris

1995

European Conference on Curriculum Development: 'Civic Education in Central and Eastern Europe', Vienna

1995-2005

United Nations Decade for Human Rights Education

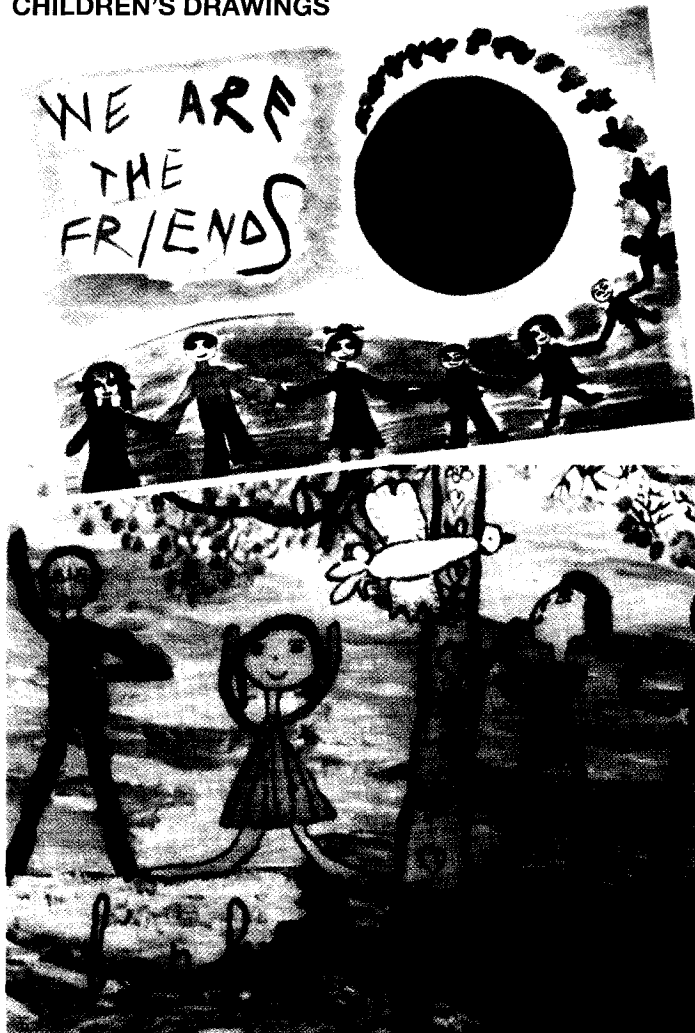
1996

Publication of *Learning: the Treasure Within*

With the end of the cold war and the emergence of violent ethnic and cultural conflicts in many parts of the world,⁽¹¹⁾ the entire United Nations System, including UNESCO, has taken on new challenges and responsibilities in the search for peace. Since the roots of war and violence exist within nations as well as between them, now more than ever before, education must stand at the heart of any strategy of peace building. A *culture of peace* must address and transform the root causes of conflict, not only the historical, political, and economic origins, but also the attitudes and behaviour of individuals and groups.

UNESCO's efforts join those undertaken during recent years by the United Nations system⁽¹²⁾ to provide a comprehensive framework of reference and action for peace, human rights and democracy, culminating in the United Nations Decade for Human Rights Education (1995-2005). The Organization's special contribution is the Declaration and the Integrated Framework of Action on Education for Peace, Human Rights and Democracy, elaborated in 1994 by the International Conference on Education and endorsed by UNESCO's General Conference the following year.

PEACE AND FRIENDSHIP IN CHILDREN'S DRAWINGS



CHILDREN IN THE WAR

Wars and civil strife have resulted in an enormous number of casualties among children, as reflected in estimated, but no less devastating statistics: in the last ten years, almost 2 million children have perished and between 4 and 5 million more have some kind of war-related disabilities. Nearly twelve million children have been uprooted, and numberless boys and girls are facing the ever greater risks posed by disease and malnutrition, and separation from their families. International law sets forth childhood protection regulations applicable to war situations.

These international regulations must be implemented with maximum rigour in order to create islands of peace for the benefit of children. UNICEF, founded with the mission of providing emergency aid to children in the wake of world war II, is advancing an Anti-War Programme which includes a series of practical and vital actions – which UNESCO fully supports – intended to stem the rising tide of violence. The elimination of the military draft for youngsters under 18, the ban on the manufacture, use, storage and sale of anti-personnel land mines, and sterner surveillance and prosecution of war crimes, are among the main issues contained in the Programme. The Programme also calls for international support to foster long-term development, reconciliation, rehabilitation and education for peace, UNESCO's ultimate objective.

ED-96/MINEDLAC VII/3, 1996.

INTERNATIONAL UNDERSTANDING AND A CULTURE OF PEACE

(11) From 1989 to 1994, out of ninety armed conflicts, only four took the form of wars between states; eighty-six were internal conflicts resulting from ethnic differences, territorial claims, religious extremism or nationalistic prejudices.

(12) The United Nations' Agenda for Peace (1992), the World Plan of Action on Education for Human Rights and Democracy (Montreal, 1993), the Declaration and Programme of Action of the World Conference on Human Rights (Vienna, 1993), the United Nations Year of Tolerance, 1995.

(13) Such as Afghanistan, Bosnia and Herzegovina, Burundi, Congo, El Salvador, Haiti, Mozambique, Rwanda, etc.

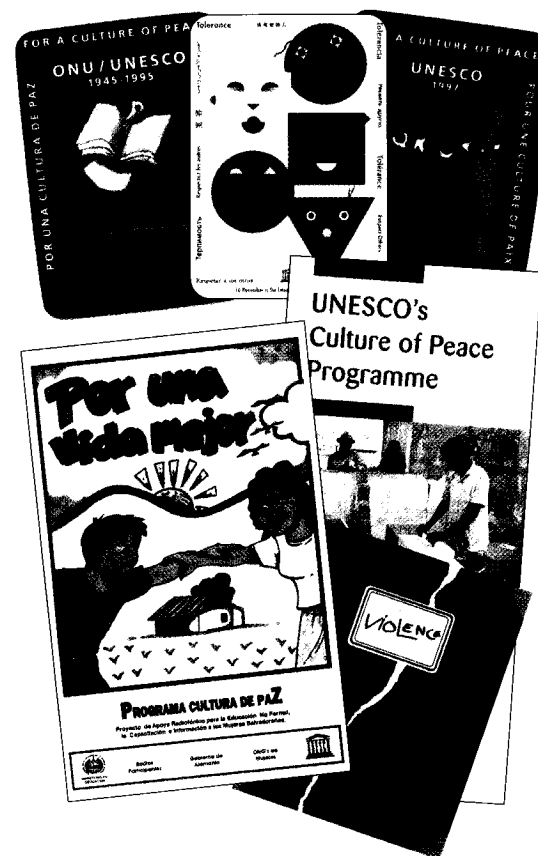
(14) Forum for Education and Culture of Peace in El Salvador (1993), in Brazzaville, Congo (1994), in Bujumbura, Burundi (1994); Regional Seminar on the Culture of Peace in Khartoum, Sudan (1995).

(15) *Learning: the Treasure Within*. Report to UNESCO of the International Commission on Education for the Twenty-first Century, Jaques Delors et al., Paris, UNESCO, 1996.

The new multidisciplinary and intersectoral project *Towards a Culture of Peace* launched in 1994, provides a framework for integrated action in countries suffering the effects of armed conflict.⁽¹³⁾

Programmes are prepared by a *Forum for Education and Culture of Peace*,⁽¹⁴⁾ which emphasizes education, both formal and non-formal, the reconstruction of education systems, training, especially for peace-managers in conflict-managing techniques, and the establishment of UNESCO Chairs on Peace. Priority groups are refugees and displaced persons, demilitarized soldiers including child-soldiers, women and young people.

Learning to live together is one of the four pillars of education proposed by the Delors Commission.⁽¹⁵⁾ Developing an understanding of others, of their history, their traditions and their spirituality, would create a new spirit which would induce people to implement common projects and to manage potential conflicts in a peaceful way.



TO KNOW MORE (see also CD-ROM, Vol. I)

- **Education, Culture, Human Rights and International Understanding. The Promotion of Humanistic, Ethical and Cultural Values in Education.** Francine Best. UNESCO, 1990. (English, French)
- **Situation of Education for International Understanding.** International Conference on Education, 44th session, Geneva, 3-8 October 1994, Geneva, UNESCO-IBE, 1994. [ED/BIE/CONFINTED44/INF.2]. (Arabic, Chinese, English, French, Russian, Spanish)
- **International Conference on Education.** 44th session, Geneva, 3-8 October 1994. *Final Report.* UNESCO-IBE, 1995. [ED/MD/99]. (English, French, Spanish)
- **Culture of Democracy: A Challenge for Schools.** Patrice Meyer Bisch. Paris, UNESCO-IBE, 1995. (English, French, Spanish)

Attiya Inayatullah (Pakistan)
President of the Executive Board of UNESCO
from 1993 to 1995

We refer to a respect for cultural pluralism in which cultural tolerance is not based only on a passive acceptance of the right of other cultural groups, including minorities, but implies, further, an active and empathetic knowledge of those cultures resulting in mutual respect and understanding.

International Conference on Education, Geneva, 1994

Colin N. Power (Australia)
Assistant Director-General for Education,
UNESCO, since 1989

In providing curricula and textbooks, teaching methods and the actual functioning of educational institutions to strengthen citizenship, particularly in societies in transition, UNESCO's aim is to assist in effecting the transition, in people's lives and in their minds, from formal democracy to democratic practice, one of the essential dimensions of the culture of peace.

Final Report of the European Conference on Curriculum Development: Civic Education in Central and Eastern Europe, Vienna, October 1995

Federico Mayor (Spain)
Director-General of UNESCO since 1987

The core problem is violence. Rather than imposing by force, we must learn to accept dialogue, to convince rather than conquer. Violence must be rejected. The crucial transition at the present time is from the logic of force to the force of reason - that is to say, from the culture of war to the culture of peace.

Speech given at the Norwegian Nobel Institute, Oslo, November 1995

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UNESCO IN THE WORLD

Thinking globally Acting locally

UNESCO's activities in education are now highly decentralized. From only eight Regional Offices, Offices, Centres and Representatives in 1950 – of which only one for education, the Regional Centre for Fundamental Education in Latin America (CREFAL) in Patzcuaro, Mexico – today UNESCO has available to it a network of sixty-nine field units, or representatives, of which forty-four are directly involved in educational activities. In each region, the Organization's programme is implemented by a variety of field units which serve as conduits between the Secretariat in Paris, national authorities and the intellectual community. They





seek active partnerships with United Nations sister organizations and are instrumental in advising countries on project design and fund-raising opportunities, while feeding back information to Headquarters on Member States' needs and aspirations. Through its field units, UNESCO can be more relevant and more efficient in fulfilling its mandate. Global issues and international and inter-regional co-operation are dealt with by Headquarters. Three specialized institutes have responsibilities in training and research: IIEP in Paris, IBE in Geneva and UIE in Hamburg.

UNESCO's PARTNERS

RENEWED AND STRENGTHENED METHODS OF CO-OPERATION

A specialized agency within the United Nations System, UNESCO is an intergovernmental organization with governmental and intergovernmental partners. But, and this is one of its innovative aspects, the Organization also co-operates with a variety of non-governmental partners belonging to the international intellectual and scientific communities and civil society. Indeed, UNESCO's Constitution places two liaison mechanisms next in importance to the General Conference and the Executive Board which are the executive bodies of the Organization and emanations of the Member States represented therein by Ambassadors and

UNESCO'S NATIONAL COMMISSIONS

UNESCO's action is targeted first and foremost at its Member States where, in line with the aspirations of its founder members, the Organization's action is relayed not only through the channel of governmental authorities, but also through representative bodies

THE NATIONAL COMMISSIONS IN 1947

The Netherlands became the seventh nation to establish a Commission and plans are progressing for the creation of Commissions in Canada, China, Denmark, New Zealand and Turkey. National Commissions are functioning in Brazil, France, Haiti, Norway, Poland and the United States.

National Co-operating Bodies for Education, Mass Media, Museums, Social Sciences, Arts and Libraries, and an Inter-Departmental Committee, have been set up in the United Kingdom in the place of a National Commission. Plans have been made for active association of National Commissions with the execution of the programme of UNESCO. Practical proposals are being worked out for each country.

A national conference on UNESCO, at which more than 500 Organizations were represented, was held at Philadelphia on March 24-26, under the auspices of the U. S. National Commission.

Dr Julian Huxley, the Director-General of UNESCO, was able to describe the work and importance of the National Commissions, as well as report on the progress of UNESCO, on his tour of ten Latin American countries during June and early July.

The UNESCO Monitor, August 1947.

of civil society (associative movements, mass organizations, specialist or learned societies, community institutions, economic operators, etc.). In order to harmonize such co-operation the Constitution of UNESCO, reflecting a structure created before the Second World War by the International Institute for Intellectual Co-operation, requests each Member State to set up a committee with representatives from both government and the main national groups interested in the work of the Organization. The Charter of the National Commissions states in its first Article that 'The function of National Commissions is to involve in UNESCO's activities the various ministerial departments,

UNESCO

We have considered the obvious necessity of co-operation with all existing agencies with similar aims. We could never hope to undertake everything ourselves; duplication of effort would be grave, partly because it would give rise to waste and dangerous competition, partly because there are not enough good people to carry out this difficult and exacting type of work, and perhaps more of all because we feel it right in principle that people should help themselves, rather than transfer all their responsibilities to some remote overgrown organization.

AND ITS 41 MEMBERS

| | |
|----------------|----------------|
| Australia | Dominican Rep. |
| Austria | Ecuador |
| Belgium | Egypt |
| Bolivia | El Salvador |
| Brazil | France |
| Canada | Greece |
| China | Haiti |
| Colombia | Honduras |
| Cuba | Hungary |
| Czechoslovakia | India |
| Denmark | |

States which have signed, but not yet ratified

| | |
|-----------|-----------|
| Argentina | Guatemala |
| Chile | Iran |

Permanent Delegates. First, within each Member State there is a National Commission which makes every effort to involve all public and private sector institutions in UNESCO's work; second, at international level, non-governmental organizations forge close bonds with intellectual and scientific circles and with the associative movements. On the threshold of the twenty-first century, with the increasing influence of civil society as a partner of government, UNESCO's capacity as an intergovernmental organization to mobilize governmental forces, as well as those in the non-governmental sector, is an invaluable asset.

PARTNERS IN 1946

Thus, wherever responsible voluntary agencies exist, capable of carrying out the work for which we exist, we shall endeavour to assist them to do so. For instance, one of the items before this Conference will be the proposed agreement between UNESCO and the International Council of Scientific Unions. Numerous other agreements, of varying scope, will undoubtedly have to be made with other bodies in other fields. And when such bodies do not exist, it should, we believe, be UNESCO's policy to encourage their formation.

Extract from the Report of the Preparatory Commission to the first Session of the General Conference, UNESCO, Paris, 10 December 1946.

STATES IN 1948

| | |
|-------------|--------------------------|
| Italy | Poland |
| Lebanon | Saudi Arabia |
| Liberia | Switzerland |
| Luxembourg | Syria |
| Mexico | Turkey |
| Netherlands | Union of South Africa |
| New Zealand | United Kingdom |
| Norway | United States of America |
| Peru | Uruguay |
| Philippines | Venezuela |

yet ratified the Constitution:

| | |
|-----------|------------|
| Iraq | Panama |
| Nicaragua | Yugoslavia |

agencies, institutions, organizations and individuals working for the advancement of education, science and culture'. In 1995, the General Conference invited the Director-General 'to ensure that through co-operation with National Commissions new partnerships will be forged both with competent representative bodies of civil society and with private bodies'.

Numbering 6 in 1946 and 178 in 1996, the National Commissions for UNESCO, the only institutions of their kind, are a precious conduit in each country between government services and the non-governmental sector. As vehicles for liaison, the National Commissions organize exhibitions and arrange confer-

ences, translate and publish books and newsletters in national languages and conduct a wide variety of educational pilot activities. Regional and international meetings of the Secretaries-General of National Commissions organized regularly since the 1950s ensure that the activities and programmes of the Organization are matched to the contexts of each region or country.

1950

THE WEST GERMAN COMMITTEE FOR UNESCO

The people of Germany will be able to play an increasingly active part in UNESCO's work and make a greater contribution to international co-operation in the fields of education, science and culture through the formation of a German Committee for UNESCO activities, in Frankfurt, last month.

Germany thus becomes the first non-Member State of UNESCO to set up a representative group whose composition and functions compare with those of the National Commissions formed in Member States of the Organization. The German Committee will be able to contribute effectively towards the achievement of UNESCO's aims, and its work will be watched with interest in other countries.

The sixty members of the Committee include prominent men and women and representatives of organizations in the fields of education, science and culture, representatives from the federal and state governments and from women's organizations and trade unions.

Three international centres

Among the projects for Germany which UNESCO has prepared for 1951, are the setting up of three international centres – for the social sciences, for youth activities, and for pedagogical work. The newly formed German Committee should be able to give substantial help in co-ordinating the work of the three centres.

The UNESCO Courier, December 1950.

HAVANA, 1950
THE FIRST REGIONAL CONFERENCE OF NATIONAL COMMISSIONS OF THE WESTERN HEMISPHERE

Conference Resolutions Reflect Regional Support for UNESCO's Programme

Reporting on the work of the first regional conference of National Commissions of the Western Hemisphere held in Havana to UNESCO's Executive Board last month, Mr Jaime Torres Bodet, the Director-General stated:

'The Conference might have been no more than a meeting for information and study purposes; even as such it was indispensable, as was shown by the discussions. But, whether it was a question of fundamental education [...] of teaching about the United Nations and the Declaration of Human Rights, of the role of the university on the American continent, or of the development of exchanges of persons, the Conference, both in its advice to the Secretariat and in its recommendations to the governments concerned, showed its keen desire for more regional co-operation within the Organization'.

Mr Torres Bodet added: 'The fact that, in the case of at least half the delegations, those who voted for these resolutions were the persons directly responsible for action, gives me considerable hope that these intentions will be translated into fact in the near future'.

The desire of National Commissions in the Western Hemisphere to contribute actively to UNESCO's programme is reflected in the texts of conference resolutions relating to important aspects of UNESCO's work: teaching of human rights and civic education, technical assistance, fundamental education.

The UNESCO Courier, January/February 1951.



Delegates to the Regional Conference of UNESCO National Commissions in the Western Hemisphere took part in a ceremony marking the second anniversary of the adoption of the Universal Declaration of Human Rights, in Havana's Parliament Building, on 10 December, 1950. They were addressed by Jaime Torres Bodet, UNESCO's Director-General.

INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS (NGOs)

At the first session of the General Conference, Julian Huxley, at that time Executive Secretary of the Preparatory Commission, stressed that UNESCO could not reasonably be expected to implement a programme so vast and diversified alone and that it must, whenever possible, be able to count on the assistance of international organizations of specialists. Article 11 of the Constitution, supplemented by directives ratified by the General Conference in 1960, 1966 and 1995, confers upon those NGOs recognized by UNESCO very particular, indeed unique, privileges within the United Nations system, including the right to participate in drawing up the Organization's programme.

During its early years, UNESCO helped to set up some of the leading NGOs and concluded co-operative agreements with others already existing. For education, the most important were the International Federation of Children's Communities (IFCC) created in 1948, the International Association of Universities (IAU), established in 1950, the International Council of Scientific Unions (ICSU) founded in 1919, and with which the Organization signed a co-operative agreement in 1946. Subsequently, this co-operation grew to embrace a great many organizations covering the whole spectrum of educational activities, from the World Organization for Early Childhood Education (OMEP), the International Council for Adult Education (ICAE) and the various teachers unions (the main ones have recently merged to form Education International (EI)), to associations of

specialists in different disciplines and those formed by researchers in the educational sciences. Over 100 NGOs working for the advancement of education maintain associate, consultative or operational relations with UNESCO.

Methods of co-operation have, on the one hand, involved the granting of subsidies to a limited number of organizations to enable them to undertake documentation services and publish newsletters and, on the other, the issuing of contracts to allow some NGOs to contribute to the implementation of UNESCO's programme by carrying out a variety of study- training- or information-related activities, or even by participating in the actual execution of extrabudgetary projects. Collective consultations on specific themes are organized with specialized NGOs, such as those arranged periodically on literacy, higher education and education for peace; co-operation can also take the form of round tables arranged on topical issues. Some NGOs have also set up working and study groups which contribute to the definition of strategies and programmes, especially for human rights education, literacy and education for all.

New directives were adopted in 1995 by the General Conference with a view to facilitating relations and enlarging co-operation between UNESCO and the non-governmental community on the threshold of the twenty-first century. These directives take into account the growing importance of associative life for international co-operation and of the need for more involvement of civil society in the activities of the Organization. They

1950 UNIVERSITIES FOUND FIRST WORLD ASSOCIATION AT NICE CONFERENCE

Representatives of universities in 53 countries set up the
International Association of Universities (IAU)

The world's first International Association of Universities was set up in Nice, France, last month at a one-week meeting (December 4-10) attended by delegates representing universities in 53 countries. Assembled in the Mediterranean University Centre, more than 200 delegates unanimously approved the constitution and programme of the new association and elected Mr Jean Sarrailh, Rector of the University of Paris as president and Professor S. C. Roberts, Vice-Chancellor of Cambridge University as vice-president.

The main purpose of the Association, whose headquarters will be in Paris is to give universities greater solidarity through mutual assistance. By spreading among universities better knowledge of each other's curricula and methods of organization, the Association will help to solve such problems as the equivalence of degrees and diplomas issued by higher education authorities in all parts of the world.

The UNESCO Courier, January 1951.

also aim at encouraging the development of networks of associations in the regions of the world where NGOs remain weak and isolated.



5 October:
World Teachers' Day
Bookmark distributed in
celebration of 5 October 1996.

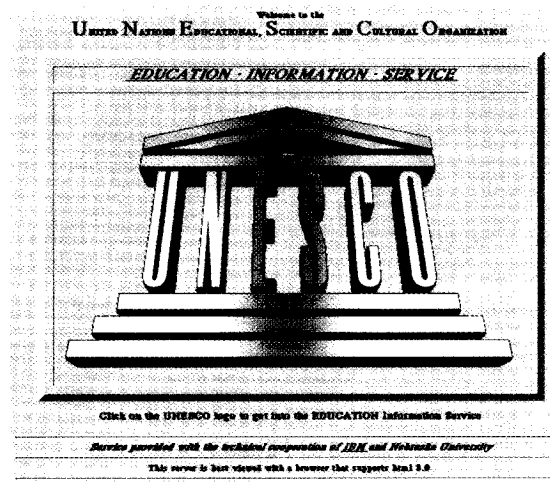
THE PRIVATE SECTOR

UNESCO has a long tradition of co-operation with private foundations. The Rockefeller Foundation and the Ford Foundation were both instrumental in creating IIEP and setting up the International Working Group on Education. Many other foundations collaborate with UNESCO, especially on issues of early childhood education, environmental education, and human rights education. UNESCO has recently also committed itself to establishing relationships with commercial enterprises prepared to fund development projects in Member States. This, for instance, is how it came about that Gateway Educational Products, an American company, financed an international symposium on family literacy and how IBM collaborates in activities linked to the educational application of new information and communication technologies.

Example of co-operation with the private sector

Information highways in the service of education

UNESCO's Internet Web for education is open to NGOs; it contains to date the equivalent of around 3,000 million information symbols. It has been set up with the support of IBM and the University of Nebraska.



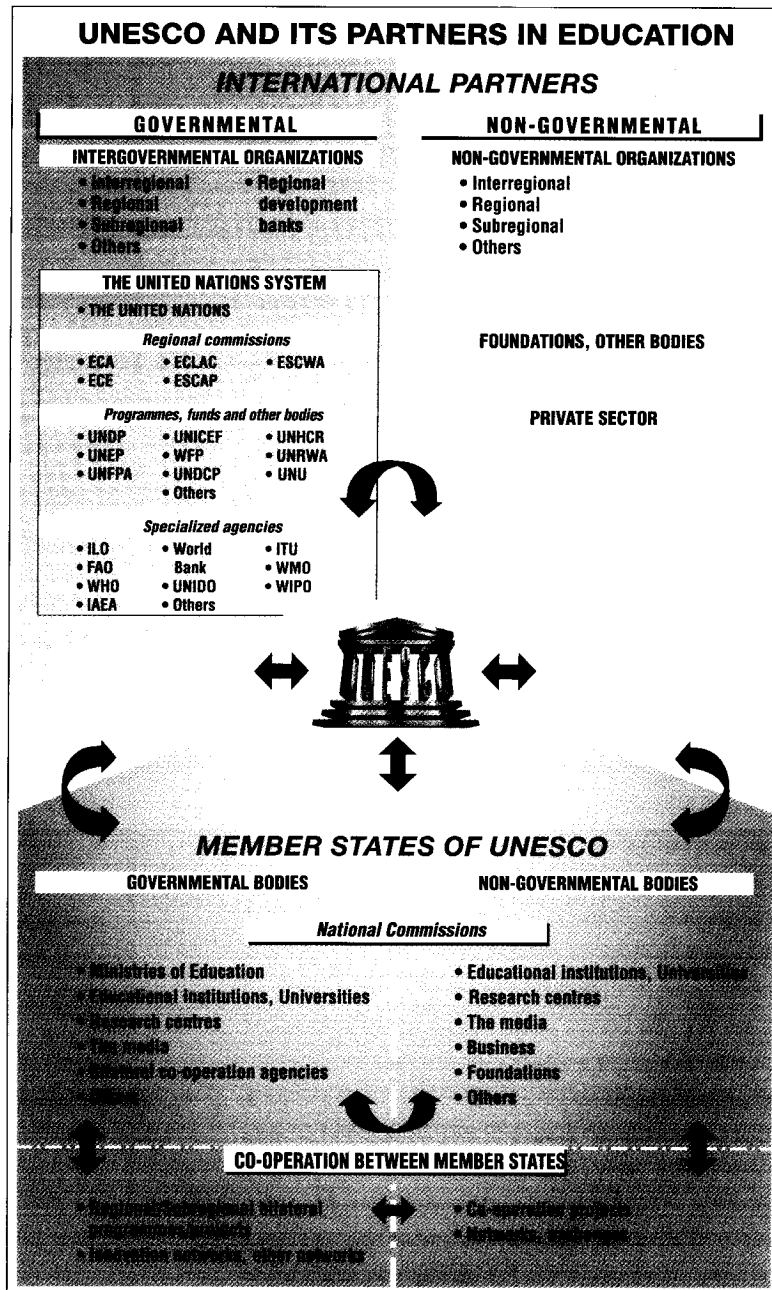
THE UNITED NATIONS SYSTEM AND INTERGOVERNMENTAL ORGANIZATIONS

UNESCO is part of the United Nations system, sharing its ideals and its general goals. It maintains co-operative relationships of various kinds with the other specialized agencies, funds and programmes. Dialogue and co-ordination are ensured within the system through regular meetings of the heads of these agencies.

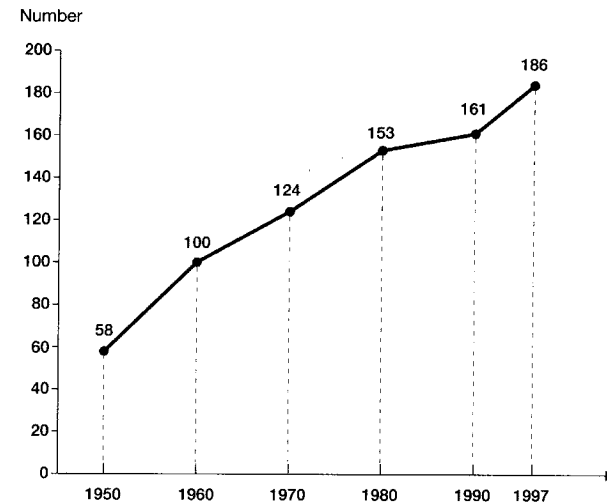
UNESCO is also involved in humanitarian aid operations carried out under the aegis of the United Nations and is associated with the action of the United Nations system as a whole in areas regarded by the international community as requiring priority attention. The Organization is a key stakeholder in everything which concerns education and in particular basic education following the World Conference on Education for All (Jomtien, Thailand, 1990); it has been recognized as the leader in all educational activities comprised within the United Nations Priority Africa Programme (1996); it has been designated as the agency responsible for educational activities under Agenda 21, the programme adopted by the United Nations Conference on Environment and Development (UNCED) in Rio de Janeiro; it has always participated in the implementation of programmes proposed by world conferences on women, the fourth of which was held recently in Beijing (China, 1995). One of the six agencies in the system participating in the United Nations Programme on AIDS (UNAIDS), UNESCO is developing its worldwide information and educational activities to help prevent the spread of this epidemic.

Co-operation with funding agencies within the United Nations system and with bilateral development aid agencies is presented within the framework of operational action.

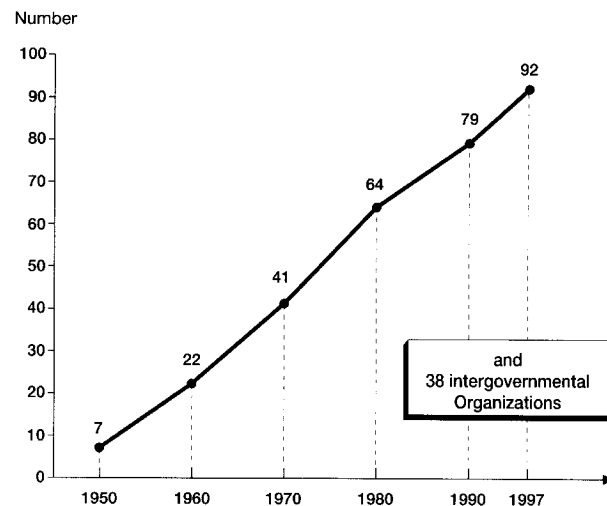
UNESCO also continues to consult and co-operate with some 140 intergovernmental, interregional, regional and sub-regional organizations outside the United Nations system. With them, UNESCO carries out joint projects or holds consultations on questions of mutual interest and exchanges information and documentation.



UNESCO MEMBER STATES



NON-GOVERNMENTAL ORGANIZATIONS CO-OPERATING WITH UNESCO IN EDUCATION



INTERNATIONAL BUREAU OF EDUCATION

INTERNATIONAL COMPARATIVE EDUCATION INFORMATION AND DOCUMENTATION CENTRE

1912

Creation of the 'Institut Jean-Jacques Rousseau'

1925 (18 Dec.)

IBE created as a private Swiss association

1926

First issue of *Educational Documentation and Information* published

1929

IBE becomes an intergovernmental organization

1930

First meeting of the IBE Council

1933

Publication of the *International Yearbook on Education*

The International Bureau of Education (IBE) is an information and documentation centre specializing in comparative education. Founded in Geneva in 1925, IBE became the first intergovernmental organization concerned with education in 1929, following the signing of its statutes by Poland, Ecuador and the Republic and Canton of Geneva. In 1969 IBE became an integral part of UNESCO, but retained broad intellectual and operational autonomy. The activities of the Bureau include the preparation and organization of the International Conference on Education and the conducting of international studies on comparative education which are published as monographs. Since its inception IBE has collected and stored on a permanent basis information of general educational interest. To this end, in close co-operation with UNESCO Headquarters, Regional Offices and Institutes, IBE maintains an international educational documentation and information centre which collaborates with national centres and regional and international networks. IBE's action is timeless and indelible: the international community's memory since 1929 for all educational questions and issues, it is today the world's foremost observatory on the development of education.

THE ORIGINS

The International Bureau of Education had, in fact, a past even before its official creation. Its origins were to be found within an intellectual movement calling for educational renewal which, first appearing at the end of the nineteenth century, developed in the first half of the twentieth. Based on psychological research, it gave new impetus to the art of teaching and opened up new possibilities for education. There were several facets to this movement which had originated in America and in several European countries. It was opposed to the traditional methods of education, which it considered should be replaced with a 'New Education' centred on the premise of the school for the child and not the child for the school. Building upon psychological research, it developed an approach to teaching which would use activity methods to awaken children's creativity and foster their all-round personal development. Its ambition was to create a free, democratic and humanist school, and to contribute to peace through education. Very rapidly there emerged the beginnings of agreement on this amongst educators. Adolphe Ferrière, a Genevan educator, was an early contributor to the harmonization of these principles and goals, and in 1894 he founded the Bureau of New Schools. In 1912, he presented the project prepared by Frédéric Zollinger, secretary of the Zurich Cantonal Education

Department, recommending the creation of an international centre for education. The same year Edouard Claparède, another Genevan educator, recommended the creation of a school for the sciences of education which would simultaneously be a school for educators, a research centre, a documentation centre and a centre for the dissemination of new ideas. This new establishment – the Institut Jean-Jacques Rousseau – was opened in Geneva on 21 October 1912.

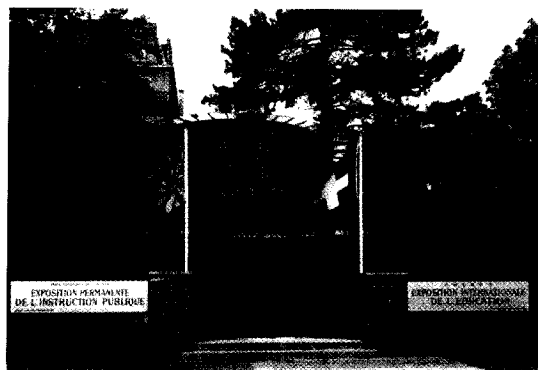
However, the First World War was to intervene. The development of the Institute's international action and the creation of the International Bureau of Education was postponed until 1923 when Henri Bergson, in his capacity as President of the League of Nations Commission for Intellectual Co-operation, was requested by the International League for New Education to recommend the setting up in Geneva of an International Bureau of Education. A grant of \$5,000 from the Rockefeller Foundation made it possible for the Governing Board of the Institut J.-J. Rousseau to create IBE in 1925. Pierre Bovet was appointed Director with Adolphe Ferrière and Elizabeth Rotten as his deputies. IBE was born.⁽¹⁾

(1) *The Forerunners of the International Bureau of Education*, P. Rosselló, IBE, 1943.

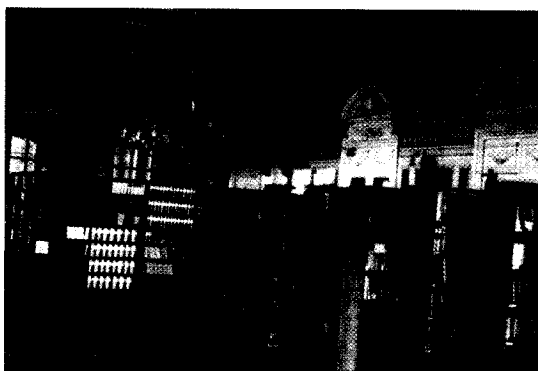
(2) IBE publishes a Yearbook, initially concerned only with a few countries in Western Europe, and organizes conferences and exhibitions.

THE EARLY DAYS, IBE BECOMES AN INTERGOVERNMENTAL ORGANIZATION (1926-1946)

A non-governmental organization created at the initiative of the 'New Education' movements, the International Bureau of Education is, as stated in its statutes of 1926, 'an information centre for all matters relating to education'; its members are international unions, federations of national societies, national and local associations and institutions, and individuals. It came into being to reinforce the action of the International Commission for Intellectual Co-operation – a body under the aegis of the League of Nations – action which a number of educators deemed inadequate, at least at the beginning. The first activities of the new Bureau were devoted to disseminating information.⁽²⁾



IBE at the Palais Wilson. Permanent exhibition on public education, Geneva.



IBE's Library at the Palais Wilson, Geneva.

Pierre Bovet (Switzerland)

First Director of IBE from 1925 to 1929

For Claparède, the conditions that make for international understanding are the same as those that make for straight thinking. Is there today a terrain better suited for international understanding than education?

Quoted by René Maheu in his opening speech to the 34th session of ICE, 1973

Albert Thomas (France)

First Director of the International Labour Office from 1926 to 1929

Men of science must be able to study historically and critically all the developments of the Great War of 1914-1918 so that, later on, we can determine, in a clear way and of one accord, what education can be given to the young children we are preparing for peace. [...] How can we teach peace? In what conditions can we teach them not only about the League of Nations but also about the whole great humanitarian movement out of which the League of Nations was born? Perhaps this is how we will be effective in assisting in this education for peace, so much desired by the International Bureau of Education.

Conference on Education, Work and Peace, University of Geneva, 1928

Jean Piaget (Switzerland)

Director of IBE from 1929 to 1967

After the upheavals of these last few months, education will once more constitute a decisive factor not only in rebuilding but also, and especially, in construction proper.

Report of the Director: Eleventh Meeting of the IBE Council, Geneva, 1940

1934

First session of the International Conference on Public Education

1947

The International Conference is convened jointly by IBE and UNESCO

1948

Xth volume of the *International Yearbook of Education* published jointly by UNESCO and IBE

1952

- Broadening the scope of the co-operative agreement
- Institutionalization of relations between UNESCO and the IBE
- Setting up a Joint Commission

1960

UNESCO and IBE cooperate within the framework of the first Major Project for education in Latin America

In 1929, IBE was granted new statutes making it an intergovernmental organization. The first two members to sign the statutes were Ecuador and Poland, co-signed by the Republic and Canton of Geneva. Spain and Czechoslovakia joined a year later. However, membership was also open to private organizations and especially 'any government, public institution, or international organization' paying the required contribution. Its activities were twofold: 'centralize documentation relating to public and private education, and take an interest in scientific research in its field and initiate experimental or statistical surveys the results of which are brought to the attention of educators.'⁽³⁾ Jean Piaget, psychologist, already renowned for his work on the genesis of intelligence, was appointed Director of the Bureau, with Pedro Rosselló, a Spanish educator and one of the most fervent advocates of comparative education, as his deputy. They were to lead IBE together until it became part of UNESCO.

The earliest activities of the Bureau consisted of reporting on educational innovations. From 1934 on, the Bureau organized an International Conference on Public Education.⁽⁴⁾ Each session of this Conference,⁽⁵⁾ which met yearly, debated three themes on which recommendations were made.⁽⁶⁾ IBE was inspired in its choice of themes by the principal educational trends and innovations of the day. If these could be interlinked more closely then, in the opinion of Rosselló, they could be explained, which would thus give practical finality to comparative education. On the basis of reports presented to the Conference by Ministers of Public Education, the Bureau published an *International Yearbook of Education*.

The IBE had a library and a collection of children's literature. It also functioned as an educational documentation and information centre, publishing books and a newsletter *Educational Documentation and Information*, and maintaining a permanent exhibition on education. The activities of the Bureau were interrupted during the Second World War⁽⁷⁾ and resumed only on cessation of the conflict.

CO-EXISTENCE AND CO-OPERATION WITH UNESCO (1946-1968)

The creation of UNESCO could have called into question the very existence of IBE. However, following agreements concluded in 1947, the scope of which was broadened in 1952, the activities of IBE continued as before, but in a new spirit which corresponded to the concerns of the post-war period.⁽⁸⁾ A select committee was entrusted with creating greater unity of action between the two organizations and UNESCO



International Conference on Public Education, 7th session, 1938, Geneva.

(3) 1929 Statutes, Article 2. These Statutes also create a Council, composed of three representatives from each of its member countries, an Executive Board and the Standing Consultative Committee.

(4) The first session of this Conference did, in fact, coincide with the third ICE organized by the international community.

(5) Until 1946 the Conference was convened jointly by the Swiss Federal Council and IBE.

(6) Twenty recommendations adopted by 1946, some of a mainly administrative nature: conditions for admission to secondary education (1934), schools inspection (1937), teachers salaries (1939), etc.; others relate to education: teaching modern languages (1937), health education in primary and secondary schools (1946), etc.

(7) During the war, IBE was responsible for a service of intellectual assistance to prisoners of war: distribution of books financed by the sale of stamps and other donations.

(8) Amongst others, IBE participated in educational reconstruction and contributed to the creation of the UIE in Hamburg.

also made a financial contribution to IBE. As of 1947, the International Conference on Public Education, whose yearly sessions had become increasingly successful, was to be convened jointly by UNESCO and IBE, thus establishing interaction between UNESCO's programme, and the themes and recommendations of the Conference, notably those concerning compulsory education and its prolongation (1951), access of women to education (1952), and the status of teachers (1953, 1954). Co-operation in the field was also constructive, especially within the framework to the first Major Project in Latin America.



From right to left, Jean Piaget and Pedro Rosselló, Director and Deputy Director of the IBE respectively during the 15th International Conference on Public Education in 1952. Jean Piaget, whose centenary was celebrated in 1996, was also UNESCO's acting Assistant Director-General for Education (Oct. 1949 - Jan. 1950).

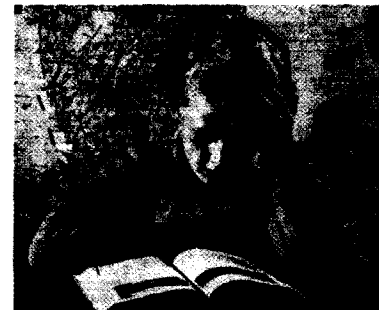
1968 marked a turning point for IBE. Faced with great financial difficulties,⁽⁹⁾ the Council decided to 'seek a new form of relationship with UNESCO for the International Bureau of Education whereby it shall become

(9) Many IBE Member States had ceased to pay their dues.

1949

12th INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION, GENEVA

The twelfth International Conference on Education meeting at Geneva from 4 to 12 July 1949 examined reports by the Ministers of Education on the development of education during the academic year 1948/49 and drew special attention to the problems of teaching the natural sciences in primary schools, the teaching of reading and geography as a means of encouraging international understanding. Professor Paulo de Berredo Carneiro, member of the UNESCO Executive Board and Permanent Delegate of Brazil to UNESCO, was elected President of the Conference.



The teaching of geography.

Professor Carneiro has represented the Government of Brazil at many international conferences, notably those of the ILO, the Institute of Intellectual Co-operation and the United Nations at London in 1946. He has long been associated with the work of UNESCO. He was a delegate to the Conference in London in 1945 where the Constitution of UNESCO was drawn up; he was concerned with the work of the Preparatory Commission during 1946 and was a delegate to the first, second and third sessions of the UNESCO General Conference in Paris, Mexico and Beirut. At the Paris Conference he was elected for a three-year term to the Executive Board of UNESCO.

During the Conference, Jaime Torres Bodet, Director-General of UNESCO, declared in particular: 'On these parts of the programme, I am glad to be able to tell you that UNESCO, well aware of their importance is helping to arrange several international seminars. One of these, dealing with the problem of illiteracy on the continent of America, has been organized jointly by the Brazilian Government, the Organization of American States and UNESCO: it will be held at Niteroi (Brazil) from 27 July to 2 September 1949. Another seminar will be held this year, with the assistance of the Indian Government, near Mysore, between 2 November and 14 December; this one will deal with adult education in rural communities in Asia. Preparations are already in hand for two seminars to be held next year; one, on the improvement of school textbooks and in particular of history textbooks, will be a sequel to a series of surveys and recommendations begun some time ago; the other will deal with the teaching of geography as a means of developing international understanding [...]', and Professor Carneiro added '[...] Cannot we find in geography lessons, from the study of climate to the distribution of natural wealth, excellent opportunities to awaken and develop in pupils an appreciation of the interdependence of humanity?'

The UNESCO Courier, August 1949.

Harold J. Noah (United Kingdom)

Educator, author

Rosselló did not, in fact, try to base his comparative study on 'mathematical-laboratory methods.' What he sought to discover through his study of the basic data accumulated at the IBE were the recent trends in education and society, which might enable him to predict the shape of the future.

Toward a Science of Comparative Education,
Macmillan, 1969

André Chavanne

Secretary of State of the Swiss Federation and Head of the Swiss Delegation

Our conference must constantly bear in mind the need for boldness in approaching the educational reforms called for [...] above all by providing true equality of opportunity in education for all children.

Speech to the 32nd session of ICE, Geneva, 1970

Pedro Rosselló (Spain)

Deputy Director of IBE from 1929 to 1967

The adoption of recommendations in the field of education was (at that time) a bold innovation. Educationists were highly suspicious of government intervention in this field and the governments themselves were wary of any international action in this connection.

Preface to International Conference on Education.
Recommendations 1934-1977, UNESCO

René Maheu (France)

Director-General of UNESCO from 1962 to 1974

By analysing the overall trends in education throughout the world and by concentrating on the study of the most vital and urgent questions [...] the Bureau will be able to play the part of an international centre of comparative education, which the General Conference has assigned to it.

Opening speech to the 32nd session of ICE,
Geneva, 1970

1968

Agreement integrating IBE into UNESCO

1969

IBE becomes an integral part of UNESCO

1970

The International Conference on Public Education becomes the International Conference on Education and is held every two years

1971

- *UNESCO-IBE Education Thesaurus* published
- First publication in the IBEDATA collection

1974

International Education Reporting Service on educational innovations begins work

1984

IBE leaves the Palais Wilson for new quarters

1993

Publication of *Prospects* is transferred to IBE

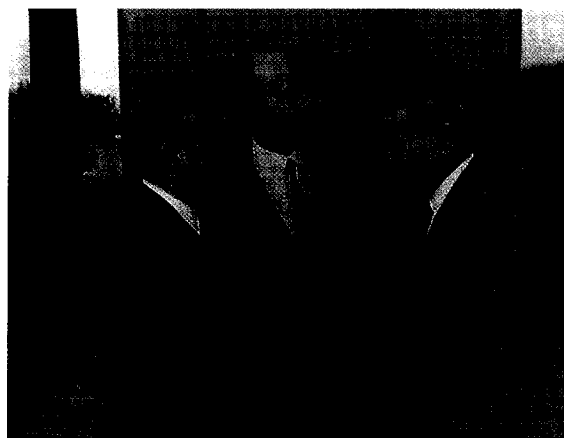
an international centre of comparative education within the framework of UNESCO.⁽¹⁰⁾ Jean Piaget, who decided to leave the Bureau after heading it since 1929, stated in his letter of resignation that 'new and brilliant prospects are opening up for the IBE.'⁽¹¹⁾ The purpose of the 1968 Agreement was to 'ensure the continuity of the work conducted by the IBE since 1929.'⁽¹²⁾ The General Conference granted statutes to the latter which established IBE as an integral part of UNESCO, as an international centre of comparative education enjoying wide intellectual and operational autonomy. The IBE Council, composed of representatives of Member States designated by the General Conference, guarantees this autonomy.⁽¹³⁾

IBE WITHIN UNESCO

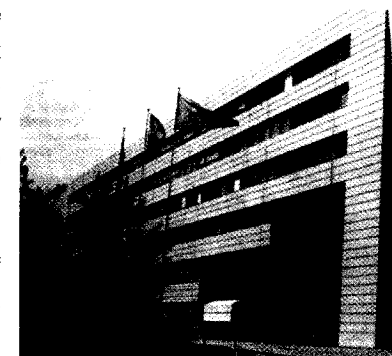
On 1 January 1969, IBE was integrated within UNESCO. With the adoption of its statutes it became an integral part of UNESCO, but was delegated functions and areas of competence that made it a subsidiary organ of the Organization and not simply a geographically decentralized service like its Regional Offices.⁽¹⁴⁾ Gradually, within the framework of its four statutory functions – the international conference, comparative education, documentation and information, the library and exhibition⁽¹⁵⁾ – the programme of IBE was harmonized with that of UNESCO and linked to the activities of other units at Headquarters and in the field, and with those of the two other institutes for education, IIEP and UIE.

THE INTERNATIONAL CONFERENCE ON EDUCATION (ICE)

The International Conference on Education (until 1970 the International Conference on Public Education) is unique amongst the intergovernmental conferences – whether regional or thematic – organized by UNESCO in that it is the only periodic intergovernmental world conference bringing together representatives of all Member States. It is, thus, as the founders of IBE had hoped it would be, a virtually universal forum offering those responsible for education at the highest level an opportunity to discuss major educational issues together. Since 1971, the Conference has been held every two years. It is meticulously prepared, in particular by means of a questionnaire submitted to Member States. One of two commissions discusses the evolution of edu-



From right to left: Pedro Rosselló, Deputy Director of the IBE, who worked closely with UNESCO for many years with Ricardo Diez-Hochleitner, at that time Director of the Department of Educational Planning and Financing at UNESCO, and Joaquim Tena.



The new offices of IBE.

(10) *The International Bureau of Education in the Service of Educational Development*, Suchodolski, B. et al., UNESCO, 1979.

(11) Ibid.

(12) Agreement between UNESCO and the IBE, 15C/Res. 14.1, 1968.

(13) The number of Members of the Council was increased from 21 to 24 in 1976 and to 28 in 1995.

(14) In this way the Bureau could maintain direct relations with Member States.

(15) At the beginning, the international exhibition on education was made up of a series of national stands provided by members. It was suspended for ten years after 1969, and then resumed in the form of audio-visual presentations, but definitively abandoned in 1984.

INTERNATIONAL BUREAU OF EDUCATION

(16) The increase in the number of participants in ICE sessions (184 in 1957, 564 in 1986, nearly 1,000 in 1996), as well as the increased involvement of NGOs in the Conference are some of the reasons for this reform.

(17) Sixteen titles between 1972 and 1987.

(18) Eleven titles between 1982 and 1989.

(19) *UNESCO-IBE Education Thesaurus*. 1st ed., 1971. Glossaries on adult education, educational technology terms, etc., directory of educational documentation and information services, research institutions, etc.

(20) *Educational trends in Central and Eastern Europe*. Nos. 268/69, July-December 1993. *Education in urban settings: the educating city*. Nos. 266/67, January, June 1993.

cation worldwide, the other debating a special theme on which a recommendation is adopted in plenary. Recently, topics have increasingly been devoted to the role of education in helping to solve major world problems and those of society at large which reflect the principal orientations of UNESCO's own action (tolerance, culture, the fight against illiteracy, employment, scientific and technological challenges). On the occasion of the 44th session, the organization of the Conference was modified in order to transform it into an international forum for dialogue between decision-makers, researchers, practitioners and other partners in education. The debates, introduced by distinguished guests of honour, are prepared by experts and representatives participating in a series of preliminary regional meetings, and give rise to a Declaration.⁽¹⁶⁾

COMPARATIVE RESEARCH AND PUBLICATIONS

Many of the works published deal with themes in preparation for ICE and the application of their recommendations. They are issued in collections such as 'Studies and Surveys in Comparative Education',⁽¹⁷⁾ 'Educational Sciences'⁽¹⁸⁾ and IBEDATA, devoted to the dissemination of terminological works, multilingual glossaries and directories.⁽¹⁹⁾ The *IBE Bulletin*, which in 1985 replaced *Educational Documentation and Information* proposes annotated bibliographies and abstracts.⁽²⁰⁾



A recent session of the International Conference on Education (ICE).



Examples of publications of IBE over the years.

Georges-André Chevallaz Federal Councillor, Switzerland

To pay tribute to the IBE is to pay tribute to so many scholars who pioneered modern educational thinking and presided over the creation of this, the first intergovernmental education organization; to those whose ideas and deeds gave it the renown and influence it has today.

Speech during the celebrations of IBE's Fiftieth Anniversary, Geneva, 1979

Charles Hummel (Switzerland) President of the IBE Council from 1979 to 1983

The IBE is the work of teachers and pioneering, innovating educationalists. The idea of setting up an institution to facilitate the exchange of information and experience in education and to enable teachers from various backgrounds to meet, grew out of the movements of educational renewal that appeared at the turn of the century and were distinguished by their rediscovery of the child.

Speech to the 37th session of ICE, 1979

Jean Vial (France) Educator, author

In fact, yet again the 'educational' institutions have done too little rather than too much. And, if some good can come out of a great evil, at least we could say that, in 1945, it came to be accepted not that the School had lost the war, but that Education had to win the peace.

Histoire mondiale de l'éducation, Gaston Mialaret and Jean Vial, PUF, 1981

1994

- Organization of ICE is revised
- International research projects launched
- Adoption by ICE of the Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy

1995

- IBE Statutes revised
- Role of the Council strengthened

1996

- 45th session of ICE on the theme 'Enhancing the Role of Teachers in a Changing World'
- Flexible periodicity of ICE (between four and six years)

Discontinued in 1971, the publication of the *International Yearbook of Education* was resumed in 1979 on themes related to ICE.⁽²¹⁾

Between 1974 and 1985, within the framework of efforts to promote innovation, IBE's programme comprised an international educational reporting service.

IBE also offers training opportunities to young researchers from developing countries. Since 1994, it has conducted international research projects on comparative education, especially on civics education, multicultural and intercultural education, and violence in schools, and has also been entrusted with responsibility for publishing the quarterly review *Prospects*.

EDUCATIONAL DOCUMENTATION AND INFORMATION

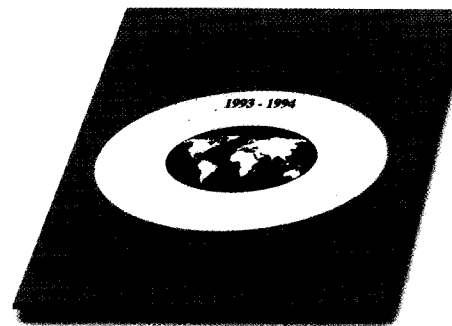
Initially centred around its library and collection of educational journals, IBE's work in educational documentation and information has increased to a remarkable extent. The Bureau's Documentation Centre is connected to all the major national education centres, and international and regional networks via its International Network for Educational Information (INED); it publishes the quarterly newsletter *Educational Innovation and Information*; national reports on the status of education prepared by Member States for ICE are processed separately. Since 1993, these reports form part of the 'World Data on Education' data base, the content of which is now reproduced and disseminated on CD-ROM and via the Internet. In addition the 'INNODATA' data base was also set up in 1993 in liaison with UNESCO Headquarters, specifically for information about curricula, teaching methods and teacher training. At present, this data base

IERS INTERNATIONAL EDUCATION REPORTING SERVICE ON EDUCATIONAL INNOVATIONS

This service was created in 1974 through voluntary contributions from international and bilateral aid agencies, and from national institutions and private foundations. Its main aim was to provide information on innovations of particular interest to developing countries. It offers educators – from teachers to policy-makers, educational planners and managers – comprehensible and immediately usable information in the form of case studies on new methods in the organization of the teaching/learning process which could improve educational opportunities without raising costs unduly.

IERS, whose activities began before computerized networking became as widely used, is now an international network associating UNESCO's Regional Offices, its networks of educational innovation for development, UNICEF, ILO and FAO. National institutes of education and research were requested to draw up studies and disseminate information in a way which would transform IERS into a network for the exchange of innovative experiences at a world level.

From 1974 to 1984 IERS produced forty-four studies on educational innovation and reform worldwide, thus contributing not inconsiderably to the renewal of national education services.



The first CD-ROM produced by IBE, 1996.

(21) Latest volume published:
XLIV-1994: *Development,
Culture and Education*,
UNESCO-IBE, 1995.



INTERNATIONAL BUREAU OF EDUCATION

contains a description of approximately 450 innovative projects; it can be consulted on Internet (<http://www.unicc.org/ibe>).

(22) In the absence of Leo Fernig, appointed Assistant Director-General for Education a.i. at UNESCO Headquarters.

IBE has been constant in its educational efforts throughout the years of its existence. Its three statutory functions – that of a forum for international dialogue, a centre for comparative education and a worldwide observatory on the development of education – have adapted to contexts of change marked by the upsurge of information and communication technologies, the worldwide spread of economic, social and cultural relationships, and democratization in the decision-making process.

PRESIDENTS
OF THE IBE COUNCIL

| | |
|-----------------------------------|------------|
| Jean THOMAS France | 1969-1972 |
| N. L. B. SUCUPIRA Brazil | 1973-1974 |
| N. N'SOUGAN AGBLEMAGNON Togo | 1975-1978 |
| Charles HUMMEL Switzerland | 1979-1983 |
| Chams ELDINE EL-WAKIL Egypt | 1984-1985 |
| Yves BRUNSVICK France | 1986-1989 |
| Anil BORDIA India | 1990-1991 |
| Ruth LERNER DE ALMEA Venezuela | 1992-1995 |
| Bakary TIO-TOURÉ Côte d'Ivoire | since 1996 |

DIRECTORS OF IBE

| | |
|-------------------------------------|----------------|
| Pierre BOVET Switzerland | 1925-1929 |
| Jean PIAGET Switzerland | 1929-1967 |
| Laurent PAULI (a.i.) Switzerland | 1968 |
| René OCHS (a.i.) France | 1969 |
| Leo FERNIG United Kingdom | 1970-1977 |
| André LESTAGE (p.i.) France | 1974-1975 (22) |
| James B. CHANDLER United States | 1977-1983 |
| Seth J. SPAULDING United States | 1983-1986 |
| Chikh BEKRI Algeria | 1986-1987 |
| Gaston MIALARET France | 1987-1988 |
| Georges TOHMÉ Lebanon | 1988-1992 |
| Juan Carlos TEDESCO Argentina | since 1992 |

W. D. Halls (United Kingdom)

Educator, author

The IBE existed before UNESCO and its hand was considerably strengthened when it was taken over by the larger international organization. Today it forms the indispensable hub of an information network, as well as a prime initiator of comparative studies. Moreover, it links the official world with the academic world in a unique fashion.

Comparative Education: Contemporary Issues and Trends, UNESCO, 1990

Federico Mayor (Spain)

Director-General of UNESCO since 1987

This year we are celebrating the twenty-fifth anniversary of the IBE's integration with UNESCO. The success of this Conference fully demonstrates the role of record-keeper and guardian that the International Bureau of Education can and must play.

Closing address to the 44th session of the ICE, Geneva, 1994

Yves Brunsvick

President of the IBE Council from 1986 to 1989,
Vice-President of the French National
Commission for UNESCO

Finally, he [Piaget] stressed that it was undeniable that psychologists' research had been the starting point of almost all methodological or didactic innovations in recent decades, but the links between teaching and psychology are complex, teaching is an art whereas psychology is a science. If the art of teaching requires innate, irreplaceable, gifts, it also calls for knowledge about the human being who is to be taught.

Un peu d'histoire à propos du BIE, Centre international d'études pédagogiques de Sèvres, 1996



TO KNOW MORE (see also CD-ROM, Vol. I)

- *International Conference on Public Education. Recommendations 1934-1977.* UNESCO-IBE, 1978. With a historical note by P. Rosselló. (English, French, Spanish)
- *The International Bureau of Education in the Service of Educational Development.* Suchodolski, B. et al., UNESCO, 1979. (English, French, Spanish)
- *Comparative Education. Contemporary Issues and Trends.* Paris, UNESCO-IBE/Jessica Kingsley, 1990. (English, French)
- *The Bureau international d'éducation in Geneva: a Centre of the Progressive Education/New Education Movement.* L. Fernig, in: *The internationality of Progressive Education.* H. Röhrs, ed. Heidelberg University, 1993. (English)
- *International Conference on Education (45th session).* 1996. *Final Report.* UNESCO-IBE, 1997. (Arabic, English, French, Russian, Spanish)

INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING

CENTRE FOR HIGH-LEVEL EDUCATIONAL RESEARCH AND TRAINING

1963

Creation of IIEP

1965

First annual training programme

1967

- International Conference on the World Crisis in Education, Williamsburg, Virginia, United States
- 'Fundamentals of Educational Planning' series launched

1969

Publication of *Qualitative Aspects of Educational Planning*

1973

IIEP moves to its new permanent Headquarters

1981

IIEP Newsletter first published

1982

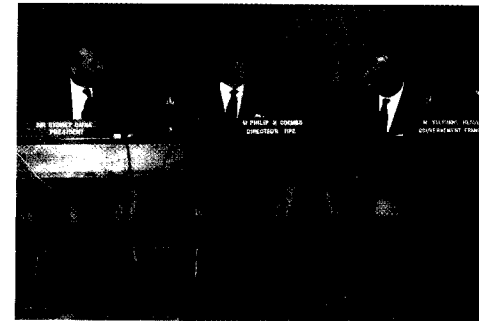
Creation of the International Working Group on Education (IWGE) for which IIEP provides the secretariat

The International Institute for Educational Planning (IIEP) was established in Paris in 1963 by UNESCO. Modelled along the lines of a small university institute, with complete intellectual freedom, the Institute immediately became a focal point for research and planning not only by virtue of its academic studies, but also through its outreach work and its training activities. Year by year, it gradually built up a worldwide network of individuals and institutions involved in educational planning and administration. The Institute's activities match UNESCO's priorities and reflect the evolution of political, economic, social and cultural conditions in its Member States.

THE BEGINNINGS: FOSTERING THE EXPANSION OF EDUCATION

Within the framework of the United Nations Development Decade (1961-1970), and given the importance, as underlined by the United Nations General Assembly, of planned development of education, co-ordinated with social and economic development, in 1963 UNESCO founded the International Institute for Educational Planning (IIEP) in Paris, with the support of the World Bank, the United Nations and the Ford Foundation.⁽¹⁾ The French Government provided premises and equipment. At that time educational planning was at its beginnings and had, until then, been practised by just a few countries. So, the creation of the Paris Institute satisfied the need for an international centre which could elaborate, validate and disseminate theories, concepts and methodologies in a relatively unknown sphere. An international institute, rounding out the activities of a network of regional centres created at the beginning of the 1960s,⁽²⁾ IIEP was entrusted with the dual mission of research and training.

The very first task of the Institute was to draft a state-of-the-art review,⁽³⁾ to travel to some of the Member States, in particular the then USSR, France and the United States, to study their experiences and to draw conclusions about educational planning based on what had been learned from the Major Project for Latin America. Concluding very rapidly that planning had to build on problems which Member States actually encountered, IIEP launched surveys on the development of education, especially in the newly independent countries of Africa. The Institute also organized training seminars for directors and staff of regional planning centres each year.



First Meeting of the Governing Board of the Institute, UNESCO Headquarters, 18 July 1963. (From left to right: Sir Sydney Caine, Chairman, Philip H. Coombs, Director and Stéphane Hessel, representative of the French Government).

(1) This link with the international community was given concrete expression with the composition of the IIEP Governing Board: eight members, including the Chair, are elected from amongst top-level educators and economists of international renown; four other members are designated representatives of the United Nations system.

(2) In Beirut, Dakar, New Delhi, and Santiago. See also the section on 'Educational Planning', p. 182 et seq.

(3) The first publications were a bibliography and a directory of training and research institutes.

(4) According to a three-tier system of training, the first two, basic training and practice in planning, with individual support being provided by the regional centres.

(5) Estimates indicate that more than 5,000 managers have been trained during the last thirty years.

(6) 'Textbooks for All', a distance education course for educational planners and policy makers organized in 1994 with the University of West Indies, Jamaica.

(7) Number 1, *What is Educational Planning* was published in 1967. No. 52 issued in 1996 is devoted to basic education. From the 1980s onwards, IIEP produced a series of self-training modules.

(8) Systems analysis studies education considering teaching as a series of elements whose interaction can be assessed and deemed effective or otherwise using indicators which are characteristic of each of them.

(9) *Qualitative Aspects of Educational Planning*, C. E. Beebey, UNESCO-IIEP, 1969.

The first nine-month Annual Training Programme⁽⁴⁾ was inaugurated in October 1965. During the last thirty years, more than 1,100 specialists from 145 countries have participated in the programme, some of whom have since been called to high office in their countries. In addition to the annual training course, IIEP organizes a number of intensive training courses, as well as seminars on current issues, which are held either at Paris Headquarters or in Member States, close to the practical problems these countries must come to grips with.⁽⁵⁾ In recent years, IIEP has taken advantage of the possibilities offered by distance education, which enables seminar participants to stay in their own countries.⁽⁶⁾ The dissemination of instructional materials, such as the 'Fundamentals of Educational Planning' series first published in 1967,⁽⁷⁾ has broadened the scope and impact of training activities. In 1969, and for several years after, the Institute was also entrusted with training and further training of UNESCO staff as well as of specialists of other national or international organizations working in educational development.



1973, New IIEP Headquarters provided by the French Government.

SOME THOUGHTS ON THE OVERALL ISSUE OF EDUCATION

The preparation of the International Conference on the World Crisis in Education (Williamsburg, United States, 1967), and above all the publication of its report, triggered off an expansion of the Institute's work, with particular emphasis on the analysis of education systems.⁽⁸⁾ Faced with the shortcomings of linear development strategies, quality⁽⁹⁾ became a subject of concern for both educators and economists. This was to be the era of innovation and reform. Whilst delving deeper into the methodologies of planning, elaborating and disseminating new instruments, such

CREATION OF THE INTERNATIONAL WORKING GROUP ON EDUCATION (IWGE)

IWGE is an offshoot of the Bellagio Group, the latter named after a town in Italy where, in the 1960s, the Rockefeller Foundation and Ford Foundation convened a meeting of educators, economists and managers to examine the economic aspects of education in Europe. The Bellagio group quickly became a club where the main multilateral, bilateral and private development agencies met every year. In 1982 it established itself as an international working group on education and entrusted its Secretariat to IIEP. [The Bellagio group, with the support of the Rockefeller Foundation, continues some of its activities, especially publishing]. Ever since, IWGE holds regular meetings during which senior officials from development agencies can take an informal look at the problems of educational development. It was IWGE that instigated the idea of holding a world conference on education for all which resulted in the organization of the Jomtien Conference. The latest meeting of IWGE was held in Nice in 1994 on educational aid policies and practice, and a report was published by IIEP.* The November 1996 meeting looked at the Education for All programme launched in Jomtien, which is now at the halfway mark.

* *Education Aid Policies and Practices*. A Report from IWGE, 1995.

Ruth Lerner de Almeida (Venezuela)

IIEP first graduating class, Minister of Education of Venezuela from 1984 to 1985

This means that educational planning is both an art and a science, but more of an art than a science. There is no doubt that educational planning integrated with the general planning of each country must become an exercise in careful and considered thought, and which should deliver a greater return from investment in education.

La diversificación de la educación, Dissertation, IIEP, 1965

Raymond Poinant (France)

Director of IIEP from 1969 to 1974

The choice between the main alternatives in an economic and social plan must be based on considerations immediately relevant to each country and on the image each society has of its future. [...] Who better than the teachers should be able to help define what this image is to be?

The Relation of Educational Plans to Economic and Social Planning, UNESCO/IIEP, 1967

Philip H. Coombs (United States)

Founding Director of IIEP, from 1963 to 1968

The assumption is that the educational system will produce the kinds and amounts of human resources required for the economy's growth, and that the economy will in fact make good use of these resources. But suppose the opposite happens? Suppose the educational system turns out the wrong 'mix' of manpower? Or suppose it turns out the right mix, but the economy does not use it well? What then? Doubts then arise about education's productivity and the efficacy of the investment made in it.

The World Educational Crisis, Oxford University Press, 1968

■ 1988

Twenty-fifth Anniversary Workshop

■ 1992

The Secretariat of DAE, which became ADEA in 1996, moves to IIEP Headquarters

■ 1993

Network of IIEP depository libraries and documentation centres established

■ 1994

First time distance education techniques used for a seminar

as cost analysis or school mapping, the Institute became involved in problems of a more specific nature: the use of new technologies by developing countries, reforms likely to reduce regional or social inequalities, planning school curricula, etc. Much of the Institute's time was taken up in providing direct assistance to programmes implemented by UNESCO, especially in the fields of literacy, education and work, non-formal education, education in rural zones, higher education, or the overall process of innovation in general.

During the 1980s, the Institute's reputation as an international research and training centre was well established. At the same time, planning became the mainstay of the conception and management of educational policies. The *IIEP Newsletter* for former trainees of the Institute was first published in 1981.⁽¹⁰⁾ The Institute began to organize forums where researchers were able to brush shoulders with political decision-makers. In 1982, IIEP was requested to head the International Working Group on Education, a rather informal, but nonetheless influential club where senior members of the top international and bilateral agencies and foundations interested in the development of education could meet (see box on previous page).

DOES EDUCATION NEED STRATEGIC PILOTING?⁽¹¹⁾

Towards the middle of the 1980s, the world economic crisis overrode the certainties of rational planning. In difficult situations, the role of the planner is to find solutions and propose alternatives. IIEP identified institutional capacity⁽¹²⁾ as the key (and bottleneck) of educational development. The World Conference on Education for All, which advocated a shift in priority in favour of the most disadvantaged groups (out-of-school youth, women, illiterates) also emphasized the importance of each stakeholder in the planning process and the need for each nation to embark upon political dialogue regarding the development of education.

THE ASSOCIATION FOR THE DEVELOPMENT OF AFRICAN EDUCATION (ADEA)

Established in 1988 under the auspices of the World Bank as a mechanism to foster collaboration and exchange of information among development agencies ADEA* is today an association which groups together African ministers of education and the main development agencies. In order to strengthen ADEA's autonomy, an independent Secretariat was established in Paris in 1992, hosted by the International Institute for Educational Planning. Since then, ADEA has continued to place the highest emphasis on becoming a joint partnership between African ministers of education and funding agencies.

The main components of ADEA are the Caucus, composed of all African ministers of education who elect a Bureau composed of seven of their peers to serve, with representatives of the funding agencies, on ADEA's Steering Committee. The Secretariat of ADEA co-ordinates activities of nine working groups, each devoted to a specific theme, such as female participation in education, educational statistics, books and learning, or higher education, each one led by a development agency or a different NGO, and fusing African partners and agencies.

ADEA publishes baseline information documents on the status of education in Africa as well as a quarterly *ADEA newsletter*. It organizes biennial plenary meetings which bring together ministers of education and senior officers from the development community in a relaxed and informal manner. The 1995 meeting, held in Tours, France, on the theme of 'the processes of educational policy formulation' brought together 233 participants, including 36 African ministers of education, 56 senior officers from the African education community and 103 representatives from development agencies.

* at that time called Donors to African Education (DAE).

(10) Published in four languages and today printed in 11,000 copies.

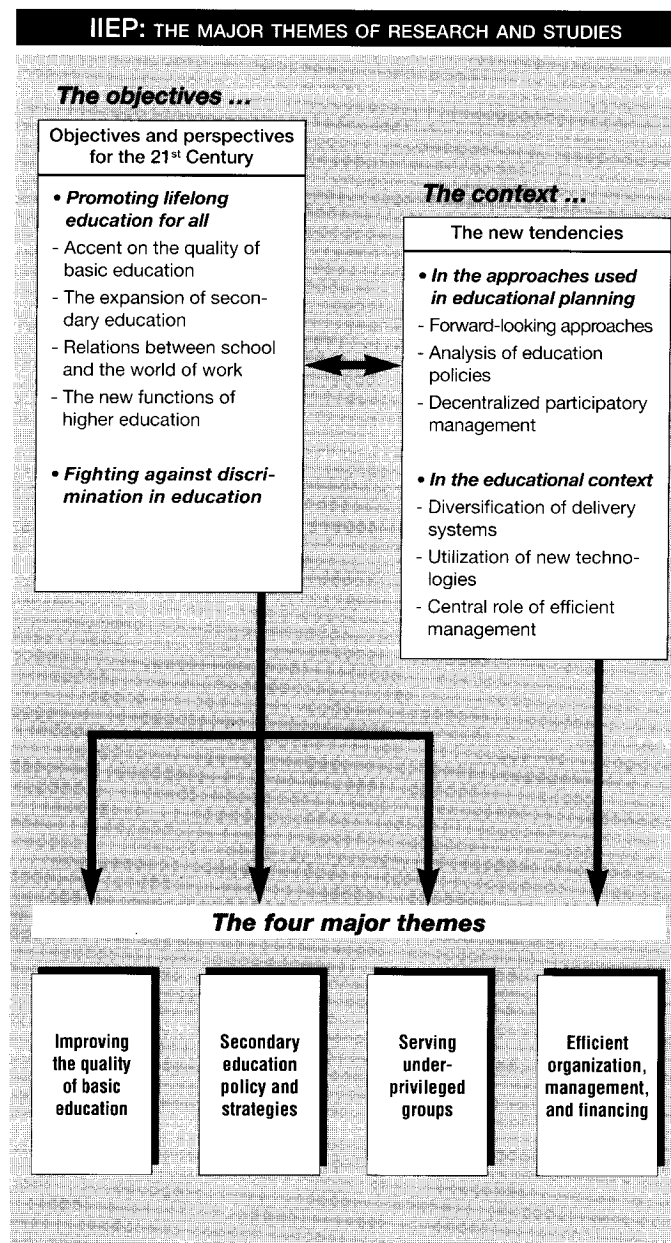
(11) Title of S. Lourié's article in *Prospects for Educational Planning* edited by F. Caillods, UNESCO-IIEP, 1989.

(12) Institutional capacity designates a series of internal and external factors which govern the expansion of education, such as regulations and legislation, the role of the state and its financial capacities, the administrative system and the way it works, the level of training, the status or the salaries of teachers, etc.

The Institute adapted to the rapidly changing political environment at international level: new initiatives were launched for Southern Africa and for countries in a state of economic transition in Eastern Europe; research and training programmes placed more emphasis on management capacities, whether at the level of universities or school textbooks, or in respect of partnership arrangements.

The Interregional Project on the Improvement of Basic Education Services, which comprises several in-depth national case studies, confirms the central role of the national capacities in planning and the importance of monitoring and data management mechanisms.⁽¹³⁾

IIEP harnessed itself to the task of drawing up indicators for monitoring and managing basic education.⁽¹⁴⁾ It also became involved, with UNESCO, in the implementation of operational projects, financed by other agencies, aimed at strengthening educational planning and management systems at different levels.⁽¹⁵⁾



M. Aref Ghaussi

IIEP second graduating class, former Minister of Education, then of Trade, of Afghanistan

The process of educational planning is not immune to the influence of different sorts of pressures and changes. During the course of a plan period, a plan may be revised for sound planning reasons.

Criteria for Appraising Educational Planning in Underdeveloped Countries, Occasional papers, IIEP, 1967

Clarence E. Beeby (New Zealand)

Assistant Director-General of UNESCO's Department of Education from 1948 to 1949, Editor of the 'Fundamentals of Educational Planning' series published by IIEP between 1967 and 1972

An educational system, even more than other institutions, develops a life and set of principles of its own, and can, over the years, cease to be responsive to the needs of a society in a state of rapid change. What was once a conscious effort to reach a social goal becomes a mere institutional habit.

Qualitative Aspects of Educational Planning, UNESCO-IIEP, 1970

Joseph Fontanet

Minister of Education of France in 1973

It is essential that in the same way, even more than other men, those in charge of training and those responsible for education throughout the world should have the advantage of this life-long training of which they are to be the initiators and the planners.

Ceremony for the formal handing over of the new IIEP Headquarters

(13) See for example, *From Data to Action: Information Systems in Educational Planning*, D. W. Chapman and L. O. Mähick, UNESCO-IIEP, 1993.

(14) *Des indicateurs pour la planification de l'éducation: un guide pratique*, C. Sauvageot, UNESCO-IIEP, 1996 (French only).

(15) Algeria, Argentina, Brazil, Brunei, Chad, Dominican Republic, India, Madagascar, Malaysia, Mali, Mauritius, Mexico, Mozambique, the Palestinian Authority and South Africa.

STRENGTHENING PARTNERSHIPS, CONSORTIA AND NETWORKS

1995

Consortia and sub-regional networks organized

1996

The start of IIEP's Sixth Medium-Term Plan (1996-2001)

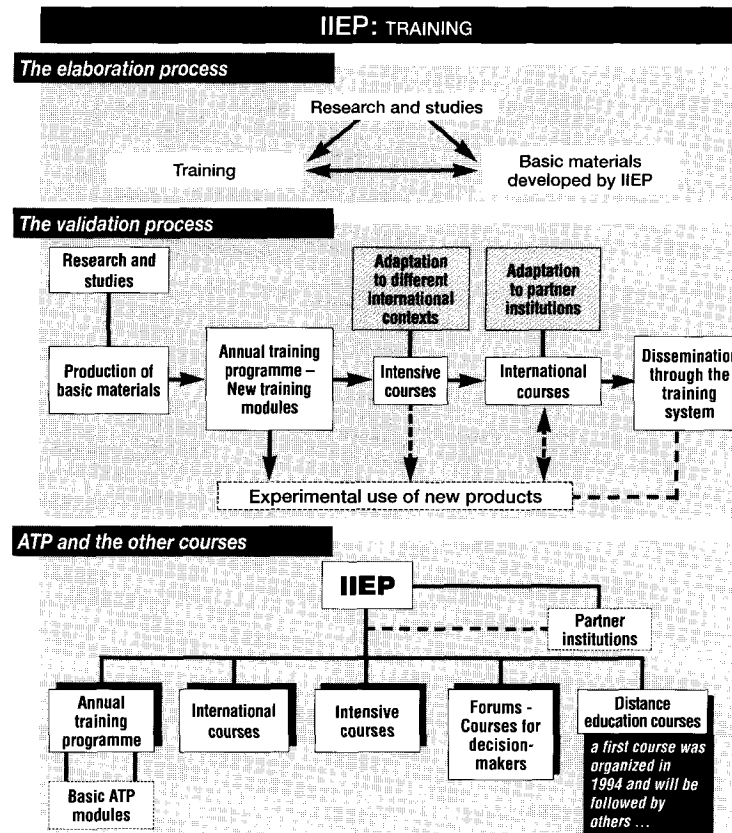
1997

Establishment of a branch of IIEP for Latin America and the Caribbean, Buenos Aires

The decentralization of activities, the strengthening of partnerships and inter-institutional co-operation, such as the creation of consortia and new regional and sub-regional networks, became a focus of action in IIEP's approved Sixth Medium-term Plan (1996-2001). As well as continuing to develop the worldwide network of national associations of former trainees and its publications distribution network created in 1993 in close co-operation with the relevant services in UNESCO, IIEP reinforced its professional co-operation with international organizations, bilateral agencies and foundations interested in its spheres of activity and enhanced its support to international co-operative groups, such as the aforementioned International Working Group on Education (IWGE), the Southern Educational Research Initiative (SERI)⁽¹⁶⁾ and the Association for the Development of African Education (ADEA) whose Secretariat is located at IIEP Headquarters. ADEA provides a partnership framework for African Ministers of Education and the main training and development agencies.

The Southern Africa Consortium for Monitoring Educational Quality (SACMEQ),⁽¹⁷⁾ which groups Ministers of Education and Culture from several countries in Southern Africa, was launched in 1995, following training programmes which had been jointly organized with IIEP in this sub-region. SACMEQ is a network of ministers which functions like an NGO and which advises key decision-makers on general policy. Its research programme is drawn up by consensus.

Following the holding of a regional workshop on the decentralized management of primary education (Kathmandu, Nepal, 1994), the Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP)⁽¹⁸⁾ was created in 1995. Its purpose is to share experience among Asian institutions working in the region and to create synergy among them.



More than 1,100 managers trained since the Institute was created.

(16) This initiative, which encompasses Africa, Asia, Latin America and the Caribbean, came into being in 1993 in co-operation with the Institute of International Education at the University of Stockholm.

(17) SACMEQ, Southern Africa Consortium for Monitoring Educational Quality, receives financial subventions from Italy and the Netherlands.

(18) ANTRIEP at present groups together planning institutions in eight Asian countries.

INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING

Chairmen of the Governing Board

| | |
|-----------------------------------|------------|
| Sir Sydney CAINE (United Kingdom) | 1963-1970 |
| Torsten HUSÉN (Sweden) | 1970-1980 |
| Malcolm S. ADISESHIAH (India) | 1980-1990 |
| Victor L. URQUIDI (Mexico) | 1990-1994 |
| Lennart WOHLGEMUTH (Sweden) | since 1995 |

Directors of IIEP

| | |
|----------------------------|------------|
| Philip H. COOMBS (USA) | 1963-1968 |
| Raymond POIGNANT (France) | 1969-1974 |
| Hans N. WEILER (USA) | 1974-1977 |
| Michel DEBEAUVAIS (France) | 1977-1982 |
| Sylvain LOURIÉ (France) | 1982-1988 |
| Jacques HALLAK (France) | since 1988 |

Malcolm S. Adiseshiah (India)

Deputy Director-General of UNESCO from 1963 to 1970, Chairman of the IIEP Governing Board from 1980 to 1990

First, the International Institute for Educational Planning will be UNESCO's intellectual home of the future; second, the Institute will be a means of assistance to the educational systems of Member States in performing the impossible tasks now facing them.

Twenty-fifth Anniversary of the Institute, 1988

Federico Mayor (Spain)

Director-General of UNESCO since 1987

Although the Institute forms an integral part of UNESCO, it has its own statutes and enjoys great intellectual freedom. Its Governing Board is composed of representatives of the principal bodies concerned in the United Nations System and the World Bank and of high-level international figures, and it determines the nature of the Institute's training, research and publication activities.

Twenty-fifth Anniversary of the Institute, 1988

Torsten Husén (Sweden)

Chairman of the Governing Board of IIEP from 1970 to 1980

The training programme of the Institute was aimed at young civil servants over a period of an academic year and was, on the whole, very successful. During my time as Chairman, IIEP trained some 400 individuals, among whom quite a number later became Ministers of Education in their home countries.

Message for the Fiftieth Anniversary of UNESCO, 1996



Participants at the XXXI Annual Training Programme (1995/96) with some of the Institute's staff.

TO KNOW MORE (see also CD-ROM, Vol. I)

- **IIEP Newsletter.** UNESCO-IIEP, 1983. (English, French, Spanish)
- **Educational Planning in Practice.** XXVth Anniversary Workshop, UNESCO-IIEP, 1989. (Booklet 5). (English, French)
- **The Prospects for Educational Planning.** Françoise Caillods, UNESCO-IIEP, 1989. (English, French)
- **IIEP Basic Texts.** UNESCO-IIEP, 1989. (English, French)
- **Investing in the Future: Setting Educational Priorities in the Developing World.** Jaques Hallak, Paris, UNESCO-IIEP/Oxford/Pergamon Press, 1990. (Arabic, Chinese, French, Russian, Spanish)
- **Education Policy-planning Process: An Applied Framework.** Wadi D. Haddad, UNESCO-IIEP, 1995. (English, French)
- **Searching for Relevance: The Development of Work Orientation in Basic Education.** Wim Hoppers, UNESCO-IIEP, 1996. (Fundamentals of Educational Planning, 52). (English)

Michel Debeauvais (France)

Director of IIEP from 1977 to 1982

What has planning to offer in the face of the unresolved world crises: problems of unemployment for graduates, exclusion from school and the labour market, female inequalities, regional disparities [...] etc? Without claiming to be in a position to solve the problems alone, using more complex techniques, planning can nevertheless, albeit modestly, contribute to social dialogue by providing information to all those concerned.

'Les évolutions de la planification de l'éducation dans le Tiers-Monde depuis 1960'.

In: *La construction des politiques d'éducation et de formation*, PUF, 1995

UNESCO INSTITUTE FOR EDUCATION

CHANGE AND ADAPTATION

1951

UIE founded

1955

International Review of Education launched

1955-1966

Summer universities for young teachers from countries in Europe

1959-1961

International Project on the evaluation of educational achievement

1965

Revision of the statutes

1968-1972

SOLEP Seminars for young educational researchers

1972

Lifelong education becomes the main theme of the Institute

In 1951 UNESCO founded three international institutes in the Federal Republic of Germany in key sectors for the promotion of human rights and international understanding: at Gauting, near Munich, an institute for youth which remained active until 1965; at the Cologne University, a social science institute, which ceased to exist as early as 1960, and in Hamburg, an institute for the study of comparative education and promotion of educational research.⁽¹⁾

During the 1950s, UIE contributed to promoting collaboration 'without distinction of race, sex, language or religion'⁽²⁾ amongst German educators and their counterparts from other countries in Europe. In 1965, whereas the other two institutes had closed down, the Federal Republic expressed a desire to preserve the Institute for Education of which it was to assume the bulk of regular running costs. The statutes were revised to take into account the Institute's new international purview, and it was decided that the Governing Board should include representatives of all regions of the world.⁽³⁾ Until the fall of the Berlin Wall the Institute maintained a bridge between West and East and, as of the 1980s, the needs of developing countries became one of the main thrusts of its concern.

Whilst the four main areas of emphasis of the Institute's work are research, training, documentation services and publications, both its vocation and its functions reflect not only the recent political changes in Europe and the rest of the world, but also the evolution, the diversification and the expansion which the very concepts of education and literacy have undergone during the past fifty years.

THE 1950s, INTERNATIONAL UNDERSTANDING

In the beginning, the Institute's vocation was of a general nature⁽⁴⁾ ranging from pre-school education and primary and secondary education to university and adult education or leisure-time activities, but always closely linked to the ideals of UNESCO and to international understanding. A significant event for the future was the first seminar organized by UIE, in 1952, on adult education as a means of developing and strengthening social and political responsibility. From 1955 to 1966 UIE, in co-operation with a different UNESCO National Commission each year,⁽⁵⁾ organized an annual seminar or summer university which brought young German teachers together with colleagues from other countries in Europe to discuss education for international understanding between individuals, groups and nations.

(1) UIE is a UNESCO foundation which complies with German law. It is managed by a Governing Board composed of eleven members appointed by the Director-General. Its Director is a UNESCO staff member, who heads a team of about twenty-four people. The Institute is financed by the German Government, UNESCO and voluntary contributions from Member States. The Free and Hanseatic City of Hamburg provides and maintains the premises.

(2) The 1951 Constitution of UIE, Article II.a., and the Constitution of UNESCO.

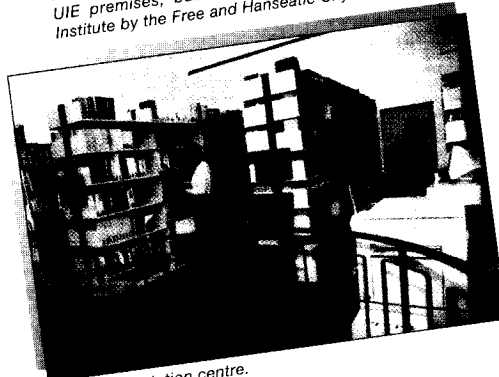
(3) Six Germans were appointed to the First Governing Board which comprised distinguished men and women working in educational research in Europe, amongst whom Roger Gal, Maria Montessori, Jean Piaget, Johannes Novrup, etc. Professor Leontiev (ex-USSR) joined the Board in 1959.

(4) Until 1969, UIE was the only UNESCO research institute in Europe. The European Centre for Leisure and Education had been established in Prague in 1969, at the same time as IBE became part of UNESCO. This involved a redistribution of research activities in the Organizations's programme.

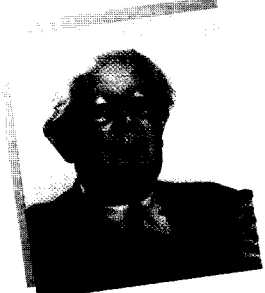
(5) The first seminar was organized in Sèvres (France) with the French National Commission; subsequent seminars were arranged in co-operation with National Commissions of Austria, Belgium, former Czechoslovakia, Federal Republic of Germany, Hungary, Italy, Norway, Sweden, Switzerland, Turkey, and the United Kingdom.



UIE premises, built in 1908-1909, made available to the Institute by the Free and Hanseatic City of Hamburg.



UIE documentation centre.



Jean Piaget



Maria Montessori

...two of the founders of the Institute.

1955

EXTRACT FROM A REPORT OF THE GOVERNING BOARD OF UIE

The results of Institute's work up to the present cannot be precisely assessed. It can, however, be stated with confidence, that all those who have been connected with the Institute's work, particularly participants at the meetings, have expressed, by personal statements, by letter or by writings in their national press, their great satisfaction with the conception, method of work and congenial atmosphere of the Institute. In a wider circle, who have not yet had personal context with the Institute, its publications have aroused great interest: for example, in both France and Germany there has been a demand for special editions of the printed booklets on Adult Education and Pre-school Education. The *International Review of Education* has especially roused interest, and in view of the number of subscriptions secured by June 1955, i.e. over 500 in the first six months of its existence, may be said to have had a very good start.

It is also known to the Institute that its meeting on film, radio and television has led to substantial changes in certain adult educational broadcasts transmitted by Radio Geneva and Radio Salzburg; to the extension of the work of télé-clubs in France, with the support of UNESCO – particularly though a conference of club leaders held in December; to similar activity in Switzerland, and to the invitation of foreign participants to meetings arranged in Spring 1955, by the authorities of 'Jeunesse et Sport' (Radio Section), in France.

Ref. 42EX/II, Annex II/A.

Maria Montessori (Italy)

Distinguished educationist, promotor of 'new education' and education for peace

If the Institute has a justification for existing it can only be the blazing of a new path for education, in which education is a support to the inner life of human beings.

First meeting of the Governing Board, 1951

Johannes Novrup (Denmark)

President of the Governing Board, 1952

A kind of international brotherhood between adult educators does already to some extent exist. This is a great promise for the future. It is our sincere hope that this Institute, in the course of some years, will be able to serve as a focus for all these more or less scattered attempts and thus make a real contribution to European adult education.

First UIE Seminar: Adult Education as a Means of Developing and Strengthening Social and Political Responsibility

Paul Lengrand (France)

Acting Director of the Institute from 1967 to 1968



If man can and should continue learning, training and improving his professional qualifications,

developing his intellectual, emotional and moral potentialities, contributing more to his personal relationships as well as to the community at large, and if adult education is to provide adequate facilities to help him achieve these aims, then educational thinking and processes must undergo a radical transformation.

Perspectives in Lifelong Education, *The UNESCO Chronicle*, Vol. XV, July-August 1969

THE 1960s AND 1970s, EDUCATIONAL RESEARCH

The Institute, which had launched the *International Review of Education* as early as 1955 with an Editorial Board composed of the most distinguished European experts in educational research,⁽⁶⁾ gradually began to devote more of its time to research on comparative education. One of the first themes was an international study of educational achievement (1959-1962) in which twelve

(6) Pr Schneider (Federal Republic of Germany), Roger Gal (France), Carl Bigelon (United States), Pr Langareid (Netherlands), Pr Merck (Federal Republic of Germany).

1976-1988

Pan-European Conferences on Educational Research (in co-operation with the Council of Europe)

1981-1986

Regional seminars on post-literacy research

1986

Functional literacy, post-literacy, non-formal basic education, priority action

1987

Launching the Literacy Exchange Network in industrialized countries

1991

- International Seminar on adult literacy in industrialized countries, Hamburg, Germany
- Adult education for the twenty-first century becomes the new priority theme of the Institute

1997

5th International Conference on Adult Education

countries from the Europe region participated, including Poland and ex-Yugoslavia.⁽⁷⁾ This project led to the creation of the International Association for the Evaluation of Educational Achievement.⁽⁸⁾ From 1968 to 1972, the Institute organized a series of seminars, better known as the SOLEP seminars,⁽⁹⁾ which were of a very high level and meant for young educational researchers.

From the beginning of the 1970s, much attention was also given to secondary education.⁽¹⁰⁾ From 1972 onwards, and following the publication of *Learning to Be*, the Report of the Faure Commission, the Institute organized its activities around the concept of lifelong education, as the guiding principle for the renovation of structures, contents and processes of education. From 1976 to 1988, the Institute and the Council of Europe – the latter having already launched sub-regional seminars – co-operated in the organization of Pan-European Conferences for Directors of National Research Institutes.⁽¹¹⁾

THE 1980s, LIFELONG EDUCATION

As of 1981, because of the needs of developing countries, the Institute initiated a vast programme of co-operative research and training in the fields of non-formal basic education and post-literacy work, in particular, by organizing a series of regional research seminars⁽¹²⁾ and residential training programmes for researchers from developing countries. This led to the constitution of worldwide networks of researchers and practitioners active in post-literacy work, especially for women and, for the industrialized countries, the creation of a Literacy Exchange Network.



(7) On the level of educational achievements of 13-year-olds, in mathematics, sciences, geography and reading comprehension.

(8) See page 52.

(9) Seminar on Learning and the Educational Process which took place in Sweden (Skepparholmen), France (Pont-à-Mousson), Federal Republic of Germany (Leoni am Starnbergsee) and Thailand (Bangkok).

(10) Decision of the Governing Board of the UIE, 1971.

(11) Five Conferences were organized attended by Directors from the West, invited by the Council of Europe, and from the East invited by the UIE. The Proceedings were published by the Institute.

(12) Organized in Hamburg, then in Caracas, Nairobi and New Delhi.

THE 1990s, WORLD FOCAL POINT FOR ADULT EDUCATION

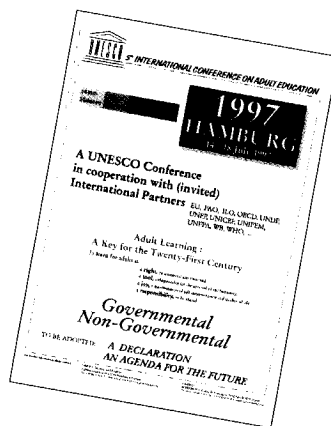
(13) Since 1994, the Institute has published *Adult Education Information Notes* in collaboration with UNESCO Headquarters.

(14) The Honorary President of the Conference is Paul Lengrand, former Director of the Institute and author of numerous works on adult and lifelong education.

The more specific objectives of the Conference are:

1. To acknowledge the critical importance of adult learning
2. To forge worldwide commitments to adults' right to learn
3. To exchange experience on present provision and needed improvements
4. To recommend future policy and priorities, and adopt a Declaration on Adult Learning and an Agenda for the Future
5. To promote international co-operation

Today, the Institute is at the heart of a network conducting research on adult education seen from the standpoint of lifelong education.⁽¹³⁾ One of UIE's current main tasks is to prepare (and ensure the follow-up) the Fifth International Conference on Adult Education,⁽¹⁴⁾ (Hamburg, 1997) on the theme: 'Adult Learning: a Key for the Twenty-first Century'.



TO KNOW MORE (see also CD-ROM, Vol. I)

- *International Review of Education*. 6 numbers per year. Published since 1955. Hamburg, UNESCO-UIE. (English, French, German)
- *Handbook on Learning Strategies for Post-literacy and Continuing Education*. Adama Ouane, UNESCO-UIE, 1989. (English, French)
- *Handbook on Training for Post-literacy and Continuing Education*. Adama Ouane et al., UNESCO-UIE, 1990. (English, French)
- *Evaluating 'Literacy for Development' Projects, Programs and Campaigns*. H. S. Bhola, UNESCO-UIE, 1990. (English, French, Spanish)
- *The 40th Anniversary of the UNESCO Institute for Education*. Paulo Freire and Bogdan Suchodolski, Hamburg, UNESCO-UIE, 1992. (UIE Reports, 6). (English)
- *ALPHA 94 - Current Research in Literacy: Literacy Strategies in Rural Areas*. Jean-Paul Hauteccœur, Hamburg/Montreal, UNESCO-UIE/Ministry of Education, 1994. (English, French)

Lifelong Education: what transition, what direction?

In a world in which social, political and economic conditions are changing significantly, where information technology is evolving with ever-increasing speed, and at a time when the role of civil society is being rediscovered, organized learning throughout the life span is taking on a new urgency. Non-formal basic education, vocational and non-work-related adult education and retraining programmes, distance learning and similar developments are part of a vast and diversified learning effort that is changing the face of education throughout the globe.

Paul Bélanger, Director of UIE, 1996.

THE DIRECTORS OF THE INSTITUTE

Their names bear witness to its international nature.

| | |
|------------------------------|-------------------|
| • Walter MERCK (FRG) | 1951-1955 |
| • A.S. LANGELAND (Norway) | 1955-1958 |
| • Hans WENKE (FRG) | 1958-1959 |
| • Saul B. ROBINSOHN (Israel) | 1959-1964 |
| • Gustaf ÖGREN (Sweden) | 1964-1967 |
| • Paul LENGRAND (France) | interim 1967-1968 |
| • Tetsuya KOBAYASHI (Japan) | 1968-1972 |
| • Dino CARELLI (Argentina) | 1972-1979 |
| • Ravindra DAVE (India) | 1979-1989 |
| • Paul BÉLANGER (Canada) | since 1989 |



Paulo Freire

Educator, former Secretary of Education, São Paulo, Brazil

There are no paths made without questions being asked, since, to build a path means to ask where it

leads. When the Institute was created I was already 30 years old, but we are still all young, do not doubt it. Suchodolski, Hausmann and I are still exercising what curiosity has induced us to do, which is, curiously, never to let curiosity die in ourselves, in spite of our being 70 and 80 years old.

The Purpose of Education,
Speech on the occasion of the 40th Anniversary of the Institute, Hamburg, 1991

Jurgen Meissner (Germany)

Director, Ernst Klett Verlag für Wissen und Bildung

Sometimes, when we are confronted with an incomprehensible text in a foreign country, we sense – even if only temporarily – what it is to be illiterate: we have no access to that written world and so we feel helpless. What could be more appropriate in this context than an exhibition of literacy campaign posters from around the world, organised in co-operation with the UNESCO Institute for Education?

Worlds of Words, Literacy Posters, 1992.
UIE, Hamburg, and Ernst Klett Verlag für Wissen und Bildung, Stuttgart-Dresden

UNESCO'S REGIONAL STRATEGIES AND ACTION

MOVING GRADUALLY TOWARDS DECENTRALIZATION

For UNESCO, regional co-operation constitutes one dimension of its international activities: it serves as a bridge between these activities, which concern all Member States whose common aspirations are reflected in the decisions of the General Conference, and the problems and needs of Member States at national and regional levels, as expressed through their National Commissions and on the occasion of regional conferences organized regularly since 1960 at ministerial level. This section presents an overview of regional strategies which have been implemented with the support of regional offices and field units, and which are described later in greater detail for each region. These strategies have kept abreast of evolving standards of international co-operation and often bear the imprint of new trends in world education research.

UNESCO's regional strategies are primarily inspired by regional conferences of ministers of education – often joined by ministers responsible for economic development – who draw up strategies based upon a 'state-of-the-art' of education, of major issues of mutual interest and common trends in the evolution of education, taking account of the requirements of economic development. Dialogue established during such conferences has been followed by efforts to enhance regional co-operation and has facilitated UNESCO's co-operation with all regions. It has also given rise to the drawing up of regional educational development plans. The application of regional strategies has also led UNESCO to set up regional institutions, such as its regional offices – an integral part of UNESCO – created so as to ensure better knowledge of local issues and improved implementation of the programme, as well as to strengthen co-operation between Member States in the region and facilitate liaison with National Commissions. Regional or sub-regional institutes and centres have also been established to respond to needs common to a number of Member States, for instance, school

buildings, and regional co-operative networks have been created. Last, but not least, regional strategies have resulted in the launching of major regional programmes and projects.

When speaking of UNESCO's regional action, it is important to make a distinction between co-operation with groups of countries at the regional or sub-regional level and co-operation with a particular Member State, often known as technical assistance or operational action and financed almost exclusively from extrabudgetary resources. These two forms of action are of course complementary, interpenetrating and mutually enriching one another. Advantage has been taken of operational activities to implement at national level the regional strategies defined by ministerial conferences.

Operational action is contingent on resource availability. Since the Expanded Programme of Technical Assistance of 1949 and through the gradual establishment of multilateral programmes, funds and funding agencies (World Bank, regional banks, UNDP, UNICEF, the United Nations Fund for Population Activities (now

the United Nations Population Fund) (UNFPA), the United Nations Environment Programme (UNEP) and the World Food Programme (WFP)), extrabudgetary resources available to UNESCO, including voluntary contributions, have risen – covering all the Organization's fields of competence – from \$1 million a year in 1950 to over \$150 million a year in 1996, permitting a quite significant development of operational activities and regional programmes.

Priorities for the implementation of regional strategies are set by the General Conference which draws up the framework for the Organization's action in keeping with its Constitution and ensures that inputs are evenly distributed among the regions. This is why the same kinds of objectives and activities are to be found in every region. Nevertheless, despite their similarity, implementation is adjusted to suit the specific priorities of each region.

Over the past fifty years, regional action has been characterized by a succession of phases of devolution and regrouping, and by a sustained effort towards greater

decentralization all of which are expressed in a gradual shift from centrally directed co-operation to participatory co-operation coming from the periphery.

1947-1950, THE YEARS OF RECONSTRUCTION

In the early post-war years, UNESCO's action consisted of providing aid to the war-ravaged countries of Europe and Asia, in particular in assessing needs for the material rebuilding of educational and cultural institutions destroyed or damaged by the war and for the moral rebuilding of education systems.⁽¹⁾

A Temporary International Council for Educational Reconstruction (TICER) was set up in 1947 to co-ordinate, under UNESCO's auspices, the activities of some fifty voluntary organizations. It was to resolve the currency problems then involved in purchasing books, films and laboratory equipment abroad that the Organization invented a sort of international currency, the UNESCO Coupons, a scheme which was to prove highly successful.

1950-1970, INCREASING THE NUMBER OF REGIONAL INSTITUTIONS

From the time it was founded, UNESCO has fought against ignorance and illiteracy. The first pilot project for basic education was the Marbial Valley experimental project in Haiti in 1949, immediately followed by the creation of two regional basic education centres, one for Latin America (CREFAL, 1950) and the other for the Arab States (ASFEC, 1952). Similar centres were not set up in the other regions, in Asia because there was



In Europe, 1945.

⁽¹⁾ *The Book of Needs of Fifteen War-devastated Countries in Education, Science and Culture*, Paris, UNESCO, 1947.

**THIRTY-FIVE STATES SIGN THE
'ADDIS ABABA PLAN'
FOR VAST EXPANSION OF EDUCATION IN AFRICA**

Two bold plans for the educational development of Africa were unanimously approved recently at a conference convened in Addis Ababa, Ethiopia, by UNESCO and the United Nations Economic Commission for Africa. The first, a short-term plan, aims to raise primary school enrolment in Africa from its present figure of 40% of the school-age population to 51% by 1966 – from eleven million to nearly 15 million children. In addition secondary school enrolment should rise from 3% of the primary school population to 9%.

The second plan, scheduled to take place over 20 years, provides for the establishment of universal, primary education throughout Africa by 1980, with 30% of the children who complete primary schooling going on to secondary schools. This same plan allows for a tenfold increase of present university enrolment figures.

Both programmes form part of what has been called the 'Addis Ababa Plan', signed by the representatives of 31 African states and territories and of four European powers with African responsibilities. The plan catalogues Africa's educational needs and lays down priorities for expanding secondary education, teacher training at all levels, the reform and adaptation of existing school curricula. It also lays greater stress on agricultural and technical education.

The UNESCO Courier, July/August 1961.

no linguistic and cultural homogeneity and in sub-Saharan Africa because, at the time, most of the territories had yet to achieve independence. These regional centres resulted in the establishment of national centres for the development of rural schools, particularly in several Latin American countries, but also in Liberia (Klay Centre, 1951), India (New Delhi) and Thailand (Ubol).

Between 1952 and 1957, following the recommendation of the 1951 International Conference on Public Education on

the prolongation of compulsory education, UNESCO organized a series of regional consultations on the subject in Asia, the Arab States and Latin America. The Lima Conference, organized jointly by UNESCO and the Organization of American States (OAS) in 1956, resulted in the launching of the Major Project on the Extension of Primary Education in Latin America, scheduled for a ten-year period (1957-1966). For Asia and Africa, plans to establish universal primary education by 1980, i.e. within twenty years, were adopted in 1960 in Karachi, and in 1961 in Addis Ababa.

These Plans were at the origin of the creation between 1961 and 1973 of the four Regional Offices for Education (modelled on the Regional Offices for Science and Technology established as early as 1947) which were set up first in Bangkok and Santiago, then in Dakar and lastly in Beirut. They also generated the development of specialized regional institutions intended to assist Member States in each region, particularly those countries having recently acquired their independence, to implement the various aspects of the plans: school buildings, educational planning, teacher-training and educational research. At the national level this momentum was reflected in the creation of many institutions to which UNESCO provided support through extra-budgetary funds, in particular for the development of higher teacher-training colleges (thirty-five of them in Africa), primary teacher-training colleges and educational planning services.

Following the World Congress of Ministers of Education on the Eradication of Illiteracy, held in Tehran in 1965, UNESCO launched an experimental world literacy – or 'functional literacy' – programme (EWLP) at the regional levels, with twelve national projects co-financed by UNESCO, the United Nations and the countries concerned.

From 1963 onwards the improvement of science teaching at the

UNESCO'S REGIONAL STRATEGIES AND ACTION

THE UNESCO PROGRAMME

Hitherto there has been too much of a tendency to consider that UNESCO, as an organization, had a programme and that the role of States is, first, to finance this programme and then to co-operate in the part or parts of it which particularly concern them. I feel that the proper approach would be to consider the UNESCO programme as a universal programme framework to accommodate the activities of the Member States. [...] It is only when these States accept as their own the framework that is provided by the UNESCO programme, and their own programmes fit smoothly into it, that UNESCO would really be what it should be, namely a system of co-operation between States, not an entity they are prepared to keep alive although it only marginally impinges on their real interests or impinges only in so far as common interests – sometimes quite fortuitously – are involved.

René Maheu, Director-General of UNESCO,
Report to the Executive Board (70/EX/INF/2), 1965.

secondary level was the focus of four new pilot projects set up in university institutions – in Latin America for physics, in Asia for chemistry, in Africa for biology and in the Arab States for mathematics.

1970-1990, GROUPING ACTIVITIES REGIONALLY, CREATING NETWORKS

The 1970s brought the end of UNESCO funding for the regional institutions set up ten years previously and activities were regrouped in the Regional Offices. This regrouping was undertaken at the same time as promoting the establishment of regional networks of educational innovation for development created between 1973 and 1984 in response to the worldwide surge of interest in innovation

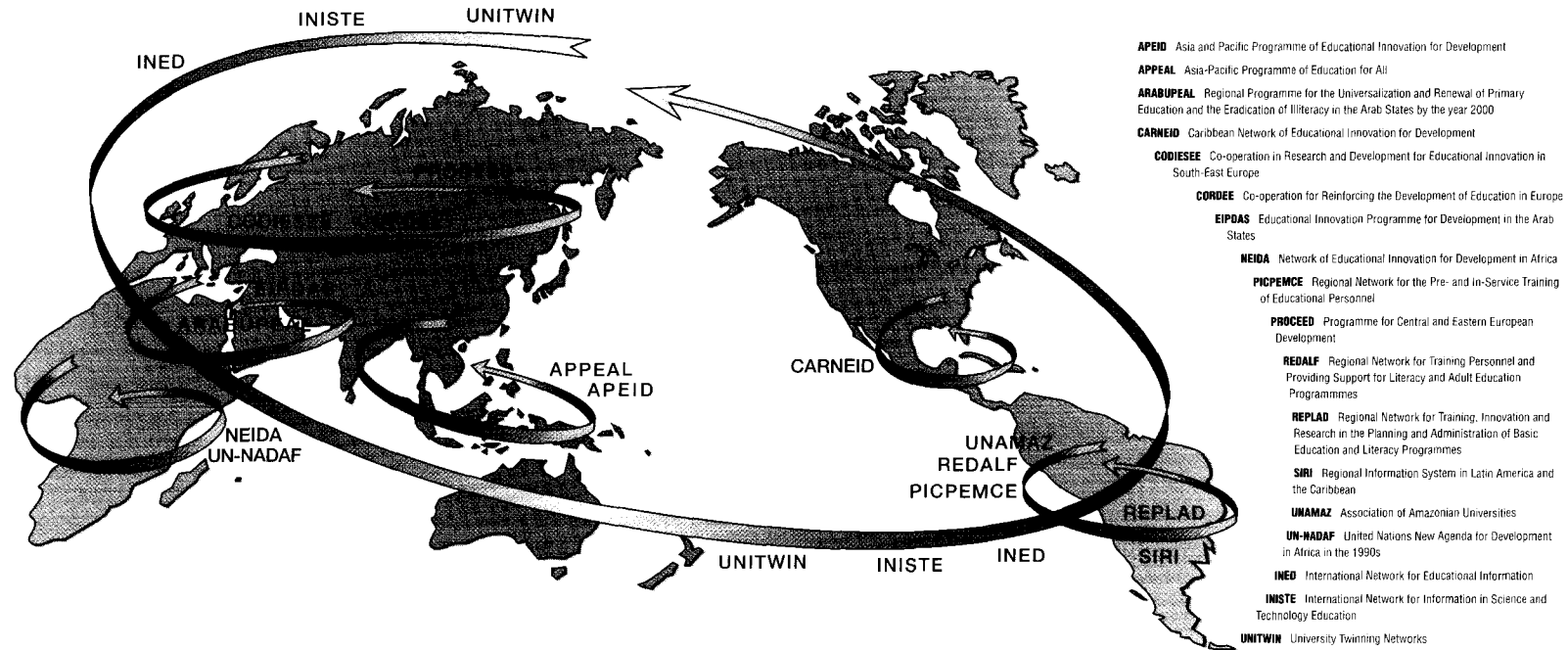
which also had repercussions on the international scene with the publication in 1972 of *Learning to Be* and with the creation in 1974 of the International Educational Reporting Service (IERS) within the International Bureau of Education (IBE).

The interest aroused by the Asian Programme of Educational Innovation for Development (APEID) inspired the establishment of the other four networks, CODIESEE for Southern and Eastern Europe, NEIDA for Africa, CARNEID for the Caribbean and EIPDAS for the Arab States.

These networks are one of the first tangible examples of a new concept of co-operation, technical co-operation among developing countries, meaning that these countries took on a greater share of responsibility in international co-operation activities and contributed to project execution rather than being merely recipients as in the past. The networks were to contribute to a process of decentralization of activities, which from then on were programmed regionally, not by Headquarters, and were carried out by a network of associated national centres. The most active networks have been those best able to mobilize national resources, attract voluntary contributions and negotiate directly with certain funding agencies.

The Major Project in the Field of Education in Latin America and the Caribbean (the second major project in the region), launched in 1981, also made use of networks of specialized national institutions. In terms of strategy, it served as a bridge with the major regional programmes for the eradication of illiteracy and universalization of primary education which developed from 1984 onwards in Africa, Asia (APPEAL) and the Arab States (ARABUPEAL). All

NETWORKS, PROGRAMMES



these programmes have their own intergovernmental governing bodies.

For higher education, regional centres were set up for Europe in 1973 (CEPES), and for Latin America and the Caribbean in 1978 (CRESALC), and regional networks were established in Asia and Africa.

SINCE 1990, EMERGENCE OF NEW STRATEGIES, TRANSREGIONAL AND TRANSDISCIPLINARY ACTIONS

The World Conference on Education for All held in Jomtien (Thailand) in March 1990 engendered a new strategy

which came in addition to the existing ones, but was more far-reaching: transregional co-operation. For instance, the scientific and technological literacy project, Project 2000+, was from the outset planned on a global scale.

Likewise, for higher education, the UNITWIN/UNESCO-Chairs Programme is expanding existing mechanisms for regional co-operation by establishing lasting links between universities and scientific institutions throughout the world, on a South-South, as well as a North-South axis.

With regard to sub-Saharan Africa, UNESCO joined forces with the United Nations for its New Agenda for the Development of Africa in the 1990s (UN-NADAF) launched

UNESCO'S REGIONAL STRATEGIES AND ACTION

in 1991, by drawing up a specific programme for the region, the 'Priority: Africa Programme'. The experience gained with this programme has enabled the Organization to become lead agency in three of the twenty areas for priority action provided for under the United Nations System-Wide Initiative for Africa launched in March 1996, namely basic education, information technology for development and communications for peace-building.

Following an agreement reached in 1993 at the New Delhi Summit on the theme of education for all, attended by nine high-population developing countries, UNESCO is encouraging these countries (Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan) to engage in closer direct technical co-operation and dialogue on measures to be taken. What we have here is not, therefore, a regional programme but transregional co-operation, based on a similarity of problems to be solved rather than on membership of a particular geographical area.

Meanwhile UNESCO Offices have evolved along multi-disciplinary lines, an example being the Regional Office for Education in Asia and the Pacific, which has become the Principal Regional Office for Asia and the Pacific, and the number of field units has grown (sixty-nine on five continents in May 1997) with the aim of better ensuring UNESCO's presence at the service of its Member States.



UNESCO IN SUB-SAHARAN AFRICA

AFRICA, A PRIORITY IN THE ORGANIZATION'S PROGRAMME

On the eve of their independence, the education systems of the African countries were in an embryonic state. Secondary and higher education institutions had to be created, sometimes from scratch, and tens of millions of men and women needed to be made literate. In no other region has education seen such rapid growth. UNESCO has always supported such efforts by endeavouring both to provide training to those involved in development and to help set up the structures needed to promote development. Now more than ever, as we stand on the threshold of the twenty-first century, the development of Africa, for which education is a sine qua non, has top priority in the Organization's programme.

1951

Creation of the Basic Education Centre, Klay, Liberia

1957

South Africa withdraws from UNESCO (returns in 1994)

1960

- Meeting of Ministers and Directors of Education of Tropical African Countries, Addis Ababa
- Meeting on Women's Access to Education in Tropical African Countries, Cotonou
- Emergency Programme in the Congo-Léopoldville begins

1961

First regional Conference of Ministers of Education* and Addis Ababa Plan

1961-1965

- Establishment of training colleges for secondary-school teachers (in 1965: 18 institutions, 3,300 students, 145 experts)
- Establishment of specialized centres**

1962

- Conference on the Development of Higher Education in Africa, Tananarive
- Meeting of Ministers of Education of African countries participating in the implementation of the Addis Ababa Plan, UNESCO, Paris

STARTING WITH BASIC EDUCATION

UNESCO's relations with sub-Saharan Africa go back to the beginning of the 1950s, when, after Liberia had joined the Organization (1947), the Gold Coast (Ghana), Sierra Leone and Nigeria became Associate Members and received assistance for



Burkina Faso.

educational projects.⁽¹⁾ Fully fledged Members of UNESCO, the colonial powers were

not inactive, as was demonstrated by the Cambridge Conference on African Education (1951) and the Programme for Basic Education in Black Africa launched under the auspices of the French National Commission and the French Board of Planning.⁽²⁾ In 1956, UNESCO participated in a United Nations initiative to promote community development in Africa.



(1) Under the Expanded Programme of Technical Assistance, the Organization sponsored projects relating to basic education (Cameroon, Ethiopia, Ghana, Liberia, Nigeria, Sudan), the training of science teachers (Liberia, Sierra Leone), and nomad education (Somalia).

(2) Publication of *Experiments in Fundamental Education in French African Territories*, UNESCO, 1955.

* The following Conferences: Abidjan 1964, Nairobi 1968, Lagos 1976, Harare 1982, Dakar 1991.

** Dakar: Educational Planning Section. Becoming the Regional Office for Education in Africa (BREDA) in 1970.

• Khartoum: Khartoum Centre for School Building.
 • Accra: Regional Centre for Educational Documentation and Research.
 • Yaoundé: Textbook and Teaching Materials Production Centre.
 • Kampala, Bangui: regional training centres for primary education personnel.

MEETING THE EDUCATION NEEDS OF THE NEW NATIONS

(3) In the same year surveys were also undertaken of education needs in the Arab countries and the countries of Asia.

(4) The discussions of the Tananarive Conference on the Development of Higher Education in Africa focused on the development of human resources, public administration, African studies and continuing education.

(5) In particular, the École normale supérieure de l'Afrique centrale at Brazzaville, which trained the first teachers in the Congo, Cameroon, Gabon, Chad and the Central African Republic, and also the École Normale Supérieure of Bamako.

(6) Gambia, Ghana, Senegal, United Republic of Tanzania.

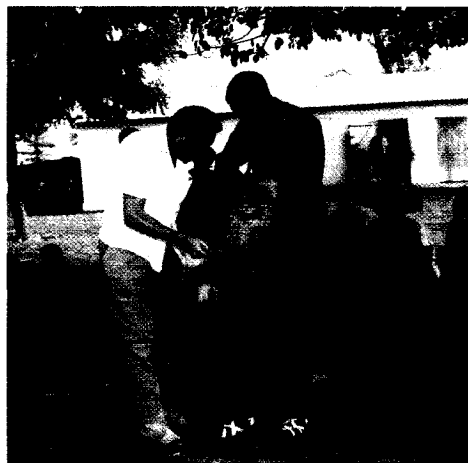
(7) Upper Volta, later Burkina Faso.

(8) Ethiopia, Guinea, Kenya, Madagascar, Niger, Sudan, United Republic of Tanzania and Zambia.

(9) See page 194 et seq.

In 1959, on the eve of independence for many countries, UNESCO compiled an inventory of needs in primary and secondary education in tropical Africa – with special emphasis on the access of women to education⁽³⁾ – for submission to the Conference of Ministers and Directors of Education of Tropical African Countries held in 1960 at Addis Ababa, thus paving the way for the 1961 Conference, which was to adopt the Addis Ababa Plan for African Educational Development.

The Addis Ababa Plan set the education objectives for the whole region, taking into account those demographic, economic and social factors for which statistics were available. The following year, the Tananarive Conference underscored the crucial role of higher education in the economic and social development of the new states.⁽⁴⁾ Numerous activities were undertaken at the regional and subregional levels in support of national efforts to implement the recommendations of those conferences: specialized centres and institutes were set up (teacher-training, school buildings, planning, educational documentation and research), and a large number of training colleges were established for secondary-school teachers, which were a hub of educational action and research. In the French-speaking states, several of these institutions subsequently became



Senegal – Pilot project for the production of audio-visual materials.

universities.⁽⁵⁾ At the country level, many pilot projects were funded from extra-budgetary resources, in particular projects on science and technology teaching⁽⁶⁾ and the advancement of rural women,⁽⁷⁾ and, from 1965 onwards, literacy projects under the Experimental World Literacy Programme (EWLP).⁽⁸⁾ In view of their scope, two initiatives were to have a particularly resounding international impact: one was carried out between 1960 and 1965 when, as part of the United Nations operation in the Congo, UNESCO took charge of that country's education system; the other was the Programme for Educational Television in the Côte d'Ivoire (1968-1981).⁽⁹⁾



An open air lesson, Ethiopia.

His Imperial Majesty Haïlé Sélassié I

Emperor of Ethiopia from 1930 to 1974

Dedicated to the proposition that education holds the key to the future of mankind you must be diligent to adopt those decisions and policies which will promote the widest possible inquiry into learning in all its aspects and phases.

Conference of African States on the Development of Education in Africa, Addis Ababa, 1961

Vittorino Veronese (Italy)

Director-General of UNESCO from 1958 to 1961

Seventeen African States have acceded to independence almost simultaneously and, turning over a new leaf in their history, are making a systematic effort to lay the foundations of their future existence.

Conference of African States on the Development of Education in Africa, Addis Ababa, 1961

Amadou Hampâté Bâ (Mali)

Author and expert on oral tradition. Member of UNESCO's Executive Board from 1962 to 1970

In Africa, when an old man dies, a library disappears.



H. E. Mr Félix Houphouët-Boigny

President of the Côte d'Ivoire from 1960 to 1993

For man in general, and for African man in particular, education stands for his liberation from the constraints that still weigh heavily on him.

Speech to the Opening Session of the Conference of Ministers of Education in African States (MINEDAF I), Abidjan, 1964

SAVING EDUCATION IN THE FORMER BELGIAN CONGO

1964

Regional Conference of African Ministers Responsible for the Application of Science and Technology to Development, CASTAFRICA I, Lagos

1965

- Creation of the Regional Office for Science and Technology for Africa (ROSTA), Nairobi
- Creation of regional literacy centres:
 - Ibadan (Nigeria), African Institute of Adult Education
 - Nairobi, East African Literacy Centre

1967

Biology teaching pilot project, Cape Coast, Ghana

1968-1981

Programme for Educational Television (PETV), Côte d'Ivoire

1970

Creation of the Regional Office for Education in Africa (BREDA), Dakar

1978

Network of Educational Innovation for Development in Africa (NEIDA)

After the expatriate teachers left the Congo in July 1960, there was not a single Congolese secondary-school teacher, no more than a dozen university graduates and barely 150 high school graduates. Along with the other specialized agencies, in pursuance of a Security Council resolution, UNESCO launched a daring programme covering a fundamental reform of primary education, a considerable increase in the number of secondary schools, the setting up of new higher educational institutions and the training of educational administrators.

By 1964, over 800 foreign teachers of 29 different nationalities were teaching in the secondary schools of the Congo, and secondary-school enrolments had increased from 28,900 in 1960 to approximately 90,000. Over 100 experts in education, science and communication were co-operating with the central and provincial governments to improve their services.

Source: *In the Minds of Men: UNESCO 1946 to 1971*, William A. Eteki-Mboumoua, UNESCO, 1972.



Congo-Léopoldville, Goma, 1963, 550 students attend the Athénée secondary school.

CONSOLIDATION AND INTENSIFICATION OF REGIONAL CO-OPERATION: BREDA

The conferences of ministers of education, especially beginning with the 1968 Nairobi Conference on Education and Scientific and Technical Training in Relation to Development in Africa,⁽¹⁰⁾ all stressed that the quantitative expansion of education must go hand in hand with qualitative renewal and that the content of education must be geared to the needs and capabilities of African societies. This was the starting-point for such innovations or experiments as the ruralization of primary education⁽¹¹⁾ and non-formal training activities in rural areas,⁽¹²⁾ education and productive work, the renovation of science and technology teaching, population education, etc. In 1970, in order to enhance the effectiveness of its own

programmes and of projects funded from various sources,⁽¹³⁾ UNESCO brought all its field structures for education together under its new Regional Office for Education in Africa (BREDA) at Dakar.

Under the auspices of BREDA, a number of co-operation programmes among developing countries began to take shape. The Network of Educational Innovation for Development in Africa (NEIDA), encompassing thirty-three countries and eleven regional institutions, is aimed at developing co-operation and exchanges among national, subregional and regional institutions 'for the strengthening and use of innovations in education to meet development needs through self-reliance'.⁽¹⁴⁾ The COFORPA project is aimed at helping thirty-two countries of the region to establish and develop their own research and training services for educational planning and administration.



BREDA Headquarters.

(10) Following CASTAFRICA I.

(11) Creation of rural teacher-training colleges at Zinder (Niger), Atakpamé (Togo), Bunumbu (Sierra Leone), etc.

(12) Cf. *New Paths to Learning for Rural Children and Youth*, P. H. Coombs, International Council for Educational Development, UNICEF, 1973.

(13) UNDP, UNICEF, the World Bank, ADB, UNFPA, WFP and, in particular, bilateral aid.

(14) *Interlearning on Educational Innovation*, NEIDA, BREDA, 1989. The priority areas of intervention were productive work, rural development, teaching materials, teacher training, the use of national languages, administration and management.



Nigeria – Koranic school.

The regional programme for the eradication of illiteracy received fresh impetus following the World Conference on Education for All. BRENDA was also host to the Advisory Committee on the Renewal of Science and Technology Teaching in Africa and the Advisory Committee on Regional Co-operation in Education in Africa.

ADJUSTMENT AND RECONSTRUCTION

The crisis affecting the continent since the 1980s and the introduction of structural adjustment plans have both had dire consequences for the social sectors.⁽¹⁵⁾ After a period of expansion lasting some twenty years, and despite the tremendous sacrifices made – often representing over twenty-five per cent of national budgets – enrolment levels have fallen and the disparities between rich and poor, town and country, and girls and boys have grown. The overall deterioration of the 'quality' of education and the virtual impossibility of increasing the resources allocated to education in the near future have become major concerns for governments and international institutions. In order to give concrete expression to its action as part of the United Nations special programmes for Africa,⁽¹⁶⁾ UNESCO launched its 'Priority: Africa' programme in 1990, with the aim of mobilizing resources in support of regional and subregional co-operation activities of an interdisciplinary and intersectoral nature. Under 'Priority: Africa' multidisciplinary missions have been dispatched to identify projects for co-operation, and for that purpose national specialists have been trained and programmes prepared on the management of higher education, distance education, the use of computer technology, and girls' education.⁽¹⁷⁾ With a view to giving practical effect to the World Declaration on Education for All, donors established a co-



Julius K. Nyerere
President of the United
Republic of Tanzania from
1964 to 1985

We have to integrate formal education with the society. And we have to use education as a catalyst for

change in that society.

Speech during a seminar organized by the Dag Hammarskjöld Foundation in Dar es Salaam, 1974

Amadou-Mahtar M'Bow (Senegal)

Director-General of UNESCO from 1974 to 1987

Twenty years ago, the states of Africa had just regained their independence. [...] It was in this context that UNESCO convened that first Conference of Ministers of Education of African Member States at Addis Ababa in 1961. The 'Addis Ababa Plan' adopted by that conference had taken the view that in order to achieve progress in Africa educational development was a prerequisite. [...] Statistics established for 1980 lead to the conclusion that the targets of that Plan have been achieved only in part. As regards primary education [...] the explanation is simple: firstly the demographic figures on which the 1961 projections were based were too low; secondly, population expansion was more rapid than expected during the 1960-1980 period. It is nevertheless true that enrolments in primary education have expanded considerably, since they rose from some 16,800,000 pupils in 1960 to 56,000,000 in 1980.

Opening speech to the Conference of Ministers of Education and those Responsible for Economic Planning in African Member States, Harare, 1982

FROM APARTHEID TO DEMOCRACY

In 1970, UNESCO was the first United Nations agency to enter into contact with the liberation movements recognized by the Organization of African Unity (OAU) which afforded a haven for refugees from South Africa, Rhodesia and the Portuguese African colonies in Tanzania and Zambia, in order to provide them with educational assistance, such as teacher training, the supply of equipment to schools in refugee camps, etc. Since the return of democracy to South Africa in 1992, the Organization has launched a major educational programme aimed at training school and university administrators and managers, and has established a UNESCO Chair in Human Rights at the University of Fort Hare, Alice, South Africa.

(15) See 'To know more', page 85.

(16) The United Nations Programme of Action for African Economic Recovery and Development (1986-1990) and the United Nations New Agenda for the Development of Africa in the 1990s (UN-NADAF).

(17) The Pan-African Conference on the Education of Girls was held in Ouagadougou in 1993.

1981

Regional Convention on the Recognition of Academic Qualifications in Higher Education in the African States, Arusha

1984

- COFORPA Project on Regional Technical Co-operation in Educational Planning and Administration
- Launching of the Regional Programme for the Eradication of Illiteracy

1990

'Priority: Africa' programme

1993

Pan-African Conference on the Education of Girls, Ouagadougou

1995

- Audience Africa, UNESCO, Paris
- Southern African Regional Forum on Literacy, Capetown, South Africa

1996

Launching of the United Nations System-Wide Special Initiative on Africa

1998 (June-July)

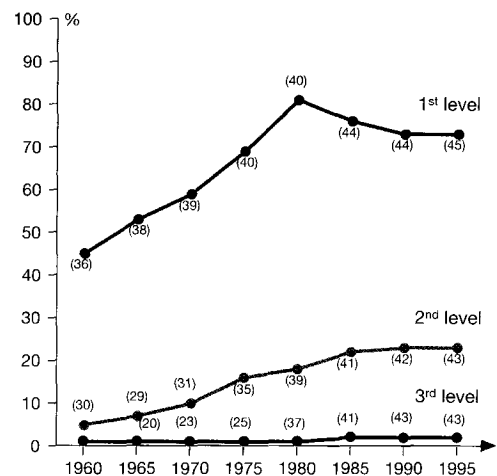
Seventh Conference of Ministers of education of African Member States (MINEDAF VII)

ordination mechanism known as the Donors for African Education Task Force (DAE, now the ADEA), whose secretariat is provided by the International Institute for Educational Planning (IIEP). At the country level, UNESCO has supported various meetings reviewing the situation of education and national conferences on the development of basic education.

'Audience Africa', held at UNESCO Headquarters in 1995, provided an opportunity for Africans to reflect in-depth on the whole issue of development in their continent and the priorities to be adopted in order to face the new global challenges. 'Audience Africa' recommended to African governments that 'the systems inherited from the colonial era must therefore be rebuilt, which will mean redefining goals, content, structure, methods, approaches and values as part of a mould-breaking strategy which must not, however, be mistaken for systematic rejection or blind nihilism'.⁽¹⁸⁾

Experience gained through the 'Priority: Africa' programme, regarding country-level implementation and the management of interdisciplinary programmes, has enabled the Organization to play a catalytic role in the United Nations System-Wide Special Initiative on Africa and become the lead agency for activities relating to basic education for all African children (with the World Bank), communications for peace-building and harnessing information technology for development. In order to co-ordinate co-operation with African Member States, a Priority Africa Department has been established in the Secretariat under the authority of a Deputy Director-General.

GROSS ENROLMENT RATIOS by level of education

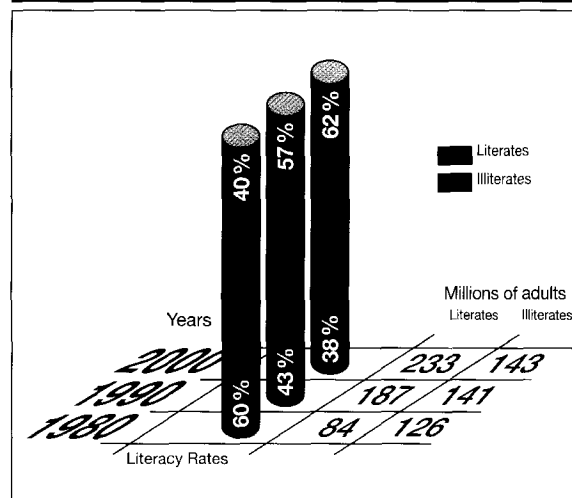


In brackets, percentage of women enrolment against total enrolment percentage.

Increase at regional level of public expenditure for education as percentage of GNP:

| | |
|------|-----|
| 1960 | 4.2 |
| 1965 | 4.3 |
| 1970 | 4.3 |
| 1975 | 4.8 |
| 1980 | 5.3 |
| 1985 | 5.7 |
| 1990 | 5.7 |
| 1993 | 6.2 |

LITERACY IN SUB-SAHARAN AFRICA



(18) Audience Africa, Final Report, UNESCO, 1995.

1950 THE LIBERIA PROJECT BEGINS

In response to a request from the Government, a UNESCO expert visited Liberia last summer at the same time as representatives of the World Health Organization, in order to carry out consultations and to draw up plans for technical assistance. On 14 August 1950, the Liberian Government signed an agreement with UNESCO providing for sending eight experts on education (anthropology and educational psychology, and fundamental education and science – mathematics, chemistry, physics, and biology) during the first year of the plan's application. Dr J. Jablow (United States of America), who is the head of the mission, will arrive in Liberia in April. This project is being carried out in collaboration with WHO. All the experts will be in Liberia by the spring of 1951.

6th Report of the
Director-General

And, five years later



The first graduates of the Klay Basic Education Centre in July 1955. The Centre trains rural workers who, in turn, will create other similar schools throughout Liberia.

CO-OPERATION FOR DEVELOPMENT

| Countries concerned | International financing ^(*) | Education projects | |
|---------------------|----------------------------------------|--------------------|----------|
| | | Terminated | On-going |
| 50 | 489 | 1143 | 127 |

1946-1996

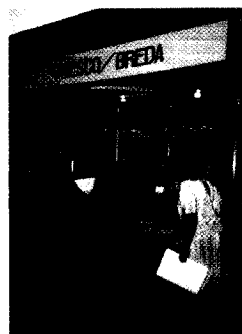
(*) Cumulative, in millions of current dollars (not re-evaluated) utilized for the implementation of projects involving UNESCO.

PARENTS: PARTNERS OF THE PUBLIC AUTHORITIES

In January 1995, on the initiative of the Congolese Parent-Teacher Association, the parent-teacher associations of fourteen French-speaking countries of sub-Saharan Africa, with the support of UNESCO and the French Ministry of Co-operation, established the African Parent-Teacher Federation (FAPE), which intends to make its voice heard with regard to the difficulties confronting African schools.

'FAPE calls upon national associations to undertake what it considers to be priority action for the enhancement of the quality of education: strict observance of the dates set for the beginning of the school year, reduction of absenteeism and school closures, etc. FAPE also urges national associations to take long-term action to improve the school environment by arranging, in collaboration with local and community leaders, for school libraries and study premises, and by taking initiatives to help children with their school work through support and mutual assistance activities. FAPE's ultimate aim is to provide all children with the physical conditions that will enable them, outside of regular school hours, to read, write, study and do their homework for an average of four to six hours per week, or 200 to 300 hours per year.'

Martin Itoua, President of FAPE, 1996.



Education to prevent Aids.



Science teaching.



Producing educational materials.

TO KNOW MORE (see also CD-ROM, Vol. I)

- **Education in Africa in the Light of the Harare Conference (1982).** Samba Yacine Cisse. UNESCO, 1986. (Educational Studies and Documents 50). (English, French)
- **'Child-to-child' in Africa. Towards an Open Learning Strategy.** A. K. B. Tay, UNESCO/UNICEF, 1989. (Digest 29). (English, French)
- **Higher Education in Africa: Trends and Challenges for the 21st Century.** UNESCO/BREDA, 1992. (English, French)
- **Educate or Perish.** Joseph Ki-Zerbo. Dakar, UNICEF/UNESCO/BREDA, 1990. (English, French)
- **Report on the State of Education in Africa. Education Strategies for the 1990s: Orientations and Achievements.** UNESCO/BREDA, 1995. (English, French)



Léopold Sédar Senghor

Author and poet, President of the Republic of Senegal from 1960 to 1980

Solidarity should arise spontaneously, and take its strength from literacy.

Teaching is usually

organized in groups, and this establishes lasting ties, both sentimental and social.

Letters of Life, Nathan/UNESCO, 1991



Nelson Mandela

President of the Republic of South Africa since 1994

Education is the great engine of personal development. It is through education that the daughter of the peasant can become a doctor, that

the son of a mine worker can become the head of the mine, that a child of farmworkers can become the president of a great nation.

1996

Henri Lopes (Rep. of Congo)

Deputy Director-General for Africa, UNESCO

One of the outstanding projects which laid the foundations of UNESCO's reputation in Africa was without a doubt that of the Écoles normales supérieures. Through them, the African Member States, who found themselves without any secondary-school teachers on the dawn of their independence, were very quickly and in the best possible conditions able to make good the promises they had made when leading their citizens to independence. Many of the teachers trained in these teacher-training colleges now form the backbone of political decision-making in the nations of Africa.

1996

UNESCO IN ASIA AND THE PACIFIC

CO-OPERATION BASED ON RECIPROCITY AND PARTICIPATION

1947

Mission on fundamental education, China

1950-1957

Participation in the activities of UNKRA

1952

Regional Conference on Free and Compulsory Education in South Asia and the Pacific, Bombay

1955

International Institute of Child Study, Bangkok

1960

The 'Karachi Plan' for universal, compulsory and free primary education by 1980

1961

Establishment of four regional centres

Bangkok: Regional Office for Primary Education, which became the Regional Office for Education (ROEAP) in 1978 and the Principal Regional Office (PROAP) in 1986

Quezon City (Philippines): Asian Institute for the Training of Teacher-Educators

New Delhi: Asian Institute for Educational Planning and Management

Bandung (Indonesia): Regional Centre for Research on School Buildings, transferred to Colombo in 1966

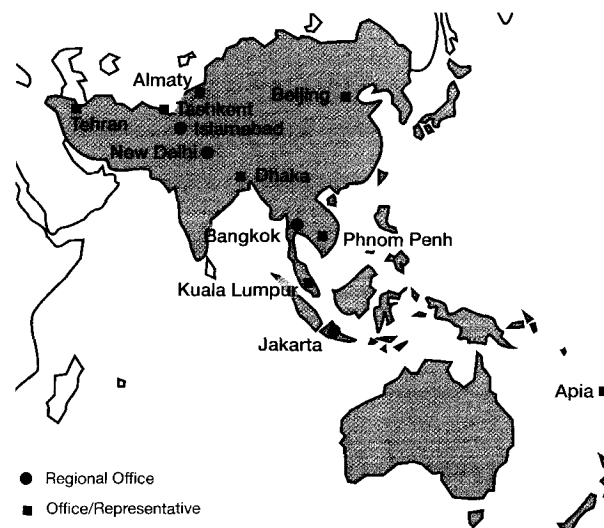
In its early decades, UNESCO was the only organization that could provide a framework for regional co-operation in the field of education. In its activities, it took into account the three fundamental characteristics of the region: its immensity, its diversity and its unity. There were seventeen Member States in the region when the Bangkok Office was set up; now there are forty-two.

THE FIRST STEPS (1946-1960)

Apart from the establishment of the International Institute for Child Study,⁽¹⁾ the first steps⁽²⁾ took the form of piecemeal co-operation activities with Member States.⁽³⁾ They were carried out

THE INTERNATIONAL INSTITUTE OF CHILD STUDY, BANGKOK

The decision to establish an International Institute of Child Study (IICS) was taken by the UNESCO General Conference in 1952. The operative decision reads: 'In 1953 [...] it is planned to select and train the essential personnel for the establishment in 1954 in Asia of a research and training centre in educational psychology for experienced teachers and an associated field project of educational guidance. The object of this unit and its associated field project is to combine the advanced training of teachers with fundamental and applied research, and to do both in the light of a continuing study of a given culture. It is hoped that the unit will produce a small but steady flow of highly trained educators each year, who will be able practically to apply the findings of psychological research to the educational needs of their own countries.'



with resources that were often modest. The extension of rather more ambitious programmes to other countries, such as the experiments in fundamental education conducted in China,⁽⁴⁾ came up against the barrier of the multiplicity of languages and cultures.⁽⁵⁾ Throughout this period UNESCO was to develop within the region its capacity to muster resources for co-operation, including funds from other United Nations agencies, bilateral assistance sources and foundations, which had the effect of directing its attention towards general policies and planning.

(1) This institute, a forerunner of the UNESCO-Chairs Programme, was established in Bangkok in 1955 and became a national body ten years later.

(2) In the immediate aftermath of the war, in co-operation with the Supreme Allied Command, UNESCO undertook a number of activities in Japan relating to the theme of international understanding. These activities laid the foundations for the many co-operation programmes that were later developed with Japan, notably ACCU (Asia-Pacific Cultural Centre for UNESCO), and the educational research programme. From 1950 onwards, under its emergency assistance operations, UNESCO took part in the work of UNKRA, the United Nations Korean Reconstruction Agency, *inter alia* supplying a printing press capable of producing 20 million textbooks a year.

(3) School radio in Pakistan, repair of scientific instruments in the Islamic Republic of Iran, modernization of teacher training in Burma (now Union of Myanmar), foreign language teaching in Mongolia, etc.

(4) *The Healthy Village: An Experience in Visual Education in West China*. UNESCO, 1952.

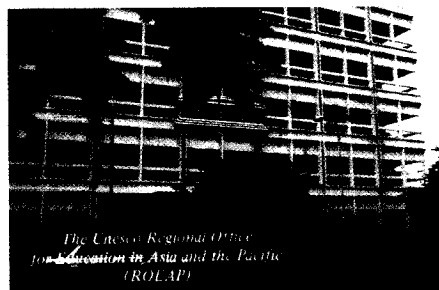
(5) The creation of a fundamental education centre, similar to the Centro de Educación Fundamental para el Desarrollo de la Comunidad en América Latina (CREFAL), or the Regional Centre for Functional Literacy in Rural Areas for the Arab States (ASFEC) was considered unfeasible in Asia.

1960-1972: DEVELOPMENT OF A REGIONAL APPROACH

Following a UNESCO survey on the educational needs of the countries of the region, a meeting of Asian Member States⁽⁶⁾ held in Karachi adopted a 'Plan for the Provision of Universal, Compulsory and Free Primary Education'.⁽⁷⁾ The Plan defined long-term objectives, quantified for each country, with a view to introducing a system of universal, compulsory and free primary education for all by 1980, and estimated the financial and personnel requirements. With its concerted programme for action designed to secure funding from both national budgets and external sources, the Karachi Plan gave a tremendous boost to education in Asia and became a model for other regions.

THE UNESCO BANGKOK OFFICE PROAP

UNESCO established its Bangkok Office in 1961 as the Asian Regional Office for Primary and Compulsory Education. Thirteen years later, the Office was extended both in terms of its scope and coverage – given the charge to implement activities emanating from all the divisions of the Education Sector and to cover the countries of the Pacific region (then known as Oceania). Today, the Office covers all fields of competence of the Organization in its capacity of principal Regional Office for Asia and the Pacific.



THE KARACHI MEETING, 1960

The background to the meeting was significant. First, the General Conference decided that the Director-General should conduct 'preliminary studies in 1959-1960 with a view to initiating a major project on the extension of compulsory primary education in Asian countries' and the meeting in Karachi was a follow-up to this decision. Second, the meeting was the climax of a ten-year effort by UNESCO and Asia in primary education. The Karachi meeting thus points to the way in which UNESCO can successfully discharge its trust and mission – bringing its Member States together to deal with a concrete problem, helping them establish a plan of action to which their resources are pledged and mobilized, and so aiding in the development of international co-operation and understanding.

'Primary Education in Asia', Malcolm S. Adiseshiah, Deputy Director-General of UNESCO, *The UNESCO Chronicle*, vol. 6, No. 4, 1960.

To assist Member States in developing the various elements of the Plan, UNESCO set up three regional institutions (for teacher-training, school buildings and planning) and a Regional Office responsible for documentation and co-ordination⁽⁸⁾ in Bangkok. The Meeting of Ministers of Education of Asian Member States – the first of a long series – held in Tokyo in 1962, reviewed the Karachi Plan in the context of economic and social development⁽⁹⁾ and established an inter-governmental framework for regional co-operation. Japan offered its support as an industrialized country.

Jaime Torres Bodet (Mexico)

Director-General of UNESCO from 1948 to 1952

Two thirds of the human race live in fear of enslavement – enslavement by ignorance. Wherever any man suffers, there all humanity suffers. Convinced of this undeniable truth, you have met together to fight against illiteracy [...] India offers a vast field for international cooperation.

Message to the Mysore Seminar on Rural Adult Education for Community Action, 1949

Lin Yutang (China)

Philosopher and author, former Director of the Arts and Letters Division, UNESCO

It is quite apparent that the East needs the West and the West needs the East, each in its groping toward a more satisfactory design for living.

The UNESCO Courier, September 1948

Clarence E. Beeby (New Zealand)

Assistant Director-General of UNESCO's Department of Education, from 1948 to 1949

One of the main functions of the Education Department of UNESCO is to [...] make it easier for educators in one country to know what is going on in others, and to apply the knowledge to the solution of their own problems.

The UNESCO Courier, February 1949

S. Hayato Ikeda

Prime Minister of Japan in 1962

I am glad to believe that this meeting will mark a big step forward in the progress of education in the Asian region, which is to provide the very basis for its economic development.

Opening Address to the Meeting of Ministers of Education of Asian Member States participating in the Karachi Plan

(6) The Asia region had 18 Member States at that time: Afganistan, Australia, Burma (now the Union of Myanmar), China, Democratic Kampuchea (now Cambodia), India, Indonesia, Iran (Islamic Republic of), Japan, Korea (Republic of), Laos, Malaysia, Nepal, New Zealand, Pakistan, Sri Lanka, Thailand, Vietnam (Socialist Republic of).

(7) *The Needs of Asia in Primary Education*, UNESCO, 1961 Educational Studies and Documents, No. 41.

(8) From 1962 to 1964, the Office carried out more than fifteen national sectoral studies with the help of experts from the region.

(9) As part of UNESCO's contribution to the first United Nations Development Decade (1961-1970).

1962

First Regional Conference of Ministers of Education (MINEDAP I), (Tokyo), followed by conferences in Bangkok (1965), Singapore (1971), Colombo (1978), Bangkok (1985), and Kuala Lumpur (1993)

1967

UNESCO-NIER educational research programme in Asia, Tokyo

1971

Creation of ACCU, a centre working in the field of literacy, Tokyo

1972

APEID, Asia and Pacific Programme of Educational Innovation for Development

1982

RIHED, Regional Co-operation Network for Higher Education and Development in Singapore, transferred to ROEAP in 1985

1983

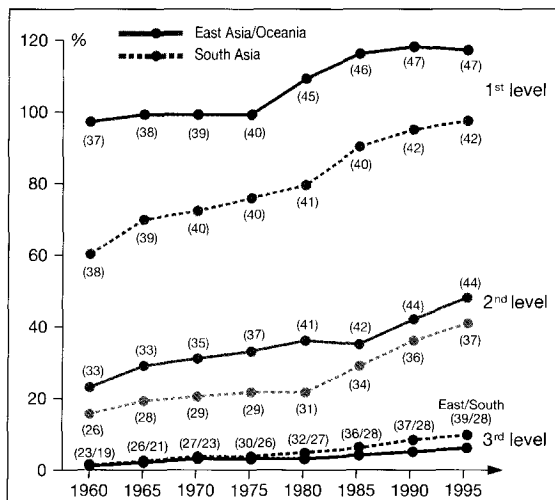
Adoption of the Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific

1987

APPEAL, Asia-Pacific Programme of Education for All

GROSS ENROLMENT RATIOS

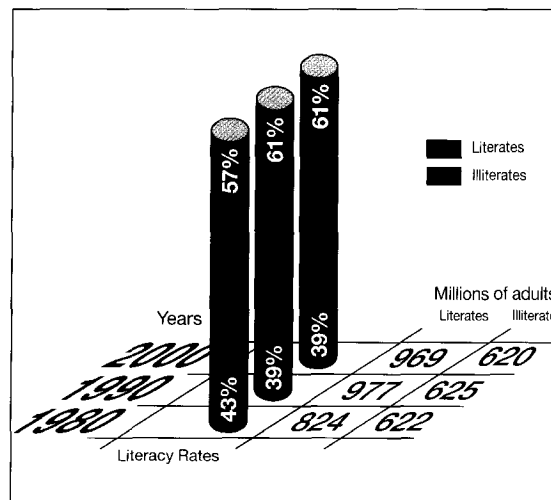
by level of education



SINCE 1972: CONSOLIDATION AND EXPANSION

The Third Regional Conference of Ministers of Education and those Responsible for Economic Planning in Asia (Singapore, 1971), focused on regional co-operation on the theme of educational innovation for development and recommended that the various regional institutions established ten years previously should be incorporated in a network based at the Bangkok Regional Office. The APEID educational innovation for development network formed the basis for a strategy of decentralization 'down the line', with activities under each programming cycle drawn up by the participants themselves during regional meetings. These activities would then be channelled through national structures, associated centres and national development groups. The selected areas of activity related to development were often the

LITERACY IN ASIA AND THE PACIFIC



APEID AND APPEAL

Two programmes in the field of education – APEID and APPEAL – serve as signposts of PROAP. APEID was recommended by MINEDAP III (Singapore 1971). It became operational in 1973 after obtaining the authorization of the seventeenth General Conference of UNESCO in 1972. APPEAL was similarly recommended by MINEDAP V (Bangkok 1985). It was formally launched on 23 February 1987 by the Director-General of UNESCO in New Delhi.

APEID and APPEAL are complementary. Recognizing that while the illiteracy rate went down from 46.4 per cent in 1970 to 36.3 per cent in 1985, the absolute number of illiterates is constantly rising, Member States felt the need to redouble efforts to eradicate illiteracy from the region. APPEAL was designed to canvass the vast constituency of illiterates that stood at 66 million in the Asia-Pacific region in 1987 when it was launched.



From right to left: Raja Roy-Singh and A. Latif, founder chief of ACEID.

'The title of APEID itself is indicative of its approach. It is not a search for educational innovation per se, but for educational innovations linked to national development efforts.'

Raja Roy-Singh, Founder of the Bangkok Office.

Countries/territories concerned

East Asia/Oceania:

Brunei Darussalam, Cambodia, China, Democratic People's Republic of Korea, Fiji, Hong Kong, Indonesia, Kiribati, Lao People's Democratic Republic, Malaysia, Mongolia, Myanmar, Papua New Guinea, Philippines, Republic of Korea, Samoa, Singapore, Solomon Islands, Thailand, Tonga, Tuvalu, Vanuatu, Viet Nam.

South Asia:

Afghanistan, Bangladesh, Bhutan, India, Iran (Islamic Republic of), Maldives, Nepal, Pakistan, Sri Lanka.

- In brackets, percentage of women enrolment against total enrolment percentage.

- Increase at regional level of public expenditure for education as percentage of GNP:

| | East Asia | South Asia |
|------|-----------|------------|
| 1960 | 2.6 | 3.6 |
| 1965 | 2.7 | 3.6 |
| 1970 | 2.7 | 3.8 |
| 1975 | 2.8 | 3.9 |
| 1980 | 3.2 | 4.1 |
| 1985 | 3.0 | 3.3 |
| 1990 | 3.0 | 3.9 |
| 1993 | 3.0 | 3.7 |

UNESCO IN ASIA AND THE PACIFIC

(10) These activities included: rural development, health and nutrition, education and work, non-formal and alternative education structures, educational technology, joint research projects, experimental educational development projects, etc.

(11) Chiefly, UNDP, AsDB, bilateral assistance (Australia, China, India, the Islamic Republic of Iran, Japan, New Zealand, Republic of Korea, Thailand, for a total amount of \$2 billion between 1974 and 1987).

(12) Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific, ratified by fifteen Member States by late 1995.

(13) More than two-thirds of the world's 950 million illiterates live in Asia.

(14) National co-ordination committees have been set up in twenty-three Member States.

subject of an intersectoral approach.⁽¹⁰⁾

A unit of the Regional Office acted as the executing agency and was responsible for co-ordinating programmes with the funding sources.⁽¹¹⁾ Twenty years later, the thirty-seven associated centres in eight Member States had developed into a network encompassing 200 centres in twenty-nine states. The result was an original form of co-operation among Asian Member States – South-South co-operation based on solidarity, reciprocity and participation.

A separate co-operation network was set up for higher education. After ten years, the regional co-operation network for higher education for development, established in 1982, had a membership of over 110 higher education institutions. One of its first achievements was the 1983 Regional Convention on the Recognition of Studies, Diplomas and Degrees.⁽¹²⁾ The purpose of the network is to promote distance education, resource management and greater participation by women, and to place higher education at the service of development.

The persistence of illiteracy in the region⁽¹³⁾ prompted the creation of a new programme of education for all, APPEAL, which is primarily concerned with the very large numbers of illiterate adults, and with children and adolescents excluded from formal education.⁽¹⁴⁾



India: Bombay, June 1959, a literacy course for adults.

Prize of the President of the Japanese National Commission for UNESCO and the Nikon prize.



Teaching my grandma to read by Liu Wan Tian, China.



New technologies.

René Maheu (France)

Director-General of UNESCO from 1962 to 1974

If we think back to the Tokyo meeting, and still more to the Karachi meeting three years earlier, there can be no doubt at all that in six years we have acquired a far better knowledge of the problems involved and the methods whereby they may be solved.

Closing Speech to the MINEDAP II Conference, Bangkok, 1965

Mom Luang Pin Malakul

Minister of Education of Thailand from 1957 to 1963

Education itself is a big task anywhere. In Asia, it is a tremendous one, because it is a region of vast proportion and population.

Closing Speech to MINEDAP II, Bangkok, 1965, presided by Mr Pin Malakul

Indira Gandhi

Prime Minister of India from 1966 to 1977, member of UNESCO's Executive Board from 1960 to 1964

With each step forward, the dangers pile up and UNESCO's task can only become even more overwhelming. Today, where the notion of speed constantly evolves, time is short. We must act quickly. The humblest man in the humblest home must be reached and defended, because peace is his basic need, his daily bread.

Message addressed to UNESCO on the occasion of the Twentieth Anniversary, 1966

Amadou-Mahtar M'Bow (Senegal)

Director-General of UNESCO from 1974 to 1987

With 61.4% of the world's population, the region of Asia and Oceania is the most highly populated region on earth. Nor must we forget the youthful nature of this population. The problems that arise in the matter of education are therefore enormous.

Speech to MINEDAP IV, Colombo, 1978

1993

- Sixth Regional Conference (MINEDAP VI, Kuala Lumpur)
- Education for All, Summit of Nine High-Population Countries, New Delhi

1994

- Inauguration of the International Research and Training Centre for Rural Development in Boading, Hebei Province, China
- Pilot project 'Temple Learning Centre', Cambodia, financed by the UNESCO Associations and Clubs in Japan

1995

International Conference on 'Partnership in Teacher Development for a New Asia', Bangkok

1996

Second international UNESCO/ACEID Conference, 'Re-engineering Education for Change: Educational Innovation for Development', Bangkok

The World Conference on Education for All, held in Jomtien in Thailand in 1990, gave a new lease of life to the development of education in Asia. Provision has been made for the establishment of a regional consultation mechanism on education in the Asia and the Pacific region.

CO-OPERATION FOR DEVELOPMENT

| Countries concerned | International financing ^(*) | Education Projects | |
|---------------------|----------------------------------------|--------------------|----------|
| | | Terminated | On-going |
| 45 | 306 | 976 | 105 |

1946-1996

(*) Cumulative, in millions of current dollars (not re-evaluated) utilized for the implementation of projects involving UNESCO.

SOME EXAMPLES

1946 SCIENTIFIC CO-OPERATION IN CHINA

In 1946 the Preparatory Commission creating UNESCO proposed the setting up of field science co-operation offices to maintain more effective contact between the scientists and technologists in those parts of the world remote from the main centres of research and development and their colleagues at these centres. This proposal was later endorsed and authorized by both the First and Second Sessions of UNESCO's General Conference.

Since UNRRA came to an end in China, the East Asia P.S.C.O. has taken over the responsibility of ensuring that engineering equipment to the value of about two million dollars reaches the various colleges and universities for which it had been bought by UNRRA.

1949 - 1950 TECHNOLOGIES IN THE SERVICE OF EDUCATION IN CHINA

A pilot project in China was based in Szechuan, run by an ex-missionary, Hubbard, assisted by the Canadian artist, Norman McLaren, who is still remembered today for his pioneering work in cinema. The project was intended to bring adult education of a practical nature to the peasants living in villages of a given zone; young teachers travelled about, giving talks on health topics, food and farming problems, their main arm being filmstrip projectors. To prepare the strips, McLaren and a local team of artists worked by hand - they had no cameras or such-like sophisticated equipment. Hubbard had obtained, free, from a closing U.S. airforce base a vast quantity of exposed film. McLaren would cut off an appropriate length, etch on the black emulsion frame after frame of pictures to tell the story of, say, how to combat the malarial mosquito.⁽¹⁵⁾ His assistants copied this to produce a dozen more, and then McLaren and a few of the gifted artists went over the black-and-white strips to colour each frame. With these materials the lecturers would hold their classes at dusk in each village, their projectors fed from the batteries of their jeeps or small vans. I drafted in Avenue Kléber the booklet telling this story, and a full collection of the splendid strips was dutifully deposited in our archives. To conclude, the project was closed when the advancing People's Army reached the region, but we heard that Hubbard was then invited by the Government in Beijing to continue his work with the Ministry of Agriculture.

Leo Fernig

(15) *The Healthy Village*, UNESCO, 1951.

Cinema without a camera



Norman McLaren at work.

UNESCO IN ASIA AND THE PACIFIC

NEPAL

THE 'SETI' PROJECT, OR EDUCATION FOR RURAL DEVELOPMENT

Since joining UNESCO in 1953, Nepal has co-operated with UNESCO in over 200 educational activities – including the very successful 'SETI' project on Education for Rural Development. The villages of the SETI zone can only be reached by foot and are rarely visited. Food was limited, clean water rare, hygiene minimal, health care practically unavailable and education inadequate, especially for girls. The Seti project was set up to help the villagers improve the quality of their lives.



PAPUA NEW GUINEA

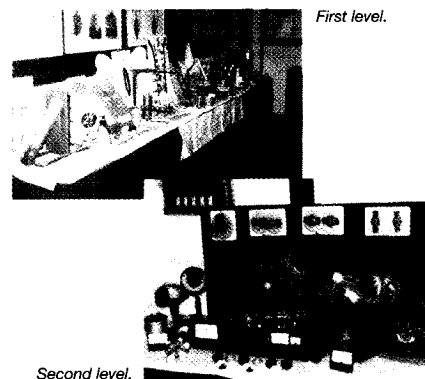
This project aims to promote primary education for all, with particular attention to young girls and disadvantaged groups, and to develop technical and vocational training, non-formal education and the application of new communication technologies to education.



PAKISTAN

NATIONAL EDUCATIONAL EQUIPMENT CENTRE (NEEC)

Supported by UNESCO, the National Educational Equipment Centre (NEEC) was established in 1964, with its headquarters at Lahore. It is an autonomous organization administered by an independent board of Governors headed by the Federal Education Secretary. The main function of the Centre is to meet the increased demand for basic equipment and apparatus. The revision of curricula and increased emphasis on the new methods of instruction necessitated massive use of low-cost teaching materials in the classroom. NEEC was assigned the task of meeting this challenge.



TO KNOW MORE (see also CD-ROM, Vol. I)

- **Education for Development - Challenges: Dilemmas.** 10th anniversary lectures. UNESCO/ PROAP, 1985 (Asia and the Pacific Programme of Educational Innovation for Development). (English)
- **Regional Seminar on Community Support for Education and Participation in Educational Management.** Bali, Indonesia, 30 October-4 November 1989. Report. UNESCO/PROAP, 1991. (English)
- **Education for the Twenty-first Century: Asia-Pacific Perspectives.** Raja Roy Singh. UNESCO/PROAP, 1991 (Asia and the Pacific Programme of Educational Innovation for Development). (English)
- **Funding for Higher Education in Asia and the Pacific. Strategies to Increase Cost Efficiency and Attract Additional Financial Support.** Grant Harman and M. Selim. UNESCO/PROAP, 1991. (English)
- **Quality in Education: Some Issues for Schools and their Communities. A Concept Paper.** M. Robson and R. Matthews. UNESCO/ PROAP, 1995. (English)
- **Education and Human Resources Sector Analysis. A Training Manual.** UNESCO/PROAP, 1996. (English)
- **Partnerships in Teacher Development for a New Asia.** Report of an International Conference, Bangkok, 6-8 December, 1995. Bangkok, UNESCO/ACEID/UNICEF, 1996. (English)

Colin N. Power (Australia)

Assistant Director-General for Education, UNESCO, since 1989

Can anyone justifiably say that Education has mastered the communication technology so that its message can unravel the mysteries of learning to the teeming millions of illiterates – of whom 75 per cent are women and girls – in this region?

Closing Address, MINEDAP VI, Kuala Lumpur, 1993

Shri P. V. Narasimha Rao

Prime Minister of India from 1991 to May 1996

Education for all is not a mere question of literacy. It is an empowerment of people.

Closing Session, Education For All Summit of Nine High-Population Countries, New Delhi, 1993

Victor Ordoñez (Philippines)

Director, UNESCO Office, Bangkok, since 1995

No matter how many places there are, unless the community is mobilised to appreciate the value of schooling, more teachers and more classrooms will not necessarily lead to greater access.

Ministerial Review Meeting, Nine High-Population Countries, Jakarta-Bali, 1995

President Suharto (Indonesia)

The role of government to make education a success is indeed necessary. But how education is implemented in the field is for a greater part determined by the awareness of every member of society.

Ministerial Review Meeting, Nine High-Population Countries, Jakarta-Bali, 1995

UNESCO IN LATIN AMERICA AND THE CARIBBEAN

REDUCING INTERNAL DISPARITIES AND PROMOTING CONTINENT-WIDE INTEGRATION

1947

Second session of the General Conference, Mexico City. The Eighth session would be held in Montevideo in 1954

1949

Pilot Project for Fundamental Education in the Marbial Valley, Haiti

1951

Creation of CREFAL, Latin American Fundamental Education Centre, Patzcuaro, Mexico

1956

Simultaneous sessions of the UNESCO Regional Conference on Free and Compulsory Education in Latin America (MINEDLAC I) and the Second Inter-American Meeting of Ministers of Education of OAS, Lima

1956-1965

First Major Project on the Extension and Improvement of Primary Education in Latin America

The countries of Latin America, which had remained outside the world war and were amongst the first to become members of the Organization, already had centuries-old traditions and education systems, in contrast to the other continents. But, industrialization had created new training needs, at the same time exacerbating economic divisions and social unrest in a context marked by uncontrolled urbanization and the persistence of very disadvantaged enclaves.⁽¹⁾ The resultant disparities and inequalities would lead to political inertia, as well as to the authoritarian regimes of the 1960s and 1970s. In the 1980s, the region entered into a period of economic recession and debt. In this crisis-ridden context, UNESCO, in co-operation with other international organizations, particularly the Organization of American States (OAS), collectively and individually stimulated and sustained the countries in the region in their repeated efforts to democratize education and eradicate illiteracy by setting up two major projects.

FUNDAMENTAL EDUCATION

Drawing upon the experience of the fundamental education pilot project in the Marbial Valley in Haiti, Jaime Torres Bodet launched the idea of a network of regional fundamental education centres, the first of which was CREFAL, Latin American Fundamental Education Centre,⁽²⁾ set up in Patzcuaro in co-operation with OAS⁽³⁾ and the Mexican Government. CREFAL's first mission was to train rural school teachers and to prepare prototype teaching materials. CREFAL kept pace with the evolution of UNESCO's strategies, passing from fundamental education in rural areas to community development, and then to functional literacy.



(1) R. Stavenhagen, *Siete Tesis equivocadas sobre América Latina, Sociología y subdesarrollo*. Nuestro Tiempo, Mexico 1972.

(2) CREFAL, Centro Regional de educación fundamental para el desarrollo de la comunidad en América Latina. CREFAL, which became a Mexican Institute in 1974, as the Regional Centre for Adult Education and Functional Literacy for Latin America continued to co-operate with OAS and UNESCO regional programmes.

(3) UNESCO-OAS CO-OPERATION

OAS embarked on a joint Latin American literacy programme with UNESCO. OAS was to develop the Latin American Fundamental Education Press,

HAITI, Pilot Project in the Marbial Valley

The Valley children are taught Creole, spoken by most people living in Haiti.

MEXICO, Regional Fundamental Education Centre in Patzcuaro (CREFAL)

Tarascan boy in island village of Janitzio near Patzcuaro studies poster announcing inauguration of fundamental education training centre.

with illustrated booklets in health, history, general culture, agriculture, and just good stories for distribution in Latin America for use in post-literacy educational programmes. UNESCO would facilitate the field testing and use of the materials through CREFAL, its newly established Latin American Fundamental Education Center at Patzcuaro, Michoacan, Mexico. As a joint programme, representatives of the OAS were invited to sit on the board of CREFAL and representatives of UNESCO were invited to sit on the board of the Latin American Fundamental Education Press.

THE FIRST 'MAJOR PROJECT'

The regional conference on education organized by UNESCO on the extension of primary education (Lima, 1956), which was followed by a regional seminar on the primary curriculum, coincided with the Inter-American Meeting of Ministers of Education and the Second meeting of the Inter-American Committee for Culture organized by OAS. Out of these four meetings, attended by numerous specialists from the region and other parts of the world, came orientations critical to the development of education in Latin America: the role of international co-operation in financing education, links to be established between educational planning and economic and social development, the modernization of curricula and introducing professionalism into teacher-training. Finally, it was also in Lima that the Major Project on the Extension and Improvement of Primary Education in Latin America was conceived – 'extension' because only one child out of two had been to school, and 'improvement' because in rural areas teachers were underqualified, schools were incomplete and schooling lasted only three years, compared with six years in towns.

**MEXICO, 1947
SECOND SESSION OF THE
UNESCO GENERAL CONFERENCE
OPENS IN MEXICO**

After weeks of preparation and the arrival from the five continents of delegates, observers and Secretariat members from at least forty-eight nations, the Second Session of the General Conference of UNESCO was officially opened on the morning of November 6 at the Bellas Artes Theatre in Mexico City. The ceremony of inauguration took place in the presence of Miguel Alemán, President of the Mexican Republic, Manuel Gaul Vidal, Mexican Minister of Education, Jacques Maritain, Head of the French Delegation, replacing Léon Blum, and the officials and executives of UNESCO and national delegates.

All night long before the conference an army of three thousand artisans was working to complete the Teachers' College, which is to serve for the plenary and committee meetings of the conference. The sound of hammers, drills and machinery resounded through the building as the members of the Secretariat put the finishing touches to the documents of the conference, and the Executive Board went over for the last time the 1948 draft programme for UNESCO which it is to submit to the General Conference.

The UNESCO Courier, February 1948.

Julian Huxley (United Kingdom)

Director-General of UNESCO from 1946 to 1948

We have found an inspiration and an example to follow in a country (Mexico) which, in the midst of a troubled world, has preserved its serenity and has [...] launched a vast campaign against illiteracy, aimed at developing strong and healthy minds in men who tomorrow will be the defenders of peace.

Closing Address to the Mexico City Session of the General Conference, 1947

**Jacques Maritain**

Head of the French Delegation to the Mexico City Session of the General Conference

We meet at a particularly grave moment in the world's history. What makes

UNESCO's task seem at first paradoxical is that it presupposes unity of thought among men whose conceptions are different.

UNESCO Appeal, 1947

Jaime Torres Bodet (Mexico)

Director-General of UNESCO from 1948 to 1952

Thus, at a given time, the great battle against illiteracy and misery will break out in all corners of the world, not as something imported from abroad, but as the lucid effort of each and every community.

Speech on the occasion of the Fifth Anniversary of the Proclamation of the UNESCO Charter,

16 November 1950

1957

Establishment of a Co-ordination Unit for the Major Project at the Havana Office

1958

Inter-American training seminar on educational planning, UNESCO/OAS, Washington

1962

The Conference of Ministers of Education and those Responsible for Economic Planning, UNESCO/OAS/CEPAL (MINEDLAC II), Santiago

1963

- Creation of OREALC, UNESCO Regional Office for Education, Santiago
- Creation of CONESCAL, School Building Centre for Latin America and the Caribbean, Mexico City

1966

Conference of Ministers of Education and those Responsible for Economic Planning in the Countries of Latin America and the Caribbean (MINEDLAC III), UNESCO/CEPAL, Buenos Aires

This first Major Project whose objective was to encourage Member States in the region to provide, within a reasonable lapse of time, free and compulsory primary education for all children, was implemented between 1957 and 1965. Its activities were mainly addressed to the development of educational planning, renovation of curricula, and training teachers and other educational personnel.

The project was implemented through training courses and seminars,⁽⁴⁾ partnership agreements with teacher-training colleges and 'associated' universities,⁽⁵⁾ and a programme of international travel grants and study tours for experts. UNESCO co-operated actively with the Latin American Educational Film Institute (ILCE)⁽⁶⁾ in Mexico to produce audiovisual materials. A Regional School Building Centre for Latin America and the Caribbean, CONESCAL, was opened in Mexico in 1963 and planning seminars organized in Santiago in co-operation with CEPAL (later CEPALC). Responsibility for supporting the coordination of the project was transferred from the Havana Office to the Regional Office for Education, OREALC, opened in 1963 in Santiago.

This first Major Project gave rise to enormous efforts at enhancing international solidarity; sister agencies, especially ILO and UNICEF,⁽⁷⁾ participated, as did regional organizations, such as OAS and the Ibero-American Bureau of Education and Latin American and European Member States. René Maheu, then Director-General of UNESCO, presented the results of the Major Project to the Conference of Ministers of Education held in Buenos Aires (MINEDLAC III, 1966). He stressed the increase in the percentage of public spending devoted to education, matched with an increase in enrolment figures between 1957 and 1965 at a rate twice that of demographic growth rates, and the decrease by nearly twenty points, despite the considerable increases in the number of school teachers, of the percentage of teachers without qualifications. Even though school enrolment at the secondary and higher levels doubled during this period, the deficit remained great, especially when compared with the industrialized countries.

BETWEEN THE TWO MAJOR PROJECTS, 1966-1981

Despite economic and political instability, the years between 1966 and 1981 were nonetheless a period of intense educational activity, sustained both by UNESCO and OAS. The latter had launched a ten-year Programme of Regional Educational Development (PREDE)⁽⁸⁾ which promoted multinational projects, fixing goals which were common for the activities of each national centre but adapted to each country's needs.⁽⁹⁾ UNESCO continued its previous activities to enhance teacher-training and educational planning which had been the subject of several regional programmes, including the Regional Network of Education for Development in Central America and Panama (RED) financed by extra-budgetary resources, and action to promote functional literacy within the framework of the Experimental World Literacy Project, with projects in Ecuador and Venezuela. New fields of activities were opened up: educational innovation for development with the 1979



UNESCO/ILCE Regional training course on the use of visual media in education, Mexico, 1959.

(4) Chiefly seminars on planning organized with OAS, on school statistics, with Spain, or on teacher-training.

(5) Within the framework of these associations, UNESCO provided expert assistance in the form of yearly training courses for education specialists at the Associated Universities of São Paulo (Brazil), Santiago (Chile) and La Plata (Argentina), to the Inter-American Centre for Rural Education in Rubio (Venezuela), to associated teacher-training colleges in Colombia, Ecuador, Honduras and Nicaragua for training school principals and inspectors.

(6) Direct co-operation (provision of an expert) with ILCE in Mexico, which later became the Latin American Institute for Educational Communication, continued until 1975.

(7) UNESCO co-operated with ILO in the implementation of its action programme for the Andean Indians. Co-operation with UNICEF related to teacher training in the associated teacher-training colleges, as well as in El Salvador and in Guatemala.

(8) After the Summit of the Heads of State in Punta del Este (Uruguay) in 1967, OAS developed its educational action by establishing the Inter-American Council for Education, Science and Culture endowed with a special fund, thus initiating a technical co-operation mechanism which was self-financing at the regional level.

UNESCO IN LATIN AMERICA AND THE CARIBBEAN

(9) These projects concerned among others research and innovation, technical education, adult education, educational technology, etc.

(10) Study justified by the frequent choice of radio or television for education in the region. Radio: Accion Cultural Popular in Colombia, Radio Santa Maria in the Dominican Republic, Radio primaria in Mexico; television: El Salvador, Maranhão and Ceara (Brazil) for secondary education, Costa Rica, Venezuela, etc., open and distance universities.

launching of the Caribbean Network of Educational Innovation for Development (CARNEID), the promotion of educational industries in co-operation with the Permanent Secretariat of the 'Andrés Bello' Convention (SECAB), the use of radio with the Asociación Latinoamericana de Educación Radiofónica (ALER) and that of television with the study of a project for regional educational satellites, SERLA.⁽¹⁰⁾ In 1974, a regional population education programme was begun in co-operation with UNFPA, as were pilot projects on environmental education with UNEP.

During this period, higher education and the training of highly qualified personnel needed for the development of the industrial sector constituted an important field of action, albeit somewhat jeopardized by the brain drain. The first of six regional conventions on the recognition of studies, diplomas and degrees in Higher Education in Latin America and the Caribbean, which aimed at ensuring the mobility of qualified teachers within the region, was signed in 1974 in Mexico City, and a Regional Centre for Higher Education in Latin American and the Caribbean, CRESALC, was established in Caracas in 1978.

THE SECOND 'MAJOR PROJECT'

The Ministers meeting in 1979 in Mexico City took note of the accomplishments of the last decade, but were concerned about the impact the population explosion and disparate economic growth rates could have on education: one adult in three was illiterate, drop-out rates were much too high during the first years of school, curricula were often unsuitable, education was insufficiently linked to development, the organization and management of education system was often inefficient. With the Mexico Declaration, the Ministers collectively pledged themselves 'to face the present-day challenges of education' and in particular to offer a minimum of eight to ten years general education to all children of school age before 1999, to eradicate illiteracy and to take urgent measures to provide education for the least privileged population groups living in rural and suburban areas, and finally to undertake the necessary reforms to improve the quality and effectiveness of education systems. They addressed an urgent appeal to UNESCO to take the initiative in launching a major project which would encompass all these goals.

The objectives, strategies and modalities of the Major Project in the Field of Education in Latin America and the Caribbean were defined during a regional meeting in Quito in 1981. This Major Project was conceived as a framework which would propose a coherent series of national, sub-



First regional meeting on educational planning, Porto Alegre, Brazil, 1968.

The Lima Conference, 1956

Recommendation II

Improvement in living standards and community development in Latin America require the simultaneous action of full primary education for the entire school age population and of fundamental education for all adults. [...] Recommends [...] that teachers be familiar with the principles and techniques of community organization and leadership and also be reasonably informed on health and on the typical economic activities of the community in which they work.

Final Report, MINEDLAC I, Lima, 1956

Arturo U. Illia

President of the Republic of Argentina
from 1963 to 1966

It is above all in the way we educate our young people that we can integrate our nations into a union which is truly a union of the whole continent; unless we first form the essential community of a culturally united America, we shall never fully realize the integrating ideal of the liberators.

MINEDLAC III, Buenos Aires, 1966

René Maheu (France)

Director-General of UNESCO from 1962 to 1974

We cannot be satisfied with partial innovations, such as those that would consist in applying a veneer of modern educational techniques over existing structures. The objective must be the total reform of education.

Opening Speech to MINEDLAC IV, Venezuela, 1971

1971

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, UNESCO/OAS/ CEPAL (MINEDLAC IV), Carabellada, Venezuela

1974

Adoption of the Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education, Mexico City

1978

Creation of CRESALC, Regional Centre for Higher Education in Latin America and the Caribbean, Caracas

1979

- MINEDLAC V adopts The Mexico Declaration related to the Major Project, Mexico City
- CARNEID, the network for educational innovation and development, established in Paramaribo

1980

The Twenty-first session of UNESCO's General Conference approves the (second) Major Project, Belgrade

regional and regional activities, supported by international technical and financial co-operation. Its main characteristic was its pragmatic attitude to education, based on horizontal co-operation comprising offers of, and requests for, expertise in each main sphere of its programme (literacy, planning, production of textbooks, etc.). UNESCO's role, and particularly that of its Regional Offices,⁽¹¹⁾ was to serve as a catalyst in exchanges within the region and between the region and the international community.

The Major Project is implemented by regional networks specializing respectively in teacher-training and curriculum reform, PICPEMCE,⁽¹²⁾ literacy and adult education, REDALF,⁽¹³⁾ and planning and administration of basic education, REPLAD.⁽¹⁴⁾ These networks are open to the large numbers of specialized institutions existing in all countries of the region – about 8,000 of them in the field of teacher-training – through intermediate groupings at the sub-regional level of national networks or centres. Each network is run by a steering committee, and organizes study and training activities, especially workshops and seminars, including teleseminars via the HISPASAT satellite. The objective is to enhance and facilitate the exchange of experiences and to establish mechanisms of horizontal co-operation grounded in practical reality. PICPEMCE seeks

to improve initial and further training of teachers, and to promote curricula reform and new teaching methods based on greater self-reliance on the part of learners. REDALF runs activities in a number of fields: literacy and post-literacy education, civic education for women, intercultural bilingual education in rural areas, etc. REPLAD focuses on enhancing professionalism for planners and administrators, on the decentralization of administration and on the development of information systems. Finally, a regional information system, SIRI,⁽¹⁵⁾ rounds off this mechanism.

UNESCO'S EDUCATIONAL STRATEGY IN CENTRAL AMERICA IN THE 1970s

With the support of UNDP's Regional Office in San Salvador the UNESCO Adviser was able to propose a rather comprehensive regional network of education meant to cover the six countries of Central America (Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica and Panama). Within a few months several specialists joined the Adviser in Guatemala. Shortly afterwards UNESCO helped create the Central American Educational Coordination at the Ministerial level. Regular periodic meetings leading to joint action, rotating chairmanship by country and intercountry secretariat were the main features of this institution still active today. At the same time, at the request of the authorities of Guatemala, the Adviser helped draw up a five-year plan essentially aimed at reducing the illiteracy rate of the country and in particular in the highlands where most of the Maya population lived. As a consequence both UNICEF and UNDP launched a project aimed at reinforcing the national planning and research capabilities. After the earthquake of 1976, UNESCO became directly involved through its school architecture programme in a bast reconstruction activity.

In El Salvador, the Ministry of Education was intent on developing a literacy programme. In Honduras, subsequent to a particularly deadly hurricane, the authorities asked the Adviser to propose a crash out-of-school non formal education programme as well as a new approach for self-training of teacher trainers.

After two years in the region the UNESCO Adviser was supported by some fifteen UNESCO-recruited senior and junior experts, trainers, researchers and advisers in a wide variety of educational fields. As the World Bank and the Interamerican Development Bank began investigating possible lending programmes in the region, UNESCO staff was able to counsel, channel and support such new investments. From an initial budget of \$10,000 allocated to the Regional Adviser UNESCO's direct and indirect financial support to Education grew to several million dollars.

Considerably more important than the quantitative assessment of human and financial resources it seems essential to point out the highly respected professional presence of UNESCO due to:

- the wide distribution of UNESCO educational talents easily shifted from one country to another with the help of the UNDP Resident Representatives' understanding and support as well as UNICEF's;
- the delegation of authority by the Director-General of UNESCO to a senior staff member able to supervise all UNESCO staff in the region.

Today UNESCO's Regional Educational Adviser based in Costa Rica has added considerably to the achievements initiated some twenty years ago and has become UNESCO's beacon in the region.

Sylvain Lourié

(11) In a first phase, the Quito Office was chiefly responsible for supporting the Major Project. It is now co-ordinated by OREALC in Santiago, in co-operation with the various sub-regional offices.

(12) PICPEMCE, Programa de Innovaciones y Cambios en la Preparación de Educadores para mejorar la Calidad de la Educación. Some of UNESCO's Regular Programme activities are carried out within the framework of this network: professional and vocational training (UNEVOC), population and environmental education (EPD), special education programmes for the disabled, Culture of Peace programmes.

(13) REDALF, Red Regional de Capacitación de personal y de Apoyos específicos en los Programas de Alfabetización y Educación de Adultos. CREFAL works very closely with this network.

(14) REPLAD, Red Regional para la Capacitación, la Innovación y la Investigación en los Campos de la Planificación y la Administración de la Educación Básica. REPLAD is also in charge of liaison with universities and multilateral and bilateral development agencies.

(15) SIRI, Sistema Regional de Información. SIRI has published *Situación educativa de América latina y el Caribe 1980-1994*. UNESCO, OREALC, 1996.

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- (16) RIESAD, Red de Innovación en Educación Superior a Distancia en América Latina y el Caribe.
- (17) UNAMAZ, created in 1987, groups together thirty universities in eight Amazonian countries
- (18) **The ethical, economic and political urgency of social reform**
A human development that is global and sustainable, and the social reform it necessarily presupposes represents, first and foremost, an ethical imperative. Latin America, having attained an important development level, cannot accept the current presence of extreme poverty, unequal income distribution, social exclusion, and – all too often – plain and simple alienation. Joint statement by UNESCO's Director General and the President of the Inter-American Development Bank (excerpt).

In Central America, UNESCO has launched several innovative projects which are carried out by the San José office: Culture of Peace in El Salvador and Nicaragua, Learning without Frontiers and educational applications of information technology in Costa Rica, and Maya Education in Guatemala. For higher education, CRESALC contributes to developing distance education within the framework of the RIESAD,⁽¹⁶⁾ an *ad hoc* network set up within the UNITWIN/UNESCO-Chairs Programme, which groups together the open universities of eight countries. Fifty-seven UNESCO-Chairs have been established, especially for the environment, within the framework of the Association of Amazonian Universities,⁽¹⁷⁾ culture of peace and for development. Following the World Conference on Education for All (1990), two countries of the region, Brazil and Mexico, now participate in the programme of basic education common to Nine High-population Countries.

The Ministers of Education meeting in Kingston (Jamaica) in May 1996 for MINEDLAC VII reaffirmed the pledges made in Mexico City in 1979. They recognized that democracy, peace and development have become crucial factors in the evolving pattern of societies.⁽¹⁸⁾ They stressed the importance of the role of the school in promoting new forms of humanism founded on responsible citizenship, tolerance and respect for oneself and for others, and recommended that new educational initiatives be taken in favour of excluded and indigenous populations, respecting their ethnic and cultural identities. They also requested UNESCO to establish a group of experts to evaluate the Major Project.



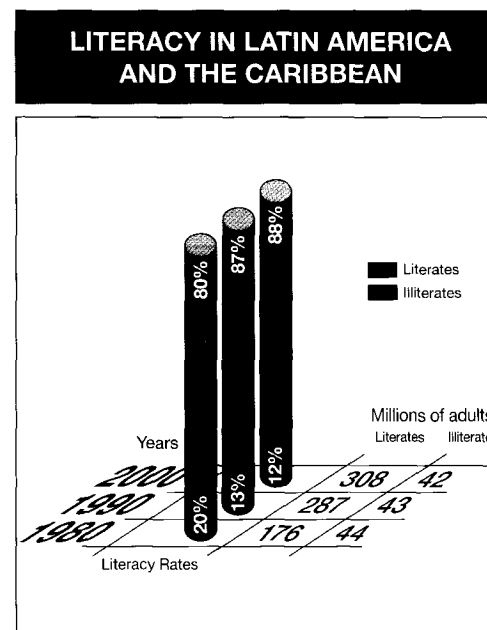
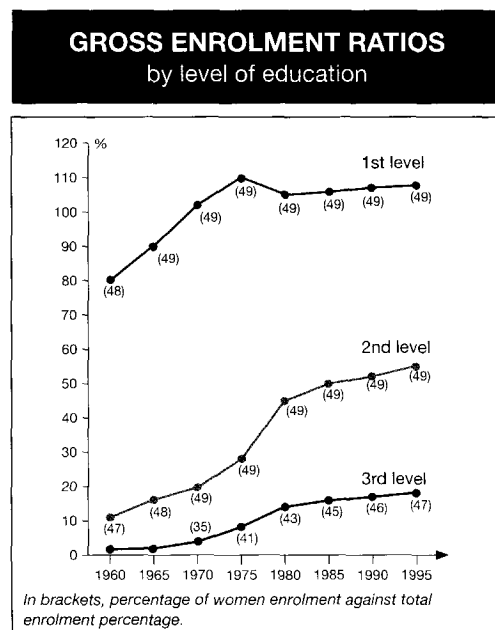
Miguel Soler Roca (Spain)
Deputy Assistant Director-General for Education, UNESCO, from 1977 to 1982

In some cases these goals cannot be achieved through the use of national resources alone. Consequently, we shall have to resort to horizontal co-operation, representing an effective and not merely theoretical pooling of resources, of knowledge and of the means that each Member State is able to contribute on the basis of its experiences. For this reason, we have spoken of 'offers' and 'requests' on the part of Member States and the various organizations, since we believe that each of the Member States possesses experiences of its own, which can assist in solving the problems affecting one or more of its neighbours.

Meeting of the Regional Interim Committee for the Major Project, Saint Lucia, 1982

Increase at regional level of public expenditure for education as percentage of GNP:

| | |
|------|-----|
| 1960 | 3.1 |
| 1965 | 3.2 |
| 1970 | 3.7 |
| 1975 | 3.9 |
| 1980 | 3.9 |
| 1985 | 4.0 |
| 1990 | 4.1 |
| 1993 | 4.6 |



Jesús Reyes Heróles
State Secretary for Public Education, Mexico, from 1982 to 1985

Because of its multilateral character, the Major Project is an ideal setting in which to forge closer links in education and culture. We regard these as bases of freedom and democracy that are needed to ensure human dignity and guarantee that justice prevails within the context of freedom as we strive for an increasingly egalitarian society.

Meeting of the Intergovernmental Committee of the Major Project, Mexico, 1984

CO-OPERATION FOR DEVELOPMENT

1981

Regional meeting defining the modalities of action of the Second Major Project, Quito, and Major Project launched

1987

- Sixth Regional Conference of Ministers of Education and Those Responsible for Economic Planning organized in co-operation with CEPAL (MINEDLAC VI), Bogota
- Creation of UNAMAZ, Association of Amazonian Universities

1996

- MINEDLAC VII, Kingston
- Ibero-American Summit on the theme 'Education, Democratic Management and Management of Education Systems', Santiago

1997

Latin American Teachers' Congress 'Pedagogía' 97, Havana

| Countries concerned | International financing ^(*) | Education projects | |
|---------------------|----------------------------------------|--------------------|----------|
| | | Terminated | On-going |
| 38 | 161 | 716 | 52 |

1946-1996

(*) Cumulative, in millions of current dollars (not re-evaluated) utilized for the implementation of projects involving UNESCO.

RADIO SUTATENZA in the Colombian Andes

Open your books ... and listen...

Since 1947, Father José Salcedo has been running Radio Sutatenza which broadcasts educational and cultural programmes over a radius of 1000 km. At the beginning, he was helped by Father Rodriguez who is now in charge of a radio school in Belencito specially set up for steelworkers. In 1951, Father Rodriguez was able to perfect his studies during a UNESCO international fellowship in Canada. Texts are prepared by two members of UNESCO's Technical Assistance Mission in Colombia.



'The invisible professor', Father José Salcedo first broadcast to his parish in 1948 with a home-made transmitter. Today he is the director of one of the world's biggest programmes of adult education by radio.



'auxiliar inmediato', repeating the radio lesson to her classmates.

Never too old!..

Afternoon classes are usually attended by the women and children because the men are then busy in the fields. Here, an old lady follows the lessons she hears on the radio by writing on the blackboard. She is very important because she acts as an

MY TRAINING AT CREFAL

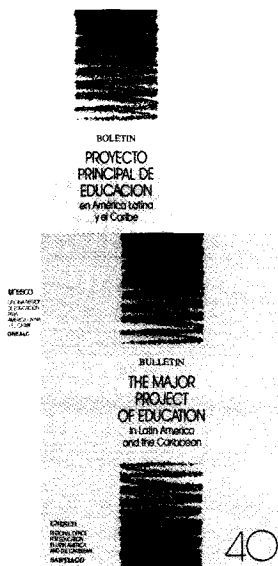
The time I spent studying at CREFAL was to shape my later professional life. Under the guidance of an accomplished team of professors – most of them Mexican – I worked full-time for 18 months on an issue which became very close to my heart: the education of poor people. We had theoretical lessons, visited various projects in different parts of Mexico, but spent almost half of our time in practical work in the neighbouring communities. The contact I had with other grant-holders from all over Latin America – with some of whom I developed social and working relationships which lasted until recently – the ability to study on my own those problems I was interested in, thanks to the library at CREFAL, and the stimulating example of social policy which was then being applied in Mexico, all considerably broadened and enriched my professional competence and my knowledge of Latin America, which I spent two months discovering by train, bus, boat and plane.

In conclusion, I would say that the grants awarded by UNESCO, if they are awarded at the right time and in the right form, are a considerable source of both personal improvement and professional commitment.

UNESCO IN LATIN AMERICA AND THE CARIBBEAN

SOME PROJECTS SUPPORTED BY UNESCO

- **BRAZIL:** Education of the disabled
- **THE EASTERN CARIBBEAN:** Development of vocational education
- **DOMINICAN REPUBLIC:** Planning and renewal of the education system
- **ECUADOR:** Training of educational personnel
- **NICARAGUA:** Basic education in rural areas
- **PERU:** A National Multi-Sectoral Literacy Plan
- **TRINIDAD AND TOBAGO:** Servol Programmes for young children and adolescents
- **COSTA RICA:** Generalizing and consolidating the educational applications of information technology



TO KNOW MORE (see also CD-ROM, Vol. I)

- **Development and Education in Latin America.** Elements for a Dossier: Prospects, Vol. VIII, No. 3, 1978. (English, French, Spanish)
- **Education and Development: Strategies and Decisions in Central America.** Sylvain Lourié. UNESCO-IIEP, 1989. (English, French, Spanish)
- **Deuda externa y financiamiento de la educación. Su impacto en Latinoamérica.** Fernando Reimers. UNESCO/OREALC, 1990. (Spanish)
- **Redefining Basic Education for Latin America: Lessons to be Learned from the Colombian Escuela Nueva.** Ernesto Schiefelbein. UNESCO-IIEP, 1992. (Fundamentals of Educational Planning, 42). (English, French, Spanish)
- **Pre-School and Basic Education in Latin America and the Caribbean.** UNESCO-IIEP, 1993. (English, French, Spanish)
- **Situación educativa de América Latina y el Caribe, 1980-1994.** Proyecto Principal de Educación. UNESCO/OREALC, 1996. (Spanish)

Juan Carlos Tedesco (Argentina)
 Director of OREALC from 1987 to 1992

So far as the countries of the region are concerned, the situation is paradoxical. Insofar as the social structure is characterized by the existence of serious imbalances, the development of heterogenous systems generates limited training. For example, the public sector of the educational system can only be compared very partially to the private sector, because, in reality, they address different audiences. The limited nature of training thus acquired equally reduces its possibilities to be expressed as a factor of force and innovation.

El desafío educativo: Calidad y democracia,
 Grupo Editor Latinoamericano, Buenos Aires, 1987


Sylvain Lourié
 (France)

Assistant Director-General
 for Planning, UNESCO,
 from 1988 to 1990

Experience during recent years has taught us that single uniform strategies are

unsuited to social contexts of such cultural and socio-economic diversity. If we are to foster innovation, creative participation, committed action and responsibility for results, we must accept the principle of diversification of ways and means of attaining the objectives of the Major Project. Diversification offers better prospects of success, especially if it is accompanied by effective procedures for evaluation and levelling out differences.

Meeting of the Regional Intergovernmental Committee for the Major Project, Guatemala, 1989

UNESCO IN THE ARAB STATES

MODERNIZATION AND REFORM OF THE EDUCATIONAL SYSTEM TO PROMOTE DEVELOPMENT

1950

The UNESCO/UNRWA Programme to provide education to Palestinian refugees begins

1952

ASFEC – Arab States Fundamental Education Centre created at Sirs-el-Layyan (Egypt)

1954

Conference on Free and Compulsory Education in the Arab Countries of the Middle East, Cairo

1957

Conference on Technical and Vocational training in the Arab Countries of the Middle East, ILO/UNESCO/the Arab League, Cairo

1958

First regional Conference of National Commissions of the Arab States, Fez, Morocco

1960

First Regional Conference of Ministers of Education (MINEDARAB I, Beirut), followed by conferences in Tripoli 1966, Marrakech 1970, Abu Dhabi 1977, Cairo 1994

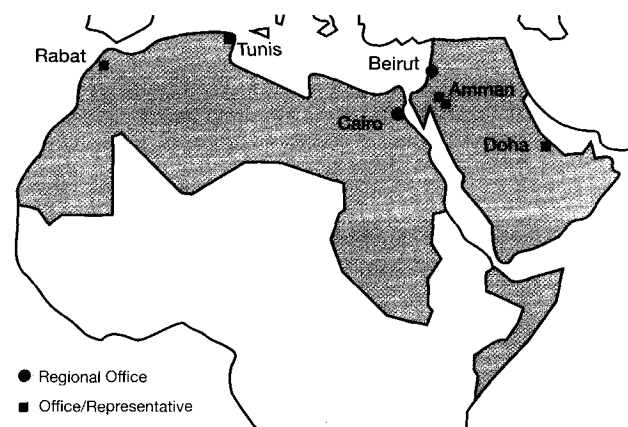
By holding the Third Session of its General Conference in Beirut in 1948 UNESCO underscored the importance it accorded to co-operation with the Arab States who, in 1945, had attested their unity by creating the Arab League. In its efforts to promote development through education in this region, UNESCO has worked closely and constantly with regional organizations in the Arab world, for instance, ALECSO, ISESCO and the Arab Bureau for Education in the Gulf States (ABEGS), as well as with funding agencies such as the Arab Fund for Economic and Social Development (AFESD) and the Arab Gulf Fund for United Nations Development Organizations (AGFUND).⁽¹⁾

THE EARLY ACTIVITIES

An Arab States Fundamental Education Centre for rural areas (ASFEC) was created in 1952 at Sirs-el-Layyan in the Nile Delta.⁽²⁾

Its principal objectives were to train educational personnel, produce teaching materials and carry out technical research required to implement its activities which benefited from the participation of international specialists from other agencies (WHO, ILO, FAO, UN). ASFEC kept pace with the evolution of UNESCO's strategies

in its specific spheres of action and became a regional centre for community development in 1960 and a regional centre for functional literacy in rural areas in 1968. UNESCO's assistance to Palestinian Arab refugees began soon after the 1948 General Conference in Beirut with the opening of tent schools in refugee camps.⁽³⁾ Since 1950, UNESCO has headed UNRWA's education department and been responsible for its technical and vocational programmes. By the end of 1993, the UNESCO/UNRWA education programme had been used by 11,000 teachers in 640 schools and 8 technical and vocational training centres to teach 400,000 refugee pupils living in Jordan, Lebanon and the Syrian Arab Republic, or still resident in the occupied territories. In 1994, a plan of action and co-operation was signed between the Organization and the Palestinian Authority. Within this framework, between 1994 and 1996, UNESCO mobilized over \$4 million of extrabudgetary funds to assist in establishing a Ministry of Education and a Curriculum Development Centre.



1951

Inaugural session of the Egyptian National Commission for UNESCO

The Egyptian National Commission for UNESCO was inaugurated in Cairo on December 28 by UNESCO's Director-General, Jaime Torres Bodet, in the presence of members of the Egyptian Government, including the Ministers for Education, Social Affairs and Economics.

In his address UNESCO's Director-General appealed for support of UNESCO's work for peace, for, he said 'There is no man nor people in the world so rich as to having nothing to gain from the help of others, nor any man or people so poor as to having nothing to lose in a worldwide conflagration. Whatever its result, the final balance sheet of any war would reveal appalling loss. Not only would lives and wealth be thrown away, but mankind itself would emerge with shrunken stature'. [...] A warm tribute was paid by the Director-General to Egypt's Minister of Education, Dr Taha Hussein Pasha, whom, he said 'has accomplished in an extraordinarily brief space of time results which display a keen awareness of our age's tasks.'

The UNESCO Courier,
February 1951.

HARMONIZING THE EXPANSION OF EDUCATION SYSTEMS

(1) AGFUND supports UNESCO's efforts to assist the least advanced countries whether in the Arab States, in Africa or Asia.

(2) ASFEC: Arab States Fundamental Education Centre. The Centre is a field unit, endowed with two consultative bodies, the Arab States Committee and the Intersecretariat Committee.

(3) 3/C Resolutions 1.7 and 8.3. At the end of 1949 UNESCO had provided schooling to 21,000 pupils taught by 500 teachers.

At the end of the 1950s, the Beirut Conference recognized that the rapid expansion of education systems had produced some inequity and imbalance: for example, in the rigidity of curricula, between the different levels and branches of teaching (for every 100 pupils at primary school, there were 16 at secondary school and 2 in technical and vocational training) and infra-structures (prestigious buildings side by side with many schools in varying states of decay). Educational planning was therefore given the highest priority and, as of 1961, UNESCO set up an Arab States Centre for Advanced Teaching for Educational Personnel

THE EARLY DAYS OF THE UNRWA/UNESCO INSTITUTE OF EDUCATION, BEIRUT

This Institute was founded in 1964 by UNRWA, UNESCO and the Swiss Government

The first two courses at the institute began respectively in October 1964 and in May 1965. 800 pupils registered for the first course and 700 for the second. Courses are of 2 years duration. Instruction is intended for teachers with a secondary education but no professional training and it combines both direct and indirect methods.

Indirect instruction is carried on through correspondence courses (one lesson with a written assignment each week). Teachers also receive filmstrips, recordings, lists of recommended books and an educational periodical, and they can make use of a mobile lending library.

Direct instruction is given by regional representatives of the Institute. These are qualified and experienced teachers, most of them former heads of schools or teaching inspectors who have followed special courses at the Institute. There are at present 20 of these representatives stationed in the host countries where each is responsible for 70 to 80 teachers. One regional representative each week inspects 8 to 10 classes to evaluate the work of the teachers and give personal guidance. In addition, he organizes three meetings of 20 to 30 teachers to discuss and correct the weekly assignment and to demonstrate audio-visual materials.

The UNESCO Chronicle, Vol. XI, No. 10, 1965.



Asma Fahmy

Delegate of the Government of Egypt to the Fifteenth International Conference on Public Education, IBE, 1952

Under the new law, all first stage schools have been unified to give equal opportunity to all, boys and girls alike and to remove class barriers in this initial stage of popular education.

The Conference Report

Abed Mzali

General Secretary of National Education, Youth and Sports, Delegate of the Tunisian Government to the Twenty-first International Conference on Public Education, IBE, 1958

Tunisia's educational philosophy may be said to be based on two principles: the defence and development of the national culture, and the opening up of a broad view of the outside world encouraging friendship and co-operation with all peoples.

The Conference Report

René Maheu (France)

Director-General of UNESCO from 1962 to 1974

I would like to say how very much I welcome the measures taken by the Arab States on behalf of the access of girls and women to education. The provision of educational opportunities for women is a duty in respect of the rights of the individual and at the same time essential for the economic and social development of the community.

Address to the Conference of Ministers of Education and Ministers responsible for Economic Planning in the Arab States, Tripoli, 1966

1961

Arab States Centre for Advanced Teaching of Educational Personnel (ASCATEP) later to become the Regional Centre for Educational Planning and Management

1970

The Arab League creates ALECSO

1976

Conference of Ministers of Arab States responsible for the Application of Science and Technology for Development, CASTARAB I, Rabat

1976 and 1978

Conventions on the recognition of studies, diplomas and degrees in higher education

1979

Creation of a network of Educational Innovation for Development in the Arab States – EIPDAS – based in Kuwait from 1984 to 1993

(ASCATEP)⁽⁴⁾ in Beirut which was rapidly to become a regional centre for educational planning and management. All the regional conferences of ministers convened either by UNESCO or by the Arab League⁽⁵⁾ since 1960 have stressed the need to improve the quality of in-school and out-of-school education and to diversify secondary education and technical and vocational training. The 1966 Tripoli Conference spurred the Member States of the region to commit themselves to providing primary education for all girls and boys by 1980.⁽⁶⁾

Besides planning, between 1960 and 1980 within the framework of projects financed from extra-budgetary sources, UNESCO contributed to the creation of national institutes to train the managerial staff required for the rational use of natural resources and for rural development (institutes of technology and faculties of science)⁽⁷⁾ and to the establishment of teacher-training colleges (institutes of education) for secondary education and technical and vocational training.⁽⁸⁾ In 1976 and 1978, two conventions on the Recognition of studies, diplomas and degrees in higher education concerning the region were adopted.⁽⁹⁾

OMAN

TOWARDS A BALANCED EDUCATION SYSTEM

This action forms part of the Second Five-Year Plan (1981-1985) which stresses the need to strengthen training activities to provide a greater number of Omani teachers and reduce dependence on expatriate labour. Main results include: reorganization of the Ministry of Education; development of educational planning; linking technical/vocational education to manpower needs; introducing health and nutrition education.



(4) ASCATEP (Arab States Centre for Advanced Teaching for Educational Personnel) is a regional institution whose Governing Board is chaired by the Minister of Education of the Lebanon.

(5) Conferences of Arab Ministers of Education organized by the Arab League in 1953, 1964, 1966.

(6) Ten years after the Cairo Conference.

(7) Engineering schools in Algiers, Benghazi, Damascus and Mohammadia; petroleum engineering institutes in Baghdad and Riyadh; Science faculty in Amman.

(8) Teacher-training colleges or institutes of education, Aden, Amman, Baghdad, Bahrain, Oman, Qatar, Rabat, Ramallah, Riyadh, Tripoli, Tunis; Technical and vocational teacher-training colleges in Beirut, Oran, etc.

(9) The 1976 Convention adopted in Nice, France, concerns the Arab and European States bordering on the Mediterranean, and that of 1978 adopted in Paris concerns all the Arab States.

MODERNIZATION AND INNOVATION

(10) UNEDBAS headquarters were transferred to Paris in 1981, then to Amman from 1987 to 1995.

(11) *Identification of Materials and Equipment with a View to their Production in the Arab States: Description and Analyses of Products.* AFESD, ALECSO, UNESCO, 1985.

(12) In 1993, new themes of pertinence for education in the twenty-first century were added education for democracy and human rights as well as information technology and documentation services.

(13) Egypt, Jordan, Morocco, Sudan, Syrian Arab Republic, Tunisia, Yemen.

Efforts to modernize the education system accompanied those which sought to constantly adapt formal and non-formal education to economic and social change. The journal published by the Regional Office for Education, UNEDBAS, which since 1973 has grouped together in Beirut⁽¹⁰⁾ all the educational services in the region, is called, symbolically, *L'éducation nouvelle* (published in French and Arabic). As of the 1970s, ministers in the region advocated the use of modern communication technologies. In response, UNESCO prepared studies on the educational and cultural use of the ARABSAT Satellite, and a study on a Palestinian Open University, which would be the first in the region. In the mid-1980s, in conjunction with AFESD and ALECSO, the Organization studied the feasibility of setting up educational industries in the Arab States.⁽¹¹⁾ This was followed by a regional project to introduce information technology into higher secondary education and teacher training. The network of Educational Innovation for Development (EIPDAS), launched in 1979, became operational in 1984 thanks to the contribution of Kuwait where the co-ordination unit was then installed. EIPDAS provides a common framework for the innovative efforts of nearly 170 educational institutions, several of which are at sub-regional or regional levels. Areas of interest initially chosen mainly concerned the structure and content of secondary education, methods of self-instruction, modernization of management, training technical staff and special education.⁽¹²⁾ UNEDBAS also organizes population education activities in several countries, in co-operation with UNFPA.⁽¹³⁾



His Royal Highness Hassan II
King of Morocco

To succeed in this task [training education specialists], we shall, once again, have need of one another; there are very few Arab States capable of creating for their own exclusive use, all the institutes they need to train all these qualified people, some of whom must be highly specialized. Here again, collaboration on a regional basis would simplify our tasks and vastly increase our chances of success.

Message to MINEDARAB III, Marrakech, 1970



Mohi El Dine Saber
(Sudan)
Director-General of ALECSO
from 1976 to 1988

I should like to affirm here, out of a firm belief in the importance of international co-operation in this age of the United Nations, that a strong UNESCO means a strong ALECSO, that a strong ALECSO in turn strengthens UNESCO, that they complement and support each other, and that the increasing requirements of the region in the spheres of operation of both Organizations make their combined efforts more than necessary.

Opening Address to MINEDARAB IV,
Abu Dhabi, 1977

**OBJECTIVE 2000:
GENERALIZE AND RENEW PRIMARY EDUCATION,
ERADICATE ILLITERACY**

1981

Regional Conference of Ministers responsible for Higher Education, Algiers

1989

ARABUPEAL launched

1991

Assistance in reconstructing educational facilities in Kuwait and Lebanon

1992

Regional Meeting on Educational Policies in the Arab Region, Cairo

1994

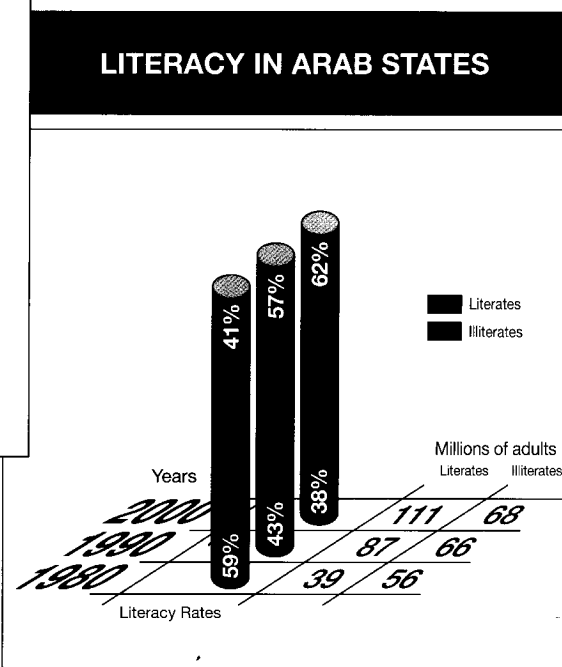
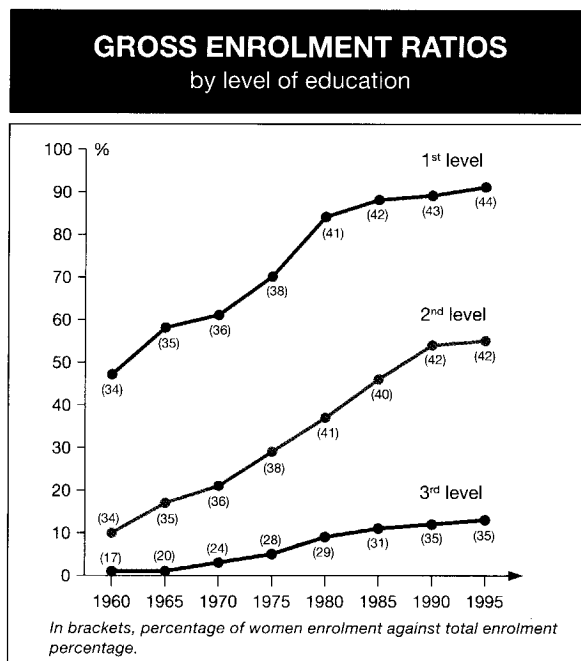
Establishment of a UNESCO Chair on Human Rights and Democracy at Al-Bayt University, Jordan

1995

Regional symposium of policy-makers in technical and vocational education in the Arab States, Tunis

Replicating the early activities of UNESCO in the region, the ARABUPEAL Programme launched in 1989 – and which met with new impetus after Jomtien – accentuates primary education and literacy within the context of lifelong education.⁽¹⁴⁾ The programme is above all aimed at school-age children who have had no access to education or who have dropped out of school, unemployed young people lacking professional and technical qualifications, and illiterate adults and youth. UNESCO supports the initiative of Member States to set in place national plans to develop basic education, to mobilize resources and facilitate the access of girls and women to education.

(14) Egypt belongs to the group of Nine High-population Countries committed to the universalization of primary education and the eradication of illiteracy.



Increase at regional level of public expenditure for education as percentage of GNP:

| | |
|------|-----|
| 1960 | 4.8 |
| 1965 | 4.9 |
| 1970 | 4.9 |
| 1975 | 4.1 |
| 1980 | 4.1 |
| 1985 | 5.8 |
| 1990 | 5.2 |
| 1993 | 5.8 |

CO-OPERATION FOR DEVELOPMENT

| Countries concerned | International financing ^(*) | Education Projects | |
|---------------------|----------------------------------------|--------------------|----------|
| | | Terminated | On-going |
| 21 | 193 | 571 | 57 |

1946-1996

(*) Cumulative, in millions of current dollars (not re-evaluated) utilized for the implementation of projects involving UNESCO.



◀1946

UNESCO's Director-General, Jaime Torres Bodet, visits a 'class under canvas'. The school, in Gaza, is one set up by UNESCO for young refugees.



1996 ▶

Visit of Colin N. Power, Assistant Director-General for Education, to Mus'ab Ibn Umair Elementary School for Girls, Gaza (renovated through funds-in-trust from Saudi Arabia and UNESCO), January 1996.

TO KNOW MORE (see also CD-ROM, Vol. I)

- *Meeting of Senior Officials Responsible for Education in the Arab States*. Amman, 22-26 June 1987. Final Report. Paris, UNESCO, 1987. (Arabic, English, French)
- *Fundamentals and Methods for Rural Development in Arab Countries*. Salah Yacoub and Issam Al-Zawawi. Amman, UNESCO/UNEDBAS, 1990. (Arabic)
- *Literacy in the Arab world: Present Situation and Future Development*. Saeed Ismail Ali. Amman, UNESCO/UNEDBAS, 1991. (Arabic)
- *The Role of the School in the Development of Local Communities*. UNESCO/UNEDBAS, 1993. (Arabic)
- *ARABUPEAL. Second Session. Final Report*. UNESCO/UNEDBAS, 1994. (Arabic, English, French)



Hussein Kamel Bahaa El-Din
Minister of Education of Egypt since 1991

We believe that education is the pivot of our national security taken in an overall meaning that covers our economy, our politics, our civilizational role and our domestic stability. In a nutshell, it is our path towards prosperity.

Address to the Education for All Summit of Nine High-population Countries, New Delhi, 1993

Abdul Aziz Othman Al-Twajiri
(Saudi Arabia)

Director-General of ISESCO since 1991

The democracy of education [...] is one of the foundations of Islamic civilization, since education in Islam is both a right and a duty. It is a requirement for both individuals and society. Hence the importance of eliminating obstacles to the democracy of education which, stated clearly, means acceptance of the principle of participation.

Opening Address to MINEDARAB V, Cairo, 1994

Federico Mayor (Spain)

Director-General of UNESCO since 1987

Our schools must be revered places of learning and none of their lessons are more to be valued than those that teach the wisdom and virtues of peace and the follies and vices of war.

Address to MINEDARAB V, Cairo, 1994

UNESCO IN EUROPE AND NORTH AMERICA

PROMOTING THE CULTURAL, HUMANISTIC AND INTERNATIONAL DIMENSION OF EDUCATION

1945

Signature in London of:

- Constitution of UNESCO
- 'Final Act'
- Instrument establishing the Preparatory Commission

1946

- France, Norway, Poland, the United Kingdom and the United States create National Commissions for UNESCO
- First Session of the General Conference of UNESCO, Paris, November/December
- Julian Huxley (United Kingdom), first Director-General of UNESCO

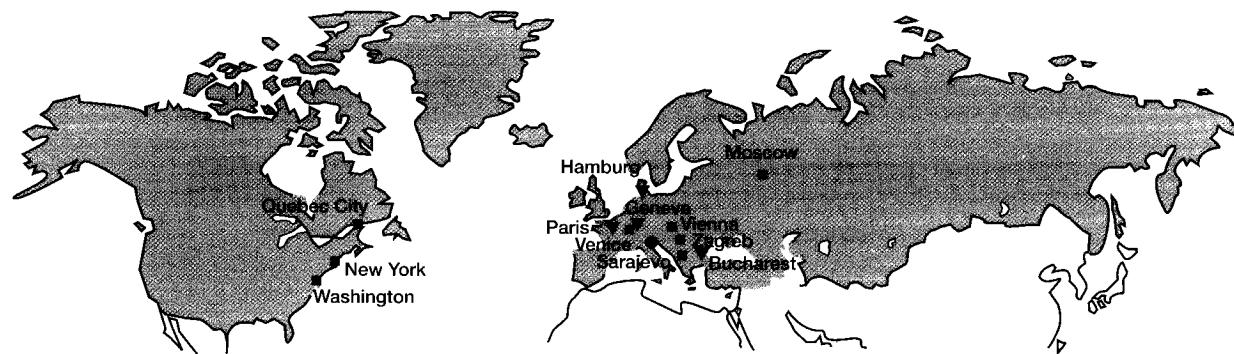
1947

- Creation of the Temporary International Council for Educational Reconstruction (TIGER)
- Publication of *The Book of Needs*
- Publication of *Universities in Need*
- Seminar on international understanding at school in Sèvres, France
- Co-operation with the allied authorities to promote UNESCO's ideals in Germany

1948

Preparatory Conference of Representatives of Universities, Utrecht, The Netherlands

In the aftermath of the Second World War when each one of the two parts of Europe – the West and the East – had their own mechanisms for co-operation, UNESCO was the only international organization to gather the whole continent together. From the very beginning, the Organization offered the Member States in the Europe Region⁽¹⁾ a framework for co-operation in all its fields of competence. The first continent-wide conference at ministerial level was organized in 1967 in Vienna. The theme was that of access to higher education which, even then, was a problem of the utmost importance for all European countries. UNESCO is the only institution in the United Nations System which, since 1972, maintained a regional centre in Eastern Europe on a permanent basis – CEPES in Bucharest. Priority has been given in the Organization's action in Europe to the physical sciences and mathematics.⁽²⁾ For education, with the exception of emergency activities and reconstruction at the end of the 1940s and in the 1990s, activities in this domain were, and remain, essentially qualitative: the promotion, through intellectual co-operation, of the humanistic, cultural and international dimension of education.



- UNESCO Headquarters, Paris
- ▼ International Institute for Educational Planning (IIEP), Paris
- ▼ International Bureau of Education (IBE), Geneva
- ▼ UNESCO Institute for Education (UIE), Hamburg
- ▼ European Centre for Higher Education (CEPES), Bucharest

- Regional Office
- ▼ Specialized Institute/Centre
- Office/Representative

(1) UNESCO's definition of the Europe Region includes the United States, Canada and Israel, and stretches from Vancouver to Vladivostok.

(2) UNESCO contributed to the creation of the European Organization for Nuclear Research (CERN) in Geneva, the International Centre for Pure and Applied Mathematics in Nice, the International Computation Centre in Rome, etc.

(3) 537 Czech libraries pillaged, not one single book in Polish left in Poland, etc.

MATERIAL AS WELL AS MORAL RECONSTRUCTION

(4) 'TICER is a co-ordinating council of international non-governmental organizations actively contributing to the rehabilitation of education and culture in war-devastated areas. Its membership is limited to those international organizations most actively engaged in this field, but as each member is actually a federation of national branches, the participants of TICER represent over 700 national organizations in more than 60 countries. While preserving their full autonomy and independence, the members of TICER have formally associated themselves with UNESCO and hold their meetings in UNESCO House.'

(*The UNESCO Courier*, 1949).

(5) Monthly review published under different titles from 1947 to 1950 (English, French and Spanish). See also 'Universities in Need', UNESCO, 1948 (English).

(6) 'Refugee children from the Northern provinces of Greece have no schools, no teachers, and no teaching materials...'

(7) Conference on UNESCO's Mission. Palais des Académies, Brussels, 21 February 1949.

(8) In 1947, in Belgium, France, Poland and Czechoslovakia.

After the Second World War it was essential in the first place to address the issue of greatest urgency, in other words, reconstruction. Europe had been devastated by the conflict, schools destroyed, libraries ransacked,⁽³⁾ laboratory equipment lost. Via the Temporary International Council for Educational Reconstruction (TICER),⁽⁴⁾ the Secretariat participated in the development and co-ordination of national and international campaigns launched to muster the funds needed to respond to such enormous needs; it kept up-to-date a wealth of written and audiovisual documentation on this subject, such as the *Reconstruction and Rehabilitation Newsletter*,⁽⁵⁾ produced a documentary film on university rebuilding, shipped to America a photographic exhibition on the children of Europe and initiated appeal after appeal.⁽⁶⁾

But, as UNESCO's Director-General Jaime Torres Bodet explained in 1949, 'This problem cannot be solved simply by sending material, however necessary. The havoc wrought by the war in people's minds, and especially in children's minds, is even more serious than the material destruction. The problem of the re-education of child victims of the war is one of those to which UNESCO intends to devote closest concern'.⁽⁷⁾ Hence, the Organization undertook to restore to these young people 'whose minds are obsessed by so much violence and poisoned by so much hatred [...] the desire to reconstruct and to share the experience of human fellowship'. UNESCO organized youth camps,⁽⁸⁾ and was instrumental in the creation in 1948 of the International Federation of

BIRTH OF THE 'UNESCO SEMINAR', SÈVRES

During the summer of 1947 UNESCO organized its first Summer Seminar in Sèvres (France). This seminar focused attention on two main areas of interest:

1. Ways and means of improving the curriculum, within the educational systems of the Member States, as a means of developing world-mindedness;
2. The influence of differences in cultural environment on the growth and adjustment of adolescents of various countries.

The UNESCO Courier, May 1948.



Léon Blum
with educators who participated in the Seminar.

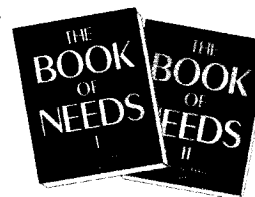
UNESCO TO PROMOTE RECONSTRUCTION FUND



An extended programme, designed to assist and stimulate educational, scientific and cultural reconstruction was adopted by delegates to

UNESCO's Second General Conference for implementation in Member States during 1948. Committees who considered the draft programme recommended that Member States form national committees of non-governmental organizations.

From *The UNESCO Courier*, February 1948.



Léon Blum (France)

President of the First Session of UNESCO's General Conference

I have faith in UNESCO, because I have faith in peace and humanity.

Paris, November 1946

Archibald MacLeish

(United States)

Vice-president of the Conference to establish UNESCO, co-author of UNESCO's Constitution

UNESCO will prove a great and powerful instrument for the broadest possible purpose, the purpose of the common understanding of man for peace.

Paris, December 1946

Julian Huxley (United Kingdom)

Director-General of UNESCO from 1946 to 1948

In the field of reconstruction [...] we cannot give much money directly – which might run into thousands of millions of dollars [...] after all, our total budget is under eight million dollars. But we are stimulating private organizations and governments throughout the world.

Speech on 13 January 1948 at UNESCO after the Second Session of the General Conference

Carlo Levi (Italy)

Author of *Christ Stopped at Eboli*

Post-war Italy has shown an amazing spirit of enterprise, as if a long pent-up vitality had suddenly found release and come out as naturally as the leaves on the trees unfolding, after winter had ended, under the first warm rays of the sun.

The UNESCO Courier, March 1952

1949

- International Conference on Adult Education, Elsinore, Denmark
- Advisory Committee on Braille, UNESCO, Paris

1950

First Conference of NGOs approved for consultative status with UNESCO, Florence, Italy

1951

Creation of the UNESCO Institute for Education (UIE), Hamburg, Germany

1956

Programme of aid to Hungarian refugees

1962

- World Congress on the Fight against Illiteracy, Rome
- International Conference on Youth, Grenoble, France

1963

Creation of the International Institute for Educational Planning (IIEP), Paris

1967

First Regional Conference of Ministers of Education, MINEDEUROPE I (Vienna); the following Conferences took place in Bucharest (1973), Sofia (1980) and Paris (1988)

Children's Communities, one of the first NGOs established under its auspices. It invited teachers to training courses and seminars on international understanding,⁽⁹⁾ the development of which was to become one of the prime objectives assigned to the UNESCO Institute for Education, created in Hamburg in 1951.

(9) The first seminar took place in 1947 at Sèvres (France).

THE PESTALOZZI CHILDREN'S VILLAGES for war orphans

In Switzerland, support for the village comes mainly from voluntary contributions and help. Over 15 months the village has received about 70,000 visitors.

It has the support of UNESCO. The Reconstruction and Rehabilitation Section has forwarded voluntary donations to the village.

In addition, in June, UNESCO will convene a conference of Directors of children's villages in Switzerland. The Conference will study the best methods of readapting children to normal life.

From *The UNESCO Courier*, May 1948.



In Italy



THE CHILDREN OF EUROPE

The smoke which has long since lifted from the last war still discloses a shattered continent. Where it is not shattered physically, it is hurt within its mind and its courage for life.

The child groping its way out of the ruins must make his way to life now in this Europe.

From *The UNESCO Courier*, February 1949.



Tereska has drawn a picture of what she imagines her 'house' looks like.



GREEK REFUGEE CHILDREN MUST HAVE AID BEFORE WINTER



Refugee camp, April 1948.

One tenth of the Greek population has been uprooted by the War.

Only a tiny minority of Greek refugee children can be cared for in 52 'paidopolis'.

From *The UNESCO Courier*, October 1949.

In the United States of America... THOUSANDS OF AMERICANS AT UNESCO NATIONAL CONFERENCE IN CLEVELAND

Speaking on the subject, 'Making Human Rights come Alive', Mrs Roosevelt described the U.N. Declaration as 'an educational document' and called on peoples, and nations to make it a 'living document'.

From *The UNESCO Courier*, April 1949.



Eleanor Roosevelt, invited to speak on Human Rights at the Cleveland National Conference on UNESCO.

Milton S. Eisenhower, Chairman of the U.S. National Commission for UNESCO.

UNESCO IN EUROPE AND NORTH AMERICA

UNESCO, A BRIDGE BETWEEN TWO EUROPE

(10) More usually known as COMECON.

(11) Mainly the Regional Mediterranean Project (1961-1975) for six Southern European countries, the investment and planning programme for education which for about twenty years systematically examined Member States' national education policies.

Between 1950 and 1980 sub-regional co-operation began to be organized in the East as in the West. Conferences of ministers of education were held with the Council for Mutual Economic Assistance (CMEA),⁽¹⁰⁾ and the Council of Europe. In 1960, the Organisation for Economic Co-operation and Development (OECD), successor of the Organisation for European Economic Co-operation (OEEC), grouping together the industrialized nations of the West, took an interest in education and launched large-scale projects in order to lay the foundations of educational policy based on appropriate educational planning.⁽¹¹⁾ OECD also set up a Centre for Educational Research and Information (CERI), operational since 1970. During the cold war years, UNESCO's action to promote continent-wide co-operation in the field of education expressed itself mainly through decentralized mechanisms, such as the Associated Schools System, the UNESCO Institute for Education (UIE) in Hamburg, meetings of secretaries of National Commissions, and through the many Europe-based NGOs working in the sphere of education. International and regional seminars organized on specific themes, such as programmed instruction, educational television, information technology and technical education, offered specialists from both sides of Europe an opportunity to share their experiences.

CO-OPERATION WITH MEMBER STATES

Throughout this period UNESCO was to encourage the reform of education systems in a number of its Member States, notably by sending experts on mission or awarding fellowships, and to act

'Child war victims tell their own story'

A moving message recorded by UNESCO's 'Radio Caravan' is broadcast to the world by British, French and Italian Radios.

A BBC journalist interviews a boy in Milan.

From *The UNESCO Courier*, January 1951.

**The Director-General of UNESCO in Croatia, 1951**

Children greet Mr Torres Bodet, UNESCO's Director-General, during his visit to an orphanage in Zagreb.

From *The UNESCO Courier*, November 1951.

Jaime Torres Bodet (Mexico)

Director-General of UNESCO from 1948 to 1952

No true culture is the enemy of other cultures. That is why UNESCO fights for the welfare of all cultures simultaneously, encouraging them to get to know one another, to make contacts, and to compete freely with one another. We are convinced that thereby every one of them will be enriched and fructified.

Inaugural Meeting of the UNESCO National Commission of the FRG, March 1952

Theodor Heuss

President of the Federal Republic of Germany from 1949 to 1959

If it is true that, historically speaking, the word is mightier than the sword, then the purposes and mission of UNESCO can only be to restore the things of the spirit to their rightful role and effectiveness.

Inauguration of the work of the UNESCO National Commission of the FRG, March 1952

Lionel Elvin (United Kingdom)

Director of the Department of Education, UNESCO, from 1950 to 1956

It is no use seeing what is necessary unless we make a real adaptation in our behaviour. And it is because this is essentially a matter of education that UNESCO was founded.

The UNESCO Courier, May 1953

René Maheu (France)

Director-General of UNESCO from 1962 to 1974

The practice of holding regional conferences of Ministers of Education has become established in Africa, Asia, Latin America and the Arab States. In Europe, while the aim may be appreciably different, such meetings are not unnecessary. Far from it...

Opening Address to MINEUROPE I, Vienna, November 1967

1970

Conference of Ministers of European Member States responsible for Science Policy (MINESPOL I), UNESCO, Paris

1972

Creation of the European Centre for Higher Education (CEPES), Bucharest

1977

Intergovernmental Conference on Environmental Education, Tbilisi, Georgia

1978

CODIESEE (Co-operation in Research and Development for Educational Innovation in South-East Europe) network launched

1979

Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education

1980

There are **thirty-seven Member States** in the Europe region within UNESCO, including Canada, the United States and Israel

as executing agency for technical co-operation projects financed by the United Nations in Southern Europe. Between 1955 and 1959 around 100 Yugoslavian UNESCO fellowship-holders studied education systems in Europe and America. The Middle-Eastern Technical University in Turkey, together with the Maltese Polytechnic Institute, was to be one of the first projects to benefit from a Special Fund allocation in 1959.⁽¹²⁾ In the 1970s, UNESCO was to implement a number of operational projects, such as the National Centre for Educational Technology (OOK) in Hungary, the Higher Polytechnic Institute (SELATE) in Greece, national centres for educational development, such as the CENIDE in Spain, and research centres on the educational applications of information technology (Bulgaria).

HIGHER EDUCATION IN EUROPE

Because of their economic development the countries of Europe are the first to be faced with the need to raise the level of training of their citizens in response to scientific and technical progress, and the resultant transformation of socio-economic structures. In the 1960s, the demand for education increased constantly, and higher education enrolment figures doubled, the democratization of this level of teaching becoming both a governmental issue and an ethical

1948 THE UTRECHT CONGRESS

'The first proud duty of a university is to be the guardian and trustee of the great intellectual and cultural heritage of mankind. [...] To the inheritance we have received we also must add our humble portion. And this we can no longer do in cloistered isolation. [...] It falls to us to strive for cultural continuity in a world of rapid change'.

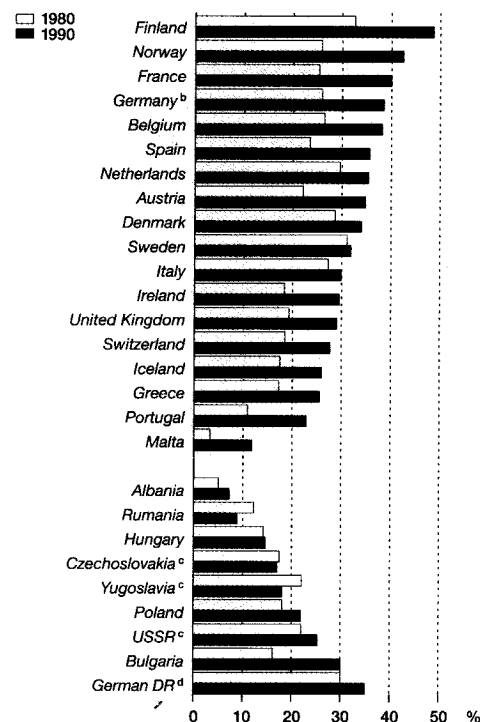
Last month, Mr Ifor L. Evans, Vice-Chancellor of the University of Wales, spoke these words and voiced the feeling of nearly two hundred university leaders from thirty-two countries who gathered together at Utrecht, Netherlands, from August 2-13 to discuss the common problems of universities all over the world.

The conference, called by UNESCO in collaboration with the Netherlands Government, studied a wide range of pressing problems in the field of higher education ranging from new demands or increased enrolment and methods of selecting students to questions of finance and the role of the university in international understanding.

The UNESCO Courier, September 1948.

(12) In 1956, the Organization also helped in the education of Hungarian refugees in Austria and the reconstruction of schools in Budapest.

HIGHER EDUCATION GROSS ENROLMENT RATIOS^a



a. European Countries for which data are available.

b. Federal Republic of Germany prior to reunification.

c. Before the country's division into several states.

d. Before reunification.

World Education Report, 1993.

UNESCO IN EUROPE AND NORTH AMERICA

(13) CEPES publishes a quarterly review *Higher Education in Europe* (English, French, Russian).

(14) In particular, the Standing Conference on University Problems (Council of Europe), the ERASMUS and COMETT programmes (European Communities), the Standing Conference of Rectors, Presidents and Vice-Chancellors of European Universities (CRE), meetings of ministers of higher education of CMEA.

(15) UNESCO Social Science Institute in Cologne (1951-1960) had the same objective.

(16) See page 70 et seq.

(17) Between 1981 and 1988, with the assistance of UNESCO, each participating National Commission co-ordinated studies on one of ten themes: careers guidance, use of the media and information technology, participation of civil society in educational planning, cognitive development, etc.

(18) Bulgaria, Greece, Hungary, Rumania, Turkey and Yugoslavia were founder members, later joined by Italy, Malta, Spain and Portugal.

requirement. Two conferences of ministers of education of the Europe Region, in Vienna in 1967 and in Bucharest in 1973, strengthened regional co-operation in this domain, which took on a more tangible form in 1972 with the creation in Bucharest of the European Centre for Higher Education (CEPES).

CEPES was to serve as an information forum⁽¹³⁾ and as the focal point for co-operation in higher education in Europe. It participates in activities organized by different sub-regional organizations.⁽¹⁴⁾ In 1979 the Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education was adopted. CEPES plays a leading role in thematic networks on a variety of specific questions, such as the Inter-University Co-operation Network for staff development in higher education launched in Utrecht (The Netherlands) in 1986. Since 1992, more than twenty other inter-university networks have been created within the framework of UNITWIN, and nearly fifty UNESCO Chairs established, especially for the study of human rights.⁽¹⁵⁾ In 1993, at the initiative of CEPES, a European Group for Academic Assessment (EGAA) was created.

RESEARCH AND INNOVATION

From the end of the 1970s, following the Helsinki Accord and the Conference on Security and Co-operation in Europe (CSCE), several programmes were to be dedicated to educational reform in Europe, in particular the series of All-European Conferences of Directors of Educational Research Institutes organized by UIE and the Council of Europe,⁽¹⁶⁾ the programme of joint studies in education of European National Commissions⁽¹⁷⁾ and CODIESEE (Co-operation in Research and Development for Educational Innovation in South-East Europe). The latter was established in 1978 as one of the five networks of educational innovation for development. CODIESEE is a sub-regional network which initially linked research centres from six Southern and Eastern-European countries. Four more countries joined in 1985.⁽¹⁸⁾

SAVE THE ENVIRONMENT IN EUROPE

through pilot projects implemented within the framework of UNESCO's 'Associated Schools' Project. Pupils, students and teachers from countries neighbouring on one another become aware of ecological problems and learn to better understand the rich cultural heritage they share.

- The Baltic Sea Project
- The Blue Danube River Project
- The North Sea Project
- The South Eastern Mediterranean Project, etc.



Franz Jonas

President of the Republic of Austria from 1965 to 1974

The fact that the subject of the first conference of the Ministers of Education of all European Member States of UNESCO is 'Access to higher education' is both satisfactory and typical of the situation prevailing in industrialized Europe. While it was possible in the past to acquire a universal knowledge, the tendency nowadays is towards a comprehensive mastery of a limited field.

Address to MINEUROPE I, Vienna, 1967

Ulf Sundqvist

Minister of Education of Finland from 1972 to 1975

UNESCO has a special task in developing mutual understanding, peace and international co-operation. Therefore the efforts to strengthen the activities in the framework of UNESCO on an all-European level should be strongly supported.

Address to MINEUROPE II, Bucharest, 1973

N. F. Krasnov

First Deputy Minister of Higher Education and Specialized Secondary Education of USSR

On returning to our respective countries we shall tell others about the Conference, about the problems it considered and about the spirit of co-operation and mutual respect which prevailed here. But we shall not be content with words alone; we shall also take practical steps to solve these problems and put the recommendations of our Conference into effect.

Address to MINEUROPE II, Bucharest, 1973

1981

World Conference on Actions and Strategies for Education, Prevention and Integration, Torremolinos, Spain

1981-1988

UNESCO National Commissions' joint study programme

1990

The UNESCO 'Children of Chernobyl' Project launched

1991

Regional Consultation Meeting on Co-operation for Reinforcing and Developing Education in Europe, Paris

CORDEE launched

1992

Implementing the Programme for Central and Eastern European Development (PROCEED)

International Conference on Academic Freedoms and University Autonomy, organized by CEPES in Sinaia, Romania

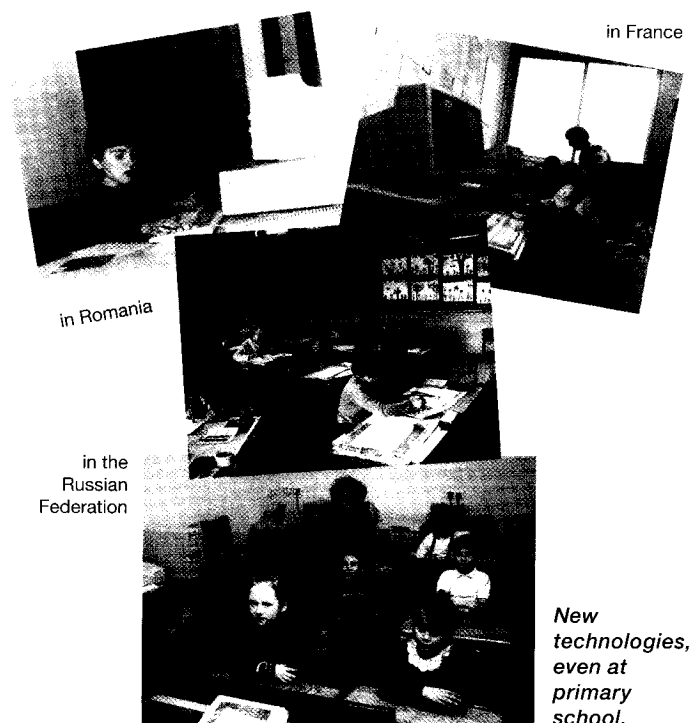
CODIESEE implements studies conducted by its twenty-four member research institutes. The programme, agreed upon by common accord, addresses the role of research and development in innovation.⁽¹⁹⁾ In addition to its publications, CODIESEE also organizes study tours for researchers from national institutes.

Noting the changes having taken place in Europe since 1989, a new initiative – CORDEE (Co-operation for Reinforcing the Development of Education in Europe) – was launched in 1991. CORDEE offers European Institutes of Education, especially those in Central and Eastern Europe, a harmonious framework for action, particularly in respect of the development of civic education.⁽²⁰⁾ The Institute of Educational Sciences in Bucharest publishes a CORDEE newsletter.

CONSOLIDATE DEMOCRACY: ACTION TO AID COUNTRIES IN TRANSITION

In the 1990s, as at the end of the 1940s, UNESCO is committed to the reconstruction and consolidation of peace and democracy in Europe. An interdisciplinary Programme for Central and Eastern European Development (PROCEED), launched in 1992, focuses on adapting UNESCO's activities to situations specific to newly independent countries and to countries in transition in the region.⁽²¹⁾ Efforts are directed towards restoring and consolidating democracy and the respect of human rights. In education, emphasis is placed on the evaluation and reconstruction of educational systems, the reform of higher education and teacher training, and technical and vocational training,⁽²²⁾ as well as on the modernization of curricula and teaching methods. In co-operation with the United Nations (UNPROFOR), UNESCO assists in the education of refugees in the former Yugoslavian countries.

LEARNING THROUGH GAMES ... AND NEW TECHNOLOGIES



(19) Four main themes were retained: exchange of information on innovations, lifelong education, education and work, and new technologies.

(20) In 1995, the theme of a meeting of CORDEE in Vienna was civic education in Central and Eastern Europe.

(21) A section of the *World Education Report*, 1993 is devoted to the situation in countries in transition in Eastern Europe and the former Soviet Union.

(22) In 1995, within the framework of UNEVOC, a seminar was organized in Toulouse (France) on technical education and vocational training in countries in a state of transition.

UNESCO IN EUROPE AND NORTH AMERICA



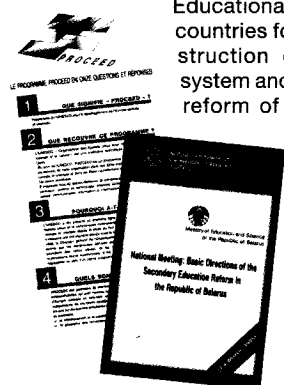
The International Conference on Academic Freedom and University Autonomy organized by CEPES in Sinaia, Romania (1992) urged UNESCO to prepare an international instrument for the protection and promotion of these values.

PROCEED

Programme for Central and Eastern European Development

PROCEED is an interdisciplinary programme coordinating UNESCO's activities in Central and Eastern Europe and in the newly independent states of the former Soviet Union. Launched in 1992, the programme covers all UNESCO's main fields of competence. PROCEED's coordination efforts focus on the priority needs of the region and its sub-regions, in particular the re-establishment and consolidation of democracy; pluralism in beliefs, attitudes, and institutions; the expression of identity and the protection of minorities and human rights; and human resources development.

Educational activities in given countries focus on the reconstruction of the education system and policy advice, the reform of higher education and teacher-training, secondary technical and vocational education, the renewal of curricula and teaching methods, and education for specific target groups.



UNESCO-CHERNOBYL PROGRAMME

Main activities in education

The UNESCO-Chernobyl programme was launched to mitigate the consequences of the Chernobyl accident which occurred in 1986. It combines activities to meet the priority curative, and long-term economic and social development needs of the concerned Member States.

The programme has procured approximately \$6 million worth of extra-budgetary funds and donated goods and services, and is undertaking currently more than twenty-five development co-operation projects in Belarus, the Russian Federation and Ukraine, with the participation of public and private entities and individuals – many of them volunteers – from more than fifteen countries.

Major activities include the training of six teacher trainers in the specialized languages of such disciplines as ecology and radio-biology; the supply of educational equipment for schools built to receive children displaced by the accident, and of special equipment to research institutions and clinics (the latter in co-operation with Canada and the European Union); the developing of teaching material in co-operation with an eleven-country UNESCO Associated Schools Project network on 'Energy, development and the environment'; the opening of nine psychological rehabilitation community centres (\$1.2 million), and the training of 140 teachers in the counselling of child victims.



Providing materials for education and sport to the Gomel Orphanage (UNESCO-Chernobyl programme).

Ingrid Eide

Sociologist, former Deputy Minister of Education of Norway

New learning contexts are being created or rediscovered, with the traditional school, though dominant, as only one of many possible forms. [...] The fact that learning takes place in all areas, and that they are actually interdependent and interact, has been frequently overlooked.

'Thoughts on the democratization of education in Europe', *Prospects*, Vol. XII, No. 1, 1982

Torsten Husén (Sweden)

Chairman of the Governing Board of IIEP from 1970 to 1980

Over the next couple of decades, when the formal educational system can be expected to operate under the auspices of austerity [...] a more realistic frame of mind would be called for with regard to expectations about what education can achieve. More realism is also called for in looking at education as an equalizer of life-changes and in expecting it to be a panacea for problems essentially social and economic by nature.

Present Trends in Education, *Prospects*, Vol. XII, No. 1, 1982

Christoffer Taxell

Minister of Education of Finland from 1987 to 1990. President of MINEUROPE IV

There was a new concentration on the environment [...] all discussion concerning the environment was eventually dominated by a merging of the humanistic and technological aspects of education.

Speech to MINEUROPE IV, Paris, September 1988

■ **Since 1993**

Aid and rehabilitation programmes in former Yugoslavia

■ **1994**

- 'Save the Baltic' project launched
- World Conference on Special Needs Education, Salamanca, Spain

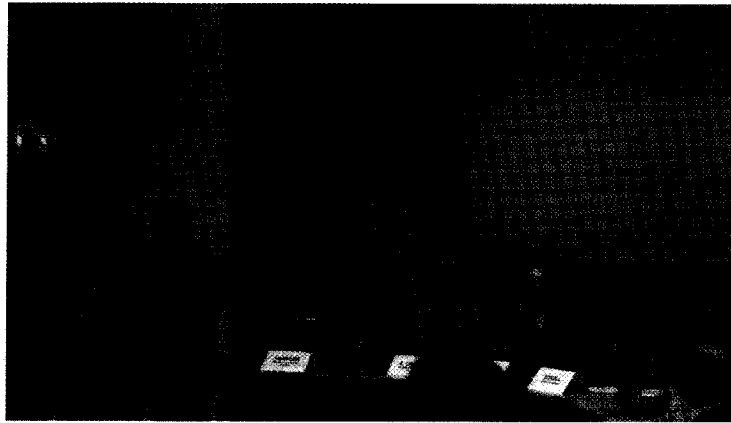
■ **1995**

European Conference on Curriculum Development: Civic education in Central and Eastern Europe, Vienna

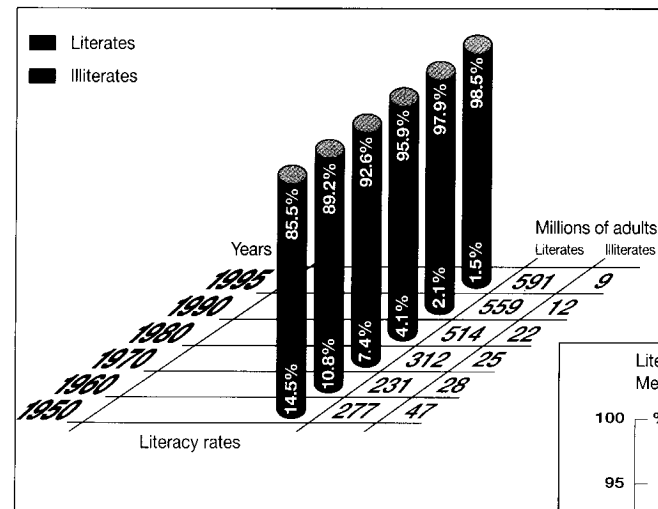
■ **1997**

There are **fifty Member States** in the Europe region within UNESCO

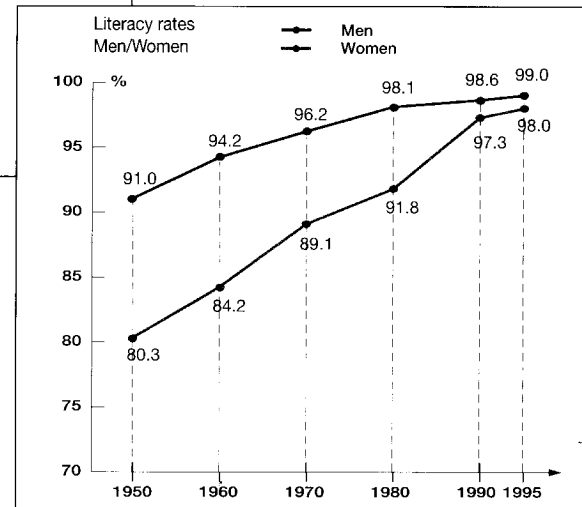
Conference on Curriculum Development: Civic Education in Central and Eastern Europe, Vienna, 1995.



Speech by Elisabeth Gehrler, Minister of Education and Cultural Affairs, Austria.



LITERACY IN EUROPE



UNESCO IN EUROPE AND NORTH AMERICA

CO-OPERATION FOR DEVELOPMENT

| Countries concerned | International financing ^(*) | Education projects | |
|---------------------|----------------------------------------|--------------------|----------|
| | | Terminated | On-going |
| 22 | 18 | 118 | 19 |

1946-1996

() Cumulative, in millions of current dollars (not re-evaluated) utilized for the implementation of projects involving UNESCO.*

OPERATIONAL ACTIVITIES IN EUROPE

UNESCO's operational activities, which are the most spectacular aspect of the Organization's work and which at present absorb the greater part of its available resources, are mainly carried out in the developing countries outside Europe. [...]

But, apart from the fact that operational activities are far from being the whole of UNESCO's work, which first manifests itself in intellectual co-operation and then culminates in moral action, UNESCO's mission is, essentially, to bring Member States, all Member States, to an appreciation of universal values, so that they can rise above the distinction between those who give and those who receive, by participating in a common enterprise involving the whole of mankind.

Opening address by René Maheu, Director-General of UNESCO, to the first Conference of Ministers of Education of European Member States (MINEDEUROPE I), Vienna, November 1967.

A few projects

- Greece: Training technical teachers for industrial schools, Athens.
- Turkey: Engineering faculty at the Middle-Eastern Technical University, Ankara
- Spain: National Centre for Educational Development (CENIDE)
- Hungary: National Centre for Educational Technology (OOK)

TO KNOW MORE (see also CD-ROM, Vol. I)

- *Prospects and Tasks of Educational Development in Europe at the Dawn of a New Millennium*. Fourth Conference of Ministers of Education of Member States of the Europe Region, Paris, 21-27 September 1988. (English, French)
- *A New Meaning for Education: Looking at the Europe Region*. Paris, UNESCO, 1990. (Educational studies and documents, New Series, 58). (English, French)
- *The Open Door: Pan-European Academic Co-operation: An Analysis and a Proposal*. Denis Kallen and Guy Neave. Bucharest, UNESCO/CEPES, 1991. (English, French)
- *Pluralistic Education in Western Europe on the Threshold of 1993*. Egle Becchi, *Prospects*, Vol. XXII, No. 2. Paris, UNESCO, 1992. (Arabic, English, French, Spanish)
- *Curriculum Development : Civic Education in Central and Eastern Europe*. European conference, Vienna, 12-14 October 1995. *Final report*. Vienna, UNESCO/Austrian Ministry of Education and Cultural Affairs, 1996. (English)
- *Reinforcing Partnerships and Co-operation for the Development of Education in Europe*. *UNESCO's Educational Activities in the Europe Region, 1994 - 1997*. Paris, UNESCO, 1997. (English, French, Russian)

Gerard Hinteregger (Germany)

Executive Secretary of the United Nations
Economic Commission for Europe

Ours is an era of rapid technological change and development, and there is perhaps no better example of this than the new information and telecommunication technologies.

Address to MINEDEUROPE IV,
Paris, September 1988

Colin N. Power (Australia)

Assistant Director-General for Education,
UNESCO, since 1989

In many respects the dramatic changes underway in their education systems are not unlike the changes and the challenges which faced Europe as a whole in 1946. The process going on in education raises some fundamental questions which are important for all European countries, East and West, North and South.

Opening Address to the Regional Consultation
Meeting on Co-operation for Reinforcing the
Development of Education in Europe,
Paris, February 1991

Elisabeth Gehr

Minister of Education and Cultural Affairs of
Austria since 1995

Civic education is a condition both for the personal development of the individual and for the development of society as a whole. In our understanding, civic education needs to communicate values such as human rights, democracy, liberty, equality, equity, and peace. Civic education refers to the understanding of political, cultural and economic life. At the same time it aims to encourage individual social responsibility.

Opening Address to the European Conference on
Curriculum Development: Civic Education in Central
and Eastern Europe, Vienna, October 1995

TOWARDS LIFELONG EDUCATION FOR ALL

- Basic education, the foundation of lifelong education, *118*

Literacy, *120*

Enrolment and alternative solutions, *130*

- Adult education, *138*

- Education of girls and women, *146*

- Special needs education, *152*

- Teachers, *158*

- Higher education and societal development, *166*

BASIC EDUCATION, THE FOUNDATION OF LIFELONG EDUCATION

The founding fathers of UNESCO wished to impart 'a fresh impulse to popular education and the spread of culture' (Article I of the Constitution). In the working document prepared for the first session of the General Conference, Julian Huxley denounced as scandalous the existence of masses of human beings lacking the most basic elements necessary to participate in the modern world.

From that moment on, UNESCO committed itself to a whole range of activities to provide primary education for everyone, both through the schooling of children and by means of literacy education for young people and adults. During the early years fundamental education was one of the cornerstones of UNESCO's education policies. In 1946, the fundamental education programme was presented as an action of construction – the counterpart to reconstruction activities – for countries in Asia, in South America and in Africa where the majority of the population was still functionally illiterate. Fundamental education fell within a global approach: learning to read and write should lead to raised living standards, to stimulating citizenship and to more active participation in community life.

In 1958, fundamental education activities were, under the aegis of the United Nations, encompassed within a programme of concerted action for community development common to several agencies. The fight against illiteracy was from that moment on pursued by UNESCO, both within the framework of adult education, and within that of the goal of universal primary education for all. In 1990, the notion of basic (or fundamental)

FUNDAMENTAL EDUCATION... IN 1950

'1,000 MILLION ILLITERATES: MORE THAN HALF THE ADULTS OF THE WORLD!'

This means that one thousand million men and women can neither read nor write. More than half the people of the world are also desperately poor. Their earnings are so low that their daily diet is barely enough to keep them alive. In the countries of Asia and Africa, where illiteracy is most prevalent, a child at birth can expect to live no more than thirty years, while in the countries of Western Europe, where a high proportion of the people are able to read and write, a child can expect to live 55 or more years. Illiteracy is part of a tragic circle of underproduction, malnutrition and endemic disease.

The circle cannot be broken by an attack on only one of these elements. It is useless to concentrate on improving health if inefficient farming methods and soil erosion are left unchecked and entire populations remain undernourished. It is equally useless to teach people to read and write unless they have an incentive to learn and use this knowledge. The only satisfactory incentive is an improvement in their daily lives. Nor can agricultural production be raised if disease and ignorance keep the people who work the land in a condition of physical and mental inertia.

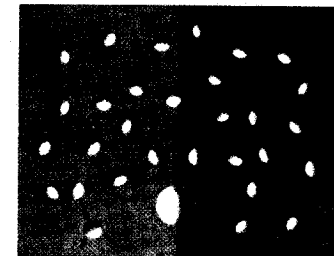
These problems are too complex for traditional schoolroom methods used to teach children. They are problems affecting all sections of the population – children and adults, women as well as men – and they demand a much broader approach by the educator. During recent years, many people have taken such an approach in the world's underdeveloped regions. They have called their work by various names, such as 'mass education', 'basic education', 'cultural missions' and 'community development'. UNESCO which, since its foundation, has considered these problems to be its major challenge, uses the term 'fundamental education'. The main purpose of fundamental education is to help people to understand their immediate problems and to give them the skills to solve them through their own efforts. It is an emergency solution designed to help masses of illiterate adults and children in countries whose educational facilities have been inadequate. It is an attempt to salvage a generation by giving it the minimum of education needed to improve its way of life, its health, its productivity and its social, economic and political organization.

Objective No. 1: to train 5,000 specialists

Until 1950, UNESCO's fundamental education work, because of a limited budget, was experimental. The experiments, however, repeatedly produced the same conclusions, no matter where they were conducted. Fundamental education cannot help to achieve tangible results without men and materials; that is, without qualified workers and effective educational materials specifically designed for its task.

UNESCO has now put forward a plan to aid its Member States by helping to train fundamental education workers and by developing samples of the teaching materials they need. This plan is intended to operate as a twelve-year programme in which a world network of six production and training centres will be established in five regions – Latin America, Equatorial Africa, the Middle East, India and the Far East (where two centres will be set up).

Adapted from *The UNESCO Courier*, June 1951.



Chain reaction for peace. One of the novel features of UNESCO's world campaign against ignorance has been called 'training by chain reaction'. Specialists trained at six UNESCO fundamental education centres will return home to establish national and then local training centres, thus greatly multiplying the number of qualified personnel needed for this urgent drive against illiteracy and low living standards.

education was to be taken up again, and further enhanced, within the context of lifelong learning in the World Declaration on Education for All, where Article I declares that 'Basic education is more than an end in itself. It is the foundation for lifelong learning and human development on which countries may build, systematically, further levels and types of education and training.'

With a view to equity and democratization, the education of young people deprived of schooling, literacy education and basic adult education in a non-formal context on the one hand, and the gradual generalization of free and compulsory primary education on the other, constitute strategies for the Organization which, according to time and place, have sometimes been followed independently, sometimes explicitly articulated and co-ordinated in national and regional education plans.

Today, UNESCO's Medium-Term Strategy 1996-2001 gives absolute priority to basic education for all – children, adolescents and adults, girls and boys, men and women. After the Jomtien Conference, which proposed an 'expanded vision', basic education is an integrated system with the following four main constituent principles:

- i) the education of young children;*
- ii) primary schooling and supplementary alternative programmes for those without access to it;*
- iii) literacy education for young people and adults and their familiarization with the know-how of daily life;*
- iv) educating the general public through systematic recourse to all channels of information, particularly targeting the disadvantaged.*

The report of the Delors Commission, Learning: the Treasure Within considers basic education as a passport to life; the Independent Commission for Population and Quality of Life in its report Caring for the Future also published in 1996, recommends that the years 2001-2010 be proclaimed Universal Basic Education Decade. Basic education, whose origins lie in reflection which UNESCO instigated, is, thus, the starting point of a process of acquisition of knowledge which will last a lifetime.

1990

WORLD CONFERENCE ON EDUCATION FOR ALL

More than 100 million children, including at least 60 million girls, have no access to primary schooling, and more than 100 million adults fail to complete basic education; around a billion adults, two-thirds of whom are women, were still illiterate in 1990. The international community has reacted in a salutary manner to this dramatic situation.

The World Conference on Education for All has given fresh momentum to basic education. UNESCO, UNICEF, UNDP and the World Bank jointly organized this Conference, which was hosted by the Royal Government of Thailand and co-sponsored by eighteen other governments and organizations at Jomtien, Thailand in March 1990.

After a week of deliberations, prepared by a vast process of regional consultations, delegations from 155 countries and very many international governmental and non-governmental organizations adopted a *World Declaration on Education for All* and approved a *Framework for Action to Meet Basic Learning Needs*.

These two documents, which represent an expression of world consensus, reflect an expanded vision of basic education and a renewed commitment to provide a satisfactory response to the basic educational needs of all – children, young and adults, men and women, all over the world.



The representative of the host country with the heads of the Agencies that organized the Conference.

MEETING BASIC LEARNING NEEDS OF YOUTH AND ADULTS

■ 1946

Creation of the Fundamental Education Committee whose report, *Fundamental Education: Common Ground for All Peoples*, was published the following year

■ 1947

Regional conferences on fundamental education at Nankin (China) and Mexico City (just before the Second Session of the General Conference of UNESCO)

■ 1948

Formulation of an action programme for fundamental education

■ 1949

- International Conference on Adult Education, Elsinore, Denmark
- Pilot projects launched
- Regional seminars on literacy education and adult education in Brazil and in India, at Mysore

In fifty years, literacy education has undergone a rapid expansion which has coincided with demographic growth rates without, however, being able to catch up with them. For example, in 1950 two out of three males and one out of four females were literate and in 1995 the rate was eight men and seven women out of ten. Nevertheless, even if the estimated literate population has increased from 700 million in 1950 to 3 billion today, there remain 1 billion adolescents and adults worldwide who cannot read and write. Graphs presented in the section 'Education and Society' highlight the considerable efforts of Member States in this domain and the progress they have made. The same statistical data, whilst not repeated here, are nevertheless useful as a backdrop in this respect, bearing in mind the evolution since 1950 of the conventions, standards and procedures that have enabled their collection.

A CONTINUOUS EFFORT TO SENSITIZE AND MOBILIZE PUBLIC OPINION AND GOVERNMENTS

The problem of illiteracy has been of concern to UNESCO since its creation and, even if it was evident that the long-term solution was the rapid extension of primary education, the Secretariat could not simply disregard the adult population – the 'prisoners of ignorance'. The lack of resources is the main obstacle to the eradication of adult illiteracy: an adult needs about two years and 500 hours of training to learn how to read and write, and drop-out is frequent. Afterwards, once literacy has been achieved, an adult needs an environment which is favourable to maintaining what has been learned. If for several decades the international community has advocated the eradication of illiteracy, for many countries it has been difficult to translate general goodwill into political will and to release the necessary credits. The Organization's action, never interrupted, has consisted of promoting and supporting national efforts in a variety of ways.

Projects, often on a small-scale, have been carried out within the framework of the fundamental education programme approved by the First Session of UNESCO's General Conference. Then, with the accession to independence of many countries and in the context of the first development decade, the World Conference of Ministers of Education on the Eradication of Illiteracy (Tehran, 1965) marked the passage from a strategy involving large-scale campaigns for universal literacy to that of selected functional literacy projects directly linked to economic and social development, with the Experimental World Literacy Programme (EWLP) (1967-1973). During the 1970s and 1980s, the Organization continued to support literacy activities in its Member States through its regional programmes. The 1990 Jomtien Conference gave fresh momentum to the commitment of the international community to achieve the objective of basic education for all as set out in UNESCO's Medium-Term Strategy for 1996-2001, and in which literacy education for young people and adults, and the generalization of primary education are of prime importance.

FUNDAMENTAL EDUCATION

Before 1945 the very idea of literacy was far from the immediate concerns of governments and educators.⁽¹⁾ 'I lectured for years on education, but cannot recall having made, before 1945, a single reference to the fact that half the world was illiterate. I doubt if I even knew,' wrote Beeby, the second Assistant Director-General for Education.⁽²⁾ Measuring the size of the issue, and as part of the work of the Preparatory Commission for UNESCO in 1946, the nascent organization requested a Special Committee⁽³⁾ to study in depth the new concept of fundamental education. The report of this Committee published in 1947 under the title of *Fundamental Education: Common Ground for All Peoples* stated that 'Fundamental education is ideally a part of democracy and must be education of the people, by the people'. The relation to democratization and an appeal for participation are clearly expressed in this report which was in some cases the mirror, in others the precursor, of the theses of the leading ideologists of the Third World, Gandhi, Paulo Freire and Nyerere.

Fundamental education encompassed not only the three R's, but also the introduction to such basic knowledge as was required for the purpose of economic and social development. It was conceived as 'that kind of minimum and general education which aims to help children and adults who do not have the advantages of formal education, to understand the problems of their immediate environment and their rights and duties as citizens and individuals, and to participate more effectively in the economic and social progress of their community'.⁽⁴⁾

(1) With some exceptions however. A mass adult literacy campaign was launched by Lenin in 1919. In memory of this, in 1969 the USSR created the Krupskaya Literacy Prize. In 1944, when Jaime Torres Bodet was Minister of Education in Mexico, he declared 'war on ignorance'.

(2) C. E. Beeby, *The Quality of Education in Developing Countries*, Cambridge, Mass. Harvard University Press, 1966.

(3) The Special Committee on fundamental education comprised researchers and personalities such as the anthropologist Margaret Mead, Jaime Torres Bodet, Frank Laubach, author of a method used in the Philippines whereby each learner taught another learner (each one, teach one) and Joseph Lauwerens, co-author with Margaret Read of a report *Mass Education in African Society* for the British Colonial Office in 1944. This Committee launched the first world survey on illiteracy and literacy education.

(4) *A Definition of Fundamental Education*, UNESCO/ED/94, 1951.

POSTERS TO PROMOTE ADULT LITERACY EDUCATION



Julian Huxley (United Kingdom)
Executive Secretary of the Preparatory Commission of UNESCO in July 1946, first Director-General of UNESCO from 1946 to 1948

First, the attack on illiteracy. This demands a high priority in view of our general principle that the lightning of the 'dark zones' of the world must claim a major share of our efforts in all fields.

Fifth session of the 1946 Preparatory Commission, *Fundamental Education: Common Ground for All Peoples*, 1947

Kuo Yu-Shou (China)
First Director for Education, UNESCO, from 1946 to 1948

One might speak [...] of 'illiteracy', 'mass education', 'basic education', or 'popular education'. One should, however, think not only of an attempt to liquidate adult illiteracy, but also of the problem of providing elementary education for all the young people of all the world. [...] The phrase 'fundamental education' at least has the merit of indicating an 'education on to which more could be built'.

Fundamental Education: Common Ground for All Peoples, UNESCO, 1947

Jaime Torres Bodet (Mexico)
Director-General of UNESCO from 1948 to 1952

To confine our part to fundamental education alone would be a mistake which we should soon regret. Campaigns against illiteracy are never more successful than when they appeal to the illiterate as the first stage in a progression whose final end is not so much learning to read as securing the means to improve the material circumstances of their lives.

Address to the Economic Committee of ECOSOC, Geneva, August 1949

1951-1952

Regional rural fundamental education centres opened: CREFAL in Mexico (1951) and ASFEC in Egypt (1952)

1960

Second World Conference on Adult Education (Montreal, Canada) proposes to launch a massive campaign for the eradication of illiteracy

1962

Adoption by the General Conference of UNESCO of the principle of a universal literacy campaign

1963

Creation of an International Committee of Experts on Literacy (1963-1966) and then the International Consultative Committee for Illiteracy (1966-1974)

In keeping with these initial policy guidelines, UNESCO sought to sensitize and mobilize public opinion, voluntary associations and the organs of government. Regional meetings were held in 1949 to study needs and define objectives for fundamental education activities in Asia and Latin America, and pilot projects⁽⁵⁾ were launched in co-operation with sister agencies – WHO, ILO and FAO – in China, Haiti, Tanganyika and Peru. In addition, the Organization proposed to governments that some of their projects in this field become 'associated projects'. Information exchange, especially by means of articles and the *Bulletin of Fundamental Education*,⁽⁶⁾ was a driving force in this field.

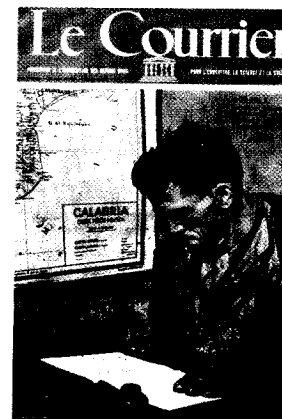
Direct literacy activities as such, constituted only a part of fundamental education projects, which as of 1958 were integrated with community development projects. Action in the literacy field had several main thrusts: seeking the most efficient methods to teach reading and writing in the mother tongue and designing appropriate materials, in particular producing reading materials in indigenous languages,⁽⁷⁾ the use of audio-visual materials,⁽⁸⁾ and the training of specialists. To this end, two regional teacher-training centres were set up, in co-operation with sister agencies, in Patzcuaro (Mexico) for Latin America (CREFAL) and Sirs-EI-Layyan (Egypt) for the Arab States (ASFEC).

1952 ITALY FIGHTS THE BATTLE AGAINST ILLITERACY

With the end of the last war, the Italian Government undertook an extensive campaign against illiteracy in southern Italy. Since 1947, when a special law was passed, the Ministry of Public Education has set up 11,000 public courses which have been attended by some 300,000 adults and young people. This government action was paralleled by the creation of a series of private institutions, one of the most outstanding of which is the National League for the Struggle against Illiteracy (UNLA).

The work of the League against illiteracy has awakened great interest. It has obtained the moral and financial support of numerous national and international organizations. Recently, UNESCO decided to include the National League for the Struggle against Illiteracy among its Associated projects in fundamental education, and will provide information to guide it in its work. Reciprocally, the League will inform UNESCO regularly of its progress and accomplishments. An international expert from UNESCO is now in Calabria helping to organize specific methods of dealing with students' questions and classroom discussions.

From *The UNESCO Courier*, March 1952.



Two short documentary films, *Non Basta Soltanto l'Alfabeto* and *Cristo non si è Fermato a Eboli* which, in 1959, won the First Prize at the Venice Film Festival, show these efforts.

In 1969, UNLA (*Unione Nazionale per la Lotta contra l'Analfabetismo*) published *Storia di un'idea*, recording their activities from 1947 to 1957 in text, photographs and still shots from the two films. The text was written by Anna Lorenzetto, Vice-President for many years of the International Committee for the Development of Adult Education.

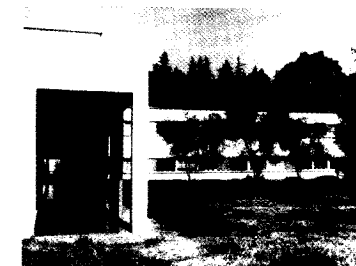


Roggiano Gravina, Calabria.

(5) Julian Huxley advocated a scientific approach: the projects were contrasted in objectives and approach and were evaluated. In Haiti, the Marbial Valley with about 40,000 inhabitants was a totally isolated area, suffering the effects of ignorance, poverty and famine. The Swiss anthropologist Alfred Métraux collaborated in the preparation of a community development project in which several United Nations agencies co-operated.

The UNESCO Centre's action included the opening of a primary school, a dispensary and an experimental farm. Open-air classes for adults were organized in twenty locations. In China, at Nankin and then at Szechuan, the health education campaign is still famous for its use of film strips drawn directly on the cellulose. (Cf. *The Healthy Village*, UNESCO, 1952).

(6) Which later became the *Quarterly Bulletin of Fundamental Education and Adult Education*, then the *Quarterly Adult Education Bulletin*. One of the most successful monographs was *Methods of Teaching Adults to Read and Write*, UNESCO, 1956.



CREFAL, Patzcuaro, Mexico, 1962.

(7) The language problem and the choice of language has always been crucial for literacy education. The latest work to date: A. Ouane, *Vers une culture multilingue de l'éducation*, UIE, 1995. (In French)

(8) Chiefly the use of audiovisual aids (Messina training course on the use of audiovisual methods, 1953), use of cinema and radio (*Cinema and Radio Vans for Basic Education*, UNESCO, 1949), etc.

1950s LITERACY IN THE WORLD

Continuity in perceiving the challenge, evolution of estimates since...

Is world illiteracy on the increase?

The World Census of Population which is to be taken around 1960 should help to answer one of the vitally important questions of our time: Is the world's illiterate population increasing, in spite of the remarkable progress made in many countries towards the goal of universal primary education? The number of adult illiterates (people over 15 years of age who cannot both read and write in any language) in the world around 1950 has been estimated at about 700 million – slightly over two-fifths of the world's population at that age level. This figure is based on an analysis of recent census results from 75 countries, supplemented by estimates for the other countries, using outdated or incomplete census data, school enrolment figures and other relevant information obtained by UNESCO. Detailed results of this study, including methods of defining and counting illiterates and analyses of data for some 65 individual countries are presented in a new UNESCO publication: *World Illiteracy at Mid-Century*.



Lionel Elvin
(United Kingdom)
Director of the Department of Education, UNESCO, from 1950 to 1956

A community that makes a total effort towards its development, relating what this generation does to what the coming generation is learning to do, will be both more prosperous and more happily coherent than one that divides the home and the village unnaturally from the school. [...] Fundamental education must be run not only as part of one larger, whole, community development, but also of another larger whole of education.

Quarterly Bulletin of Fundamental Education and Adult Education, UNESCO, Vol. IX, No. 2, 1957

Estimated extent of illiteracy in the world (around 1950), by continents and regions:

| Continent and region | Population | | Adults illiteracy | |
|-------------------------------------|-----------------------------|--------------------------------|------------------------|----------------------------------|
| | Total (all ages) (millions) | Adults (15 years old and over) | Extent of illiteracy % | Number of illiterates (millions) |
| AFRICA | 198 | 120 | 80-85 | 98-104 |
| Northern Africa | 65 | 40 | 85-90 | 34-36 |
| Tropical and Southern Africa | 134 | 80 | 80-85 | 64-68 |
| AMERICA | 330 | 223 | 20-21 | 45-47 |
| Northern America | 168 | 126 | 3-4 | 4-5 |
| Middle America | 51 | 30 | 40-42 | 12-13 |
| South America | 111 | 67 | 42-44 | 28-29 |
| ASIA | 1376 | 830 | 60-65 | 510-540 |
| South West Asia | 62 | 37 | 75-80 | 28-30 |
| South Central Asia | 466 | 287 | 80-85 | 230-240 |
| South East Asia | 171 | 102 | 65-70 | 68-72 |
| East Asia | 677 | 404 | 45-50 | 180-200 |
| EUROPE (inc. U.S.S.R.) | 579 | 405 | 7-9 | 28-36 |
| Northern and Western Europe | 133 | 102 | 1-2 | 1-2 |
| Central Europe | 128 | 96 | 2-3 | 2-3 |
| Southern Europe | 131 | 95 | 20-21 | 19-20 |
| OCEANIA | 13 | 9 | 10-11 | 1 |
| WORLD TOTAL | 2496 | 1587 | 43-45 | 690-720 |

more rural than town dwellers, more women than men, more old people than young [...] and population growth threatens to offset progress achieved.

What being literate means

A committee of experts on standardization of educational statistics, convened by UNESCO in November 1951, recommended the following definitions of 'literacy' and 'semi-literacy': A person is considered literate who can both read with understanding and write a short, simple statement on his everyday life. A person is considered semi-literate, who can read with understanding, but not write, a short simple statement on his everyday life. Until international recommendations on the measurement of illiteracy are generally adopted by governments, statistical data collected and published by them will continue to be based on different criteria – a fact which limits the international comparability of such statistics.

Extract from an article by Bangnee A. Liu, Chief, Statistical Division, UNESCO, in *The UNESCO Courier*, March 1958.

René Maheu (France)

Director-General of UNESCO from 1962 to 1974

The number of illiterates is rising by 20 to 25 million persons each year according to certain estimates.

These figures speak for themselves and need little comment. They mean that in our era of unprecedented advances in science and technology, millions of men and women are condemned to live on the fringe of modern civilization. They mean that a large portion of the intellectual potential of mankind is being lost forever. Such a state of affairs is not only a disgrace and a scandal on the grounds of human conscience and justice but in terms of economics is the height of absurdity and a sheer waste of manpower.

Address to the 53rd Conference of the Interparliamentary Union, Copenhagen, 1964

1964

The General Conference of UNESCO adopts a Declaration on the Eradication of Illiteracy during the United Nations Development Decade (1962-1971)

1965

- The World Conference of Ministers of Education on the Eradication of Illiteracy defines the concept of 'functional literacy', Tehran
- Recommendation No. 58 of the International Conference on Education (IBE) on literacy and adult education

1967-1973

Experimental World Literacy Programme (EWLP)

1967

- First four EWLP projects launched
- 8 September, first International Literacy Day, literacy prizes awarded

1968-1978

Support to the International Institute for Adult Literacy Methods, Tehran

FROM UNIVERSAL LITERACY TO THE EXPERIMENTAL WORLD LITERACY PROGRAMME

During the 1950s and 1960s some governments, chiefly those in Eastern Europe and Cuba, organized large-scale campaigns. In several countries university students acted as monitors; in some specially-trained military units were used; and others called upon the voluntary co-operation of organizations of trade unions, religious bodies, and women's and youth associations.

In the newly independent countries, the fight against illiteracy took on a new lease of life. The Second World Conference on Adult Education (Montreal, 1960) advocated the organization of a massive campaign which, with the support of industrialized countries, would permit the eradication of illiteracy in just a few years. In 1961, the General Assembly of the United Nations adopted a resolution inviting UNESCO to make a general review of all aspects of the issue of the eradication of illiteracy worldwide. Responding to this appeal, René Maheu, Director-General, presented a report to the Assembly proposing a universal literacy campaign; this report was adopted unanimously in 1963.⁽⁹⁾

1960s

THE BIRTH OF A WORLD LITERACY CAMPAIGN

by René Maheu

It has become clear that isolated national efforts varying considerably in size and nature cannot be the answer to a problem which is worldwide in scope and that international action was needed. It was within this framework that the General Conference of UNESCO at its twelfth session held at the end of 1962, decided to submit a report to the U.N. General Assembly on the eradication of illiteracy in the world, which included a plan for international action to encourage and bolster national efforts. This report, which I had the honour of presenting personally to the General Assembly in October 1963, was the subject of a long discussion that led to the unanimous adoption of a resolution approving the principle of a World Literacy Campaign. The resolution called on countries with a high proportion of adult illiterates to intensify their efforts to reduce illiteracy, and asked countries which had solved the problem to assist those that had not.

It invited the Secretary-General of the United Nations 'in collaboration with the Director-General of the United Nations Education, Scientific and Cultural Organization, the Managing Director of the Special Fund, the Executive Chairman of the Technical Assistance Board and the President of the International Bank for Reconstruction and Development and its affiliates, to explore ways and means of supporting national efforts for the eradication of illiteracy through a world campaign and any other measures, if appropriate, of international co-operation and assistance, both non-financial and financial, and to submit a report thereon, together with appropriate proposals, to the General Assembly at its 19th session.'

But to bring literacy to adults on a mass scale will have no chance of success without the understanding and active support of the general public, since it calls for nothing less than a general mobilization of all mankind. This is so not only because of the funds it would require but, more important, because the very unity of mankind is at stake. At a time when science is opening the gateway to the stars, it is unthinkable that two-fifths of mankind should still be prisoners of ancestral darkness. Or are we to have two types of human beings – one for the stars, the other for the caves? There could be no hope of peace if we tolerated an iniquity as flagrant as this unequal division of the benefit of progress.

UNESCO invites all nations and all peoples to join in this great venture for the unshackling of men's minds and the liberation of a new technological, civic and moral potential everywhere.

Since this important decision was adopted by the General Assembly a number of significant events have occurred within the framework of the U.N. and UNESCO which reveal the interest the idea of a mass literacy campaign has aroused around the world.

Thus, two U.N. regional bodies – the Economic Commissions for Africa and for Asia and the Far East – met respectively at Addis Ababa in February and Tehran in March 1964 and adopted resolutions recommending that the governments of those regions include adult literacy programmes in their national education plans as a part of overall development. Similarly, the regional conferences of the Asian and Arab National Commissions for UNESCO, the former held in Bangkok in February and the latter in Algiers in March, used almost identical terms to stress the importance of literacy in those countries. At Algiers the idea was advanced for a regional system to co-ordinate activities in this field.

Extract from an address to the Interparliamentary Union, Copenhagen (Denmark) 26 August 1964. *The UNESCO Courier*, 1964.



(9) UNESCO's plan proposed to make 330 million adults literate within ten years, i.e. nearly all the working population aged between 15 and 50 years, at a cost of around \$2 billion, of which 75 per cent to be paid by the countries and the remainder, about \$450 million, funded through external sources. (In 1963, UNESCO's regular programme budget amounted to \$19.5 million). These funds were not raised at that time.

(10) This Conference took place during a period of economic growth where the lack of skilled, i.e. literate, labour was a problem for many countries.

(11) Eleven functional literacy pilot projects were implemented: four in 1967 (Algeria, Ecuador, Islamic Republic of Iran, Mali); five in 1968 (Ethiopia, Guinea, Madagascar, United Republic of Tanzania, Venezuela); and two in 1971 (India and Syrian Arab Republic). In the United Republic of Tanzania, for example, out of the 466,000 people enrolled in the literacy project carried out between 1967 and 1973 within the framework of EWLP, 293,000 took the final examination, and 96,000 passed, at an average cost of \$32 per new literate, \$10 of which came from the United Nations (UNDP-UNESCO). The experience acquired in this programme enabled its auto-development and its transformation into a national campaign, reducing the illiteracy rate over recent years from 70 per cent to 21 per cent.

In Algeria, 65 groups were involved (1,200 participants in the agricultural sector and 58 others (1,500 workers) in the industrial sectors. See the *Experimental World Literacy Programme: critical evaluation*. Joint UNESCO-UNDP Report, UNESCO, 1976.

However, following the decisions of the General Conference in 1964, and the recommendation of the 1965 Tehran Conference advocating functional literacy linked to economic development,⁽¹⁰⁾ the Organization decided to abandon mass campaigns and to adopt an approach whereby literacy education would be integrated within selected industrial or agricultural development projects. This was how EWLP was introduced from 1967 to 1973 with the financial contribution of UNDP; this programme was intended to demonstrate the advantages of literacy from the economic and social standpoints. Twenty-two countries took part in this programme; eleven had selected projects.⁽¹¹⁾

In 1975, ten years after the Tehran Congress, the Persepolis Declaration, adopted by the International Literacy Meeting, bore witness to the development of these projects. Literacy is 'not just the process of learning the skills of reading, writing and arithmetic, but a contribution to the liberation of man. [...] It should open the way to a mastery of techniques and human relations.'

So, as literacy is considered in accordance with the stage of development of each society, we discover that it concerns not only developing countries and that industrialized countries also experience a form of

1965 FIRST WORLD CONGRESS FOR THE ERADICATION OF ILLITERACY

The World Congress of Ministers of Education on the Eradication of Illiteracy, which ended September 19 in Tehran addressed a unanimous appeal to the United Nations, its specialized agencies (particularly UNESCO), regional bodies, non-governmental organizations and public and private foundations to help finance a movement to eradicate illiteracy which currently blights 44 per cent of the world's adult population.

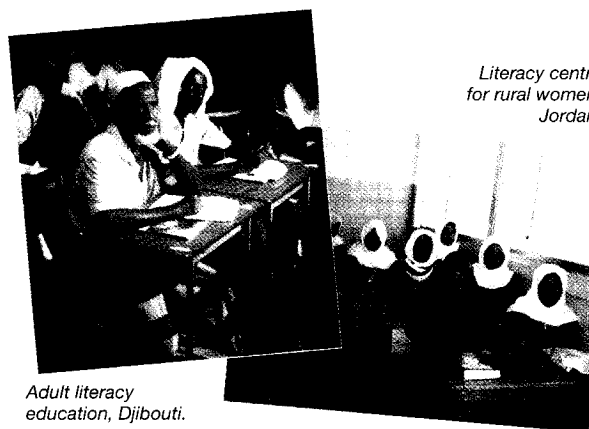
Among the most important points stressed in over 80 recommendations adopted by the 88 countries attending, were the following: Firstly, delegates from both industrial and developing countries have recognized that illiteracy is truly a world problem. Delegates from the more advanced countries have offered aid mainly for training teachers specialized in literacy techniques.

Secondly, the need to integrate literacy fully into economic development has now been unanimously accepted. This does not mean, as several delegates observed, that education should be regarded as important solely in economic terms. It is also the leaven of cultural and intellectual growth and a means to make every person aware of his rights and duties as a citizen.

Thirdly, delegates agreed that the conflict between schooling for children and adult literacy is actually a false dilemma. In fact, both are necessary, the former being a long-term investment and the latter a short-term investment with immediate impact on national development. This is why adult literacy must be integrated into national economic planning to the same extent as the development of the education system as a whole.

The congress gave its full backing to UNESCO's experimental literacy programme and particularly to pilot projects for which financial help has been requested from the United Nations Special Fund. Some delegates asked that this programme be extended and the number of pilot projects increased. Mr René Maheu, UNESCO Director-General, encouraged the Special Fund to substantially reinforce its literacy activities.

The UNESCO Courier, 1965.



Literacy centre for rural women, Jordan.

Adult literacy education, Djibouti.

Paulo Freire

Educator, former Secretary of State for Education, São Paulo, Brazil

Literacy does not imply the ability to remember phrases, words and syllables, out of context, things dead or half dead, but rather having creative and re-creative attitudes. It implies self-learning liable to lead an individual to intervene in his own environment. [...] Literacy cannot be dispensed from above, like a gift or a rule which is imposed, but must progress from the interior to the exterior, by means of the literate person's own efforts.

L'éducation : pratique de la liberté, Rio de Janeiro, 1967

Malcolm S. Adiseshiah (India)

Deputy Director-General of UNESCO from 1963 to 1970

Functionality is a relationship between an independent variable, in this case literacy, and a dependent variable, in this case ranging from a person's environment to his fight for his rights of justice and equity.

Prospects, Vol. VI, No. 1, 1976

Sema Tanguiane (Russian Federation)

Assistant Director-General for education, UNESCO, from 1975 to 1988

The Organization's action coincided with the fact that, at the end of the 1960s and in the early 1970s many Member States passed special laws and stepped up their literacy efforts.

Education for Individual Fulfilment and Social Progress. Special Numbers 30th Anniversary of UNESCO, *The UNESCO Chronicle*, XXII, No. 9, 1976

1975

International Symposium for Literacy adopts the Declaration of Persepolis, Islamic Republic of Iran

1981-1989

Launching regional projects for the generalization and extension of primary education and the eradication of illiteracy by the year 2000

1990

- International Literacy Year
- World Conference on Education for All, Jomtien, Thailand
- World Declaration on Education for All and Framework of Action, Jomtien, Thailand
- Sixth European conference of directors of educational research institutes on the theme of 'literacy and basic education in Europe on the threshold of the twenty-first century', Bled, Yugoslavia

1993

Education for All Summit of Nine High-population Countries, New Delhi

functional illiteracy: young people who, having completed primary schooling, cannot read or write; if they do not practice what they have learned, they forget it. With a view to lifelong education for all, post-literacy education and the fight against functional illiteracy are complements to literacy education and primary education. And, it was to this that the UNESCO Institute for Education in Hamburg would henceforth address itself.⁽¹²⁾

GLOBAL STRATEGIES AT THE REGIONAL LEVEL IN THE 1980s

An evaluation of EWLP, the work of regional ministerial conferences, and of the International Commission on the Development of Education yet again underlined the key role of national political will in the fight against illiteracy, particularly during a period of recession and the world economic crisis.⁽¹³⁾ The Organization therefore adopted a global strategy consisting of resorting simultaneously to literacy education and primary education and appealing for technical co-operation between developing countries. This two-pronged approach found expression during the 1980s in the launching of regional projects combining the extension of primary education and the eradication of illiteracy, each one adapted to the needs and situation prevailing in the region to which it was addressed. All stressed the education of women and girls and post-literacy education activities to encourage reading habits.⁽¹⁴⁾

FUNCTIONAL LITERACY, AN ADVANCING FRONTIER

The notions of 'functional illiteracy' and 'functional literacy' are relatively new. Some authors believe they first appeared in the late 1960s. They were 'consecrated' internationally thanks to a Recommendation of UNESCO ('a person is functionally literate who can engage in all those activities in which literacy is required...').



Although the definitions contained in the Recommendation are sufficiently comprehensive and flexible to explain the terms, they are perhaps a little too general. Quite clearly the threshold and limit of functional literacy and illiteracy can depend on the level of development of the country concerned, on the complexity of its economic, social and civil environment, of its technical infrastructure, and on its administrative machinery and on daily living conditions.

For this reason, someone who may be considered functionally literate under the conditions prevailing in one country may prove to be functionally illiterate in those of another country. Moreover, the threshold between functional illiteracy and functional literacy tends to be raised in relation to economic and technical progress, the development of social and political institutions, and the diversity of relations the individual needs to maintain in society, in the light of the intrusion of technical innovations in daily life, increased mobility within countries and more frequent international contacts and exchanges. This is one of the aspects of a phenomenon which has to be recognized as an objective, universal, historical law, namely the raising of requirements where man's standard of education and culture is concerned and his own drive for self-improvement to keep pace with the progress of society.

Sema Tanguiane, *International Yearbook of Education*, Vol. 42, *Literacy and Illiteracy in the World: Situation, Trends and Prospects*. Paris, UNESCO, 1990.

(12) See Literacy in Industrialized Countries, *Convergence*, Vol. XX, No. 3-4, 1987. Since 1987, UIE manages an information and documentation exchange network on functional illiteracy in industrialized countries. UIE has collaborated in an international survey on adult literacy, conducted by the OECD in seven European Countries. See *Literacy, Economy and Society*, OECD, 1995.

(13) In 1978, the Director-General of UNESCO emphasized that progress in the eradication of illiteracy would depend upon national political will and that the international community should demonstrate its solidarity and support to countries committed to literacy education, the role of UNESCO consisting of mobilizing the international community and offering technical assistance to national efforts. See *UNESCO's Literacy Programme*, Doc. 20 C/71, 1978.

(14) 1981, Major Project in the field of Education in Latin America and the Caribbean; 1984, Regional Programme for the Eradication of Illiteracy in Africa; 1987, Regional Programme for the Universalization and Renewal of Primary Education in Asia and the Pacific (APPEAL); 1989, Regional programme for the Universalization and Renewal of Primary Education and the Eradication of Illiteracy in the Arab States before the year 2000 (ARABUPEAL). These programmes are described in the sections on UNESCO's regional activities.

1990, INTERNATIONAL LITERACY YEAR, WORLD CONFERENCE ON BASIC EDUCATION FOR ALL

International Literacy year (1990) provided the international community with an opportunity to react⁽¹⁵⁾ to the decline in basic education in many of the least developed countries and the continued existence of mass illiteracy worldwide. The World Declaration on Education for All adopted by the World Conference on Education for All (Jomtien, Thailand, 1990) and the Framework for Action to Meet Basic Learning Needs revitalized the concept of basic education.

To follow on from this Conference, in co-operation with its partners in the United Nations system (UNDP, UNICEF, and the World Bank) and with Member States and NGOs, UNESCO once again intensified its adult literacy and primary education activities with programmes targeting first and foremost young girls and women, especially those living in rural areas. For the Nine High-population Countries, which represent a little over half of the population of the planet, including 72 per cent of the illiterates of the world, and over 50 per cent of children never having gone to school, the Organization encourages mutual co-operation and consultation on measures to be taken, with particular regard to increasing the percentage of the gross national product set aside for basic education.⁽¹⁶⁾ The Organization also supports efforts to develop alternative systems of education – open and at distance. Recent summits organized by the United Nations⁽¹⁷⁾ have confirmed these policy guidelines: the eradication of illiteracy, especially for women and the most disadvantaged, was considered an essential element in sustainable human development.

(15) National committees were set up in 110 countries to heighten public awareness.

(16) The Heads of State of these nine countries (Bangladesh, Brazil, China, Egypt, Indonesia, India, Mexico, Nigeria and Pakistan), meeting in New Delhi in December 1993 adopted a Declaration renewing their commitment to basic education for all. See *Education for All Summit of Nine High-population Countries. Final Report*, UNESCO, 1994.

(17) Environment and Population (UNCED), Rio de Janeiro; Population and Development, Cairo; World Social Development Summit, Copenhagen; World Congress on Women, Beijing; Habitat II, Istanbul.

THE INTERNATIONAL FORUM ON EDUCATION FOR ALL

The International Consultative Forum on Education for All, or the EFA Forum, established subsequent to the Jomtien Conference, is an informal mechanism enabling all the participants represented at the Conference and interested in ensuring that it will be followed up to consult each other and exchange information. Comprising sixty personalities representing a cross-section of all those concerned, including the media and the business community, the Forum works to maintain basic education high on the international agenda. The Forum's Secretariat undertakes a range of activities such as supporting a network of NGOs, putting out the quarterly newsletter *EFA 2000*, operating a database on country follow-up to Jomtien and publishing EFA status reports. In June 1996, the Forum organized its Mid-Decade Meeting in Jordan, which renewed the commitments made at Jomtien.



Federico Mayor (Spain)

Director-General of UNESCO since 1987

Our Organization has made literacy and basic education the absolute priority of its new Medium-Term Plan and is substantially increasing its programme support for basic education. International Literacy year 1990 is the starting point for UNESCO's Ten-year Programme to Eliminate Illiteracy. [...] The World Conference on Education for All is, above all, a summons for action. Our common objective is to mobilize societies as a whole for the cause of education.

Address to the World Conference on Education for All,
Jomtien, Thailand, 1990

William Draper III (United States)

Administrator of the UNDP from 1986 to 1993

In the past three decades of development, we have learned [...] that education is the root of all development [...] that spending on education is a highly productive investment [...] and that] female literacy also has multiplier effects.

Address to the World Conference on Education for All,
Jomtien, Thailand, 1990

Nafis Sadik (Pakistan)

Executive Director of UNFPA since 1987

Our philosophy for the 1990s should be the three E's: Education, Empowerment, Equity. Our motto should be: Education for All and All for Education; our strategy: More schools – not more arms; Our real goal should be an educated, technically skilled, empowered generation of women and men for the 21st century.

Final Report, Education for All Summit of the Nine
High-population Countries, New Delhi,
December 1993

LITERACY PRIZES FROM 1967 TO 1996

Since 1967 literacy prizes and distinctions are awarded by an international jury nominated by UNESCO to honour institutions, organizations or individuals having made a particularly commendable and successful contribution to the fight against illiteracy.

The following three prizes are awarded on 8 September every year in celebration of International Literacy Day:

- The International Reading Association Literacy Award, since 1979
 - established by the International Reading Association, an NGO whose Headquarters is in the United States of America,
 - \$15,000 annually.
- The Noma Prize, since 1980
 - named after the late Mr Soichi Noma, Japanese publisher and former President of Kodansha Limited, Tokyo,
 - \$15,000 annually.
- The King Sejong Literacy Prize, since 1989
 - established by the Republic of Korea, in honour of King Sejong who, in 1443, invented a simplified phonetic alphabet which facilitated the spread of knowledge,
 - \$30,000 annually.

The following three prizes are no longer awarded:

- The Mohammed Reza Pahlavi Prize for Literacy, 1967-1978
 - created by the Government of Iran,
 - named after the Royal Host of the World Conference of Ministers of Education on the Eradication of Illiteracy, Tehran, Iran, 1965.
- The Nadeshda K. Krupskaya Prize for Literacy, 1969-1991
 - created by the Government of the USSR,
 - named after Lenin's companion, symbol of her country's fight against illiteracy during the mass literacy campaign launched after the October Revolution.
- The Iraq Literacy Prize, 1980-1991
 - founded in 1980 by the Government of Iraq.

1994

Establishment, under the aegis of UNESCO, of the International Literacy Institute, University of Pennsylvania, Philadelphia, United States

1995

Collective Consultation of NGOs proposes to create, in collaboration with UNESCO, a non-governmental World Literacy Observatory, Tokyo

1996

- Mid-Decade meeting of the International Consultative Forum of Education for All, Amman
- Conference on Literacy, International Literacy Institute, University of Pennsylvania, Philadelphia, United States

2001-2010

International Basic Education Decade (planned)





James P. Grant
(United States)
Executive Director of
UNICEF from 1980 to 1995

The progress towards EFA goals must be accelerated with both national and international resources if we are not to fall farther behind in the struggle to narrow the rich-poor chasm in the global society.

Education for All Summit of Nine High-population Countries, New Delhi, December 1993

Colin N. Power (Australia)

Assistant Director-General for Education, UNESCO, since 1989

Basic education is defined to mean primary school for children and literacy classes for adults. It is far from certain that either primary schools or literacy programmes, as we now know them, are capable of meeting basic learning needs. It would be more accurate to think of the school and the literacy class not as providers of basic education, but merely as important contributors to it.

Speech to the Ninth Monographic Seminar, Foundation Santillana, Madrid, November 1994

Kofi Annan (Ghana)

Secretary-General of the United Nations, since 1997

I am not complacent about the problems we face. The goals of 'Education for All' and 'Education for Peace' are still far from being attained. But to define a goal is to take the first step towards achieving it.

Address to the American Council of Education, February 1997

TO KNOW MORE (see also CD-ROM, Vol. I)

- **In-depth Study on UNESCO's Achievements, Strategies and Future Action on Literacy Work.** UNESCO/Executive Board, 1987. (Arabic, Chinese, English, French, Russian, Spanish)
- **Theory and Practice of Literacy Work: Policies, Strategies and Examples.** A. Hamadache and D. Martin. UNESCO/OECD, 1988. (English, French)
- **World Conference on Education for All: Meeting Basic Learning Needs.** Final Report, UNDP/ UNESCO/UNICEF/World Bank, 1990. (Arabic, English, French, Spanish)
- **International Yearbook of Education.** Vol. 42, *Literacy and Illiteracy in the World: Situation, Trends and Prospects.* S. Tanguiane. Paris, UNESCO-IBE, 1990. (English, French)
- **Perspectives on Literacy: a Selected World Bibliography.** Shapour Rassekh. Paris, UNESCO-IBE, 1991. (IBEdata). (English, French)
- **Education for All: Status and Trends.** Paris, UNESCO, 1993. (English, French)
- **Compendium of Statistics on Illiteracy.** UNESCO, 1995. (Statistical report and studies, 35). (English, French, Spanish)

ENROLMENT AND ALTERNATIVE SOLUTIONS

EXPANDING AND IMPROVING BASIC EDUCATION FOR CHILDREN

1948

Universal Declaration of Human Rights, United Nations, Paris

1950

Inter-American Seminar on Primary Education, UNESCO/OAS, Montevideo

1951

- The 14th International Conference on Public Education adopts a recommendation on compulsory education and its prolongation, IBE, Geneva
- Creation of the UNESCO Institute for Education (UIE) in Hamburg, Germany

1952-1956

Regional conferences on compulsory and free education, Bombay, Cairo, Lima

1955

Creation of an International Institute of Child Psychology in Bangkok

1955-1960

Curriculum Consultative Committee

1956

Regional seminars on curriculum development, Geneva, Lima, Karachi

UNESCO's pursuit of its goal to develop primary education coincided with a similar thrust in Member States following an explosion in the demand for education after the Second World War and after decolonization, which led to general consensus in favour of universal primary schooling. In the 1950s, UNESCO embarked upon a campaign for universal compulsory schooling, supporting Member States in their efforts, whilst encouraging their educational activities to incorporate the Organization's own objectives: equal access to education and the development of international understanding. The 1960s proved to be a turning point when UNESCO endorsed a strategy of overall development of all levels of education, of which primary instruction made up the base. In the 1970s, emphasis was on improving relevance and quality. Towards the end of that decade, when it became clear that the objective of universal primary education was losing ground, the Organization sought to develop schools simultaneously with non-formal structures as alternatives for all those without access to school. Since the 1980s, the expansion of primary education and literacy education for both young people deprived of schooling and adults are carried out together and are integrated within regional programmes. The Jomtien Conference revitalized the international community's commitment to basic education for all which has been given top priority in UNESCO's Medium-Term Strategy 1996-2001.

EXPANDING PRIMARY EDUCATION

The adoption by the United Nations in 1948 of the Universal Declaration of Human Rights enabled UNESCO to extend its educational activities beyond its constitutional mandate.⁽¹⁾ Under the terms of Article 26 of the Declaration which establishes the right to education, education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. At this point UNESCO became committed to promoting the universalization of primary education and conducted activities promoting international consultation into the search for, and the application of, appropriate concrete measures. Before the major regional Ministers' meetings, policy guidelines for educational action were essentially defined by the International Conference on Public Education (ICPE), convened jointly since 1947 by UNESCO and the IBE.⁽²⁾

(1) The Constitution only explicitly mentions popular education.

(2) Between 1947 and 1960 ICPE adopted many recommendations on primary education, in respect of both administrative aspects (free materials, canteens, school buildings), and those of an educational nature (teaching reading and writing, sciences, mathematics, hygiene, geography, international understanding, school textbooks and teacher-training). In 1934, the ICPE had already drawn up Recommendation No. 1 on compulsory education.

1950 - 1960 NO SCHOOLS TODAY FOR ONE CHILD IN TWO

by Leo R. Fernig

There are about 550 million children aged 5-14 in the world today and 300 million boys and girls are enrolled in school. For 250 million no schooling is available. Very roughly, but conservatively, it would take \$90,000 million to accommodate these children, and another \$10,000 million a year to run the new schools.

The economic, social and individual effects of this deprivation are well known. The provision of education is indispensable for economic and social progress. Throughout the world, a satisfactory balance has not yet been reached between the social programmes which help to preserve life and the programmes that are aimed at improving the condition of life. Education is one major element of the latter group, and there is a constant struggle to get ahead of increases in population. Around 1950, about 56 per cent of the world adult population was literate, but only 48 per cent of the children were going to school, meaning that the number of future illiterates was likely to be greater than in the past. By heavy sacrifices, countries raised the proportion of school enrolments to 55 per cent five years later; however, even this will not be enough to ensure a more literate future generation than in the past.



School at Nong-Karn, Thailand.

Four components: students, classroom, teacher, system

- **First, the students.** They are there, numerous enough; but one cannot achieve an efficient education simply by providing the buildings and the teachers these students lack. It must be remembered that poverty and malnutrition accompany illiteracy; a minimum welfare service is indispensable to encourage school attendance and to enable children to profit from tuition.
- **Next the plant,** covering buildings, equipment and teaching supplies. Provision of buildings is costly, as everyone knows; \$100,000 for an elementary school. The greatest variation in costs occurs at elementary level, where standards vary greatly and many areas create such schools at as low a cost as \$500 - \$1,000. The education development schemes in Tropical Africa have revealed the risk of overtaxing the local economy and the need for the possibility of carry-over from one fiscal year to the next. Moreover, too little in general is known about low-cost school building construction and the use of local materials. Research here might produce great savings. It must be noted that teaching supplies are indispensable for an efficient school system, and the production of them is urgently needed.
- **Alongside students and buildings, there is a need for teachers** – perhaps the greatest need of all. The education of teachers is the investment part of the education budget and a fairly costly one, since the majority of teachers-to-be have to be assisted during their course of training. In rural elementary education as in general and vocational secondary schooling, the demand for teachers is perhaps the point where development programmes do the most good: but action here requires not only setting up and staffing or the improvement of teachers colleges, but also the provision of funds for maintaining such schools at an efficient level of intake.
- **Last, the area of the school system as a whole,** including educational administration, planning and research – aspects which lie close together – is one of world concern.

The existing programme of UNESCO reveals how resources may be applied internationally to the solution of national needs. UNESCO at present provides some measure of educational assistance to a large number of its Member States in Asia, Africa and Latin America. Funds for the provision of equipment are negligible. Each project aided by UNESCO could be considerably expanded were funds to become available.

The UNESCO Courier, March 1960.

In 1950 during preparations for the 14th session of the 1951 ICPE on compulsory education and its prolongation the Secretariat, wishing to provide a solid base for deliberations, commissioned case studies on compulsory education in six countries, three of which had already achieved this objective.⁽³⁾ The recommendation adopted by this Conference set out a detailed framework of action which, whilst proposing that countries plan the extension of primary education, also dealt with legal and

Mahatma Gandhi (India)



The schools established after the European pattern were too expensive for the people, and therefore they could not possibly overtake the thing. I defy anybody to fulfil a programme of compulsory primary education of these masses inside of a century. This very poor country of mine is ill able to sustain such an expensive method of education. Our state would revive the old village schoolmaster and dot every village with a school both for boys and girls.

Speech given in London, 20 October 1931, (Quoted in *Education for All*, Innovations, No. 3)

Jaime Torres Bodet (Mexico)

Director-General of UNESCO from 1948 to 1952

In the world, so long as there are two groups of peoples – the one privileged, supplied with first-class universities, laboratories and libraries, the other backward, for whom even a primary school is a luxury, there can be no true international peace of a just and lasting character.

Address to the Second National Conference of the National Commission of the United States of America for UNESCO, April 1949

Luther H. Evans (United States)

Director-General of UNESCO from 1953 to 1960

In [developing] countries, radically new thinking about the curriculum is necessary. On the one hand, the curriculum should be related to the prevailing culture and on the other, it should be based on the political, social, economic and health needs of the country. It should at the same time be related to the psychological needs of children growing in a particular environment, and adapted to their abilities and interests.

Address to the Eighth session of the General Conference of UNESCO, Montevideo, 1954

(3) Australia, France and Great Britain on the one hand, Ecuador, Iraq and Thailand on the other. The ILO had prepared a study on working children and compulsory education.

1956

International Conference on Educational Research, Atlantic City, United States

1956-1965

First Major Project for the Extension and Improvement of Primary Education in Latin America

1960

- Adoption of the Convention against Discrimination in Education, UNESCO General Conference, Paris
- Adoption of the Karachi Plan for the Development of Free and Compulsory Primary Education in Asia

1960-1961

Regional conferences on compulsory education, Karachi, Beirut, Addis Ababa

1961

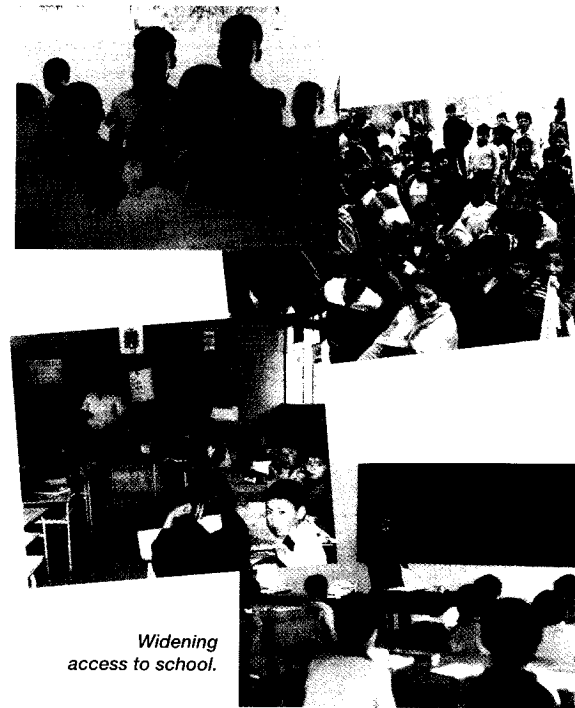
- Creation of the Regional Centre for Research on School Buildings, Bandung, Indonesia (transferred to Colombo in 1966)
- Creation of the Asian Institute for Educational Planning and Management, New Delhi

administrative issues, as well as those of a purely pedagogical nature, such as teacher-training, and school buildings. The Conference also appealed to the United Nations and the World Bank for funds, and requested UNESCO to organize regional conferences to implement this recommendation. These regional conferences⁽⁴⁾ permitted the scope of this undertaking to be measured;⁽⁵⁾ for Latin America they resulted in the launching of a first ten-year Major Project on the Extension of Primary Education and, for Asia the adoption of a Plan for the Development of Primary Education (Karachi, 1960). In support of this undertaking, UNESCO also established international educational research centres – the UNESCO Institute for Education in Hamburg in 1951 – and the Institute for Child Psychology in Bangkok in 1955, and set up a Curriculum Consultative Committee which functioned from 1955 to 1960.

THE PLANNED DEVELOPMENT OF PRIMARY EDUCATION AND THE QUEST FOR GREATER RELEVANCE TO THE ENVIRONMENT

By adopting an overall plan for the development of education at all levels, the May 1961 Addis Ababa Conference on education in African countries marked a strategic turning point in respect of goals⁽⁶⁾ with the integration of primary education into the framework of global educational planning to the systematic development of which UNESCO devoted great efforts.⁽⁷⁾ Between 1960 and 1970, with the support of the United Nations Special Fund, and then of UNDP on the one hand, and UNICEF on the other, UNESCO was to launch national primary education projects in about fifty countries in the different regions.⁽⁸⁾

Towards the end of the 1960s, given the very weak internal (drop-outs and repeated years) and external (lack of relevance) return at this level of education, brought to light primarily during regional ministers' conferences, emphasis was placed upon improving the quality and relevance of elementary education. This was one of the tasks assigned to the regional networks of educational innovation for development, which support, along with other innovations, the introduction into the



(4) Bombay (1952) for South-East Asia, Cairo (1955) for the Arab States, Lima (1956) for Latin America.

(5) Surveys conducted at the time by expert teams at the request of Member States highlighted needs. In Afghanistan, 10 per cent of boys and less than 0.5 per cent of girls of school age attended school. In India, whose Constitution had fixed 1961 as the year to apply free and compulsory education, there were only enough schools for a quarter of school-age children, and the estimated cost of schooling exceeded the combined total of the federal budget and the budgets of local governments. In Thailand, four-fifths of teachers were unqualified. Enrolment rates in Latin America varied from 20 per cent to 70 per cent according to the State.

(6) Primary education is perceived as a preparation for secondary school, and loses its vocation of terminal grade for most pupils.

(7) See the section on educational planning, p. 182 et seq.

(8) Globally until the mid-seventies most aid and international credits went to secondary and higher education, despite (and also because of) the adoption by the United Nations of a resolution on the role of education in economic development. At the initiative of Robert McNamara, then President of the World Bank, from 1975 onwards part of the Bank loans to education were earmarked for primary education and literacy.

ENROLMENT AND ALTERNATIVE SOLUTIONS

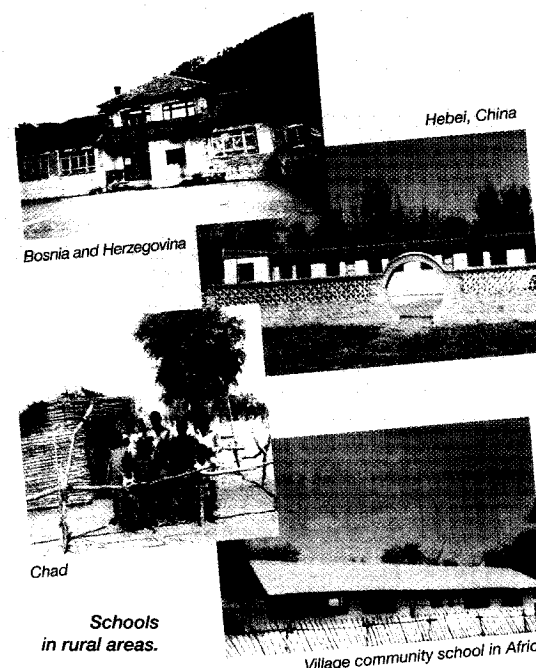
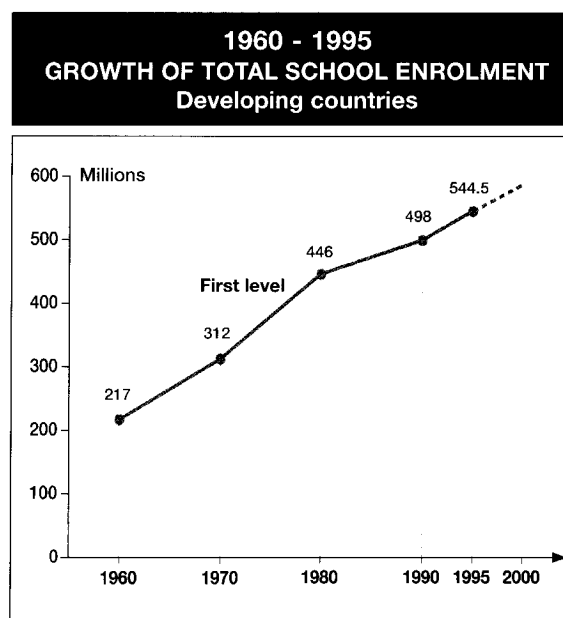
(9) Close co-operation established between ILO and FAO: creation of a Joint FAO/UNESCO/ILO consultative committee on education, training and agricultural science. UNESCO, in particular, attempted to develop primary education in rural areas. For example, in this respect, the Organization assisted the Government of Thailand in the extension of the rural teacher training college at Ubol (TURTEP) which was to work closely with the Thailand-UNESCO fundamental education centre (TUFECC). The purpose of this project is:

- i) to provide suitable pedagogical training for teachers in rural schools, preparing them to act as leaders of the communities in which they teach;
- ii) to acquaint fundamental education specialists with the work that rural schools can do for the social and economic development of communities; and
- iii) in this way link school education with fundamental education by teaching the techniques of both to rural teachers and to fundamental education specialists.

(10) The Institute for Rural Education (IPAR) in Yaoundé (Cameroon) simultaneously took on the reform of training programmes, revision of curricula, introduction of innovations (felt boards) and production of materials and school textbooks.

(11) Building teacher-training colleges and schools. In this respect, see the section in 'Aid to Education' on school buildings and equipment and the CD-ROM (Vol. I) which accompanies this brochure for an inventory of projects in this domain.

curriculum of know-how linked to daily life. Moreover, returning to the principles of fundamental education in its early years, the Organization once more began to work towards better linking school education and rural development with the creation of integrated rural development projects in Latin America and Asia,⁽⁹⁾ and of rural teacher-training colleges in Africa.⁽¹⁰⁾ Action to foster primary education also concentrated on school buildings,⁽¹¹⁾ textbooks, and methods (audiovisual and programmed learning), as well as on content (introduction to science and technology, population and environmental education), and included specific measures for the education of girls and minorities. However, teacher-training remained the main thrust and between 1960 and 1974 the Organization helped to train more than 300,000 teachers in co-operation with UNDP, and nearly 70,000 more with UNICEF. An inventory of technical co-operation projects related to teacher-training is contained in the CD-ROM (Vol. I) which accompanies this brochure. In the 1970s, it was admitted that '[...] the fact the school system in developing countries is not able to attract and retain the majority of children, that is the rural poor, is a source of disillusionment with the

**René Maheu (France)**

Director-General of UNESCO from 1962 to 1974

If illiteracy is really to be wiped out, the battle must be fought on two fronts simultaneously. First and foremost, we must see to it that primary and compulsory education becomes a reality everywhere, for without this, as I have already said, new multitudes of illiterates will continue to loom up and cloud the world horizon. At the same time we must redouble our efforts to reduce the present large number of adult illiterates. It is essential that the two types of action should go hand in hand since obviously generalized primary education is impossible in a society of illiterate adults, and adult illiteracy is pointless if no steps are taken to ensure the adequate education of children.

Address to the Interparliamentary Union,
Copenhagen, 26 August 1964

Malcolm S. Adiseshiah (India)

Deputy Director-General of UNESCO from 1963 to 1970

One explanation for this failure is that the schools were set up by the colonial authorities to train a certain number of clerks and subordinate officials for the ruling foreign government. With the countries' independence, the same schools, with little or no change, were unable to take over their assigned tasks of universalizing primary education.

Reflections on the Future
Development of Education, UNESCO, 1984

1963

Creation of CONESCAL, School Building Centre, Mexico City

1967

First rural teacher-training college in Yaoundé (Cameroon) launched; others followed, notably in Ethiopia, Liberia, Niger, Peru and Sierra Leone

1969

Regional training course on rural primary education, Beirut

1972-1979

Creation of the Regional networks of educational innovation for development: APEID (1972), NEIDA (1978), CODIESEE (1978), CARNEID (1979), EIPDAS (1979)

1974

- UNESCO-UNICEF Seminar on basic education in East Africa, Nairobi
- Publication of *Education in rural areas*

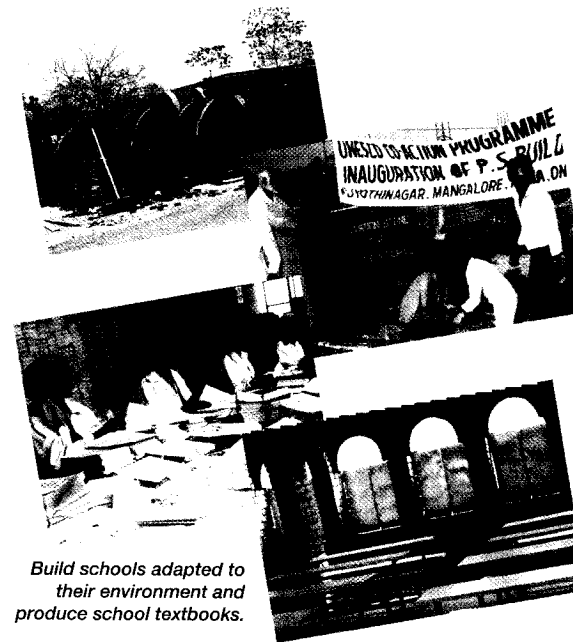
1984

ICE adopts a recommendation on the extension and renewal of primary education, UNESCO/IBE, Geneva

school as a centre of learning'.⁽¹²⁾ Whilst continuing to give priority to the development of primary education,⁽¹³⁾ a commitment confirmed once more in 1984 by the ICE which adopted a recommendation on the generalization and renewal of primary education,⁽¹⁴⁾ the Organization was also to help develop non-formal schemes calling upon communities to take action.⁽¹⁵⁾ From 1985 onwards a revitalized strategy of education for all began to be implemented through the regional networks. This consisted not only of linking literacy and primary education, but also of systematically seeking a point of linkage between formal and non-formal education.⁽¹⁶⁾

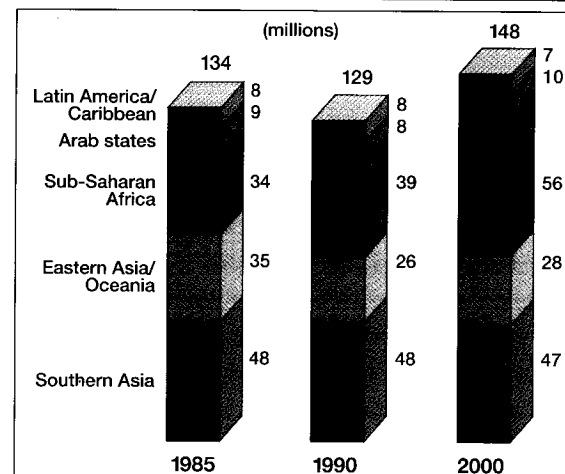
JOMTIEN, THE LEAP FORWARD

The 1990 World Declaration on Education for All is a clear statement from Member States of their intention to renew the pledges they made in the 1960s to generalize compulsory education. To ensure appropriate follow-up to the Jomtien Conference, an International Consultative Forum on Education for All was set up for which UNESCO provides the Secretariat. Furthermore, the Organization assists Member States in the holding of national conferences or meetings of States General aimed at mobilizing all partners in the development of basic education.⁽¹⁷⁾ International meetings discuss specific aspects, such as girls' education (Ouagadougou, 1993), and special education (Salamanca, 1994). Educational achievement has become a new centre of concern: one particular activity is devoted



Build schools adapted to their environment and produce school textbooks.

1985 - 2000 ESTIMATED NUMBERS OF OUT-OF-SCHOOL CHILDREN Developing countries, age 6 to 11



Note: For the year 2000, these estimates should decrease if the pledges made following the Jomtien Conference are maintained.

(12) Malcolm S. Adiseshiah, 'Education and Social Justice' In: *Reflections on the Future Development of Education*, UNESCO, 1984.

(13) With some flagship activities, such as the Educational Television Programme in Côte d'Ivoire.

(14) Recommendation No. 74 of ICE on the universalization and renewal of primary education in the perspective of an appropriate introduction to science and technology requests that co-ordination with the other levels of teaching be strengthened and continuity of objectives, content and structures reinforced.

(15) See, in particular, the study prepared by the International Council for Educational Development *New Paths to Learning for Rural Children and Youth*, Philip Coombs, UNICEF, 1973; *Basic Services for Children: Continuing Search for Learning Priorities*, IERS, No. 36-37, UNESCO, 1980; *Non-conventional Approaches to Education at the Primary Level*, A. Ranaweera, UIE, Hamburg, 1990.

(16) *Linking Formal and Non-formal Education. Implications for Teacher training* A. Hamadache, UNESCO, 1993.

(17) Following these meetings, the Conference of Ministers of Education of French-speaking countries (CONFEMEN) adopted a Declaration confirming that priority is given to basic education which alone can respond to fundamental needs (Yaoundé, 1994). This Declaration was taken up by the 'Perspectives de Ségou' (Mali) in 1995 and expressed in concrete terms in a study *L'éducation de base: vers une nouvelle école*, CONFEMEN, Dakar, 1995 (in French).

ENROLMENT AND ALTERNATIVE SOLUTIONS



Education for All, information documents, publications, innovative projects.

Ruth Lerner de Almeida

Minister of Education of Venezuela from 1984 to 1985 and former President of the IBE Governing Council

One form of co-operation might be the establishment of regional facilities for training in administration and planning for the development of primary education, on the basis of a global strategy for the expansion and renewal of primary education which also sets as a goal the eradication of illiteracy within the shortest possible period.

Closing Address to ICE, 39th session, IBE, 1984

Barber Conable (United States)

Former President of the World Bank

The World Bank is the largest single donor of financial support for educational development, having loaned a total of more than \$10 billion for education since 1963. We account for 15 per cent of international support for education. The Bank will double its educational lending over the next three years to an annual level of \$1.5 billion, and we will improve our performance and effectiveness. Our goal will be to help countries put in place the educational policy framework and investment programs necessary to move towards education for all. Support for basic primary education will be the dominant priority.

Address to the World Conference on Education for All, Jomtien, Thailand, March 1990

1990

- World Conference on Education for All, Jomtien, Thailand
- World Declaration on Education for All
- Framework for Action to Meet Basic Learning Needs

1991

Seminar 'Succeeding at School', Lisbon/Estoril, Portugal

1992

UNESCO-UNICEF project on continuous follow-up of educational achievements launched

1993

- Pan-African Conference on the Education of Girls, UNESCO-UNICEF, Ouagadougou
- Summit of the Nine High-population Countries on Education for All, New Delhi

1994

World Conference on Special Needs Education, Salamanca, Spain

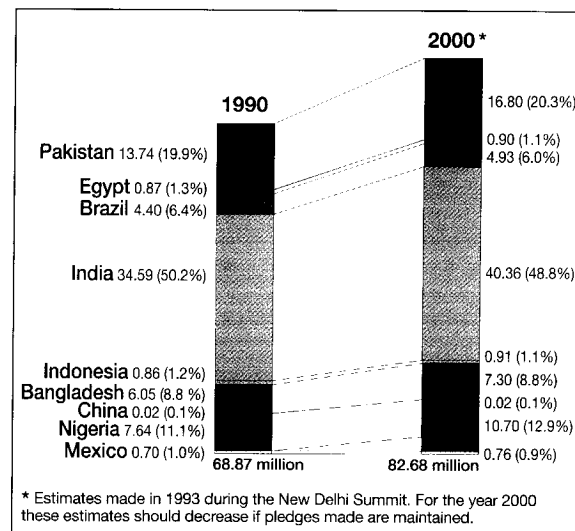
1996

Mid-Decade Meeting of the International Consultative Forum on Education for All, Amman

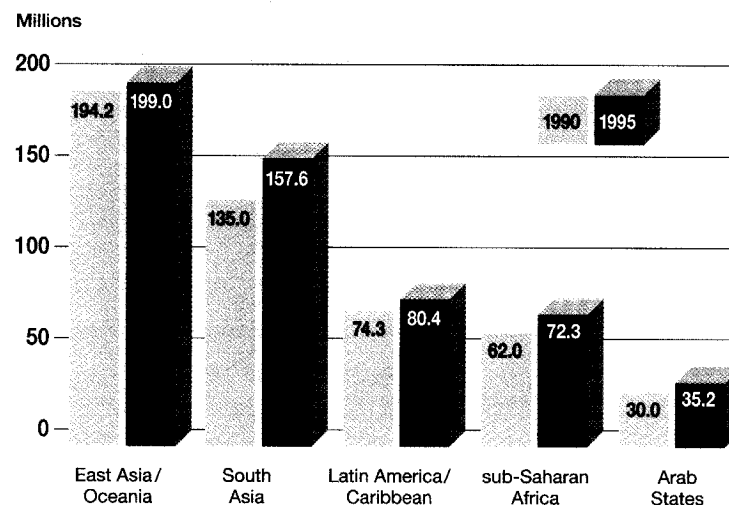
to strategies to ensure success at elementary school and the continuous assessment of educational achievements;⁽¹⁸⁾ the IIEP is developing a research programme on the quality of primary education and on the improvement of indicators.⁽¹⁹⁾

A new series of 'Education for All, making it work' brochures⁽²⁰⁾ aims at sharing the lessons learned from particularly significant innovative projects. In June 1996, a meeting of the International Consultative Forum on Education for All (Amman, Jordan) drew up a balance sheet of progress made since Jomtien, studying shortcomings, and highlighting what remains to be done to respond to today's new challenges.

ESTIMATED NUMBER OF OUT-OF-SCHOOL CHILDREN in nine high population countries



PROGRESS OF TOTAL ENROLMENT IN PRIMARY EDUCATION in developing countries



In 80 per cent of the developing countries, primary education enrolments have been growing since 1990; this is perhaps the most positive and significant feature of the mid-decade balance sheet. Between 1990 and 1995, enrolments in all developing countries together grew by 50 million pupils, at double the pace observed in the 1980s. South Asia and sub-Saharan Africa are the two regions that enrolled the most additional pupils since 1990: a combined total of some 33 million.

Education for All - Achieving the Goal, Final Report of the Mid-decade Meeting of the International Consultative Forum on Education for All, Amman, 16-19 June 1996.



(18) UNESCO-UNICEF Interregional project on continuous follow-up of educational achievement.

(19) Case studies already published: Chad, Guinea, India, Mali, Mexico, Zimbabwe.

(20) For example, the story of Saptagram in Bangladesh, the TOSTAN programme in Senegal, SERVOL's programme in Trinidad and Tobago, the Community Schools Project in Upper Egypt, etc.

ENROLMENT AND ALTERNATIVE SOLUTIONS

AN INNOVATIVE PROJECT

aimed at enhancing learning and training opportunities for youth:

Location: Least-developed countries, countries in post-conflict situations and countries in transition.

Objective: To provide diversified learning and training opportunities to marginalized youth in selected countries.

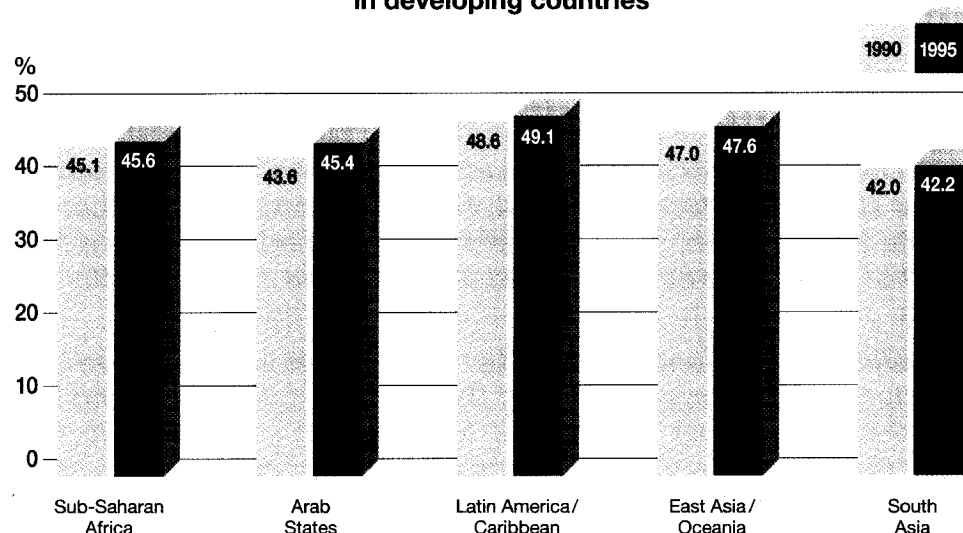
Description: The global problem of growing marginalization, unemployment and disenchantment among youth, as well as their negative consequences for social development, prompted Member States to pay special attention to the enhancement of learning opportunities for young men and women, in particular, demobilized youth in countries in post-conflict situations and out-of-school youth and other vulnerable groups in least developed countries and countries undergoing rapid social and political change. Pilot projects will be launched in ten or so selected countries (e.g. Haiti, Southern Africa, Palestine, Rwanda, Mozambique, countries participating in the Chernobyl programme) to provide intensive non-formal technical and vocational training courses adapted to the particular circumstances of learners.

Expected outputs for 1996-1997:

- Approximately ten pilot projects identified and launched.
- Innovative approaches to skills training adapted to learners' needs and circumstances.
- Educational materials designed to guide educators in providing marginalized youth with skills training.
- Prototype learning materials in the learner's mother tongue.

Regular budget for 1996-1997: \$1,150,000 (to be supplemented by extra-budgetary resources estimated at \$1,500,000).

1990 - 1995
PROGRESS (IN %) TOWARD EDUCATIONAL EQUALITY FOR GIRLS
in developing countries



Education for All - Achieving the Goal, Final Report of the Mid-decade Meeting of the International Consultative Forum on Education for All, Amman, 16-19 June 1996.

TO KNOW MORE (see also CD-ROM, Vol. I)

- *L'échec scolaire dans l'enseignement primaire : moyens de le combattre.* J. Blat Gimeno, UNESCO-BIE, 1984. (French, Spanish)
- *International Yearbook of Education.* Vol. XXXVIII, *Primary Education on the Threshold of the Twenty-first Century.* José Luis G. Garrido. Paris, UNESCO-IBE, 1986. (English, French)
- *Theory and Practice of Literacy Work: Policies, Strategies and Examples.* A. Hamadache and D. Martin, UNESCO/CODE, 1986. (English, French)
- *Science and Technology in the Primary School of Tomorrow.* Graham Orpwood and Ingvar Wederlin. Paris, UNESCO-IBE, 1987. (IBE: Studies and Surveys in Comparative Education). (English, French, Spanish)
- *World Conference on Education for All, Meeting Basic Education Needs.* Final Report, Jomtien, 1990, UNDP/UNESCO/UNICEF/World Bank. (Arabic, English, French, Spanish)
- *Non-conventional Approaches to Education at the Primary Level.* A. Mahinda Ranaweera, with contributions from A. M. Coutinho, M. de L. Araujo and J. B. Tavares; Chen Shao-min; Y. N. Chaturvedi et I. Manrique, 1990. (English, French)
- *Symposium 'Succeeding at School'.* Lisbon/Estoril (Portugal), 20-21 May 1991, Final Report, UNESCO/Ministry of Education of Portugal, 1991. (English, French)
- *Bridging the Gap between Home and School.* K. Sylva, I. Siraj Blackford, UNESCO, 1995. (English)

Federico Mayor (Spain)

Director-General of UNESCO since 1987

Education for all needs the contribution to education from all. [...] If we combine vision with pragmatism, political will with economic resourcefulness, international solidarity with national commitment, the expertise of educators with the fresh contributions of the media, science and technology, the business community, voluntary organizations and many others – then, and probably only then, the struggle to bring education to all can be won.

Address to the World Conference on Education for All, Jomtien, Thailand, March 1990

Richard Jolly (United Kingdom)

Special Adviser to the Administrator of UNDP

In spite of many centuries of human effort, the number of illiterates in the world has run ahead of the capacity of education and teachers. But for the first time, on the eve of the next millennium, the absolute number of illiterate people in the world is beginning to decline. Within our grasp is the capacity to provide education for all. The goals of Jomtien have proved their worth. Let us build on the achievements of the last six years and accelerate them, over the next five and over the next fifteen. For that is what it will take. Let us return to our countries, committed and determined, utterly determined, to do all that is needed to complete the task.

Closing Address, Mid-decade Meeting of the International Consultative Forum on Education for All, Amman, June 1996

ADULT EDUCATION

STIMULATE AND ORGANIZE CO-OPERATION BETWEEN PARTNERS

1949

- International Conference on Adult Education, Elsinore, Denmark
- Rural Education Seminar, Mysore, India

The purpose of adult education is to satisfy all the various needs and aspirations of the adult.⁽¹⁾

If UNESCO has always accorded absolute priority to the fight against illiteracy, it has also gone beyond this first level in its efforts to sustain the development of multiple and diversified forms of adult education, considering that 'the access of adults to education, in the context of lifelong education, is a fundamental aspect of the right to education and facilitates the exercise of the right to participate in political, cultural, artistic and scientific life'.⁽²⁾

Along with the other international organizations mandated to take action in the field of adult education, foremost amongst them ILO, but also WHO and FAO, UNESCO attaches the utmost importance to setting in place structures to enhance international dialogue and exchange, and to promote their development at national level, as well as to drawing up a conceptual and normative framework within which to foster conditions propitious first to the expansion, and then to the institutionalization, of adult education. To define objectives and guiding principles in this field, UNESCO turned to the special international conferences which have been organized approximately every twelve years since 1949⁽³⁾ the work of which has frequently been echoed by the sessions of the International Conference on Education and the General Conference, in particular with the adoption by the latter in 1976 of the Recommendation on the development of adult education. The theme of the fifth International Conference on Adult Education (Hamburg, 1997) is 'Adult Learning: a key for the 21st century'.

In a way UNESCO's programme in its entirety either directly or indirectly takes adult education into account with activities related to international understanding and a culture of peace, the development of science (scientific literacy), social sciences (family planning), culture (the educational role of museums, and of music, development of public libraries), communication and computer technology (development of communication technologies and networks) as well as all programmes involving the exchange of individuals. The field is limitless, both in the variety of its tangible forms, and in the prospects for development it can offer to societies experiencing increasingly rapid change.

(1) Report of the Elsinore Conference.

(2) Extract from the Recommendation on the development of adult education adopted by the nineteenth session of the General Conference of UNESCO in 1976.

(3) The way in which participation in these conferences has developed reflects both the increase in numbers of UNESCO Member States, and the growing interest of the international community in adult education: 79 participants at Elsinore (1949); 841 in Paris (1985).

1950

Training course on adult education, Mondsee, Austria

1950-1965

UNESCO Youth Institute, Gauting, Germany

1952-1953

International Workers' Education Centre, La Brévière, France

1953

International Conference on the Place and the Role of Music in the Education of Young People and Adults, Brussels

THE 1950s, POPULAR CULTURE AND VOLUNTARY AID

(4) Adult education developed above all in Western Europe and in Scandinavia, representatives of these countries making up over two-thirds of participants. Neither the former USSR, nor any Eastern European countries, were present at Elsinore. There was little question of literacy which was only of secondary interest for these countries which already had efficient primary education systems.

(5) The Conference, marked by recent memories of totalitarian regimes, showed signs of apprehension vis-à-vis governments. Adult education activities at that time were, in most Member States, catered for by non-governmental organizations or by volunteers.

(6) This Committee, with representatives from the main non-governmental organizations concerned with adult education changed names several times: Consultative Committee for Adult Education (1950-1960); International Committee for the Development of Adult Education (1960-1966); International Consultative Committee for Out-of-school Education (1967-1973).

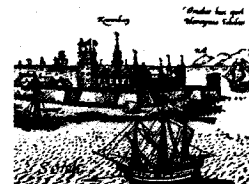
It was in 1949, at Elsinore in Denmark that UNESCO convened the first International Conference on Adult Education,⁽⁴⁾ in order to find out how adult education could help to repair the damage inflicted on education systems by the Second World War, and to reconcile East with West. The Conference recommended 'to aid and foster movements which aim at creating a common culture to end the opposition between the so-called masses and the so-called elite'. At international level, adult education must promote the ideals of democracy and peace and strive for understanding between peoples, not simply between governments. The Conference recognized the primordial importance of private initiatives in adult education as the only way to represent diversity of interests.⁽⁵⁾

The Director-General therefore established an international co-ordinating mechanism in the form of a consultative committee responsible for advising the Secretariat on adult education matters.⁽⁶⁾ The action of the Organization consisted in providing support, often under the Participation Programme, to the work and

1949

Elsinore: Conference on Adult Education

Next June 16th, approximately 150 educational workers from many nations will gather in the Great Knight's Hall of the ancient 'Hamlet's Castle' of Kongsborg at Elsinore, Denmark, for the opening of the first international post-war conference on adult education.



From places as far apart as Norway and Australia, Iceland and New Zealand they will meet for ten days to talk over their problems and to lay the foundations of a permanent international adult education movement, one of whose aims will be to develop a better understanding between peoples.

There are still many countries where the term 'adult education' is used to describe the fight against illiteracy. But, for practical purposes, the teaching of literacy is now generally considered as a special field and UNESCO, for example, has given it the name of 'fundamental' education'.

In the countries which have largely solved their illiteracy problems, adult education, in its broadest sense, means helping individuals to be equal to the responsibilities which the growth of democracy has brought to ordinary men and women. In other words, adult education today seeks to develop a spirit of understanding and appreciation of other people's cultures and customs, by improving the individual's general education and arousing interest in current world questions.

This is why UNESCO, as part of its adult education programme, is seeking to bridge the ten-year gap caused by the war, by calling on adult education workers and leaders from every country in the world – whether a member of UNESCO or not – to meet and exchange their experiences and ideas. In this way, it hopes to re-establish international contacts among adult education workers and to find out what new forms this branch of education might take to meet the demands of both today and tomorrow.

Among the questions to be studied at the UNESCO conference in Denmark are the extent to which traditional adult education methods can be improved by the use of new materials and techniques such as film, radio and the press, records, posters and graphs, discussion groups, the dramatization of current events, and the study of foreign languages.

The UNESCO Courier, April 1949.



Jaime Torres Bodet (Mexico)
Director-General of UNESCO from 1948 to 1952

When you are discussing adult education, you are in fact discussing no less a matter than the future of our civilization. Do we want to educate people for obedience? Do we want to educate them for responsibility? [...] Do we claim to relieve man's isolation by accustoming him to blind submission to the will of the herd? Or do we wish to bring him to take a conscious part in a culture which, while having regard for his personality, will inspire in him a sincere desire to be one with all his fellows?

Adult Education and the Future of our Civilization. Education for Responsibility, Opening speech, Elsinore Conference, 1949

Henri Janne

Sociologist, Belgian Minister of Education and Culture from 1963 to 1965

The organization of adult education, its objectives, methods, atmosphere, functional requirements, will demand radical changes in the present formal education system (including the university), traditional school structures being gradually transformed to their image.

Adult Education, a Factor in the Global Change of Education, Council of Europe, Strasbourg, 1965

1960

Second World Conference on Adult Education, Montreal

1965

International Conference on Public Education addresses a recommendation (No. 58) to Ministers of Education on literacy and adult education, IBE, Geneva

1968

Agreement with the European Centre for Leisure and Education, Prague

1972

Third International Conference on Adult Education, Tokyo

1973

Creation of the International Council for Adult Education, Toronto, Canada

endeavours of specialized NGOs, especially for the organization of training programmes and study tours,⁽⁷⁾ or meetings of specialists.⁽⁸⁾ For workers' education, between 1952 and 1953, UNESCO ran an International Centre at La Brévière (France), where training courses for trade union leaders were available on topics such as trade union and civic education, and social and international education. From then on, the Organization invested in the development of modern methods and techniques, especially audiovisual media, in the service of adult education,⁽⁹⁾ a sphere which would continue to arouse interest in the ensuing decades, eventually giving rise in 1994 to the 'Learning Without Frontiers' transdisciplinary programme. Finally, through its monographs and its publications, UNESCO took on a pioneering role in information exchange in this domain at international level.⁽¹⁰⁾

THE 1960s AND 1970s, TOWARDS INSTITUTIONALIZATION

The two conferences in Montreal (1960) and Tokyo (1972) contributed to the gradual integration of adult education into education systems. These conferences were held at a time when the contribution of education to economic development was generally acknowledged, and where considerable changes had begun to affect lifestyles, especially in countries where rates of industrialization and urbanization were becoming more pronounced. The immensity of needs, together with the massive recourse to communication technologies, created a new situation which rendered government intervention inevitable.

MYSORE, INDIA Rural Education Seminar for Adults

Out of India's 180 million adults, only seventeen million can read and write. This means that in spite of what has been done in the last decades, India's illiterate adult population numbers 153 millions, or more than 90%. Since the Seminar was inaugurated by India's Education Minister, Maulana Azad on November 2, leaders and delegates have clearly indicated the practical lines on which they will work.

There is, however, no confusion in the minds of those working near Mysore on the difference between literacy and education.

In a broadcast from the Seminar, Professor Humayun Kabir, Joint Secretary, Indian Ministry of Education gave this definition of fundamental education for adults:

'It must be the education of free man in a free society and not merely a course in literacy. It must liquidate the problem of illiteracy, help the people to improve their living standards, through reform in the forms and customs of family life. It must bring to them new techniques in old crafts and introduce new crafts and skills so that their economic standards are raised. It must inculcate in them a sense of citizenship and community living'.

UNESCO and the Indian Government have called the Mysore Seminar in order to provide educational leaders from Asia and elsewhere in the world with the opportunity to give content and practical shape to this definition.

The work of the seminar is organized in four working groups, each having carefully planned objectives and scope for studies.

The first group, under the Chairmanship of Dr Mohamed Salim of Iraq, began its studies of literacy and adult education with discussions on the definition and purpose of literacy.

Chairman of Group 2, which is studying health and home life problems in rural areas, is Professor S. Y. Chu, of the China Mass Education Movement.

Group 3, which is concerned with the economic aspects of rural adult education, is led by Dr Spencer Hatch, of the Inter-American Institute of Agricultural sciences.

Jovial Professor A. N. Basu, of Calcutta University, who attended UNESCO's first Seminar at Sèvres, near Paris, in 1947, is directing the studies of the fourth group into social and citizenship aspects of rural education.

One of the Indian delegates, Shri Aryanayalam, who has worked closely with both Tagore and Mahatma Gandhi, called the village leader and council together and talked to them.

'Clear the dirt from your roads, homes and lives', he said. 'I am ashamed of you. You have a school that is not fit for cattle to live in. I worked with the Mahatma and was with him when he decided to settle down in the most backward of all villages. Gandhi chose that village because he said if he could accomplish something there he could do anything. But you too must do something for yourselves. Build a new school, keep your village and homes clean. Then you will live a happier life.'



The UNESCO Courier, December 1949.

(7) Study tours for leaders of European workers' organizations had considerable impact at a time when freedom of movement was limited, even in Europe. UNESCO provided grants and facilitated the obtaining of visas.

(8) Rural Education Seminar (Mysore, India, 1949); Training courses on adult education (Mondsee, Austria, 1950), on adult education in rural areas (Hillerød, Denmark, 1954), on economics teaching in 150 Popular Federal Universities (Bled, Yugoslavia, 1956), on universities and adult education (Bignor, United Kingdom), on educational activities of women's organizations (Twickenham, UK, 1959), etc.

(9) • Rural Teleclubs in France, (cf. Roger Louis and Joseph Rovin *Télévision, une expérience de réception collective dans les villages français*, UNESCO, 1952; *Television and Teleclubs in Rural Areas*, UNESCO, 1952).

• Messina training course on audiovisual techniques (1953).

• Support to regional or international specialized centres: International Childrens' Film Centre (Brussels), Latin American Educational Film Institute (ILCE) (Mexico).

(10) See *International Directory of Adult Education*, UNESCO, 1952.

In 1960, the Montreal Conference, which was attended by a remarkable number of newly independent countries, first underscored the need to give absolute priority to the eradication of illiteracy. Discussing the central theme of 'Adult Education in a Changing World', this meeting vigorously affirmed the principle that adult education should henceforth be accepted by people everywhere as normal, and that all governments should treat it as a necessary component of educational provision.⁽¹¹⁾ The Conference also focused on the emerging educational needs of women and families.

(11) *The Montreal Declaration*, Second World Conference on Adult Education, Education Studies and Documents No. 46, UNESCO, 1963.

The 1972 Tokyo Conference,⁽¹²⁾ which immediately followed the publication of the Faure Commission report *Learning to Be*, centred on the theme of lifelong education and equal access to education. It proposed a methodology for the formulation of adult education policies and programmes within the framework of national educational systems. It stressed the complementary roles of formal and non-formal education, and the need to integrate adult education into the educational planning process. Faced with the 'world education crisis', adult education emerged as a solution to the problems that school and university education were no longer able to resolve. Taking a stand against a purely functional conception, the Conference also pronounced in favour of a humanistic strategy, insisting on the relationship between adult education and cultural development, and on the importance of art education, museums and libraries.

(12) The Tokyo Conference was prepared by means of 97 country reports which highlighted the diversity of adult education programmes. Besides literacy education, and especially the EWLP, new themes and target groups became apparent: women, immigrant workers, out-of-school education for youth, family planning, etc.

UNESCO and lifelong education in 1968

by René Maheu

With regard to lifelong education, it is now a matter of common knowledge that this is the concept which explains the real meaning of modern education and which should inspire and sum up all efforts directed towards reform. Education is no longer confined to a particular age, that is, only a part of life; co-existent throughout its length, it represents an attitude and a dimension of life. It is an attitude enabling us to keep in touch with realities and not simply a preparation for work and responsibilities.

This radical change in outlook ruthlessly reveals all the difficulties encountered, which spring up on every side, and at the same time provides the only path to their solution. But lifelong education must not remain a mere slogan. Indeed, no reconversion requires so vast and complex a forward planning. For what is involved is no less than a merging of school and university education in a global system within which out-of-school education and the so-called adult education, now generally regarded as marginal, are destined to appear as the very core of the discipline of the mind.

In this connection UNESCO has hitherto contented itself with a few meetings and a few publications which have kept alive interest in the subject without adding greatly to an understanding of it. In the period following International Education Year, which we have reason to hope, as I said earlier, will give an impetus to global thinking and the will to reform, this ought to be the main line along which should be planned, over the next decade, UNESCO's activities in all matters pertaining to education.

Introduction to the Report of the Director-General on the activities of the Organization in 1968.

Paul Lengrand (France)

Former Head of the Division of Adult Education at UNESCO, Director of the UNESCO Institute for Education from 1967 to 1968, Member of the Secretariat of the International Commission on the Development of Education

In respect of adults, education is now compelled to invent, to innovate and to imagine. No curriculum can endure unless it takes into account, not universal and abstract man but the concrete individual in all his dimensions and needs. [...] Equally essential is it for each [responsible for adult education] to modify the teacher's traditional image and to accept the fact that he becomes an adult among other adults, with his own blend of knowledge and ignorance, of abilities and incapacities.

The institutionalization of lifelong education presents particularly complex problems in regard to adults, children and adolescents. Even more than formal education, it presupposes a 'transformation of society's structures in a way which would be favourable to personality development'. In this way it becomes 'an eminently political operation, insofar as the totality of the community's structures are concerned with its realization.'

An Introduction to Lifelong Education,
UNESCO, 1970

In the long term, however, there will be no solution to the problem of a better life except in a society imbued through and through with the principle of lifelong education and in an education closely bound up with the advances and achievements of society.

In Search of Lifelong Education, UNESCO, 1972

1976

Adoption of the Recommendation on the development of adult education, General Conference of UNESCO, Nairobi

1979

Publication of the *Terminology of Adult Education*

1985

Fourth International Conference on Adult Education adopts a Declaration on the Recognition of the Right to Learn, Paris

1986

Fourth Pan-European Conference of Directors of Educational Research Institutions on New Challenges for Teachers and Teacher Education, Eger, Hungary, organized by UIE

After these conferences, UNESCO's adult education programme took on a new dimension and was placed within the framework of lifelong education to renew educational systems. The Organization strengthened its role as a world centre for the exchange of information in this domain,⁽¹³⁾ and contributed to the circulation of ideas by facilitating the organization of meetings of experts. It also provided assistance to the European Centre for Leisure and Education, opened at the Charles University in Prague in former Czechoslovakia. An NGO, the International Council for Adult Education (ICAE), created in 1973 with the patronage of UNESCO, became a new instrument in the service of international co-operation.⁽¹⁴⁾ The Organization became more closely involved in promoting the establishment and development in Member States of institutions, services and mechanisms required to generalize educational activities for adults, and continues to support activities to train specialized educators led by governmental or non-governmental instances.

To sustain the effects of the work of these different conferences on adult education organized by UNESCO and by many other international bodies,⁽¹⁵⁾ the 19th session of UNESCO's General Conference in Nairobi (1976) adopted a Recommendation on the development of adult education which summarizes the main trends in this domain since 1949. It also defines the principles, objectives and orientations which should preside over the development of adult education, as well as the measures that Member States are invited to take at national, regional and international levels to implement this recommendation. Each State should 'recognize adult education as a necessary and specific component of its education system and as a permanent element in its social, cultural and economic development policy'.



The first number of Education permanente, the review published by the Institut national pour la formation des adultes, is devoted to International Education Year, and was produced in co-operation with UNESCO. This special issue was officially presented to René Maheu, Director-General of UNESCO, by Julien Cain, President of the French Commission for UNESCO on 9 June 1970.

From left to right: Yves Brunsvick, Secretary-General of the French Commission for UNESCO, Julien Cain and René Maheu.

ADULT EDUCATION A limitless field

The pursuit of one's education alone requires a great deal of will-power, powerful incentives and, most important of all, unusual perseverance. Hence the value of outside assistance, i.e. a community organization. Here again the field is limitless. From evening and correspondence courses to the people's universities of the Soviet Union and the workers' universities in Yugoslavia, from the modest 'polytechnical villages' in Kenya to the 'universities without walls' of New York and Ohio, from the major co-operative undertakings in Belgium, Switzerland or Canada to the programmes of the Conservatoire français des arts et métiers, from the multimedia experiments in Quebec to the Open University in the United Kingdom, from literacy campaigns to the impressive Indian project for the use of a satellite, and from the university of the air in Japan to refresher training courses in industry: all man's imagination and magnanimity, like the constraints of the modern economy, combine to produce an unending stream of new institutions.

In: World problems in education; a brief analytical survey, Jean Thomas, UNESCO, 1975

(13) *Adult Education Information Notes*, published since 1973, is distributed in five languages in over 18,000 copies. Publication in 1979 of the *Terminology of Adult Education*.

(14) The IC AE federates regional organizations which meet on the occasion of World Adult Education assemblies: Dar es Salaam 1976, Paris 1982, Buenos Aires 1985, Bangkok 1990, Cairo, 1994. It publishes the review *Convergences*. The International Community Education Association (ICEA) created in Coventry, United Kingdom, in 1975 is an association with some 6,000 members, either local organizations or private individuals in more than 80 countries.

(15) Chiefly, the International conference of the International Women's Year (Mexico, 1975), relevant recommendations of the International conference on paid sabbatical leave, (1974), and on human resources development (1975).

THE 1980s AND 1990s, BEYOND INSTITUTIONALIZATION, SEEKING NEW PARTNERSHIPS

(16) The Paris Conference was prepared by means of an international survey to which 76 National Commissions replied. It was preceded by regional consultations in 1982 and 1983.

(17) Women, young people, the elderly, minorities, migrant workers, disadvantaged groups, populations threatened by famine.

In the 1980s, the development of lifelong education created a veritable market for adult education, demand often preceding supply. The Fourth International Conference, held in Paris in 1985,⁽¹⁶⁾ recorded a considerable explosion in this demand and the widening of the sphere of adult education, and this despite – or perhaps even because of – an often complex international context and economic crises then affecting many countries. Adult education appeared to be the indispensable educational dimension of social, cultural and economic policies, as well as of all development programmes. The Conference recommended that activities take into account the special needs of certain groups⁽¹⁷⁾ and appealed in this respect to all structures, traditional or new, formal or non-formal, public or private, and especially higher education, the media and industry. Finally, it stressed the role of UNESCO and the importance of international co-operation in areas such as legislation, finance, media and methods, training, research and evaluation. The final declaration defined a new international right, the right to learn.

In 1990, the World Conference on Education for All (Jomtien, Thailand) adopted a Framework for Action to Meet the Basic Learning Needs of Children, Adolescents and Adults. It sought to create a national environment favourable to this by recommending the mobilization of new resources and by advocating the broadening of existing co-operation and the forging of closer links between civil society in all its diversity and the responsible civil authorities, from education to defence, including labour, agriculture and health. In short, lifelong education became the responsibility of all, and no longer that of governments and specialized organizations alone. This new approach was to modify considerably the task of adult education institutions which are less solicited as direct suppliers of education, but whose expertise could guide the whole range of

Different providers, contents and disadvantaged receivers groups in adult education

| PROVIDERS | CONTENT | RECEIVERS |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Adult educators, agriculture extension workers, co-operatives educators, health educators, family-life educators, nutritionists, veterinarians, labour educators, army education corps, etc. | Literacy, food production, income generation, child-care, family-planning and health, union education, labour laws, civil and voting rights, co-operative management, peace education, environmental protection, etc. | The rural poor, slum dwellers, the homeless, ethnic minorities, women, the aged, the handicapped, fishermen, youth, the famine-stricken, migrant labour, etc. |

H.S. Bhola. *World Trends and Issues in Adult Education*, UNESCO, 1988.

Edgar Faure (France)

Chairman of the International Commission on the Development of Education

Adult education assumes especial importance to the extent that it may be decisive in the success of non-adults' school activities. For children's primary education – a primordial objective – cannot be dissociated from their parents' educational levels. The rising generations cannot be properly trained in an illiterate environment.

Learning to Be, Report of the International Commission on the Development of Education, UNESCO, 1972

René Maheu (France)

Director-General of UNESCO from 1962 to 1974

It will probably be necessary, if we are to do justice to the full richness and complexity of the concept of adult education, to recast the structure of the Secretariat accordingly in a less analytical way. In point of fact, adult education and literacy work are at present the responsibility of one sector of the Organization, cultural development of another and the use of the mass media of a third.

Closing Address to the Third International Conference on Adult Education, Tokyo, 1972

Julius K. Nyerere

President of the United Republic of Tanzania from 1964 to 1985

First we must educate adults. Our children will not have an impact on our economic development for five, ten or even twenty years. The attitudes of adults [...] on the other hand, have an impact on now.

Quoted in *Campaigning for literacy*, UNESCO, 1984

1990

World Conference on Education for All, Jomtien, Thailand

institutions called upon to supply educational services to adults. And, what is valid for the national level is also applicable at international level, and especially to the specific role of UNESCO foremost among all the agencies working in adult education. The Fifth International Conference on Adult Education (Hamburg, July 1997), preparations for which have been entrusted to the UIE given the Institute's action in this field,⁽¹⁸⁾ will certainly reflect these evolutions.

SOME INNOVATIVE PROJECTS

■ **Adult education by satellite in India** (1984-1988):

- **Objective:** To utilize satellite technologies to extend out-of-school education, emphasis being placed on adult education.
- **Financing:** UNDP: \$2,267,000.

■ **Promoting girls' and women's education in Africa** (Sahalian countries), 1996-2000:

- **Objective:** To reinforce girls' and women's education, female literacy and continuing education.
- **Financing:** Regular budget (M\$0.5), and extra-budgetary funds.

■ **Women, higher education and development, in all regions, with emphasis on Africa and countries in transition**, 1996-2002:

- **Objective:** To strengthen the status and empowerment of women in professional fields directly related to development.
- **Financing:** Regular budget (M\$0.45) and extra-budgetary funds.

■ **Women speaking to women: women's rural community radio in least-developed countries**

- **Objective:** To demonstrate the usefulness of low cost radio stations for community development, in particular for the empowerment of women at the grass-roots level.
- **Financing:** Regular budget (M\$0.2).

FROM LIFELONG EDUCATION TO LEARNING THROUGHOUT LIFE

(18) See page 70 et seq.

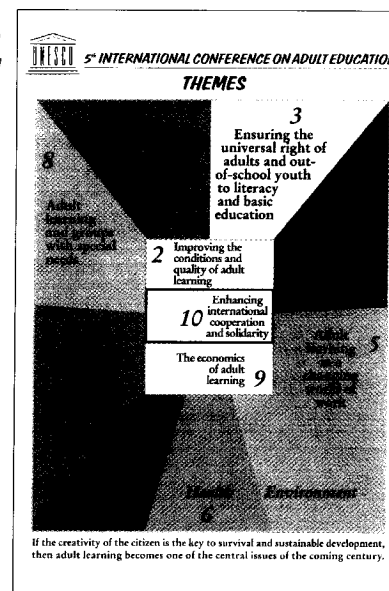
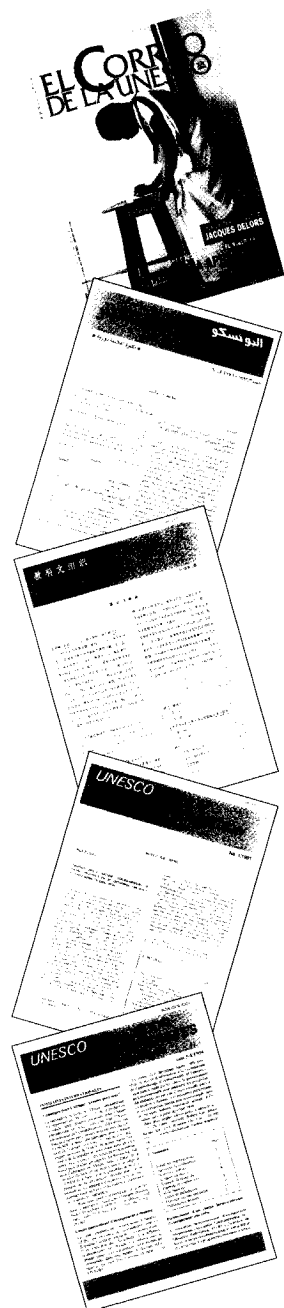
The elaboration and dissemination of the concept of lifelong education has certainly been one of the most significant advances in educational thinking since the end of the Second World War.

The expression 'lifelong education', which in the 1950s and early 1960s was applied to the continuing education and training of adults from the end of the 1960s onwards came to designate, for UNESCO and a growing number of countries, a much broader and richer ideal. Since then, lifelong education has meant a continuous process which, starting in infancy, extends throughout life and takes in all types and levels of education, going well beyond so-called formal education. Lifelong education is intended for all ages and aims, so as to take advantage of the whole of a society's educational potential and all the situations in which individuals may find themselves to help them to fulfil themselves and to decide their own destinies. It entails linkage, complementarity and 'horizontal' and 'vertical' continuing between the different forms and levels of formal and non-formal education, i.e. continuity between the different educational experiences through life. The overall conception represented by the idea of lifelong education thus implies consistency through the whole of a society's educational activity, but by no means does it imply rigid administrative structuring.

The dissemination of the concept of lifelong education in the 1960s gave a powerful impetus to educational thinking and stimulated reforms, some of which concerned the whole education system. Later, in the 1970s, the concept was further developed and refined in the report of the International Commission on the Development of Education, set up by UNESCO and chaired by Edgar Faure, and was one of its central ideas. The report, published in 1972 with the title *Learning to Be*, was to set going again with renewed vigour the debate on the need to rethink the whole of educational activity with lifelong education in mind.

More than twenty years later, another international commission, set up by UNESCO and this time chaired by Jacques Delors, the International Commission on Education for the Twenty-first Century, took up the idea of lifelong education and analyzed its implications in a profoundly changed historical context. In so doing, the Commission suggested using the expression 'learning throughout life' rather than lifelong education, so as to avoid any possible confusion with simple adult education. The Commission's report clearly shows the implementation of the principles of lifelong education to be more than ever essential for enabling education to play to the full its role in society.

UNESCO: an ideal in action. The continuing relevance of a visionary text. Federico Mayor and Sema Tanguiane, UNESCO, 1997.



Bogdan Suchodolski (Poland)

Philosopher, educator, historian

In this way, the idea of lifelong education appears as a factor which will permit a better understanding of education in its integral and humanistic sense. We revive the admirable traditions of educational thinking, from Socrates to Dewey via Comenius, and the experiments conducted in different countries. Pedagogy takes on a more heterogeneous character than before, because the experiments of man which leave an imprint on educational processes grow eternally broader and richer.

*Education permanente en profondeur,
UIE Studies No. 2, 1993*

Paul Bélanger (Canada)

Director of UIE since 1989

Habib Mobarak (Lebanon)

Chief of the Section for Adult Education,
UNESCO, from 1986 to 1992

Through the rapid growth of the various forms of adult education, a new general economy of education is being created. Adult education is now encompassing so many fields, involving a number of actors and ministries, that the role to be played by national bodies for adult education will increasingly have to become a transverse one.

*UNESCO and Adult Education, International
Encyclopaedia of Education, 2nd ed., Vol. 11, 1994*

Ettore Gelpi (Italy)

Lifelong education specialist

'Open' lifelong education 'without frontiers' is a thoroughly ambiguous debate [...], education is often open in only one direction: those without access do not participate and cannot take any educational initiatives.

L'éducation permanente: principe révolutionnaire et pratiques conservatrices, Revue internationale de l'éducation, Vol. 40, no. 3-5, 1994

TO KNOW MORE (see also CD-ROM, Vol. I)

- **Adult Education: Current Trends and Practices.** UNESCO, 1949. (Chinese, English, French)
- **Universities in Adult Education.** UNESCO, 1952. (English, French, Italian, Spanish)
- **Learning to Be.** E. Faure and al., UNESCO, 1972. (Chinese, English, French, Spanish)
- **An Introduction to Lifelong Education.** P. Lengrand, UNESCO, 1975. (Arabic, Catalan, English, French, Portuguese, Spanish)
- **Reflections on Lifelong Education and the School.** UIE/UNESCO, 1975. (English)
- **Terminology of Adult Education.** UNESCO-IBE, 1979. (IBEdata). (English, French, Japanese, Spanish)
- **Directory of National Adult Education Co-ordinating Bodies.** UNESCO, 1984. (Trilingual: English, French, Spanish)
- **The Development of Adult Education: Aspects and Trends.** UNESCO, 1985. (Chinese, English, French, Russian, Spanish)
- **World Trends and Issues in Adult Education.** H. S. Bhola, UNESCO, 1989. (English, French)
- **World Conference on Education for All, Meeting Basic Learning Needs, Final Report.** UNDP/UNESCO/UNICEF/World Bank, Jomtien, 1990. (English, French, Spanish)
- **Learning: the Treasure Within.** UNESCO, 1996. (English, French, Spanish)
- **Adult Education in a Polarizing World.** UNESCO, 1997. (English, French)

EDUCATION OF GIRLS AND WOMEN

DOWN WITH DISCRIMINATION

1946

A Commission on the Status of Women set up by the United Nations

1949

First Conference of Women's Non-Governmental Organizations, Paris

1952

Recommendation on Access of Women to Education, International Conference on Public Education, IBE, Geneva

1954

An International Convention on the Political Rights of Women comes into force, initially ratified by twenty countries

1960

Convention Against Discrimination in Education, General Conference of UNESCO, Paris

In accordance with its mandate, UNESCO is striving to improve the status of women throughout the world. As issues pertaining to women have consequences for all aspects of life in society, the Organization has integrated the theme of women into each of its programmes and activities. In all Conferences organized at the ministerial level, as in the implementation of the various major projects, the preparation of standard-setting instruments, the launching of literacy campaigns, widening access to education and the improvement of its content, the use it has made of the mass media, or by means of studies and research it has undertaken, and through its publications, the Organization remains unremitting in its commitment to promoting equality between women and men, the participation of women in development and in building a culture of peace. Action to emancipate women is pursued in various aspects of education: literacy education, community development, scientific and technical training, population education, co-operative programmes, studies and research. This is how the education of women and girls came to be chosen as the main theme of the 1995 World Education Report.

EQUAL ACCESS TO EDUCATION

In 1947 UNESCO contributed to the work of the Commission on the Status of Women by preparing a detailed report and convening a meeting of sixteen representative women's associations to prepare a report on the status of women worldwide.⁽¹⁾ Co-operation with this United Nations Commission was subsequently strengthened to embrace the issues of the access of women to different types and levels of education.⁽²⁾ The 1952 IBE International Conference on Public Education addressed a recommendation to ministers of education in all countries requesting them to promote the access of women to education at all levels. Regional ministerial conferences during the



▲ Literacy education for women in rural areas, Fogo, Cape Verde.

Students at a teacher-training college, Senegal.

1949

'The Declaration of Women's Right to Education and Culture becomes a Rallying Cry

'I cannot over-emphasize the truly fundamental importance of women's education. The man who said that a child's education begins with the education of his mother was not being funny. At the present day, this problem is becoming extremely serious both for adults and for children. It is one of the fundamental problems of our age. We need only reflect that more than half the population of the world is female and that the child's constant association with his mother in his early years gives women a decisive part in the upbringing of the entire human race.

Now when, if it is to survive, humanity must make use of all its heritage, without overlooking the smallest item, now when mankind must have a reason for wishing to survive and know why life is worth the living, no particle of spiritual force should be neglected. The Declaration of Women's Right to Education and Culture becomes a rallying cry. It is more than a statement of the theoretical equality between the sexes, in which a process of intellectual development has culminated: it makes a demand upon us, calling us to take part, as responsible citizens, in the campaign to secure educational opportunities for women, an advance that preconditions every human effort to establish a just and lasting peace.'

Jaime Torres Bodet,
Director-General of UNESCO
Address to the inaugural meeting of
the Conference on Obstacles to
Equality of Educational
Opportunities for Women,
December 1949.

(1) The Commission on the Status of Women requested UNESCO to pay particular attention in its educational programme to those areas where women do not presently have equal rights. UNESCO is vitally interested in this question and recommendations in this field will be considered by the 1947 UNESCO General Conference. A detailed report of UNESCO's conclusions about this work and projected activities in this field will be presented to the Commission on the Status of Women at its 1948 session.

The UNESCO Monitor, October 1947
From the Director General's Interim report.

Support to women's NGOs remains one of the Organization's priority spheres of action.

(2) UNESCO conducted annual surveys amongst Member States, and provided this Commission with statistical data and reports on specific areas, such as access of women to higher education, to the teaching profession, to vocational training, etc.

(3) *Access of girls and women to education in rural areas*, UNESCO, 1963.

(4) For example, on education as a factor influencing the participation of women in public life.

(5) Studies on co-education in 1969, publication by IBE of a selected bibliography on the education and advancement of women published on the occasion of International Education Year, etc.

1950s on the extension of free and compulsory primary education called for an end to any distinction between schooling for boys and schooling for girls, urging governments to provide more schools for girls, and make parents aware of the need to send their daughters to school. Education of women and girls was accorded a prominent place in the literacy and basic education programmes which followed, just as it had been in those devoted to extending primary and secondary education.⁽³⁾

STANDARD-SETTING ACTIVITIES AND THE INTERDEPARTMENTAL PROGRAMME

In 1960, the General Conference of UNESCO adopted the Convention against Discrimination in Education, a standard-setting instrument which was to prove to be of crucial importance for future action, especially concerning women, which has been ratified by 85 Member States to date. This Convention served as a basis for the relevant provisions in other UNESCO texts which set standards in respect of the recognition of higher education degrees and diplomas, technical and vocational training, adult education, and the status of teachers. A series of UNESCO studies⁽⁴⁾ in the 1950s and 1960s drew attention to the deciding historical, economic and social factors which are the root cause of discrimination against women, not only in education, but also in public life. As of 1968, activities to promote equal access to education and the participation of women in development was intensified within the framework of an interdepartmental programme. Besides new studies and publications,⁽⁵⁾ this programme also included experimental literacy projects (Upper Volta, now Burkina Faso), primary schooling and training of women teachers (Nepal), and access to technical training (Chile).



Chase Going Woodhouse

Champion of women's rights

To the question 'You are so definite about what you want, are you even certain what you want on your tombstone?', she replied immediately: 'She was born a woman. She died a person'. A memorable phrase, signaling an evolution which is the responsibility of all educationists.

Quoted by Jaime Torres Bodet in his opening speech to the Fifteenth Session of the International Conference on Public Education, IBE, Geneva, 7-12 July 1952

Jaime Torres Bodet (Mexico)

Director-General of UNESCO from 1948 to 1952

In a humorous parody of the Preamble to UNESCO's Constitution, a delegate once remarked: 'Wars begin in the minds of men; it is in the minds of women that the defences of peace must be constructed.' No doubt we cannot afford to neglect either. We are therefore making it our business to obtain for women as well as for men universal recognition and effective enjoyment of this right to education.

Opening speech to the Fifteenth session of the International Conference on Public Education, IBE, Geneva, 7-12 July 1952

A GLOBAL STRATEGY

1963

First project for the education of African women, financed by Sweden, begins

1975

- First United Nations World Conference on Women, Mexico City
- International Women's Year

1976-1985

United Nations Decade for Women

1979

Convention on the Elimination of All Forms of Discrimination against Women, United Nations General Assembly

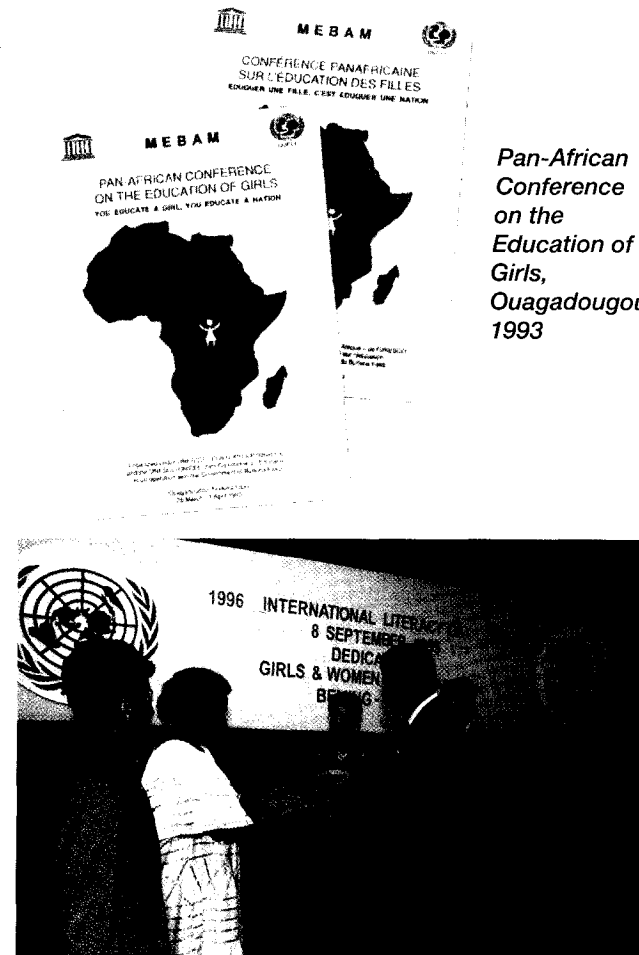
1980

Second United Nations World Conference on Women, Copenhagen

International Women's Year (1975) and the United Nations Decade for Women (1976-1985) gave new impetus to UNESCO's activities to enhance the status of women, which would henceforth be considered in a global perspective, and related to all the problems modern society has to face. Whilst proposing programmes specific to various types of discrimination of which women are victims, the Organization was, in future, to take into account all aspects of women's issues.⁽⁶⁾ The Sectors began to implement many more activities, in particular studies and research.⁽⁷⁾ A teaching guide, *Down with Stereotypes*, was published in 1986 to combat sexist attitudes conveyed through words and images in children's books and school textbooks. The 1980s also saw the development of important community initiatives, supported by UNESCO and UNICEF, to provide education to children, especially girls in rural areas.⁽⁸⁾ Despite these efforts, and notwithstanding the undeniable progress made, in 1990 out of over 100 million children without access to primary school, it can be estimated that 60 million were girls, and that of the approximately 1 billion illiterate adults,⁽⁹⁾ two-thirds were women.

EDUCATION FOR ALL: MAKING IT A REALITY

The report of the International Commission chaired by Jaques Delors⁽¹⁰⁾ stresses that a respect for equity demands a special effort to do away with all inequality between the sexes in the field of education, and that gender inequality lies at the root of the lasting situations of inferiority that affect women at every stage of their lives. The strategic importance of women's education for development is today acknowledged



International Literacy Day.

Pan-African Conference on the Education of Girls, Ouagadougou, 1993

- (6) See UNESCO's *Second Medium-Term Plan (1984-1989)*.
- (7) Series of national studies on subjects as varied as the role of working mothers in pre-school education, the image and the role of women in the media, images of men and women in school textbooks, obstacles to women's participation in politics, etc.
- (8) UNESCO has devoted a series of publications to successful basic education projects: Saptagram in Bangladesh, PROPEL in India, TOSTAN in Senegal, etc., specifically directed towards the education of girls and women. In Botswana an education centre cares for teenage mothers.
- (9) Estimates drawn up for the World Conference on Education for All, Jomtien, 1990. In fact, statistics in respect of literacy are estimates which should be treated with all the more caution in that they often disregard illiteracy of school-age children with no access to school. For example, to the most frequently quoted figure of 885 million adult illiterates in 1995 could be added several dozen million ten to fourteen year olds who have no hope of learning to read and write, and an equally large number of former literates who have relapsed into illiteracy, especially in developing countries. So, it can be estimated that efforts at 'education for all' today still concern more than one billion illiterates.

(10) *Learning: the Treasure Within*, Report to UNESCO of the International Commission on Education for the Twenty-first Century. UNESCO, 1996.

TEACHING "CLINICS" FOR GIRLS IN GHANA

The Ghana Education Service has instituted a programme to organize annual "clinics" to give girls in secondary schools the type of orientation that would help to remove the misconceptions about girls' participation in the study of science, technology and mathematics in school and subsequently related careers. The Clinic has chosen to focus on girls in secondary schools because that is where the problem manifests itself the most.

The programme, which has the support of UNESCO and the Commonwealth Secretariat, as well as other public and private organizations attracts girls from other West African countries.

With its follow-up activities the STME Clinic is now a year-round effort to enhance the effectiveness of the study of science and mathematics among girls in the secondary school.

The programme has the following objectives :

1. To make participants aware of the gender stereotypes that tend to inhibit girls/women from entering STME-based occupations and how they can overcome these inhibitions.
2. To encourage the girls to study the full range of science and mathematics-related subjects in secondary schools.
3. To make participants aware of the application of science and mathematics skills in various occupations and in the production of goods and services.
4. To provide opportunities for participants to explore science and mathematics-based careers through first-hand experiences.
5. To assure participants, through role models, that they can succeed in STME-based occupations and at the same time maintain normal marital life.
6. To create opportunities for participants to improve their skills in creativity and problem-solving.

Source: *World Education Report 1995*, UNESCO. Experience quoted in The National Report from Ghana presented to the 44th session of ICE, Geneva, 1994.

and a very clear correlation has been established between the educational level of women on the one hand, and an overall improvement in the population's health and nutrition, and a drop in fertility rates on the other. The World Conference on Education for All (Jomtien, 1990) succeeded in securing an international commitment to educate girls and women. One hundred and fifty-three countries adopted a Declaration which states that 'The most urgent priority is to ensure access to education of girls and women and to remove every obstacle that hinders their active participation.' For, whilst indispensable, political will alone does not always suffice. The behaviour of parents and communities must also change. UNESCO now advocates approaches which make use of awareness-raising and social advancement campaigns designed to increase the demand for education. These aspects were studied during meetings in 1993, in particular the Pan-African Conference on the Education of Girls held in Ouagadougou, which, beyond regional consensus, sought to pinpoint priorities for girls' education and to devise national mobilization strategies through new partnerships,⁽¹¹⁾ and the New Delhi Summit⁽¹²⁾ which



Alva Myrdal
(Sweden)

Sociologist, leading authority on women's rights, Director of the Department of Social Sciences at UNESCO from 1951 to 1955

The acknowledgement of women's claim to human rights is not just a question of giving benefits to women. [...] It is not only a question of making a reality of those egalitarian principles, which all democracies must honour if they are to justify the title of democracy. The real issue is something much more fundamental: the participation of women as full partners in the economic, social and cultural life of a nation. As for UNESCO itself, it has devoted its efforts to trying to improve the status of women by drawing attention to the progress or lack of progress achieved in woman's access to education, and by undertaking special investigations into the complex factors which either hinder or favour woman's progress.

The UNESCO Courier, No. 11, 1955

James Gustave Speth

(United States)

UNDP Administrator since 1993

Investing in women's capabilities and empowering them to exercise their choices is not only valuable in itself but is also the surest way to contribute to economic growth and overall development.

Foreword, *Human Development Report*, UNDP, 1995

(11) This Conference, organized in 1993 by UNESCO and UNICEF in co-operation with the Government of Burkina Faso adopted an Action Framework for the Education of Girls and a Declaration which, inter alia, called upon '[...] spouses of heads of states, ministers and parliamentarians to form a pressure group for ensuring the education and welfare of the girl child'.

(12) Education for All Summit of Nine High-population Countries, New Delhi, 1993.

1985

- Forward-looking strategies for the advancement of women for the period up to the year 2000
- Third World United Nations Conference on Women, Nairobi

1993

Pan-African Conference on the Education of Girls, Declaration and Framework for Action, Ouagadougou

1994

International Women's Day on the theme 'They want peace, they make peace'

1995

Fourth United Nations World Conference on Women, Beijing

recognized that education and self-reliance of women were significant objectives and potent factors contributing to social development.

HORIZON 2000

The World Conference on Women: Action for Equality, Development and Peace (Beijing, 1995) defined a legal and institutional framework which would not only ensure complete equality of women with men in the economic, social and political spheres, but also the possibility for them to accede to the highest levels of education, scientific knowledge and culture. This conference was the culmination of a series of meetings convened by the United Nations in their efforts to ensure the application of the Universal Declaration of Human Rights. One of these meetings was the International Conference on Population and Development (Cairo, 1994), which demonstrated how education, when accompanied by other measures which alleviate poverty, is the single most powerful contributing factor in empowering women and curbing demographic growth; another was the World Summit for Social Development (Copenhagen, 1995), which reaffirmed the importance of national

WOMEN'S RIGHT TO VOTE

Years in which women obtained the right to vote (at national and federal levels, on equal terms with men, and without restriction)

| | | |
|-------------------------|--------------------------|-----------------------|
| 1893 New-Zealand | Rumania | Zimbabwe |
| 1906 Finland | The former Yugoslav | 1959 Madagascar |
| 1913 Norway | Republic of | Tunisia |
| 1915 Denmark | Macedonia | United Republic of |
| Iceland | Trinidad and Tobago | Tanzania |
| 1918 Austria | Viet Nam | 1960 Cyprus |
| Canada | 1947 Argentina | Gambia |
| Georgia | Bangladesh | San Marino |
| Germany | Japan | Tonga |
| Ireland | Malta | 1961 Burundi |
| Latvia | Mexico | El Salvador |
| Poland | Venezuela | Paraguay |
| Russian Federation | 1948 Belgium | Rwanda |
| 1919 Belarus | Israel | 1962 Algeria |
| Luxembourg | Lao People's | Bahamas |
| Netherlands | Democratic Republic | Monaco |
| Ukraine | Niger | Uganda |
| 1920 Czech Republic | Républic of Corea | Zambia |
| Estonia | Seychelles | 1963 Congo |
| Slovakia | Singapore | Equatorial Guinea |
| United States of | 1949 Bosnia and | Islamic Republic |
| America | Herzegovina | of Iran |
| 1921 Armenia | Chile | Kenya |
| Azerbaijan | China | Morocco |
| Lithuania | Costa Rica | 1964 Malawi |
| Sweden | Croatia | 1965 Afghanistan |
| 1923-1924 | Yugoslavia | Botswana |
| Mongolia | 1950 Haiti | 1967 Australia |
| 1924 Kazakistan | India | Zaire |
| 1926 Lebanon | Peru | 1967-1970 |
| 1928 United Kingdom | 1951 Antigua and Barbuda | Yemen |
| 1931 Spain | Barbados | 1968 Swaziland |
| Sri Lanka | Dominica | 1969 Lybian Arab |
| 1932 Maldives | Grenada | Jamahiriya |
| Thailand | Nepal | 1971 Kiribati |
| Uruguay | Saint Kitts and Nevis | Switzerland |
| 1934 Brazil | Saint Lucia | 1974 Jordan |
| Cuba | Saint Vincent and | 1975 Andorra |
| Turkey | the Grenadines | Angola |
| 1937 Pakistan | Sierra Leone | Cape Verde |
| Philippines | 1952 Bolivia | Mozambique |
| 1942 Dominican Republic | Côte d'Ivoire | Papua New Guinea |
| 1944 Bulgaria | Greece | Sao Tome and Principe |
| France | 1953 Bhutan | 1976 Portugal |
| Jamaica | Guyana | 1977 Guinea-Bissau |
| 1945 Albania | Sudan | 1978 Ecuador |
| Belize | Suriname | Republic of Moldova |
| Guatemala | Syrian Arab Republic | 1980 Iraq |
| Hungary | 1955 Nicaragua | Vanuatu |
| Indonesia | 1956 Benin | 1984 Liechtenstein |
| Italy | Comoros | 1986 Central African |
| Senegal | Egypt | Republic |
| Slovenia | Gabon | 1989 Namibia |
| Solomon Islands | Mali | 1994 South Africa |
| 1946 Cameroon | Mauritius | |
| Democratic People's | Somalia | |
| Republic of Korea | Togo | |
| Djibouti | 1957 Colombia | |
| Liberia | Honduras | |
| Panama | Malaysia | |

Sources: United Nations Statistical Division, New York; Inter-Parliamentary Union, Geneva.

EDUCATION OF GIRLS AND WOMEN

(13) About 100 technical co-operation projects, financed either by the Regular Budget or by extra-budgetary funds, are (have been) aimed at promoting education for girls and women, particularly in Asia and Africa.

policies in guaranteeing equal educational opportunities for women.⁽¹³⁾ UNESCO has included the education of women and girls in its new *Medium Term Strategy 1996-2001*, guided by the orientations set out in the Platform for Action adopted by the Beijing Conference. The Organization will, in this way, contribute to the attainment of its threefold goal of equality, development and peace.

THE BEIJING PLATFORM FOR ACTION

UNESCO is particularly mentioned in para. 87, under Strategic Objective B: Education and Training of Women. UNESCO is requested to:

- contribute to the evaluation of progress achieved, using educational indicators generated by national, regional and international bodies, and urge Governments, in implementing measures, to eliminate differences between women and men and boys and girls with regard to opportunities in education and training and the levels achieved in all fields, particularly in primary and literacy programmes;
- provide technical assistance upon request to developing countries to strengthen the capacity to monitor progress in closing the gap between women and men in education, training and research, and in levels of achievement in all fields, particularly basic education and the elimination of illiteracy;
- conduct an international campaign promoting the right of women and girls to education;
- allocate a substantial percentage of its resources to basic education for women and girls.

Priority: Woman, n° 1/1996.

TO KNOW MORE (see also CD-ROM, Vol. I)

- *The School Education of Girls*. Isabelle Deblé. Paris, UNESCO, 1980. (English, French, Russian, Spanish)
- *Knowing and Doing: Literacy for Women*. Krystina Chlebowska. Paris, UNESCO, 1992. (Arabic, Chinese, English, French)
- *Women in Higher Education Management*. Paris/London, UNESCO/Commonwealth Secretariat, 1993. (English, French, Spanish)
- *The Education of Girls and Women: towards a global framework for action*. Paris, UNESCO, 1995. (Chinese, English, French, Spanish)
- *What about Women? A priority for UNESCO*. Paris, UNESCO, 1995. (English, French)
- *Fourth World Conference on Women: Action for Equality, Development and Peace: a UNESCO Agenda for Gender Equality*. Position paper, Beijing, 4 - 15 September 1995. Paris, UNESCO, 1995. (Arabic, Chinese, English, French, Portuguese, Russian, Spanish)
- *Women, Education and Empowerment: Pathways Towards Autonomy*. Carolyn Medel-Añonuevo. Hamburg, UNESCO-UIE, 1995. (English, French)

Nancy Birdsall (United States)

Executive Vice President, Inter-American Development Bank, since 1993

I am convinced that women bring a unique and indispensable perspective to management and policy analysis in such fields as preventive diplomacy, peace-keeping and development. Because they are the primary educators in our homes and societies, women have an unparalleled ability to instill values and communicate concepts. Their resourcefulness, born of necessity, can and should be utilized to enhance the effectiveness of the United Nations and to benefit international relations.

Beijing and Beyond. Journalists Look at Women's Issues into the Twenty-first Century, UNESCO, 1995

Federico Mayor (Spain)

Director-General of UNESCO since 1987

We are not doing enough to close the gender gap. Despite the solemn declarations by world leaders to invest in women and girls, gender disparities are still the main constraint to achieving Education for All. There are fewer girls than boys enrolled in schools, and two-third of the world's illiterate adults are women. We have said it many times before, but we must say it again with even greater force: a society which fails to care for the education of its daughters handicaps its future.

Keynote Address, Education for All, Mid-decade Meeting of the International Consultative Forum on Education for All, Amman, June 1996

SPECIAL NEEDS EDUCATION

FROM SEGREGATION TO INTEGRATION

1949

An Advisory Committee on the Unification of Braille set up by UNESCO

1950

International Conference on the Unification of Braille, Paris

1951

UNESCO Regional Conferences on the unification of Braille (Beirut, Montevideo)

1952

The World Braille Council created under the auspices of UNESCO

1965

Beginnings of UNESCO's special education programme

1966

Establishment of an inter-agency co-ordination mechanism within the United Nations System

Although considerable progress has been made, there is still a wide gap at the world level between recorded needs and the services available to offer the disabled equal access to education. UNESCO supports the efforts made by countries to provide, within a national education-for-all strategy, educational services in ordinary structures for all children with learning difficulties, of a physical, psychological, social, emotional, or any other nature.

GROWING INTEREST

From its earliest days, in the aftermath of a World War which had left deep scars on young people everywhere, UNESCO was confronted with the dramatic needs of children with learning difficulties, or those with physical or psychological problems, or, most often, the two of them together.

To begin with, UNESCO joined and supported a great many initiatives addressed to young people with special educational needs undertaken in emergency situations by other international agencies (e.g. UNICEF, Red Cross) or by associations and NGOs.

In 1949, UNESCO was requested by the Government of India to facilitate access to Braille writing⁽¹⁾ for all the children of the world. The *World Braille Usage*⁽²⁾ was published a few years later. In a 1960 Recommendation of the International Conference on Public Education of the International Bureau of Education, special education was

1949

SPECIAL EDUCATION, EMERGENCY ACTION

The future teacher himself must be made fit to handle children whose memory is the memory of war, poverty, destruction, black market. This is one of the great steps in the task. Gradually, against the ruins, there is a reaching out. For the physically handicapped must be given both the skill and the will to life. The deaf must communicate with the hearing. The crippled must learn first to walk. And the blind too must be given the faith to reach out in the darkness. But there is another reaching and another darkness: the lost, the orphaned. [...] Left alone, they reach out in the ways they know best.

The children of the war

In the rubble of Monte Cassino, I saw Italian boys playing with empty shells. I also saw, and this is the contrast I want to stress, the 'Villaggio del Fanciullo' – a children's community with adequate medical, educational and recreational facilities. In Greece, I saw soldiers camping in a forest amidst scattered benches of an evacuated school. I also saw, against the background of the Acropolis in Athens, Danish nurses and doctors vaccinating Greek children against tuberculosis. I saw fifty doctor-nurse teams operating in Poland and Hungary with a record of close to three million children already tested and treated in these two countries alone. Wherever I went, in any of the five countries, the first new buildings I saw, white and cheerful amidst the desolation of war-blinded cities, were schools. Everywhere I saw overworked teachers fighting with enthusiasm and resource against shortages of school supplies. Wherever I went, I saw children playing out their dreams of a full and peaceful life amidst the ruins of their parents' world. And here, I think, UNESCO has an important and decisive role to play in co-ordinating the efforts of different countries the world over, organizing the interchange of different experiences, working out psychological treatments and other appropriate methods of healing the wounds of the abandoned, delinquent and backward children of Europe.

The UNESCO Courier, February 1949, presenting a selection of photographs taken in 1948 for UNESCO by David Seymour, an American photographer and journalist.



An Italian boy, blind and armless after a hand grenade explosion in the last days of battle for Rome, reads Braille with his lips.

(1) Louis Braille

unlocked the door to education for millions of blind men and women throughout the world when he invented his simple 'touch' alphabet of raised dots. The son of a French saddler, Braille was born near Paris in 1809 and lost his sight at the age of three. In his day the lot of the blind was almost as tragic and hopeless as it had always been in the past. One mark of progress, however, had been the opening of the world's first school for blind children in Paris in 1784. Braille went there as a pupil and eventually became a teacher (he also became one of the best organizers in Paris). At the school a system of embossed letters was used to teach the children to read. Then came the revolutionary idea of a French army officer, Charles Barbier de la Serre, to represent letters by raised dots. But Barbier's system was complicated (it was a code and had to be deciphered and it occupied too much space). So Braille reduced this system of twelve dot squares to six dots which could be felt by the finger tip at one go, and he dropped the cipher, working out various combinations of dots to form the alphabet. When Braille died in 1852 he had no idea that his system would be universally adopted by blind people, and he even had difficulty in getting the method accepted as the official medium of instruction in his own school. Yet today, without the Braille system, the world's seven million sightless would undoubtedly be deprived of the most powerful key to human freedom and scholarship ever devised for the blind.



The UNESCO Courier, March 1958.

(2) Since 1980, *The UNESCO Courier* has distributed a quarterly issue in Braille.

(3) Recommendation No. 51 concerning special education for mentally handicapped children provides for the opening of special classes in ordinary schools when it is not possible, as in big towns, to open special schools.

(4) From 1966, preparation of a directory of special education institutes, a study on national legislation, a selective bibliography; training courses at Elsinore, Denmark, for English-speaking countries of Africa in 1968, and for the Arab countries in 1969.

(5) In particular, for the establishment of training institutes in South and Central America.

(6) United Nations, WHO, ILO, UNESCO, UNICEF, UNHCR, World Council for the Welfare of the Blind, World Federation of the Deaf, etc.

considered to be a parallel education system of schools that were often specialized according to the nature of the disability.⁽³⁾ The first special education programme for handicapped children and youth was launched by UNESCO in 1965 after its principles and priorities had been defined by an advisory meeting, and it was to be financed primarily by voluntary contributions. Activities focused on information and documentation, the organization of training courses for specialists⁽⁴⁾ and the dispatch of experts to assist countries in developing special education structures.⁽⁵⁾ Within the United Nations System, a co-ordination mechanism was set up in which the main agencies and non-governmental organizations concerned with the rehabilitation of the disabled participated.⁽⁶⁾ The progress of educational techniques and the development of special education in Member States, especially during

1949-1952 UNESCO AND THE UNIFICATION OF BRAILLE

Variations existed in Braille used in Spain and Portugal and the different Latin American countries. Because of the added factor of varied scripts and the absence of any recognized symbols for letter-sounds not used in the Latin alphabet, Asian and African language Braille systems have been even more erratic in those parts of the world. Throughout the later 1940s, movements towards the establishment of single Braille systems gained momentum.

Unification of Braille: a typical problem for UNESCO

These were the circumstances which in April 1949 led Dr Humayun Kabir, Joint Secretary for Education of the Government of India, to write to the Director-General of UNESCO to ask whether it would be possible for UNESCO to take up the question of a single universal script for the blind. 'In India', Dr Kabir wrote, with its ten or eleven major languages, the problem of different Braille scripts has been one of the main obstacles to the provision of larger facilities for the education of the blind.'

Soon after receiving Dr Kabir's letter, UNESCO's Executive Board accepted the task, recognizing that this was a world problem which came within the scope of UNESCO.

UNESCO made a survey, and chose Sir Clutha Mackenzie as its consultant to 'study the world Braille situation as it stands, and to advise UNESCO on Braille systems.'

At UNESCO's General Conference in 1949, the Director-General was instructed 'to organize an international conference with a view to agreeing on certain international principles which would allow the greatest degree of uniformity in Braille and would improve its rationalization and develop its extension.'

Leading experts from a number of countries, including eminent blind leaders and teachers of the blind, met in Paris in December 1949 as an advisory committee.



The discussion led to unanimous agreement on a fundamental objective: a single Braille system should be worked out. This paved the way for the International Braille conference in March 1950. The delegates decided that it would both desirable and practicable to create a broadly uniform Braille system for all languages and scripts. This would be known as World Braille.

Practical steps to apply the plan

UNESCO's General Conference at Florence in 1950 took further practical steps toward Braille rationalization. It decided to compile a World Braille chart; to foster the publication of a reference book on uniformity; and to help establish a World Braille Council.

In February 1951, a regional conference took place in Beirut, Lebanon, devoted to the problems of Braille uniformity in the languages of the Middle East, India and South-East Asia. In November, a second regional meeting was held, in Montevideo, on reducing the differences among the various Braille methods in use in the Spanish and Portuguese languages. Thus, most of the ground work was done.

Finally, UNESCO convened a meeting last December in Paris of representatives of the various linguistic areas, and of the different Braille committees and publishers, to form a consultative committee for the creation of the World Braille Council. It will be a world agency, centralizing and helping through experts advice in the work of rationalizing all varieties of Braille into a single universal script for the blind.

The UNESCO Courier, March 1952. 'The blind are achieving a fuller role in everyday life' by Pierre Henri, Professor at the Institute for the Young Blind, Paris.

Jaime Torres Bodet (Mexico) Director-General of UNESCO from 1948 to 1952

But through suffering men have at least – and at last – learned the unity of human destiny. We have learned, by tragic experience, to believe what the philosophers had vainly attempted to teach us: that no man can save himself alone; that no class, no state, no race, no nation, can save itself alone. As Dostoevsky wrote: 'We stand responsible for all things, before all men.' The bullet which strikes down any man, even though he be our 'enemy', strikes us too. When he is lost, a part of ourselves is lost likewise. And the family he leaves behind him has lasting claims upon us.

New Year Message from the Director-General of UNESCO, 1950

Amadou-Mahtar M'Bow (Senegal) Director-General of UNESCO from 1974 to 1987

It is therefore essential, if the handicapped are to have a real chance of successful integration into their social, family and working environment, that they should be recognized as individual and legal entities in the full sense [...] in order to assert their rights and play their part at all stages of community life.

Address to the World Conference on Actions and Strategies for Education, Prevention and Integration, Torremolinos, Malaga, Spain, November 1981

Her Majesty the Queen of Spain

The problem of the handicapped is also, and above all, a problem of society. Legal provisions should go hand-in-hand with human brotherhood in solving these problems in a just and humane way.

Address to the World Conference on Actions and Strategies for Education, Prevention and Integration, Torremolinos, Malaga, Spain, November 1981

1968

Establishment of a Fund made up from voluntary contributions

1968-1969

Training courses for specialists, Elsinore, Denmark

1970

Publication of *Education for Handicapped Children?*, UNESCO

1977

Publication of *Terminology: special education*, UNESCO-IBE, revised in 1983

1981

- International Year of Disabled Persons
- World Conference, Torremolinos, Spain
- Sundberg Declaration

1982-1989

Regional project on special education for thirteen East and Southern African countries

1983-1992

United Nations Decade of Disabled Persons

the 1970s, were to open up new prospects in this field. And so, in 1981, International Year of Disabled Persons, the World Conference on Actions and Strategies for Education, Prevention and Integration⁽⁷⁾ adopted the Sundberg Declaration.⁽⁸⁾ This Declaration underscored the importance of preventing handicaps, from early infancy in particular, and called on the public authorities, community organizations and families to make a concerted effort to make it possible for disabled persons to live full lives, integrated in the community and actively involved in social life. This implied receiving appropriate education and training.



Final Report and Declaration, Torremolinos World Conference, Malaga, November 1981.

1981 UNESCO AND THE INTERNATIONAL YEAR OF DISABLED PERSONS

by Nils-Ivar Sundberg

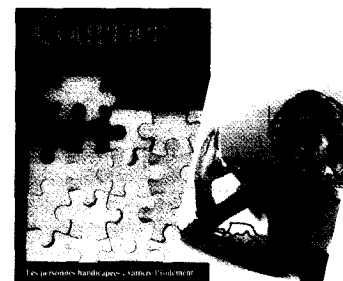
From its earliest days, UNESCO has worked to improve education for disabled children and young people and in 1966 a comprehensive programme was drawn up to develop co-operation with the United Nations and other UN agencies, such as WHO, ILO, UNICEF, and some forty non-governmental organizations working for handicapped people; carry out worldwide surveys and studies on special education for the deaf, the blind, the mentally and motor handicapped; and provide member countries, at their request, with the services of experts and consultants to help plan activities for the disabled and train their teachers. UNESCO also provides fellowships for the training of personnel in specialized fields, supplies equipment to schools and centres for the handicapped and supports meetings and training seminars. Through special studies and meetings UNESCO draws up guidelines for Member States for the development of education for the handicapped. Since 1968 when its special education programme was launched, the Organization has supported more than 200 projects in some 80 countries around the world, from Algeria to Zaire.

UNESCO has also helped organize theatre workshops and seminars for deaf players, published a major work on the standardization of Braille, and established a scheme enabling schools and institutions for the disabled, especially in the developing countries, to buy special equipment and material abroad.

Adapted from *The UNESCO Courier*, January 1981.



Nils Sundberg, in charge of UNESCO's Special Education Programme, died during the Torremolinos Conference in November 1981.



Breaking through the sound barrier

The joy of participation and self-fulfilment radiates from the face of this child at a school for the deaf in Trinidad and Tobago. Advances in electronics have made possible the development of devices that can help the deaf to break through the sound barrier that cuts them off from so much of everyday life. But, for every deaf child to whom these modern techniques are available thousands more throughout the world remain outside the mainstream of society, immured in a world of silence.

(7) Organized in Torremolinos, Malaga by the Spanish Government with UNESCO's assistance.

(8) In memory of Nils-Ivar Sundberg, in charge of UNESCO's Special Education Programme from 1968 to 1981, who contributed to the preparation of this Conference.

(9) *Constructive Education for Special Groups. Handicapped and Deviant Children*, W.D. Wall, Paris, Harrap/UNESCO, 1979.

THE SCARS OF WAR

One of the many evils caused by war is the suffering of the enormous number whose survival is bought at the cost of terrible physical, mental or emotional handicaps. Even worse, if that is possible, than the pain, the mutilation, the burns and the psychoses that are the direct effects of war are the indirect effects which still make themselves felt years later; the chaos into which war plunges a country's economy, the havoc it wreaks on the fabric of its society, the poverty, hunger, malnutrition and psychological disorders it leaves behind, the multitudes of refugees it banishes from hearth and home. And it is often children who suffer the most enduring consequences of war.

The UNESCO Courier, January 1981

UNITED NATIONS DECADE OF DISABLED PERSONS (1983-1992)

Within the framework of this Decade, the Organization reinforced its action to promote the right of handicapped persons to education, and make it easier for them to find a place in ordinary structures, while at the same time devising individualized instruction and education technologies that take differences and special needs into account: training of qualified personnel, assisting in the establishment of national institutions, preparing guides and manuals⁽⁹⁾ and special equipment.⁽¹⁰⁾ A subregional project, financed by

(10) *New information and Communication Technologies: Their Impact upon Educational Opportunities for Disabled People*, UNESCO, 1988. Applications of audiovisual media and data processing can help to offset communication difficulties and facilitate integration, for example, automatic conversion from Braille into printed text and vice-versa.

(11) Owing to the cost of special institutions – only two per cent of disabled children can be admitted to them in the developing countries – it is preferable to cater for these children in ordinary schools or under community programmes.

(12) This expanded definition implies recognizing that some 10 per cent of all children all over the world have special needs and encounter major difficulties in their school work at one time or another.

Sweden, covering thirteen Southern and East African countries, encouraged the development of structures – often innovative structures such as centres for rehabilitation in the family environment⁽¹¹⁾ – for the rehabilitation and education of disabled children. In 1986-1987, in order to raise the awareness of decision-makers and mobilize resources, the Organization launched a major international survey on legislative, financial and administrative measures for the disabled, and case studies on the most appropriate educational approaches. It transpired that poverty and disability often went hand in hand and that the disparity in the resources available to rich countries and poor countries posed a particularly acute problem in the case of the disabled.

FROM SPECIAL EDUCATION TO SPECIAL NEEDS EDUCATION

A new approach was developed during the 1980s in education circles. It was noted that the obstacles to integration were not caused by individual factors alone, but also by the environment, and that learning difficulties were caused by an array of disabilities that could be physical, psychological, socio-economic or cultural in origin.⁽¹²⁾ It became clear that schools dispensing special education only could not meet the special needs of a large

CONVENTION ON THE RIGHTS OF THE CHILD

Adopted by the General Assembly of the United Nations on 20 November 1989

Article 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.
2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.
3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.
4. States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

STANDARD RULES ON THE EQUALIZATION OF OPPORTUNITIES FOR PEOPLE WITH DISABILITIES

Adopted by the United Nations General Assembly at its 48th Session on 20 December 1993 (Resolution 48/96)

Rule 6. Education

States should recognize the principle of equal primary, secondary and tertiary education opportunities for children, youth and adults with disabilities, in integrated settings. They should ensure that the education of persons with disabilities is an integral part of the educational system.

1. General educational authorities are responsible for the education of persons with disabilities in integrated settings. Education for persons with disabilities should form an integral part of national educational planning, curriculum development and school organization.



World Declaration on Education for All

Article III - Universalizing Access and Promoting Equity

5. The learning needs of the disabled demand special attention. Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system.

World Conference on Education for All, Jomtien, Thailand, 1990

Federico Mayor (Spain)

Director-General of UNESCO since 1987

The first right of any disabled person is not to be disabled, never to have become disabled. We must therefore suggest strategies on prevention, education, rehabilitation and integration into working and community life and submit these, in the form of simple, clear conclusions, for consideration by all the countries of the world.

Address on accepting the Presidency of the World Conference on Actions and Strategies for Education, Prevention and Integration, Torremolinos, Malaga, Spain, November 1981

To give full effect to special needs education requires a review of the policy and practice in every subsector within education, from pre-schools to universities, to ensure that the curricula, activities and programmes are, to the maximum extent possible, fully accessible to all.

Opening speech, World Conference on Special Needs Education: Access and Quality, Salamanca, Spain, June 1994

1986-1987

- UNESCO launches an international survey on legislative, financial and administrative measures for disabled persons
- Case studies

1993

Standard Rules on the Equalization of Opportunities for Persons with Disabilities, Resolution adopted by the United Nations General Assembly

1994

- World Conference on Special Needs Education, Salamanca, Spain
- The Salamanca Statement
- Framework for Action

1995

- Special education programme for street and working children launched
- World Social Development Summit, Declaration and Action Plan, Copenhagen

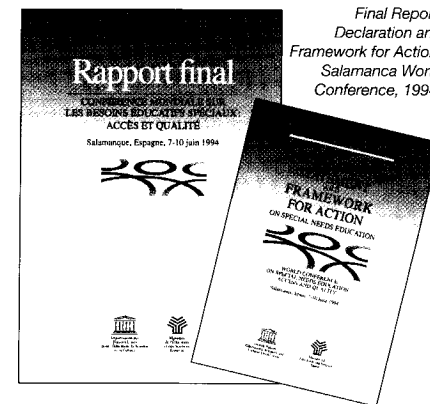
1996-1997

Preparation and dissemination of a resource package, 'Special Needs in the Classroom'

number of children, that their costs were prohibitive and that they tended not to integrate the disabled into society but to marginalize them. It would therefore be better to reform traditional education to provide additional support for those with special difficulties and thus meet the needs of a wide range of pupils.

In view of the interest in enrolling pupils with special needs in ordinary schools, the Organization launched a project on teaching materials entitled 'Special Needs in the Classroom' in order to help teachers to accommodate pupils with all sorts of learning difficulties. The 'World Conference on Special Needs Education: Access and Quality' held in 1994 in Salamanca, Spain,⁽¹³⁾ for

which five regional awareness-raising seminars for decision-makers had prepared the ground, was to provide decisive support for the new integrationist strategies. It unanimously adopted⁽¹⁴⁾ a Statement and a Framework for Action on Special Needs Education which proposed guidelines for action at the national level, and for regional and international co-operation for inclusive education.⁽¹⁵⁾ For inclusive rather than differentiated education makes it possible to combat discriminatory attitudes and rapidly provide education to most children with particular educational needs. The Salamanca Framework for Action will henceforth be the basis for the Organization's activities to promote and support the implementation of global policies and in-depth reforms to enable schools to really accommodate all children.



Final Report, Declaration and Framework for Action, Salamanca World Conference, 1994.

(13) Organized by the Spanish Government in co-operation with UNESCO. 300 participants representing 92 governments and twenty-five international organizations.

(14) The Statement referred to Rules that had just been adopted in a United Nations Resolution (1993) 'General educational authorities are responsible for the education of persons with disabilities, in integrated settings'. Rule 6.

ONE OF UNESCO'S SPECIAL EDUCATION PROGRAMMES STREET CHILDREN AND WORKING CHILDREN

Today, over 100 MILLION children throughout the world are struggling for their survival in destitution and distress. They are the street and working children. They are in danger – injury, murder, violence, rape, sexual exploitation, drugs, AIDS and other diseases, hunger, solitude, contempt, forced labour, etc. They have never been to school; or if they have, they have received very little education or education of very poor quality.

Education is their only way out.



There is no way in which street children and working children – abandoned, exploited and ill-treated – can call for help. The only voice they have is our voice. Their only hope is our ability to react.

Let us help those who are trying to give them back their childhood.

Federico Mayor
Director-General of UNESCO

'I have come to the city to earn money. I shine shoes because it is the easiest work to find. But what I should really like is to be educated to improve my lot and make myself useful.' These are the words of Souleyman, a 15-year old shoeblack in Dakar who would like to go to school but hardly has any choice.

In co-operation with sister agencies and private bodies, UNESCO has established a world programme for street and working children. The aim of the programme is to provide them with non-formal education to enable them to acquire immediately usable survival, health and work skills. The Organization's action focuses on sensitizing public opinion, fund-raising and support for projects.

Working with street children, UNESCO/ICCB, 1995, contains information about education provided under 21 rehabilitation projects and shows how one can work with and for these children.



- (15) Persons with special education needs must be able to attend ordinary schools, which must integrate them into a system of instruction that is capable of meeting their needs.



1996

A SUCCESSFUL PROJECT: COMMUNITY-BASED REHABILITATION PROGRAMME, GUYANA

In Guyana, as in other countries of the world, the community-based rehabilitation approach has recently been adopted. Along with school integration, this strategy offers comprehensive education to children and youth with special learning needs, in order to even out educational opportunities and optimize their participation and integration in society.

This is a multisectorial development strategy at the service of the above-mentioned objectives. This experience demonstrates how the co-ordinated actions of the disabled individuals themselves, their families, and volunteers of health service, education and labour institutions, can influence the community to gradually take over the responsibility of formulating and managing educational policy designed to rehabilitate individuals with special learning needs, so they can participate fully in every aspect of community living: family, school, work, health, and leisure. In order to accomplish this, it is essential that community members acquire the necessary skills and competence to truly support disabled individuals.

The programme unfolds through regional committees made up by local volunteer monitors who are responsible for fostering, planning, co-ordinating and evaluating the evolution of the programme in their respective areas. These actions are articulated by a National Committee consisting of regional representatives under the co-ordination of a project director.

Deng Pu Fang

Chairman of the China Disabled Persons' Federation

Facts have demonstrated repeatedly that people with disabilities can definitely become creators of the wealth of mankind, so long as they are provided with proper education and employment opportunities, with their values respected and their potential fully tapped.

World Conference on Special Needs Education,
Salamanca, Spain, 1994

Colin N. Power (Australia)

Assistant Director-General for Education,
UNESCO since 1989

With the increase in the chances of survival but increases in armed conflict and poverty, the number of refugees, displaced persons and disabled is growing dramatically. There are now over 43 million refugees and displaced persons, and over 290 million people with moderate to severe mental or physical disabilities. Most refugees and handicapped live in great poverty. For them, the right to basic education is frequently denied. [...] In poor countries [...] generally less than 2 per cent of even mildly disabled children are in school. UNESCO has been actively promoting the integration of the handicapped in regular schools, and has been providing training with the help of multimedia packages for educators.

Keynote address at LETA Conference, Adelaide,
Australia, September, 1994

The Delors Commission

When children have specific needs that cannot be diagnosed or met exclusively in the family environment, it is the responsibility of schools to provide the professional help and guidance to ensure that the talents of children with learning difficulties or physical handicaps do not go to waste.

Learning: the Treasure Within, UNESCO, 1996

TO KNOW MORE (see also CD-ROM, Vol. I)

- **Terminology of Special Education.** Paris, UNESCO-IBE, 1983. (IBEdat). (English, French, Japanese, Russian, Spanish)
- **Consultation on Special Education.** UNESCO, 2-6 May 1988. *Final report*, UNESCO, 1988. ED-88/WS/45. (Arabic, English, French, Spanish)
- **Standard Rules on the Equalization of Opportunities for Persons with Disabilities (The).** New York, United Nations, 1994. (English)
- **Making it Happen. Examples of Good Practice in Special Needs Education & Community-based Programmes.** UNESCO, 1994. (English)
- **Special Needs in the Classroom. A Teacher Education Guide.** Mel Ainscow, UNESCO/Jessica Kingsley, 1994. (English, Spanish)
- **World Conference on Special Needs Education: Access and Quality.** Salamanca, Spain, 7-10 June 1994. *Final report*, UNESCO, 1995. ED-95/WS/2. (English, French, Spanish)
- **Review of the Present Situation in Special Needs Education.** UNESCO, 1995. ED-95/WS/7. (English, summary in Arabic, French, Spanish)
- **Working with Street Children: Selected Case Studies from Africa, Asia and Latin America.** UNESCO/ICCB, 1995. (English, French, Spanish)
- **Effective Strategies and Approaches for Reaching Street and Working Children through Education: Reviewing Recent Developments.** Ana Cristina Leonardos, UNESCO-IIEP, 1995. (English)
- **Réadaptation à base communautaire pour et avec les personnes handicapées,** 1994. *Point de vue commun OIT/UNESCO/OMS.* UNESCO, 1996. (Arabic, French, Spanish)

TODAY, AS IN TIMES PAST, RISING TO THE CHALLENGES OF THE FUTURE

1952

A pilot training centre for rural education teachers in Ubol (Thailand), and a pilot teacher-training college in Lafond (Haiti) created

1953

International Conference on Education, 16th session on the theme 'Primary Teacher-Training', IBE, Geneva

1954

International Conference on Education, 17th session on the theme 'Secondary Teacher-Training', IBE, Geneva

1960

Convention and Recommendation Against Discrimination in Education, UNESCO General Conference, Paris

The quality and relevance of education greatly depend on the initial and further training of personnel (teachers,⁽¹⁾ but also school principals, educational counsellors, inspectors), as well as their material working conditions, and their relationships with their local and national environments. Faced with these problems since its creation, UNESCO's main concern has always been to contribute to satisfying needs – both quantitative and qualitative – in respect of educational personnel by training enough teachers, educational administrators and management personnel with the right qualifications. It has been possible to provide such training by creating and strengthening national institutions (teacher-training colleges), often in combination with research on the curriculum and methods and techniques of teaching, taking into account economic, social, cultural, scientific and technological change. Concurrently, Member States have been encouraged to apply standards linked to the status of teachers, their conditions of work, rights and responsibilities.⁽²⁾ Co-operation between UNESCO and non-governmental associations of teachers⁽³⁾ is a very important aspect in the implementation of the Organization's programme in this domain.

JEAN AMOS COMENIUS A teacher, forerunner of UNESCO

by Jean Thomas *

THREE HUNDREDTH ANNIVERSARY OF THE OPERA DIDACTICA OMNIA

Why is it that UNESCO has deemed it so important to take part in the celebration of this anniversary? It is interesting to quote a few axioms from *The Great Didactica* and *The Pampaedia* which might well be inscribed at the head of the principal chapters of UNESCO's programme. [...] 'All life is a school for every man, from the cradle to the grave.' Is this not the UNESCO principle of never ending education, the education of adults as well as youth. 'First of all, it is essential that all persons learn to read and write.' Is this not the motto of the struggle against illiteracy? 'All young people of both sexes should be sent to public schools'. Is this not what UNESCO has translated as the development of universal, free and compulsory primary education? 'No one should be excluded, even less prevented, from pursuing wisdom and cultivating the mind.' Is this not the principle of equal access to education and culture without distinction of race, fortune, creed or social origin? And did not Comenius go so far as to conceive of a 'Council of Light', an international organization for education, science and culture, which represents a distant pre-figuration of UNESCO?



From *The UNESCO Courier*, November 1957.

* Jean Thomas, Deputy Director-General of UNESCO from 1950 to 1960

(1) The UNESCO *Statistical Yearbook* estimates the total number of teachers to be nearly 50 million (40 million in 1980), out of a world population of about 5.5 billion people, giving an average of one teacher per 112 inhabitants. In 1965, there was one secondary school teacher for 10,000 people in Europe and one for 150,000 in Africa.

(2) Joint UNESCO-ILO Recommendation of 1966.

(3) In particular:

- Education International (EI) – resulting from the merging of WCOTP and IFFTU – which represents 272 national organizations in 146 countries or territories for a total of approximately 23 million registered members, either teachers or other educational personnel. EI co-operates with UNESCO notably by contributing to a large-scale campaign to promote education for all and teacher training, as well as to programmes for a culture of peace and non-violence, using new communication technologies.
- World Confederation of Teachers (WCT).
- World Federation of Teachers Unions (WFTU).
- International Council on Education for Teaching (ICET), a non-governmental organization primarily concerned with improving basic and continuous training of teachers.

FIRST OF ALL, REDUCING THE LACK OF QUALIFIED TEACHERS...

Between 1946 and 1965 the lack of qualified teachers was a problem shared by many Member States, where the demand for education was rising at a spectacular rate due to a variety of phenomena: education systems destroyed or weakened by the Second World War, or in an embryonic state in countries in the throes of development, decolonization, and even democratization of education at the primary, then at the secondary level, demographic growth rates, economic, social and cultural change. As early as the beginning of the 1950s, UNESCO

(4) The particular concern of UNESCO's activities was to support Member States in the implementation of the Recommendations of the International Conference on Education drawn up on primary and secondary teaching and/or specifically teacher-training for these two levels (Recommendations Nos. 32, 36, 38). Teachers working in higher education are thus only concerned to the extent that they are also teacher-trainers, as are other educational personnel working at first and second levels.



The UNESCO-Thailand Rural Education Teachers Project (TURTEP), Ubol, 1952.

(5) Overall action in respect of the elaboration and revision of the general structure of curricula began in 1954 with the creation of an International Consultative Committee which, after having examined primary level curricula between 1955 and 1958, then proceeded to look into those at secondary level.



Representatives of the World Confederation of Organizations of the Teaching Profession (WCOTP) meet Vittorio Veronese, Director-General of UNESCO, Paris, 1959.

began to encourage Member States to study what measures needed to be taken in this respect,⁽⁴⁾ as well as to carry out experiments and set up pilot projects, combining the development of curricula better adapted to needs (basic community education) with training teachers better prepared to contribute to local development. This same approach has been applied to secondary education where improvements in teaching a variety of subjects⁽⁵⁾ (history, geography, civics, languages, exact and natural sciences) are encouraged. These were innovations often initiated or introduced by institutions other than UNESCO, co-operating with the Organization.

Ellen Wilkinson (United Kingdom)

Former Minister of Education, President of the Preparatory Conference establishing UNESCO

On 16 November 1945, Ellen Wilkinson closed the meeting after recalling the intellectuals who had lost their lives in the war:

We who are carrying on their work [...] are doing it in the hope that we shall carry on the flame of their souls and spirits in the children and young people who are committed to our care. Also at this solemn moment we say to the teachers of the world that those who fight in the struggle against ignorance and illiteracy do not fight alone; they fight with us behind them, with this great international Organization for them to appeal to.



William G. Carr (United States)

Former Executive Secretary, National Education Association, participated in 1944-1946 in the preparation of the Statutes of the United Nations and of UNESCO

It will be a mark of statesmanship and vision if the governments who send delegations to the meetings of UNESCO will remember the millions of ordinary teachers who desperately want to understand UNESCO and to help in its work.

UNESCO Conferences at the Sorbonne, Paris, November 1946

Jean Piaget (Switzerland)

Director of the IBE from 1929 to 1967

The links between teaching and psychology are complex: teaching is an art, whereas psychology is a science, but while the art of educating presupposes unique innate abilities, it needs to be developed by the requisite knowledge of the human being who is to be educated.

Address by the Director of IBE, Eleventh International Conference on Public Education, IBE, 1948

... AND REDEFINE THE ROLES AND PROFILES OF TEACHERS

1961-1964

First secondary teacher-training institutes created with the assistance of UNESCO and the United Nations Special Fund

1964-1975

Regular exchange of experiences between National Directors and Chief Technical Advisers about educational personnel training projects

1966

A Special Intergovernmental Conference adopts the Joint UNESCO-ILO Recommendation on the Status of Teachers

1972-1979

Regional networks of educational innovation for development established (APEID, CARNEID, CODIESEE, EIPDAS, NEIDA)

The first activities, studies, experiments and pilot projects soon brought to light that one of the major concerns in this field was linked to the design and implementation of training programmes engendered by the adoption of new contents and methods (for example, audiovisuals) and by growing anxieties amongst teachers on how to improve their qualifications. The issue of identifying the new roles and profiles of teachers had therefore to be addressed from the point of view of enhancing their professionalism, their ability to adapt to the changes taking place in their milieu whilst at the same time contributing actively to such changes within the framework of local community development. This question would be taken up as the central theme of the International Conference on Education in 1975 which, in particular, took into account the experience acquired by teacher-training institutes (teacher-training colleges, rural teacher-training colleges, and higher teacher-training colleges) created in the previous decade with the participation of UNESCO.

THE THREE THRUSTS OF UNESCO'S ACTION...

In order to promote, sustain and verify these innovative trends in real terms, UNESCO has pursued its activities in three complementary ways:

Studies to disseminate educational innovations

As of the 1950s, and then in the 1960s, many kinds of studies were carried out to identify and define qualitative and quantitative needs and the innovations required to meet them. Results provided a regularly updated insight into the state-of-the-art of training worldwide, enabling positive experiences to be pinpointed,

THE 1960s TEACHER-TRAINING INSTITUTES IN AFRICA

In teacher-training institutes established at the end of the 1960s with the assistance of UNESCO in six African countries (Cameroon, Côte d'Ivoire, Ethiopia, Liberia, Niger, Togo) the aim was not to train teachers responsible for a class or for teaching one subject or another, but to produce rural educators well adapted to the local conditions in which they are called upon to work, capable of setting up and organizing a whole series of community development activities. The institutions created in these 6 countries pursued two parallel objectives:

- training rural teachers qualified both for primary education adapted to essentially rural countries, and sufficiently familiarized with leadership activities to be able to effectively participate in community development;
- retraining and further training for in-service personnel: primary school inspectors, educational advisers, teacher trainers, school principals and beginner teachers at all levels, to inform them about on-going educational renewal and to familiarize them with new methods and techniques.

Similar activities took place in other teacher-training colleges in other regions with the assistance of UNESCO and multilateral and bilateral aid.



Examinations at a teacher training college, Sudan.



1964
Technical Training Centre for Women, Dakar, Senegal.



1967
Secondary School Teacher-Training Institute, Bujumbura, Burundi.



1972
Training Institute for Secondary School Teachers, Omdurman, Sudan.

1967

Fraternité
le grand quotidien ivoirien d'information

**UNESCO
DELEGATION
VISITS ABIDJAN**



André Lestage, Division Chief in UNESCO's Education Department, arrived in Abidjan yesterday morning accompanied by Dragoljub Najman, in charge of primary teacher training programmes.

Mr André Lestage declared that the delegation he was heading was to discuss with the authorities the status and development of co-operation between the Côte d'Ivoire and UNESCO in the field of education. Mr Monsour, Chief of UNESCO's regional mission, met the delegation at Port-Bouët Airport.

Extract from the daily newspaper *Fraternité Matin*, Friday, 19 May 1967.

and decisions taken as to their generalization. The aim of this research was not to obtain knowledge *per se*, but to describe, analyse and assess facts or situations so as to produce practical approaches or pointers as to method, given concrete expression in the form of pilot projects, regional or sub-regional training courses and methodological guides, enabling maximum advantage to be taken of the most significant developments.

Standards to guide decision-making

Without neglecting the great variety of situations and problems with which Member States have been and continue to be faced, it was necessary to define general principles for action and analytical criteria that would assist Member States to formulate their educational policy, especially insofar as educational personnel was concerned. This function has been fulfilled through the drafting of Recommendations: first of all the joint UNESCO-ILO Recommendation adopted in

1964 - 1975

Encouraging the exchange of national experiences

Between 1964 and 1975, interregional meetings were convened every two years. For one or two weeks, these meetings gathered together national directors and chief technical advisers of UNDP-UNESCO operational projects to train educational personnel. On these occasions, participants shared their experience on common problems, such as organization and management, before going on to examine a specific topic in greater detail, as shown by the following recapitulative table.

| Meeting location | Date | Topic under discussion |
|------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Abidjan | 1964 | Science training |
| Dar es Salaam | 1966 | Psycho-pedagogical training |
| Tunis | 1967 | Linguistics |
| Paris | 1969 | Educational technology |
| Paris | 1971 | Diversification of secondary education, training counterparts, continuous project evaluation, equal opportunities for women |
| Paris | 1973 | Evaluation, applying educational technology, educational adjustment, out-of-school education, population education, using national languages |
| Paris | 1975 | Evaluation, innovation, policies and training systems, training teachers and a global approach to the renewal of educational systems, education and national culture: languages, techniques and technology, education, production, work, psychological development of the child |

In this way, each training project became a further training forum for its own personnel enabling them to keep abreast of events. For UNESCO, it was proof of its fidelity to the principles of lifelong education of which it was the forerunner.

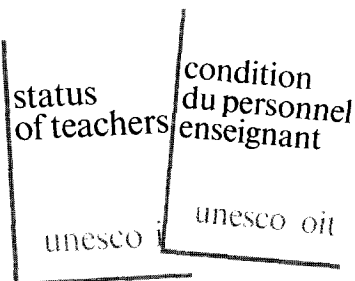
1966

UNESCO-ILO JOINT RECOMMENDATION

The Joint UNESCO-ILO Recommendation on the status of teachers was adopted in 1966. The fact that this instrument was the result of collaboration between these two Organizations respectively competent in the fields of education and labour endorsed the recognition that the status and the working conditions of teachers on the one hand, and their educational effectiveness on the other, are indissociable and interdependent. The main teachers' unions co-operate with UNESCO, joining fully in the application of this recommendation, which is, moreover, the frame of reference of a joint UNESCO-ILO Committee of experts which meets periodically.

Summary

- | | |
|-----------------------------------------|----------------------------------------------------|
| I. Definitions | VII. Employment and career |
| II. Scope | VIII. Rights and responsibilities of teachers |
| III. Guiding principles | IX. Conditions for effective teaching and learning |
| IV. Educational objectives and policies | X. Teachers' salaries |
| V. Preparation for the profession | XI. Social security |
| VI. Further education for teachers | XII. The teacher shortage |
| | XIII. Final provisions |



René Maheu (France)

Director-General of UNESCO from 1962 to 1974

Teacher-training institutes, forming an integral part of the national education systems, must be imbued with a new spirit and train qualified teachers who will have a role to play both in the schools and in the outside community.

Report of the Director-General on the Activities of the Organization, 1968

The Faure Commission

One of the essential tasks for educators at present is to change the mentalities and qualifications inherent in all professions; thus they should be the first to be ready to rethink and change the criteria and basic situation of the teaching profession, in which the job of educating and stimulating students is steadily superseding that of simply giving instruction.

Learning to Be, UNESCO, 1972

Paulo Freire

Educator, former Secretary of State for Education of São Paulo, Brazil

The educator is not he who knows, but he who knows how little he knows, and because of this seeks to know more, together with the educatee, who in turn knows that starting from his little knowledge he can come to know more. Here there is no split between knowing and doing; there is no room for the separate existence of a world of those who know, and world of those who work.

Education on the move, UNESCO, 1975

1975

International Conference on Education, 35th session on the theme 'The Changing Role of the Teacher and its Influence on Preparation for the Profession and on In-service Training', adoption of Recommendation No. 69

1989-1990

The first 'UNESCO-Chairs' in the educational sciences established

1993

Education International (EI) is created by merging WCOTP and IFFTU

1993-1994

Preparation and dissemination of the *World Directory of teacher-training institutions* in co-operation with ICET

Paris on 5 October 1966 by a Special Intergovernmental Conference on the status of teachers and, later, Recommendation No. 69 adopted in 1975 in Geneva by the 35th session of the International Conference on Education which to this day constitute a frame of reference for the teaching profession and teacher-training in light of the concept of lifelong education. The CD-ROM (Vol. I) which accompanies this brochure contains the full text of these recommendations.

An operational commitment to put theory into practice

At the beginning of the 1960s, the problems brought about by decolonization and the awakening of deprived nations led UNESCO to become directly involved in large-scale operational action in technical co-operation for development made possible by means of a rapid upsurge in extra-budgetary funding, chiefly from the United Nations System. This was an activity which was to intensify until the beginning of the 1980s. Whilst bearing in mind the need for universality, UNESCO's action is, nevertheless, carried out with due respect to specific regional contexts. In Africa activities were mainly in the form of direct intervention, in Latin America, they consisted in stimulating or strengthening existing institutions, and in Asia action was usually limited to guiding or facilitating co-ordination and networking of individual initiatives. This operational action in technical co-operation for development was later followed up within a different international context, and with much more limited financial resources. Direct management of operational projects had offered the Organization a twofold opportunity: to verify the relevance and feasibility of the main ideas it proposed or conveyed, and to draw from the realities of field work the stimulation required to nourish its intellectual vocation. It also enabled the Organization to weigh up the various obstacles to the introduction and the propagation of educational innovations⁽⁶⁾ and thus to refine its hypotheses of action, and its conceptual and methodological tools.

UNESCO's OPERATIONAL ACTION to train teachers and other educational personnel

In 1967, 93 experts were at work in 47 countries. These were, notably, in Africa: Burundi, Cameroon, Central African Republic, Chad, Congo-Brazzaville, Congo-Léopoldville, Côte d'Ivoire, Ethiopia, Gabon, Madagascar, Mali, Mauritania, Niger, Nigeria, Somalia, United Republic of Tanzania and Uganda; in the Arab States: Iraq, Lebanon, Libya, Morocco, Turkey and Yemen; in Asia: Afghanistan, Cambodia, India, Iran, Korea, Nepal, Papua New Guinea, Pakistan, Philippines, Samoa, Thailand; and in Latin America and the Caribbean: Bolivia, Brazil, Chile, Colombia, Dominican Republic, El Salvador, Ecuador, Guatemala, Honduras, Mexico, Nicaragua, Paraguay, Peru. It was observed, on the eve of the implementation of the First Medium-Term Plan that, from 1960 to 1974, UNESCO had 'made an important contribution to training teachers in the developing countries.' The Organization, in co-operation with UNDP and interested Member States, had participated in the training and further training of more than 300,000 primary school teachers. Divers initial or in-service training activities were also organized in co-operation with UNICEF; they reached almost 70,000 teachers. In 1974, UNICEF-UNESCO projects directly concerned with the initial or in-service training of various kinds of teacher, those in primary schools in particular, were on-going in 37 countries; 85 projects were implemented with UNDP assistance. Since 1978, a teacher-training component is to be found in 253 projects in Africa, 188 in Asia, 79 in Latin America and 53 in the Arab States.



Project 504-TOG-11
An itinerant teacher-trainer, Togo.

(6) In particular, the most subtle and most difficult obstacle to overcome, that of 'the inherent inertia of educational systems which caused them to respond too sluggishly [...] even when resources have not been the main obstacle' (Philip H. Coombs, *The World Education Crisis*, Oxford University Press, 1968).

... AND THE QUEST FOR AN INTEGRATED TRAINING STRATEGY

From the beginning of the 1970s onwards the wealth of studies and experiences accumulated enabled the Organization to identify two complementary approaches as being most apt to respond to quantitative and qualitative requirements, the main aim being to enable the creation of:

- **Integrated training structures,**

pre-service training being considered as the first step in a process of continuous training which should carry on throughout a teacher's career. Training institutes were encouraged to better integrate the three components (academic, professional, practical) and to harmonize the training of several categories of personnel, on the basis of a common core for all.

- **Training with multiplier effects, continuous training approach,**

preference being given to supervisory and management staff (inspectors, counsellors, principals of schools and colleges) because of their constant and close contacts with in-service teachers who make up the determining critical mass. It was recognized that the role of school principals was of the utmost importance, as they are continually called upon to lead and counsel the teachers in their schools. These two approaches have been put into practice in a considerable number of workshops, training courses and seminars organized at the regional or sub-regional level. These activities contributed to improving the training of personnel in the countries concerned as well as the training methods.

IMPROVE THE QUALIFICATIONS AND STATUS OF TEACHERS

During the 1980s and at the beginning of the 1990s, in increasingly complex and rapidly-changing societies, everybody's cultural level and capacity to learn had to be enhanced. However, while the key place occupied by teachers is coming to be re-emphasized, their status and professional standing remain underrated.

One major initiative has been the launching in Africa of an exercise to assess teacher-training institutions and programmes and to set up UNESCO-Chairs in the educational sciences, which will be particularly concerned with the relevance of teacher-training. UNESCO has also made a consolidated review of trends in pre-service and in-service training of teachers from 1960 to 1985 and a study of the implications of structural adjustment programmes for professional standards among teachers. In addition, it has conducted case studies to evaluate the impact of initial training in the classroom.

TRAINING SCHOOL PRINCIPALS IN AFRICA

The role of the head of a school is of prime importance. Each school is an enterprise whose director must manage available resources in the best possible way, seeing to the organization of teaching in the school, the distribution of pupils, teachers and premises, timetable management, and so on. Training in educational and administrative management has become a key element in improving school achievement. Thus, UNESCO, in co-operation with the Commonwealth Secretariat and the Agency for Cultural and Technical Co-operation, has launched a regional project for the further training of school principals in Africa. This project has components for the English-, French- and Portuguese-speaking countries, with specific material such as the *Guide to administrative and educational management of schools*. As the project is proving successful, other countries, such as Brazil, have launched similar activities.

Lionel Elvin (United Kingdom)

Director of the Department of Education, UNESCO, from 1950 to 1956, Professor at the Institute of Education, University of London

If, however, there is a pilot training college serving a few pilot schools, how do you go on to generalize the reform through the whole school system? In nearly every educationally underdeveloped country there is some school or college that excites the admiration of reform-minded visitors. But why is its excellent experience not made general?

Education on the Move, UNESCO, 1975

Jean Thomas (France)

Assistant Director-General, then Deputy Director-General, UNESCO from 1950 to 1960 President of IBE Governing Council from 1969 to 1972

Teachers must therefore be placed in conditions such that they get used to regarding innovation as their concern, a joint undertaking in which they feel involved and responsible, and that, instead of carrying out orders, they become working partners.

Education on the Move, UNESCO, 1975

Federico Mayor (Spain)

Director-General of UNESCO since 1987

Improving education must go hand in hand with improving the status and the level of professionalism of teachers and the respect that society accords them. Teachers are not only the instrument of education; they are its spirit and its soul. [...] In declaring this World Teachers' Day, we would like to tell the teachers of the world, at the same moment in time, that we are thankful to them for their hard work and dedication and for the heavy responsibilities they bear in educating the children of today to become the citizens of tomorrow.

Proclamation of World Teachers' Day on 5 October, 44th Session of ICE, UNESCO-IBE, Geneva, 1994

1994

5 October, anniversary of the adoption of the UNESCO-ILO Recommendation on the Status of Teachers becomes World Teachers' Day

1996

International Conference on Education, 45th session on the theme 'Enhancing the Role of Teachers in a Changing World', IBE, Geneva

1997

Fifth International Conference on Adult Education, devoting much time to discussing the continuous training of teachers, UIE, Hamburg, Germany

1997-1998

Preparation and dissemination of the first CD-ROM co-produced by UNESCO and Education International

1998

Publication of the *World Education Report* on the theme 'Teachers and Teaching in a Changing World'

Another thrust of UNESCO's programme can be seen in the development of co-operative networking activities and exchanges of experiences gained in teacher education. To this end, UNESCO has maintained regular consultations with the main teachers associations: Education International (EI), the World Confederation of Teachers (WCT) and the World Federation of Teachers Unions (WFTU). Another example is the joint publication in 1993 of the UNESCO-ICET *World Directory of Teacher-Training Institutions* in conjunction with the International Council on Education for Teaching (ICET).

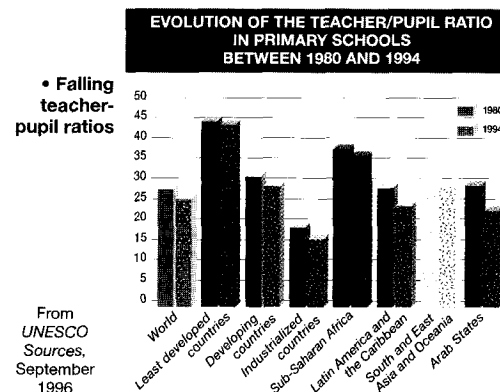
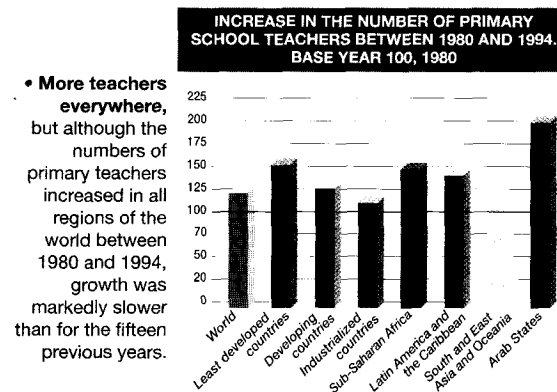
Distance education, which makes it possible for teachers to continue studying without having to leave their teaching posts has become a popular method of upgrading their qualifications.

PERPETUATE THE IMPROVEMENT OF THE QUALITY OF EDUCATION

As underscored by the recent report of the Commission chaired by Jacques Delors, *Learning: the Treasure Within*, economic, social, cultural, scientific and technological development has evolved even more rapidly in latter years.

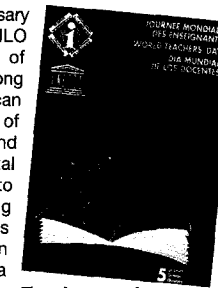
1980 - 1994: A MIXED PICTURE

As education expands, so do the number of teachers and the amounts governments devote to this sector. Nonetheless, teachers salaries in many countries fell behind those of the rest of the population over the past fifteen years. Regional pictures, which can be read positively, also hide substantial national differences.



5 OCTOBER World Teachers' Day

The choice of 5 October, the anniversary of the adoption of the UNESCO-ILO Recommendation on the Status of Teachers, as World Teachers' Day, along with the UNESCO Teaching Prize, can be said to represent significant tokens of the awareness, understanding and appreciation displayed for the vital contribution that teachers make to education and development. Teaching today in a rapidly changing world is more demanding and challenging than ever before. Teachers must cope with a variety of situations: shifting social values, technological advances, educational reforms, changes in the family environment, poverty, violence and AIDS. More often than not they face these challenges with insufficient support from the family or the community. World Teachers' Day is dedicated to those who devote their lives to the belief that learning gives rise to liberty, that education is the life blood of democracy. The vision of a future where people will live together in harmony, tolerance and mutual respect is not something to dream about, but something to work and struggle for. Teachers are in the forefront of this battle.



Teachers make the difference

Adapted from a poster co-designed by UNESCO and Education International, 1996.

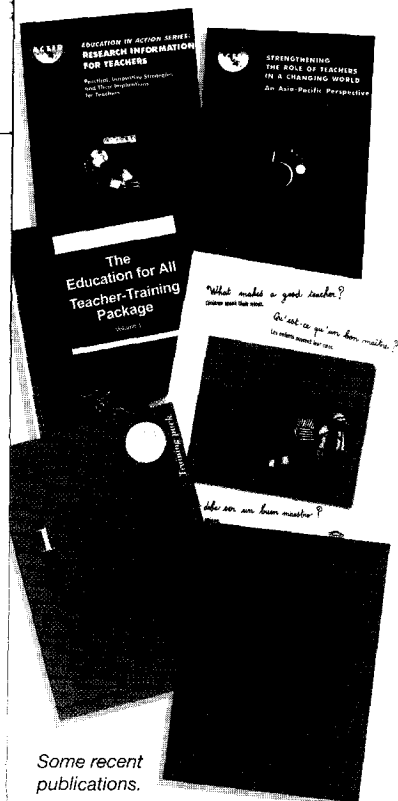
1996 45th SESSION OF ICE UNESCO-IBE, Geneva

At Geneva, from 30 September to 5 October 1996, the 45th session of the International Conference on Education (ICE) discussed the role of teachers in a changing world, examining four major thematic issues:

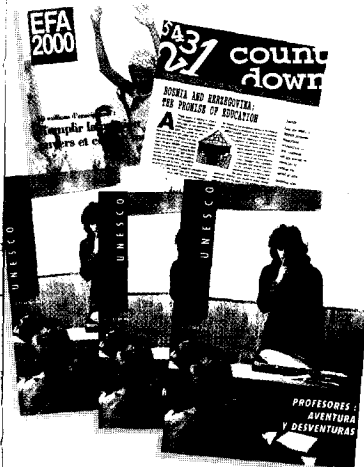
- the new professional profile of teaching staff and improvement of their social status;
- pre-service and in-service training of teachers and other educational personnel;
- new information technologies and the role and functions of teachers;
- the participation of teachers in the management of educational change; partnership with other social actors.

The principal objective of the ICE was the promotion of policies designed to strengthen teachers' prestige and their participation in the process of educational change, and to help throw into question the current widespread scepticism regarding the capacity of teachers and other educational personnel to produce change within these systems. On this subject, the Conference noted with interest the analyses and proposals of the International Commission on Education for the Twenty-first Century.

On 5 October 1996, the last day of the meeting, participants celebrated World Teachers' Day and the Thirtieth anniversary of the adoption of the UNESCO-ILO Recommendation on the status of teachers.



Some recent publications.



Some periodicals.

Now, on the eve of the twenty-first century, the objective of lifelong education for all has become a priority. The need for qualified teachers and for educational and management staff has led the Organization to pursue activities to enhance the training of educational personnel. It is essential to take into account the challenges of the twenty-first century, in other words, qualitative needs linked to new content in formal and non-formal education at all levels, associated with problems of the environment, population, public health, culture, new information and communication technologies, and the new style of relationships between teachers and their social environment. In this respect, UNESCO increasingly needs to co-operate with public or private partners working in the field of education, especially the large-scale teachers' associations, such as Education International. With the latter Organization UNESCO has jointly prepared and distributed instructional materials for teachers, using all available media, including the very newest, such as video, CD-ROM, and has created a joint Internet Web with the participation of IBM and the University of Nebraska. It was with this in mind that the theme chosen for the 45th session of the International Conference on Education in September/October 1996 was 'Enhancing the Role of Teachers in a Changing World'. This meeting also marked the Thirtieth Anniversary of the Joint UNESCO-ILO Recommendation on the Status of Teachers, and advocated that co-operation in this domain with public and private sectors be strengthened in years to come, taking the utmost advantage of new information and communication technologies.

TO KNOW MORE (see also CD-ROM, Vol. I)

- **The Changing Role of the Teacher: International Perspectives.** Norman M. Goble and James E. Porter, UNESCO-IBE, 1977. (IBE: Studies and Surveys in Comparative Education). (English, French, Spanish)
- **Lifelong Education and the Preparation of Educational Personnel.** James Lynch, UNESCO-UIE, 1977. (UIE Monographs, No. 5). (Arabic, English, French, Spanish)
- **National Language and Teacher-Training in Africa: Methodological Guides. 1, 2 and 3.** Joseph Poth, UNESCO, 1980-1987. (Education Studies and Documents Nos. 32, 47, 54). (English, French)
- **Senior Educational Personnel: New Functions and Training. Vol. 1: Overview (ESD, 52) and Vol. 2: From Theory to Practice: Policy and Training Papers (ESD, 55).** UNESCO, 1987-88. (English, French)
- **La gestion administrative et pédagogique des écoles. Guide pour les directeurs et directrices d'école.** Jean Valérien, UNESCO/ACCT, 1991. (French)
- **World Directory of Teacher-training Institutions.** UNESCO/International Council on Education for Teaching, 1993. (Trilingual: English/French/Spanish)
- **Increasing Teacher Effectiveness.** Lorin W. Anderson, UNESCO-IIEP, 1994. (Fundamentals of Educational Planning, 39). (English, French)
- **Research Information for Teachers.** UNESCO/PROAP, 1996. (Education in Action series). (English)
- **Teaching Against the Odds.** EFA 2000 Bulletin, April-June 1996, No. 23. (English, French)
- **Learning: the Treasure Within.** Report to UNESCO of the International Commission on Education for the Twenty-first Century, chaired by Jacques Delors, UNESCO, 1996. (English, French)

Mary Hatwood Futrell

(United States)

President of Education International since 1993

When the uncapped potential of a student meets the liberating art of a teacher, a miracle unfolds. A special relationship is born. The relationship of teacher and pupil defies definition. But it can leave an indelible imprint. [...] Many of us have had teachers who truly made a difference in our lives, who instilled in us the love of learning and the liberty that results from it.

Speech given during celebrations of the Fiftieth Anniversary of the Creation of UNESCO, Paris, 1995

Jacques Delors (France)

Chairman of the International Commission on Education for the Twenty-first Century

In any event, no reform can succeed without the co-operative and active participation of teachers. The Commission recommended that the social, cultural and material status of educators should be considered as a matter of priority, along with the tools required to deliver education of a high standard: books, modern communication media, and suitable cultural and economic support for the school.

'Education for Tomorrow',
The UNESCO Courier, April 1996

Colin N. Power (Australia)

Assistant Director-General for Education,
UNESCO since 1989

Educationally sound curricula and good teachers will still be needed to do what machines cannot do: to guide learners through the oceans of information and packages now available; to promote the development of understanding and creativity in key subject areas; and above all, to facilitate 'learning to be' and 'learning to live together'.

Address to Eleventh Monographic Week,
Foundation Santillana, Madrid, November 1996

HIGHER EDUCATION AND SOCIETAL DEVELOPMENT

HIGHER EDUCATION AND TODAY'S GLOBAL CHALLENGES

1948

International Congress of Representatives of Universities, Utrecht, The Netherlands

1950

International Association of Universities (IAU) created, Paris

1960-1970

Conferences of Ministers of Education and those Responsible for the Promotion of Science and Technology in relation to Development (in Africa, Nairobi, 1968; in Latin America and the Caribbean, Caracas, 1971)

1962

Conference on the development of Higher Education in Africa, Tananarive

UNESCO has had a standing commitment to foster the development of higher education and research since its foundation over fifty years ago. As we approach the end of this century and prepare to enter a new millennium, we are witnessing an unprecedented growth of enrolment figures as well as an unprecedented diversification of types of higher education institutions. There is also increased awareness of its vital role for economic and social development. Yet, higher education is confronted with critical issues in practically all countries of the world. Although enrolments are on the increase, the capacity for public support is declining and the enormous gap between developing and developed countries with regard to higher learning and research, which had begun to be reduced in the 1960s, is often widening.

UNESCO's activities in higher education focus on three main objectives. The first, which goes back to the 1950s, resulted from the function that higher education institutions were – and still are – called upon to fulfil within the overall education system in respect of training educational personnel (management staff, as well as teachers) and in respect of research in all the Organization's fields of competence. The second objective corresponds to UNESCO's mandate in the sphere of intellectual co-operation; today, just as in 1946, the challenge is how to strengthen institutions, such as associations of universities, at the international and regional levels, among developed and developing countries, and especially how to accelerate the exchange of knowledge and enhance co-operation and international understanding. The third objective, linked to the second was – and still is – to facilitate teacher and student mobility by encouraging the recognition of studies and diplomas between institutions and countries. Furthermore, the Organization has been unceasing in its endeavours to support multidisciplinary activities devoted to the study and to the solution of worldwide economic, social and cultural development problems. The rapidly expanding UNITWIN/UNESCO-Chairs programme is aimed at reinforcing UNESCO's action in pursuing these objectives.

ORIGINS AND OBJECTIVES OF UNESCO'S ACTION IN HIGHER EDUCATION

The development of higher education and the promotion of research and sciences⁽¹⁾ through international co-operation have been major fields of action for UNESCO since 1946. As the specialized United Nations Agency for Education, Science, Culture and Communication, UNESCO had its origins

(1) The 'S' of UNESCO and higher education

The acronym UNESCO narrowly missed not having the 'S' for science, because when plans were being laid for the foundation of the Organization towards the end of the second world war, education was the main theme, and the Conference of Allied Ministers of Education had proposed a UNECO. The 'S' was added in November 1945 by the preparatory Commission that also met in London. The change was made in response to pressure from higher education and scientists' groups, particularly in the United Kingdom. The appointment of Sir Julian Huxley as UNESCO's first Director-General ensured that activities in the sciences and in technology would play an important role in UNESCO. Huxley himself being not only a distinguished scientist but also an accomplished popularizer of science. This latter talent led to his being awarded UNESCO's own prize for science popularization, the Kalinga Prize, in 1953, after he had retired as Director-General.

Julian Huxley recognized the potential of science and technology for development in his first publication about UNESCO, in 1946. *'The Application of Scientific Knowledge'*, he wrote, 'Science provides our chief means for raising the level of human welfare'. [...] After the war, science was seen as a field in which international co-operation, regarded by UNESCO's founders as essential if another catastrophe was to be avoided, should be practised. This was the first time that an international organization had been given a major responsibility for the development of international relations in science, which previously had been the field of competence of non-governmental organizations. Henceforth, UNESCO was to work hand in hand with these organizations.

Since, nearly all the Specialized Agencies of the United Nations contribute to the application of science and technology to development, and to the strengthening of research and the training of scientific and technological personnel.

Like these Agencies, UNESCO promotes scientific and technological development in developing countries, and assists in the training of specialized personnel.

(1) *continued*

In addition, UNESCO helps establish and operate institutions engaged in higher education, research and the provision of services in science and technology, promotes the formulation of national science policies and encourages public understanding of the impact on society of scientific and technological advances.

While the other United Nations Organizations or Agencies deal with training and research in specialized branches of social activity, UNESCO is responsible for research and training in the basic sciences (physics, chemistry, mathematics, biology), in the applied sciences (especially natural resources and environmental sciences) and in the engineering sciences. In effect, UNESCO provides much of the substrata for the specialized programmes of the other United Nations Organizations corresponding to activities in those fields.

Internationally, UNESCO has played a key role in the founding of research centres in several fields. It contributed to the establishment of CERN – the European Organization for Nuclear Research – now one of the world's leading laboratories in the investigation of the nature of matter and known as the European Laboratory for Particle Physics. In co-operation with the International Atomic Energy Agency (IAEA), it operates the International Centre for Theoretical Physics (ICTP) in Trieste, Italy, which receives about 700 developing country researchers every year. It helped found the International Centre for Pure and Applied Mathematics (ICPAM) in Nice, France, and both the International Brain Research Organization (IBRO) and the International Cell Research Organization (ICRO) were set up on UNESCO's initiative.

Since 1973, UNESCO has supported the International Centre for Mechanical Sciences (ICMS) in Udine, Italy, which trained more than 2,500 young researchers from about 70 countries between 1969 and 1980.

UNESCO on the Eve of its 40th Anniversary, UNESCO, 1985.

1947

HIGHER EDUCATION TO PROMOTE SCIENCE AND RESEARCH

by Julian Huxley

Natural sciences play a major role in the reconstruction and rehabilitation project, particularly in relation to scientific and technical schools, colleges, universities and research institutes in the war-devastated areas.

The programme for distribution of scientific and technical apparatus has been integrated into this UNESCO-wide programme.

Work is also beginning in co-operation with international scientific organizations brought together in the International Council of Scientific Unions, on the study of scientific documentation, scientific work of international significance, scientific apparatus information, scientific cinema films, a world register of scientists and facilitation of travel of scientists throughout the world.

At the request of the United Nations, UNESCO has prepared a detailed report on the possibility of the establishment of International Scientific Laboratories and Observatories.

Again, we are proposing to move on in 1948 from the problem of improving scientific abstract services to the new problem of rationalizing the methods of scientific publications in general. Here the gap is not large, but the problem of filling it is full of technical difficulties.

A somewhat larger gap should be filled by the new project on the needs and methods of university development, which is not only of obvious importance for UNESCO's work, but will appeal to the influential interest group consisting of university teachers, research workers and administrators. Of similar scope is the project for stimulating the mass-production of cheap books on subjects with which UNESCO is concerned, and that for increasing popular understanding of the social implications of science.

From the Director-General's Report on UNESCO activities in 1947, in *The UNESCO Monitor*, November 1947.



Julian Huxley.

1948

UNIVERSITY PROBLEMS REVIEWED AT THE UTRECHT CONGRESS

Pointing out that U.S. policy is to provide higher education to as many people as possible rather than to a select few, Dr Thomas R. McConnell, of the University of Michigan (U.S.A.) declared:

'In England, less than 2% of university-age young people attended the universities there in 1947, whereas about 15% of the 18-21 year age group attended institutions of higher learning in the United States.'

Professor Georges Scelle of the Faculty of Law, University of Paris, on the other hand, [...] 'We see a danger in an inflation of diplomas which might deprive them of all their value, or even an inflation of the number of students. The result would be not the selection of an elite, but a system of 'mass education', which is inconsistent with the very notion of higher education.'

Professor Jan B. Kozak, of Charles (Caroline) University, Prague: 'Any help from international organizations will be keenly appreciated; it will constitute one of the best investments ever made.' He asked UNESCO to make this need widely known.

The same story of overcrowded universities, lack of teachers, destroyed or outmoded educational equipment was told by representatives of many countries in their reports on the conditions of higher education in their native lands. For the most part, institutions were eagerly seeking to overcome these deficiencies and meet the needs of expanding enrolment.

As Dr Atta Akrawi, Chief of the Division of Higher Education, Iraq, pointed out: 'The great influx of students into institutions of higher learning and their insistent demands for admission in even larger numbers [...] is a phenomenon here to stay in most countries, as deep social forces are at work, and the sooner the universities face this situation squarely the better.'

The Conference recognized that the role of the university was, to a large degree, determined by the attitude of each nation. But it urged that 'universities should consider afresh the part they must play in economic and social education [...] that many students capable of higher education still lack the opportunity of achieving it [...] then no university can afford to neglect the moral and aesthetic development of its students and special emphasis must be laid on the importance of community life [...] that much greater effort should be expended than at present on research in the social sciences and creative work in the humanities [...] and that the university has a wide social responsibility to the nation and beyond the nation to humanity at large.'

The conference was unanimous in its recommendations that international co-operation among universities is desirable and necessary. In fact, it initiated the first steps essential to provide the necessary machinery for such co-operation.

It set up an Interim Committee of ten members (nominating nine) to draw up a proposed constitution for an international association of universities. The Committee will also administer an International Universities Bureau to be created immediately and plan for another world conference of universities sometime after August, 1950.

The UNESCO Courier, September 1948.

Karl Jaspers (Germany)

Philosopher

To the extent that the university seeks truth through science, research is its fundamental task. Since that task presupposes the passing on of knowledge, research is bound up with teaching. Teaching means allowing students to take part in the research process.

Die Idee der Universität, 1923.
Translated into English in 1959

Ronald E. Walker (Australia)

Chairman of the Executive Board of UNESCO from 1947 to 1948

Universities can, and should, play a major role in the development of UNESCO, and the work undertaken at the Utrecht conference may well bring into closer relation with UNESCO forces for education, science and culture that are inherent in the higher education of the world.

Presentation of the Report of the Director-General, Third session of the General Conference of UNESCO, Beirut, November 1948

Constantine K. Zurayk (Lebanon)

President of the International Association of Universities from 1965 to 1970

The co-operation which daily occurs between the International Association of Universities and UNESCO stems from their deep affinities and reciprocal relations which could be said to be paradoxical were it not for their spiritual nature. For, if the association owes its genesis to UNESCO, is not UNESCO directly born of that aspiration for universality which, throughout time, the universities have formulated and, with different levels of success, incarnated?

Message to UNESCO on the occasion of the Twentieth Anniversary of the Organization, 4 November 1966

1966

Meeting on Higher Education and Development, San José

1967

Conference of Ministers of Education of European Member States of UNESCO on Access to Higher Education (MINEUROPE I), Vienna

1972

UNESCO's European Centre for Higher Education (CEPES) opened in Bucharest

1973

Second Conference of Education of European Member States of UNESCO, Bucharest

1974

Establishment of the United Nations University (UNU), Tokyo

1950

UNIVERSITIES MUST NOT BE MERE MUSEUMS OF THOUGHT...

by Jaime Torres Bodet

For its main discussion last month, the Conference chose the theme of the mission of universities in the modern world, the opening speakers being Bernardo Houssay, the Argentine physiologist and Nobel prize winner; George Zook, the American historian and president of the American Council on Education; and Pierre Auger, the French physicist and head of UNESCO's Natural Sciences Department.

Addressing the Conference at its opening session, Jaime Torres Bodet, UNESCO's Director-General, congratulated the delegates on their choice of this subject for debate.

'There is little likelihood of the various dogmatisms of today allowing the universities to become sanctuaries isolated from the upheavals of the outer worlds,' he said. [...] 'I am not proposing that the separate domains of politics and universities should in the smallest degree be merged or confused [...] it is essential that universities should hold aloof both from party strife and from the official ideologies, that they jealously guard their independence and their serenity. But independence does not mean indifference.'

The gap between scientific and everyday knowledge is growing ever wider. What the scientist describes is less and less at the level of being at which we live.

For the university to train scholars and specialists is very well, but it must not so confine them to their own subjects as to leave them helpless before the general problems presented to all our consciences by a world of which we have scarcely yet begun the material organization.

Universities must not be mere museums of thought. The object of research laboratories, of enquiries and studies, of card indexes of libraries and private scholars, is of course to aid the advance of science – but also to promote the progress of man and of society.

Address to the Conference founding the International Association of Universities, Nice, December 1950.

in the spirit of solidarity prevailing within the intellectual and scientific communities at the end of the Second World War. Various higher education institutions, particularly the universities, played a leading role in building up that co-operative effort. Moreover, through their functions in teaching, training, research and service to the community, higher education institutions cover the very areas which fall within the competence of UNESCO and are therefore among its major partners.⁽²⁾

1960-1970 PROMOTING UNIVERSITY SCIENCE TEACHING IN ASIA

Mathematics, physics, chemistry and biology form the basis of all studies leading to professional careers in science, engineering, health, agriculture and industry. These 'basic sciences' are the first subjects the future professional encounters upon entering university and it is of particular importance that they be taught in courses of high quality which take into account the cultural and educational background of students as well as the development needs and aspirations of the country.

Worldwide, there is today an increasing awareness that science teaching at the early university level needs to be updated and modernized in both content and approach, and UNESCO is responding to this challenge by strengthening its co-operation with international and regional scientific organizations.

In collaboration with ICSU and the regional networks in chemistry and physics, a major effort was undertaken to launch two government-sponsored pilot projects on university science teaching, one in Thailand (chemistry, physics and biology), the other in the Philippines (chemistry and physics) which will develop flexible teaching packages stressing experimentation and adaptable to the science faculties of both urban and rural universities.



UNESCO Pilot Project for the Teaching of Sciences in Asia : producing a science teaching film, Bangkok, 1967.

(2) Very early on UNESCO provided technical assistance to Member States to help them establish universities or institutes of higher education, for instance, in 1951-1952, assistance was extended to the University of Baghdad, to Liberia College, to the University of Port-Vejo (Ecuador) and to the Institutes of Technology in Kharagpou and Bombay in India. As soon as the United Nations Special Fund had been set up it provided substantial support to, for example, the Polytechnic College in Tehran, to the Latin-American Faculty of Social Sciences in Santiago, Chile.

(3) The first attempts to set up a worldwide university organization were made by the League of Nations. In 1947, at the Third Session of its General Conference, UNESCO decided to call a preparatory conference of university representatives at Utrecht, in August 1948, with a view to establishing an international university organization. In the same year, the International Universities Bureau (IUB) was created, financed by UNESCO and established at its Headquarters. It had a twofold purpose: first, to build up, in close co-operation with the technical services of UNESCO, a university information centre; and, second, to prepare the international Conference of Universities in Nice, 1950, where the Association was founded under the auspices of UNESCO and the United Nations. At the same time, IUB was placed under the authority of the Association. The interdisciplinary nature of UNESCO's activities in the sphere of higher education is characterized especially by its support to the International Association of Universities. This was how, for example, in 1958, the IUB distributed a worldwide index of schools of medicine, another of higher institutes of agronomy, and a list of university research institutes involved in the Major Project for Mutual Appreciation of the Values of the East and the West.

HIGHER EDUCATION AND SOCIETAL DEVELOPMENT

(4) In 1960, on the occasion of the Second World Conference on Adult Education held in Montreal, thirty-five personalities of fourteen different nationalities met at the Sagamore Centre, University College of Syracuse (New York) to investigate the roles incumbent upon universities in various spheres of adult education: technical and vocational training, civic education, preparation for civic responsibilities, general education and humanism. This meeting provided an occasion to examine a wide variety of activities foreshadowing the modalities of lifelong education as they would be advocated by UNESCO in the ensuing decades. The meeting also fell within the purview according to which higher education establishments should serve as centres for lifelong education accessible to all, at any time.

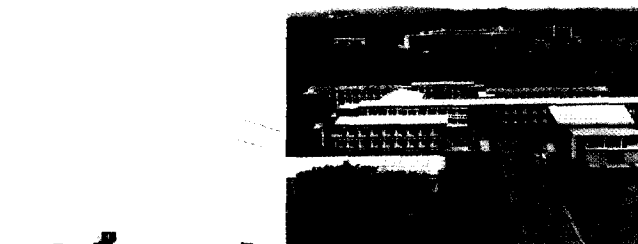
(5) The Conference on the Development of Higher Education in Africa, held in Tananarive, Madagascar, from 3 to 12 September 1962 was convened to:

1. identify possible solutions to
 - (i) problems of choice and adaptation of the higher education curriculum to the specific conditions of African life and development, and the training of specialized personnel for public administration and economic development techniques;
 - (ii) problems of administration, organization, structure and financing encountered in the creation or development of institutions of higher education both from the point of view of the institutions themselves and from the wider angle of national policy.
2. provide data to the United Nations, its Specialized Agencies, and to other organizations and bodies concerned with international co-operation and assistance, for the development of their programmes in aid to and use of institutions of higher education in Africa.

Over the years, UNESCO's action in higher education has maintained high priority. Since 1948 – when, in collaboration with the Government of the Netherlands a preparatory conference of representatives of universities was held in Utrecht, leading in 1950 to the creation of the International Association of Universities⁽³⁾ – UNESCO's programme has included various projects in the field of higher education. Technology advance, the infrastructure of economic development, rapid modification of social structures and the widening spectrum of human knowledge were all reflected in demands made on university institutions by modern society. Reform and development of national provision for higher education and fundamental research are among problems accorded high priority, first of all in developed countries. In the 1960s, UNESCO paid special attention to developing countries in this regard and to the role that institutes of higher education can play in their economic, social and cultural development. Advisory missions were sent to Brazil, Burundi, Cameroon, Central American republics, Chile, Nigeria, Somalia, etc., to advise either on the creation of new universities or on the reorganization of existing ones. To identify some of the problems of higher education worldwide,⁽⁴⁾ and to facilitate their solution, UNESCO promoted a broad exchange of views. Regional conferences were held on the development of higher education in Africa (Tananarive, 1962),⁽⁵⁾ and in Europe (Vienna, 1967, Bucharest, 1973), while for Latin America and the Caribbean, specialists in higher education met in San José, Costa Rica, in 1966. Three main objectives were pursued during this period, and still maintain their validity:

UNESCO SUPPORT TO UNIVERSITIES

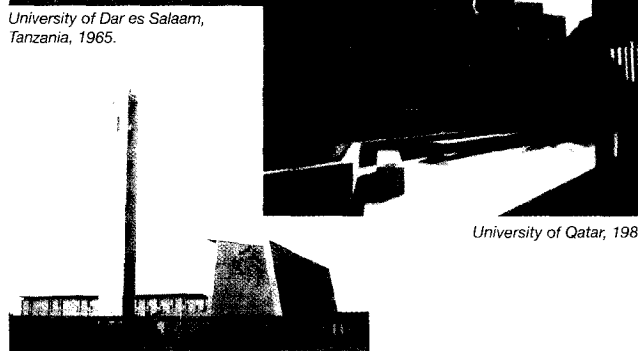
For their construction, equipment, teacher training, etc.



University of Ibadan,
Nigeria, 1963.



University of Dar es Salaam,
Tanzania, 1965.



University of Qatar, 1980.

University of Bujumbura, Burundi, 1965.

Henri Janne (Belgium)

Former Dean of the University of Brussels

Owing to the sudden changes which are constantly affecting activities, it is necessary not only that a capacity for adaptation be developed in the graduates but also that higher education be re-organized to provide for regular refresher courses. [...] Refresher courses constitute one of the ways in which higher education activities can be carried into the very life of the community. For the preparation of curricula and the teaching of new subjects necessarily imply recourse to outside authorities, to be associated more or less temporarily with the educational institutions.

From a Comparative Study commissioned by UNESCO for MINEUROPE 4, Vienna, November 1967

Faure Commission

Expansion of higher education should lead to broad development of many institutions capable of meeting more and more individual and community needs. [...] There should be more diversified higher education institutions. Universities should be turned into multi-purpose establishments open to adults and young people, and designed as much for continual training and periodic upgrading as for specialization and scientific research.

Learning to Be, Report of the International Commission on the Development of Education, UNESCO, 1972

René Maheu (France)

Director-General of UNESCO from 1962 to 1974

The regeneration of educational systems, which is now a vital necessity everywhere if it is to be possible to cope with the changes affecting society, is inconceivable without the reshaping of higher education in accordance with the new needs of the community and of individuals, and of the changes in the circumstances and problems of economic, social and cultural life.

Prospects, Vol. IV, No. 1, 1974

1974-1983

International conferences to adopt conventions on the recognition of studies, diplomas and degrees in higher education:

- Latin America and the Caribbean, Mexico City, July 1974
- Arab and European States bordering the Mediterranean, Nice (France), December 1976
- Arab States, Paris, December 1978
- Europe, Paris, December 1979
- Africa, Arusha, December 1981
- Asia and the Pacific, Bangkok, December 1983

1978

Regional Centre for Higher Education in Latin America and the Caribbean (CRESALC), Caracas opened

1985

Seminar on Women in Higher Education, Uppsala, Sweden, organized by CEPES

1987

Creation of the Association of Amazonian Universities (UNAMAZ)

Renewal of education systems and democratization

The **first objective** is to strengthen the role of higher education in the renewal and advancement of education at all levels⁽⁶⁾ and in the reform of education systems as a whole. In this respect, it is the enhancement of the relevance and quality of higher education that is important because it creates the conditions for progress at all other levels of education. Not only is higher education responsible for training teachers and other educational personnel, but its mission also includes educational research – as the basis for policy and decision-making in this field – as well as curriculum reform and the development of teaching methods and materials.

The various modalities of action implemented – seminars based on studies, building and strengthening institutions, publications – aimed at the application of the 'Convention against Discrimination in Education', adopted by UNESCO in 1960, which urges the States party 'to make primary education free and compulsory; make secondary education in its different forms generally available and accessible to all; and make higher education equally accessible to all on the basis of individual capacity'. The 'Convention on the Rights of the Child', adopted by the United Nations in 1989, also emphasized that 'higher education should be made, by every appropriate means, accessible to all, on the basis of capacity'. The principles of broadening participation in higher education and ensuring equity of access have been regularly endorsed by the General Conferences of UNESCO, by the International Conferences on Education and the Regional Conferences of Ministers of Education convened under the auspices of UNESCO.

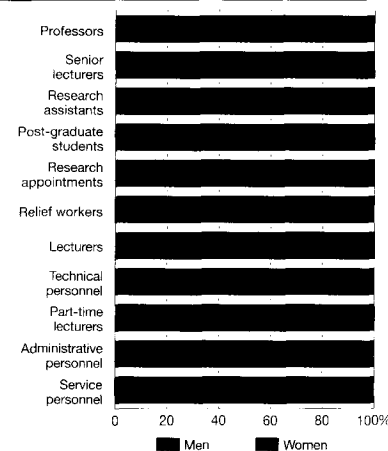
This policy has also received support at various other meetings organized by UNESCO with its partners in higher education and has been reinforced by analyses and studies, particularly bearing on the situation of higher education in developing countries and on women's participation in higher education.

WOMEN IN HIGHER EDUCATION

One of the causes of the phenomenal growth in higher education during the past century has been the acceptance of women in institutions of higher education. In most countries today the proportion of women students varies from one-third to one-quarter of the total. Italy was quite exceptional in being the only country to admit women as students and teachers to its universities from the early beginnings in the thirteenth century. It was not until the middle of the nineteenth century that there was any considerable increase in the provision of secondary education for girls either in America or Europe, and in 1863 France took the lead in Europe by admitting women at universities. By the 1870s, however, the products of the new schools for girls and a rising feminist movement in political and social life began more generally to demand that the doors of universities should be widely opened to women. The need for women graduates to teach in secondary schools and for qualified women teachers in the rapidly expanding State schools increased the numbers of women students in training colleges and universities, but the first British university to admit women to degrees took that step as late as 1878; even the first women's college in the United States was only chartered in 1861. As women began to be admitted to the professions, and slowly to play their part in industry, commerce and the social services, the need was clearly recognized for many well educated women with different kinds of skills and knowledge. The numbers of students of higher education then began to move significantly towards equality with men, and this is the position that they have reached in some countries and some institutions today.

World Survey of Education, Vol. IV, 1966.

1992
Gender distribution of higher education personnel in Sweden



World Education Report, 1995.

CEPES: Seminar on Women in Higher Education

A regional UNESCO seminar on 'Women in Higher Education', organized by CEPES in co-operation with the Swedish National Board of Universities and Colleges, the Ministry of Education, and the Ministry of Labour of Sweden, will be held in Uppsala, Sweden, from 13 to 15 May, 1985.

The topics to be debated at the seminar include:

- Women as users (access to higher education, employment prospects of women graduates) and as employees (teachers, researchers, administrators) of the higher education system;
- Access of women to jobs in higher education and their access to 'power' in higher education (women as rectors, deans, heads of departments, heads of administrative staff);
- The status of women in different fields of teaching and research (humanities and social sciences, technical and natural sciences, medical and health sciences);
- Approaches to women's questions in different countries (the general social, economic, and political conditions determining the labour market for women, in general, and their access to higher education and to academic professions, in particular).

Higher education in Europe, Vol. IX, No. 4, October-November 1984.

HIGHER EDUCATION AND SOCIETAL DEVELOPMENT

(6) In 1965, a world conference on the contribution to adult education of personnel, installations and teaching methods of higher education institutions was organized with the support of UNESCO's Participation Programme, by the International Congress of University Adult Education (Humblebaek, Denmark, 20-27 June). 180 delegates from more than 100 universities in thirty-eight countries attended. The conference adopted a resolution calling upon universities in all countries to participate actively in the global work of continuing education for adults through research, documentation and leadership.

International co-operation for improved relevance

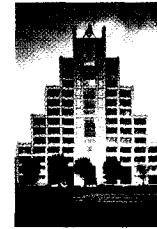
The importance of partnerships led to a **second UNESCO long-standing objective**: promoting and strengthening co-operation at various levels, between all types of post-secondary and higher education institutions, as well as through non-governmental organizations, the two UNESCO regional centres for higher education, and the United Nations University.

The aim of this co-operation is to identify, experiment and/or apply solutions to major issues and challenges, notably:

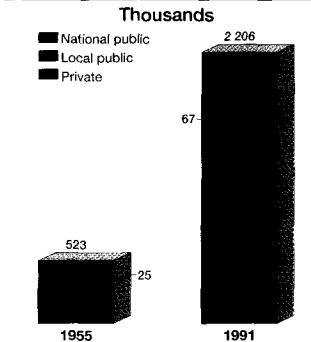
- increase investment in higher education, and improve the cost-effectiveness and efficiency of institutions;
- improve the relevance of higher education by responding to the challenges of a changing environment at international, regional, national and community levels;
- enhance the quality of higher education in all of its functions;
- promote the role of research in higher education;
- further academic freedom and institutional autonomy.

1975 UNITED NATIONS UNIVERSITY, TOKYO

The U.N. University at Tokyo became a reality in 1975, after a proposal made by U. Thant, the then Secretary-General of the U.N., in 1969, jointly pursued by the U.N. and UNESCO, and generously supported by the Government of Japan



1951-1991 Growth of enrolment in public and private higher education institutions in Japan



World Education Report, 1993 and National report presented at the 43rd session of ICE, Geneva, 1992.

and several other Member States. This is a unique institution in several ways. Problem-oriented, it is an international community of scholars engaged in research, post-graduate training and dissemination of knowledge in furtherance of the purposes and principles of the Charter of the United Nations. It functions under the joint sponsorship of the U.N. and UNESCO through a central programming and coordinating body and a network of research and post-graduate centres and programmes located in several parts of the world. Its programmes and activities do not lead to the award of degrees and diplomas.

REGIONAL CO-OPERATION IN HIGHER EDUCATION

CEPES

The European Centre for Higher Education (CEPES) was established in Bucharest, Romania, in 1972. It serves as a node for the collection and exchange of information and experience, a forum for discussion on important topics, and a centre for the promotion of research and development. It is also a focal point for several specialized networks connected with such issues in higher education as research on higher education, staff development or women's studies.

CEPES houses a library and documentation centre, which contains basic sources, major publications and periodicals on higher education as well as numerous unpublished materials, totalling about 27,000 documents. CEPES' capacity for co-operation has recently been reinforced by the setting up of the UNICOM electronic network.

CEPES publications include *Higher Education in Europe* (quarterly), monographs on national higher education systems, and studies on various issues of higher education.

CRESALC

Established in 1978 in Caracas, Venezuela, CRESALC promotes regional co-operation in higher education and assists Member States of the region in their efforts to develop and improve national systems of higher education. It also promotes the mobility of academic personnel, serving as the Secretariat for the application of the Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education. CRESALC is closely involved in the implementation of UNITWIN. A UNESCO-Chair in Human Rights has been established in co-operation with the National Council of Universities in Venezuela.

Jean Thomas (France)

Assistant Director-General, then Deputy Director-General of UNESCO from 1950 to 1960, President of the IBE Governing Council from 1969 to 1972

Higher education could not very well remain distinct from the rest of the education system. [...] Higher education is at present an integral part of the education system, subject to the influence of the changes which have occurred at lower levels and also, as the culminating point of the system as a whole, to a great extent providing it with a sense of direction.

World Problems in Education: a Brief Analytical Survey, UNESCO/IBE, 1975

Dietrich Goldschmidt (Germany)

Director, Max Plank Institute for Educational Research

As an institution, the university is not a moral foundation or a church, nor can it replace such institutions. Above all it is the task of teachers and students alike to strike the balance between their functional service to society, particularly in their professional performance, and their moral obligation that derives from striving for universal reason.

Address to the Fourth International Congress of the European Association for Research and Development in Higher Education, Frankfurt-am-Main, 7 September 1983

Peter Fischer-Appelt (Germany)

President of the University of Hamburg from 1970 to 1991

As a center of learning, rather than as an agent for professional training and research policy, the modern university includes the two basic functions of discovering the new and teaching the discovery of the new; in other words, it includes as basic functions the creation and the transmission of new knowledge.

'The Basic Functions of the Modern University', Higher education in Europe, UNESCO/CEPES quarterly bulletin, Vol. IX, No. 4, October-November 1984

1988

UNESCO Permanent Collective Consultation of NGOs on Higher Education, established, Paris.

Topic: 'Problems and challenges for what future?'

1989

International Conference on Education (41st session) on 'Diversification of Post-secondary Education in Relation to Employment', UNESCO/IBE, Geneva

1991

Launching of the UNESCO Plan of Action for Reinforcing Inter-university Co-operation and Mobility through twinning arrangement (UNITWIN Programme and UNESCO-Chairs)

Professional mobility

The third objective of UNESCO's action has been to promote international co-operation in the area of the recognition of studies and qualifications. In 1965 a contract was concluded with IAU to undertake a comparative study of methods of establishing equivalences between degrees and diplomas. Several expert meetings and complementary technical and legal studies recommended specific measures within the framework of a long-term plan of action. On this basis, one inter-regional and five regional Conventions were adopted (from 1974 to 1983). And, about ten years later, an International Recommendation on the Recognition of Studies and Qualifications in Higher Education was adopted by the General Conference of UNESCO at its twenty-seventh session in 1993. Furthermore, a Draft Recommendation concerning the Status of Higher Education Teaching Personnel will be elaborated in collaboration with the International Labour Organization (ILO) for submission to the General Conference of UNESCO at its twenty-ninth session (1997). Thus a global framework has been created that can also serve to enhance academic co-operation. The on-going processes of economic, cultural and political

UNESCO'S STANDARD-SETTING ACTION IN HIGHER EDUCATION FOR THE RECOGNITION OF STUDIES AND DIPLOMAS

In the view of UNESCO, promotion of the recognition of studies, diplomas and degrees is one of the most appropriate ways of fostering the mobility of people who have received higher education, intensifying international co-operation and strengthening national training and research capabilities while facilitating the return to their own countries of specialists trained abroad. At the same time it constitutes a means of democratization and of achieving lifelong education insofar as it permits account to be taken of knowledge or skills acquired by individuals who were unable to benefit from a full or uninterrupted school or university career.

Within a period of some ten years, UNESCO's standard-setting activities in this field have led to the adoption of six regional conventions covering the entire world, all of which aim essentially at evaluating the studies carried out or the skills acquired and at fostering the recognition of studies, diplomas and degrees in higher education.

With a few minor differences, all the State Parties to each of the Conventions have declared themselves:

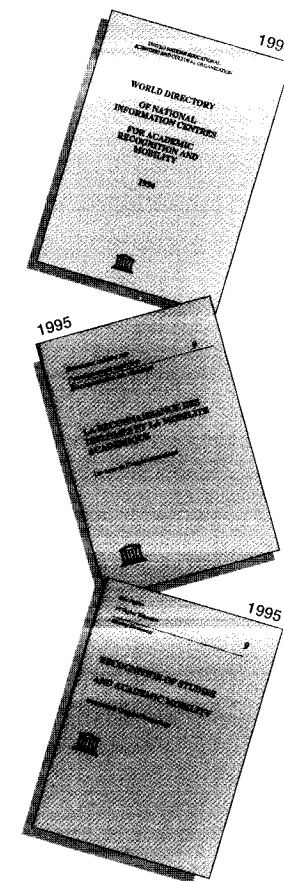
'Resolved to organize their co-operation and strengthen it in respect of the recognition of studies, diplomas and degrees of higher education by means of a convention which would be the starting point for concerted, dynamic action, carried out, in particular, through national, bilateral, sub-regional and regional bodies set up for that purpose.'

Regional Committees, for which the Director-General of UNESCO provides secretariat and co-ordination services, are set up by the State Parties to these Conventions in order to monitor their implementation. Following on the regional conventions, the aim is now an international convention for all countries. UNESCO is working towards this.

It was, in fact, during the twenty-seventh session of the General Conference of UNESCO that a Recommendation on the Recognition of Studies, Diplomas and Degrees in Higher Education was adopted.

UNESCO on the eve of its 40th anniversary, UNESCO, 1985.

- 1974** Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean
- 1976** International Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab and European States bordering the Mediterranean
- 1978** Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab States
- 1979** Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the States belonging to the European Region
- 1981** Regional Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and other Academic Qualifications in Higher Education in the African States
- 1983** Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific
- 1993** Adoption by the General Conference of an International Recommendation on the Recognition of Studies, Diplomas and Degrees in Higher Education



HIGHER EDUCATION AND SOCIETAL DEVELOPMENT

integration were taken into account in activities geared towards implementation of these conventions.

However, the practical significance of these standard-setting instruments depends on the efficacy of the activities carried out by the regional committees and national bodies entrusted with the task of pursuing and facilitating the application of their provisions. Consequently, UNESCO will continue to support the activities of those bodies and to promote various forms of student and staff mobility through evaluation of study programmes and degrees, development of data bases, assistance in building-up national accreditation mechanisms and issuing publications such as *Study Abroad* and the *World Guide to Higher Education*.

HIGHER EDUCATION INDICATORS: AN EXERCISE IN INTERPRETATION

by Colin N. Power

Current political and economic imperatives imply that policy decisions in the field of higher education can no longer be made on the basis of the limited information – mainly input measures – available at present. Performance indicators are needed, covering costs and participation rates as well as progress and graduation rates. Practices and progress vary in the countries examined (among which Australia, the United States, France, the Netherlands, the United Kingdom), but the difficulties of establishing meaningful reference points and guidelines for proper use are widely recognized. Nevertheless, experience has shown that if the debate is open and the objectives agreed upon, a fruitful dialogue can take place.

Types of Higher Education Indicators

There has been sufficient international interest in the development of new types of educational indicators to lead the Institution Management in Higher Education (IMHE) programme of OECD-CERI to seek to develop performance indicators for use at the institutional level. This project has constituted an important source of reference in recent years for policy makers in a number of European countries. [...] In mid 1988, CERI began a new project on International Educational Indicators, and out of this project may emerge indicators which are useful for monitoring aspects of the performance of higher education systems at a national and international level.

Information on costs and on student numbers in most countries is readily available from UNESCO and OECD publications.

To be interpretable, indicators must have a reference point against which performance of the system being monitored is to be judged. In itself, knowing that about 26 percent of Italian 17- to 21-year olds participate in higher education or that the percentage of the GNP devoted to education in Japan in 1984/85 was 6.8% is of no more value than knowing that a student scored 123 on a test.

In evaluating student achievement, we do need a reference point if we are to make sense of a score.

In educational testing, the reference points used may be:

- (a) some agreed standard (criterion-referenced interpretation),
 - (b) the performance of other students (norm-referenced interpretation), or
 - (c) previous performance (developmental interpretation).
- Indicators are useful in that they raise questions and force us to pay attention when sudden shifts of large differences or shortfalls appear; but they simply point, they do not explain. Unfortunately, too often users jump to premature and ill-informed conclusions. In fact, the use of higher education indicators is tricky, both technically and politically.

If one is using a criterion of standard as the reference point, this must be explicit and agreement must be gained over the benchmarks to be applied. If one is using international statistics to create a norm, one does need to understand the nature of the education systems being compared. If one is looking at trends across time, one does need to know about changes in policy and other events which may account for anomalies. Moreover, we need to be aware that estimates of costs and participation differ depending on how, when and why they are calculated.

Conclusions

One of the striking features of recent history of higher education has been the move towards monitoring systems and institutional outcomes: the almost total reliance on input measures of plant, human resources and students to determine its quality or prestige is probably a thing of the past. The common imperatives mean that performance indicators will be developed.

The problems of misinterpretation and misuse are greatest when comparisons are made, particularly when the systems or institutions being compared have developed in very different cultural contexts and the nature of the differences and their consequences for higher education are not understood. The media and policy makers at times focus selectively on one or two indicators and one or two countries, particularly if doing so can be used to support their position or generate a good story. But indicators simply point to the need for further investigation: they do not explain.

In the end, it seems that carefully developed performance indicators can contribute a great deal to higher education by facilitating focused dialogue about what is important, how key aspects of performance might be monitored, and by pointing to areas which may need further investigation. Whether they do depend on how they are developed, who controls them, how well they are interpreted, and the uses to which the results are put.

International Journal of Education Research, Vol.14, No. 4, 1990.

René Ochs (France)

Director of the Division of Higher Education and Training of Educational Personnel, UNESCO, from 1976 to 1980

Activities meant to establish equivalencies were included in the very first programmes of the Organization. They appeared in the measures earmarked for 'immediate action in favour of international comprehension' which were adopted at the first session of the General Conference. In particular, they envisaged the creation of an Information Centre and a Clearing House on international exchanges of personnel.

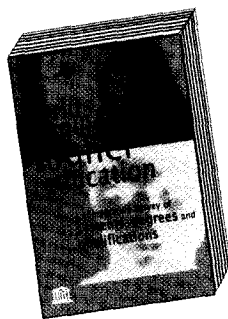
'The Recognition of Studies and Diplomas of Higher Education: the Contribution of UNESCO', *Higher Education in Europe*, UNESCO/CEPES Bulletin, Vol. XI, No. 4, 1986

Walter J. Kamba

Vice-Chancellor of the University of Zimbabwe, President of the International Association of Universities

The social role of a university demonstrates and underlines vividly the inter-relationship of higher education and society – of higher education and development. The social role provides the link between the intellectual and educational role of universities on the one hand and the development of society on the other. [...] In playing this role the university must be guided by excellence in performance and relevance of their work to the environment in which they exist and operate. Some of the questions that arise are: Are universities discharging their responsibilities adequately and satisfactorily? If not, why? How can universities perform their tasks more efficiently and meaningfully? Do we have new ideas to promote better performance?

Opening Speech, Second UNESCO/Non-Governmental Organizations Collective Consultation on Higher Education, Paris, April 1991



1991

Second UNESCO-NGO Collective Consultation on Higher Education on the topic 'The Role of Higher Education in Society: Quality and Pertinence', UNESCO, Paris

1992

- International Congress on the Recognition of Studies and Academic Mobility, UNESCO, Paris
- Third UNESCO-NGO Collective Consultation on Higher Education on the topic 'The Management of International Co-operation in Higher Education', UNESCO, Paris
- Seminar on the Assessment of Foreign Credentials for Senior Officials in the field of Equivalence and Academic and Professional Recognition, organized by UNESCO and Nuffic (Netherlands Organization for International Co-operation in Higher Education), Paris

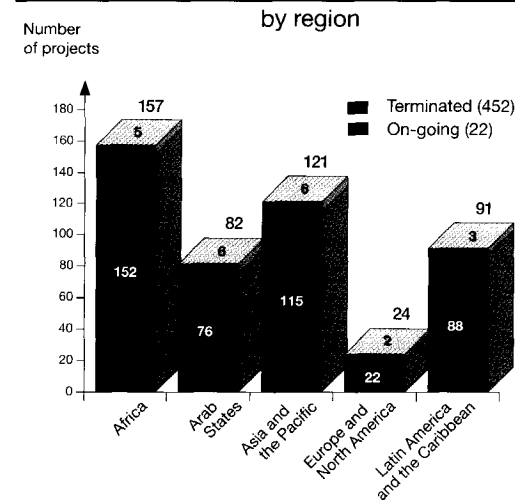
RECENT REINFORCEMENT OF UNESCO'S ACTION FOR HIGHER EDUCATION

During the last decade UNESCO has continued to support higher education devoting a significant part of its resources to that purpose, particularly to promoting the exchange of knowledge between developed and developing countries and the advancement of science and research in all its fields of competence. As in the preceding decades, technical co-operation projects, funded by various sources of financing, continued to play a very important role in developing higher education. To ensure, within UNESCO, the necessary interdisciplinarity⁽⁷⁾ and complementarity of action, measures were taken, such as the creation in 1987 of an Intersectoral Committee for Higher Education.

And, a few years later, it was with this objective in view that, in 1991, the Twenty-sixth Session of UNESCO's General Conference decided to launch the UNITWIN/UNESCO-Chairs programme, with its intersectoral plan of action. This programme aims at strengthening academic co-operation, particular emphasis being laid on supporting higher education institutions in the developing countries, and in Central and Eastern Europe. It is designed to network higher education institutions at the interregional, regional and subregional⁽⁸⁾ levels, in order to promote institutional development, sharing of resources, facilitating the exchange of expertise and experience, as well as of staff and students. It is based on the spirit of academic solidarity needed to set in motion a process leading to strong and durable links between higher education and scientific institutions worldwide. It is being further strengthened by a more recent intersectoral initiative 'Learning Without Frontiers', launched in 1993 and aimed at facilitating the exchange of experiences, taking every advantage of new information and communication technologies.

From the academic point of view, UNESCO's action is therefore intended to promote and reinforce innovative and interdisciplinary teaching, training and research programmes in fields which have a direct bearing on sustainable human development, such as population issues, environment, science and technology, conflict resolution, peace, human rights and democracy.

1946-1996 TECHNICAL CO-OPERATION PROJECTS IN HIGHER EDUCATION

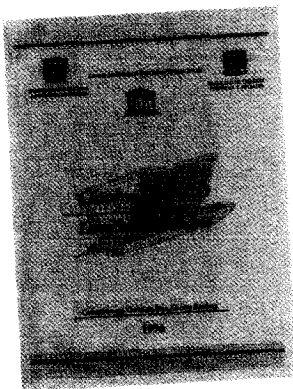


Projects financed through extrabudgetary funding (T.A., UNDP, World Bank, Funds-in-Trust, etc.), covering all educational areas of co-operation with universities, higher teacher training colleges, national pedagogical research institutions.

(7) UNESCO's activities in higher education have always been multidisciplinary in the sense that they have related to levels of training and research in the various fields of its competence, so involving not only the science sectors (exact, natural and social) but also those of culture and of communication, as well as, first and foremost, the various levels of education for which university education must assume responsibility. Activities have taken on an ever more interdisciplinary, and thus, intersectoral approach, given the necessity both for the Organization and for the university institutions to respond to the major problems encountered in society, at national, regional and international levels (sustainable development and environment, health, population, human rights, democracy, etc.). Appropriate co-ordination has therefore been sought according to modalities organized so as to ensure interdisciplinarity and efficiency. A similar approach has also become necessary in the identification and analysis of general questions related to higher education policy, to the adaptation and structure of systems and institutions, and to personnel (training and status).

HIGHER EDUCATION AND SOCIETAL DEVELOPMENT

(8) In this regard, the Association of Amazonian Universities (UNAMAZ) can be considered a pilot initiative. Created in 1987, it is currently composed of over thirty universities from eight countries. Its programme of activities has been constantly expanding, especially in the follow-up to the United Nations Conference on Environment and Development (Rio de Janeiro). These activities include the setting-up of a South-South co-operation Programme, following a meeting of experts on Environmentally Sound Socio-economic Development in the Humid Tropics, organized in Manaus, Brazil, in 1992 by UNAMAZ, the United Nations University, the Third World Academy of Sciences and UNESCO's Man and the Biosphere Programme (MAB). UNAMAZ has promoted the organization of a rotation specialized course on science policy and technology transfer in connection with the safeguarding and enhanced use of Amazonia's bio-diversity among the countries of that sub-region.



UNITWIN

STRENGTHENING UNIVERSITY CO-OPERATION AND REDUCING THE BRAIN DRAIN

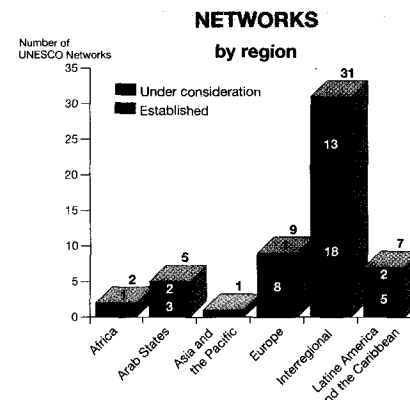
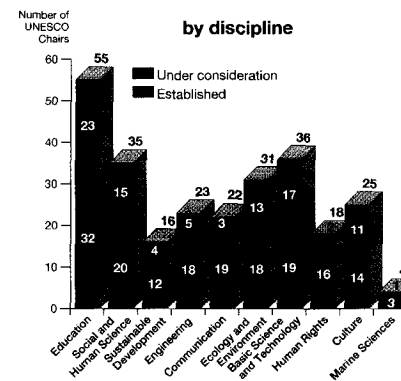
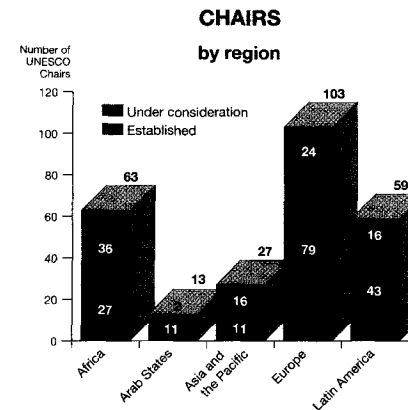
The considerable gap both in scientific and technical knowledge and in research separating the developing and industrialized countries is at the root of a very real and acute problem: the brain drain.

At the present time, some 2 million students all over the world are pursuing their studies either partially or completely in countries other than their own. Added to this figure is that of the large number of teachers and researchers who leave their countries under exchange programmes for varying periods of time. All in all, one-third of these movements of qualified people involves nationals from the developing countries. It is not known exactly how many of these return to their country of origin, but it is an established fact that many of them stay abroad.

Although it is essential, if the endemic shortcomings from which a large part of humanity is suffering are to be overcome, to organize new ways and means of transferring knowledge and know-how, it has to be realized that knowledge-sharing does not mean that exactly the same approach has to be adopted everywhere. The straightforward importing by the countries of the Third World of university models and patterns for scientific and cultural exchanges borrowed from the industrialized countries is liable to produce effects running counter to those expected. If there is one thing which the developing countries have to guard against, it is that of adopting educational models which are often already outdated or are disputed in the countries of origin. In order to prevent nationals of those countries from fleeing with their skills to the rich countries, they have to find ways and means – possibly with the assistance of the people concerned – of combating an evil which is seriously jeopardizing their potential for development.

In 1991, UNESCO launched an international programme aimed at strengthening co-operation between universities, in particular through twinning arrangements between developed and developing countries, both in the North-South direction and between the countries of the South. This programme is known as UNITWIN. It consists of activities aiming in three directions: the setting-up of university networks equipped with modern communication systems designed to facilitate academic and scientific exchanges; the creation of an increased number of intensive training fellowships; the setting-up of 'UNESCO-Chairs', in other words chairs 'made to measure' which are meant to be occupied, in the first instance, by high-level professors, researchers, engineers or specialists from both North and South, who are expected to communicate their knowledge in places where there is a perceived need. In other words, instead of a situation where students travel abroad to pursue their studies, professors come to the countries and offer their assistance to higher-education institutions wishing to develop their programmes in new subject areas. They have a twofold function: giving high-level courses and training local teachers who will thereafter take over the task. In this respect, UNESCO is performing a catalytic role, which consists in mobilizing public opinion on behalf of inter-university co-operation, facilitating the conclusion of agreements between the universities involved and exploring, at both the national and international levels, the various possibilities of securing external funding.

From *Memory of the Future*, Federico Mayor, UNESCO, 1994.



Carlos Tünnermann Bernheim
(Nicaragua)

Member of the Executive Board of UNESCO from 1989 to 1993

If we consider universities to be centres for the updating of knowledge throughout life, it is surely a natural part of their mission today to cater for the requirements of lifelong and continuing education.

From *UNESCO Sources*, No. 32, December 1991



Colin N. Power
(Australia)

Assistant Director-General for Education, UNESCO, since 1989

The brain drain phenomenon is one of the main challenges for international

co-operation in higher education. The adverse effects of the brain drain on developing countries are well known. Africa has been particularly badly hit. One third of its skilled personnel had left the continent by 1987. [...] The same problem is now affecting the countries of Eastern Europe. Precise figures are difficult to assess, but even the most conservative estimates are troublesome. [...] The most pressing need is to reverse the process of decline and deterioration of institutions in the developing and Central Eastern European countries since this is a major factor in the brain drain and widening development gap.

Address to the Fifth Annual Conference of the European Association for International Education, The Hague, 2 December 1993

1993

Adoption by UNESCO's General Conference (Twenty-seventh Session) of a Recommendation on the Recognition of Studies and Qualifications in Higher Education

1994

Fourth UNESCO-NGO Collective Consultation organized in liaison with the United Nations University on the topic 'Higher Education Capacity Building for the Twenty-first Century', UNESCO, Paris

1995

The University and Sustainable Urban Development, UNESCO-PRELUDE Round Table, Paris

THE NEW CHALLENGES OF HIGHER EDUCATION

An unprecedented leap forward

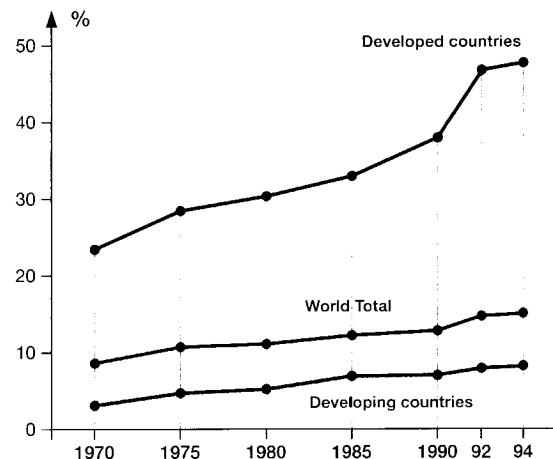
'The second half of the twentieth century has been marked by a literal revolution in higher education, which is increasingly becoming a form of mass education.

'Over the past two decades, the number of students enrolled in higher education institutions has more than doubled. It rose from some 28 million in 1970 to more than 47 million in 1980, and thereafter to more than 58 million in 1988. This figure now stands at over 61 million. In this connection, it should be stressed that the most spectacular rate of growth has been recorded in the developing countries – in which, it is true, higher education was at the outset still very often in an embryonic state. The number of students has

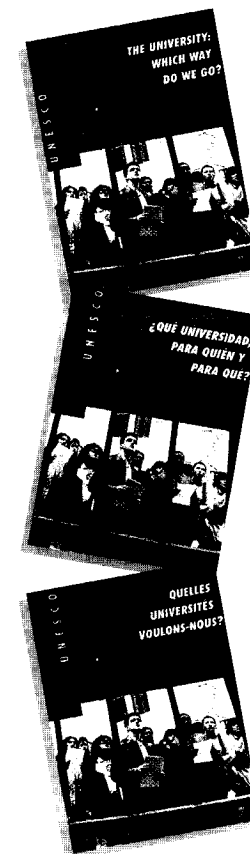
accordingly increased eight times in sub-Saharan Africa, six times in East Asia, the Pacific region and the Arab States, four-and-a-half times in Latin America and the Caribbean and has doubled in South Asia. However encouraging these figures may be, they have to be given their proper weighting. On a worldwide scale, between 1970 and the end of the 1980s, the percentage of students in the age group 18-23 rose from 8.5 to almost 13.0 per cent. But, in 1990, these rates stood at 37.9 per cent in the developed countries against only 6.9 per cent in the developing countries. In other words, young people in the industrialized countries generally had five times more chance of pursuing their studies beyond the secondary leaving certificate than young people in the developing countries.

'The increase in numbers and the concomitant broadening of the range of needs to be met have given rise to a diversification of curricula with respect both to the subjects and specialities to be taught and the structures set in place (streams and reorientations) to take account of the progress made in the different branches of science and technology. [...] In particular, the explosive growth of new knowledge in this century has vastly expanded the dimensions of the average university catalogue or prospectus. Much of this knowledge is arising at the juncture of two or more traditional disciplines. This interdisciplinarity – posing a structural challenge – conjures up images of a universe in expansion, in which processes of continuous creation intersect and strengthen one another'.⁽⁹⁾

1970-1994 GROSS ENROLMENT IN HIGHER EDUCATION



(9) *Memory of the Future*, Federico Mayor, UNESCO, 1994.



HIGHER EDUCATION AND SOCIETAL DEVELOPMENT**1996****HIGHER EDUCATION AND NEW INFORMATION TECHNOLOGIES***by Federico Mayor*

New information and communication technologies, especially the Internet, are offering researchers, educators, artists and administrators all over the world an opportunity to form the most cultivated, specialized, versatile and active intellectual community that the world has ever known – a kind of global university.

The emergence of these technologies has [...] opened up heady prospects for creating worldwide links between universities, institutes of higher education and research, libraries, laboratories and hospitals, disseminating knowledge, promoting personalized teaching, education tailored to the needs of individuals and groups, the exchange of ideas and data and the implementation of collective projects.

It soon became clear that among the many fields where the new technologies may be applied – especially the high-capacity networks known as information superhighways that can carry data, sound and image – higher education, research and the promotion and dissemination of knowledge are those with the richest potential.

But we should not let our hopes run away with us. In the wealthy nations privatization and de-regulation are producing mixed and sometimes even disastrous results in human and ethical terms, notwithstanding some undeniable advantages. In the poorer countries they usually lead to highly aggressive and dehumanized market competition.

Looking no further than the production, exchange and dissemination of knowledge, we can see that the technology explosion is increasing the enormous disparities between North and South.

Learning without Frontiers

Steps must be taken to use the mobility, flexibility, leanness and speed of the new information technologies to bring about real sharing of knowledge. Actions speak louder than words: UNESCO did not wait until all the promise of these technologies was fulfilled before launching its 'Learning without Frontiers' programme. Its Member States decided that in 1996-97 special attention would be paid to the use of technology in education. In higher education, the UNITWIN/UNESCO-Chairs Programme is continuing to promote solidarity and co-operation between universities. An effort is being made to support university chairs and networks using new technology for education in general and distance education in particular. To promote diversification in ways and means of transmitting knowledge, the number of distance-education centres and open universities must be increased.

The poor countries must be helped to acquire new technologies and equipment, to train their people and enter existing networks, in short to modernize along with the others.



An Najah National University, Nablus, Palestine.

**Torsten Husén (Sweden)**

Former Director of the Institute of International Education, University of Stockholm; Chairman, Governing Board of the International Institute for Educational Planning, from 1970 to 1980

Modern society is dominated by industrial mass production of goods and by increased public services in health, education and welfare. There is an expanding body of information that the ordinary citizen must master in order to survive. Such a society needs a tertiary system of education with widened functions and expanded enrolment. Whether the mega-institutions emerging are called universities or not is a matter of taste. The 'multiversity' has come to stay, at least in advanced high-technology societies.

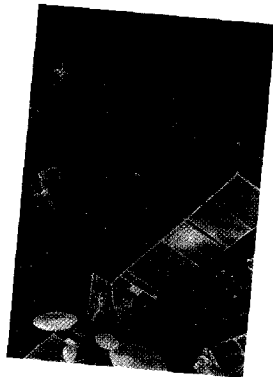
The Role of the University: a Global Perspective,
edited by T. Husén, UNU/UNESCO, 1994

Justin Thorens (Switzerland)

Honorary President of the IAU, former Rector of the University of Geneva

Society now sees higher education as a prime instrument to ensure national competitiveness, to link the nation into the emerging global economy, to reduce inequities in access to higher knowledge amongst different groups, whether women and girls or ethnic communities, calls upon it to demonstrate entrepreneurial flair as well as passing on the nation's cultural heritage. In many countries, these new priorities have gone hand in hand with marked reductions in public expenditure and, at the same time, with the setting up of more stringent procedures to ensure both quality in the output and efficiency in the way that output is produced.

IAU Newsletter, Vol. 2, No. 3, October 1996



1996

Regional Conference on the theme 'Policies and Strategies for the Transformation of Higher Education' (preparation for the World Conference on Higher Education to be held in 1998), Havana

1997

- Fifth UNESCO-NGO Collective Consultation on 'Higher Education: the Consequences of Change for Graduate Employment', UNESCO, Paris (February)
- Other regional conferences on higher education (preparations for the World Conference) in Africa (Dakar, March/April), Asia (Tokyo, UNU, July), Europe (Palermo, Italy, September) and the Arab States (Beirut, April)

1998

World Conference on Higher Education: Higher Education in the Twenty-first century

WORLD CONFERENCE ON HIGHER EDUCATION

The World Conference on Higher Education: Higher Education in the Twenty-first Century, foreseen in 1998,⁽¹⁰⁾ will be the occasion to discuss such issues. This conference – based on inquiries⁽¹¹⁾ and analyses – will be preceded by five regional conferences on higher education, the first of which took place in December 1996 in Havana, on the theme 'Policies and Strategies for the Transformation (reform) of Higher Education'.⁽¹²⁾ The conference will aim at establishing the fundamental principles which will serve as a basis, at the international level, for the renewal and in-depth reform of higher education systems throughout the world. It will have three specific objectives:

- to widen access to higher education;
- to improve its administration and management;
- to reinforce its links with the production and service sectors, especially in terms of its enhanced adaptation to the requirements both of the world of work and of the personal and professional aspirations of individuals.

The Conference, therefore, will seek to define the mission of higher education in relation to the construction of a new society, founded on peace and sustainable human development, in the third millennium.

HIGHER EDUCATION AND EDUCATION THROUGHOUT LIFE

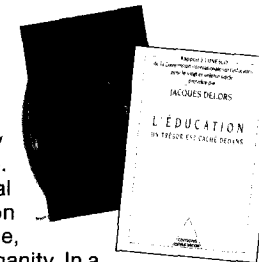
Higher education is at one and the same time one of the driving forces of economic development and the focal point of learning in a society. It is both repository and creator of knowledge. Moreover, it is the principal instrument for passing on the accumulated experience, cultural and scientific, of humanity. In a world where resources of knowledge will increasingly predominate over material resources as factors in development, the importance of higher education and of higher education institutions can only grow. Moreover, the effect of innovation and technological progress means that economies will increasingly demand competencies that require high-level studies.

In much of the developing world, higher education has been in crisis for the past decade. Structural adjustment policies and political instability have taken their toll on the institutions' budgets. Moreover, confidence in higher education has been eroded by graduate unemployment and the brain drain. The overwhelming bias towards the social sciences has led to imbalances in the categories of graduates coming on to the labour market, leading to disenchantment on the part of graduates and employers alike as to the quality of what is being taught in higher education institutions.

Social pressures and the specific requirements of the labour market have resulted in an extraordinary diversification in institutions and in courses of study. Higher education has not been exempt from the 'force and urgency with which educational reform is politically advocated to respond to the economic imperative'.⁽¹³⁾ Universities no longer have the monopoly of higher learning; indeed, national higher education systems have now become so varied and complex in terms of structures, programmes, student populations and funding that it has become difficult to categorize them.⁽¹⁴⁾

The expansion in enrolments and in the number of institutions has entailed increased expenditure on higher education, which is faced with the formidable problems of the development of mass higher education. The challenge of mass higher education has still not been met adequately, making it necessary to re-examine the role of higher education.

Learning: the Treasure Within, UNESCO, 1996.



(10) UNESCO, Paris, 28 September to 20 October.

(11) Within the framework of its activities aimed at marking the Fiftieth Anniversary of the United Nations system, UNESCO launched a world-wide debate amongst students in higher education. They were invited to undertake a critical analysis to ascertain how universities and other institutions of higher learning were preparing them for their roles as citizens and professionals in the twenty-first century. Thus, the quality and relevance of higher education today were scrutinized by the major stakeholders themselves who will be the leaders and experts in tomorrow's society.

(12) The regional Conference in Latin America and the Caribbean established the underlying principles for in-depth change in higher education in this region on the threshold of the twenty-first century, change through which, on the one hand, higher education would become an effective instigator of a culture of peace based on human development founded on equity, democracy, justice and freedom and, on the other, could contribute to improving the relevance and quality of its teaching, research and popularization functions, by offering equal opportunities for all by means of lifelong education, without frontiers where, in the framework of a new conception of regional and international co-operation, merit would be the essential criterion for access to higher education. To attain these objectives, the following themes have been studied and analysed: i) relevance; ii) quality; iii) financing and management; iv) knowledge and use of new communications technologies; and v) a new formulation of international co-operation.

HIGHER EDUCATION AND SOCIETAL DEVELOPMENT

**Georges Haddad (France)**

Chairman of the Consultative committee on higher education at UNESCO

The objective of the Havana Regional Conference (18-22 November 1996) and of the World Conference planned for 1998 is to create a force for higher education which would stimulate human and social development in general. Both events should be considered as the starting point for concrete actions which underpin that which we consider to be fundamental for the future of humanity: the capacity to educate young people, critically assimilate information and develop knowledge through research.

Educación Superior, CRESALC Newsletter, No. 2, April-June 1996

Marco Antonio Dias (Brazil)

Director of the Division of Higher Education, UNESCO, since 1981

Before we decide what kind of university we want, we must decide what kind of society to build.

Quoted in 'The University: Which Way do We Go?', UNESCO Sources, No. 85, December 1996

Kofi Annan (Ghana)

Secretary-General of the United Nations since 1997

A coalition of educators, governments and non-governmental organizations will take part in the World Conference on Higher Education that UNESCO is scheduled to convene in the fall of 1998. The Conference will examine a range of difficult issues facing universities today. [...] In light of the profound transformations occurring in society today, it seems to me extremely timely that a conference be held to examine the mission of higher education.

Address to the American Council of Education, February 1997

TO KNOW MORE (see also CD-ROM, Vol. I)

- **Higher Education and Social Stratification: an International Comparative Study.** Torsten Husén. Paris, UNESCO-IIEP, 1987. (Fundamentals of Educational Planning, 34). (English, French)
- **The Role of Higher Education in Society: Quality and Pertinence.** 2nd UNESCO/NGO Collective Consultation on Higher Education, Paris, 8-11 April 1991. (English, French)
- **The University as an Institution Today: Topics for Reflection.** Borrero Cabal, Alfonso. IRDC/UNESCO, 1993. (English, French)
- **Women in Higher Education Management.** Paris, Commonwealth Secretariat/UNESCO-IIEP, 1993. (English, French, Spanish)
- **Policy Paper for Change and Development in Higher Education.** UNESCO, 1995. (Arabic, Chinese, English, French, Russian, Spanish)
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- **Higher Education in the 21st century. A Student Perspective.** Paris, UNESCO, 1996. (English, French)
- **World Guide to Higher Education. A Comparative Survey of Systems, Degrees and Qualifications.** Paris, UNESCO, 1996. 3rd edition. (English)

(13) George S. Papadopoulos, *Learning for the Twenty-first Century*, Paris, UNESCO, 1994. (UNESCO doc. EDC/III/1).

(14) *Policy Paper for Change and Development in Higher Education*, Paris, UNESCO, 1995. (UNESCO doc. ED.94/WS/30).

PROMOTING THE QUALITY AND PERTINENCE OF EDUCATION

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EDUCATIONAL PLANNING

A TOOL FOR THE IMPLEMENTATION OF THE RIGHT TO EDUCATION

1951

The 14th International Conference on Public Education, IBE, Geneva, recommends the drawing up of plans for the universal provision of compulsory education

1958

Inter-American Training Seminar on Overall Planning for Education, UNESCO/OAS, Washington

1959

International Symposium on Educational Planning in Relation to Economic and Social Development, UNESCO/IEDES, Paris

1961-1963

Establishment of regional educational planning centres in Beirut, New Delhi, Santiago and Dakar

1963

IIEP created

UNESCO made a decisive contribution to educational planning by proposing that national plans should be drawn up in a regional context – an innovation which consisted in convening the ministers of education of a particular region to carry out a review of the educational situation, to consider educational trends, problems and prospects, and to draw up priorities, strategies and plans for educational development. The Organization was instrumental in setting up regional centres and the International Institute for Educational Planning, and sent experts into the field. By so doing, it was able to make theoretical advances, train personnel for national planning services and provide direct assistance to Member States. With the growing emphasis on qualitative considerations alongside the purely quantitative factors, these activities helped to extend and diversify the approaches to planning. The regional conferences of ministers of education, soon extended to include the ministers responsible for economic development, paid increasing attention to the implementation of the right to education for all and to the goal of democratization.

THE EMERGENCE OF EDUCATIONAL PLANNING

In the aftermath of the Second World War the need for reconstruction, the quickening pace of scientific and technological progress and far-reaching cultural transformations made sweeping reform of education systems essential. Planning – a process borrowed from the economic sector – began to be applied to education. It made its first official appearance in 1951, when the International Conference on Public Education called upon countries concerned to draw up plans for compulsory education.⁽¹⁾ An initial round of regional

1951 EDUCATIONAL PLANNING, THEME OF THE INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION

'Plans for the full enforcement of compulsory education, in the spirit of Article 26 of the Universal Declaration of Human Rights, [...] should be drawn up without delay in those countries where the problem arises'. These plans would involve not only educational measures, but also financial and social measures, and would be applied both immediately and gradually. They should be preceded by inquiries into the present and future school population.

The plans should be co-ordinated with plans for reform and for economic and social development; preliminary studies should be made of the economic, financial, social, geographical, political and linguistic factors. Lastly, the plans should be flexible and subject to constant amendment.

Recommendation No. 32 on compulsory education and its prolongation, IBE, 1951.

(1) The 14th International Conference on Public Education was convened in Geneva in 1951 by UNESCO and IBE on the subject of compulsory education and its prolongation. The Director-General of UNESCO, Jaime Torres Bodet, in his opening address, referred to the principles set forth in Articles 26 and 27 of the Universal Declaration of Human Rights concerning the right to education and to participate freely in cultural life.

(2) Bombay, 1952; Cairo, 1954; Lima, 1956. The latter conference was immediately followed by the second Inter-American Meeting of Ministers of Education convened by OAS.

(3) ECLA economists contributed to the project. The seminar organized by UNESCO and OAS in Washington in 1958, which defined the concept of overall planning, was to be followed by the Symposium on Educational Planning in relation to economic and social development, held in Paris in 1959, by the French National Commission and IEDES (Institut d'étude du développement économique et social) with the assistance of UNESCO.

(4) OECD contributed to this general planning effort through the Mediterranean Regional Project launched in 1960 in response to projections of scientific and technical personnel needs up to 1975 in six countries of southern Europe.

(5) The newly emergent nations neither could nor would wait until universal primary education had been achieved before beginning to train the intermediate and senior personnel, such as doctors, lawyers, teachers, engineers, etc., so urgently needed by their administrations and their economies.

(6) Notably the Karachi, Beirut, Addis Ababa, Santiago and Tokyo conferences.

(7) Educational planning was an entirely novel discipline. Centres of excellence were rare and the first planners were either population statisticians or economists.

(8) Several hundred specialists from each region received training at the Regional Group for Educational Planning and Administration in Dakar, the Educational Planning Section in Santiago, the Arab States Centre for the Advanced Training of Education Personnel (ASCATEP) in Beirut and the Asian Institute for Educational Planning and Administration in New Delhi.

conferences then took place on ways and means of introducing free and compulsory education.⁽²⁾ The participants recommended the use of planning and called for assistance by the Organization in setting up national planning services. The Major Project on the Extension of Primary Education in Latin America, launched in 1957, included a systematic study of planning methods and techniques.⁽³⁾

PLANNING THE EXPANSION OF EDUCATION

From the 1960s, with longer periods of schooling in the industrialized countries and, above all, the accession to independence of a great many countries of the South, a more comprehensive form of educational planning was needed.⁽⁴⁾ Within the context of the United Nations Development Decade it became necessary for every State to plan its education system as a whole, with a view *inter alia* to harmonizing reform at every level, gaining an overview of the various projects in hand and assessing the repercussions in a number of areas, such as costs, teacher training and school buildings.⁽⁵⁾ The use of planning became and was to remain the chief method of analysis, diagnosis, forecasting and financing. The ministerial conferences held from 1960 to 1965⁽⁶⁾ were to give decisive momentum to action in support of educational planning. On the basis of a study of development needs (viewing education as an investment) and of the cost of meeting them, the Addis Ababa Conference adopted a Plan for African Educational Development in 1961. This plan, the first of several, laid down priorities for the different levels of education (including adult education) and drew up costed programmes for the forthcoming five and twenty-year periods. Follow-up mechanisms were put in place.

The development of large-scale activities in the regions and in individual countries pointed up the need for action in two areas:⁽⁷⁾ the rapid training of key personnel for the new national planning services and the further refinement of methods on the basis of experience and research findings. To this end, the Organization set up regional educational planning and administration centres which organized training courses and seminars. It also sent out experts to backstop national services.⁽⁸⁾ The International Institute for Educational Planning (IIEP) was set up in Paris in 1963 to carry out research and higher education activities.

Throughout this period of economic growth, the implementation of national plans benefited greatly from increased contributions from the Special Fund and, from 1966 onwards, from UNDP. In 1964, a co-operation agreement was signed with the World Bank, which had just extended its investments to include the education sector. Under the terms of this agreement UNESCO mounted several hundred missions for the identification and preparation of education projects in Member States over a period of close on twenty years. This systematic action helped to



Howard E. Wilson
(United Kingdom)
Deputy Executive Secretary,
UNESCO Preparatory
Commission

*The four factors
conditioning
contemporary
educational planning:*

*the devastation of war, accumulated
knowledge about the educative process,
new tools of learning and fluidity of
contemporary education.*

UNESCO Conferences at the Sorbonne, Paris,
November 1946



G. Betancour-Mejia
(Colombia)
Minister of Education, then
Assistant Director-General for
Education, UNESCO, from
1963 to 1966

*The plan, when it is
adopted, must have the
support of public*

*opinion. It should not be the plan of a single
person or group, for if it was, its life would
be brief. It has to be a national plan.*

*Principles of Educational Planning, First Five-Year
Plan, Bogota, 1957*

Malcolm S. Adiseshiah (India)

Deputy Director-General of UNESCO from 1963 to 1970

*Educational planning must break through its
traditional quantified school frame and cover
all education. [...] Educational planning can
only be an effective instrument of
comprehensive development if it contributes,
through the choices which it makes possible,
to a renewal of the education process. The
latter should be conceived as a permanent
lifelong process, and the confusion arising out
of traditional identifications between education
and school education should be resolved.*

'Prospects for lifelong education', *The UNESCO
Chronicle*, Vol. XV, No. 2, 1969

1964

UNESCO-World Bank co-operation programme begins

1967

International Conference on the World Crisis in Education, Federal Government-IIEP, Williamsburg, Virginia, United States

1968

International Conference on Educational Planning, Paris

1972

Publication by UNESCO of the report *Learning to Be*

1990

- World Conference on Education for All, Jomtien, Thailand
- International Congress on 'Planning and Management of Educational Development', Mexico City

incorporate education more closely into development strategies and to induce economists and financiers to accord it its rightful place in both national efforts and external aid, in particular international assistance, as demonstrated by the survey presented at the first International Conference on Educational Planning (Paris, 1968). Of the 98 countries about which UNESCO had received information, 80 had already adopted educational development plans. Of these, 17 were in Africa, 11 in Latin America, 21 in Asia, 10 in the Arab States and 21 in Europe and North America; 7 other countries were in the process of drawing up a plan.⁽⁹⁾



International Conference on Educational Planning, UNESCO, Paris, 1968.

'PILOTING' THE QUALITY OF EDUCATION

It took only a few years to reach the financial limits of an approach dominated by methods which concentrated on quantitative expansion and, what was more, did not fully appreciate the impact of the administrative apparatus and the effect of structures, contents and methods on the success of plans. Aware of serious losses of momentum in the educational process,⁽¹⁰⁾ political decision-makers began to question the internal and, more importantly, the external efficiency of education systems.⁽¹¹⁾ In 1968, Philip Coombs, then Director of IIEP, published *The World Educational Crisis*,⁽¹²⁾ which presented a method for looking at an educational system not piecemeal but as a system of interacting parts.⁽¹³⁾ Planning was no longer to be confined to a set of technical projections: it was the combined product of the means and the methods of implementation. Hence planning and reform went hand in hand.⁽¹⁴⁾ It was, moreover, this intricacy that was highlighted in 1972 by the International Commission on the Development of Education, which underscored the role of national policies and strategies in attaining the right to education, democratization of access to it and the improvement of its quality; the need for everyone active in society to be involved in the planning and management process in order to improve their capacity for educational reform. The Commission's report *Learning to Be* recommended 'decentralization of decision-making, of responsibilities and resources and broad participation of those concerned, at all levels and in all areas, in determining and carrying out educational activity'.

(9) *Educational Planning: a World Survey of Problems and Proposals*. UNESCO, 1970.

(10) Through such factors as drop-out and the irrelevance of training to actual development needs and capacities.

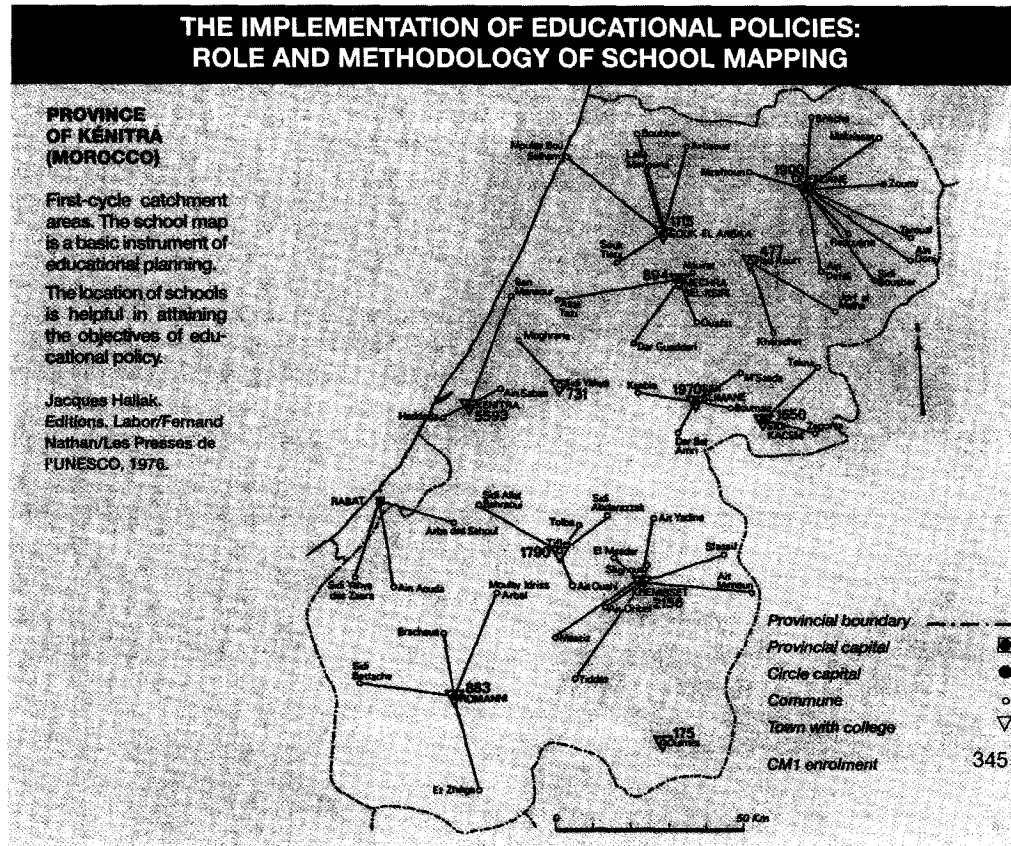
(11) The Coleman report, published in the United States in 1966, maintained that the family environment was much more important than educational investment in determining educational outcomes.

(12) This text was first produced by IIEP as the basic working paper for the International Conference on the World Crisis in Education, Williamsburg, Virginia, 1967.

(13) Coombs gives a striking account of the gap between aspirations and resources; his book argues in favour of a type of planning that is not divorced from its application.

(14) The titles of IIEP publications illustrate this development: *Modern Techniques in Support of Planned Education*, Wilbur Schramm, 1967; *Qualitative Aspects of Educational Planning*, C. E. Beeby, 1968; *Planning the School Curriculum*, Arieh Lewy, 1977.

EDUCATIONAL PLANNING



W. W. Harman and M. E. Rosenberg, (United States), Educators, authors

Many educational problems can be successfully understood and approached only in the context of the larger societal system of which the educational portion is but a part. Such educational problems cannot be resolved through strategies which are restricted to the educational system alone. Broad, comprehensive strategies are required, involving various interacting sectors of society.

'Methodology of Educational Futurology', Document of the Faure Commission, *Opinions*, No. 44, UNESCO, 1971

Edgar Faure (France)

Chairman of the International Commission on the Development of Education

The broad ultimate aim of education is that of educating the complete man. National policies must give detailed expression to this aim, which may be common to all educational systems, in terms of objectives adapted to each country; their strategies must indicate the suitable combination of ways and means for achieving these and, finally, be incorporated in a system of planning.

Presentation of the Report *Learning to Be*, UNESCO, 1972

Sylvain Lourié (France)

Deputy Director-General of UNESCO from 1988 to 1990

The experience gained by the developed and developing countries has shown us that no less than the former hypotheses underlying educational planning should be reviewed. This is not only a reflection of the changing character of the demand for education, but also of the drastic changes in the role of planning which can no longer be rooted in theory or in systematic and linear assumptions, but is increasingly marked by differentiated strategies.

Opening Speech, International Congress on Planning and Management, Mexico, 1990

FACILITATING DECISION-MAKING

Against the 1980s backdrop of economic crisis, unemployment and indebtedness, the role of the planner changed, as was clearly brought out by a workshop organized by IIEP in 1989 on the occasion of its twenty-fifth anniversary⁽¹⁵⁾ and also as reflected in the "Framework for Action" approved in 1990 by the World Conference on Education for All. The topic chosen for the International Congress held in Mexico City in 1990, some twenty years after the first international conference, was Planning and Management of Educational Development. Following in the footsteps of the Faure Commission report, the Mexico City Congress viewed education as a lifelong process and underscored the basic requirements of planning, namely to construct forward-looking scenarios that made it possible to explore the future and initiate processes of social change through education, and to democratize and decentralize planning and management by greater participation at intermediate

(15) *The Prospects for Educational Planning*, F. Calliods, UNESCO-IIEP, 1989.

1994

Production by IIEP of training modules for educational planners and managers,

1996

- Publication by UNESCO of the report *Learning: the Treasure Within*
- Mid-decade meeting of the International Consultative Forum on Education for All, Amman

1997

Establishment of a branch of the International Institute for Educational Planning for Latin America and the Caribbean in Buenos Aires

and local levels and the use of the various ways and means available in formal and non-formal education. Planning services would increasingly be called upon to prepare educational policy options and measures to reduce disparities or even to undertake the 'strategic piloting' of education.⁽¹⁶⁾

Finally, in 1996, the report of the International Commission on Education for the Twenty-first Century, highlighted the ingredients needed to ensure the success of strategies for educational reform and the choices for education which are also the choices of society, in which all the stakeholders in the educational undertaking should be involved at the central and local levels, by opening up spaces for democratic decision-making.

In the next few biennia, the UNESCO's action will also address the challenges and the consequences for educational policies and planning of the evolution of contemporary society: rapid urbanization and the struggle against poverty, pollution and environmental degradation, the participation of women in socio-economic development and fostering peace.

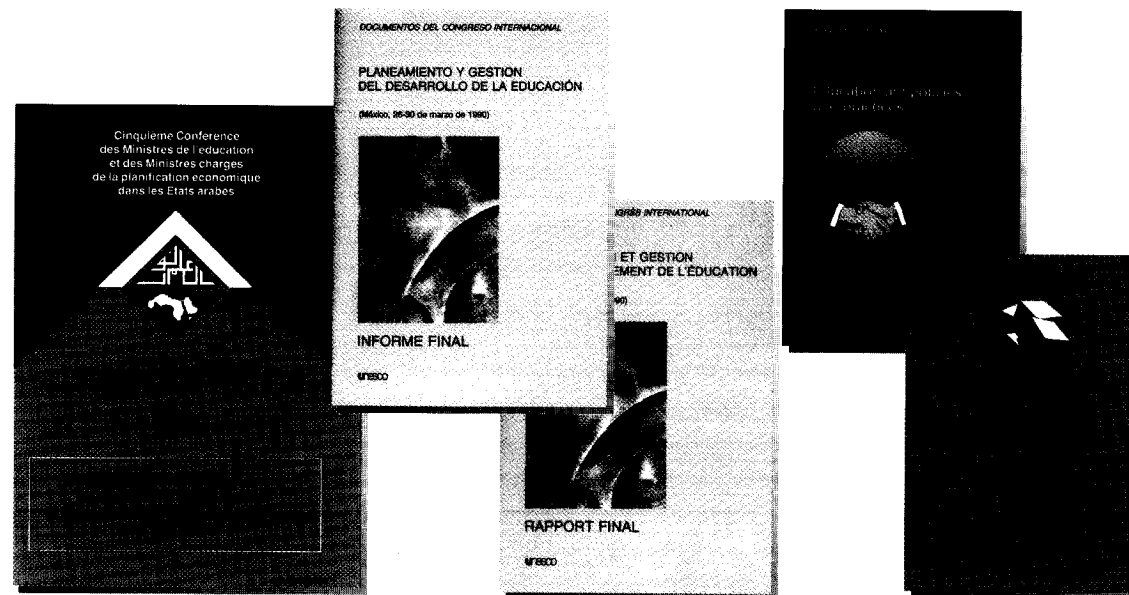
TWO CONDITIONS FOR EDUCATIONAL PLANNING

We want education to be democratized, but also to become democratic, which means assuming the right and the duty to participate. These two conditions must also be met when speaking of planning. If we really do want education for all, we must also establish a type of planning which is the responsibility of all and which at the same time is put into practice by all. Planning will thus become an integral educational process and a factor for democratization and social change.

The risk of interpreting "everyone in general" to mean "nobody in particular" is always present. How can it be avoided? First of all, planning must shake off its vague and impersonal connotations so as to involve those concerned at the practical level, starting at the grass-roots. For it is there that all the factors and individuals that shape education are to be found and have their being.

Manuel Bartlett Diaz, Secretary of Public Education of Mexico, Mexico City Congress, 1990.

(16) *Does Education Need Strategic Piloting?*, S. Lourié in the work by F. Caillois (note 15).



EDUCATIONAL PLANNING

**REGIONAL CONFERENCES OF MINISTERS OF EDUCATION,
a unique and original means of international co-operation**

| Africa | Latin America and the Caribbean | Arab States | Asia and the Pacific | Europe and North America |
|---------------------|---------------------------------------|-------------------|-------------------------|--------------------------------|
| 1961 Addis Ababa | 1956 Lima | 1960 Beirut | 1960 Karachi | 1967 Vienna |
| 1964 Abidjan | 1962 Santiago | 1966 Tripoli | 1962 Tokyo | 1973 Bucharest |
| 1968 Nairobi | 1966 Buenos Aires | 1970 Marrakech | 1965 Bangkok | 1980 Sofia |
| 1976 Lagos | 1971 Carabelleda | 1977 Abu Dhabi | 1971 Singapore | 1988 Paris |
| 1982 Harare | 1979 Mexico City | 1994 Cairo | 1978 Colombo | |
| 1991 Dakar | 1983 Bogotá | | 1985 Beijing | |
| | 1996 Kingston | | 1993 Kuala Lumpur | |

This approach, which began with education, was to be gradually extended to other fields of competence of UNESCO, such as physical education and sport, the application of science and technology to development, etc.

TO KNOW MORE (see also CD-ROM, Vol. I)

- *The World Educational Crisis: a System Analysis*. P. H. Coombs. Paris, PUF, 1968. (English, French, German, Hungarian, Italian, Japanese, Persian, Spanish, Swedish)
- *World Survey of Education*. Vol. V. *Educational Policy, Legislation and Administration*. UNESCO, 1972. (English, French)
- *Education, Work and Employment*. J. Hallak, F. Caillods et al. Paris, UNESCO-IIEP, 1980. (English, French)
- *Educational Planning and Social Change*. H.N. Weiler. Paris, UNESCO-IIEP, 1980. (English, French)
- *Educational Planning for the Year 2000*. Françoise Caillods. Paris, UNESCO-IIEP, 1993. (IIEP Contributions, 4). (English, French, Spanish)
- *Education, Adjustment and Reconstruction: Options for Change; a UNESCO Policy Discussion Paper*. Fernando Reimers and L. Tiburcio. Paris, UNESCO, 1993. (English, French, Spanish)
- *Educational Strategies for Small Island States*. David Atchoarena, UNESCO-IIEP, 1993. (Fundamentals of Educational Planning, 44). (English, French)
- *Law and Educational Planning*. Ian Birch. Paris, UNESCO-IIEP, 1993. (Fundamentals of Educational Planning, 46). (English, French)
- *Education Policy-planning Process: an Applied Framework*. Wadi Haddad and Terri Demsky. Paris, UNESCO/IIEP, 1995. (Fundamentals of Educational Planning, 51). (English, French)

Wadi D. Haddad (Lebanon)

Deputy Secretary of the World Bank and
Special Adviser to the Director General of UNESCO

Educational planning is actually a series of untidy and overlapping episodes in which a variety of people and organizations with diversified perspectives are actively involved – technically and politically. It entails the processes through which issues are analyzed and policies are generated, implemented, assessed and redesigned. Accordingly, an analysis of the education sector implies an understanding of the education policy process itself – the 'how' and 'when' of educational development.

Education Policy-Planning Process: an Applied Framework, UNESCO-IIEP, 1995

Ricardo Díez-Hochleitner (Spain)

President of the Club of Rome

Education is still living in the past because its present social context is totally different from the situation for which it was designed. Education must not only be adapted to the needs of our age, it must also make a real effort to look ahead some twenty-five years.

UNESCO Sources, No. 78, April 1996

Jacques Delors (France)

Chairman of the International Commission on
Education for the Twenty-first Century

Choosing a type of education means choosing a type of society. In all countries, such policies call for extensive public debate based on an accurate evaluation of education systems.

Learning: the Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-first Century, UNESCO, 1996

EDUCATIONAL STATISTICS AND INDICATORS

PROVIDING A MORE EFFECTIVE TOOL FOR RESEARCHERS AND DECISION-MAKERS

■ 1947

Meeting in Paris of the Committee on Educational Statistics, the creation of which was recommended by the UNESCO Preparatory Commission

■ 1950

Establishment of a service of statistics in UNESCO and constitution of an expert committee for the standardization of school statistics

■ 1952-1962

Annual publication of *Basic Facts and Figures*

■ 1955-1972

Publication of the five volumes of the *World Survey of Education*

■ 1958

The General Conference of UNESCO adopts the Recommendation concerning the International Standardization of Educational Statistics

The collection and updating of reliable and relevant statistical data is essential for a country if it is to formulate, implement and evaluate educational development strategies, policies and plans. As of its earliest days, UNESCO recognized the importance of statistics. In the 1960s, the newly acquired independence of many territories, left without any statistical services, and the development of planning, especially educational planning, prompted the Organization to strengthen its co-operation with Member States to assist them in organizing and improving the collection of statistical data on education, science, technology and communication. UNESCO assembles, stores and processes the data at the international level and ensures that they are comparable.

One of UNESCO's missions is to compile and analyse world education statistics, just as the United Nations does for population and ILO for labour. Under Article VIII of the Constitution, each Member State is required to report periodically to the Organization on the laws, regulations and statistics relating to its institutions and activities in the Organization's fields of competence. During the first decade of its existence, UNESCO's action in education statistics had two main thrusts: standard-setting, culminating in the adoption in 1958 of the Recommendation concerning the International Standardization of Educational Statistics; and the development of data collection and analysis, culminating in the publication between 1955 and 1972 of the five volumes of *World Survey of Education*. As a result, with regard to education the replies of some 200 countries and territories to annual questionnaires on institutions, teachers, pupils and repetition for the three levels of education, and on expenditure, have been kept by UNESCO in a data bank since 1960.⁽¹⁾ Statistics on illiteracy and educational attainment are drawn up on the basis of population censuses provided by the United Nations Statistical Division and by Member States. All the data are published annually – in *Basic Facts and Figures* from 1952 to 1962, and in the *Statistical Yearbook* since 1963.

Determining world totals is complicated by the fact that the basic data (for example the structure of education systems and the meaning of the terms used) vary a great deal from one country to another.⁽²⁾ UNESCO has concerned itself with the standardization of education statistics since 1958. The 1975 International Standard Classification of Education (ISCED),⁽³⁾ repeated in the Revised Recommendation of 1978,⁽⁴⁾ proposes a common conceptual framework which enables comparable statistics in the various countries to be assembled, compiled and presented. ISCED was designed to facilitate international comparison of education statistics and their use in conjunction with labour

(1) With over 300,000 entries recorded every year.

(2) For instance, the duration of primary education varies between three and nine years in different countries.

(3) ISCED is now in general use. Many countries have drawn up national guidelines to bring their education systems into line with ISCED levels and fields. Most international and regional organizations use it for the presentation of educational statistics.

(4) The 1958 Recommendation concerning the Standardization of Educational Statistics was revised in 1978 in light of ISCED.

CONSTITUTION OF UNESCO Article VIII

As adopted in London in November 1945, and amended in 1972, the Constitution states that 'Each Member State shall submit to the Organization, at such times and in such manner as shall be determined by the General Conference, reports on the laws, regulations and statistics relating to its educational, scientific and cultural institutions and activities [...]'. In May 1946, the United States of America submitted to the Preparatory Commission of UNESCO two proposals, one of which concerned the setting up of an international service of educational statistics. This proposal was adopted by the General Conference of UNESCO at its first session in November 1946. As a result, the programme of the Organization for 1947, as approved by the Executive Board at its second session in May of that year, contained the following project under the section on education:

'Educational Statistics'. In collaboration with a committee on educational statistics, the following activities will be carried on:

- (a) Assist in the co-ordination, standardization and improvement of national educational statistics.
- (b) Assist in the standardization of educational terminology.
- (c) Advise Member States and intergovernmental organizations on general questions relating to the collection, interpretation and dissemination of statistical data on education.
- (d) Explore the possibility of publishing an international education yearbook, which should contain information on educational policies and trends as well as statistics.'

Definition of Literate:

A person who can with understanding both read and write a short simple statement on his everyday life.

A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community's development.

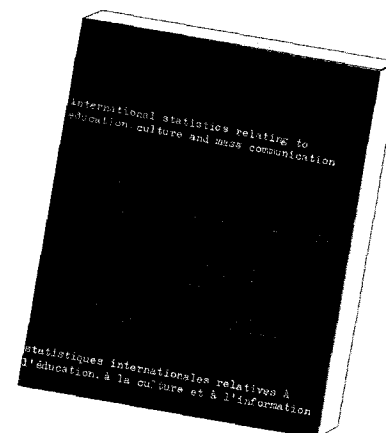
Revised Recommendations concerning the International Standardization of Educational Statistics, General Conference of UNESCO, 1978

Colin N. Power (Australia)

Assistant Director-General for Education of UNESCO since 1989

While in the end, there is no simple and objective way of measuring the effectiveness of an education system, a more serious co-ordinated and systematic approach to gathering of information about what is happening in education systems and what is being achieved by them is urgently needed. We can and must monitor the 'health' of systems. In so doing, we should be aware of the strengths and limitations, both of the particular indicators and of the approach used.

OECD Conference on Educational Indicators, Washington, December 1987



Basic Facts and Figures,
published between 1952 and 1962.

(5) For example, the International Standard Classification of Occupations drawn up by ILO.

(6) Particularly as regards post-secondary education, educational services provided by institutions not primarily concerned with education, and in respect of distance education.

(7) United Nations, EUROSTAT, OECD, etc.

(8) For example, expenditure as a percentage of GNP and public expenditure per pupil, growth rates.

force and other economic statistics for purposes of human and educational resources planning.⁽⁵⁾

As a result of the broadening of the conceptual framework of education,⁽⁶⁾ a revision of ISCED is now under way in co-operation with the other international organizations concerned.⁽⁷⁾

To be useful as indicators, statistical data must be processed and expressed in the form of significant ratios.⁽⁸⁾ A well-designed indicator should thus enable a particular figure to be interpreted – for example the enrolment rate as it relates to demographic data and investment in education – hence the importance of designing indicators that make it possible to measure the level of educational development, to monitor its trends, or to compare one period or one country with

WORLD SURVEY OF EDUCATION

1963

Publication of the UNESCO *Statistical Yearbook*

1971

Computerization of the UNESCO Statistical Data Bank

1975

International Standard Classification of Education (ISCED) adopted by The International Conference on Education (Geneva)

1978

Revised Recommendation concerning the International standardization of educational statistics, UNESCO, Paris

1987

OECD, Conference on Educational Indicators, Washington

1991

First publication of the biennial *World Education Report*

The first clearest result of UNESCO's clearing house effort was the publication in 1955 of the *World Survey of Education*, to be reissued every third year. The first volume, a handbook of *Educational Organization and Statistics*, is a monumental work (edited without the use of computers) of approximately 1,000 pages presenting information on the education systems of almost 200 countries and territories, with 'the educational ladders', diagrams showing the articulation of the various levels and types of institutions. Four other volumes were published according to the same structure, each constituting a work of reference which was self contained and yet formed part of a series: Volume II, *Primary Education* in 1958, Volume III, *Secondary Education* in 1961, Volume IV, *Higher Education* in 1966 and finally Volume V, *Educational Policy, Legislation and Administration* in 1971. The *International Yearbook of Education*, published by IBE is a follower of the *World Survey of Education*.

NB: the French versions were published in 1955 I, 1960 II, 1963 III, 1967 IV and 1972 V respectively.

another. Information technology has greatly facilitated the development of indicators which serve, as it were, to chart the course of the education system. UNESCO has helped to improve and refine educational indicators, particularly as regards methods of projecting enrolment figures, the participation of girls or educational quality indicators.⁽⁹⁾ *World Education Indicators* are published in the *World Education Report*.⁽¹⁰⁾ The eleven tables of statistical indicators presented relate to the most significant aspects of education which are placed in their demographic, socio-economic, cultural and communication contexts by drawing on all the statistical data gathered by the Organization in its various domains of competence.⁽¹¹⁾

The Organization co-operates with Member States in the development of statistical services and the use of management information systems (EMIS), in particular



Published between 1955 and 1972.



Statistical Yearbook, published since 1963.

(9) For example, the 'reconstructed cohort' method is based on the number of pupils enrolled and grade repeaters per academic year for two consecutive years (a cohort). This makes it possible to reconstruct promotion, repetition and drop-out rates and to calculate an 'efficiency coefficient', which is the ratio between the theoretical number of pupil-years that would be needed to complete a stage of education if there were no drop-out or repetition and the number of years actually completed by the cohort.

(10) Biennial Report: each issue is devoted to a particular theme: (1991 basic education, 1993 education in a world context of adjustment and change, 1995 education of women and girls).

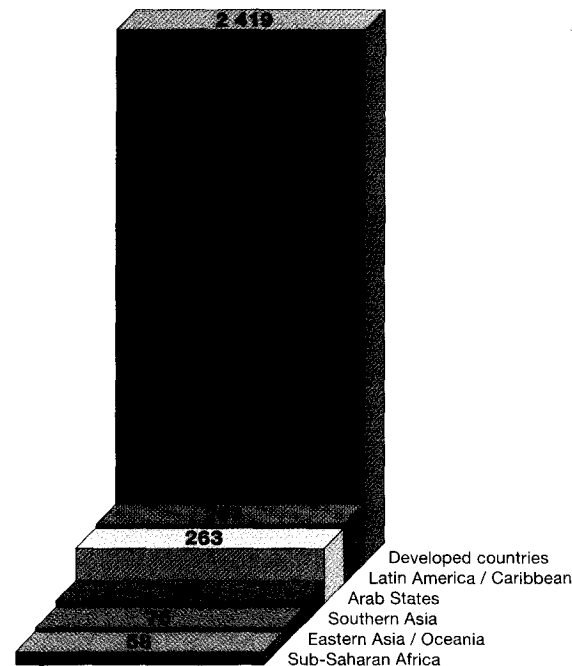
(11) Available on CD-ROM and Internet.

EDUCATIONAL STATISTICS AND INDICATORS

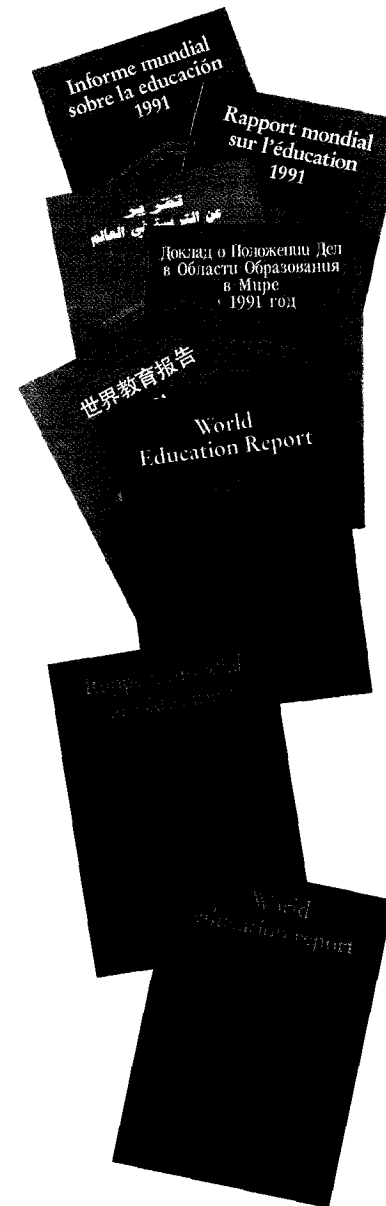
through training and further training activities, through the preparation of educational materials and through the establishment of networks for the development of regional indicators.

In June 1992, UNESCO organized an International Conference on Long-Range Planning for Large-Scale Collection of International Education Statistics. The work of this Conference, attended by very many specialists, was devoted to better defining indicators, the quality of data, the need to update questionnaires and how to establish close co-operation and complementarity of action between

Public recurrent expenditure per pupil in pre-primary, first and second level education, 1990 (US dollars)



World Education Report, 1993.



World Education Report, published since 1991, in nine languages since 1995.

Colin N. Power (Australia)

Assistant Director-General for Education, UNESCO, since 1989

Like the indicators in an airliner, educational indicators ought to provide policy makers, administrators, educators and the public with an 'at a glance' profile of the condition of institutions and the system as a whole. Their function is to alert decision makers to potential problem areas, those which need adjustment, and those which seem to be performing as intended. Indicators are designed to 'point' rather than to 'explain'.

Indicators of the Quality of Educational Systems: an International Perspective, Norberto Bottani and Isabelle Delfau (eds), International Journal of Educational Research Vol. 14, No. 4, 1990

Norberto Bottani (Switzerland)

OECD/CERI Secretariat

The permanent monitoring of education systems is increasingly perceived as a means through which democratic societies will be able to maintain, reinforce and equalize the distribution of benefits and responsibilities. Contributing to the achievement of these tasks is one of the key functions and justifications for indicators.

The OECD and International Educational Indicators: A Framework for Analysis. Introduction, OECD, 1992

Statistics on Education at the first level (Primary Education)

1992

International Conference on Long-term Planning for Large-scale Collection of International Educational Statistics, UNESCO, Paris

1993

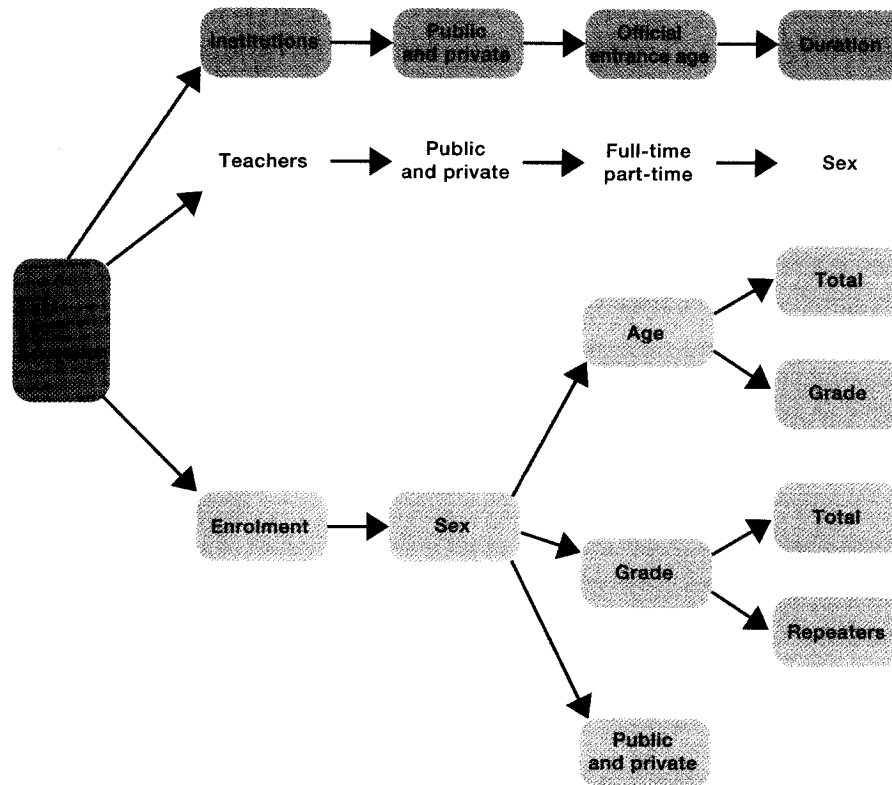
The General Conference of UNESCO requests the revision of ISCED

1996

Subregional Training Workshop on Education Statistics and Indicators for Women Statisticians, Accra, Ghana

1997

Meeting of Experts on Education Indicators and the International Classification of Education, ISCED, Paris



national authorities, UNESCO and other international organizations concerned.

At the regional level, for instance, the NESIS programme⁽¹²⁾ provides African countries, in particular through the Association for the Development of Education in Africa (ADEA), with specific assistance in setting up data bases and strengthening educational information systems.

(12) NESIS: Strengthening of National Education Statistical Information Systems.

(13) Countries having participated in NESIS workshops to elaborate action plans:

- Benin
- Burkina Faso
- Chad
- Comoros
- Côte d'Ivoire
- Ethiopia
- Gabon
- Guinea
- Kenya
- Malawi
- Mali
- Mauritania
- Mauritius
- Niger
- Senegal
- Togo
- Uganda
- United Republic of Tanzania
- Zaire
- Zambia
- Zimbabwe

NESIS DIAGNOSTIC MODULES ⁽¹³⁾

Under the auspices of the **ADEA Working Group on Education Statistics** the NESIS programme has as its goal the strengthening of national education statistical information systems, and has developed a diagnostic package for the analysis of national education statistical systems. Building on these diagnoses, two sub-regional technical workshops have been organized, bringing together chief education statisticians and NESIS coordinators.

The first workshop for anglophone countries was held in Harare in February 1993. A similar franco-phone workshop was held in Dakar later the same year. Some of the more salient findings were as follows:

- Insufficient allocation of resources for fundamental activities, such as reproduction of questionnaires for data collection and, very often, the dispatch and collection of the questionnaires to and from schools (in many countries, this is done on a purely ad-hoc basis, taking advantage of persons travelling privately – and many questionnaires get lost on the way);
- Manual verification and exploitation of school questionnaires, at decentralized and centralized levels, is time-consuming and a major source of error in the production of statistics;
- In many countries, statistics unit staff members are teachers who have not been trained to work with statistics;
- Countries tend to depend too much on external specialists, and there is a perceived reluctance of foreign long-term experts to co-operate or mix professionally with local staff.

TO KNOW MORE (see also CD-ROM, Vol. I)

- *Manual for the International Collection of Annual Statistics on Literacy Programmes*. UNESCO, 1979. (English, French, Spanish)
- *Educational Systems Regulation: Methodological Guide*. Paris, UNESCO, 1980. (Educational Studies and Documents. New Series, 38). (English, French)
- *Analysing and Projecting School Enrolment in Developing Countries: a Manual of Methodology*. Tore Thonstad. UNESCO 1981. (English, French)
- *Manual for Statistics on Scientific and Technological Activities*. UNESCO, 1984. (Arabic, Chinese, English, French, Spanish, Russian)
- *Les dépenses d'enseignement dans le monde: évolution passée et perspective à moyen terme*. Gérard Lassibille. UNESCO, 1992 (Statistical reports and studies, 33). (French)
- *Compendium of Statistics on Illiteracy, 1995 edition*. UNESCO, 1995. (Statistical reports and studies 35). (English)
- *World Education Report 1995*. UNESCO, 1995. (Arabic, Chinese, English, French, German, Japanese, Portuguese, Russian, Spanish)
- *Statistical Yearbook 1995*. UNESCO/Bernan Press. (Trilingual: English/French/Spanish).
- *Des indicateurs pour la planification de l'éducation: un guide pratique*. Claude Sauvageot. UNESCO-IIEP, 1996. (French)
- *International Standard Classification of Education*. ISCED, revised version II. Paris, UNESCO-IBE, 1996. (ED-IBE-CONFINTED 45/6). (English, French, Spanish)



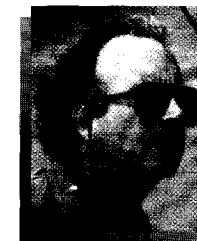
Jacques Hallak
(France)

Director of IIEP since 1988

While substantial progress has been made in developing [education] information systems, there is a growing concern that the promise

of such systems will not be realized unless more thought is given to ways in which improvements in information can be linked to better practice at the school level where the real activities of education occur.

Preface, *From Data to Action: Information Systems in Educational Planning*, UNESCO/Pergamon Press, 1993



John A. Smyth
(United Kingdom)
Chief Editor of *World Education Report*

Over a billion young people – nearly one-fifth of the world's population – are enrolled in formal

education today, compared to around 300 million or one-tenth of the world's population in 1953, the earliest year for which UNESCO has global estimates of enrolment.

Introduction, *World Education Report 1995*, UNESCO

TECHNOLOGIES IN SUPPORT OF EDUCATION

FROM THE KEROSENE FILMSTRIP PROJECTOR TO THE INFORMATION SUPERHIGHWAYS

1948

- The first educational radio programmes produced with UNESCO's participation: Colombia (1948), Iran and Pakistan (1953)
- Agreement for facilitating the international circulation of visual and auditory materials of an educational, scientific and cultural character, UNESCO, Beirut

1949

Norman McLaren produces filmstrips drawn directly on film for health education in China

1953

Messina training course on the production of educational films and filmstrips

1954

International Conference of Educational Television Programme Producers in conjunction with the BBC, London

1960

Resolution of the Eleventh Session of UNESCO's General Conference, encouraging the development and use of new educational methods and techniques

As of 1949, UNESCO began to promote the application of existing technologies to education and to encourage the production of educational programmes in Member States. As communication technologies ever more complex with the progress of communication moved forward from the rudimentary early techniques⁽¹⁾ to the most advanced technologies of the information superhighway, their applications spread from adult education and education by correspondence to learning without frontiers and lifelong education for all. In the process, the Organization has always endeavoured to associate these innovations with developments in teaching, the renewal of educational contents and improvements in the organization of education systems.

In the past fifty years, ever more sophisticated technologies have emerged and made a clean sweep of existing communication and information techniques, each new development giving rise to fresh hopes – all too often unfulfilled – for rapid advances in education.

Audiovisual communication techniques (filmstrips, films, audio and video cassettes, radio and television) began to be used in the post-war years to convey educational messages to illiterate populations in the developing countries, and later for general adult education. From the 1960s, initially in the countries of the North and then in those of the South, educational radio and television broadcasting was used to expand and improve first primary and secondary education and then higher education.⁽²⁾

Techniques such as programmed instruction, or computer assisted instruction, etc., were used as of the 1950s, chiefly as an aid to better and faster learning, from pre-school to postgraduate education and for special education.⁽³⁾

Originally two quite distinct areas, communication and information have now merged into a single complex with the advent of multimedia systems and worldwide data telecommunication networks like Internet. These 'new technologies'⁽⁴⁾ are set to become the main channel for lifelong education. Henceforth, it will not just be a matter of spreading new knowledge to everyone, but of ensuring immediate access to information and knowledge for everyone, and especially for students, researchers and scholars of all countries.

UNESCO has played a major pioneering role in harnessing new technologies and the media to the purposes of formal and non-formal education. It has been active in four main areas:

- It has focused international intellectual co-operation on the pedagogical and methodological problems arising

(1) Such as posters or filmstrips. *Kerosene Filmstrip and Slide Projectors*, UNESCO, 1952.

(2) The following publications illustrate very well these developments:
Les camions de cinéma et de radio pour l'éducation de base, Film Centre, UNESCO, 1949.
The Healthy Village: An Experiment in Visual Education in West China, UNESCO, 1952.
Television Teaching Today, H.R. Cassirer, UNESCO, 1961.
The New Media: Memo to Educational Planners, Schramm, Wilbur et al., UNESCO-IIEP, 1967.
Broadcasting for Adult Education, I. Waniewicz, UNESCO, 1972.
Open Learning Systems and Problems in Post-secondary Education, N. MacKenzie, R. Postgate, J. Soupham, UNESCO, 1972.

(3) *Psychopédagogie des moyens audiovisuels dans l'enseignement du premier degré*, G. Mialaret, UNESCO, 1964.
L'enseignement programmé en Afrique occidentale et dans les Etats arabes, P. Komoski et al. UNESCO, 1965.
Théories et pratiques de l'enseignement programmé, J. Pocztar, UNESCO, 1971.
Education and Computers: Vision and Reality, M. Carnoy et al. OREALC, 1987.
Education and Informatics Worldwide, J. Kingsley, UNESCO, 1992.

(4) *Les nouvelles technologies, outils d'enseignement*, H. Dieuzeide, Nathan, 1994.

(5) Main topics addressed: new educational methods and techniques, educational radio and television, programmed instruction, computers.

satellites; educational psychology of audiovisual media, impact of television on children, education in sound media use; education by correspondence, open learning, post-secondary distance education, training teachers to use the media, etc.

(6) Such as: multilingual terminology bulletins and glossaries, economics of new educational methods, administration and management, exchange mechanisms, legal issues, etc.

(7) International Association of Universities; International Council for Film, Television and Audiovisual Communication; International Council for Distance Education, International Council for Educational Media; International Federation for Information Processing.

(8) The World Bank, UNDP, the Turin Centre of the International Labour Organization, the International Telecommunication Union, the World Health Organization.

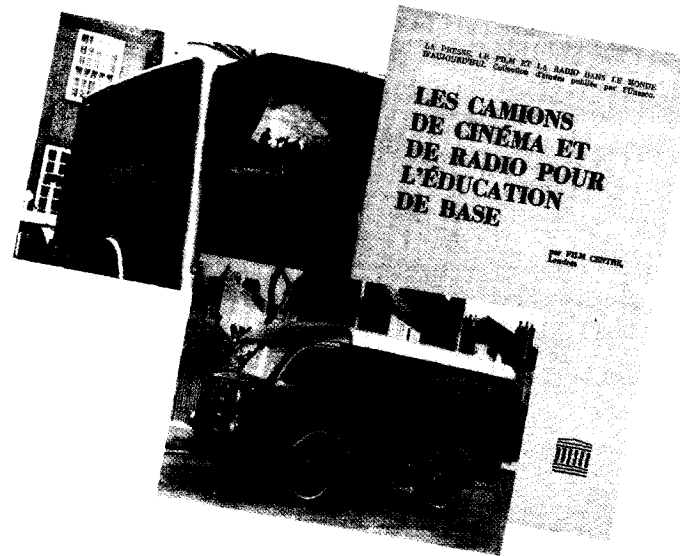
(9) Such as: Regional Satellite for Latin America (SERLA), Palestinian Open University (POU), etc.

(10) Such as: rural 'teleclubs' in France (see film 'La télévision au village'), educational television programme in Côte d'Ivoire, educational satellite in India (SITE), educational radio in Thailand, National Centre for Educational Technology in Hungary (OOK) and in Kuwait, rural radio in Senegal, Open Junior Secondary School in Indonesia, etc.

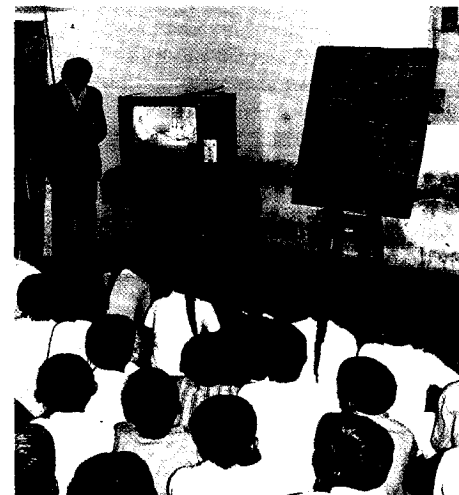
(11) For example, the meeting of Chief Technical Advisers, their counterparts and experts in teaching methods used in teacher-training colleges receiving UNESCO assistance, organized in 1969 on the use of new methods and techniques in teacher-training.

from the application of the new technologies. Published and translated into many languages, the findings of surveys and conclusions of meetings organized by UNESCO have already had a considerable impact.⁽⁵⁾

- It has been the prime mover in many studies and research projects concerning the **economic, administrative and legal implications** of the use of new technologies for education systems;⁽⁶⁾ to this end, UNESCO has co-operated with major specialized NGOs (some of them established under its auspices)⁽⁷⁾ and with organizations and bodies within the United Nations system.⁽⁸⁾
- UNESCO has also carried out **feasibility studies for major projects** for the use of radio, television or satellite broadcasting on a country-wide or even continent-wide scale. Some of these stand as examples even today,⁽⁹⁾ and several have resulted in the launching of innovative projects in which the Organization has taken part.⁽¹⁰⁾
- UNESCO is constantly at pains to ensure the **development and transfer of skills**. It provides support to training institutes like the Latin American Institute for Educational Films (later for Educational Communication) (ILCE), grants fellowships, organizes regional seminars and publishes a large number of practical guides. It has also dispatched hundreds of experts to Member States in connection with operational projects and has provided them and their national counterparts with continuing training.⁽¹¹⁾



In the 1950s, cinema vans.



A class in India in the 1960s.

Howard E. Wilson (United Kingdom)

Deputy Executive Secretary of the Preparatory Commission of UNESCO

In recent decades new instruments for reaching people with information and ideas – reaching them effectively, quickly, powerfully – have been developed. [...] In a sense we are today in the midst of a revolution in communication which is a fundamental conditioner of all educational work. [...] Even within schools and universities visual and auditory aids to instruction operate with increasing power.

UNESCO Conferences at the Sorbonne, Paris, November 1946

René Maheu (France)

Director-General of UNESCO from 1962 to 1974

For information medias are and – I would go so far as to say – should be, above all, medias of education in the broad sense of the term. I am not thinking only of the massive campaign against illiteracy, that disgrace of our civilization: this campaign cannot be conducted with the necessary vigour and scope unless we mobilize the resources of radio, television and the press, whose various possibilities are far from fully explored. More generally, I am thinking of the boundless possibilities offered by modern information techniques for providing general education and technical training, and for disseminating all forms of culture on a scale never before achieved.

UNESCO Meeting on the Development of Information Media in Africa, Paris, 1962

1965

Meeting on the use of space communication for educational purposes, UNESCO, Paris

1969

Founding of the Open University in the United Kingdom, the first university solely for distance education

1970

- Launching of major educational radio and television projects (Senegal, Côte d'Ivoire, Thailand, India, Haiti)
- World Congress on Computers in Education, organized by UNESCO and IFIP, Amsterdam

1972

Declaration on the use of satellite broadcasting for the free flow of information, the spread of education and greater cultural exchange, adopted by the General Conference of UNESCO

1982

Grünwald Declaration on Media Education

1984

In India, inauguration of a project financed by UNDP for adult education using a satellite

Information and communication technologies quite obviously fall within the purview of the industrial sector. This is why UNESCO has since its creation co-operated with associations of manufacturers of instructional materials and with the makers of audiovisual equipment and materials and computer hardware and software, to persuade them, on the one hand, to take into account as early as the design stage the specific ways in which their products could be used by the education sector and, on the other, to facilitate testing applications and new educational approaches.⁽¹²⁾

The 'Learning without Frontiers' initiative has been launched to enable people throughout the world to gain access to all forms of education. Looking ahead to the twenty-first century, it will inspire UNESCO's action in promoting lifelong education for all at all levels by creating a worldwide network of open learning that will make use of all available instruments and channels of information, education and social action.⁽¹³⁾

THE CÔTE D'IVOIRE EDUCATIONAL TELEVISION PROGRAMME

The PETV (Côte d'Ivoire Educational Television Programme) started broadcasting in October 1971 after three years of studies and preparatory work unparalleled in previous projects. Primary-school pupils were the target viewers. It was not an experiment, but the first stage in a nation-wide programme decided upon by the highest State authorities and designed to provide both quantitative and qualitative support for education in Côte d'Ivoire.

From the outset, the plan was to extend the system to cover all primary education by 1983. At the same time, the development of the PETV was to provide an opportunity for reforming educational methods and contents and providing refresher training for working teachers and training for young teachers, with a new teacher profile in view.

From the design stage, the PETV was supported by UNESCO, which regarded it as the pilot project that might serve worldwide as a source of inspiration and a reference for all developing countries wishing to use distance teaching. It also received substantial French technical assistance and not inconsiderable support from a dozen multilateral or bilateral bodies which were to co-ordinate their action at the annual meetings of the 'Abidjan Club'.

Programme management was entrusted to a Secretariat of State of the Ministry of Education which became a ministry in 1973, thereby making Côte d'Ivoire the first country in the world to accord ministerial status

to educational television broadcasting. Only the actual broadcasting was entrusted to the RTI national channel run by the Ministry of Information.

Now that the system has got well into its stride, after nine years of operation, a preliminary assessment shows the following:

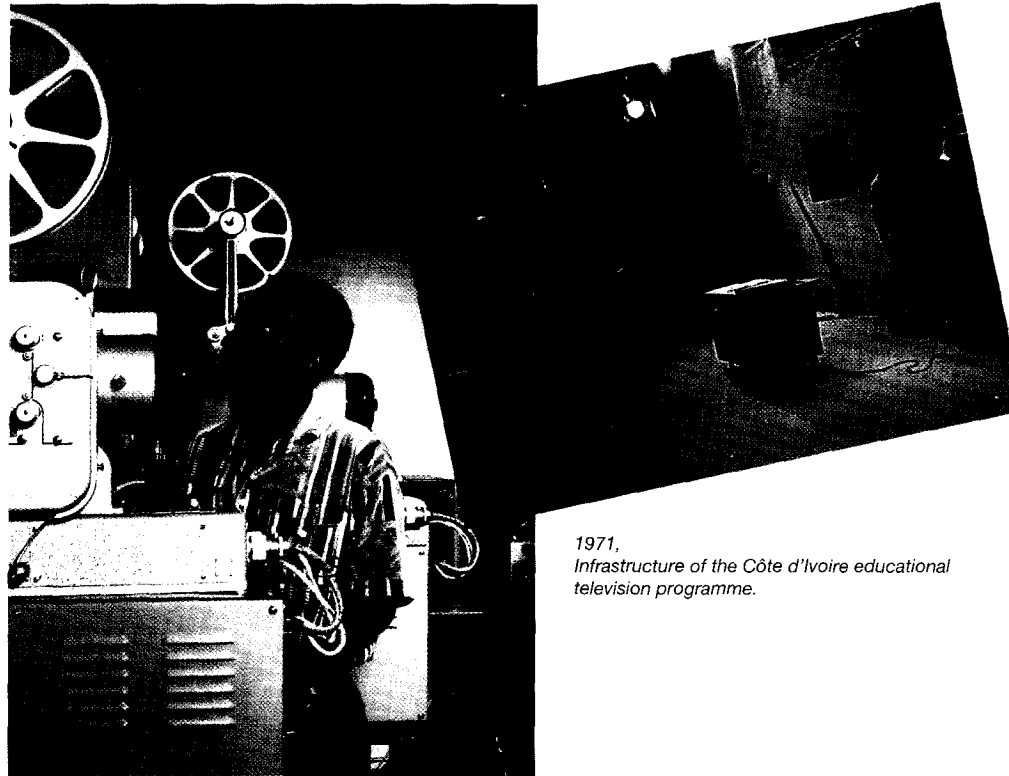
- The Programme has performed well in terms of teaching/learning outcomes: the first cohort of pupils beginning in 1971 completed the six-year course without difficulty (regular progress, marked reduction in drop-out); in fact, the large number of pupils taking the secondary education entrance examination caused the authorities all kinds of problems.
- In 1980, there were 15,635 daily television classes catering for 651,743 pupils, i.e. 80 per cent of the country's school-going population. This is only two years behind initial forecasts.
- A programme for pupils and continuing training for teachers are being provided at the same time.
- The project's 'systemic' approach has been maintained from the preparatory phase right through to the implementation phase.
- A wealth of information has been steadily built up since 1968 in all areas (on technical, teaching and management matters) both through the studies carried out as part of the project and through private research.

Educational television, Max Egly, Edilig, 1984.

(12) Chiefly during conferences, international exhibitions of educational materials organized by WORLDDIDAC, or through co-operation agreements with manufacturers such as IBM, Sony, etc.

(13) *Medium-Term Strategy 1996-2001*, UNESCO, 1996.

TECHNOLOGIES IN SUPPORT OF EDUCATION



1971,
Infrastructure of the Côte d'Ivoire educational
television programme.

1982 EXTRACTS FROM THE GRÜNWALD DECLARATION ON MEDIA EDUCATION

[...] The school and the family share the responsibility of preparing the young person for living in a world of powerful images, words and sounds. Children and adults need to be literate in all three of these symbolic systems, and this will require some reassessment of educational priorities. [...]

Media education will be most effective when parents, teachers, media personnel and decision-makers all acknowledge they have a role to play in developing greater critical awareness among listeners, viewers and readers. The greater integration of educational and communications systems would undoubtedly be an important step towards more effective education.

[The participants] therefore call upon the competent authorities to initiate and support comprehensive media education programmes – from pre-school to university level, and in adult education – the purpose of which is to develop [...] critical awareness and [...] greater competence among the users of electronic and print media.

International Symposium on Media Education, Grünwald, Germany.



**Henri Dieuzeide
(France)**

Director of the Division of
Educational Sciences,
Contents and Methods of
Education, UNESCO, from
1967 to 1985

*The future of education
lies in devising
educational institutions
which combine industrial or technological
efficiency, centred on the acquisition of
knowledge, with the vitality of creative
groups whose action will enable human
relations to evolve.*

Quoted in *Learning to Be*, UNESCO, 1972



Bill Gates (USA)
Chairman and Chief
Executive Officer of
Microsoft Corporation

*There is an often-
expressed fear that
technology will replace
teachers. No [...] the
information highway won't
replace or devalue any of the human educational
talent needed for the challenges ahead:
committed teachers, creative administrators,
involved parents, and, of course, diligent
students. However, technology will be pivotal in
the future role of teachers. The highway will bring
together the best work of countless teachers
and authors for everyone to share. Teachers will
be able to draw on this material, and students
will have the opportunity to explore it
interactively. In time, this access will help spread
educational and personal opportunities even to
students who aren't fortunate enough to enjoy
the best schools or the greatest family support. It
will encourage a child to make the most of his or
her native talents.*

The Road Ahead, Bill Gates, Viking, 1995

1989

First International Congress 'Education and Informatics', UNESCO, Paris

1992

XVIth World Conference on Distance Education organized by the European Community, Bangkok

1993

UNESCO launches the 'Learning without Frontiers' initiative

1995

- Production and dissemination by UNESCO of the first multimedia CD-ROMs on education
- Establishment of a Co-operation Agreement between UNESCO and IBM to promote the use of new information and communication technologies in education

1996

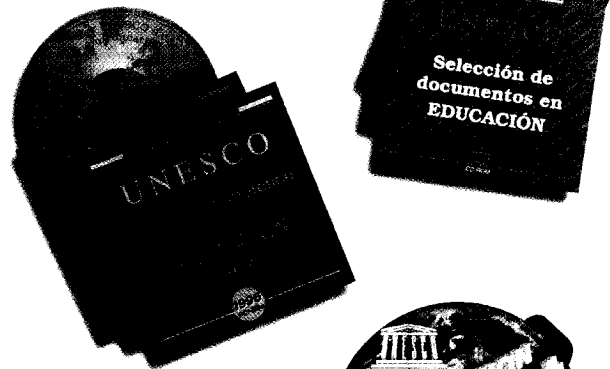
Second International Congress 'Education and Informatics', organized by UNESCO, Moscow

1997

Distance Education Seminar on 'The Role and Possibilities of Distance Education in Meeting the Needs of Lifelong Education for All', Moscow

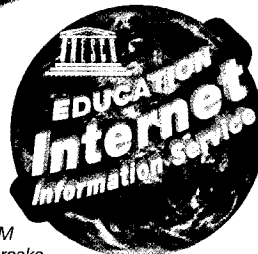
The merging of communication and information technologies does of course open up a whole world of new prospects for the dissemination of knowledge and for expanded co-operation between scholars and researchers. But it also entails new dangers of its own, not least of which are the risks of new divisions, new disparities or even cultural hegemony.⁽¹⁴⁾ On the eve of the twenty-first century, education faces a formidable challenge – that of preparing citizens in each country for an information-based civilization. This is why the International Commission on Education for the Twenty-first Century recommended the creation of 'a UNESCO observatory for the new information technologies' to monitor developments in the new technologies and their foreseeable impact not only on education systems but also on modern societies, and to propose appropriate strategies.⁽¹⁵⁾

200 UNESCO documents in full text.



18 UNESCO databases on education.

<http://www.education.unesco.org>
Information Service on Internet
created in co-operation with IBM
and the University of Nebraska.



1996 NEW TECHNOLOGIES AND DISTANCE EDUCATION IN THE RUSSIAN FEDERATION

Education systems around the world are faced with the well-documented challenge of increasing, and increasingly diversified, demand coupled with stable or decreasing resources. One response to this difficult situation is the use of alternative delivery systems which have the potential to permit an expansion of educational opportunities in a flexible and cost-effective manner. Distance education, using new information and communication technologies, has just this potential.

In the IIEP seminar on this subject organized in October 1996, Professor Meskov spoke about an important initiative in Russia, the development of a comprehensive distance education system. Identifying this development as a strategic priority for Russia, he described the urgent need for action resulting from the ongoing economic reforms, the growing potential for international linkages, the development of technological means for the exchange of information, and the growing competition in the world market for educational services.

This urgency is clearly evident in the higher education sector, with an estimated annual demand of 3.5 million people for basic or continuing professional and higher education. Although Russia has one of the largest education systems in the world, like many other systems it cannot respond fully to the demand for places in higher education, and a physical expansion of the system is not deemed feasible. The size of the demand is one aspect of the challenge; the diversity of social groups to be served is another. Flexible educational opportunities are essential to meet the needs of individuals such as those in remote areas, those already in the workforce who wish to upgrade their skills or knowledge, people with limited mobility or who are handicapped. Distance education is seen as the only solution to these problems, and the current goal is to transform the whole system with the double objective of expanding access and ensuring a high level of quality.

Describing the salient features of distance education, Professor Meskov stressed its flexibility and adaptability, its modular design, cost-effectiveness, orientation to the customer and reliance on communication and information technologies. The challenges in developing the distance education system envisioned for Russia relate to the provision of appropriate support at the local, regional and global levels, the development of conceptual models that address the didactic aspects of this particular method of teaching and learning, the student-tutor interaction and student evaluation, the selection of the most appropriate technologies and methods of communication, and the provision of standard equipment to the regional centres.

The Russian distance education system is currently in a start-up phase and is expected to be operational as a self-financing, multi-level system by the year 2000.

From *IIEP Newsletter*, October-December 1996, Summary by Susan D'Antoni of a seminar on "The Role of Information Technology in Education: Recent Developments in the Russian Federation", by Prof. V. Meskov, Vice Minister of Education, Russian Federation, IIEP, Paris, 22 October 1996.

A new partner for IIEP

The Institute for Engineering and Management (IEM), St. Petersburg, which serves as the Secretariat for the St. Petersburg Association for Co-operation with the Universities of the World, has co-operated closely with IIEP in recent years. These activities have included the regular translation, production and distribution of the Russian edition of the *IIEP Newsletter*, the hosting of the workshop in 1994 to launch the IIEP distance education course on Institutional Management in Higher Education, and the participation of IIEP representatives in the IEM annual seminar on educational policy and planning.

In view of these close links with IIEP, a partnership agreement was signed with IEM in June 1996 for a period of five years.

IIEP Newsletter, October-December 1996.



TECHNOLOGIES IN SUPPORT OF EDUCATION

(14) As far back as fifty years ago, at the first session of the General Conference, when the United States was pressing for the establishment of a worldwide network of broadcasting stations, the small nations voiced their fears about 'cultural imperialism' destroying their national cultures.

(15) *Learning: the Treasure Within*. Report to UNESCO of the International Commission on Education for the Twenty-first Century. UNESCO, 1996.

1996

**NEW INFORMATION AND COMMUNICATION TECHNOLOGIES
TO IMPROVE THE QUALITY OF EDUCATION FOR ALL**

The new information and communication technologies represent one of the key elements in a changing world. The report of the International Commission on Education for the Twenty-first Century has clearly demonstrated the implications resulting from the new technologies: 'by abolishing distance, they are instrumental in shaping the societies of tomorrow which, because of those technologies, will have nothing in common with any model from the past. The most accurate, up-to-date information can be made available to anyone, anywhere in the world. Let us not forget, however, that a very large underprivileged population remains excluded from these developments'.

Panacea and threat are the two most polarized terms characterizing the debate on new information technologies and education. These two attitudes are based on a failure to appreciate the real educational potential of the new technologies and the most appropriate ways of using them. As a consequence, the educational system should learn to master them in order to avoid any technological, cultural and economic subjugation, as well as any marginalization of the school compared to other sectors.

In this situation, decisions about the application of new information technologies and their use in education should be taken with the objective of improving the quality of education for all and of enabling teachers to carry out their role of guide and advocate of learning among pupils.

On this basis, the measures to be adopted could deal with the following aspects:

- not limiting the application of new information technologies exclusively to the learning process. The use of these technologies in the administration and management of the school and the local community could save time for and improve the performance of teachers and other

educational staff and allow them to devote themselves more to overcoming pupils' learning problems;

- giving teachers, in the context of their pre-service education and training and careerlong professional development, the opportunity not only of mastering the new information technologies for teaching purposes, in conjunction with other educational technologies, but also of contributing to the development of educational software and methodology. Special attention should be paid to distance education in the professionalization of teachers;
- using new technologies to encourage communication, networks and exchange programmes among teachers, pupils and schools, at both national and international levels;
- introducing ways of using new technologies based on the idea of technological resource centres available to all and allocating sufficient public funds to them. Harnessing the potential of these technologies in order to create easily accessible services which are designed to help and advise teachers in their daily work;
- encouraging and assisting the least developed countries to acquire and efficiently use the new information technologies in their education systems;
- strengthening joint efforts among governments, educational authorities, teachers and teachers' organizations, businesses and industry to ensure the availability of adequate new information technologies at all levels of education;
- developing research and information exchange on the impact, role and limitations of the new information and communication technologies in education.

ED/BIE/CONFINTED 45/5.

TO KNOW MORE (see also CD-ROM, Vol. I)

- *The Educational Administrator and Instructional Materials*. Paris, UNESCO, 1984. (English, French)
- *Informatics in Education, I: Some Key Points. Prospects No. 63. Informatics in Education, II: Experiences and Plans. Prospects No. 64*. Paris, UNESCO, 1987. (Arabic, Chinese, English, French, Russian, Spanish)
- *Education and Informatics Worldwide. The State of the Art and Beyond*. London/Paris, Jessica Kingsley/UNESCO, 1992. (English)
- *The Management of Distance Education Systems*. Paris, UNESCO/IIEP, 1992 (Fundamentals of Educational Planning, 43). (English, French)
- *Glossary of Educational Technology Terms*. Paris, UNESCO/IBE, 1992 (IBEdata). (Bilingual: English, German)

Michael Spindler (United States)
President and Chief Executive Officer
of Apple Computer

Information, or more accurately, being informed, can be both a blessing and a curse. We crave more information; at the same time we feel inundated, intruded upon and lacking control. The key concern as we move forward is to ensure that the real end-user remains in control of the outcome. The consumer, not some techno-buffs, must remain the sole judge of demand and consumption in this media-rich world coming into being.

Quoted in *Our Creative Diversity*,
Report of the World Commission on Culture
and Development, UNESCO, 1996

Jacques Delors (France)
Chairman of the International Commission on
Education for the Twenty-first Century

New technologies have brought humankind into the age of universal communication: by abolishing distance, they are instrumental in shaping the societies of tomorrow which, because of those technologies, will have nothing in common with any model from the past. [...] Let us not forget, however, that a very large underprivileged population remains excluded from these developments, in areas without electricity, for instance [...]. Education undoubtedly has an important role to play in any attempt to deal with the booming, intertwining communication networks which, by allowing the world to listen in on itself, truly make all people neighbours.

Learning: the Treasure Within,
Report to UNESCO of the International Commission,
UNESCO, 1996

EDUCATION AND THE WORLD OF WORK

TECHNICAL AND VOCATIONAL EDUCATION (TVE)

1954

The memorandum on collaboration between ILO and UNESCO gives UNESCO responsibility for technical and vocational education and ILO responsibility for technical and vocational training

1962

Recommendation concerning Technical and Vocational Education (adopted by the General Conference of UNESCO in 1962, and revised in 1974)

1964

ILO creates an International Centre for Technical and Vocational Education in Turin, Italy, with which UNESCO co-operates since

1979

Publication of *Learning and Working*, UNESCO

1981

The International Conference on Education adopts a recommendation concerning the interaction between education and productive work

1987

International Congress on the Development and Improvement of Technical and Vocational Education, Berlin

One of the reasons for the malaise in education today seems to lie in the difficulty in linking school with the world of work and education with employment policies. The world of work is governed by economic forces and its underlying rationale and objectives are very different from those of education. These objectives are diametrically opposed when it comes to child labour, but, in most cases, they remain apart and even in technical and vocational education there is only some measure of common ground and shared purposes. UNESCO's efforts and those of the other agencies in the United Nations system have been directed towards promoting the integrated planning of human resources in policy-making. UNESCO has co-operated with Member States to build up technical and vocational education, to adapt it to the changes brought about by technological progress, and to take productive work into account in general education. Despite all these efforts and despite the Organization's standard-setting action in this field, the need for closer liaison between education and the world of work has yet to be fully recognized in most Member States.⁽¹⁾

THE 1950s

As early as 1948, the General Conference decided that UNESCO should work in conjunction with the International Labour Organization to develop 'vocational guidance and technical education'.⁽²⁾ In 1952, UNESCO published *Education in a technological society*, a report which emphasized the need to introduce economic, social and even cultural components into vocational training, thus foreshadowing the principles that were to be further developed in the 1962 Recommendation, revised in 1974. The Organization's action at the time was focused mainly on agricultural education, the development of rural schools⁽³⁾ and community-based education. Access of girls and women to vocational training has also been a major concern since then.⁽⁴⁾



Technical and Vocational Education: India, Ecuador, Nigeria, Republic of Korea.

(1) Despite the large number and growing pace of reforms, especially after 1970, against a background of economic crisis and unemployment.

(2) Vocational and technical training which was more specifically concerned with the employment sector and occupational activities fell within the purview of ILO, while technical and vocational secondary education of a more general kind and the training of engineers were the responsibility of UNESCO. Similar agreements were to be concluded with FAO and UNIDO.

(3) In 1956, ILO, FAO and WHO took part in the evaluation of the two rural functional literacy centres, CREFAL and ASFEC.

(4) The Recommendation of the International Conference on Public Education (IBE) on the access of women to education (Geneva, 1951) contained a section on equal access to vocational education; in 1954 a report was submitted to ECOSOC on the status of women.

FROM THE 1960s TO THE 1980s

(5) Some, which started out as small vocational training establishments, became university colleges of technology or institutes of advanced technology, such as CENAFOR in Brazil; the National Technical Education Teaching Institute in Lebanon; the Teacher-Training College for Technical Education in Algeria; SELETE and KATE in Greece; the Faculties of Yogyakarta and Padang in Indonesia, etc.

(6) In particular, *Terminology of Technical and Vocational Education* (UNESCO, IBEDATA, 1978), and the launching in 1982 of an information bulletin, *Technical and Vocational Education* (9 issues published).

(7) These covered, for instance, national policies, teacher-training, training of technicians, production of educational materials, etc.

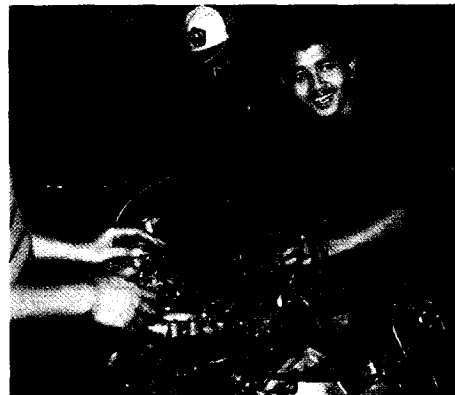
(8) Following a Recommendation of the International Conference on Education on various forms of interaction between education and productive work (Geneva, 1981), notably in connection with the regional networks of educational innovation for development.

(9) Ratified by eleven States so far.

With the accession of many countries to independence, efforts were directed towards strengthening infrastructures for technical and vocational education at the national level. Over 150 extra-budgetary projects were carried out with a view to establishing, modernizing or developing TVE institutions in a large number of Member States.⁽⁵⁾ Intellectual co-operation was stepped up with the dissemination of guides, specialized directories and a bulletin.⁽⁶⁾ Some 50 regional and subregional seminars and expert meetings were held to look into the main aspects of technical and vocational education.⁽⁷⁾ These activities demonstrated the need to raise the very status of technical education, which was often still regarded as a second option. From the 1980s onwards, too, the Organization concerned itself with the interaction between education and productive work in general primary and secondary education and gave support to Member States for pilot projects in that field.⁽⁸⁾ In 1989, the General Conference proposed that Member States should ratify a Convention on Technical and Vocational Education.⁽⁹⁾

A project for training teachers for technical education at secondary level

Country: Indonesia • **Dates:** 1981-1984
Achievements: Strengthening of technical education institutions. Training of 435 teachers. Opening of two training colleges for technical-school teachers (Yogyakarta and Padang). Training.
Funding: UNDP - \$1,970,000
UNESCO's contribution: Supply of equipment (television for micro-teaching, micro-processor, etc.); organization of teaching courses. Eleven experts and consultants; 47 fellowships.



Indonesia 1981-1984. Project financed by UNDP to train teachers for technical education at the secondary level.



Mahatma Gandhi (India)

The craft has to be taught, 'not merely mechanically as is done today but scientifically, that is the child should know the why and wherefore of every process'. The scheme that I wish to place before you is not the teaching of some handicrafts side by side with so-called liberal education. I want that the whole education should be imparted through some handicraft or industry.

Quoted in *Fundamental education. A Quarterly bulletin*, Vol. 1, No. 4, October 1949

John Dewey (United States) Philosopher and educator

Work should be one of the main axes of the curriculum. But work should enjoy this prominence as a liberal rather than as a purely vocational study. The erstwhile academic studies should be integrated with it.

Quoted in *A History of the Problems of Education*, Chapter IX, 'Curriculum', J. S. Brubacher, McGraw-Hill, 1966

1989

Adoption of the Convention on Technical and Vocational Education, UNESCO, Paris

1992

UNEVOC launched

1993

'Culture, Education and Work' selected as the year's theme for the World Decade for Cultural Development

1994

- Regional Meeting on Technical and Vocational Education Curriculum Development and Adaptation, Central Institute of Vocational Education, Bhopal, India
- Regional Seminar and preparation of Guides/Modules for Prototype Curriculum Development in Technical and Vocational Education, Amman

1995

International UNEVOC Expert Meeting on the Promotion of Equal Access of Girls and Women to Technical and Vocational Education, Korean Manpower Agency, KOMA, Seoul

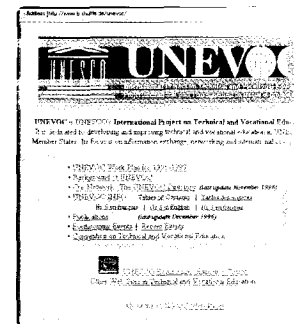
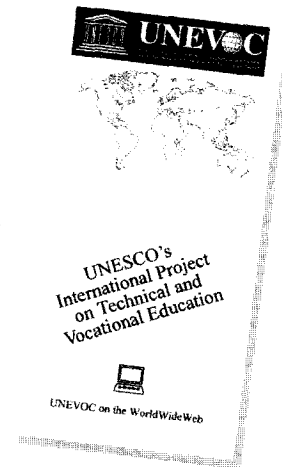
Extracts from the Convention on Technical and Vocational Education Adopted by the General Conference at its Twenty-fifth Session Paris, 10 November 1989

Article 2

1. The Contracting States agree to frame policies, to define strategies and to implement, in accordance with their needs and resources, programmes and curricula for technical and vocational education designed for young people and adults, within the framework of their respective education systems, in order to enable them to acquire the knowledge and know-how that are essential to economic and social development as well as to the personal and cultural fulfilment of the individual in society.

Article 3

2. Technical and vocational education should be designed to operate within a framework of open-ended and flexible structures in the context of lifelong education and provide:
 - (a) an introduction to technology and to the world of work for all young people within the context of general education;
 - (b) educational and vocational guidance and information, and aptitude counselling;
 - (c) development of an education designed for the acquisition and development of the knowledge and know-how needed for a skilled occupation;
 - (d) a basis for education and training that may be essential for occupational mobility, improvement of professional qualifications and updating of knowledge and understanding;
 - (e) complementary general education for those receiving initial technical and vocational training in the form of on-the-job or other training both inside and outside technical and vocational education institutions;
 - (f) continuing education and training courses for adults with a view, in particular, to retraining as well as to supplementing and upgrading the qualifications of those whose current knowledge has become obsolete because of scientific and technological progress or changes in the employment structure or in the social and economic situation, and also for those in special circumstances.
6. In assessing the ability to carry out occupational activities and determining appropriate awards in technical and vocational education, account should be taken of both the theoretical and practical aspects of the technical field in question, and this should apply both to persons who have received training and to persons who have acquired occupational experience in employment.



Internet Site UNESCO/UNEVOC.

<http://www.education.unesco.org>
OR
<http://www.b.shuttle.de/unevoc>

EDUCATION AND THE WORLD OF WORK

THE 1990s

Technical education is going through a period of far-reaching change and reorientation. An international project, UNEVOC, launched in 1992 and based in Berlin,⁽¹⁰⁾ stands as the international community's response to the challenge of keeping technical and vocational education continually abreast of rapid technological advances and new labour market needs. UNEVOC is intended to foster exchanges of experience in TVE policies and help Member States to forge closer links between education and industry, agriculture and business.



TO KNOW MORE (see also CD-ROM, Vol. I)

- *Learning and Working*. UNESCO, 1979 ('Prospects' Report). (English, French, Spanish)
- *The Integration of General and Technical and Vocational Education*. J. A. Plank-Leech et al. UNESCO, 1986. (English)
- *Objectives and Forms of the Integration of Productive Work in General Education*. J-C. Pauvert, UNESCO, 1986. (English, French)
- *Trends and Development of Technical and Vocational Education*. Betty Hollinshead, UNESCO, 1990. (English)
- *Planning Human Resources: Methods, Experiences and Practices*. Paris, UNESCO-IIEP, 1992. (Fundamentals of Educational Planning, 41). (English, French)
- *Développement de l'enseignement technique et professionnel en Afrique: une synthèse d'études de cas*. UNESCO/BREDA, 1996. (French)

(10) This project is being carried out under the guidance of an International Advisory Committee and in co-operation with ILO, UNIDO, OECD, the European Training Foundation, etc. It receives voluntary contributions from Germany which covers 50 per cent of costs, and from France, the Republic of Korea and Japan.

LEBANON

RELAUNCHING AND DEVELOPMENT OF TECHNICAL EDUCATION AND VOCATIONAL TRAINING

The project is concerned with the relaunching of technical and vocational training which is essential to ensure the quantitative and qualitative development of the necessary manpower to enable the Lebanon's social and economic reconstruction to take place. A 6-year Plan foresaw an increase in enrolments in technical schools from 5,000 to 25,000 and an increase in the teaching force from 1,000 to 5,000. Although the project, which began in 1980, has not been able to achieve all its objectives because of the difficult conditions in Lebanon since then, there has been no interruption in project activities and remarkably good progress has been made.



Edgar Faure
(France)

Chairman of the International Commission on the Development of Education

Professional and technical training colleges must be developed in

conjunction with the secondary education system. The instruction they give must be followed by practical training at places of work, all of which must, above all, be completed by recurrent education and vocational training courses.

Recommendation In: *Learning to Be*, Report to UNESCO of the International Commission, UNESCO, 1972



Jacques Delors
(France)

Chairman of the International Commission on Education for the Twenty-first Century

Learning to do, in order to acquire not only an occupational

skill but also, more broadly, the competence to deal with many situations and work in teams. It also means learning to do in the context of young peoples' various social and work experiences which may be informal, as a result of the local or national context, or formal, involving courses, alternating study and work.

Learning: the Treasure Within. Report to UNESCO of the International Commission, UNESCO, 1996

SCIENCE AND TECHNOLOGY EDUCATION

1948

- Assistance to science teachers
- Publication of *Suggestions for Science Teachers in Devastated Countries*

1950

Establishment of the Kalinga Prize for the Popularization of Science

1957

The launching of Sputnik I resulted in Western countries in a dramatic increase in funding for science programmes, and a concentration on education in the basic sciences

1963

Regional pilot projects for basic sciences at secondary level

- Physics, Latin America, 1963
- Chemistry, Asia, 1965
- Biology, Africa, 1967
- Mathematics, Arab States, 1969

1968

Introduction by UNESCO of the Integrated Science Teaching Programme

UNESCO is unique as a specialized agency of the United Nations in that it has competence and responsibility in both science and education linked to a special concern for developing countries. In promoting science and technology education, UNESCO has constantly harmonized intellectual cooperation and operational action, ensuring that each one reinforces the other.

THE EARLY YEARS: RECONSTRUCTION AND POPULARIZATION

The early years were dominated by the needs of post-war reconstruction and the importance placed on the popularization and social impact of science.

Not being an operating agency like UNRRA, which was in charge of a global reconstruction programme, the tasks of UNESCO in school and university science education in the late 1940s were primarily to identify needs in the war-devastated countries and to publish pamphlets⁽¹⁾ and materials that would aid teachers in various ways, including by describing temporary ways of alleviating the shortage of teaching equipment, especially simple scientific apparatus, until new equipment could be manufactured.⁽²⁾

From the outset, efforts were also directed to non-formal education with the aim of enabling the general public to understand the practical applications of science to modern life. Travelling scientific exhibitions⁽³⁾ were approved by UNESCO's first General Conference and monographs were published on various aspects of popularization such as *Food and People* and *Energy in the Service of Man*. The quarterly review *Impact of Science on Society*⁽⁴⁾ was initiated in 1950 to discuss the effects of scientific developments on modern society. Since 1950, UNESCO annually awards the Kalinga prize⁽⁵⁾ to further the popularization of science, encourages science clubs, science camps, science fairs and other out-of-school scientific activities⁽⁶⁾ and supports the work of science writers and journalists.⁽⁷⁾

1960s: EDUCATION IN THE BASIC SCIENCES AT THE SECONDARY LEVEL

In the late 1950s and during the 1960s, both an emphasis on the peaceful uses of atomic energy, which was the theme of a United Nations Conference in Geneva in 1955, and the launching of Sputnik I stimulated efforts to modernize science curricula in the United States and some European countries, involving leading scientists. Collaboration between UNESCO and the International Council of Scientific Unions (ICSU) led to the establishment, in 1961, of an Inter-Union Commission on Science Teaching (CIES), a mechanism which served to co-ordinate the educational activities of the various scientific unions. In the same year, UNESCO established a Division of Science Teaching, staffed by personnel who had been leaders in curriculum reform in their countries, not only for the purpose of giving greater visibility to UNESCO's existing activities in science education at all levels, but also and especially, of giving increased attention to education in the basic sciences at the secondary level. Science education had become an important area of co-operation with the newly-independent and developing countries, many of which established their own agencies for curriculum development, for example, the Institute for the Promotion of Teaching Sciences and Technology in Thailand. The first UNESCO regional pilot projects helped incorporate modern approaches, methods and materials within science education programmes (biology, chemistry, mathematics and physics).

(1) UNESCO has published a second edition of the booklet, *Suggestions for Science Teachers in Devastated Countries* for sale in all countries. The first edition was distributed free by UNESCO to schools in devastated areas. Prepared by J.P. Stephenson, science master at City of London School, this 88-page, fully illustrated booklet shows how teachers lacking elementary scientific equipment can make apparatus from simple, everyday materials and at little cost. (*The UNESCO Courier*, April 1949)

(2) *War Devastated Science Laboratories*, UNESCO, 1949. *The Construction of Laboratory Apparatus for Schools*, UNESCO, 1954-1955, 2 vol.

(3) Such as: *Our Senses and the Knowledge of the World*, *The Atom*, *Men against the Desert*.

(4) *Impact* was published from 1950 until 1992.

(5) Of £1,000 from a fund established by an Indian industrialist, Mr B. Patnaik.

(6) *Handbook for Science Clubs*, Mrs K. Sen Gupta, UNESCO, 1953. *UNESCO Source Book for Out-of-School Science and Technology Education*, Paris, UNESCO, 1986.

(7) *The Popularization of Science through Books for Children*, Annabel William-Ellis, UNESCO, 1949. Pamphlet *Nuclear Energy and its Uses in Peace*, UNESCO, 1955.

1970s AND 1980s: INTEGRATED SCIENCE TEACHING AND INTRODUCTION OF TECHNOLOGY IN GENERAL EDUCATION

(8) UNESCO contributed with a chapter on Science and Technology Education.

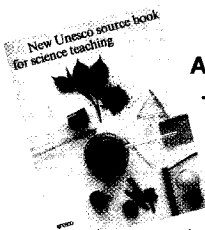
(9) In 1973, to ensure success in making science and technology an integral part of general education, the responsibility for these programmes was transferred from the Science into the Education Sector.

(10) The report of the International Commission on the Development of Education.

By the late 1960s, it was clear that major changes were taking place in the international contexts of science and technology education. Concerns about national development were strong and it was recognized that it was urgent to relate education to the development of society. In 1971, ECOSOC launched the *World Plan of Action for the Application of Science and Technology to Development*.⁽⁸⁾ UNESCO's response to these contextual changes was twofold: first came the promotion of integrated science teaching and, soon after, support for technology as a component of general education. In both areas, UNESCO exercised worldwide leadership and has played a pioneering role.⁽⁹⁾ It has encouraged pooling of innovative activities and the organization of high-level international meetings; through its publications, UNESCO has helped Member States to evaluate their innovations in order to enhance and broaden their efforts, particularly through the creation of networks. It has also sought to transfer these new approaches to teacher-training, as well as in the development of operational projects.

The Integrated Science Teaching Programme was launched in 1968; it comprised publications, workshops, advisory services and pilot experiments in Member States. A series of international conferences in Bulgaria (1968), United States (1973) and The Netherlands (1978) respectively attempted to clarify the concept, to consider how best to train teachers of integrated sciences, and to review integrated science teaching worldwide. By 1990, six volumes of *New trends in Integrated Science Teaching* had been published, together with regional contributions on the same theme.

A major impetus towards the re-evaluation of the place of technology in general education was the publication in 1972 of *Learning to Be*,⁽¹⁰⁾ which argues for a broadening of everyone's basic general education to incorporate technological knowledge so that we might better control 'everything man does to modify his world' and for an initiation to the world of work.



A BESTSELLER FROM 1948 ONWARDS

The UNESCO Source Book for Science Teaching

This book, which became a UNESCO bestseller has an interesting history that goes back to the years immediately after the Second World War. UNESCO had produced a pamphlet entitled *Suggestions for Science Teachers in Devastated Countries*, which also turned out to be very successful in other regions where there had been little or no equipment for science teaching. In 1956, the above volume was considerably expanded with suggestions for making simple equipment and for carrying out experiments using locally available materials. It thus became in 1956 the first edition of the *UNESCO Source-Book for Science Teaching* which, periodically revised, and updated, had been translated into thirty languages, reprinted twenty-four times and by 1973 had sold over 750,000 copies. The *New UNESCO Source-Book for Science Teaching* was published in 1973, translated into many languages and very favourably accepted worldwide.

Jaime Torres Bodet (Mexico)

Director-General of UNESCO from 1948 to 1952

What we call the World centre of scientific liaison is not just for the benefit of the few professionals. It is an effort to make scientific knowledge more accessible to everyone. We are encouraging the popularization of science.

The UNESCO Courier, August 1949

Albert V. Baez (United States)

Director of the Division of Science Teaching, UNESCO, from 1961 to 1967

There are many different categories of people who are in a position to make an effective contribution towards science education improvement. One group, including scientists, educators and individual classroom teachers, generates the innovative ideas. Another group, the designers, hopefully including some members of the first group plus specialists in the use of media, develops materials and programmes from these ideas. Finally, there is the small but influential group of people with the power to make decisions about funding and later to implement such activities by, for example, introducing them into the school systems. Without their support, the work of the innovators would never be implemented on a large scale.

Innovation in Science Education Worldwide, UNESCO, 1976

Bogdan Suchodolski (Poland)

Philosopher, educator, historian

Education through science [...] should arouse curiosity and wonder, stimulate interest in the various problems and projects.

'Science forms the Personality'.

Document prepared for the International Commission on the Development of Education, 1971

1971

Introduction of Technology as a Component of General Education

1975

International Environmental Education Programme (IEEP) launched

1981

International Congress on Science and Technology Education and National Development, UNESCO, Paris

1985

INISTE (International Network for Information in Science and Technology Education) established

1992

Project 2000+ Scientific and Technological Literacy for All

1993

Publication of the first issue of UNESCO's *World Science Report*. (A second issue was published in 1996)



MAKING AND USING LOW-COST EDUCATIONAL MATERIALS

A problem for many Member States is lack of adequate resources. This, combined with the fact that ready-made teaching aids are both expensive and not easily available on the market, makes it imperative that countries be able to design, develop and produce their own low-cost, simple educational materials, using locally available resources.

A typical, very traditional, teaching method of the time was the so-called 'chalk and talk' approach. This did nothing to stimulate pupils' active participation in the teaching-learning process, more often than not resulting in their mechanical memorization of facts and figures of little use to them in everyday life. So, the efforts of countries participating in the Asian Programme of Educational Innovation for Development (APEID) to promote the development and use of low-cost educational materials was very opportune, and led to a series of activities being organized at national and regional levels. The first was a Regional Workshop on Educational Technology held in Malaysia in December 1977. Attended by thirteen Member States, this meeting placed special emphasis on the development of low-cost teaching aids.

Following these activities, teachers were able to produce teaching aids, such as models and charts, from locally available materials and resources; these simple aids were cheap and easily manipulated, and extensive use was made of them. In some cases, students also took part in design and production, practicing 'learning by doing' and 'discovering science' whilst experimenting with the devices they had helped to make, and in this way enhancing their knowledge and skills.

In 1978-1980 several national and sub-regional workshops were organized on the same subject in Afghanistan, Bangladesh, India, Japan, Laos, Malaysia, Nepal, Pakistan, the Philippines, Papua New Guinea, Republic of Korea, Sri Lanka, Thailand and Vietnam. Various materials designed, developed and used in these countries were identified before convening the workshops, and then demonstrated, evaluated, improved upon by participants, and later described in case studies.

One of the most valuable outcomes of these activities was the initiative taken by the APEID Secretariat at UNESCO's Regional Office for Education in Bangkok to select the most original teaching aids and, together with instruction sheets on *how to make*, *how to use*, and *how to adapt* these aids, to publish four volumes of *Inventories of low-cost educational materials*. These inventories gradually became one of APEID's most popular publications, widely distributed within the region. They have also served as a model for countries in other parts of the world.

From the beginning of the 1980s, emphasis was placed on the application of science and technology education to the needs of daily life and the development of society. In this context, UNESCO convened an International Congress on Science and Technology Education and National Development in 1981. New pilot projects involving the co-operation of several institutions in different Member States, were initiated;⁽¹¹⁾ consultative meetings between



national working groups were held and projects were extended to other geographical areas with additional themes, including the teaching of science and technology in an interdisciplinary perspective. A Science and Technology Education Document Series was inaugurated in 1981, forty-eight publications having been issued by 1995. An International Network for Information in Science and Technology Education (INISTE) was established in 1985.⁽¹²⁾ A series of volumes on Innovations in Science and Technology Education was launched in 1986. Volume V (1994) was devoted entirely to technology education.⁽¹³⁾

(11) Including ones on science and technology in rural areas (three countries in Africa), science and technology and productive work (three countries in the Arab States); technology in general education (four countries in Asia); new methods for the pre-service and in-service training of personnel (four countries in Latin America, one in the Caribbean, one in Europe).

(12) Including some 260 institutions in 147 countries, out of which 27 non-governmental organizations.

(13) Summary of other key UNESCO publications on Science and Technology Education:
• *UNESCO Handbooks for Teaching in Tropical Countries Series* (10 volumes 1953-1958)
• *Reports on the Role of Science in Education* (nine publications: the role of Geology, Biology, Geography, Agricultural Sciences, Chemistry, Medical Sciences, Astronomy, Mathematical Statistics... in general education)
• *UNESCO Source Book for Science Teaching*, 1956
• *Out-of-School Science Activities for Young People*, 1969
• The Teaching of Basic Sciences Series:
- *New Trends in Integrated Science Teaching* (6 volumes from 1971 to 1990),
- *New Trends in Biology Teaching* (5 volumes, 1967-1987),
- *New Trends in Chemistry Teaching* (6 volumes, 1967-1992),
- *New Trends in Mathematics Teaching* (4 volumes, 1966-1979),
- *New Trends in Physics Training* (4 volumes, 1968-1984).
• *Studies in Mathematics Education* (8 volumes, 1980-1992)
• Science and Technology Education Documents Series (STEDS) (48 publications, 1981-1995).

THE 1990s: SCIENTIFIC AND TECHNOLOGICAL LITERACY FOR ALL

(14) For more details on STL see *Prospects*, Vol XXV N°1, March 1995, Open file: Science Teaching for Sustainable Development.

(15) See also page 208 et seq.

(16) *The Project 2000+ Declaration. The Way Forward.*

(17) ICASE, an international NGO enhancing the efforts of regional and national associations of science teachers.

As we approach the end of the century, development problems and their humanistic and social aspects are becoming a top priority for the international community, as reflected through the major United Nations conferences organized between 1992 and 1996, on Environment, Population, Social Development, Women, Human Settlements and Food. For some decades now, there has been growing concern at how successful science teaching has been because students seem unprepared for using science in ordinary life. Therefore, just as it has been necessary for nearly a century to be able to read and write to make one's way in society, so a certain kind of knowledge is necessary today in order to get by in a world that is steeped in science and technology. This so-called 'scientific and technological literacy movement'⁽¹⁴⁾ goes hand in hand with new developments in computer literacy and environment education.⁽¹⁵⁾

In recognition of this need for 'a world community of scientifically and technologically literate citizens' a major initiative, Project 2000+,⁽¹⁶⁾ was launched in 1992, much of the impetus coming from the International Council of Associations for Science Education (ICASE).⁽¹⁷⁾ An initial survey and pilot project phase was followed by the holding of an International Forum on Scientific and Technological Literacy for All in 1993, where guidelines for designing, implementing and evaluating projects were developed, including one on scientific, technical and vocational education for girls in Africa. It was recommended that, by 2001, all countries should have set up appropriate structures and activities to foster scientific and technological literacy for all.

In the same spirit, the opening section of UNESCO's *World Science Report 1996* consists of an introduction to scientific literacy by the Chilean biologist Francisco Ayala. The Report also draws attention to science and technology's 'gender dimension', the disparity remaining high in favour of boys and men.

TO KNOW MORE (see also CD-ROM, Vol. I)

- *UNESCO Handbook for Science Teachers*. Norman K. Lowe et. al. UNESCO, 1980. (Arabic, English, French, Spanish)
- *New Trends in School Science Equipment*. Norman K. Lowe. UNESCO, 1983. (Arabic, English, French, Spanish)
- *Innovations in Science and Technology Education, Vol. 3*. David Layton. UNESCO, 1990. (English, French, Spanish)
- *UNESCO Sourcebook for Science in the Primary School: a Workshop Approach to Teacher Education*. Wynne Harlen and Jos Elstgeest. UNESCO, 1992. (English, French)
- *International Forum on Scientific and Technology Literacy for All*. Sheila M. Haggis, UNESCO, 1993. (English)
- *The Scientific Education of Girls: Education Beyond Reproach?* UNESCO, 1995, (English, French)

Edgar Faure (France)

Chairman of the International Commission on the Development of Education

As technology affects more and more people, compelling them to understand and master the technical world, so education in theoretical and practical technology becomes necessary to everyone.

Learning to Be, UNESCO, 1972

Amadou-Mahtar M'Bow (Senegal)

Director-General of UNESCO from 1974 to 1987

A key feature of these 1960s pilot projects was that the ideas and materials for them were produced mainly by scientists and teachers from the regions concerned. At a time when this was not yet widely known, these pilot projects demonstrated that the education authorities in the developing countries could solve their problems by themselves.

Histoire mondiale de l'éducation. L'apport des organisations internationales à l'éducation contemporaine, G. Mialaret et J. Vial, PUF, 1981

Federico Mayor (Spain)

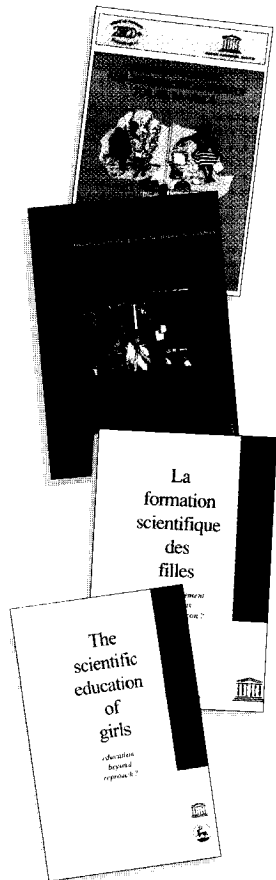
Director-General of UNESCO since 1987

Science and technology have played a key role in economic and social development in the century now drawing to a close. They have increasingly shown themselves, in the context of an accelerating growth of basic research and an even more rapid application of its results, powerful instruments for the promotion of one of the main goals of the UN Charter – 'social progress and better standards of life in larger freedom'.

World Science Report, UNESCO, 1993

Project 2000+ is a commitment to work actively to reach the goal of scientific and technological literacy for all.

Opening session of the Project 2000+, Forum, 1993



GLOBAL CHALLENGES, NEW EDUCATIONS

ENVIRONMENT, POPULATION, DRUG ABUSE AND AIDS PREVENTION

■ 1948

UNESCO supports the creation of the International Union for the Protection of Nature (IUPN)

■ 1949

International technical conference for the protection of nature, organized in co-operation with IUPN

■ 1951

Launching the Programme on Arid Zones

■ 1957

Major Project on Scientific Research on Arid Lands

■ 1967

Elaboration of a ten-year plan to introduce population questions into school curricula, Executive Board of UNESCO, Paris

From its earliest days, environmental and population questions have been issues in which UNESCO has taken great interest. But, it was really towards the end of the 1960s that a whole series of problems for society emerged, all of them characterized by their global scope and by their immediate and long-term repercussions on every community, indeed, on humanity as a whole. Degradation of the environment and of its elements – water, earth, air, flora and fauna – the population explosion, the abuse of drugs and, since the last decade, the AIDS pandemic, each one a threat to the future of our societies. World summits organized to find solutions to problems which can no longer be confined within national frontiers have appealed for help to the United Nations System which, in response, has created specialized agencies and programmes to mobilize resources: there is the fund for population activities (UNFPA),⁽¹⁾ the environmental programme (UNEP), another fund to fight against the abuse of drugs (UNFDAC)⁽²⁾ and, the newest member of the family, the Joint Programme on AIDS (UNAIDS). UNESCO has contributed to these efforts by assisting Member States to rise to these new challenges, through programmes in the fields of research and communication, education at school and university, as well as in education out-of-school. How these activities have been implemented has greatly depended upon the socio-political and economic conditions at local and world levels in respect of each issue on the one hand, and on the recommendations and solutions advocated by different international, regional or national bodies on the other. In the field of education, activities are based upon a socio-pedagogical approach to problems, leading to the elaboration of interdisciplinary contents, and upon the search for relevance to local situations now, and to planetary situations in the years to come. Distinct, or even concurrent at the outset, since the 1992 Rio de Janeiro World Summit, these new forms of education have tended to merge into a single, unifying concept, that of education for sustainable development.

NEW EDUCATIONS EMERGE AND SPREAD

UNESCO, whose mandate covers the realms of education, science, including the social sciences, culture and communication, has approached these new challenges from an interdisciplinary and intersectoral standpoint – taking on in this domain, as in so many others, a pioneering role – by com-

The origins of population education

Since its inception, population issues had not been absent from UNESCO's concerns. As early as 1948, the first UNESCO Director-General, Sir Julian Huxley, emphasized in his annual report that overpopulation could drastically affect the type of civilization possible and its rate of progress. 'Somehow or other' he wrote, 'population must be balanced against resources'. Furthermore, and following the 'great population debate', which began in the early sixties during the United Nations General Assembly, the Director-General, on the subject of UNESCO's responsibilities in the field of population, called attention to the necessity of disseminating, in schools, knowledge about population data and problems and introducing population issues into adult education programmes.

In 1967, in a resolution concerning the development of activities in the field of population, the Economic and Social Council (ECOSOC), urged all organizations within the United Nations system to make every effort to develop and render more effective their various programmes in the field of population, including training, research, information and advisory services and in particular invited UNESCO to pursue its education, social sciences and mass media activities in this regard (ECOSOC Resolution 1.279, XLIII, paragraph 5). In 1968, the 15th session of the General Conference of UNESCO adopted resolution 1.241 recommending and authorizing the Director-General to set up a vast intersectoral population programme with the aim to promote a better understanding of the serious responsibilities which population growth imposes on individuals, nations and the whole international community, in the context of respect for human rights and individual ethical convictions.

To strengthen activities in the field of population, the United Nations Population Fund (UNFPA) was created in 1969 to lead the United Nations system in channeling multilateral aid. At the same time, governing bodies of several United Nations specialized agencies issued mandates for their respective organizations in the areas of population education and communication. In 1973, ECOSOC stated the aims and purposes of UNFPA, which included inter alia: 'the authorization to promote awareness, both in developed and in developing countries, of the social, economic and environmental implications of national and international problems, of the human rights aspects of family planning; of possible strategies to deal with them in accordance with the plans and priorities of each country'.



1949 A DOUBLE CRISIS by Aldous Huxley

The human race is passing through a time of crisis, and that crisis exists, so to speak, on two levels – an upper level of political and economic crisis and a lower level crisis in population and world resources. That which is discussed at international conferences and in the newspapers is the upper level crisis – the crisis whose immediate causes are the economic breakdown due to the War and the struggle for power between groups possessing, or about to possess, the means of mass extermination. Of the low-level crisis, the crisis in population and world resources, hardly anything is heard in the press, on the radio or at the more important international conferences. Yet, the low-level crisis is at least as serious as the crisis in the political and economic field. If it is ignored, the low-level crisis is bound to sharpen the crisis on the political and economic levels.

More people, less food

How soon will the wasting assets of the world be exhausted? All we know for certain is that the supplies of many hitherto essential commodities are limited and that, in many places, very rich and easily available deposits of those commodities have been or are in process of being, worked out. An unfavourable relationship between population and natural resources creates a permanent menace to peace and a permanent menace to political and personal liberty.

A world population policy?

In the most favourable circumstances we can reasonably imagine, world population is bound to rise to at least three billions before it starts to decline. This means that, whatever happens, the next half-century will be a time of the gravest political and economic danger.

If a world population policy should be agreed upon and implemented in the near future, this danger may be expected to grow less acute after about the year 2000. If no such policy is adopted the crisis is likely, unless something startlingly good or something startlingly bad should happen in the interval, to persist for many years thereafter.

Meanwhile, every day brings its quota of some fifty-five thousand new human beings to a planet which, in the same period of time, has lost through erosion almost the same number of acres of productive land and goodness knows how many tons of irreplaceable minerals. Whatever may be happening to the superficial crisis, to the crisis on the political, or industrial or financial levels, that which underlies it persists and deepens.

The current almost explosive growth in world population began about two centuries ago and will continue, in all probability for at least another hundred years. So far as we know, nothing quite like it has ever happened before. We are faced by a problem that has no earlier precedent. To discover and, having discovered, to apply the remedial measures is going to be exceedingly difficult. And the longer we delay, the greater the difficulty will be.

The UNESCO Courier, April 1949.

(1) Which became the United Nations Population Fund in 1977.

(2) Which became the United Nations International Drug Control Programme (UNIDCP) in 1993.

1952

THE INTERNATIONAL UNION FOR THE PROTECTION OF NATURE by Maurice Goldsmith

When, in a plane heading for Tehran, the late President Roosevelt saw below him vast stretches of desert rock, he was surprised to learn that he was crossing a country which in bygone days had been a land flowing with milk and honey. Gone were the stately forests; only devastation remained.

But the President was not unfamiliar with the devastation caused by man, for his own Tennessee Valley Project was conceived to repair similar ravages caused by maltreatment and abuse of natural resources.

These abuses are widespread, for throughout history man has been a great destroyer. During the past 2,000 years, 106 unique and irreplaceable forms of mammal life have disappeared from the earth; 67 per cent of these have become extinct during the past century.

Now that we are beginning to understand the full implications of this, it is time we put an end to our indiscriminate waste, not only of this natural resource, but of natural resources generally. It is in our own interests to understand the workings of nature. That is behind the work of the **International Union for the Protection of Nature (IUPN)**, which was founded in 1948 with the help of UNESCO.

The IUPN has set out to facilitate co-operation in the protection of nature and natural scenery; to organize scientific research and the spread of knowledge on the protection of nature and to help in regional planning for the protection of nature, and the creation and conservation of natural parks and reserves.

UNESCO is interested, because one of the principal causes of world unrest is lack of natural resources and the wasteful use of existing ones. Also the teaching of the proper techniques for utilization and conservation is the joint task of Fundamental Education and the popularizers of science.

'Deforestation and its abuses', *The UNESCO Courier*, January 1952.

Ronald E. Walker (Australia)
Chairman of the UNESCO Executive Board
from 1947 to 1948

Progress has been made during 1948 in relation to the protection of nature. The constituent conference of the new International Union for the Protection of Nature, held at Fontainebleau, seems to have developed a practical basis for action in this field.

Presentation of the Report of the Director-General,
Third Session of the General Conference of
UNESCO, Beirut, November 1948

M. G. Candau (Brazil)
Director-General of the World Health
Organization from 1953 to 1973

Predictions [...] of some six billion people in the year 2000 raise fears of 'standing room only'. One might choose the fatalistic road laid out many years ago by Malthus and take refuge in despair. We have not disposed of the problem, however, by choosing that debilitating route, because it leaves unsettled what we shall do with the billions of people already alive.

Address to the Intergovernmental Conference of
Experts on the Scientific Basis for Rational Use and
Conservation of the Resources of the Biosphere,
Paris, September 1968

Malcolm S. Adiseshiah (India)
Deputy Director-General of UNESCO from 1963
to 1970

In recent years there has been, throughout the world, an increasing awareness of the threat to the very future of our species constituted by the combined effects of an unprecedented increase in population and the often irreparable damage inflicted by man on natural resources and on his environment.

Address to the Intergovernmental Conference of
Experts on the Scientific Basis for Rational Use and
Conservation of the Resources of the Biosphere,
Paris, September 1968

1968

- First UNESCO population education programmes: India, Dominican Republic
- The 'MAB' (Man and Biosphere) programme launched
- Resolution 1.241 adopted by the Fifteenth Session of the General Conference of UNESCO inviting the Director-General to set up an intersectoral programme on population

1969

United Nations Fund for Population Activities (UNFPA) set up

1970

Adoption of a programme of education to fight drug abuse, Sixteenth Session of the General Conference of UNESCO, Paris

1972

- United Nations Conference on Human Environment, Stockholm
- United Nations Environment Programme (UNEP) set up

missioning studies and research to explain the complexity of these phenomena and their interaction,⁽³⁾ and through awareness-raising and information actions addressed to the general public⁽⁴⁾ as well as through educational activities.

Concerning the latter, it has been necessary to innovate: invent a new approach to teaching where, in contrast to traditional disciplines, the objective is not the acquisition of an item of knowledge – have chemistry lessons to learn about ethanol or demographic processes ever had a preventive effect? Preventive education is new because its aim is to induce and anticipate changes in thinking, attitudes and behaviour at individual and at community levels regarding questions of population,⁽⁵⁾ environment,⁽⁶⁾ health, etc., changes the effects of which will generally only become apparent several years later, or when young people leave the formal education system.⁽⁷⁾



GLOBAL DEVELOPMENT, THE TURNING POINT

by U. Thant, Secretary-General of the United Nations

The nations which seek to develop their economies today face all the old dilemmas of rapid transition – how to modernize static farming, how to squeeze savings from a poor pre-industrial population, how to choose those industries which actually produce a surplus, how to finance the new skills needed to produce more capital before the capital exists to divert to the schools. But they face even tougher problems as well – the population explosion, urbanization beyond control, unfavourable trade patterns and inappropriate technology.



The United Nations has already produced a very large volume of information on the explosive nature of the world's expansion in population. The censuses it inspired have shown, throughout the developing world, an even higher growth rate than had been expected. The World Population Conference, to be held in 1965,⁽⁸⁾ will no doubt underline with new urgency the degree to which, in the developing continents, the decline in mortality and growth in population, by preceding the modernization of the economy, now impedes that process. Yet modernization alone can provide food and income for the growing millions.

The Conference will make inescapably, dramatically clear that the situation carries with it a potentially inevitable risk of disease, starvation and social collapse. Governments can therefore be urged, with even greater energy, to give proper priority to the slowing down of population growth rates and the adoption of acceptable methods of control.

So far, the United Nations has chiefly concentrated on drawing attention to population factors in the context of economic and social development by means of scientific evaluation and analysis of data.

It is now going to expand the scope of its work so that it includes questions connected with policies which are designed to influence the size, structure and change of the population.

The population problem of the developing countries, however, is not merely one of too rapid increase in the total numbers – it is vastly accentuated by massive shifts of population from the countryside to the burgeoning cities. The most conspicuous problem is the acute shortage of housing resulting in overcrowding, the growth of 'shanty towns' and a chronic shortage of community services and facilities.

The United Nations Development Decade at Mid-point, an appraisal presented by the Secretary-General to the U.N. Economic and Social Council in July, 1965.

(3) Chiefly through its large-scale intergovernmental programmes, such as the Man and Biosphere Programme (MAB), for the earth's ecosystems and resources, or the International Hydrological Programme (IHP) for water resources or by strengthening programmes in demography and human resources, etc.

(4) Assistance in the production of radio and television broadcasts, films, training media personnel, etc.

(5) Age of marriage, early pregnancy, size of the family, gender roles, sexual health, ageing and inter-generation relationships, migration, etc. Political choice, and ethics and religion intervene in population concerns which vary according to region, country and epoch. Thus, until the 1950s, birth control policies dominated, and population remained a controversial issue at international level until the adoption of the World Plan of Action on Population in Bucharest in 1974.

GLOBAL CHALLENGES, NEW EDUCATIONS

(6) Greenhouse effect, drop in the ozone level, desertification, and deforestation, pollution of air and oceans, growing scarcity of fresh water, etc. Ecological questions have also engendered new political movements.

(7) It was quickly realized that information alone was not enough to generate changes in attitudes and behaviour. The KAP model – 'Knowledge, Attitude, and Practice' – which has been at the forefront of numerous information campaigns – health education, prevention of tobacco or alcohol abuse, family planning – proved too simplistic to be effective in education.

(8) The Conference was held in Belgrade from 30 August to 10 September.

CLEARING HOUSE FOR POPULATION EDUCATION IN ASIA AND THE PACIFIC

Distribution of information and materials has been provided by the regional team through the Clearing House set up at the Regional Office at the onset of activities in the region in 1973.

Conceived initially to provide logistic support to the programme, it developed other services to meet the requirements of the regional advisory team, as well as requests from Member States concerning information and material needs of their national projects.

Besides functioning as a documentation centre in the collection of population education materials from the projects, and processing and cataloguing this material using a computerized data bank system, particularly over the last ten years, the Centre operates Selective Dissemination of Information (SDI) and repackaging services which include reconstitution of information into new forms to facilitate understanding and use: bibliographies, accession lists, handbooks, manuals, booklets, kits, etc. The Centre also identifies new users, provides technical advice to Member States for the creation of national centres, and organizes training courses for their personnel.

The Clearing House today has a documentation centre with more than 14,000 written publications, 350 audio-visual materials and 156 periodicals. From its inception until 1991, it distributed more than 294,000 publications to professionals in the region, and sent about 1,400 SDI packages containing 19,000 documents to national projects in various countries. The mailing list includes 3,050 individuals and institutions. It is the most successful institution of its kind within the UNESCO/UNFPA Population Education Programme.

The Organization has been a driving force in building up these new educations – environmental education, population education, education to prevent the abuse of drugs, and education to prevent AIDS. In each case, it has meant taking the lead in a number of activities: seeking fresh approaches at different levels of teaching, pilot experiments, training new specialists and teachers, and producing prototype materials, simultaneously providing logistical support in the field of educational research, documentation and dissemination of information, use of the media and raising the awareness of decision-makers and the general public in order to

A KIT FOR TEACHER TRAINERS

In 1983 and 1985, UNESCO organized two international, intensive, short-term training sessions for national directors and co-ordinators of country projects. Based on this experience, and to produce a multiplier effect, it was decided with UNFPA to launch a project for the preparation of 'Population Education Materials for Teacher Trainers - A Kit', consisting of seventeen documents or modules, produced in English, French and Spanish.

The kit's contents

- **A methodological guide, containing general recommendations and directions for use**
- **Nine booklets, providing the interdisciplinary knowledge base of population education**
 1. Human sexuality and psycho-sexual development
 2. Mother/child health care
 3. Family organizations and roles
 4. Introduction to population dynamics
 5. Determinants of mortality
 6. Migration, population distribution and development
 7. Population, resources, environment, development
 8. Women and development
 9. World Population Conference and World Population Plan of Action
- **Three pedagogical modules dealing respectively with:**
 1. Innovative aspects of population education
 2. Sex education
 3. Education for the prevention of AIDS
- **Four methodology booklets that recapitulate the methods used:**
 1. Population data processing and representation techniques
 2. Conducting training actions, teaching aids and materials for population
 3. Population communication, teaching aids and materials for population
 4. Population education documentation and information centre.

The kit provided teacher trainers with an instrument whereby they could extend their basic knowledge and develop their skills in respect of population education. An original aspect of the material proposed was that it presented an 'unfinished' product, which was open to, and called for, the addition of national data in terms of each country's specific objectives.

Development of UNESCO/UNFPA Population Education Programme over the Last Twenty Years, ED-93/CONF.401. Ref.1.

U. Thant (Union of Myanmar)

Secretary-General of the United Nations from 1961 to 1971

I do not wish to seem overdramatic, but I can only conclude from the information that is available to me, that the members of the United Nations have perhaps ten years left in which to subordinate their quarrels and launch a global partnership to curb the arms race, to improve the human environment, to defuse the population explosion, and to supply the required momentum to development efforts.

Quoted in the Introduction to The Limits to Growth, A Report for the Club of Rome's Project on the Predicament of Mankind, New York, Universe Books, 1972

The Faure Report

Education must recognize itself for what it is: it may be the product of history and society, but it is not their passive plaything. It is an essential factor in shaping the future, particularly at the present moment, since in the last resort, education has to prepare mankind to adapt to change, the predominant characteristic of our time.

Learning to Be, UNESCO, 1972

Club of Rome

We affirm finally that any deliberate attempt to reach a rational and enduring state of equilibrium by planned measures, rather than by chance or catastrophe, must ultimately be founded on a basic change of values and goals at individual, national, and world levels.

The limits to Growth, A Report for the Club of Rome, Commentary No. 10, Universe Books, New York, 1972

Richard Jolly (United Kingdom)

Specialist in applied economics

There is little doubt that education has been a beneficial influence in moderating the growth in population. Numerous studies have revealed a strong inverse correlation between level of education and desired or actual completed family size.

Education on the Move, OISE/UNESCO, 1975

1974

World Conference on Population and World Plan of Action, Bucharest

1976

UNESCO begins to publish *Connect*, an environmental education newsletter

1977

Intergovernmental Conference on Environmental Education, Tbilisi, Georgia

1984

International Conference on Population, Mexico

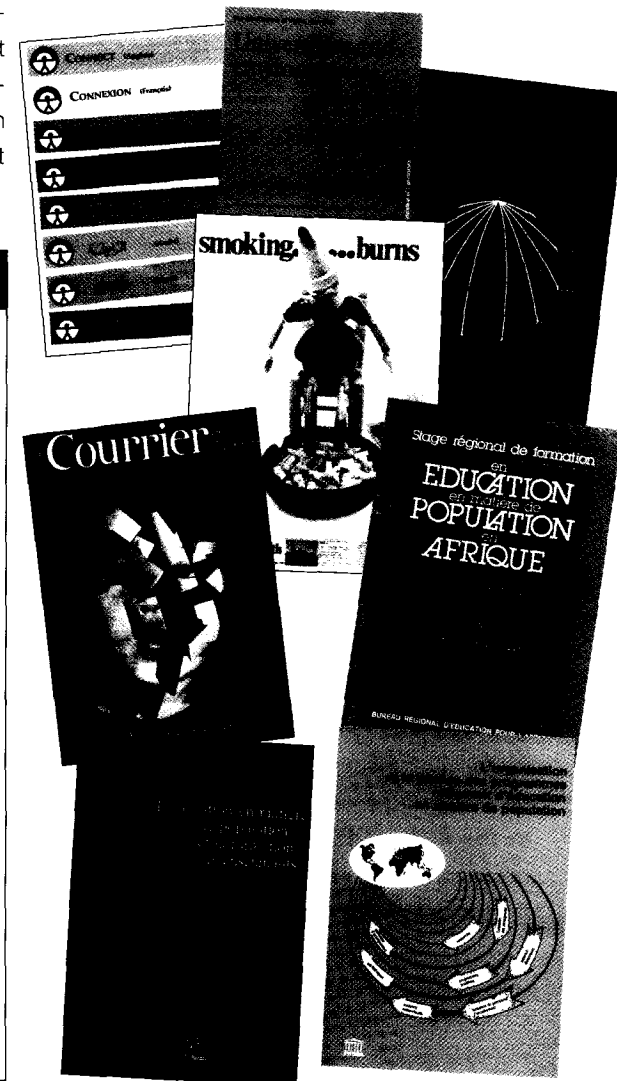
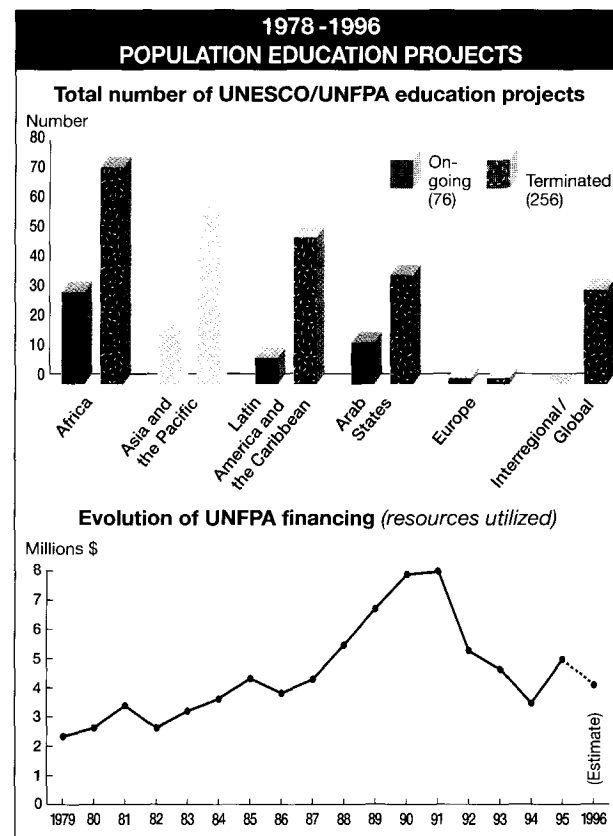
1986

Recommendation of the International Conference on Education in respect of Education for the Prevention of AIDS, UNESCO/IBE, Geneva

1987

- UNESCO/UNEP International Congress on Environmental Education and Training, Moscow
- Publication of *Our Common Future*, Report of the World Commission on Environment, chaired by Gro Harlem Brundtland

gain acceptance of these new, different, forms of education. UNESCO is a forerunner in all these fields, closely co-operating in the programmes of the Specialized Agencies of the United Nations and with other international, governmental and non-governmental bodies.⁽⁹⁾ The Organization began collaborating with UNFPA within the framework of the Information Education and Communication Programme (IEC) in 1974 and with UNEP in the International Environmental Education Programme (IEEP), 1975-1996; it also collaborates with UNFPA and WHO to promote education to prevent the abuse of licit and illicit drugs,⁽¹⁰⁾ and with WHO, within the framework of UNAIDS, to prevent AIDS through education. Such co-operation has led to efforts at conceptualization at international level,⁽¹¹⁾ to the organization of international ministerial level meetings prepared through regional meetings,⁽¹²⁾ and to the development of pilot projects adapted to different regional contexts.



(9) For example, in 1986, OECD launched a project on 'L'action de l'école en faveur de l'environnement' (ENSI) in which nineteen OECD member countries participate.

(10) In this field, UNESCO is also active in the prevention of the abuse of illicit drugs (in co-operation with UNFPA), and licit drugs (alcohol, tobacco) with WHO. UNESCO contributed to the definition of prevention objectives in the Action plan in the fight against drug abuse adopted by the International Conference on Drug Abuse and Illicit Trafficking (Vienna, 1987).

(11) This work gave rise to publications which can be considered as decisive in their respective fields: *Population Education: a Contemporary Concern*, which summarizes international study of the basic concepts and methodology of population education (1978); *Drugs Demystified: Drug Education* (1975) and *Educating Against Drug Abuse* (1987); *L'éducation face aux problèmes de l'environnement* (1974); *Health Education at School to Prevent AIDS and STDs* (1992).

GLOBAL CHALLENGES, NEW EDUCATIONS

(12) Chiefly, the Intergovernmental Conference on Environmental Education (Tbilisi, Georgia, 1977), and the UNESCO/UNEP International Congress on Environmental Education and Training (Moscow, 1987), during which an international EE strategy for the 1990s was defined; the First International Congress on Population Education and Development (Istanbul, Turkey, 1993) which adopted a framework for action in population education on the eve of the twenty-first century.



The extent to which a country is interested in one particular new form of education varies according to the national importance of each problem and political will. Most population education activities, with different priorities according to the region, have been developed in Southern countries thanks to the efforts of the population education teams in the Regional Offices. Over twenty years, population education projects for both formal and non-formal education have

1986

The Integration of Education for the Prevention of AIDS into Population Education Programmes

Acquired Immune Deficiency Syndrome (AIDS) caused by the Human-Immuno-Deficiency virus (HIV), constitutes an international public health problem of great proportion and is having serious demographic consequences affecting the development potential of countries.

The current international concern with respect to the spread of AIDS includes its relationship with mother and child health and with education, information and communication sectors.

UNESCO's direct interest in and involvement with the issue of AIDS prevention and control was originated by the International Conference on Education, the 40th session of which, held in Geneva in December 1986, adopted a special recommendation entitled 'Education in the fight against AIDS'. UNFPA was involved as from 1987 in the WHO special programme on AIDS as a member of the Committee of participating parties, the major purpose of which is to contribute to the global strategy for the prevention and control of HIV infection, and assigns high priority in this area to education and information.

Considering that population education is likely to be identified as the logical entry point for the integration of AIDS prevention, UNESCO/UNFPA regional advisors were involved as of the beginning in the programme of education for the prevention of AIDS and participated in awareness and orientation seminars. This resulted in the preparation of regional resource and teaching materials on the topic, produced and disseminated to the countries of the region, the holding of special manifestations, for example, on the occasion of World AIDS Day, or supporting pilot projects in this particular field.

Presently, most of the population education country projects have already introduced under the sex and family life component of population education content elements of AIDS to prevent transmission. As a first step in this direction, a WHO/UNESCO AIDS Education and Health Promotion Materials Exchange Centre for Asia and the Pacific (AIDSED Centre) was conceived as an integral part of the Population Education Clearing House.

Development of UNESCO/UNFPA Population Education Programme over the Last Twenty Years, ED-93/CONF.401. Ref.1.

Mostapha K. Tolba (Egypt)

Executive Director of UNEP from 1975 to 1992

We in UNEP see environmental education as a global lifelong process involving society as a whole, directed at all members of the community, with due regard to their social, economic, cultural and political needs. We also believe that it is the action of man, as planner, builder, farmer, citizen or consumer which causes environmental degradation.

Address to the Intergovernmental Conference on Environmental Education, Tbilisi, Georgia, 1977

Giuseppe di Gennaro (Italy)

Executive Director of the United Nations Fund for Drug Abuse Control (UNFDAC) from 1982 to 1991

It was not until the late 1960s that drug abuse began to make inroads among young people and children and eventually became a world problem, as uncontrollable waves of epidemic proportions swept from continent to continent. It is therefore both mistaken and dangerous to assume that the present situation is simply the continuation of the past. It is mistaken because only today have drugs become a culture which everyone must face. It is dangerous because it makes people less vigilant and encourages passivity and acceptance.

'How Should We Tackle the Drug Problem?', The UNESCO Courier, July 1987

Hubert Reeves (Canada)

Astrophysicist

If we continue as we are, we shall discharge more and more carbon dioxide into the atmosphere. That gas will continue to raise the earth's temperature until it reaches the critical threshold beyond which it will no longer be possible for life to reproduce. I really am talking about a struggle for survival.

The UNESCO Courier, January 1993

1987

International Conference on Drug Abuse and Illicit Trafficking, United Nations, and adoption of a Comprehensive Multidisciplinary Outline of Future Activities in Drug Abuse Control, Vienna

1991

The Venice Appeal launched by the Director-General of UNESCO to collect funds to help strengthen national programmes to combat AIDS

1992

- United Nations Conference on Environment and Development (UNCED), Rio de Janeiro
- Adoption of 'Agenda 21', Rio Declaration on Environment and Development
- Creation by UNESCO of a 'Committee to follow up UNCED' entrusted with supervising improvement of UNESCO's multidisciplinary activities in conformity with the 'Agenda 21' programme

1993

International Congress and Declaration on Population Education and Development, UNESCO-UNFPA, Istanbul

been launched in more than 100 countries, the most recent in Eastern Europe. Over forty environmental education pilot projects have been set up worldwide, but particularly in industrialized countries and their results published in *Connect*.⁽¹³⁾ UNESCO is also entrusted with all education-related activities falling within the United Nations Comprehensive Multidisciplinary Outline of Future Activities in Drug Abuse Control, adopted in 1987.

TOWARDS EDUCATION FOR SUSTAINABLE DEVELOPMENT

Once the phase of projects benefiting from international assistance is over, the generalization of these new forms of education, and acceptance of responsibility for them by national education systems, come up against a number of sociological, institutional and methodological obstacles. These new forms of education are interdisciplinary activities which accentuate the development of critical thinking, freedom of choice and creativity, and concentrate on participation, co-operation and competitiveness, rather than individual ability; as such, they are a force for innovation, sometimes felt as alien by traditional education systems, organized according to disciplines.⁽¹⁴⁾ Their very specific nature, perpetuated by the dispersal of institutional and financial responsibilities at both national and international levels, is also a handicap.

The 1990s brought a change in the international context. The 1990 Jomtien Conference proposed that the content of basic education be widened. The interaction between popu-

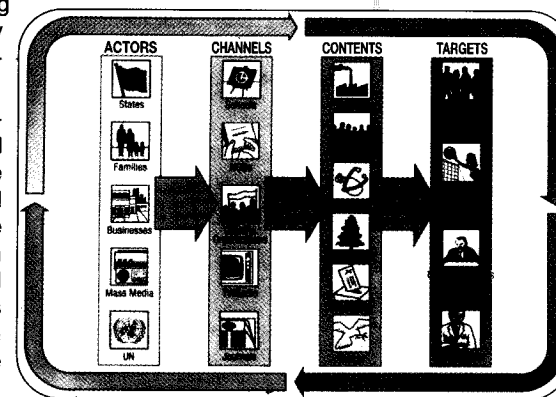
RESHAPING EDUCATION TOWARDS A SUSTAINABLE DEVELOPMENT

The consensus reached at the 1992 United Nations Conference on Environment and Development (UNCED) made clear that, just as there can be no future if the natural environment – the material base of life – is destroyed, so there can be no future for humanity if it is diminished by poverty, illness, ignorance or tyranny. It is equally clear that construction of a sustainable future depends on a delicate balance among competitive needs, which is not based on the precepts of any universal ethic, but on trade-offs negotiated at national and international levels by active and knowledgeable citizens, and political and economic decision-makers.

The role of an education for human sustainable development is to contribute to making all this possible. Education and training appear as determinant factors for increasing creativity and rationality, problem-solving capabilities and competitiveness needed to foster the increasingly complex cultural, social and technological decisions involved in human sustainable development. Reshaping education to meet these ends means decision-makers have to face at least two major challenges:

- devising institutional educational strategies and programmes, taking into account all the educational actors and the communication channels available;
- increasing the quality and usefulness of the various educational and training processes, aimed primarily at citizens, economic partners and young people.

Strengthening worldwide co-operation in education should help each country devise the most effective ways and means of enabling its people to contribute to the common end of improving the material and spiritual living conditions of the present generation without denying decent life for generations to come.



Environment and Development Briefs,
No. 4, UNESCO, 1992.

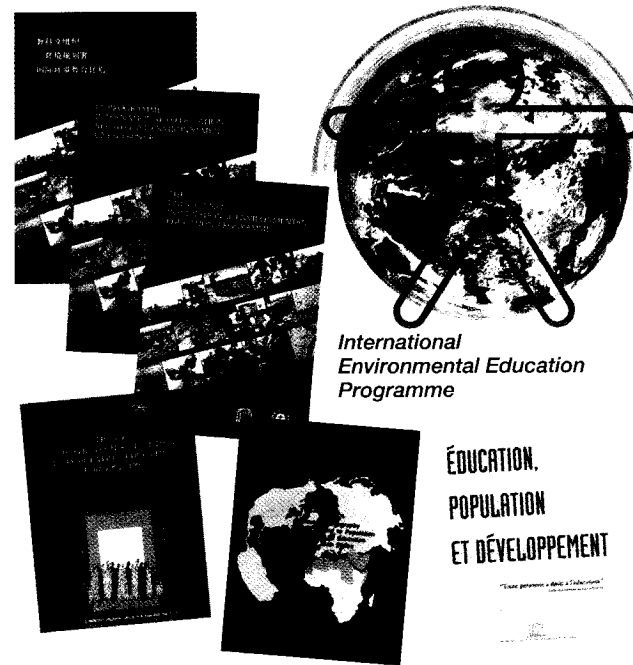
(13) *Connect*, issued in more than 27,000 copies, in eight language versions.

(14) Regarding what existing subjects and therefore to which lessons to attach them? How to find space for new subjects in already overloaded curricula?

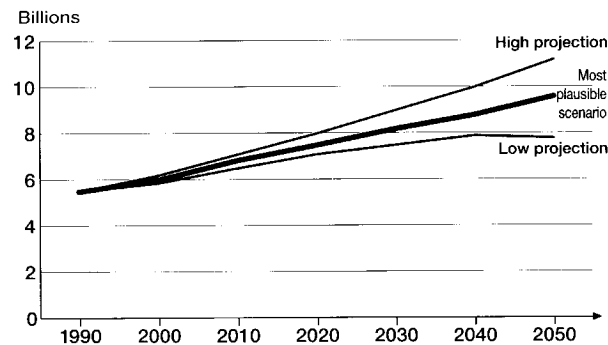
GLOBAL CHALLENGES, NEW EDUCATIONS

lation, environment and development was underscored by the world summits on environment (Rio de Janeiro, 1992), population (Cairo, 1994) and habitat (Istanbul, 1996). UNESCO became the United Nations Agency with responsibility for the application of Chapter 36, related to education, of Agenda 21, the action plan for the twenty-first century adopted in Rio de Janeiro.⁽¹⁵⁾ With the Environmental and Population Education and Information for Human Development project (EPD), the Organization proposes an integrated and global strategy. Launched in 1994, EPD is an interdisciplinary, inter-institution project which merges the different specific issues within a single, unifying concept – education for sustainable development. The project goes beyond formal teaching by proposing education via a number of channels (schools, business, the media, community organizations and associations). EPD is, thus, situated within a general perspective of educational re-orientation, or even educational reform, in direct keeping with the principles of lifelong educa-

(15) Chapter 36 is divided into three spheres of activity:
a) reorient education towards sustainable development,
b) heighten public awareness, and
c) promote training.



WORLD POPULATION GROWTH



The range of what could realistically happen, demographically, is broad enough to allow alternative projections of scenario. The UN Population Division prepares projections based on a variety of assumptions concerning, for instance, female fertility in the future. Based on present trends, the most plausible scenario may be the UN Population Division's medium projection, estimating that total population will reach 9.8 billion by the year 2050. Its central assumption is that female fertility, averaging about 3.1 children per woman in 1995, will fall to the replacement level of 2.1 children by 2040. To stabilize world population at the plateau of 11 billion would then require another century, until 2150.

UN Population Division and *Caring for the Future*, Oxford University Press, 1996.

Nafis Sadik (Pakistan)

Executive Director of the United Nations Population Fund (UNFPA) since 1987

Population education helps to correct gender disparities. Population education explores a wide range of topics with close links to the status and role of women: family welfare and sex education, health and nutrition, human ecology and demographic trends.

Opening speech, First International Congress on Population Education and Development, Istanbul, 1993

Maria de Lourdes Pintasilgo

(Portugal)

President of the Independent Commission on Population and Quality of Life

It is clear that an improvement in the quality of life and, by the same token, a stabilization of the world population, cannot be achieved through the application of current economic theories and practices. New approaches are essential to combat absolute poverty and change existent models of production and consumption.

Independent Commission Bulletin, July-September 1994

Federico Mayor (Spain)

Director-General of UNESCO since 1987

If we do not invest all our resources of energy and will in education, the race with catastrophe will be lost and the balance between man and nature will be re-established by disasters that are not only unthinkable, but also avoidable. The choice is ours, and the time for action is now.

Education for All Summit of Nine High-population countries, New Delhi, December 1993

THE SEMEP PROJECT

(South-Eastern Mediterranean Sea Project)

1993

International Foundation on AIDS Research and Prevention created by UNESCO and the Institut Pasteur, Paris

1994

- International Conference on Population and Development, United Nations, Cairo
- Environmental and Population Education and Information for Human Development project (EPD) launched, UNESCO, Paris
- Management of Social Transformations (MOST), intergovernmental programme launched by UNESCO

1995

- World Summit for Social Development, Copenhagen
- Declaration and Action Plan (Commitment 6)

1996

- Publication of *Caring for the Future*, Report of the Independent Commission on Population and Quality of Life, chaired by Ms Maria de Lourdes Pintasilgo
- UNESCO joins UNAIDS

SEMEP is part of UNESCO's action in the Mediterranean region, promoting exchange and co-operation among its Member States in the fields of education, science, culture, communication and social sciences. Various projects coordinated by UNESCO in these fields have already started, or are about to be launched. For example, a similar UNESCO educational activity is to be developed in the western part of the Mediterranean. In November 1994, a number of Ministers of the Environment in Mediterranean countries attended a conference in Tunis on the theme 'MED21' geared to sustainable development in the Mediterranean. The conference defined objectives to be reached in the Mediterranean region within the framework of the Agenda 21 mandate given to the international community by the UN General Assembly (1992).

Many of the actions that SEMEP would like to undertake in the region follow directions related to the decisions taken at this conference. The impact of major environmental disasters and their economic consequences are felt in countries around the Mediterranean Sea. Some of the problems of public concern, which create an increasing demand for more and better information, include water (sea, river, lake) pollution, air pollution, forest destruction, urbanization and overpopulation in cities with all the inherent side effects (transportation, industries inside towns and cities), destruction of the natural environment (fauna, flora, etc.) waste disposal. The demand for information can lead to personal and societal discussions that affect the living environment and the quality of daily life.

SEMEP is based on successful UNESCO projects, such as the Baltic Sea, Blue Danube River and Chernobyl. As such, SEMEP is an education project addressing teachers, students and, through them, their communities. It is an interdisciplinary and holistic project for general, technical and vocational education through environmental awareness and understanding. But SEMEP is more than just another curriculum initiative. It aims at interrelating education, geared to both the natural and social environment, with cultural values.

SEMEP is expected to create synergy among the participating countries for co-operation, exchange and production of materials intended for teachers, students, teacher trainers, policy-makers, researchers, etc., and the organization of workshops, symposia, meetings, publication of SEMEP actions through newsletters and other information channels such as the development of electronic links, via computers in schools and elsewhere, for the transfer of information and communication of ideas.

SEMEP will establish links with the Foundation for Environmental Education in Europe (FEEE) which is a Non-Governmental Organization running interrelated school projects in the area of environmental education through a system of national project officers, e.g. Young Reporters of the environment.

SEMEP links with the International Council of Associations for Science Education (ICASE), an umbrella NGO for science and technology education worldwide and which, alongside UNESCO, is an initiator of Project 2000+ for the enhancement of scientific and technological literacy for all. Through ICASE, SEMEP will link with national professional teacher associations in the Mediterranean countries.

UNESCO Newsletter, No. 1. 1996, Foreword by Colin N. Power, Assistant Director-General for Education.

tion,⁽¹⁶⁾ as already advocated in 1972 by the Faure Commission report, and more recently by that of the Delors Commission. In the fight against AIDS, which remains an urgent and specific activity, UNESCO participates in the Joint United Nations Programme on HIV/AIDS (UNAIDS).⁽¹⁷⁾



1995 Copenhagen Declaration on Social Development

Commitment 6 At international level we will [...]

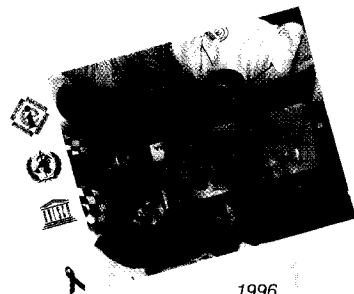
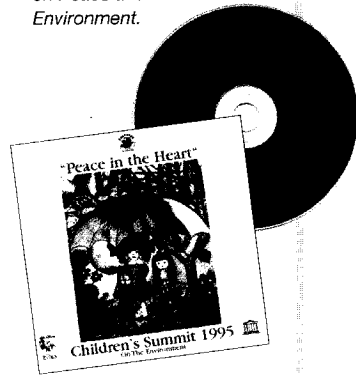
- u. Request the specialized agencies, notably the United Nations Educational, Scientific and Cultural Organization and the World Health Organization, as well as other international organizations dedicated to the promotion of education, culture and health, to give greater emphasis to the overriding goals of eradicating poverty, promoting full and productive employment and fostering social integration;
- v. Strengthen intergovernmental organizations that utilize various forms of education to promote culture; disseminate information through education and communication media; help spread the use of technologies; and promote technical and professional training and scientific research.

(16) This new strategy was reported on by the Sustainable Development Commission of the Economic and Social Council of the United Nations (4th session, April 1996).

(17) UNAIDS, launched in 1996, is the joint programme of several UN bodies (World Bank, WHO, UNDP, UNESCO, UNICEF). Its Secretariat is located at WHO HQ in Geneva. UNESCO's participation is multisectoral and includes activities in the spheres of basic research, ethics, education and communication.

GLOBAL CHALLENGES, NEW EDUCATIONS

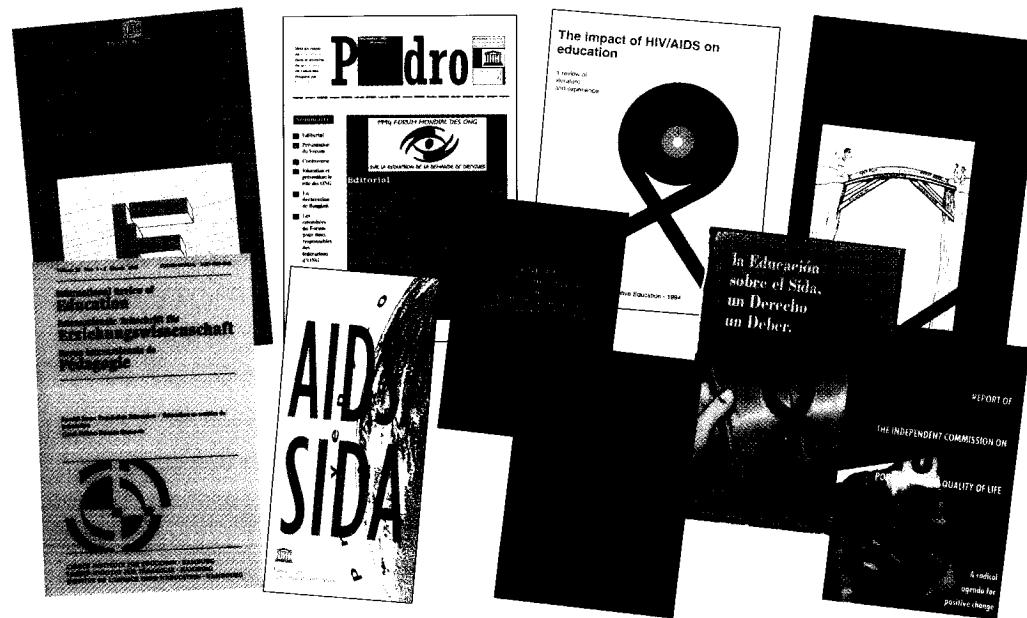
Children's Summit 1995
on Peace and the
Environment.



1996,
Published in
co-operation with WHO
and Education International (EI).



1995,
Visiones de
un Mundo Mejor.



TO KNOW MORE (see also CD-ROM, Vol. I)

- **Drugs Demystified.** Helen Nowlis, Paris, UNESCO, 1975. (Arabic, English, French, Spanish)
- **Intergovernmental Conference on Environmental Education.** Tbilisi, Georgia, 14-26 October 1977, Final Report ED/MD/49. (Arabic, English, French, Russian, Spanish)
- **Population Education: a Contemporary Concern.** Anthony Johnston. Paris, UNESCO, 1978. (Educational Studies and Documents: New Series, 28). (English, French, Spanish)
- **Problem-solving Approach to Environmental Education (A).** Paris, UNESCO, 1985 (EES. 15). ED-84/WS/96. (English, French)
- **Guide pratique pour la gestion et l'administration des projets d'éducation en matière de population.** Dakar, UNESCO/BREDA, 1989. (French)
- **Environmental Education: Selected Activities of UNESCO/UNEP International Environmental Education Programme 1975-1990.** Paris, UNESCO, 1990. ED90/WS/41. (English)
- **Education for the Prevention of AIDS, No. 1, Selection of Extracts from Teachers' Guides.** Paris, UNESCO, 1991. (Trilingual: English/French/Spanish)
- **Drugs, Education for Prevention.** Paris, UNESCO/WHO/EI, 1991. (English, French, Spanish)
- **Drugs: Demand Reduction. UNESCO Contribution Through Preventive Education, Position Paper.** Paris, UNESCO, 1993. (English, French, Spanish)
- **First International Congress on Population Education and Development.** Istanbul, 14-17 April 1993, Final Report, Paris, UNESCO, 1993. (English, French)
- **Population Education.** edited by Etienne Brunswic, International Review of Education, Special edition, Vol. 39, Nos. 1-2, 1993. (Trilingual: English/French/German)
- **School Health Education to Prevent AIDS and STD. A Resource Package for Curriculum Planners.** Geneva/Paris, Vol. I, II, III, WHO/UNESCO, 1994. (English, French)
- **Population and Quality of Life. Synopsis of the Theme Papers Solicited by the Independent Commission on Population and Quality of Life,** UNESCO, 1996 (Transdisciplinary project: Environment and Population Education for Development). (English, French)

Gro Harlem Brundtland

Prime Minister of Norway from 1990 to 1996

Women's education is the single most important path to higher productivity, lower infant mortality and lower fertility. The economic returns on investment in women's education are generally comparable to those for men, but the social returns in terms of health and fertility by far exceed what we gain from men's education.

Report of the International Conference on Population and Development, Cairo, 1994

Luc Montagnier (France)

Director of research at the CNRS and member of the Academy of Medicine, directs a research unit at the 'Institut Pasteur'

It would be quite disastrous to take the attitude that since the problem is 'bearable' in our countries, we can ignore what is going on in the South. [...] Besides elementary solidarity with the disadvantaged populations of the planet, it is also in our own interests that we help them.

In: *Des virus et des hommes*, Editions Odile Jacob, Paris, 1994

International Commission on Education for the Twenty-first Century

Learning is not only a question of acquiring basic skills – reading, writing, oral expression, arithmetic – but also of gaining a knowledge of the world in which we live to better cope with question such as primary health care, family planning and agricultural know-how.

Quoted in *Education International*, September 1996

THE ASSOCIATED SCHOOLS PROJECT

TEACHING PEACE

1948

Recommendation No. 24 'The Development of International Understanding among Young People and Teaching about International Organizations', International Conference on Public Education, IBE, Geneva

1953

International Expert Meeting and creation of the Associated Schools Project

1956

First European Regional Seminar for the representatives of ASP, UIE, Hamburg, Germany

1962

Launching the bulletin *International Understanding at School*

1963

International Meeting on the occasion of the tenth Anniversary of ASP, Sèvres, France

1973

International Meeting of Experts to appraise the Project on the occasion of the twentieth Anniversary, Lewis, Canada

The fostering of international understanding and peace was written into UNESCO's Constitution by its founder members as one of the Organization's fundamental missions. Promoting this goal within school education remains a cornerstone of the Organization's programme. Along with other initiatives, such as UNESCO Clubs and youth programmes, the Associated Schools Project (ASP) plays a significant role in the Organization's efforts to construct the defences of peace in the minds of men and women.⁽¹⁾

A WORLDWIDE NETWORK

Launched in 1953, the Associated Schools Project (ASP) was one of the first measures taken by UNESCO to transform its ideals into reality.⁽²⁾ The Project's objective is to encourage schools selected by the National Commission of their country to develop contents, methods and techniques specially designed to teach children and teenagers to reject prejudice and strive to promote a culture of peace, tolerance, mutual respect and understanding. ASP started out with thirty-three secondary schools in fifteen Member States. Today, present in some 132 countries,⁽³⁾ it co-ordinates and networks the activities of about 3,900 nursery, primary and secondary, technical and vocational schools, and teacher-training institutions.⁽⁴⁾ Schools participating in ASP are invited to devise and carry out a project centred around one of four main themes of study: knowing about other cultures and the world heritage, world problems and the role of the United Nations System in solving them, human rights and the environment. UNESCO provides assistance to ASP to conduct seminars for teachers and to prepare teaching material.⁽⁵⁾ It assists in information exchange at international level by means of circular letters and the *International Understanding at School* Bulletin.⁽⁶⁾ It organizes regional and international meetings which provide an occasion for all those participating in ASP to share their experiences, and to plan new activities.⁽⁷⁾



Logo of the Associated Schools Project.

(1) Preamble of UNESCO's Constitution, 1945.

(2) 'UNESCO Associated Youth Enterprises' also existed in the 1950s.

(3) Of which 30 in Africa, 27 in Latin America and the Caribbean, 18 in Asia and the Pacific, 10 in the Arab States and 47 in Europe.

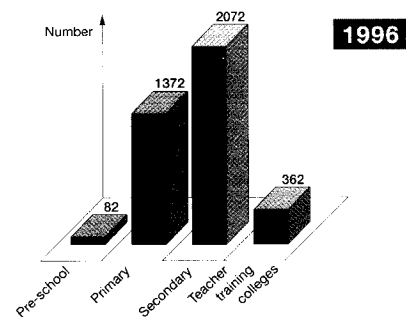
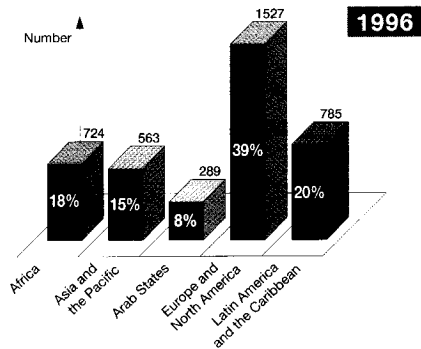
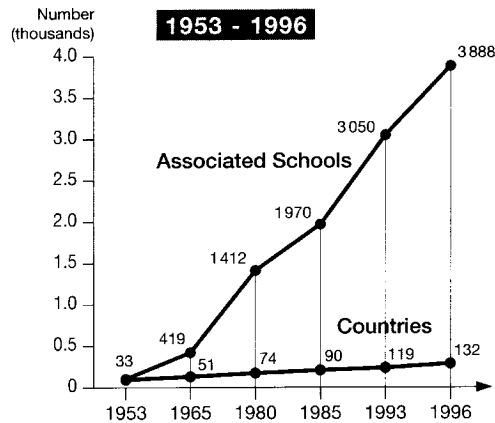
(4) Nursery schools: 82; primary schools: 1,372; secondary schools: 2,072; teacher training institutions: 362.

(5) Chiefly thanks to a variety of exchanges: letters and instructional materials, visits of teachers and school-children.

(6) Bulletin launched in 1962 (Arabic, English, French and Spanish). In addition, all the associated schools receive a free copy of *The UNESCO Courier*.

(7) *Seeds for Peace* (nursery schools), 1985; *Innovative Methods in the Associated Schools Project*, 1988; *Tolerance: the Threshold of Peace*, 1994; Series launched in 1991, 'Come and visit our country' (brochures prepared for young people by young people): including India, Morocco, Senegal, and Sweden.

GROWTH AND DISTRIBUTION OF ASSOCIATED SCHOOLS



(8) For example, second international consultative meeting on the interregional project to ensure an improved multiplier effect of the ASP, N'Djamena (Chad), 1990.

(9) Flagship Projects, 'Baltic Sea', 'Blue Danube River', 'Mediterranean Sea', 'Caribbean Sea, etc.

(10) Such as the World Heritage Youth Forum, production of teaching packages on the cultural heritage.

(11) Such as North-South Dialogue and Support Programmes, exchanges between Malawi and Mauritius.

UNESCO ASSOCIATED SCHOOLS PROJECT (ASP)

"We are living in one world, we are learning for one world"



SOLIDARITY BETWEEN SCHOOLS

The Associated Schools Project is designed to have a multiplier effect: once activities have been successfully completed, the national coordinator writes a report and the results are circulated to enable other schools who so desire to carry out similar activities.⁽⁸⁾ The Associated Schools are also committed to working on innovative international initiatives, especially sub-regional projects, to promote environmental education,⁽⁹⁾ and protection of the cultural heritage,⁽¹⁰⁾ as well as twinning arrangements to nurture intercultural exchange between young people, transcending the barriers which divide the world.⁽¹¹⁾

Lionel Elvin (United Kingdom)

Director of the Department of Education, UNESCO, from 1950 to 1956

What prompted the idea of an Associated Schools Project

So many good things seem to fail that it is pleasant to record a success now and then. UNESCO had certainly had one in this area. [Education for International Understanding]. In my time we conceived in our department the idea that some schools in different countries may be willing to try an experiment. Without adding any new subject to the curriculum, would they orient some part of their work, by a modification of the syllabus or some special project, in the direction of international understanding, and join a network, with UNESCO at the Centre, for analyzing and comparing the results? In 1953 some fifteen schools from different countries agreed to take part in such work. The initiative has born fruit.

Encounters with Education,
Institute of Education, University of London, 1987

Stacy Churchill (Canada) and Issa Omari (United Republic of Tanzania)

One of the great advantages of the Associated Schools Project is that it gives educators an opportunity to engage in 'objective' dialogue, beyond the various ideological barriers dividing the world. Efforts in international co-ordination should continue to be focused on increasing exchanges and direct meetings of all kinds, free of ideological barriers, in particular in regions where international tension is most marked.

Evaluation of the Associated Schools Project (1953-1980), UNESCO, 1980

A CULTURE OF PEACE

1974

Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms

1975

International Meeting on Programmes and New Approaches in the ASP, UNESCO, Paris

1977

International Consultation to examine the extension of ASP to the university level, UNESCO, Paris

1980

In-depth evaluation of the ASP

1983

International Congress, Thirtieth Anniversary of ASP, Sofia

1993

International Symposium, Fortieth Anniversary of ASP, Soest, Germany

1995

Adoption of the Integrated Framework for Action on Education for Peace, Human Rights and Democracy, General Conference of UNESCO, Paris

1995-2005

United Nations Decade for Human Rights Education

The Integrated Framework for Action on Education for Peace, Human Rights and Democracy⁽¹¹⁾ underlines the importance of the contribution of the associated schools in building up a culture of peace. The ASP Strategy and Plan of Action for 1994-2000, adopted on the occasion of the ASP's 40th anniversary,⁽¹²⁾ foresees a significant expansion in the number of schools participating in ASP and intends to strengthen the network's operation with a view to setting the young people of today, and the decision-makers of tomorrow⁽¹³⁾ on the educational path that will lead them to defend the long-term interests of our planet, and to construct a culture of peace.⁽¹⁴⁾



(11) Proposed by the International Conference on Education in 1994 and approved by the General Conference of UNESCO, 1995.

(12) In 1993 at Soest, Germany, on the occasion of an International Symposium.

(13) Launching an Associated Universities Project is envisaged.

(14) Festivals to promote a culture of peace have been held or are foreseen in several countries, notably within the framework of the United Nations Decade for Human Rights Education (1995-2005).

THE ASSOCIATED SCHOOLS PROJECT

HOW TO JOIN ASP

Who can join?

Schools (pre-schools, primary schools, secondary schools, including technical and vocational schools, and teacher-training institutions) can apply to their National Commission for UNESCO.

Conditions for joining

Agreement to undertake an experimental educational project on one of ASP's four main themes of study for a minimum of two years and to report to UNESCO each year on results achieved.

UNESCO and Associated schools

The schools accepted in the Project receive a certificate of participation signed by the Director-General and regularly receive documentation. UNESCO provides financial and technical assistance, on request, for conducting workshops and seminars, the preparation and publication of teaching materials, study visits, etc.

What happens to results of ASP Projects?

Those evaluated as effective and innovative are introduced into other schools so that ASP has a multiplying effect. At the international level, UNESCO reports on them in its newsletter *Looking at the ASP* and in its bulletin *International Understanding at School*.

TO KNOW MORE (see also CD-ROM, Vol. I)

- **Seeds for Peace: The Role of Pre-school Education in International Understanding.** UNESCO, 1985. ED-85/WS/11. (English, French, Spanish)
- **Innovative Methods in the Associated Schools Project.** Lise Tourtet. UNESCO, 1988. (English, French)
- **The Associated Schools Project: a Review of its Expansion and Development.** Susan Lechter and Ulla Ryking. UNESCO, 1993. (English, French)
- **International Symposium on the Occasion of the Fortieth Anniversary of the Associated Schools Project (ASP), 1993. Report.** UNESCO, 1994. (English, French)
- **UNESCO Associated Schools Project (ASP) for Promoting Education for Peace, Human Rights, Democracy and International Understanding. List of Participating Institutions by Region.** UNESCO, 1995. (Trilingual: English/French/Spanish)

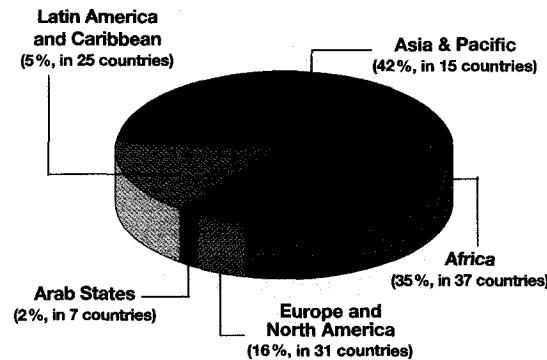
UNESCO CLUBS

The UNESCO Clubs movement came into being just after the creation of the Organization and represented a tangible expression of the enthusiasm and idealism of people from many nations. The first UNESCO clubs were created in 1947 in Sendai and Kyoto (Japan) and in Denver, Colorado (United States of America). There are now more than 5500 UNESCO Clubs in 115 countries. Whilst most Clubs are meant for young people and found in schools or universities, often set up in liaison with the ASP, there are also clubs for adults, sometimes called UNESCO Associations, and mixed clubs attended by young people and adults alike.

The Clubs' activities promote the Organization's ideals and reflect its major concerns. A wide variety of domains are represented - replanting forests, rural and community development, protection of the environment and of the world cultural heritage, literacy, books and reading, education for human rights, and promoting the status of women, etc.

A World Federation of UNESCO Clubs, Centres and Associations was founded in 1981, to which they all now belong.

Distribution by region (5,500 Clubs, 115 Countries)



Amadou-Mahtar M'Bow (Senegal)

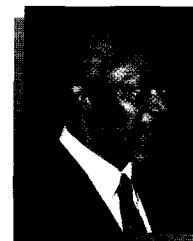
Director-General of UNESCO from 1974 to 1987
Among those measures which thus seem to all to be essential are those which aim to start international education at the pre-school level, to permeate nonformal and adult education activities therewith, to strengthen the system of associated schools and to use the resources of the UNESCO Clubs to the full.

Opening speech, Intergovernmental Conference on Education and International Understanding, Cooperation and Peace..., UNESCO, 12-20 April 1983

Federico Mayor (Spain)

Director-General of UNESCO since 1987
I believe that international education must come to be seen for what it is, not an utopian prescription for international concord, but rather a necessary, practical preparation for living in today's and tomorrow's increasingly global society.

Speech, International Symposium on the occasion of the 40th Anniversary of ASP, Soest, Germany, 12 September 1993



Kofi Annan (Ghana)

Secretary-General of the United Nations since 1997
The first ingredient of political stability is an informed citizen. The first ingredient of economic progress is a skilled worker. And the first ingredient of social justice is an enlightened society. Education is, thus, the key to global peace and well-being.

Address to the American Council on Education, February, 1997

VIOLENCE IN SCHOOLS

While world attention is caught by random violent acts perpetrated in a school, such as the tragic murder of sixteen schoolchildren and their teacher as they participated in a gym class in Dunblane, Scotland, a soon-to-be-released report from Education International indicates that there are many forms of violence that permeate schools. This violence can and must be addressed by the education systems and by the communities they serve if we are to permit the majority of students the right to an education free from fear of violence.

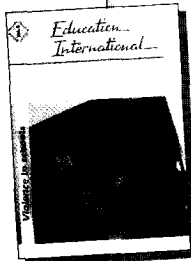
The majority of students in schools are not subjected to acts of physical violence but in many cases verbal violence or threats of violence, intimidation and classroom disruption by a small percentage of students make life difficult and learning even more so.

Education International,
September 1996

**'No to the forces of might.
Yes to the force of reason.'**

Federico Mayor,
Director-General of UNESCO

**'There is no way towards
peace; peace is the way'**
(Abraham Muste, teacher, Sri Lanka)



AID TO EDUCATION

- From technical assistance to co-operation for development, *224*

Emergency action, *234*

School buildings and equipment, *236*

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The Participation Programme, *240*

AID TO EDUCATION

FROM TECHNICAL ASSISTANCE TO CO-OPERATION FOR DEVELOPMENT

An institution with an ethical and intellectual vocation, and an action-oriented agency, UNESCO provides direct and concrete support for development in its Member States. Its Constitution foresees two main types of action in the field of education: first, international intellectual co-operation which aims at 'instituting collaboration among nations to advance the ideal of equality of educational opportunity for all' and, second, direct co-operation with Member States, at their request 'in the development of educational activities'. From the outset and despite very modest resources, the Organization's Regular Programme has included some technical assistance activities, one of the most important a fundamental education and community development project in the Marbial Valley in Haiti. From 1949 onwards, with the creation by the United Nations of the Expanded Programme of Technical Assistance (EPTA), UNESCO obtained more extrabudgetary funding enabling it to considerably develop operational activities. This became the Organization's predominant action in the service of individual Member States.

UNESCO'S ROLE IN AID TO DEVELOPMENT

UNESCO is not, however, a funding agency. Its own budget is quite limited and could be compared to that of a medium-sized university. So, its role is not direct funding, but rather the mobilization of resources and assistance in their appropriate use. UNESCO has promoted the cause of education at many of the development aid agencies: it makes every attempt to increase the volume of global amounts earmarked for education and to direct the flow of aid towards those in most need. Until the World Conference on Education for All in 1990, the total amount of international aid assigned to primary education represented less than 5 per cent of the total annual aid allocated to all levels of education. Primary education accounted for only 3 to 4 per cent of the total amount of World Bank loans to education for the years 1964-1969, compared to nearly 30 per cent for 1990-1994. The Organization also strives to mobilize resources for causes and activities which,

depending upon the period, seem to be of lower priority for multilateral or bilateral donors. This is true even for national authorities, particularly when illiteracy, minority groups, the disabled and, generally speaking, all those who today tend to be designated 'deprived', are at stake.

When speaking of operational activities, special mention must be made of the emergency action schemes aimed at enabling countries to cope with the consequences of conflict, of natural disasters – earthquakes, floods – and of industrial accidents, such as chemical or nuclear contamination. Humanitarian assistance has high priority in the Organization's programme. The early years saw the development of post-war reconstruction programmes in Asia and in Europe and assistance to Palestinian refugees; in 1960 there was an emergency programme to maintain educational services in Congo-Léopoldville to meet a request of the Secretary-General of the United Nations to all specialized

agencies; during the last decade, with the proliferation of civil war, UNESCO has become increasingly involved in humanitarian aid programmes carried out under the umbrella of the United Nations in Asia, in Africa and in Europe, striving to meet the immediate educational needs of the victims (see box on Emergency Action, p. 234).

Over the last fifty years, the conception and form of operational activities have evolved in line with stronger national capacities to make decisions as to priorities, the most appropriate form and type of assistance, and to manage projects, as well as in respect of needs which change as their education systems develop. Direct technical assistance, which consisted of supplying basic services and exchanges, gradually gave way to 'upstream activities' and to co-operation of a more intellectual nature in order to carry out sectoral analyses and frame national strategies and programmes. Today, within a new international context, co-operation is moving towards forging partnerships for development.

To manage its operational activities the Organization has gone, not without some trial and error, from centralization to decentralization, and from the co-existence of separate activities of an intellectual and operational nature to integration. As early as 1950



Emergency tent school, Philippines, houses two classes (1949).



The American relief agency 'CARE', which has distributed over 7,500,000 food and clothing packages to needy countries, will now also deliver scientific and technical books (1949).

the Organization set up a Department for technical assistance which had full control over all extrabudgetary projects and fellowships. After that, following various structural reforms, it entrusted the implementation of projects to the Sectors, and then to the programme units and field offices concerned, so as to establish permanent interaction between what was being said and what was being done.

In 1951, the resources made available to UNESCO by various extrabudgetary funding agencies represented around 12.5 per cent of the Regular Programme budget, with less than \$1 million to cover the programmes of all the sectors. In 1972, the Education Sector alone was allocated a Regular Programme budget of \$10 million to match the \$17 million of extrabudgetary resources provided by the other United Nations agencies, with additional funds coming from other extrabudgetary sources. In 1996, the Regular Programme budget for education was \$54 million plus approximately \$59 million foreseen from extrabudgetary resources, only 40 per cent of which from the United Nations, the rest coming from other extrabudgetary sources.

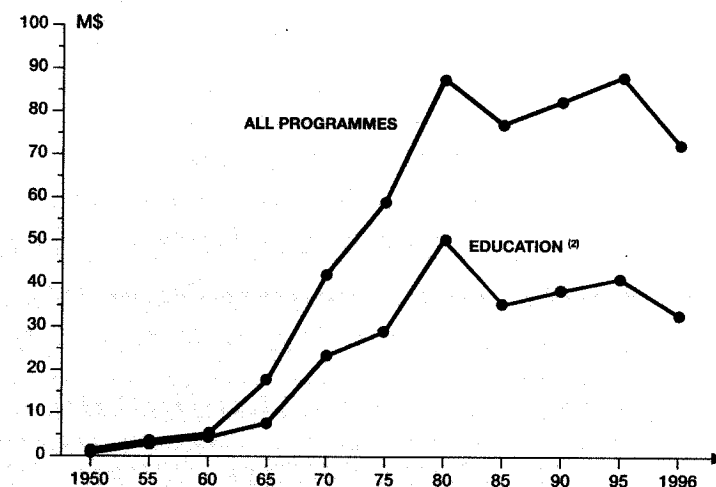
DEVELOPMENT AND DIVERSIFICATION OF EXTRABUDGETARY PROJECTS, 1950 TO 1985

In the early days, UNESCO's efforts to stimulate the development of education through concrete activities benefited from financial contributions of the Expanded Programme of Technical Assistance (EPTA), the origins of which date back to a meeting at Lake Success (United States) in 1949 following a proposal by President Truman that the advanced countries should combine to give aid to raise the standard of living in poor countries, a proposal which was adopted by ECOSOC in January 1949, and taken up in a Resolution of the United Nations General Assembly in the autumn of the same year. However, EPTA only sufficed to fund a small number of activities, such as expert missions, supply of equipment and the allocation of a few fellowships. The Special Fund, introduced in 1958, paved the way for larger scale projects, such as the creation of national education institutes, first of all teacher-training colleges and technical universities (the first \$1.5 million project was the Middle East Technical University in Ankara), and then secondary-school teacher-training colleges. The merging of EPTA and the Special fund in 1965 gave birth to the UNDP which rapidly became the main source of funding for operational programmes.

In 1952, the Organization became involved in a campaign to expand primary teaching, which in 1956 resulted in the launching of the Major Project in Latin America and the adoption of the Karachi Plan for the universalization of primary education; in 1961, the Conference of African States on the Development of Education in Africa (Addis Ababa) adopted a Plan for the development of education in Africa. Due mainly to the interventions of UNESCO at ECOSOC, the United Nations acknowledged the central role of education in economic development in a resolution adopted by the General Assembly in 1960.

In 1962, by designating the 1960s as the United Nations Development Decade, the United Nations stimulated an increase in the volume of aid to education and invited all its members to

TECHNICAL CO-OPERATION: EVOLUTION OF EXTRABUDGETARY FUNDS UTILIZED ⁽¹⁾



(1) All sources, amounts in current dollars (not re-evaluated).

(2) including population education and environmental education projects.

accord high priority to the creation of educational institutions adapted to the economic and social needs of developing countries. The 1960s was also a time when many countries previously under colonial rule gained independence. This meant new responsibilities for the United Nations system as a whole, multilateral assistance in part taking over from the bilateral assistance of the old colonial powers. During this same period UNESCO concluded co-operative agreements with several development aid agencies – UNICEF in 1960, WFP in 1962. According to these agreements, UNESCO would advise on all matters pertaining to education, in particular, for a number of joint projects.

In 1962, when IBRD (better known as the World Bank) extended financial aid to school buildings just as it had earlier allocated funds to the development of electrical power plants, roads and facto-

1949

UNESCO AND THE BIRTH OF THE UNITED NATIONS TECHNICAL ASSISTANCE PROGRAMME



In January 1949 President Truman, in his State of the Union address, made his electrifying 'Point Four' proposal that the advanced countries of the world should combine to give aid to raise the standard of living in poor countries. The Secretary-General of the United Nations immediately called together a working party of top officials from the specialized agencies to lay down a plan for the United Nations organizations to offer as their contribution. UNESCO's new Director-General, Jaime Torres Bodet, nominated me, assisted by Pierre Auger, the French director of the Science Department, to represent UNESCO at the five-week working party in New York. Torres Bodet was too new on the job to give me definite instructions, and time was too short and information too scant for UNESCO to work out a policy for me to follow. So I left without a brief of any kind. I first went to Washington to learn more about the detailed plans behind Truman's bold proposal, only to find that senior officers of the State Department were almost as vague on that as I was. The idea behind Point Four of the

President's speech had been suggested to the department, some months before, by an idealistic outsider and had been dug up from a discarded file and written hurriedly into the draft only when Truman complained that the first three proposals for new government policy were too timid to satisfy his desire for something more dramatic. On practical planning we were all starting from scratch. When the United Nations committee met at Lake Success, it became clear that, with the exception of the representative of the long-established International Labour Organization (John Riches, another New Zealander), we were all playing for time. We dragged out the general discussion to give ourselves time to write, at night, our organizations 'considered proposals'. We had been promised no additional funds to cover the new programmes, but we hoped modest financial aid would come from somewhere. I based my plans for UNESCO on a broad version of the active clearing-house principle I had introduced in the Education Department, and with help from Pierre Auger on science, sketched how this could operate in UNESCO's other departments.

On completing the first draft, I telephoned Torres Bodet in Paris, and in a blend of his halting English and my worse French, we discussed the broad outline of the plan of action I was proposing as UNESCO's contribution to the Point Four Policy. He agreed with it, I presented it to the meeting and, with only minor amendments it became the basis for the education, science and culture section of the United Nations' Technical Assistance Programme.

The Biography of an Idea: Beeby on Education. C. E. Beeby, Wellington (N.Z.), Council of Educational Research, 1992.

ries, UNESCO provided the expertise. Following an identification mission led by UNESCO, the first World Bank loan to education of \$5 million was granted to Tunisia to build technical education institutes. A Memorandum of Agreement signed in 1964 between the two organizations entrusted UNESCO with responsibility for assisting Member States to select and prepare educational projects likely to warrant loans from the Bank. Similar agreements were later concluded with the Regional Development Banks.

In the 1970s, following agreements with UNFPA and UNEP, UNESCO took on responsibility for the identification and implementation of population and environmental education activities. To these different sources of extrabudgetary funding should be added the 'funds-in-trust' i.e. funds made available to UNESCO by certain governments and foundations to implement named projects, and which represent a form of bilateral action within a multilateral framework.

1949-1950

TECHNICAL ASSISTANCE

as perceived by Jaime Torres Bodet

'In order that those unfavoured by history and geography may catch up with the more fortunate, it is not enough to furnish them with the means of progress. They must be made capable and desirous of using them and, for that purpose, it must be their progress which is involved, and they must know it. It is therefore essential that technical assistance be closely linked with a corresponding effort to guide peoples towards an active and intelligent participation in the shaping of their own destiny as they themselves see it.'

Address by Jaime Torres Bodet, Director-General of UNESCO, to the United Nations Economic and Social Council, Geneva, July 1949.

'No enduring peace will ever be built up in a world where our eyes are still afflicted by the sight of whole communities of men conquered in advance. These communities are the illiterates, victims of a battle in which they have not struck a blow, the helpless and nameless witnesses of history being made beyond their ken and often against their interests, adults from whom we ask victories while they lack the simplest weapons, children who will grow up to be citizens in name only.'

UNESCO and its programme, No. V, Paris, 1950.

STRENGTHENING THE ROLE OF NATIONAL AUTHORITIES

With the creation of EPTA, the agencies sought to make governments aware of their own responsibilities in the provision of aid. In 1956, to this end, ECOSOC proposed a global system, called 'country programming', covering all sectors of development, for five-year programme cycles. This system allowed countries to freely choose what assistance they would request under multi-lateral technical co-operation on condition that a global financial ceiling was not exceeded. Each specialized institution could thus suggest projects to the Government which, nonetheless, remained in control of national priorities and of the disbursement of credit by sphere of activity. In this way, the programming and attribution of funds was to a great extent in the hands of the specialized agencies working in the framework of UNDP programming cycles, each one being allocated a fixed percentage of resources (15 per cent for UNESCO).

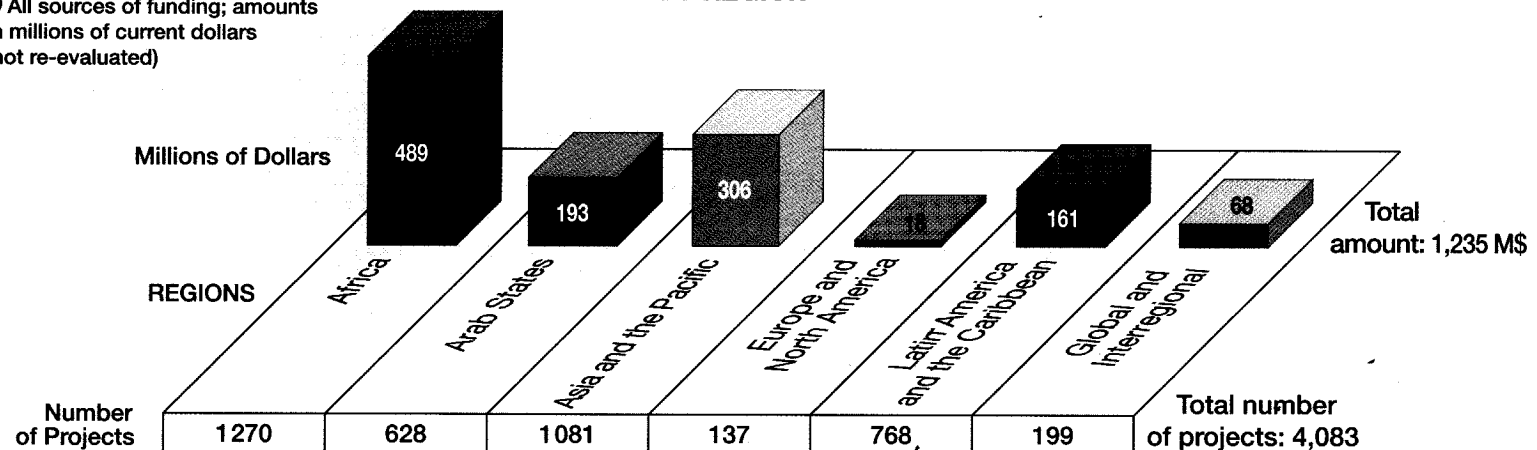
Within the framework of country programming activities, UNESCO

advised governments on their choice of educational priorities, chiefly by conducting numerous sector studies intended to serve as a basis for the preparation and implementation of projects. The Organization often found itself called upon to act as intermediary between donors and governments, most projects necessitating tripartite negotiations during which national needs sometimes had to conform to the priorities, strategies, and conditions laid down by the aid agencies. So it was that in the 1950s EPTA and the Special Fund did not consider basic education to be of priority. As for the Development Banks, they determine the eligibility of projects according to their own strategic priorities. For instance, the World Bank publishes policy papers establishing guidelines for its action according to the level and type of education (primary, secondary, technical and vocational, higher).

UNESCO also considered it important to enhance national responsibility at each stage of operational action, including in the programming, management and administration of projects. In the 1960s, where projects required the services of several experts, a national director was partnered with a Chief Technical Adviser.

1946 - 1996
50 YEARS OF CO-OPERATION: EDUCATION PROJECTS IMPLEMENTED, EXTRABUDGETARY FUNDS UTILIZED
BY REGION (*)

(*) All sources of funding; amounts in millions of current dollars (not re-evaluated)



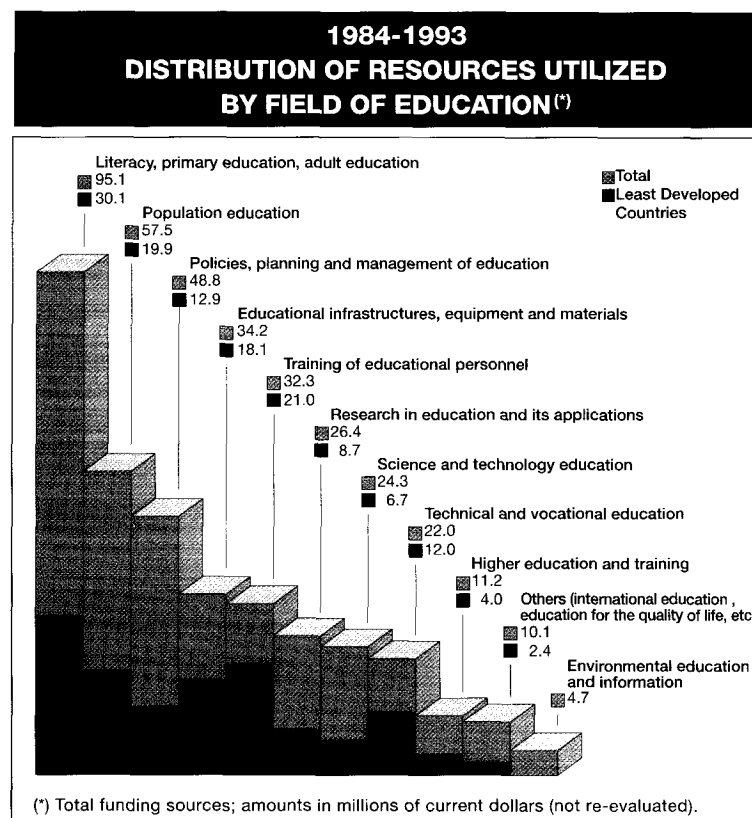
As of the 1970s – and especially after the United Nations Conference on Technical Co-operation between Developing Countries (Buenos Aires, 1978) – the launching of networks of educational innovation for development, and the major regional programmes to eliminate illiteracy and renew primary education, enabled responsibility for programming to be decentralized. These programmes, which combined the resources of the Regular Programme with extrabudgetary funds became a breeding-ground for the training of national counterparts. More recently, intersectoral missions, especially those to National Commissions, have reinforced the activities of IIEP and Regional Offices in training national specialists to identify and prepare technical co-operation projects.

MAIN AREAS OF CO-OPERATION

Extrabudgetary funding has enabled UNESCO to intensify its aid to education in its key programmes, the most frequent being in some of the areas described in previous chapters, and in particular:

- educational planning: following agreements with the World Bank, project preparation missions were arranged and sectoral studies carried out. Planning units were set up in Ministries of education and management staff trained in regional institutes and at IIEP;
- functional literacy (with a view to working and job satisfaction as motivations): UNDP contributed nearly \$50 million to the Experimental World Literacy Programme, benefiting twelve countries;
- teacher training: support to the creation and development of teacher training colleges (primary, higher and technical). In twenty-five years, UNESCO has helped developing countries to train 4,000 teachers per year. This effort means that today nearly all developing countries can train their own primary- and secondary-school teachers without resorting to external technical assistance;

- training technicians and engineers: supporting the creation and development of polytechnics and science universities;
- improvement of curricula, particularly in science and technology teaching: support in establishing curriculum development centres and training education specialists; assistance in the design and production of school textbooks;
- new educational technologies: development of audiovisual media, use of radio and television for education, etc.;
- school buildings: construction of educational spaces adapted to needs and financial wherewithal, supporting the creation of specialized units in Member States, with training for staff in regional centres (see school buildings and facilities, p. 236).



THE IMPLEMENTATION OF OPERATIONAL ACTION

The preparation of educational projects is no easy task given the number and the complexity of factors external to them, but which indubitably have an influence on their success. Procedures, sometimes restrictive, have been spelled out in various guides on the four successive phases of operational action (identification, preparation, execution and evaluation).

- identification: case study and needs analysis; identification sometimes leads to a sector study;
- preparation of a project document according to a given format requested by each donor: definition of both general and operational objectives; schedule of activities for each objective, costed list of technical assistance requested and the national equivalent, etc;

1950

UNESCO SIGNS TECHNICAL AID AGREEMENTS WITH 13 NATIONS

'The government will provide or permit access to adequate information[...], will give full and prompt consideration to advice received [...], will undertake sustained efforts to carry forward the work stipulated or recommended'

The agreements [...] enable UNESCO to send technicians to the countries concerned to give advice and help for their economic development – the first phase of the new United Nations expanded programme of technical assistance.

The signing of one such agreement – between the Government of India and UNESCO is shown in the photograph taken at New Delhi. It shows, seated (from left to right), Dr Malcolm S. Adiseshiah, head of UNESCO's Technical Assistance Service and Dr Tara Chand, Secretary, Indian Ministry of Education. The twelve other countries which have also signed agreements that will bring them technical aid from UNESCO are: Ceylon, Columbia, Ecuador, Iraq, Indonesia, Lebanon, Liberia, Libya, Mexico, Pakistan, Persia and Thailand.



The UNESCO Courier, January 1951.

- execution of the project: selecting and recruiting experts and consultants, establishing a fellowship programme for training national specialists, as well as a list of equipment to be installed; supervision and continuous assistance, interim reports for each phase;
- evaluation: what levels of continuous evaluation will be required; phases in overall evaluation, stipulating periodical reviews; corrective measures, drafting a final evaluation report.

Within the Secretariat operational activities involve two categories of international personnel: project managers in the programme units who are programme specialists responsible for preparation, administration and follow-up; experts in the field employed for a minimum of six months, and consultants recruited for short missions. All of them, in addition to assisting in implementing the project, or advising on a particular point of operation, work towards the transfer of competence by training their counterparts, i.e. the national specialists who participate in the execution of the project and who will eventually take over.

Fortified by the international community's confidence, and the considerable influx of capital funds earmarked for the development of education, UNESCO has demonstrated remarkable creativity and adaptability in implementing an efficient operational programme which, at the time, became a model within the circle of development aid agencies, as substantiated by the warm welcome given to the *Handbook on the International Exchange of Publications* published in 1964 and addressed to all those organizing programmes and exchange of information and experience, as well as setting advisory services in place.

An index, as exhaustive as possible, of all extrabudgetary-funded technical co-operation activities, is contained in the CD-ROM (Vol. I) accompanying this work. Searches can be made by year, by region/country and by field of education.

UNESCO'S FORM OF ORGANIZATION AND OPERATION IN CONNECTION WITH TECHNICAL ASSISTANCE ... IN 1951

A Technical Assistance Service has been set up in the UNESCO Secretariat to run the Organization's technical assistance programme. It has a staff of 32, 12 of whom are directly attached to the Service, while the remainder belong to various Programme Departments but are fully occupied with technical assistance matters relating to their particular Departments.

The Service secures co-ordination between Governments submitting requests, UNESCO's Programme Departments and the Technical Assistance Board. It follows the general policy and the technical directions of the Programme Departments in its work. The Departments examine and assess the applications addressed to UNESCO and put forward recommendations regarding the nature and scope of projects, the work to be undertaken, the experts required, and the types of fellowships and materials needed. Lastly they give guidance in the actual carrying out of the projects in the field.

UNESCO is supplying technical assistance in education and science, two of the matters with which the Organization is chiefly concerned and which have a direct bearing on economic development. The technical assistance programme is additional to UNESCO's ordinary programme, its special feature being its close concern with economic development.

The main matters in which UNESCO is furnishing assistance are: fundamental education, technical training, the training of teachers, scientific research, teaching and consultation. During the first year, this programme comprised three sections of equal importance, concerned respectively with fundamental education, technical training, and scientific development. This distribution, which has been taken as a guiding principle, will be subject to revision in the light of experience.

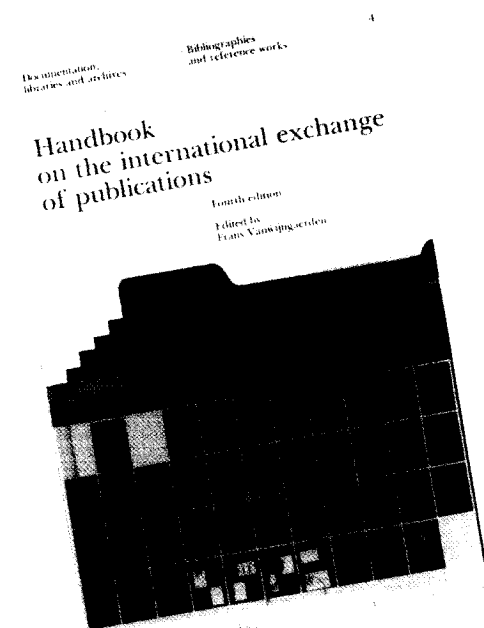
Governments have applied for many different forms of technical assistance from UNESCO. In some cases, they make specific and detailed requests; but in others, further study, clarification and negotiations may be required. Generally speaking, a technical assistance project is carried into effect by the following procedure:

- 1) receipt of a request from a Government;
- 2) forwarding of the request to the Technical Assistance Board;
- 3) provided that no objection is raised, examination of the request by the Organization;
- 4) preparation of a descriptive estimate of what the project entails, specifying its nature and indicating the number of specialists, the number of fellowships, and the amount of material required;
- 5) preparation of a technical assistance agreement, with annexes dealing with the different aspects of the project;
- 6) negotiation and signature of the agreement with the Government concerned;
- 7) exchange with the Government of precise descriptions of the work to be entrusted to the experts;
- 8) selection and recruitment of the experts;
- 9) issue of instructions to the experts;
- 10) despatch of the experts to the country and execution of the project.

Some Governments have expressed a desire for a preliminary survey mission to be sent to assess the country's needs and to assist in drawing up detailed requests for technical assistance. Others know exactly what sort of help they wish; in such cases, work on the project is begun without any preliminary enquiries.

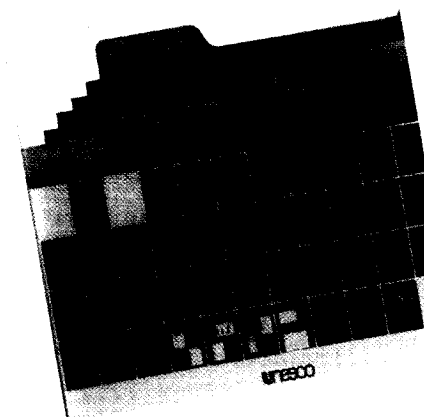
Up to March 1951, UNESCO had received 32 formal applications for technical assistance, and a number of simple requests for information; 13 specific agreements had been signed. These agreements provide for the execution of programmes calling for the services of 52 experts and 15 technicians, the grant of 104 fellowships and the supply of the materials essential for the execution of the projects. At 1 March 1951, commitments already undertaken amounted to \$1,237,000, out of a total appropriate of \$2,800,000. Eighteen other applications are at present under consideration.

Report of the Director-General, 6 C/3, 1951, Paris, May 1951.



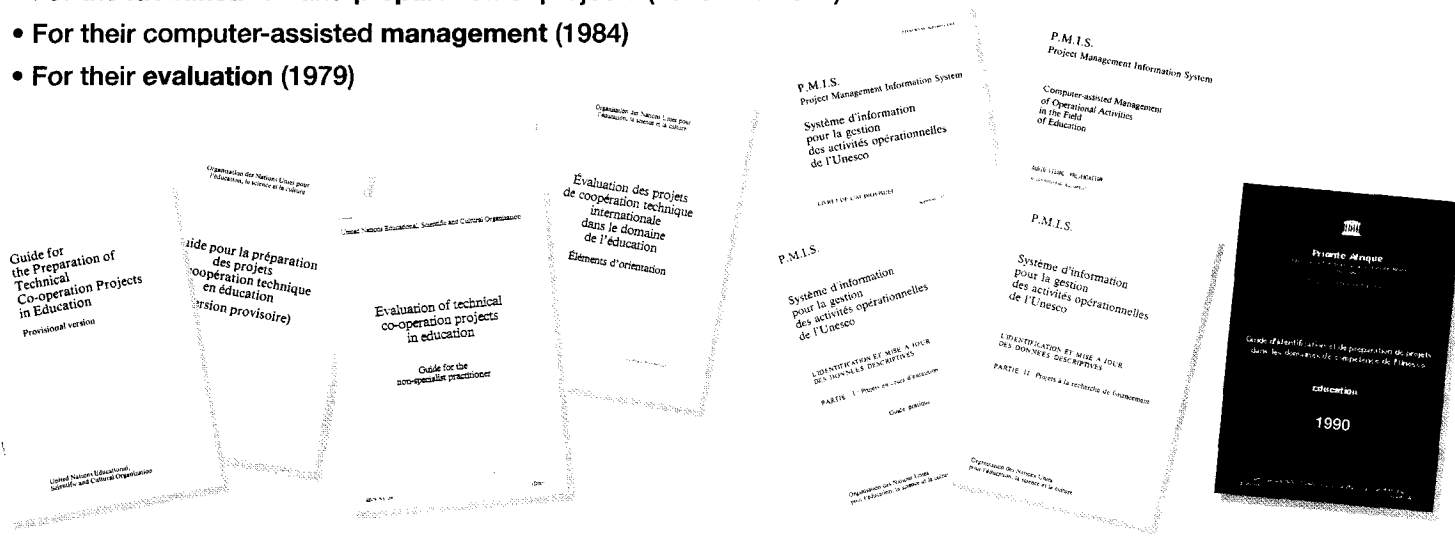
1964

Manuel des échanges internationaux de publications



GUIDES FOR THE IMPLEMENTATION OF OPERATIONAL ACTIVITIES IN THE FIELD OF EDUCATION

- For the identification and preparation of projects (1979 and 1990)
- For their computer-assisted management (1984)
- For their evaluation (1979)



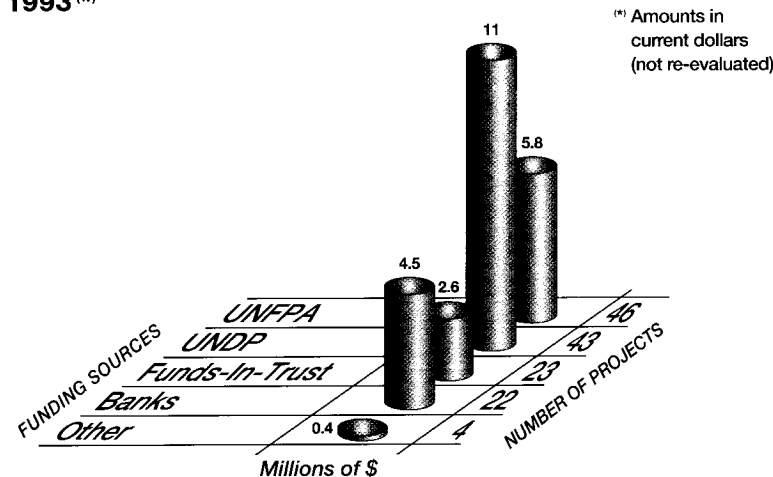
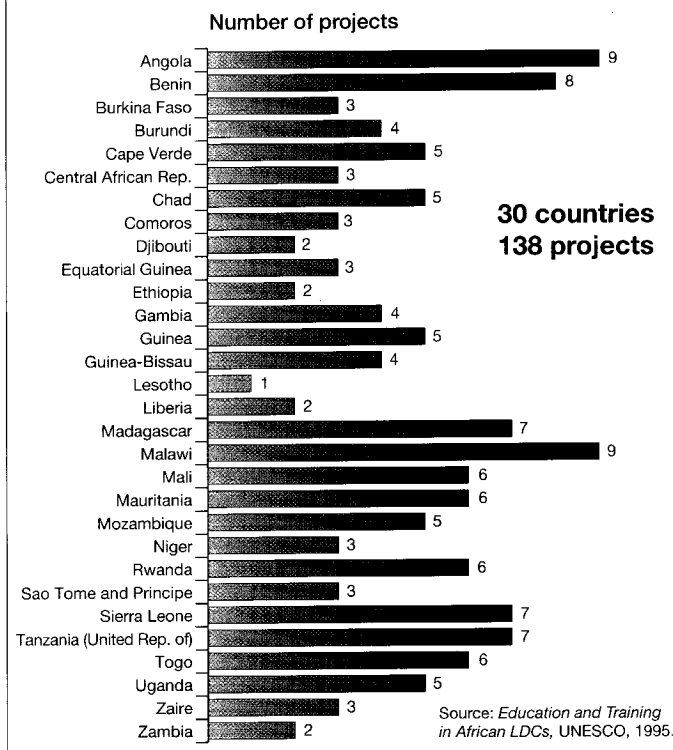
THE 1990s, NEW TRENDS

Towards the end of the 1980s, the combined influence of two factors gradually changed the nature of operational action. First, the efforts of the previous decades had succeeded in developing national expertise. Project implementation was increasingly entrusted to national governmental or non-governmental institutions, the Organization providing only those services not nationally available. Then, the economic crisis and the decline in resources earmarked for development demanded greater precision in the definition of projects which could expect financial support. This led the Organization to generalize the practice of sectoral studies which, based on a global analysis of the role of education in development, pave the way to framing policies and choosing strategies liable to increase the coherence and relevance of projects. UNESCO thus focused its work on upstream studies and the identification of resources, whilst the national authorities took on increasing

responsibility for project implementation. Eventually, the Organization became essentially a facilitator between beneficiary and donor countries, its role being to help the former to identify their needs and the latter to target their financing.

The importance of integrated development strategies embracing economic, social, educational, political and environmental aspects has been confirmed during recent United Nations Conferences on the environment, population, social progress, women and the habitat (e.g. United Nations System-wide Special Initiative on Africa). In line with the new orientations in co-operation for development policies adopted by the United Nations in 1995, follow-up of these conferences should contribute to concentrating the intervention of donors and international institutions around more tightly focused priorities calling for greater collaboration between agencies: women, environment, support to democracy, aid to the most disadvantaged countries, elimination of poverty. Projects would thus move towards an intersectoral and interdisciplinary

AID TO EDUCATION IN THE LEAST DEVELOPED COUNTRIES OF AFRICA 1988 - 1993 (*)

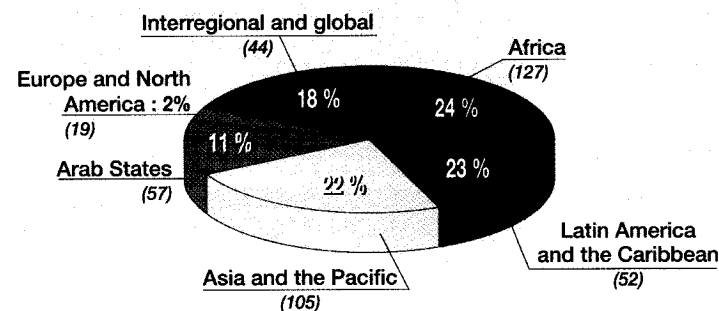


Some examples of projects for women and girls:

- BENIN**, training women in population and family life
- GAMBIA**, functional and post-literacy education for rural women
- MALAWI**, pilot primary schools for girls
- MALI**, support to National Women's Union for family life training
- MAURITANIA**, literacy classes
- SIERRA LEONE**, literacy and civic education
- TOGO**, a national literacy programme for village co-operatives, with emphasis on women and girls

approach better able to target sustainable development. This means that educational action will be progressively undertaken in synergy with other activities. For instance, action in favour of women could also include measures to promote equality of access to education and management training, and social, health, economic, legal aspects, as well as support through the media. Education is called upon to become part and parcel of a global approach in which not only the Sectors in UNESCO, but also the other institutions of the United Nations System, NGOs and bilateral agencies will participate, in partnership with nations who will increasingly take their development into their own hands. The key words in this new approach are co-ordination and complementarity.

1996 CO-OPERATION FOR THE DEVELOPMENT OF EDUCATION Number of projects and distribution as a percentage of resources utilized



Emergency action, from 1946 to date

THE EARLY YEARS

Three emergency assistance actions in the aftermath of armed conflict marked the early years of UNESCO: educational reconstruction after the Second World War, the reconstruction programme in Korea, and aid to Arab refugees. In the first two cases, UNESCO's role consisted of drawing up an inventory of needs and prompting the other Organizations to intervene. In the case of Palestine, as in that of Congo-Léopoldville a little later on, the Organization took on overall responsibility for an entire educational system.

Post-war reconstruction activities are described below. Co-operation with UNRWA is described in the section on UNESCO in the Arab States and activities in the Congo in the section on UNESCO in sub-Saharan Africa.

REBUILDING EDUCATIONAL, SCIENTIFIC AND CULTURAL INSTITUTIONS AFTER THE SECOND WORLD WAR

Even before the peace treaties had been signed, UNESCO had taken on the work of assistance and reconstruction in the fields of education, science and culture in Europe and in Asia. For these were areas which did not at that time benefit from the programmes of UNRRA, the United Nations agency entrusted with bringing material relief to nations devastated by war. In 1946, the first session of the General Conference requested the Director-General to set up an Information Centre at Headquarters where data could be collated of what assistance was needed by these nations, and also to launch a worldwide campaign to muster funds. This is how it came about that UNESCO produced a two-volume catalogue of needs country by country, *The Book of Needs* (1948), and distributed a *Newsletter* to potential donors. In 1947, the Organization chaired a Conference which created the Temporary International Council for Educational Reconstruction (TICER), a mechanism to provide a framework within which to mobilize and co-ordinate the efforts of the private sector. TICER assembled thirty-one international organizations grouping together more than 700 national organizations. UNESCO also co-operated with national bodies such as the American Commission for International Educational Reconstruction (CIER), and similar entities in Canada and the United Kingdom. CIER, alone, between 1946 and 1948 was able to secure contributions in materials and services from private institutions of more than \$200 million. In this way, UNESCO contributed to setting up a worldwide chain of solidarity: Canada sent books to France and France sent books to the East; the United Kingdom sent apparatus for microfilms, and the United States of America provided tons of school equipment. UNESCO also put together toolboxes to assemble science teaching materials which it sent, with some items of laboratory equipment, to China, former Czechoslovakia, the Philippines, Poland, etc. The programme was not limited to books and equipment; there were also fellowships for training and further training of managers. During this period, UNESCO provided more than a hundred fellowships out of its own resources, several hundred others being proposed by the Member States. The first volume of *Study Abroad*, published in 1948, provided details of thousands of opportunities for study, fellowships and exchanges.

In Greece, 1947-1948

Each of the organizations whose relief work is co-ordinated by the TICER since the end of the war makes a very important contribution to the rebuilding of educational and cultural institutions in war-devastated countries.

All this is exactly what has been happening since 1947, thanks to TICER, with the exception that being a semi-permanent organization, TICER has certain advantages over the alternative system of looser and more occasional contacts. Its existence has resulted in the gradual growth of a close relationship between its members and UNESCO, through the widespread, friendly and permanent contacts it has maintained.

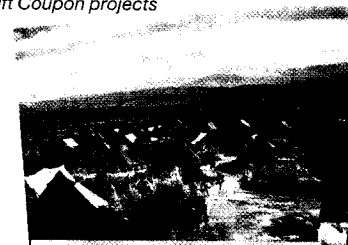
OPERATION
T.I.C.E.R.



Representatives of World Student Relief distributing packages.

In Palestine, 1950

The UNESCO Gift Coupon projects help children to obtain badly needed school equipment and materials for newly-established youth centres.



In Korea, 1952



33% of primary schools destroyed, 60% of classrooms unusable, 80% of books and equipment lost, 38% of teachers missing, 25% of upper secondary schools demolished, 20% teaching staff missing. Such was the situation of Korea's education system in 1952.

In 1961, in the Congo-Léopoldville

Refugees from Angola and Rwanda.



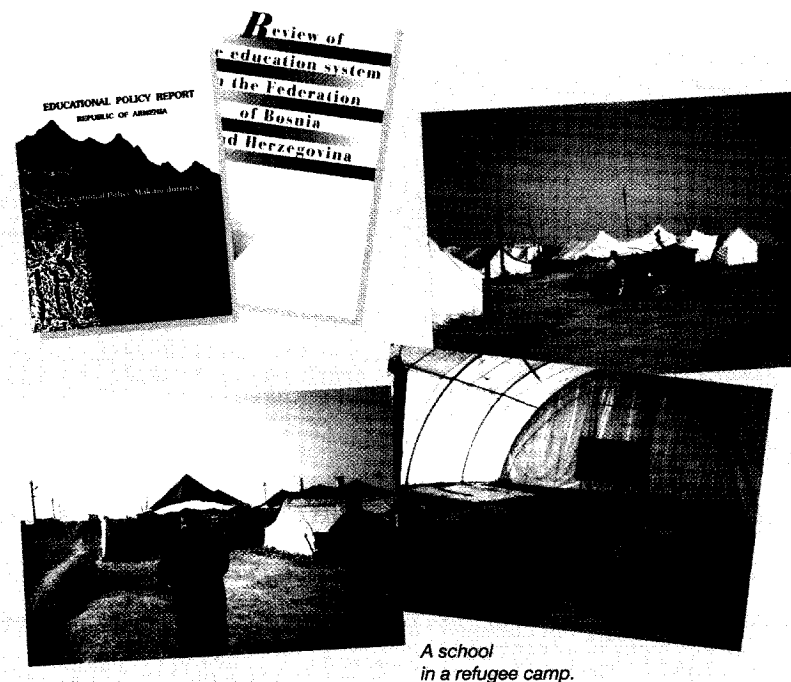
In the context of its work for the United Nations Korean Reconstruction Agency (UNKRA) UNESCO mainly provided expertise drawing up in 1952 a survey of needs and a plan for educational reconstruction. Direct aid consisted of support for a fundamental education centre in Suwon and a contribution of \$100,000 towards a printing works for school textbooks. In 1956, UNESCO provided aid to Hungary and Egypt. At the beginning of the 1960s, the Organization implemented a large-scale project in the Congo, aiming at rebuilding the country's overall education system. Subsequently, educational activities were also undertaken to help refugees, and the African Liberation Movements, as well as in Vietnam.

EMERGENCY ACTION IN THE 1980s AND 1990s

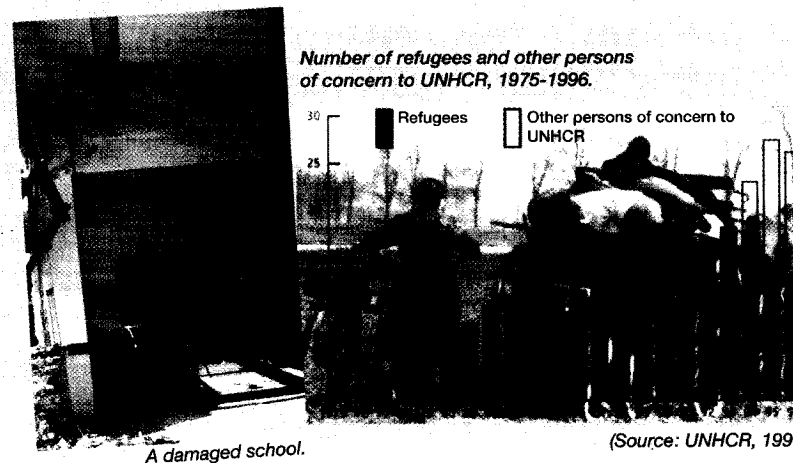
The volume of emergency aid provided by UNESCO to rebuild educational systems following disasters of various origins increases continually. The Organization intervened in Ukraine following the Chernobyl disaster, and in Armenia, Azerbaijan, the Caribbean, China, Nicaragua, and the Philippines in the aftermath of cyclones, floods and earthquakes. It has brought succor to the victims of civil war in a growing number of countries: Afghanistan, Angola, Bosnia and Herzegovina, Burundi, Cambodia, Croatia, El Salvador, Guatemala, Haiti, Liberia, Mozambique, Nicaragua, Rwanda, Sierra Leone, Somalia and Yemen. These activities frequently cross borders, operations spilling over into refugee camps in neighbouring countries. This is how the UNESCO Programme for Education for Emergencies and Reconstruction (PEER) came into being in 1993 in Somalia, for Somali refugee children in camps set up by UNHCR in Ethiopia, Djibouti, Kenya and Yemen. After the crisis in Rwanda, UNESCO co-operated with UNICEF to extend PEER to Rwanda and the camps set up in the United Republic of Tanzania and Zaire.

Interventions of this kind fall within the framework of an inter-agency approach adopted by the United Nations for emergency situations, UNESCO's specific thrust being the co-ordination of inputs to ensure the maintenance and the reconstruction of education services. Activities are varied and adapted to each situation: the first phase consists of sending a technical mission composed of planners, architects, and educators to make an on-the-spot assessment of the best way to intervene. This could turn out to be distributing instructional materials, supplying tent schools or prefabricated school buildings, psychological help for children suffering from the traumas of war, rehabilitation and vocational training of young victims, the mutilated, child soldiers and orphans, preparing teachers to cope with emergency situations, etc. Intervention has also taken the form of radio soap operas which carry messages about hygiene, infant health-care, the dangers of minefields, prevention of drug abuse, such as those broadcast in co-operation with the BBC in Dar and Pashto dialects for Afghan refugees. At the same time as attempting to solve crises, these programmes fall within the medium-term objective of training teachers, setting school administration back in place, and installing mechanisms for national inspection and curriculum development. Once the emergency situation comes to an end, these operations give way to more traditional forms of co-operation with UNESCO.

And today, in Armenia, Azerbaijan, Bosnia and Herzegovina, Burundi, Rwanda, Zaire and others



A school in a refugee camp.



(Source: UNHCR, 1996)

School buildings and facilities

UNESCO's action in the area of school buildings and facilities is innovative on several accounts, as demonstrated first and foremost by the option taken to set up specialized operational units within other educational services, usually those responsible for educational policy and planning. A good educational planning policy can only produce results if an educational building policy is developed at the same time. UNESCO's architects have had to be bold and determined in their efforts to persuade funding agencies, as well as enterprises more amenable to modernistic and large-scale projects, to accept prototypes and programmes for the construction of school buildings by villagers using the raw materials (clay, straw, bamboo) that they use for their own houses, not to mention the training of 'barefoot architects'. Finally, the simultaneous design of functional educational spaces and school furniture, developed by the regional centres, was also an original and fruitful approach.

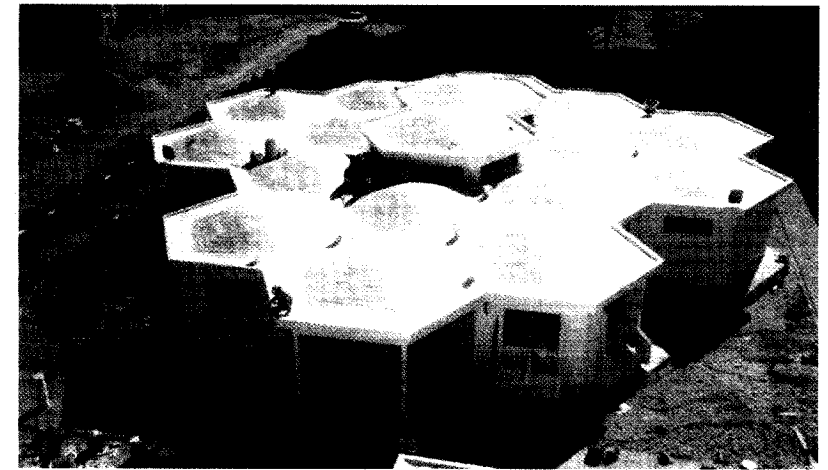
Towards the end of the 1950s, the industrialized countries started to take an interest in educational buildings both to rationally organize, or even industrialize, educational construction, and to propose that space be planned to take account of the leading educational innovations of the day: team teaching, use of television, community-based learning, etc. In 1958 the Ford Foundation established the first educational facilities laboratory in New York (Educational Facilities Laboratories, EFL), soon to be followed by the creation of school building information centres in the Netherlands and in Germany. In most countries, the education sector was not responsible for school facilities. This was incumbent upon services responsible for civil engineering, the actual construction being entrusted to local architects. Educators had few opportunities to participate in building design or in matching facilities to educational needs. In this respect, UNESCO was a pioneer in the integration of school building services into a much larger structure responsible for education.

In 1961, UNESCO established an educational facilities section at Headquarters and three regional school building centres in Africa, Asia, and in Latin America and the Caribbean,

in parallel to the educational policy and planning units. The objective was to help implement plans to achieve education for all in these regions and their work focused on basic research: space and comfort norms, school mapping, equipment design and training national specialists in various aspects of school building. To strengthen the multi-disciplinary approach of educational projects, in 1973 the Asian and African regional centres, as well as the policy and planning units, were integrated into the Regional Offices for Education. However, the Educational Building Centre for Latin America and the Caribbean (CONESCAL), established in Mexico in co-operation with the Organization of American States continued to function until 1984.

Internationally, the impact of the creation of specialized educational facilities units was considerable. In 1962, the International Conference on Educational Building, organized in London by the United Kingdom National Commission and UNESCO, recommended the extension of the programme, and even the creation of an international centre also serving Europe and North America. The latter was finally created by OECD in 1972 in the form of a 'Programme on Educational Building' (PEB) grouping together fifteen European countries, together with Australia and New Zealand. UNESCO also co-operates with the International Union of Architects (IUA) on a regular basis, especially in organizing international seminars.

One of the Organization's constant concerns has been to design functional spaces, to



Model Kindergarten in Gaza City. This project was financed by Daimler-Benz, implemented by the Palestinian Authority and UNESCO.

establish criteria for the analysis and conception of buildings, to define space and comfort norms adapted to given physical and cultural environments, whilst controlling and, if possible, reducing costs. School buildings and furniture are a priority investment area for the development banks, and UNESCO has been entrusted with a number of extrabudgetary projects in all regions with more than 34 million dollars disbursed during 1984-1993. In this way, the Organization has assisted Member States to design, cost, and implement large-scale building programmes; it has also been called upon to draw up blueprints for educational buildings and to initiate the mass production of ergonomic, low-cost school furniture. There has been co-operation with the World Food Programme on the design of schools to be built within the framework of the latter's support service programmes, in return for food distribution. Another activity is emergency intervention in the reconstruction of buildings destroyed by natural and other disasters. UNESCO has, in particular, developed norms for the protection of school buildings against cyclones or earthquakes.

The conclusions of an evaluation requested by the Executive Board and carried out by an external evaluator in 1988 state, *inter alia*:

a) the programme has had a substantial impact in a large number of countries; this was achieved, in particular, through the specialized training of local professionals and building technicians, the stimulation of community participation in construction, the

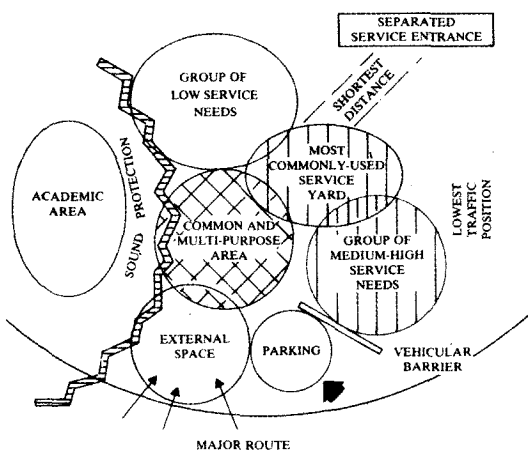
design and construction of innovative school buildings and furniture of a new type and the dissemination of easily applicable technical documents and publications;

b) UNESCO's approach in this field has been innovative and determined, to a great extent, by the relationship established between application-oriented research and the education and training of architects, planners and skilled craftsmen;

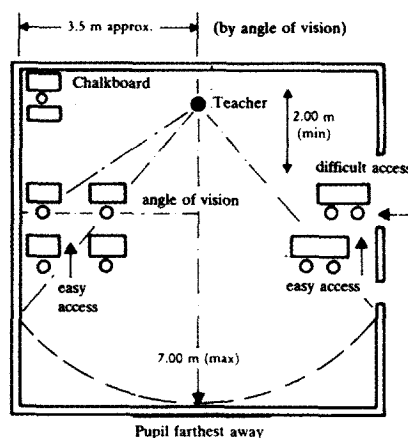
c) the unique experience UNESCO has built up over the past 25 years (community and user participation, application of appropriate technology in building educational facilities, together with the innovative character of the projects) forms a sound basis for the development of an effective future policy in this area.'

Following the recommendations of the World Conference on Education for All (1990), the Organization developed a new concept, that of low-cost multi-purpose educational facilities, managed by the local community and capable of hosting a whole range of activities under the same roof: fundamental education, literacy, adult education, first aid, cultural events and community development. UNESCO and the Elf Foundation have launched a first pilot project in Venezuela. Other multi-purpose education centres are now being built in several countries including Afghanistan, Argentina, Cameroon, Greece, Mexico and Mozambique. An illustrated index of the numerous pilot projects undertaken in this field, as well as a more detailed description and historical bibliography, are contained in the CD-ROM (Vol. I) accompanying this brochure.

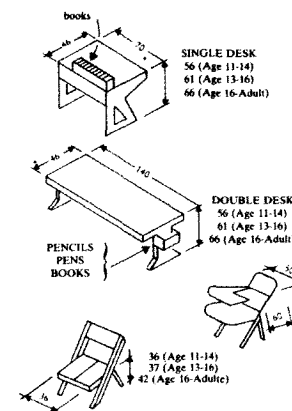
Space planning concepts



Norms and standards



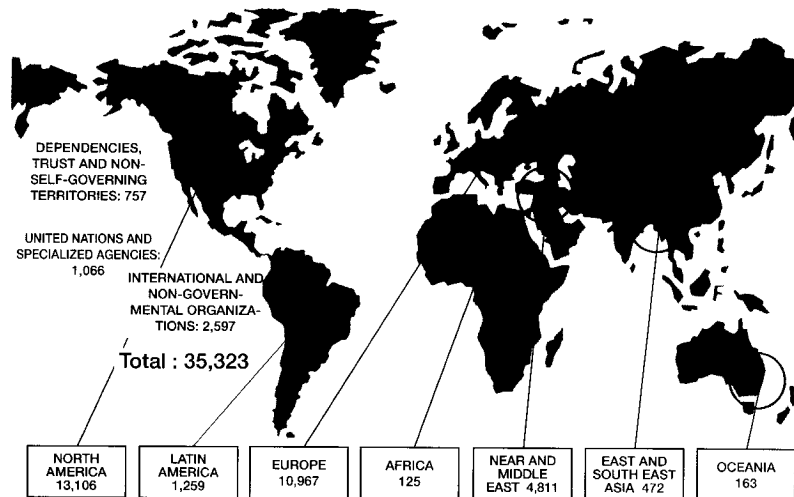
School furniture: functional specifications



Fellowships, study and travel grants

After the Second World War it became rapidly apparent that Member States urgently required specialists in education just as they needed those in the other fields falling within UNESCO's mandate. War-devastated countries, those beginning the process of industrialization, and the newly independent nations all had to cope with shortfalls in the number of specialists at middle and higher levels. So, it was not long before UNESCO's programme began to focus on encouraging study abroad, either to address the training needs encountered by countries lacking adequate facilities, or to enable exchanges of persons and experiences at subregional, regional and international levels.

IN 1950 - 1951, THE LATEST ISSUE OF UNESCO HANDBOOK LISTED 35,000 OPPORTUNITIES FOR STUDY ABROAD

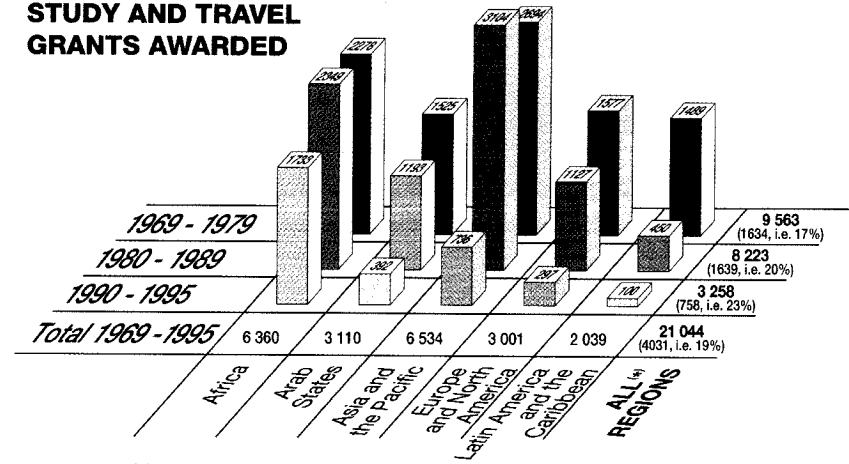


FELLOWSHIP-HOLDERS

UNESCO fellowships are granted at the request of Member States and Associate Members. Between 1948 and 1996, a period during which approximately 40,000 grants were awarded by UNESCO, a trend can be discerned in the origin of beneficiaries as shown by the variations in the number of grants awarded to the different regions.

Continuous efforts are made to reduce the initial gap between males and females, the percentage of the latter being in constant progression, albeit still very low. Fellowship holders are usually people who have already begun their careers, or are at an advanced stage of their university education. In many projects addressing development issues fellowships enable people deeply involved in a project to replace their foreign counterparts on return to their home countries. But, in some cases, fellowships are granted to younger candidates to assure their training in essential sectors for which there are no facilities in their own countries, for example, in documentation and use of visual aids in teaching and, more recently, the new information and communication technologies, educational research and some spheres of higher education.

1969 - 1995, UNESCO FELLOWSHIPS, STUDY AND TRAVEL GRANTS AWARDED

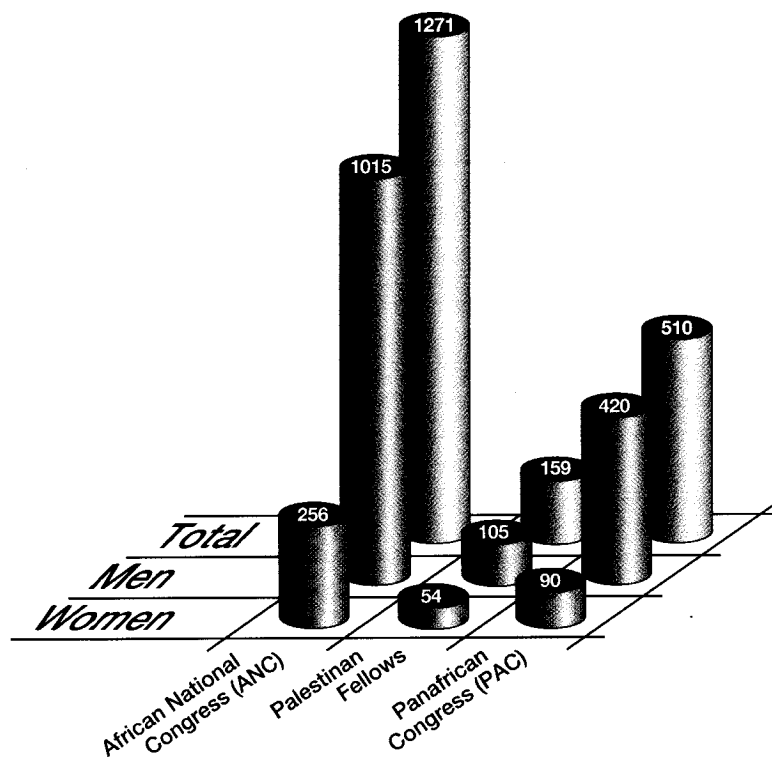


(*) Figures in parentheses refer to grants awarded to women and their % in ratio to the total. Before 1969, their % was respectively: 1947- 50, 9%; 1951- 60, 15%; 1961- 68, 17%.

FIELDS OF STUDY

Generally speaking, fields of study are chosen according to national needs and to worldwide trends in programming, management, methods and financing, as well as the closely related areas of science, culture and communication, taking into account multi-disciplinary perspectives related to the global problems of society and the environment.

1970 - 1995 AWARDS GRANTED BY UNESCO TO LIBERATION MOVEMENTS

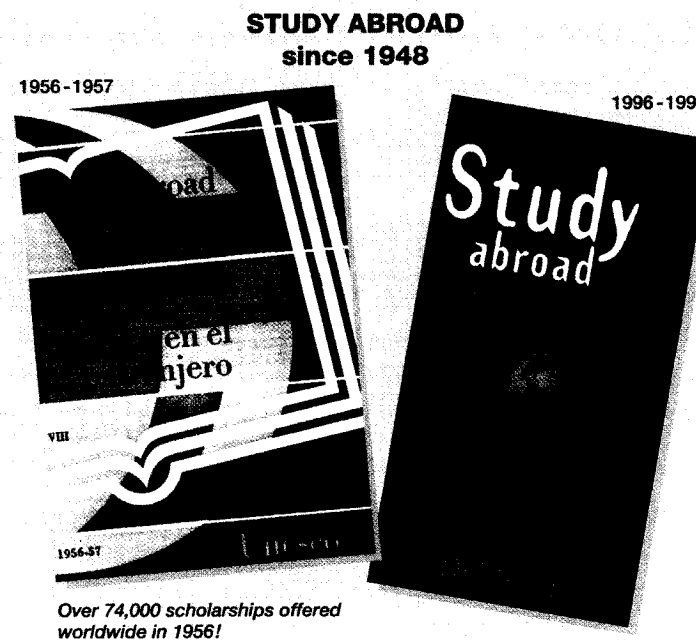


EVALUATION OF THE FELLOWSHIP PROGRAMME

Upon completion of their studies, fellowship-holders submit a report and UNESCO seeks to assess the benefit derived from the fellowships awarded, especially with reference to the duties assigned to the fellowship-holders as compared with those for which the fellowship was granted. Experience shows that a very substantial proportion of fellowship-holders do in fact go back to their home countries and assume the responsibilities for which they have been trained, or comparable ones.

INFORMATION ON OPPORTUNITIES FOR STUDY ABROAD

The publication of reference works on this subject is an important aspect of UNESCO's action in this field. The best known is *Study Abroad*, which includes a comprehensive survey of the opportunities offered for training. A directory of UNESCO fellowship-holders is also available, providing Member States with information about the availability of qualified staff trained by means of these fellowships.



The Participation Programme

Created in 1956, the Participation Programme enables the Organization to associate itself with activities in pursuance of UNESCO's goals, carried out by Member States and different organizations and institutions.

This programme is designed to strengthen partnership between Member States, or between NGOs and UNESCO, by contributing mutually to its implementation. This co-operation is based on a written agreement between UNESCO and the government(s) or the intergovernmental organization or international non-governmental organization or institution concerned. Such agreements may also be concluded with a National Commission for UNESCO when duly empowered by the government of the Member State or Associate Member making the request.

Participation may take a variety of forms: the provision of specialists or fellowships, or of equipment and documentation; the organization of meetings, conferences, seminars or training courses (translation and interpretation services, travel of participants or consultants, other services deemed necessary by common consent). UNESCO can also endeavour to meet exceptional situations through emergency assistance.

The Participation Programme is being increasingly used to fund activities aimed at supporting the development efforts of the Member States at the country level and at strengthening the National Commissions. This is the reason for the substantial increase in the volume of its resources. As can be seen from the graphs which follow, in education alone these have increased from \$364,000 in 1957-1958 to \$7,300,000 in 1996-1997.

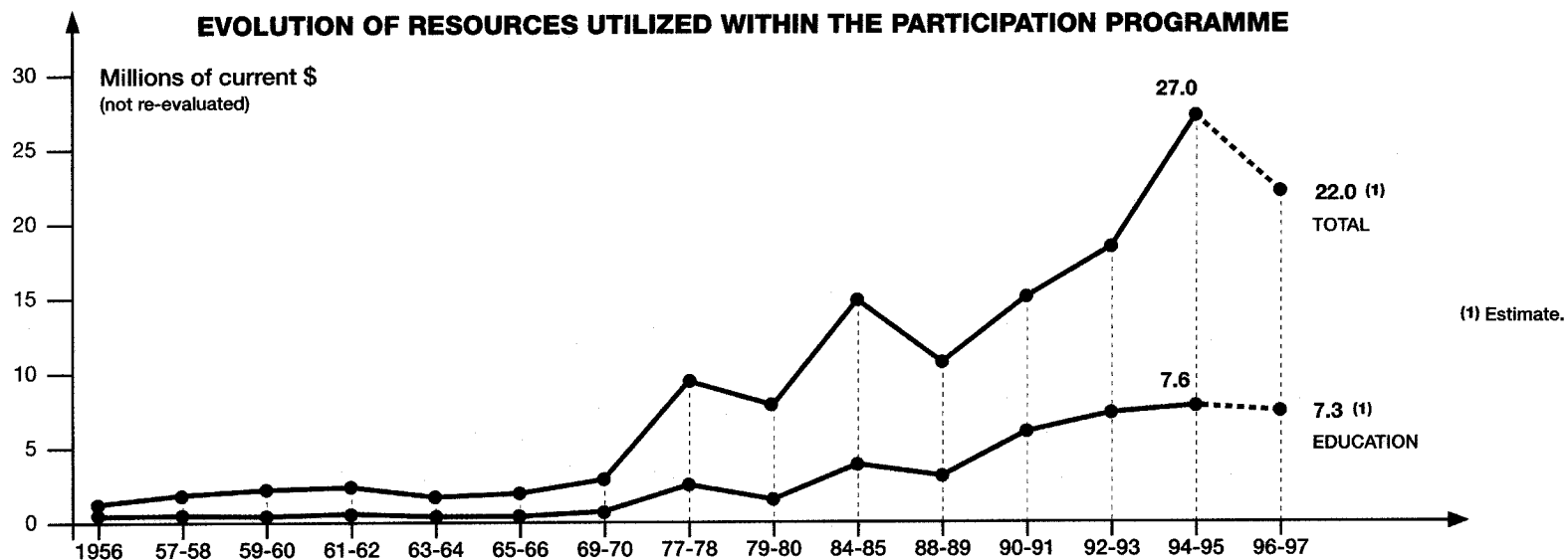
ASSISTANCE UNDER THE PARTICIPATION PROGRAMME MAY BE ACCORDED TO:

- (a) **Member States or Associate Members** upon request through their National Commissions, to promote activities of a national character. For activities of a subregional, regional or interregional character, requests are submitted by the National Commissions of the Member States or Associate Members on whose territory they take place. These requests must be supported by at least two other national Commissions of participating Member States or Associate Members;
- (b) **a non-self-governing or trust territory**, upon the request of the National Commission of the Member State responsible for the conduct of the territory's external relations;
- (c) **a national institution**, upon a request by the National Commission of the Member State or Associate Member in whose territory it is situated;
- (d) **an intergovernmental organization** which has signed a co-operation agreement with UNESCO, where the participation relates to activities of direct interest to several Member States;
- (e) **an international non-governmental organization** maintaining formal relations with UNESCO, upon a request endorsed by the National Commission of the Member State or Associate Member in whose territory the planned activity is to be carried out; a request by an NGO maintaining *ad hoc* relations with UNESCO must be supported by the National Commissions of at least two Member States;
- (f) **an international non-governmental institution** having no official relations with UNESCO, upon a request submitted on its behalf by the National Commission of the Member State in whose territory it is situated; such requests must be supported by at least two National Commissions of other participating Member States;
- (g) **the Organization of African Unity**, for activities in UNESCO's fields of competence;
- (h) **the Palestine observer at UNESCO**, where the participation request relates to activities in UNESCO's fields of competence of direct interest to Palestinians.

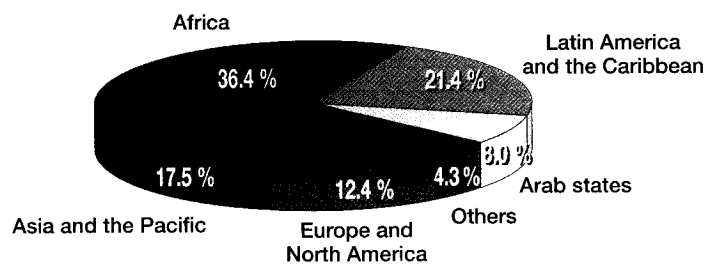
Programme and Budget of UNESCO for 1996-1997.

1956 - 1997

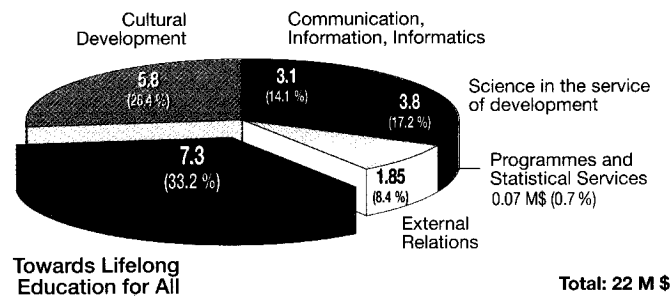
EVOLUTION OF RESOURCES UTILIZED WITHIN THE PARTICIPATION PROGRAMME



1994 - 1995
DISTRIBUTION BY REGION OF RESOURCES UTILIZED FOR EDUCATION



1996 - 1997
DISTRIBUTION BY SECTOR OF FORESEEN RESOURCES
(in millions of dollars)



DISSEMINATION OF INFORMATION

DISSEMINATION OF INFORMATION

INFORMATION EXCHANGE, ONE OF UNESCO'S EARLIEST OBJECTIVES

One of the principal methods chosen by UNESCO to fulfil its mission as set out in the Constitution to 'promote collaboration among the nations' has been to contribute to the exchange of information in its fields of competence. By 1948, several documentation and information exchange centres had already been established at Headquarters and, in 1954, at the request of the General Conference, the Organization began to encourage the development of information and clearing-house services in Member States, essentially by providing assistance in the standardization of terminology, the establishment of multi-lingual dictionaries, and the publication of international indexes and bibliographies in the fields of education, science, social science, culture and information.

At Headquarters, the largest and most active of these centres would be the Clearing House in the Department of Education which, inaugurated in 1949, functioned for nearly twenty years before being dispersed into specialized units to meet specific programme needs and to support regional activities. It was not long before the Organization also began to help Member States create their own educational documentation centres. From 1970 onwards, with the integration of IBE into UNESCO, and given the new possibilities opened up by computer technology, a network was formed of the documentation centres in the field, at Headquarters and those in Member States. In 1985, the various educational information and documentation centres at Headquarters were once again consolidated into a single functional unit – the Documentation and Information Service (SDI). This Service has, since then, permitted resources to be concentrated and co-ordination to be improved, regularly producing catalogues and general information brochures, as well as ensuring the gradual transition from classical styles of support (paper and microfiches) to that of the new communications media (CD-ROM and Internet).

THE 'CLEARING HOUSE' IN THE DEPARTMENT OF EDUCATION

For many years the Clearing House was the largest unit in the Department of Education. Until 1954 it had more than a third of staff posts assigned to it and was responsible for all exchanges of educational information or documentation which would meet both the needs of Member States and the demands of UNESCO's programme.

For example, in 1954, in its capacity as a clearing house, the Centre, *inter alia*, responded to more than 1,100 requests from

45 countries, received more than 1,600 visitors, processed some 18,000 documents and sent out several thousand others, an activity which has expanded considerably over the years. Through its action, the Centre has contributed in no small way to developing the function of educational documentation worldwide: with study grants and the provision of experts and equipment, it has assisted in the establishment of documentation centres in many countries, publishing in 1957 an

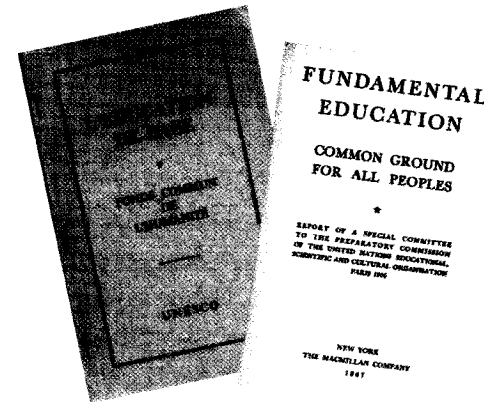
1946-1948 THE ORIGINS OF THE CLEARING HOUSE FOR EDUCATION

Extracts from the recommendations of a Special Committee to the Preparatory Commission of the United Nations Educational, Scientific and Cultural Organization, 1946

The panel should first address itself, we suggest, to the fuller development and correction of information in this field. That is not, of course, a task to be finished before other tasks are undertaken. The end in view is nevertheless essential to the full success of UNESCO's work: what the Editorial Committee envisages is complete documentation, and it is suggested that the titles in the catalogue should be arranged not only by author and name but by topic, including regional treatments of fundamental education. With this thorough documentation as a background, certain more immediate services of information may be undertaken – or rather, such services should be undertaken as they are needed, carried on as well as possible without the benefit of full documentation, and completed when the documentation itself becomes complete.

Documentation implies here not merely materials in print but also full records of films, radio programmes, diagrams, charts, maps and other sense aids for teaching in schools and for the instruction of adults. As the panel plans this work, it will obviously be important to establish close co-operation with the Division of Mass Communication. In a rapidly moving enterprise like Fundamental Education, documentation can never be final; which means that it is of special importance to keep open all possible channels of current information.

We may conclude by noting the great usefulness of a central and comprehensive bibliography. Statesmen, volunteers, scholars, and writers should find in UNESCO House a source of guidance and inspiration, practical help and enlargement of vision, which will be one of the most continuous elements in that encouragement of participation that is UNESCO's main function. Therefore, the first suggested activity of the Panel on Fundamental Education is documentation.

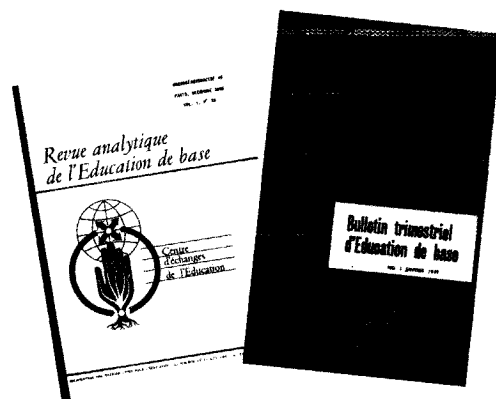


Fundamental Education, Common Ground for all Peoples, UNESCO, 1946-1947.

...and in 1948, Fundamental Education has its own Clearing House

One of the most important parts of UNESCO's Fundamental Education programme is the Clearing House which is designed as a link between governments, organizations and individuals facing the common problems of fundamental education in the different parts of the world.

The Clearing House has now begun to operate. Mr L. Fernig, who has long experience in the field of fundamental education publications, has been named to direct this activity.



The idea of pooling experiences runs through most UNESCO activities. In this case, focus is given to one broad aspect of education, but many other UNESCO departments – notably Exchange of Information – actively share in the work of the Clearing House.

For the next few months the main concern of the Clearing House is to collect data: lists of fundamental educators in all the Member States, accounts of work done, samples of materials used.

The task of gathering data is slow and not very spectacular, but it is extremely important. By the end of the year the Clearing House will be able to pass to its more active programme – making available what has been collected.

The first issue of a quarterly *Bulletin of Fundamental Education* will be published in January. Besides articles, critical analyses and reports, it will contain brief information on the documentary content of the Clearing House.

As the programme develops during the next twelve months, various other activities will be called for. The form these take will be determined largely by the fundamental education field workers in Member States.

Adapted from The UNESCO Courier, September 1948.

International Guide to Educational Documentation, and in 1963 an *International Directory of Educational Documentation*, covering ninety states or territories.

But, the Centre had another vocation, that of conducting comparative studies and undertaking surveys on themes written into UNESCO's programme (especially basic education and the extension of compulsory schooling), as well as encouraging pilot activities related to the adaptation of new educational methods and techniques, which it undertook in collaboration with the documentation centre in the Department of Information whose function it was to collect, analyse and circulate information on the use of the press, cinema, radio and television, including their use for educational purposes.

The publications programme entrusted to the information centre in the Department (later the Sector) of Education bears witness to the wealth and diversity of its activities. And, in this respect, we should not forget the very important complementary role taken on as of 1947 by *The UNESCO Monitor* (later *The UNESCO Courier*), a periodical with an interdisciplinary vocation which, from the outset, devoted much space to the various aspects of education, as can be seen from the many references to it in this brochure. Between 1948 and 1965 the centre was instrumental in publishing two periodicals in several language versions (English and French at Headquarters, Arabic by ASFEC and Spanish by CREFAL):

- *Fundamental Education and Adult Education*, a quarterly bulletin for educators and administrators containing reports of experiences and work in that domain. For more than twenty years this was the foremost educational review published by the Organization;
- *Education Abstracts* (in 1949... *Fundamental Education Abstracts*), each issue dealing with a distinct aspect of education, containing an article on it, as well as bibliographical data on recent works.

1955-1971 WORLD SURVEY OF EDUCATION

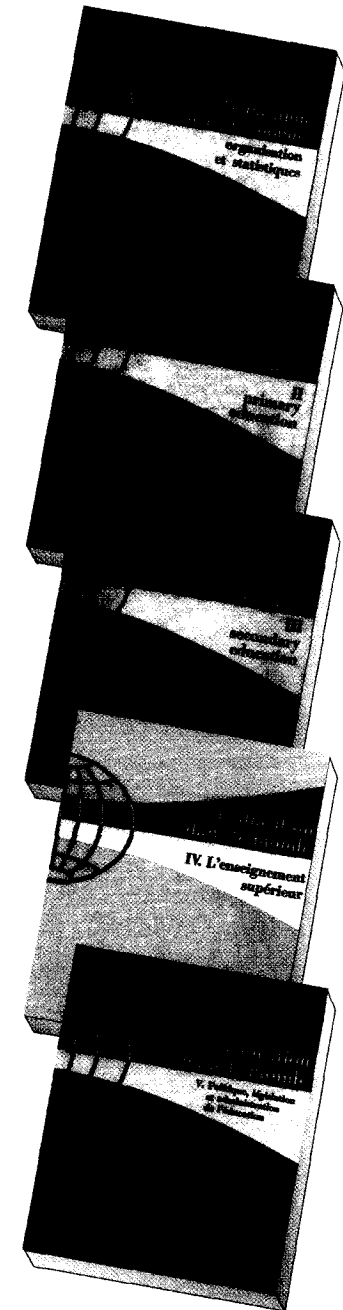
It will be evident that the basis of intellectual co-operation must be in information, both in the factual and statistical sense and in the wider sense of evaluated experience. Logically, the provision of information is the first requirement of an international agency for education. (Perhaps the writer may recall that a day or two before joining the UNESCO Secretariat he had dinner with R. H. Tawney, the social and economic historian and an influential writer on educational policy. Tawney said: 'There ought to be at least one place in the world to which any inquirer could turn with any reasonable question as to what the facts are about education in any country, and be able to count on getting an answer. That, if nothing else, would be sufficient justification for UNESCO'). This has been the task especially of UNESCO's 'Education Clearing House', recently merged in a larger department.

The World Survey of Education in its various volumes has given succinct descriptive and statistical accounts of education in each Member State, either generally or in relation to primary schools, secondary schools or some other major part of the system. But it was early found that such accounts could be misleading unless they were presented in such a way that like could be compared with like. This of course is a major problem for everyone who attempts educational comparison between countries.

Lionel Elvin
In the Minds of Men,
UNESCO 1946-1971, UNESCO, 1972.

THEMES ANALYSED

- Organization and statistics
- Primary education
- Secondary education
- Higher education
- Educational policy, legislation and planning



As to the collections, the most significant works were:

- *World Survey of Education*, a monumental work in five volumes published between 1955 and 1971, providing information on educational systems in more than 200 countries and territories in the form of reference works devoted to specific questions (see also 'Educational Statistics and Indicators').
- *Educational Studies and Documents*, a series publishing the results of surveys, reports of expert meetings, bibliographies, lists, case studies and comparative studies, in particular, *Educational Documentation Centres* in 1956, and the first *International List of Educational Periodicals* in 1957 which contained some 3,500 entries. In all, 52 issues were brought out between 1948 and 1965. In 1970 a new series of *Educational Studies and Documents* was launched, with 64 volumes published by the end of 1996.

In addition, in 1948 the Centre for exchange of persons, the Headquarters unit responsible for co-ordinating fellowships, began publishing an annual edition of *Study Abroad*, an international compendium of fellowships, scholarships and international exchange programmes, as well as lists of students enrolled at universities, and *Vacations Abroad*, an index of courses, study tours and international student camps. In 1953, in order to promote the mobility of personnel working in higher education, the Organization began publishing *Teaching Abroad*, a supplement to the Newsletter edited by the International Association of Universities.

TOWARDS THE CREATION OF NETWORKS AND SPECIALIZED CENTRES

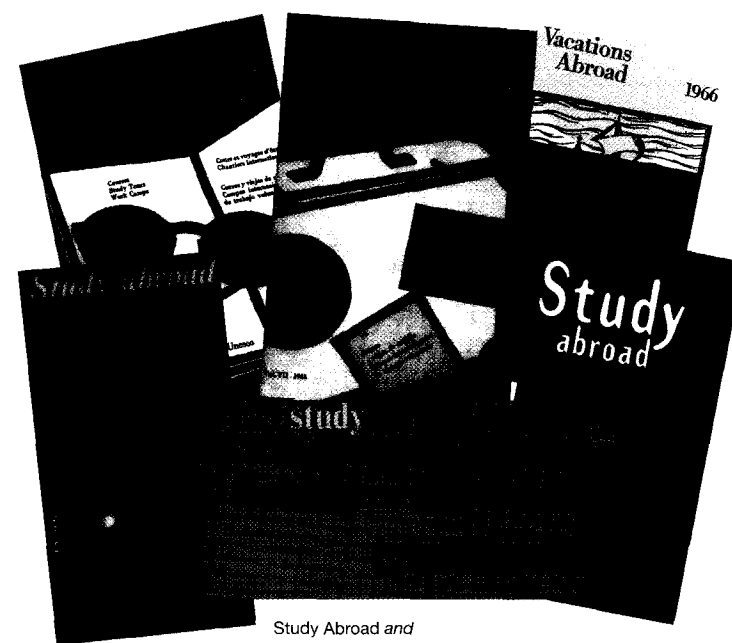
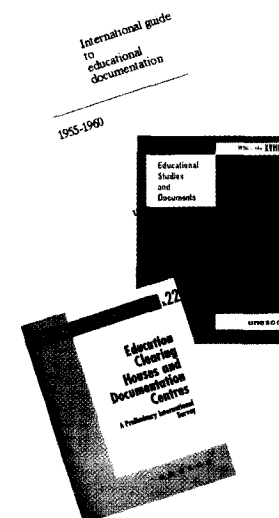
During the 1960s, information and documentation requirements corresponded to the changes in the structure of the Education Sector and to its efforts at decentralization necessitated by the extension of operational activities. In the field

1958 CO-OPERATION WITH NATIONAL CENTRES OF EDUCATIONAL DOCUMENTATION

The General Conference of UNESCO held in 1958 adopted an expanded programme of assistance to national centres of educational documentation. Experience had shown, in fact, that Member States needed the services of experts, study grants and equipment if they were to develop existing centres or create and organize new ones.

A budget has been established for 1959-60 to cover such assistance. The number of requests received from Member States was so large that it would have taken more than the available resources to fulfil them. In allocating funds, the Director-General has paid special attention to the importance attached by national authorities to their documentation centre. It has been possible to meet thirteen requests for assistance – one from Scandinavia, two from the Far East, four from the Middle East and six from South Asia.

From *The UNESCO Chronicle*, December 1959.



Study Abroad and
Vacations Abroad, since 1948.

this gave rise to the opening of Regional offices (Bangkok, Beirut, Dakar, Santiago, etc.), CEPES (Bucharest) and CRESALC (Caracas), to the creation of IIEP, the redefinition of the mission of UIE in Hamburg and, soon after, the integration of IBE into UNESCO. At Headquarters, the Education Department became the Education Sector, comprising several specialized departments: school and higher education, adult education and youth activities, educational planning and financing, educational methods and techniques, and teacher training. For practical functional reasons – this was before the use of computer technology and mass communication techniques became so widespread – all these divisions needed an information and documentation unit.

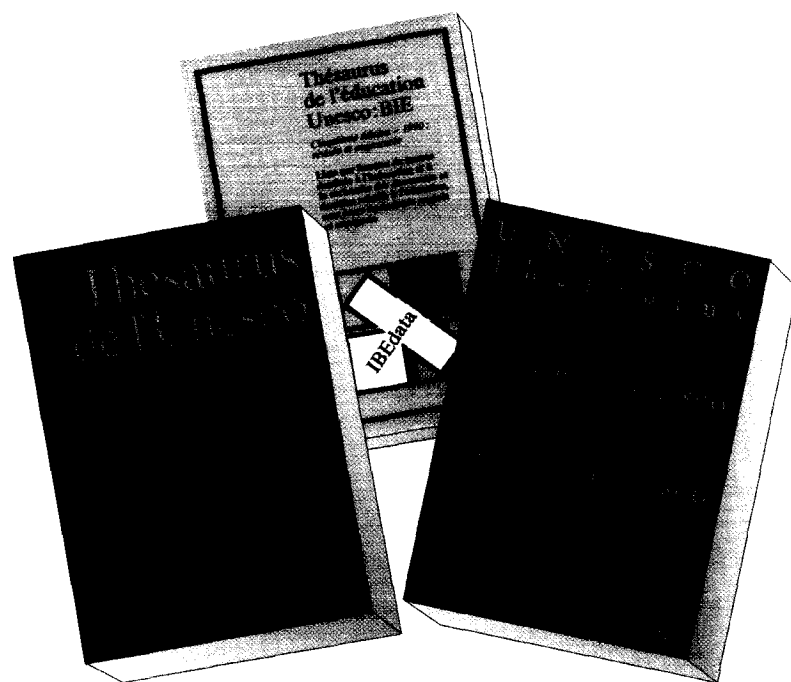
Co-ordination and the onset of standardization would be effective by the end of the 1960s. Furthermore, in order to facilitate automatic data processing, glossaries of keywords were drawn up, giving rise to the publication of the *UNESCO*

Thesaurus and the *Thesaurus of Educational Terminology* (later *Education Thesaurus*) by UNESCO-IBE.

A Co-operative Educational Abstracting Service (CEAS), in which Member States participate, was set up on a trial basis in 1965 to replace the *Education Abstracts*, no longer published. Transferred to IBE in 1970, CEAS concludes agreements with institutions in more than thirty countries and with the Council of Europe for the preparation of analytical summaries which are distributed in batches on microfiche. In co-operation with the Office of Statistics, for some years CEAS also produced country education profiles which took over from the *World Survey of Education*.

The 1970s also saw a renewal of international interest in educational innovation with the publication of *Learning to Be*, and the creation of networks of educational innovation for development (See 'UNESCO's Regional Strategies and Action'). Between 1974 and 1984, IBE maintained an International Educational Reporting Service (IERS). In place of the earlier reviews, which ceased to be published in 1965, a new periodical, *Prospects, Quarterly Review of Education* was launched in 1970. Editorial responsibility was entrusted to IBE in 1994 and the journal given a new title, *Prospects, Quarterly Review of Comparative Education*.

In 1977 the International Conference on Education adopted Recommendation 71 on the 'problem of information at the national and international level which is posed by the improvements of educational systems'. This text established information on education as a fully-fledged speciality in the field of information sciences and library science, and recommended the constitution of an International Network for Educational Innovation (INED), to be co-ordinated by IBE and comprising UNESCO's documentation centres together with those in Member States.



PROSPECTS

THE UNESCO REVIEW OF EDUCATION: MILESTONES AND REASONS FOR ITS SUCCESS

Prospects, the UNESCO quarterly review of education, was launched in two language versions (English and French) in 1970 on the occasion of the proclamation by the United Nations of International Education Year.

Prospects adopted a global and integrated approach to education as a world issue: every problem, every reform, every experience would reflect an international dimension. Enhance and enrich local issues with global ones, build bridges between countries, between decision-makers, researchers, ordinary teachers, confront theories with practice – all this makes *Prospects* unique.

Any question with a direct or indirect bearing on education falls within the purview of the review. This has meant that in nearly 100 issues no subject, no theme, from kindergarten to post-graduate education, has been neglected. Whether discussed in an article, or as an open file, each question is approached with a view to fleshing out the bones of simple information.

Each issue (approximately 150 pages) is built up under four fixed column headings:

'Viewpoints and controversies', where specialists discuss the latest research on one or other aspect of education and 'non-educators' throw light on how their own subject relates to the world of education;

'The Open File' – two thirds of the volume – contains a dozen contributions, some theoretical, others systematic case studies of experiences or achievements in various countries, all centered around a theme or a topic of universal interest;

'Trends/cases', a section which presents experiences – successful or otherwise – with reasons for their success or failure;

'Profiles of educators' acquaint the reader with the great thinkers on education, past or present, and try to show how their ideas were revolutionary at the time, and why they remain topical. To date, about a hundred such studies have been collated in four volumes representing a veritable encyclopaedia of thinking on education since Socrates and Confucius right up to Freire and Husén.

Nearly 1,500 authors have contributed to *Prospects* over the years – from men and women of international and national renown to new young talents revealed by the review.

Three characteristics: authors come from all four corners of the world; none of them, not even the best-known, or the most 'media-friendly', has contributed more than two or three times to the review which, without being eclectic, has always avoided becoming a forum for a particular intellectual leader or the spokesperson for a particular school of thought. Finally, all authors have been able to express themselves freely, on condition that their information is factual and up-to-date. The review operates no censorship.

Originally launched in English and French it was not long before *Prospects* was published in full, first in Spanish, and then in Arabic, Chinese, Russian, Bulgarian and Romanian. At the same time, from 1975 to date, collections of articles have been published at regular intervals, usually on a specific theme, in German, Hungarian, Italian, Korean, Polish, Portuguese, Serbo-Croate and Thai.

Because of their topicality and/or because of their pioneering qualities, some series of studies dealing with one topic originally published as ordinary issues have been collated and published in a single volume, initially by UNESCO, and in recent years by a private American publisher.

The number of readers of the review in its complete form is estimated at between 150,000 and 200,000.

Prospects is indexed regularly at UNESCO, in the United States and in France, and the entire collection is available on microfiche. Information can be obtained from the UNESCO Press in Paris.

On 1 January 1994, editorial responsibility for the review, renamed *Prospects, Quarterly Review of Comparative Education* was transferred to UNESCO's International Bureau of Education in Geneva.

Since 1970.



REORGANIZATION AND MODERNIZATION THROUGH THE NEW INFORMATION AND COMMUNICATION TECHNOLOGIES

At the beginning of the 1970s, use of integrated storage and retrieval software (ISIS), originally developed by ILO, and enhanced by UNESCO in succeeding versions, was gradually extended to various fields of information by the central services in UNESCO, and especially by the Education Sector. This new tool, together with other software which became available later, was to facilitate the progressive constitution of specialized data banks in various fields, including that of extrabudgetary funded projects, detailed information on which is, since 1978, indexed in the Project Management Information System (PMIS) database.

In 1985, a fire affected the whole of one wing in the UNESCO building. The subsequent necessary refurbishments provided an opportunity to concentrate the different specialized documentation centres at Headquarters in a single functional unit. This was how the Education Documentation and Information Service (SDI) came into being. In 1991 an evaluation was made of the services provided by this Clearing House in liaison with the other educational information exchange centres in co-operation with the International Federation for Information and Documentation (FID).

The Unit in charge of preparing the *World Education Report* since 1990, the Publications Unit and the Documentation and Information Service today form an entity which in many ways is reminiscent of the very first Clearing House, but whose capacity has been much increased through the systematic use of new information and communication technologies, and the development

and complementarity of action of similar services in the main field units which were linked up into a fully integrated information network at the beginning of the 1990s. Since 1994, an even wider circulation of information available on all the databases has been made possible through the production and regular updating of multimedia CD-ROMs, the first of which contains eighteen education databases and the second approximately 200 titles chosen from those listed in the *Catalogue of Documents and Publications*, in other words, more than 25,000 printed pages at a unitary cost price of around \$10. This document – third in the series *UNESCO – Worldwide Action in Education* – forms part of a multimedia package including two CD-ROMs, which contain a variety of multi-



Catalogues.

1989-1996

DEVELOPMENT OF INFORMATION SERVICES IN EDUCATION

(provided by Headquarters)

In 1991...

UNESCO and the International Federation of Information and Documentation (FID) undertook an evaluation study to assess the 'level of satisfaction' of the different users of UNESCO's educational information and documentation services. The study involved a representative sample of 400 end-users, and enabled a more accurate identification of:

- the regional share of services provided and their 'rate of utilization' by information end-users (**78 per cent**);
- priority subject fields of users;
- the most important categories of users;
- users' appreciation of 'response time' of the organization (acceptable delays for **76 per cent** of users).

The findings allowed the Organization to better concentrate its efforts on priority areas of interest to users, and particularly in those regions and for those groups which appear to have most need and should therefore gain more benefit from these services.

And, in 1996... Dissemination of publications and documents

At Headquarters, through a continuously growing network of over 35,000 institutions, including a wide range of UNESCO partners in education, such as Ministries of Education, National Commissions and other governmental organizations, universities and research centres, intergovernmental and non-governmental organizations, inter-

national and regional funding agencies and technical co-operation projects, as well as major national information networks specialized in education, over **458,000** documents and publications were provided during the biennium 1994-1995 in response to requests received, and 257,000 in 1996. It can be estimated that a similar number of documents and publications has been disseminated by regional offices and specialized institutes in close co-operation and complementary relationship with Headquarters.

Dissemination of information through new media

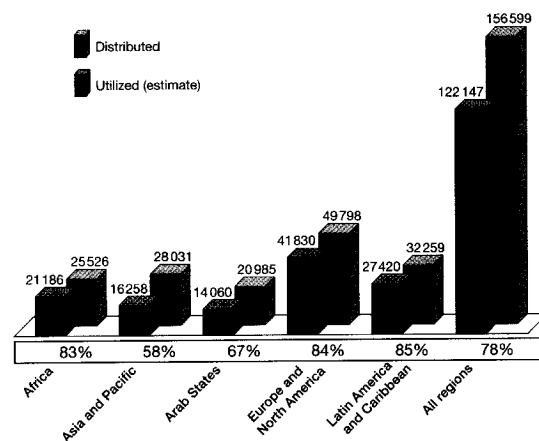
With a view to facilitating access and enhancing visibility, whilst containing the volume of printed material required and the corresponding production and mailing costs, new information technologies were applied to UNESCO information services in education. For that purpose, a CD-ROM production-line has been developed and an Education UNESCO Internet Web set up with the technical and financial support of a selected firm in the private sector. A first CD-ROM, **Key UNESCO Data on Education**, has been produced and widely disseminated with considerable success (over 4,000 copies since September 1995), while a second CD-ROM, **Selected UNESCO Documents in Education** was made available in September 1996 and is being widely distributed.

Both CD-ROMs are also accessible via Internet from the Education UNESCO Web, operational since September 1995.

Many other CD-ROMs are foreseen for the coming years.

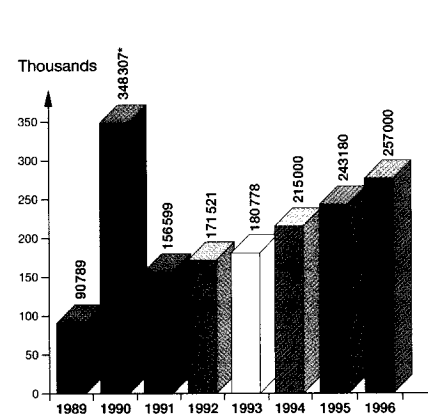
1991

Documentation distributed and estimated utilization rate



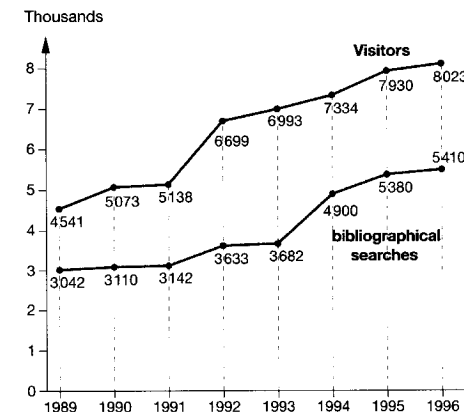
1989 - 1996

Number of documents and publications distributed



*Exceptional increase due to the International Literacy Year.

Number of visitors and bibliographical searches



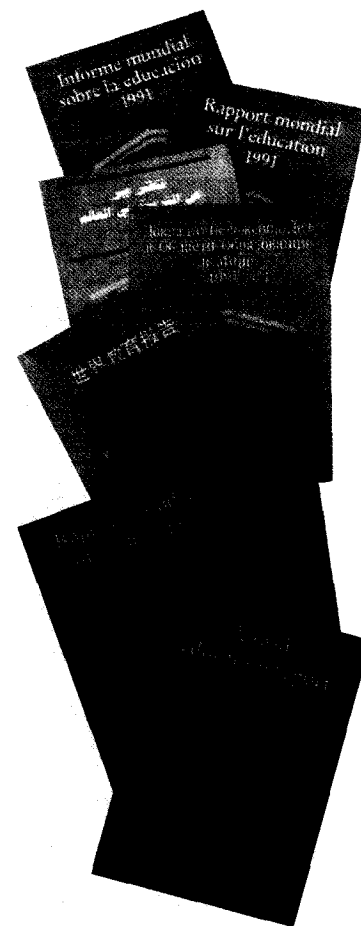
media extracts to complement this brochure. Furthermore, and as yet another means of communication, the installation of an Internet server – offered by IBM in co-operation with the University of Nebraska (United States) – facilitates direct access of a growing number of users to educational data available at UNESCO, including this brochure. It is estimated that by the end of 1997 the server ⁽¹⁾ will be receiving more than 200,000 queries per month.

In recent years new periodicals have been published and many more exhibitions organized during major conferences and world summits to heighten public awareness of UNESCO's action in the sphere of education. Besides *UNESCO Sources*, a widely read periodical with an interdisciplinary vocation, published in several languages since 1989, which often reports on important aspects of education worldwide, UNESCO has published two new reviews specific to education: *EFA 2000*, which shares information on follow-up to the World Conference on Education for All, and *Countdown*, a showcase for new UNESCO activities in education. Contents of both are available on Internet.

The *Medium-Term Strategy 1996-2001* foresees further reinforcement of information and documentation services, giving Member States, UNESCO's partners, researchers, teachers and students all over the world access to the wealth of international documentation on education which has been constantly enriched and made available since UNESCO was founded. To this end, in close co-operation with the 'Learning without Frontiers' initiative, extensive use will be made of multimedia and telecommunication techniques encouraging distance learning and circulation of educational information to an ever wider audience. At

(1) Site address: <http://www.education.unesco.org>

WORLD EDUCATION REPORT



UNESCO's biennial *World Education Report*, first published in 1991, aims to present a broad but concise analysis of major trends and policy issues in education in the world today, based on the uniquely rich body of information and experience accumulated by the Organization, studies relating to education carried out by other international organizations, and selected findings from the vast range of professional research and analysis undertaken by non-governmental organizations and individual scholars. The Appendices of the Report feature the 'World Education Indicators': a unique set of statistics giving a country-by-country summary of key aspects of education in over 160 countries. The themes treated by the report to date have included:

1991

- The worldwide expansion of enrolments in formal education over the last two decades, focusing especially on basic education and on the main challenges for educational policy in that area.
- The global prospects of continuing progress towards the goal of 'education for all', underlining in particular the need for teachers.

1993

- The North-South 'knowledge gap', highlighting the changing pattern of disparities in literacy, schooling, and higher education and research between North and South.
- The expansion of 'educational choice', focusing in particular on worldwide trends towards more freedom of choice in education for parents, pupils, teachers.
- The search for 'standards' in education, focusing on the current concern in many countries over pupils' learning achievement, teaching methods and curriculum relevance.

1995

- The education of women and girls.
- Challenges to pedagogy.
- Education for peace, human rights and democracy.

1998

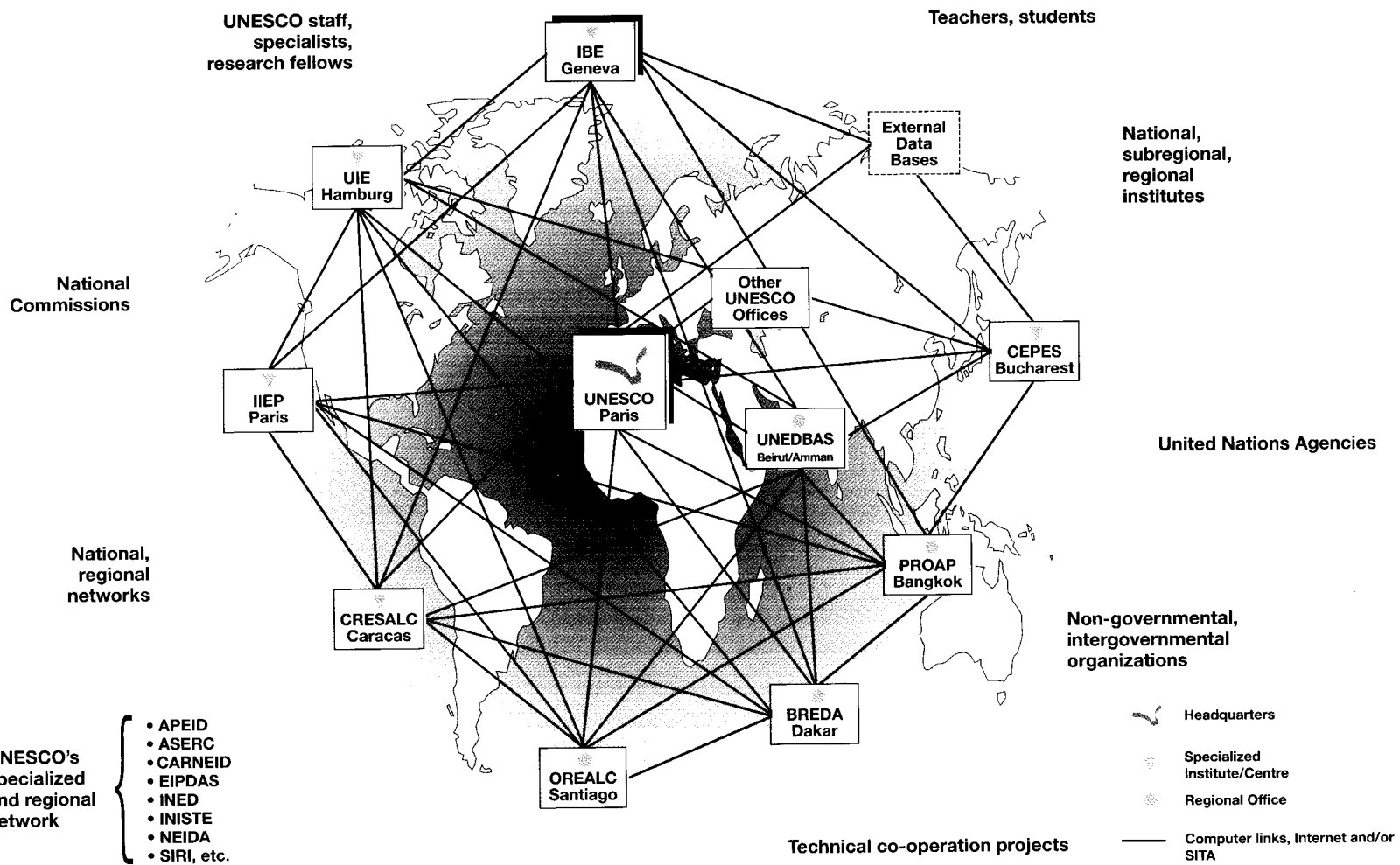
- Teachers and teaching in a changing world.

The Report includes an attractive presentation of tables and graphs 'at a glance', in colour. Key points in the text are illustrated with extracts from documents.

Headquarters, a multimedia demonstration centre will be opened to the public during 1997. Existing linkages with large-scale systems and education information networks at regional and international levels will be strengthened and joint information-oriented activities will be conducted with

the leading non-governmental organizations (e.g. Education International, International Association of Universities), to which UNESCO has opened up its education Internet with a view to expanding and vitalizing its information content, making of this new media a truly

UNESCO DOCUMENTATION AND INFORMATION NETWORK IN EDUCATION



Sixty-nine Units away from Headquarters in all, of which forty-four directly undertake educational activities.

useful working tool for all those with access to it. For those currently without access, the more traditional methods of information, such as dissemination of printed materials, videos, multimedia CD-ROMs, etc., will be maintained, but will be more selective, the objective being to serve the world of education, and especially the most dis-advantaged, at the lowest possible cost and at the highest possible level of effectiveness.

RECENT PERIODICALS



EFA
2000,
since
1970.

Countdown,
since 1995.

UNESCO
Sources,
since
1989.

PRESENT UNESCO EDUCATIONAL PERIODICALS

■ PROSPECTS; Quarterly Review of Comparative Education

Quarterly. Intended for specialists and all those interested in education in its socio-economic and cultural contexts.

Available in Arabic, English, French and Spanish.

Yearly subscription: 150 FF.

Developing countries: 112.50 FF.

Subscription Service,

Jean DE LANNOY,

202 avenue du Roi, 1060 BRUXELLES, Belgium.

Tel. : (32) (2) 538 51 69. Fax : (32) (2) 538 08 41.

■ INTERNATIONAL REVIEW OF EDUCATION INTERNATIONALE ZEITSCHRIFT FÜR ERZIEHUNGSWISSENSCHAFT REVUE INTERNATIONALE DE L'ÉDUCATION

Quarterly. Published by the UNESCO Institute for Education (UIE).

Articles in English, French or German. Summaries in English, French and German.

Yearly subscription: \$207.

Developing countries: \$79.

Kluwer Academic Publishers Group, P.O. Box 322,
3300AH DORDRECHT, The Netherlands.

■ BULLETIN OF THE MAJOR PROJECT FOR EDUCATION IN LATIN AMERICA AND THE CARIBBEAN

Four-monthly. Published by the UNESCO Regional Office for Education in Latin America and the Caribbean. Available in English and Spanish.

Yearly subscription: \$20.

OREALC, Casilla 3187, SANTIAGO DE CHILE, Chile.

■ L'ÉDUCATION NOUVELLE

Bi-annual. Published by the UNESCO Regional Office for Education in the Arab States.

Available in Arabic with summaries in French.

Yearly subscription: \$9.

UNEDBAS, P.O. Box 2270, Wadi Saqra,
AMMAN, Jordan.

■ EDUCACIÓN SUPERIOR Y SOCIEDAD

Bi-annual. Published by the UNESCO Regional Centre for Higher Education in Latin America and the Caribbean.

Available in Spanish.

Yearly subscription: \$24.

CRESALC, Apartado postal 68394,
CARACAS 1062 A, Venezuela.

■ HIGHER EDUCATION IN EUROPE

Quarterly. Published by the European Centre for Higher Education (CEPES).

Available in English, French and Russian.

Yearly subscription: \$60.

CEPES, Str. Stirbei Voda 39,
R-70732 BUCAREST, Romania.

■ THE UNESCO COURIER

Monthly. For the general public, dealing with all UNESCO's fields of activity within an intercultural perspective.

Available in 32 languages and in Braille.

Yearly subscription: 211 FF.

Developing countries: 132 FF.

Subscription Service, UNESCO, 1, rue Miollis,
75732 PARIS Cedex 15, France.

■ UNESCO - AFRICA

Bi-annual. Published by the UNESCO Regional Office for Education in Africa.

Available in English and French.

Yearly subscription: 9 FF.

BREDA, B.P. 3311, DAKAR, Senegal.

*Information notes free of charge -
Selective list*

■ EFA 2000*

Quarterly. Published for the Secretariat of the International Consultative Forum on Education for All. Published in Arabic, English, French and Spanish. Available from the EFA Forum Secretariat at UNESCO Headquarters.

■ COUNTDOWN. UNESCO Education news.*

Quarterly. Reports on UNESCO's education programme. Primarily intended as an information source for UNESCO staff working in education, and to promote networking between field offices. Available in English and French.

Also available on Internet:

<http://www.education.unesco.org>

■ IIEP NEWSLETTER

Quarterly. Published by the International Institute for Educational Planning.

Available in English, French, Russian and Spanish.

IIEP, 7-9, rue Eugène-Delacroix,

75116 PARIS, France.

■ INTERNATIONAL UNDERSTANDING AT SCHOOL*

Bi-annual. Published by the UNESCO Associated Schools Project.

Available in Arabic, English, French and Spanish.

■ CONNECT*

Quarterly. Published by UNESCO.

Available in Arabic, Chinese, English, French, Hindi, Russian, Spanish and Ukrainian.

■ INFORMATION AND INNOVATION IN EDUCATION

Quarterly. Published by the International Bureau of Education.

Available in English, French and Spanish.

■ UNEVOC/INFO

Quarterly. Published by the Section for Technical and Vocational Education.

Available in English and French.

■ UNESCO SOURCES

Monthly. Published in Catalan, English, French, Portuguese and Spanish.

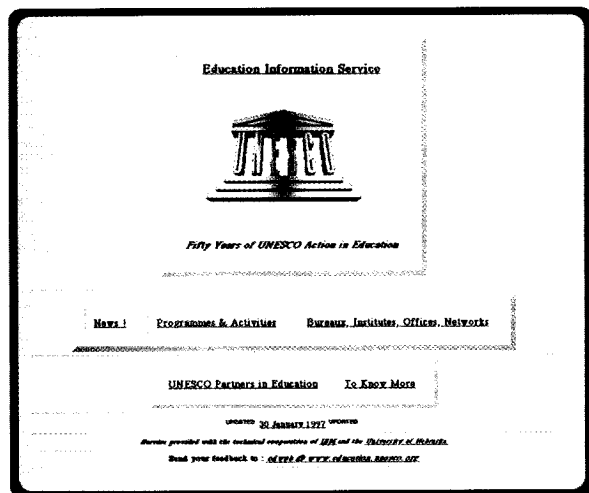
Available from the Office of Public Information at UNESCO Headquarters.

* Available from the Education Sector
Documentation and Information Service at
UNESCO Headquarters.



Education CD-ROMs

UNESCO Education Internet Web



<http://www.education.unesco.org>
 200,000 queries per month expected by the end of 1997.

UNESCO EXHIBITIONS ON EDUCATION



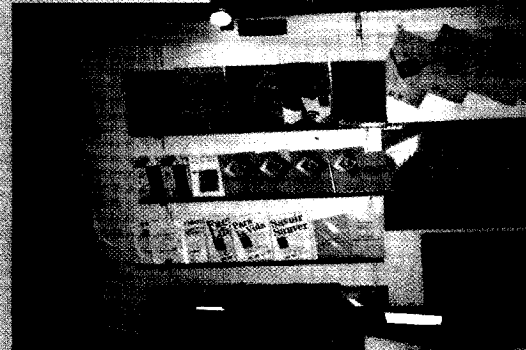
1947, Mexico City
 Second session of the General Conference of UNESCO.
 Exhibition on fundamental education and reconstruction of education systems.



1994, Cairo
 International Conference on Population and Development.



1995, Beijing
 Fourth World Conference on Women: Action for Equality, Development and Peace.



1996, Havana,
 Regional Conference on Policies and Strategies for the Transformation of Higher Education in Latin America and the Caribbean.



***FACING THE CHALLENGE OF THE TWENTY-
FIRST CENTURY***

FACING THE CHALLENGE OF THE TWENTY-FIRST

Education for justice and liberty and peace

What lessons can be drawn from the preceding accounts of UNESCO's action in education over the past half century? Certainly, one conclusion is that UNESCO has persisted, often in extremely difficult circumstances, to proclaim and promote the right to education. Through five decades, in times of harmony as in times of strife, UNESCO has remained faithful to the missions entrusted to it in its Constitution: 'the education of humanity for justice and liberty and peace' and 'the advancement of educational opportunity without regard to race, sex or any distinctions, economic or social'. To this day, the enormous faith that UNESCO's founders placed in the power of education to build a more peaceful, just and democratic world continues to animate the Organization and to inspire its programmes.

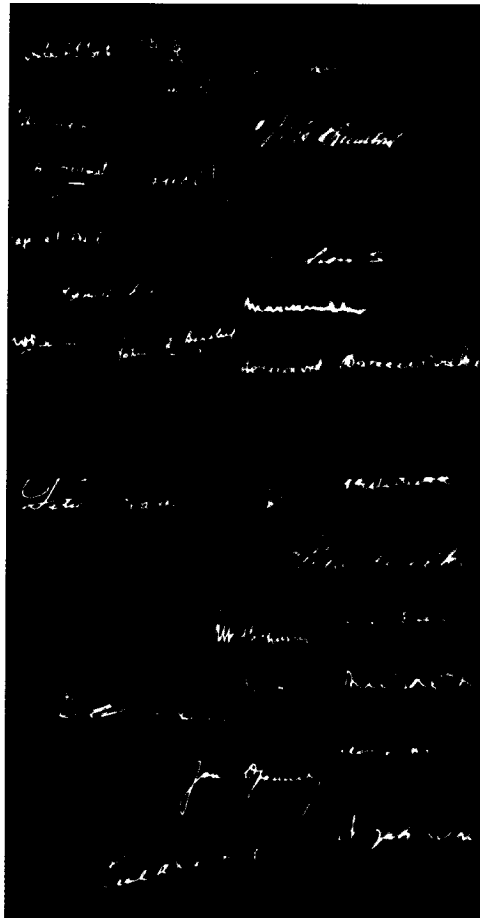
The world that confronts UNESCO on the eve of a new millennium is, of course, profoundly different from that into which it was born half a century ago. Yet, the vision of the founders and the mission that they defined for UNESCO are as valid and compelling today as they were fifty years ago in the aftermath of the Second World War. Indeed, in certain ways, the challenges confronting humanity are more urgent today than ever before. Even as we celebrated the end of the Cold War and the diminished threat of nuclear annihilation, wars within nations and between peoples were erupting dramatically. We cannot meet this new threat by concluding treaties and agreements between governments; we must do so by building the defences of peace in the minds of individuals. Thus, fifty years on, we must address anew the issue that preoccupied UNESCO's founders: how to make education an effective instrument for building an enduring peace founded on 'the intellectual and moral solidarity of mankind'.

BUILDING ON PAST SUCCESSES

An Organization that has been in operation for fifty years must be judged not only on the nobility of its purposes and intentions, but also, indeed mainly, on its record. Yet, here too, as the accounts in this volume and the accompanying CD-ROMs testify, the achievements have been impressive. In numerous areas of

CENTURY

FINAL ACT
OF THE
UNITED NATIONS CONFERENCE FOR THE
ESTABLISHMENT OF AN EDUCATIONAL
SCIENTIFIC AND CULTURAL
ORGANISATION
[WITH RELATED DOCUMENTS]
LONDON, 16th NOVEMBER, 1945



1945.



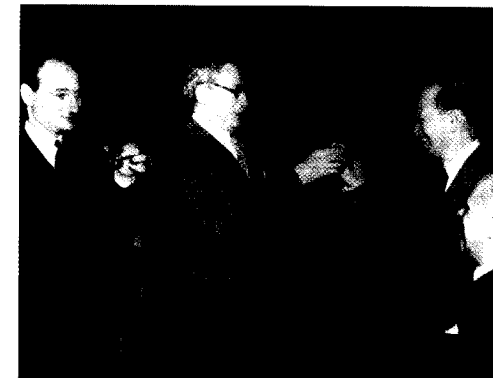
▲ Session of the Preparatory Commission for UNESCO, London, 1946.



Opening of the First Session of the General Conference ▲ of UNESCO, Sorbonne, 19 November 1946.



A session of the first General Conference of UNESCO, Paris, 1946.



From left to right: Y. Brunsvick, L. Blum (President of the Conference), H. E. Wilson and R. Guesneth.

UNESCO was born!

education, UNESCO has played a leading role. From its origins, for example, the Organization has stressed the importance of literacy work and has done much to advance its progress. Illiteracy, of course, remains a preoccupying problem: there are today nearly 900 million illiterate adults in the world. Yet, the literacy rate has increased from approximately 60 per cent to nearly 80 per cent over the past forty years, even as the adult population has more than doubled. This enormous – if still disappointing – progress is due mainly to the persistent efforts of governments and non-governmental organizations and, above all, to the selfless devotion of millions of women and men who have worked tirelessly in the cause of literacy. But would anyone deny the importance of UNESCO's constant advocacy and support in motivating and sustaining the world literacy movement?

What of UNESCO's future work? It is evident that the world is beset by new problems and new threats to peace, democracy and development. UNESCO has its role to play – and education is usually an essential part of it – in helping to meet these new challenges. At the same time, the Organization must continue the undertakings begun in previous decades: the pursuit of programmes aimed at extending the reach and improving the quality of education in countries around the world.

And even if the goals that UNESCO seeks remain the same, the Organization must adapt its action to new conditions, circumstances and constraints. The world of today, for example, is enormously more complex than that of fifty years ago. UNESCO itself has contributed to this complexity by building up networks of institutions in nearly all fields of education as well as through its encouragement to and co-operation with large numbers of non-governmental organizations active in various aspects of education. It is, thus, no longer possible for the Organization to act alone or exclusively through governments. Greater economy and effectiveness can be achieved by working with partners – non-governmental and governmental alike – to develop and implement activities. UNESCO, like all organizations within the United Nations System, must also respond to new demands to do more with less, to find more efficient means for accomplishing its vital mission. Thus, as UNESCO celebrates its fiftieth anniversary and reflects upon its past, it is concentrating its thoughts and efforts on preparing to meet the challenges of the twenty-first century.

*Faith in education...
in 1946 as in 1996*



EDUCATION, THE FORCE OF PROGRESS

To UNESCO's founders, education was of fundamental importance. Indeed, it was seen as essential in avoiding the tragedy of war that had destroyed their societies and scarred their lives. In the early years, education was viewed mainly as a requirement of human dignity, not as an instrument of economic and social development. It was not until the 1960s that societies discovered that they could do well by doing right: that education, in addition to being a fundamental human right, was also the motor of development and a powerful force for progress. Over the last decade, at one international conference after another, education has been evoked as a vital part of the answer to the problems besetting humanity: preserving the environment, controlling demographic pressures, establishing more equitable relations between women and men, and promoting social development prominent among them.

Indeed, if the last fifty years have any single lesson to teach, it is that we must never underestimate the power and potential of education. Looking back, it is evident that those societies that have consistently invested in the education and training of their people have prospered and advanced; those that have failed to do so have experienced less happy fates. Education develops the talents and skills that are the sources of invention and innovation, of advances and breakthroughs in all fields. The great discoveries of the future will flow from schools, universities and research institutes. They will be the products of the mind – of thought and reflection. In the twenty-first century, even more than today, cognitive resources will be the keys to power and prosperity. And, then as now, education systems will be means through which society prepares future generations to invent better a tomorrow for themselves and their children.

EDUCATION, AN INDIVIDUAL RIGHT AND A SOCIAL NECESSITY

As the accounts in this volume illustrate, UNESCO has been the foremost advocate of the right of all to education. Nearly all of its major activities were directed toward this fundamental objective: the community education programmes of the 1950s, the drive for universal primary education in the 1960s, the regional literacy programmes of the 1980s and the education for all movement born in Jomtien in 1990. Each of these was an energetic effort to reach the unreached and serve the unserved. Even where actual progress fell short

*For education, science, culture,
and human rights...*

Our means are feeble. You cannot bring education, science and culture to all the forgotten men and forgotten minds of the world with a budget which is less than eight million dollars a year. But let me ask you: Which is more unrealistic – to work at the foundations of peace with inadequate tools, or to start putting up the house before the foundation has been laid?

Jaime Torres Bodet, 1949



Léopold Sédar Senghor, 1979

Charles de Gaulle, 1966

René Cassin, 1968

of the ambitious goals that were proclaimed, as was often the case, real gains were made and the educational frontier was advanced. In addition, the need to complete the work begun – to make education for all a reality – was etched into the conscience of humanity.

Fifty years ago, education was far more often discussed as a means for ensuring continuity than as a measure for promoting change. Today, the opposite is true. Faced with the rapid development of science and technology, rising demographic pressures, the knowledge explosion and the transformation of a world of a million villages into a 'global village', education has increasingly come to be perceived as a means for promoting or at least coping with change. Yet, education remains the greatest force working for stability and for the preservation of natural and cultural environments. UNESCO has long stressed that education must be tailored to both the needs and aspirations of every individual. A well-balanced education must take account not only of the universal aspects of human existence, but also of local conditions, circumstances and cultures. It must take account not only of where societies are going, but also from whence they have come.

Education in the twenty-first century will have another vital task to perform: ensuring that a growing reliance on science and technology does not dehumanize or endanger life. Education is the indispensable ally of scientific and technological progress. It is the means and system for integrating discoveries and advances of countless individuals – scholars, inventors, innovators and many others – into a body of knowledge and transmitting it to new generations of students: the engineers and scientists of tomorrow. Yet, if education is to serve society well, it must develop not only technical competence but also professional and moral discernment. Unless mediated by social consciousness and cultural awareness – the products of education – science and technology are capable of inflicting enormous harm, indeed, of destroying nature and life itself. Thus, education is not only an indispensable human right, it is as well a vital necessity for societies that must both encourage and control the powerful forces of change that the developments of the last fifty years have unleashed.

For youth



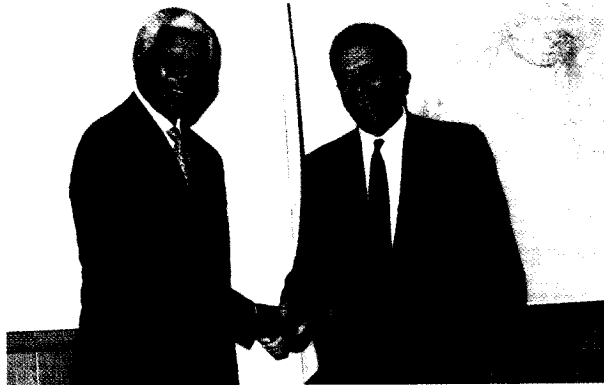
1976, International Year of the Child – A.-M. M'Bow, Peter Ustinov.

EDUCATION FOR THE TWENTY-FIRST CENTURY

One of UNESCO's roles and obligations is to promote a constant reflection upon education and the future. The most recent effort in this respect resulted in the publication of Learning: the Treasure Within, Report to UNESCO of the International Commission on Education for the Twenty-first Century, under the chairmanship of Jacques Delors, the former President of the European Community. In an age of ever narrower specialization, the Commission appeals for an education that is as broad and multifaceted as life itself, one that recognizes the multiple roles that individuals will be called upon to play in the society of the future and prepares them to become lifelong learners by emphasizing the many forms of learning:

- *Learning to know, so as to acquire the instruments for understanding the world;*
- *Learning to do, so as to be able to turn knowledge and understanding into useful action;*
- *Learning to live together, in order to participate and co-operate with others in all human activities. It was this third dimension of learning to which the Commission gave its closest attention, and very rightly so, in a world marked by ideologies that reject others in the name of a nation, an ethnic group or a religion. Learning to live together, of course, means learning about other people: their history, traditions and spiritual values, their similarities to us and differences from us.*
- *Learning to be, the fourth type of learning, involves the development of a greater capacity for autonomy and judgement, which goes together with strengthening the feeling of personal responsibility for our collective destiny.*

For education... and peace



Nelson Mandela and Federico Mayor, October 1993.
 'UNESCO can play a capital role in promoting education in South Africa',
 declared Mr Mandela addressing the members of the 42nd session of the Executive Board.

An educated individual must, in short, be prepared to play many roles in the course of his or her life, including those of efficient producer, public-spirited citizen, responsible parent, reliable and convivial friend, teacher and lifelong learner. Yet, the breadth of the education required must not – and need not – be achieved by sacrificing its depth. On the contrary, in a well-planned educational programme, by doing we deepen knowledge and by knowing we enrich practice. Similarly, in learning to know others, we discover ourselves and, by looking more deeply within, we come to understand better the world without.

EDUCATION, AN ACT OF FAITH IN THE FUTURE

The role assigned to UNESCO in its Constitution is the education of humanity for justice and liberty and peace. In the years ahead, as in years past, this goal must continue to guide and inspire the Organization. Yes, it is simplistic, even naive, to assume that education is the answer to the world's immense problems: hunger, poverty, inequality, oppression, hatred, violence and war among them. Yet, can one even imagine the solution to any single one of these problems without education? Can freedom flourish where ignorance reigns? Can relations of justice and equality coexist with mass illiteracy and denial of access to education? Can the foundations of peace be constructed in minds uncultivated by education? No, education cannot claim to be a magical answer to all the ills that afflict the earth, but it is clearly a vital part of any plausible solution to any and all of them.

Education is an act of faith in humanity and in the future. It is essential to the promotion of human dignity, to the development of prosperous economies and viable societies, and to building bridges of tolerance and understanding between peoples and nations. These are the lessons that UNESCO's fifty years of experience teach. They reflect a past of which the Organization can be justifiably proud and point the way to a future of continuing service to humanity.

As for what the future holds, there is, of course, no certain answer. The experience of the past fifty years abundantly demonstrates that life is full of curious twists and unexpected turnings, of both startling developments and surprising discontinuities. What we do know, however, is that education is the best preparation for and protection against the 'slings and arrows of outrageous fortune'. No, we cannot know the future, but through education we can strengthen and mobilize our minds to meet its challenges and surprises. And faithful to its Constitution, UNESCO will in times to come, as it has in times past, strive to build understanding among peoples, collaboration among nations and the defences of peace in the minds of men.

Colin N. Power
Assistant Director General for Education

*...and to reach the unreached
and the victims of war*



ANNEXES

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Key standard-setting instruments

Standard-setting instruments on or affecting education can be divided into two categories: the conventions and agreements which require ratification by Member States and are contained in the United Nations treaty series, and recommendations and declarations adopted by the General Conference of UNESCO. Like the other organizations of the United Nations System, UNESCO and its Member States are bound by the conventions and agreements adopted by the United Nations General Assembly.

Furthermore, United Nations summits and the intergovernmental conferences and world congresses organized by UNESCO or under its auspices have adopted declarations and frameworks for action which often concern education, or are of relevance to it. Although they do not have the same normative status, they nevertheless provide policy guidelines in their own field. Once they have been embodied in resolutions adopted by the General Conference they serve as references for action by UNESCO and its Member States. In this last category we list below only texts which have a significant impact on education and are universal in scope. The full text of the standard-setting instruments mentioned below are included under the corresponding heading in Volume I of the CD-ROMs which accompany this brochure. Also appearing under the same heading are the full texts of the recommendations, declarations and resolutions of regional conferences of Ministers of education organized by UNESCO, as well as those of the IBE Conferences held since 1934.

UNITED NATIONS STANDARD-SETTING INSTRUMENTS

- **GENERAL INSTRUMENTS**
 - Charter of the United Nations. (1945).
 - Universal Declaration of Human Rights. (1948).
- **CONVENTIONS AND AGREEMENTS; NUMBER OF RATIFICATIONS AS OF 1. 1. 1996**
 - International Convention on the Elimination of All Forms of Racial Discrimination (1966); 146 ratifications.
 - International Covenant on Economic, Social and Cultural Rights (1966); 133 ratifications.
 - International Convention on the Elimination of All Forms of Discrimination against Women (1979); 151 ratifications.
 - Convention on the Rights of the Child (1989); 185 ratifications.

UNESCO STANDARD-SETTING INSTRUMENTS

- **CONSTITUTION**
 - Constitution of the United Nations Educational, Scientific and Cultural Organization (London, 1945); 186 Member States as at 30 June 1997.
- **CONVENTIONS AND AGREEMENTS; NUMBER OF RATIFICATIONS AS OF 1. 1. 1996**
 - Agreement for Facilitating the International Circulation of Visual and Auditory Materials of an Educational, Scientific and Cultural Character (Beirut, 1948); 31 ratifications.
 - Agreement on the Importation of Educational, Scientific and Cultural Materials (Florence, 1950); 85 ratifications.
 - Protocol to the Agreement on the Importation of Educational, Scientific and Cultural Materials (Nairobi, 1976); 28 ratifications.
 - Convention against Discrimination in Education (Paris, 1960); 85 ratifications.

- Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean (Mexico, 1974); 16 ratifications.
- International Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab and European States bordering on the Mediterranean (Nice, 1976); 10 ratifications.
- Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab States (Paris, 1978); 14 ratifications.
- Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the States belonging to the Europe Region (Paris, 1979); 41 ratifications.
- Regional Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in the African States (Arusha, 1981); 15 ratifications.
- Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific (Bangkok, 1983); 15 ratifications.
- Convention on Technical and Vocational Education (Paris, 1989); 11 ratifications.

• **RECOMMENDATIONS ADOPTED BY THE GENERAL CONFERENCE OF UNESCO**

- Recommendation against Discrimination in Education (1960).
- Recommendation concerning the Status of Teachers (1966).
- Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974, updated 1995).
- Revised Recommendation concerning Technical and Vocational Education (1974).
- Recommendation on the Development of Adult Education (1976).
- Revised Recommendation concerning the International Standardization of Educational Statistics (1978).
- Recommendation on the Recognition of Studies and Qualifications in Higher Education (1993).

• **DECLARATIONS ADOPTED BY THE GENERAL CONFERENCE OF UNESCO**

- Declaration of Guiding Principles on the Use of Satellite Broadcasting for the Free Flow of Information, the Spread of Education and Greater Cultural Exchange (1972).
- International Charter of Physical Education and Sport (1978).
- Declaration on Race and Racial Prejudice (1978).

POLICY DOCUMENTS AND FRAMEWORKS FOR ACTION SERVING AS A REFERENCE FOR UNESCO'S ACTIVITIES IN THE FIELD OF EDUCATION

• **TEXTS ADOPTED DURING WORLD SUMMITS ORGANIZED BY THE UNITED NATIONS**

- Rio Declaration on Environment and Development and Agenda 21 (Rio de Janeiro, 1992).
- Vienna Declaration and Programme of Action of the World Conference on Human Rights (1993).
- Programme of Action of the International Conference on Population and Development (Cairo, 1994).
- Declaration and Programme of Action of the World Summit for Social Development (Copenhagen, 1994).
- Beijing Declaration and Platform of Action of the Fourth World Conference on Women: Action for Equality, Development and Peace (1995).

• **TEXTS ADOPTED DURING INTERGOVERNMENTAL CONFERENCES AND WORLD CONGRESSES ORGANIZED BY UNESCO OR UNDER ITS AUSPICES**

- International Standard Classification of Education (Geneva, 1975), (under revision).
- Declaration of the Tbilisi Intergovernmental Conference on Environmental Education (1977).
- World Declaration on Education for All (Jomtien, 1990).
- Declaration on Population Education and Development and Action Framework for Population Education on the Eve of the Twenty-First Century (Istanbul, 1993).
- World Plan of Action on Education for Human Rights and Democracy (Montreal, 1993).
- Integrated Framework of Action on Education for Peace, Human Rights and Democracy (ICE, Geneva, 1994).
- Salamanca Statement and Framework for Action on Special Needs Education (1994).

UNESCO education prizes

Since 1967 prizes and distinctions are awarded by international juries nominated by UNESCO to honour institutions, organizations or individuals having made particularly commendable and successful contributions to the fight against illiteracy, education for peace and human rights, educational research and innovation, the preparation of instructional materials and physical education and sport.

LITERACY

The following three prizes are awarded on 8 September every year in celebration of International Literacy Day.

- **The International Reading Association Literacy Award**, since 1979
 - established by the International Reading Association (IRA), an NGO whose Headquarters is in the United States of America,
 - \$15,000 annually.
- **The Noma Prize**, since 1980
 - named after the late Mr Soichi Noma, Japanese publisher and former President of Kodansha Limited, Tokyo Publishing House,
 - \$15,000 annually.
- **The King Sejong Literacy Prize**, since 1989
 - established by the Republic of Korea, in honour of King Sejong who, in 1443, invented a simplified phonetic alphabet which facilitated the spread of knowledge,
 - \$30,000 annually.

The following three prizes are no longer awarded.

- **The Mohammed Reza Pahlavi Prize for Literacy**, 1967-1978
 - created by the Government of Iran,
 - named after the Royal Host of the World Conference of Ministers of Education on the Eradication of Illiteracy, Tehran, Iran, 1965.
- **The Nadezhda K. Krupskaya Prize for Literacy**, 1969-1991
 - created by the Government of the USSR,
 - named after the companion of Lenin, symbol of her country's struggle against illiteracy during the major literacy campaign conducted after the October Revolution.
- **The Iraq Literacy Prize**, 1980-1991
 - founded in 1980 by the Government of Iraq.

EDUCATION FOR PEACE AND HUMAN RIGHTS

- **UNESCO Prize for the Teaching of Human Rights**, since 1978

- created by the Executive Board on the occasion of the 30th Anniversary of the Declaration of Human Rights,
- honours an institution, an organization or an individual in recognition of outstanding work in developing human rights,
- \$10,000 annually.

- **UNESCO Prize for Children's and Young People's Literature in the service of Tolerance**, from 1997

- established in 1995 by the Santamaría/Ediciones Foundation in Spain,
- two prizes, in recognition of the production of books for children, and books for adolescents, will be awarded for the first time in 1997 during the Bologna Children's Book Festival in Italy,
- \$8,000 each biennially.

EDUCATIONAL RESEARCH AND INNOVATION

- **The Comenius Medal**, since 1993

- created jointly by the Czech Republic and UNESCO,
- on the occasion of the 400th anniversary of the birth of Jean Amos Comenius, 1592-1670, Czech humanist, writer and educator, author of the *Didactica Magna (The Great Didactics)* and *Orbis pictus*,
- honours outstanding activities in the field of educational research and innovation of ten educators, groups of educators or educational institutions.

TEACHING MATERIALS

■ The Kalinga Prize, since 1950

- created by the late Mr Bojoyanand Patnaik, founder and President of the Kalinga Foundation Trust, India,
- honours work in the popularization of science,
- £1,000 annually.

■ The Nessim Habif Prize, since 1962

- a legacy from the late Mr Nessim Habif, 1887 (Turkey) 1960 (Switzerland)
- honours the production of teaching materials, especially school textbooks, in developing countries,
- amount varies according to interest earned by the legacy, biennially.

PHYSICAL EDUCATION AND SPORT

■ The Pierre de Coubertin Fair Play Trophies, since 1963

- awarded by the International Fair Play Committee, an NGO set up by the International Council of Sport Science and Physical Education (ICSPE) and the International Association of Sports Journalists (IASJ),
- in memory of Baron Pierre de Coubertin, 1863-1937, founder of the modern Olympic Games,
- honours athletes and teams for exceptional sporting gestures,
- awarded annually by the Director-General of UNESCO.

■ Official UNESCO Award in Recognition of Distinguished Services to Physical Education and Sports for All, since 1985

- created by the Executive Board,
- awarded
 - 1) to an institution or body,
 - 2) to an individual having made an outstanding contribution to the development of sport for all in the spirit of the International Charter of Physical Education and Sport,
- honorary diplomas awarded biennially.



The Comenius Medal



1983 – Pierre de Coubertin International Fair Play Trophies awarded by the Director-General of UNESCO, in the presence of Jean Borotra, to Ismet Karababa, goal keeper with a Turkish football team, and Alexandre Medved, Soviet wrestler.

UNESCO at and away from Headquarters

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ABEGS

Arab Bureau of Education for the Gulf States

ACCU

Asia-Pacific Cultural Centre for UNESCO

ACEID

Asia-Pacific Centre of Educational Innovation for Development

ADAE

Association for the Development of African Education

ADB

African Development Bank

AFESD

Arab Fund for Economic and Social Development

AGFUND

Arab Gulf Fund for United Nations Development Organizations

ALECSO

Arab League Educational, Cultural and Scientific Organization

ANTRIEP

Asian Network of Training and Research Institutions in Educational Planning

APEID

Asia and Pacific Programme of Educational Innovation for Development

APPEAL

Asia-Pacific Programme of Education for All

ARABUPEAL

Regional Programme for the Universalization and Renewal of Primary Education and the Eradication of Illiteracy in the Arab States by the Year 2000

ASCATEP

Arab States Centre for Advanced Training for Educational Personnel

AsDB

Asian Development Bank

ASFEC

Arab States Fundamental Education Centre (later, Regional Centre for Adult Education for the Arab States)

ASP

Associated Schools Project

BBC

British Broadcasting Corporation

BREDA

Regional Office for Education in Africa

CAME

Conference of Allied Ministers of Education

CARNEID

Caribbean Network of Educational Innovation for Development

CASTAFRICA

Conference of African Ministers responsible for the Application of Science and Technology for Development

CASTARAB

Conference of Ministers of Arab States responsible for the Application of Science and Technology for Development

CEAS

Co-operative Educational Abstracting Service (IBE)

CENIDE

National Centre for Educational Development (Spain)

CEPALC

Economic Commission for Latin America and the Caribbean

CEPES

European Centre for Higher Education

CERI

Centre for Educational Research and Information (OECD)

CERN

European Organization for Nuclear Research

CIER

Commission for International Educational Reconstruction

CIES

Inter-Union Commission on Science Teaching

CMEA

Council for Mutual Economic Assistance (or COMECON, Europe)

CODIESEE

Co-operation in Research and Development for Educational Innovation in South-East Europe

COFORPA

Regional Technical Co-operation in Educational Planning and Administration (Africa)

CONESCAL

School Building Centre for Latin America and the Caribbean

CONFEMEN

Confemene of Ministers of Education of French-speaking Countries

CORDEE

Co-operation for Reinforcing the Development of Education in Europe

CREFAL

Regional Centre for Adult Education and Functional Literacy for Latin America

CRESALC

Regional Centre for Higher Education in Latin America and the Caribbean

CSCE

Conference on Security and Co-operation in Europe

ECLA

Economic Commission for Latin America

ECOSOC

Economic and Social Council (of the United Nations)

EGAA

European Group for Academic Assessment (created at the initiative of CEPES)

EI

Education International

EIPDAS

Educational Innovation Programme (Network) for Development in the Arab States

EMIS

Efficiency-based Management Information Systems (UNESCO)

EPD

Environment and Population Education and Information for Human Development Project (UNESCO)

EPTA

Expanded Programme of Technical Assistance (of the United Nations)

EUROSTAT

Statistical Office of the European Communities

EWLP

Experimental World Literacy Programme

FAO

Food and Agriculture Organization of the United Nations

FAPE

African Parent-Teacher Federation

FEEE

Federation for Environmental Education in Europe

FID

International Federation for Information and Documentation

FISE

World Federation of Teachers' Unions

IAU

International Association of Universities

IBE

International Bureau of Education

IBRD

International Bank for Reconstruction and Development (later the World Bank)

ICAE

International Council for Adult Education

ICASE

International Council of Associations for Science Education

ICE

International Conference on Education

ICEA

International Community Education Association

ICET

International Council on Education for Teaching

ICIC

International Commission for Intellectual Co-operation

ICPE

International Conference on Public Education

ICSU

International Council of Scientific Unions

IEC

Information, Education and Communication Programmes (UNESCO/UNFPA)

IEEP

International Environmental Education Programme

IERS

International Education Reporting Service

IFCC

International Federation of Children's Communities

IFFTU

International Federation of Free Teachers' Unions

IFIP

International Federation for Information Processing

IHP

International Hydrological Programme

IICS

International Institute of Child Study

IEC

International Institute of Intellectual Co-operation

IEEP

International Institute for Educational Planning

ILCE

Latin American Institute for Educational Communication

ILI

International Literacy Institute

ILO

International Labour Organization

ILY

International Literacy Year

INED

International Network for Educational Information

- INISTE**
International Network for Information in Science and Technology Education
- ISCED**
International Standard Classification of Education
- ISESCO**
Islamic Educational, Scientific and Cultural Organization
- IUA**
International Union of Architects
- IUPN**
International Union for the Protection of Nature
- IWGE**
International Working Group on Education (IIEP)
- KAP**
Knowledge, Attitude and Practice
- KOMA**
Korean Manpower Agency
- MAB**
Man and Biosphere Programme
- NEEC**
National Educational Equipment Centre (Pakistan)
- NEIDA**
Network of Educational Innovation for Development in Africa
- NESIS**
Strengthening of National Education Statistical Information Systems
- NIER**
National Institute for Educational Research (India)
- OAS**
Organization of American States
- OAU**
Organization of African Unity
- OECD**
Organization for Economic Co-operation and Development
- OEEC**
Organization for European Economic Co-operation
- OMEP**
World Organization for Early Childhood Education
- OOK**
National Centre for Educational Technology (Hungary)
- OREALC**
Regional Office for Education in Latin America and the Caribbean
- PEER**
Programme for Education for Emergencies and Reconstruction
- PETV**
Côte d'Ivoire Educational Television Programme
- PICPEMCE**
Programme (Network) for Innovation and Change in Teacher Training to Improve the Quality of Education (in Latin America)
- PMIS**
Project Management Information System (UNESCO)
- POU**
Palestinian Open University
- PREDE**
Programme of Regional Educational Development (in Latin America and the Caribbean)
- PROAP**
Principal Regional Office for Asia and the Pacific (ex ROEAP)
- PROCEED**
Programme for Central and Eastern European Development
- PROPEL**
Promoting Primary and Elementary Education (India)
- RED**
Regional Network of Education for Development in Central America and Panama
- REDALF**
Regional Network for Training Personnel and Providing Support for Literacy and Adult Education Programmes (in Latin America)
- REPLAD**
Regional Network for Training, Innovation and Research in the Planning and Administration of Basic Education and Literacy Programmes (in Latin America)
- RIESAD**
Regional Network for Innovation in Higher Distance Education in Latin America and the Caribbean
- RIHED**
Regional Co-operation Network for Higher Education and Development (in Asia)
- ROEAP**
Regional Office for Education in Asia and the Pacific (now PROAP)
- ROSTA**
Regional Office for Science and Technology for Africa
- SACMEQ**
Southern Africa Consortium for Monitoring Educational Quality
- SECAB**
Permanent Executive Secretariat of the "Andrés Bello" Convention (Latin America)
- SELATE**
Higher Polytechnic Institute (Greece)
- SEMEP**
South East Mediterranean Sea Project
- SERI**
Southern Educational Research Initiative
- SERLA**
Regional Education Satellite for Latin America
- SETI**
Education for Rural Development (in Nepal)
- SHARE**
Scheme of Humanitarian Assistance for Refugee Education
- SIRI**
Regional Information System in Latin America and the Caribbean
- SITE**
Educational Television Satellite in India
- SOLEP**
Seminar on Learning and the Educational Process (IIEP)
- STEDS**
Science and Technology Education Documents Series (UNESCO)
- STME**
Science, Technology and Mathematics Education Clinics (in Ghana)
- TICE**
Temporary International Council for Educational Reconstruction
- TOSTAN**
Non-formal Basic Education Programmes in National Languages in Senegal
- TVE**
Technical and Vocational Education (UNESCO)
- UIE**
UNESCO Institute for Education
- UNAIDS**
United Nations Programme on AIDS
- UNAMAZ**
Association of Amazonian Universities
- UNCED**
United Nations Conference on Environment and Development
- UNDP**
United Nations Development Programme
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United Nations Educational, Scientific and Cultural Organization
- UNEP**
United Nations Environment Programme
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- UNFPA**
United Nations Population Fund
- UNHCR**
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- UNICEF**
United Nations Children's Fund
- UNIDCP**
United Nations International Drug Control Programme
- UNIDO**
United Nations Industrial Development Organization
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United Nations Korean Reconstruction Agency
- UNLA**
National League for the Struggle against Illiteracy (Italy)
- UNRRA**
United Nations Relief and Rehabilitation Administration
- UN-NADAF**
United Nations New Agenda for the Development of Africa in the 1990s
- UNRWA**
United Nations Relief and Works Agency for Palestinian Refugees in the Near East
- WCCD**
World Commission on Cultural Development
- WCOTP**
World Confederation of Organizations of the Teaching Profession
- WCT**
World Confederation of Teachers
- WFP**
World Food Programme
- WFTU**
World Federation of Teachers Unions
- WHO**
World Health Organization

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