

Fourth  
International Conference  
on Adult Education

Paris, 19-29 March 1985

# **FINAL REPORT**

Unesco

## PART III

### RECOMMENDATIONS\*

#### I. AIMS AND POLICIES IN ADULT EDUCATION

The Conference,

Recalling the Recommendation on the Development of Adult Education adopted by the General Conference of Unesco at its nineteenth session in Nairobi (1976) and in particular the attention paid to the social fulfilment of adults,

Recalling the recommendations of the Third International Conference on Adult Education (Tokyo, 1972), especially Recommendation No. 2 on the aims of adult education and Recommendation No. 6 on measures to promote the education of workers,

Considering the Recommendation concerning 'Education for International Understanding, Co-operation, Peace and Education Relating to Human Rights and Fundamental Freedoms' (1974),

Recalling that the Universal Declaration of Human Rights recognized the fundamental right of each and every individual to education, and that lifelong education is becoming an absolute requirement for social, economic, scientific and technological development in the modern world,

Considering that one of the main tasks assigned to Unesco by its Constitution is to help to create conditions for the broadest possible participation by individuals and groups in the life of the societies to which they belong,

Recalling that this participation can only be achieved through education recognized as a right for all, throughout life,

Conscious of the necessity to make education respond to the needs of various groups of people,

Convinced that adult education can make a vital contribution to economic and cultural development, the advancement of society, educational progress and the strengthening of international peace,

Considering that the right to education is an inalienable right of every person regardless of race, sex, age, social status and political and religious opinions,

Noting that the development of adult education is a prerequisite for lifelong education and an important factor in the democratisation of education,

Emphasizing the importance of adult education as one of the conditions for securing access to work and to cultural values, and as a factor in all-round development of the personality,

Recognizing the role which adult education programmes can play in consolidating the principles of freedom, justice, mutual understanding and co-operation in the world, and in improving the quality of life of adults themselves and of the communities to which they belong,

Affirming the role of adult education in meeting the needs of peoples who are deprived of all their legitimate rights, including their right to education, as a result of occupation,

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\* In accordance with the instructions given to it by the President of the Conference (see General Report, para.36), the Secretariat, in agreement with the Rapporteur-General of the Conference, has finalized the text of the following Recommendations.

## Recommendations

Conscious of the importance of cultural security in developing the personality of the individual, safeguarding his true identity and strengthening his ties to his heritage, history and civilization,

Considering that the basis for propagating these lofty principles is a humanistic education that fosters good character and desirable conduct in the individual,

Believing that democratization is a basic principle for the development of adult education,

Affirming that the influence that adults should have over their education extends to curriculum choice and definition, counselling, research facilities, scheduling and evaluation,

Stressing Unesco's considerable role and exceptional efforts in guiding adult education processes and carrying out research on that problem, bearing in mind the need for the democratisation and improvement of education and for the all-round development of the personality,

Considering the important role played by adult education in ensuring the effective exercise of the right to work by preparing individuals and the population to play an active part in economic life, providing people with professional and technical knowledge, skills and practical experience, improving their qualifications and enabling them to learn new occupations,

Recognizing the important role of adult education in ensuring the active participation of the broad masses of the population in their country's social and cultural life, the preservation and development of national cultures, and the development of understanding and respect for the cultures of other peoples,

Attaching great importance to adult education as a means of familiarising people with contemporary world problems,

Noting, however, that in practice, education for international understanding and peace has proceeded with difficulty,

Recognizing the desirability of effective links between education and the world of work, consistent with the concept of lifelong learning,

Given that those who are more likely to be victims of economic deprivation are illiterates, particularly women, the poor, the elderly and young people,

Considering the need for appropriate legislation in the field of adult education,

Recognizing the need for national co-ordination of animation and community education activities by making functional the bases for co-ordination that have been or will be established for that purpose,

Considering that the development of adult education must be viewed as an essential constituent of general plans for socio-economic and cultural development,

Considering the development of adult education theory,

Considering also that as a result of that development adult education is carried out scientifically in a number of countries,

Realizing that the limitation of resources constrains the adequate provision of education and skill training required for development, and that appropriate and innovative technology is now available for education purposes and may provide a cost-effective means of expanding access to education,

Affirming that quality in adult education is an important concern,

Recognizing the evolution of techniques in modern education and changing needs of societies,

Considering that those participating in adult and literacy education very often possess considerable experience of the world which should be exploited for the benefit of all,

Considering that in most countries of the Third World the development of human resources for adult education has been on a small scale,

Noting that higher education establishments have neglected vocational training in adult education,

Taking into account that the training and qualitative improvement of adult education personnel and their timely guidance, information and familiarisation with the results of scientific research and documentation are indispensable prerequisites for raising the quality and effectiveness of adult education,

Recommends that Member States:

define the role of adult education in the context of the needs of the individual and the society and develop appropriate programmes with a view to providing educational opportunities to various adult groups;

plan their adult education programmes around the idea of active and responsible participation by those concerned in both the enhancement of their capacities for initiatives and know-how and development of the community to which they belong;

ensure the active participation of women in adult education programmes and activities;

develop adult education activities that are close to peoples' daily, concrete needs;

include in their local and national adult education policies the local development dimension; collaborate closely, when drawing up adult education programmes, with the local, political, cultural and social personnel responsible; take into account, during the planning and actual implementation of adult education programmes, the experience of the world acquired by the participants in their social, cultural and professional lives;

plan and carry out training activities that will mobilize human resources, particularly by the use of self-training and by taking into consideration knowledge derived from social practice,

establish varied conditions, through concerted efforts by all the bodies and institutions concerned in each of the respective countries, that are appropriate for the continual upgrading of the qualifications and level of education of adults, thus ensuring the full development of the potential of individuals;

identify and overcome barriers to learning, particularly those related to teacher training for schools or adult education, those of a political, bureaucratic and/or administrative, social and structural nature, or those due to difficulties in the way of regular and continuing attendance at courses;

take the necessary steps to establish the financial, material and social conditions to ensure that the democratisation of education and lifelong education in general and adult education as an inseparable part of the education system, in particular, become genuine possibilities; for which purpose they should work out and make level provision for additional paid leave, various concessions, continuity between formal and non-formal education and between the education of children and adult education, the consequent abolition of formal requirements regarding the standard of education so far received and any other conditions needed to ensure not only equality of access to adult education but also that it is actually received;

emphasise the cultural and spiritual dimension in adult education and ensure that adult education programmes lay stress on the humanistic and moral aspects with a view to enabling those so educated to participate in the spiritual, social and cultural development of their countries in order to consolidate the principles of freedom, justice, mutual understanding, co-operation and peace in the world;

apply an integrated approach in identifying areas deserving priority in the development of adult education aimed at social progress relying for that: purpose on consistent and penetrating studies and analyses, co-operation with other Member States and contributions to exchanges of information and the effective utilization of positive experience required;

work out practical measures that will genuinely bring about closer links between adult education and the solution, on a broad democratic basis, of the urgent socio-economic, political and cultural problems confronting every country;

envisage, to this end, measures aimed at strengthening the links between adult education and formal education, developing various forms and levels of education providing a better response to changing conditions of production and the structure of employment and to the requirements of the all-round development of the human personality.

Legislation, finance, development plans

pass laws providing a legal framework for adult education;

refer to the Nairobi Recommendation on the Development of Adult Education when setting up or expanding adult education systems;

## Recommendations

provide legal, financial and other appropriate measures integrating adult education as an important and equal part of the general education system;

open channels between formal and non-formal education so that individuals can transfer from either of these to the other, age being no obstacle, and to grant recognition to study undertaken in adult education centres and treat it as equivalent to its formal counterpart;

establish modes of organisation conducive to integration among various institutions of adult education, both public and private, and simultaneously conducive to integration among all such institutions and schools and institutes of formal education, in a framework of lifelong education;

encourage participation in associations in all its different forms and activities and allow for it in their plans for the development of adult education;

take more account of adult education in their development plans; make available financial resources for its development;

### Programmes

prepare programmes whose content and techniques are suitable for the education of the various categories of target groups;

ensure that adult education programmes include, in addition to theoretical studies, substantial practical study programmes which demonstrate the application of theory through practice in laboratories and work places and through field visits;

### Media and methods

promote the introduction in universities and institutes of higher education of vocational-training programmes, at the basic and postgraduate levels, in 'the science of teaching adults';

promote, with the aid of all those involved in the training of adults and economic life, a range of educational actions designed to train each individual in need off further training in the use of the new communication technologies and data processing;

facilitate social communication by introducing into adult education introductory training in the creation and production of messages and in data processing using the new technological media;

encourage co-operation between the mass media and educational establishments and organizations directly involved in adult education;

provide the necessary means to develop libraries;

### Training and personnel

ensure that adult educators are trained in adapting to the needs of various adult groups in various environments;

### Research and exchange of experience

promote the exchange of experience among Member States and the execution of systematic research on problems relating to the strengthening of adult education as an important factor in securing the active participation of the population in socio-economic, political and cultural life and in promoting the quality, significance, impact and balance of adult education;

## Recommends that Unesco:

take all necessary steps to develop further its adult education. activities which on the basis of the concept of lifelong education should become an integral part of the educational system and a factor of its improvement and democratization, with a view to providing full and equal opportunities for education for all.;

promote adult education for the benefit of the free and full development of the personality and active participation of the individual in economic, social and cultural life as a means of promoting the exercise of the right to work and the right of access to culture;

also encourage efforts to develop adult education as a contribution to preserving and developing national cultures, to protecting the environment and in the spirit of the 1974 Unesco Recommendation on Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms; likewise efforts to overcome social injustice, combat prejudice, intolerance, racism and apartheid and create a climate of opinion opposed to war;

bear in mind the role of adult education in solving contemporary world problems and continue to assist Member States in their efforts to convert adult education into a factor conducive to activity in society and to development of the personality and creativity of the individual;

encourage the devising of new strategies in adult education and extend various kinds of assistance for the conduct of appropriate research and for the pooling of experience at the subregional, regional, interregional and international levels, relating to adult education and promotion of the activity of adults in society;

study existing experience of the establishment of a system of guarantees of the right of adults to education and promote exchanges of experience on these matters among Member States and its widespread application;

contribute actively, using its existing means, to the initiatives being taken in this area, both in its Member States and within the framework of co-operation with the other international organisations concerned;

pay attention to maintaining and improving the quality of adult education services and raising standards while fostering the democratisation of educational opportunities and wider access to education programmes:

Recommends that the Director-General:

take account of the recommendations of the Fourth International Conference on Adult Education in preparing the Organization's programme and budget for 1986-1987, and in particular, with regard to the proposals to be submitted to the General Conference at its twenty-third session concerning the preparation of the Plan for the Development of Education for International Understanding, Co-operation and Peace, make provision for activities relating to adult education and the development of suitable educational materials;

Recommends that the Member States and Unesco:

adopt the necessary measures to promote the development of adult education as an important means of ensuring the active participation of the population in applying the Universal Declaration of Human Rights, the Convention against Discrimination in Education adopted at the eleventh session of the General Conference, the Recommendation on the Development of Adult Education adopted at the nineteenth session of the General Conference of Unesco, and the recommendations of the 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 (1983);

encourage the involvement of various public organisations, e.g. trade unions, youth organisations, scientific and technical bodies, associations of educational and cultural workers, etc., in the preparation and implementation of adult education development plans;

combine the efforts of governmental and non-governmental organizations and set up machinery for their effective co-operation in the field of adult education development;

promote the establishment or development, nationally, regionally and internationally, of facilities for the co-ordination of animation and community education activities;

Recommends that the Director-General:

pursue his efforts to ensure that educational establishments in occupied territories may play their part in extending and democratising education, increasing educational opportunities and making them available to all peoples suffering from occupation, among others the Palestinians, in natural and satisfactory conditions without interference by the occupying powers in the form of measures such as the closing of educational establishments and collective sanctions against persons working in education;

## Recommendations

continue, within the limits of available resources, the services provided by Unesco to the Palestinian people in the field of education in general and adult education in particular;

give priority to the development of a regional approach centred on specific regional problems and solutions, and strengthen specialized regional bodies.

### II. SPECIAL NEEDS OF GROUPS: WOMEN, YOUTH, THE ELDERLY, MINORITIES, MIGRANT WORKERS, THE DISADVANTAGED AND THOSE THREATENED BY FAMINE

#### (i) Women

The Conference,

Mindful of the fact that illiteracy is a particularly serious problem afflicting women who, in several societies, do not have access to training and consequently evince an illiteracy rate considerably higher than that of men,

Recommends the Director-General, in his work on concentrating the activities of Unesco, pay special attention to adult education and, in particular, to the following areas:

programmes, especially for women, aimed at the eradication of illiteracy as the first necessary step towards the development and implementation of lifelong education;

programmes which ensure the active participation of women in shaping the curricula of their own education;

programmes especially aimed at giving women the same opportunity of education as men, and thereby providing them with a prerequisite for their active participation in community affairs and in their own social and economic development.

#### (ii) Youth

The Conference,

Noting that high and persisting rates of youth unemployment are now of concern to many Member States,

Recognizing that types and possibilities of employment as well as education and training requirements, vary from one country to another, and in particular between industrialised and non-industrialized societies,

Recognizing that a variety of youth training programmes has been developed in different countries in response to national requirements,

Recognizing the desirability of effective links between education and world of work, consistent with the concept of lifelong learning,

Noting that the effectiveness of such programmes may sometimes be difficult to assess because of a lack of research and evaluation data,

Calls upon Member States to give special attention to the needs of youth in the development of adult education and training programmes, promoting effective links between education and the world of work and, consistent with the concept of lifelong learning, providing for the full development of the human personality and encouragement of their active participation in social, economic and cultural life;

Recommends to Unesco:

1. To include in the Draft Programme and Budget for the biennium 1986-1987 (23 C/5) or in future programmes and budgets, provision for expert assistance to review research done to date and develop evaluation criteria for youth employment training programmes;
2. To diffuse the findings of such research and evaluation data to all Member States through publications, seminars and workshops;
3. To undertake the above actions in co-operation with other agencies of the United Nations system and intergovernmental agencies as appropriate.

(iii) The elderly

The Conference,

Recalling that the problems entailed for societies by the increase in the number of old people are assuming and will continue to assume considerable importance and that this demographic trend has many implications, particularly in the sphere of education,

Considering that continuing education should foster self-fulfilment for individuals in all age-groups,

Emphasizing the importance of promoting educational and cultural activities for the retired and the elderly so as to enable individuals to come to better terms with their own ageing, improve the quality of their lives and allow the societies to which they belong to benefit them from their long experience,

Recommends that Member States and international governmental and non-governmental organizations help to provide adults, whatever their age, with access to education and culture so that each person may safeguard his or her status as a full citizen and play an active role throughout his or her life, and that to this end they devote funds to the education of the elderly and regard such investments as being essential to the equilibrium of societies;

(iv) Minorities

The Conference,

Having regard to the development of adult education as an essential prerequisite for lifelong education and an important factor in the democratisation of education,

Considering that measures need to be taken to ensure that equality of opportunity for success goes hand in hand with broader access to adult education and that such education be made available to a growing number of increasingly varied groups,

Noting that many minority peoples do not enjoy the resources and freedom necessary to determine/influence the course of their own cultural and language development,

Recalling paragraph 2(d) and 22 of the Recommendation on the development of adult education

'Creating an understanding of and respect for the diversity of customs and cultures on both the notional and international planes ... 'With regard to ethnic minorities, adult education activities should enable them to express themselves freely, educate themselves and their children in their mother tongues, develop their own cultures and learn languages other than their mother tongues'.

Recommends that Member States:

1. Reaffirm the right of minority peoples, through adult education, to determine their own language and cultural development;
2. Express respect for the contribution and leadership which minority peoples can offer to the dominant cultural groups.

(v) Migrant workers

The Conference,

Recognizing that the migrant workers and their families should enjoy the full benefit of the educational opportunities available in the host countries while receiving additional help for keeping abreast with their national language, culture and religion,

Bearing in mind the necessity to offer educational opportunities for their reintegration to their home society upon their return,

Welcoming the efforts in adult education deployed by specialised national institutions in a number of countries receiving migrant workers and their endeavours to develop the educational and technical skills that workers need to keep up with technological advances and to avoid the threat of unemployment,



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Aware that the improvement of the technical, occupational and educational qualifications of migrant workers increases the likelihood of their returning voluntarily to their countries of origin to make an effective and fruitful contribution to comprehensive development programmes,

Calls upon all countries receiving migrant workers to set up programmes and activities in adult education that are in keeping with the workers' traditions and cultural identities;

Noting the fact that Unesco should seek the co-operation and support of the other relevant international organizations,

Recommends that Unesco within the limits of its programme and budget should support the educational programmes that would enable migrant workers and their families to adjust themselves to the working and living conditions of the host countries and the programmes to reintegrate them upon their voluntary return to the country of origin.

(vi) The disadvantaged

The Conference,

Recommends that Member States give special attention in adult education to disadvantaged persons with a view to solving the problems of illiteracy, raising basic general knowledge and providing professional and vocational skills, in order to promote economic growth and social development,

Further recommends Member States and non-governmental organizations to elaborate strategies, develop methods and curricula contents, and develop international co-operation in these priority areas of adult education,

Recommends to Unesco to give special attention to programmes aimed at developing vocational education of adults, especially emphasizing the needs of people in rural areas and of disadvantaged groups, taking into account the cultural dimension of development.

(vii) Those threatened by famine

The Conference,

Recalling the critical threat of famine which is unprecedented in modern times and the consequent effect on the survival of more than 150 million people in 21 countries and other developing countries,

Noting the role of adult education in improving living conditions with particular reference to increased food production, modernisation of the rural environment, reforestation, the promotion of soil conservation and the establishment of community infrastructures,

Bearing in mind the developmental dimension of adult education and noting further that the long-term objective of self-sufficiency in food production can only be achieved within... the context of the general economic and social development of these countries,

Recognizing that there are many national non-governmental organisations engaged in programmes to ameliorate the famine situations in the African countries and other regions affected by famine,

Recommends that the international organizations support the efforts of Member States to establish special model projects under which their nationals will be enabled to enrol adult education programmes that will help them to overcome natural disasters and the problems of drought before and during their occurrence by acquiring the knowledge and skills needed to use appropriate technology and by acquiring sound health and dietary habits, in addition to immediate food and medical assistance,

Requests the Director-General to consult with other United Nations organisations responsible for relief and emergency operations to consider the inclusion of multidisciplinary teams of adult educators to assist these NGOs in the planning and undertaking of long-term non-formal educational programmes which will reduce the incidence of famine,

Calls upon Member States (especially in the industrialised countries) and intergovernmental organizations to give support to the efforts and initiatives of indigenous African NGOs directed not only towards the amelioration of the immediate effects of the famine but also to the long-term educational needs of countries in order to be prepared to meet such emergencies,

Recommends to Unesco that it develop and promote survival training programmes.

III. ADULT EDUCATION AND THE FORMAL AND NON FORMAL SECTORS OF EDUCATION

A. Relationship between formal and non-formal education

The Conference,

Recalling that the Recommendation on the Development of Adult Education, adopted by the General Conference at its nineteenth session in Nairobi in 1976, defines adult education as the entire body of formal and non-formal processes leading to both full personal development and participation in balanced and independent social, economic and cultural development,

Envisaging to this end, measures aimed at-strengthening the links and partnerships between non-formal and formal education, and at developing various forms and levels of education providing a better response to changing needs of both training for employment and the development of the human personality,

Noting that the personnel deployed in non-formal education represent a. rich diversity of background and experience enabling them to respond to the needs of adults,

Stressing also the importance of improving the qualifications of personnel engaged in work in that field of adult education and establishing appropriate training courses,

Recalling the necessity, stressed in the Nairobi Recommendation of 1976, of giving consistent financial support to organisations working in the field of adult education including particularly organisations in non-formal education,

Noting that non-formal education should be considered an equal partner with formal education, and since non-formal education, in addressing its own specific problems can also effectively make a contribution to formal education,

Recommends to the appropriate authorities in Member States:

that they adopt concrete measures to ensure the complementarity of these two sub-systems in the context of lifelong education:

to take appropriate measures in the framework of their education plans and systems, aimed at strengthening the link and continuity between non-formal and formal education;

to consider especially enacting the necessary legislation to facilitate more profound co-ordination between the two sectors to open channels between non-formal and formal education so that individuals can transfer between them, without unnecessary impediment and to promote the proper recognition of certificates awarded in non-formal education;

to allocate an increasing proportion of their national budget to non-formal education;

Recommends to Unesco, within the limits of available resources:

to make provision for studies, exchanges of information and documentation concerning the links and partnerships between formal and non-formal education with particular reference to adult education.

B. Role and contribution of non-governmental organisations

The Conference,

Mindful that adult education in most societies is the responsibility of both governments and non-governmental organisations,

Recognizing that non-governmental organisations afford possibilities of meeting the various educational needs of the population,

Considering that the role of non-governmental organization

Believing that non-governmental organisations, including women's organisations, possess an undeniable potential for promoting adult education,

Aware that non-governmental organisations are community-oriented by nature and tend to make efficient use of their resources,

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Considering that governments should provide favourable conditions for action by non-governmental organisations in the field of adult education,

Recommends to Member States that they develop and encourage co-operation among all government branches and non-governmental organisations involved in adult education and that non-governmental organizations be given technical and financial support,

Recommends to Unesco that it continue to encourage and facilitate co-operation among non-governmental organizations engaged in adult education throughout the world.

### C. Role of institutions of higher learning in adult education

The Conference,

Recalling Major Programme V, Education, training and society, of the second Medium-Term Plan,

Affirming that the role of institutions of higher learning in the development of human resources is of paramount importance,

Recognizing that within the process of educational renewal many institutions of higher learning are now assessing their approaches and considering mechanisms by which they might further increase their participation in the community effort,

Recognizing that there is an increasing public demand for the services offered by institutions of higher learning, and

Believing that a broader role in adult education for institutions of higher learning would be of the greatest benefit,

Recommends to Member States and to the higher education community:

- (a) to broaden access to higher education for adults by developing more flexible administrative criteria for admission and then putting them into practice;
- (b) to provide courses, seminars and educational opportunities of diverse types to adults near their place of residence;
- (c) to permit access to higher education to adults in remote areas by expanding distance learning through correspondence courses, radio and other low-cost methods;
- (d) to adapt the processes and structures in institutions of higher learning to meet the unique and diverse learning needs and experience of adults;
- (e) to increase the quantity, quality and thoroughness of studies and research on issues related to adult education, in order to provide informed bases for the planning, implementation and evaluation of adult education activities.

## IV. TECHNOLOGIES AND ADULT EDUCATION

### A. Utilization and transfer of low cost appropriate and innovative technologies

The Conference,

Noting the commendable initiatives by Unesco in Major Programme VI, The sciences and their application to development and in relation to increasing the self-reliance of countries in the development of appropriate technologies for education,

Considering the ever-increasing role of the mass media in international life,

Convinced that the mass media can exert a decisive impact on the extension and improvement of adult education,

Recognizing that active participation by adults in the economic, social and cultural life is enhanced by the level of their awareness, made possible by continuous and comprehensive education programmes for adults, and that the rate and level of economic and social development are related to the skills, knowledge and participation of the adult population,

Considering that if appropriate measures are not taken by Member States, the uncontrolled development of these technologies and the content for which they serve as a vehicle, could aggravate economic, social and cultural disparities, and could reduce the expression of local, regional or national cultural identities,

Realizing that the limitation of resources constrains the adequate provision of education and skill training required for development, and that appropriate and innovative technology is now available for educational purposes and may provide a cost-effective means of expanding access to education,

Recognizing that such education and skill training may be provided appropriately through both the formal and informal educational sectors,

Noting in particular that a number of countries have experience with low-cost community radio and television, mobile low-power transmission units and other innovative technology for providing a broad range of adult education services,

Noting that the radio has not been made readily accessible to the majority of peoples, particularly in developing countries, and that the rural cinema and rural theatre have not been developed and adequately exploited as significant media for adult education,

Appreciating that such activities may require the strengthening of relations between bodies responsible for adult education and those bodies responsible for radio, television or other electronic media,

Believing that training in the effective educational utilisation of such technologies is frequently required,

Recommends that Member States:

- (a) promote in every possible way the wider use of the mass media for the development of adult education, in particular to spread literacy and to raise the level of education of adults so that they can play a more active role in the economic, socio-political and cultural life of their countries, and in the solution of the major problems of the present day,
- (b) make available to Unesco and to other Member States with common conditions and concerns the experience they have acquired, through activities and programmes in these fields,
- (c) take every measure possible to make radio more accessible to the majority of their citizens and to take initiative in promoting the use of rural cinema and rural theatre in their adult education programmes.

Recommends to Unesco that :

- (a) the information obtained in this area be distributed for the benefit of Member States;
- (b) training the effective utilization of such technologies continue to be made available to personnel through seminars, workshops, study tours and other means to meet the particular needs of adult education in the various Member States;
- (c) it give, within the limits of its programme and budget, technical assistance to Member States to develop the rural cinema and rural theatre for the purpose of strengthening their adult education programmes.

#### B. The effects of technology on the quality of life

Considering that the extremely rapid development of the new communication technologies, combined with the establishment of diversified networks for the dissemination of cultural products, will bring about deep-seated changes in social life in all Member States,

Believing that the irreversible technological changes that have occurred since the last International Conference on Adult Education, held in Tokyo in 1972, could affect or marginalize certain individual and social values based on humanism and tradition,

Considering that it is important to reconcile these two aspects of present-day reality with a view to greater social justice,

Recommends that Member States:

- (a) plan their adult education programmes around the idea of active and responsible participation by those concerned in both the enhancement of their capacities for initiative and know-how and development of the community to which they belong:

## Recommendations

- (b) adopt, in particular with respect to training, measures appropriate to their economic and social situation to enable men and women:

to obtain the rudiments of basic knowledge so that they can support themselves with dignity and take an active part in shaping their working, social and family environment;

throughout their lives and without loss of identity, to deal with the changes in their work and way of life that they may have to face;

- (c) restore these socio-economic ideas more comprehensively to their cultural context, by ensuring that the field of the human sciences, particularly history, takes account of the dimension of scientific and technological development, and by encouraging, to this end, joint reflection on the part of research workers and social agents at all appropriate levels;
- (d) promote with the aid of all those involved in the training of adults and economic life, a range of educational actions designed to train each individual in the use of the new communication technologies and data processing;
- (e) facilitate social communication by introducing basic adult education in training in the creation and production of messages and in data processing using the new technological media;
- (f) further the integration of these new technologies in the materials used to train adults;

Recommends that the Director-General should:

- (a) assemble and disseminate all the information available on the role and place of the new technologies in adult education, in the light of the economic, social and cultural realities specific to each Member State;
- (b) strengthen, in the Organization's programmes, the role of social communication and data processing in all their forms;

### C. Adult education in response to technological change

The Conference,

Considering that, given the rapid technological and social change in the world, continuing education for adult men and women has proved to be more important and necessary than ever before,

Recognizing that basic education can by no means anticipate vigorous technological and social development and that, therefore, lifelong education, in an ever-changing environment, is absolutely necessary,

Considering that many countries are in a period of economic austerity characterised by high unemployment, underemployment and the increasing application of high technology requiring greater skills for individuals to participate fully in modern life,

Considering the important role played by adult education in ensuring the effective exercise of the right to work by preparing individuals and the population to play an active part in economic life, providing people with professional and technical knowledge, skills and practical experience, improving their qualifications and enabling them to learn new occupations,

Recalling paragraph 49 of the Recommendation on the Development of Adult Education (Nairobi, 1976),

Considering that educational leave is an important and necessary measure towards coping occupationally, socially, culturally and politically with rapid technological and social change,

Taking note of the fact that educational leave is an important economic and social investment in the future of people and as such, in the future of societies, as well as an important contribution to the realization of greater equality of opportunity and democratization of education in societies,

Stresses the importance of educational leave as a concrete contribution towards the realization of continuing education,

Recommends:

1. to Member States:
  - (a) to make additional efforts to promote the realization of educational leave in co-operation with social groups concerned;
  - (b) to support measures to offer comparable educational opportunities to persons not in the work force, and especially for the unemployed;
2. to Unesco:
  - (a) to co-operate with ILO and other international organisations in the field of educational leave;
  - (b) to promote the further development of educational leave by organizing a series of expert meetings;
  - (c) to assist Member States in establishing educational leave.

V. TRAINING OF EDUCATORS - PEDAGOGY

(i) The training of personnel

The Conference,

Considering that professionalization is as necessary in the field of adult education as in the other activities of human life,

that attention traditionally has only been paid to the professional training of the educators of children and teenagers, that is to say schoolteachers,

that similarly bodies, institutions and colleges for the training of teachers have sometimes neglected the professional training of teaching staff in universities,

that the inherent assumptions and principles of lifelong education call for the education of the individual at all stages of life,

that without training for adult educators, achievements in this educational field will be limited,

that the adult educator ought to have at the least some basic knowledge of adult psychology, the psychology of learning, and educational methods and techniques,

that the training of university teachers in all faculties must take account of the specific fact that their students are adults,

Recommends that the appropriate authorities in Member States:

1. fully acknowledge the direct influence of adult education workers on the development and on the quality of education;
2. introduce innovations and renewal in their systems, methods and techniques of adult education, in keeping with the requirements of lifelong education and the principles of adult education with a view to training the adult educator to facilitate the learning process for the adult at whatever level of education;
3. ensure that training colleges and institutions lay emphasis on the adult education aspect of those engaged in adult education;
4. make provision for teacher-training colleges and institutions to offer degree programmes in adult education, in addition to offering it as a specialization within other fields;
5. ensure that the approach of such institutions be characterised by flexibility and adaptability to the specific conditions of the different regions and of each educator with emphasis on the training of middle-grade technicians;

Invites Member States

to take into consideration the contribution of non-governmental organisations to the training of part-time and voluntary personnel,

to emphasize the value of the diversity of experience and training that may lead to recognition of the status of such personnel,

## Recommendations

to support the efforts of non-governmental organizations in setting up training programmes for such personnel, which are flexible enough to allow for the inclusion of experiences relevant to the needs and backgrounds of the personnel concerned,

Recommends to Unesco that it:

1. pay greater attention to the training of adult education workers in preparing its future programme and budget;
2. help Member States, by means of concrete projects, to gain a better understanding of the importance of training adult education workers and improving their status, and adopt effective manners in this connection;
3. encourage exchanges of experience among Member States;

### (ii) Development and application of a theory of adult education

The Conference,

Stressing the importance of comprehensive scientific research on adult education as a precondition for its improvement,

Having regard for the need to disseminate the results of experiments in adult education that lay the basis for a specific ('androgological') model distinct from that used in the education of children and adolescents,

Considering that an important means of extending and improving adult education is the renewal of methods and the widespread use of new, scientifically based educational means and methods that have been tested in practice,

Taking into account that the training and qualitative improvement of adult education personnel and their timely guidance, information and familiarization with the results scientific research and documentation are indispensable prerequisites for raising the quality and effectiveness of adult education,

Invites appropriate authorities within Member States:

1. to enlarge on 'androgological' theories through participatory research shedding light on the specific characteristics - biological, psychological, economic and social of adult life, which may serve as the basis for applying new methods and techniques that respect the personality and human condition of adults, while stimulating the process of self-fulfilment;
2. to assign priority to the study and development of experiments permitting full utilization of the methods and techniques whereby adults learn, which will at the same time contribute to the organization of new structures in institutions responsible for carrying out the process of adult guidance and teaching;
3. to promote the introduction in universities and institutes of higher education of programmes of intermediate technical training, together with vocational training programmes, at the basic and postgraduate levels, in 'the science of teaching men';
4. to promote the exchange of experience and the results of scientific research aimed at renewing and improving the forms and methods of adult education and at the development of new educational means and methods, by organizing international seminars and symposia;
5. to develop more actively international exchanges of information with a view to familiarizing adult education personnel with scientific achievements relating to adult education resources and methods and also with the most interesting experience relating to the improvement of adult education.

## VI. ILLITERACY - FUNCTIONAL ILLITERACY

The Conference,

Appreciating the continuing efforts being made by the countries of the world, Unesco, international and regional organizations, local associations, groups and individuals in confronting illiteracy and striving to eradicate it for all without discrimination,

Noting with great dismay that, despite the declining illiteracy rates resulting from these efforts, the number of illiterates is continuing to increase in absolute terms,

Regarding this situation as inconsistent with the true potential of the contemporary world and its demand for the shaping of human beings,

Confirming the object of eradicating illiteracy completely by the year 2000,

Stressing the need for a new formulation of the concept of literacy in relation to changes in social demand regarding adult education,

Considering that implicit in this new demand are needs for basic literacy as well as for cultural and technological literacy,

Noting the growing awareness in a number of countries, particularly industrialized countries, especially as a result of economic difficulties, of the phenomenon of 'functional illiteracy', which consists in an inability to master the skills and means needed to take one's place in working, social and family life and to participate actively in the life of society, despite the cultural legacy bequeathed by tradition and experience,

Noting that functional illiteracy and its consequences are aggravated by the speeding up of industrial and technological change, which particularly affects the most disadvantaged populations,

Considering further that literacy is a complex problem related not only to the surrounding environment, but also to the historical, cultural, political, economic and social features of each people,

Considering that in oral culture and tradition, the teaching of reading and writing must be integrated into a cultural context and make use of the oral not only as a correct way of approaching reading and writing but also as a recognition of the authentic values of the adult's culture and resources,

Regarding literacy as a basic individual right and a fundamental duty of the State, as well as a matter of national and international social solidarity,

Considering that literacy is an essential prerequisite for national, social, economic and cultural development, effective communal/social development and the full personal development of individuals and their quality of life, Noting the particularly high rates of illiteracy in many Third World countries, Conscious that illiteracy is particularly serious among women,

Considering that the basic condition for the advancement of adult education in the developing countries is the provision of basic education to adults up to a level that will enable them to continue learning and to make use of their newly acquired skills,

Conscious that the dispersion of efforts in adult education and adult education institutions in most countries of the Third World is an obstacle to the follow-up efforts to literacy and basic education which are needed to prevent the newly literate from relapsing into illiteracy,

Recommends:

To Member States, appropriate intergovernmental and non-governmental organisations:

- to give special priority to literacy in adult education programmes;
- to adopt the following priorities in preparing literacy plans:

- young people, women and disadvantaged groups in rural and semi-desert areas and in outlying urban districts;

- to incorporate literacy training and basic education for adults into comprehensive development plans mixing official and popular efforts in addressing the full range of a society's problems and backwardness;

To Member States:

- to adopt a civilizational concept of literacy, the aim of which is to raise the individual to an educational and cultural level that enables him to acquire the basic skills of reading, writing and arithmetic and to participate in the development of his society and the renewal of its structures, so that he will have the social and cultural incentives to go on learning and to improve the quality of life;



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to adopt the concept of literacy to the purpose of particular actions, and accordingly to distinguish between:

- (a) functional literacy, which, in addition to inculcating learning skills, should help workers to achieve greater mastery of their occupations, increase their theoretical and practical knowledge, advance in their careers and continue with their education;
- (b) social literacy, which should be a means to the acquisition of the tools of further mastery of the written word and pave the way for the integration of the newly literate into their cultural, social and political environments;

to link adult literacy provision to a coherent national language policy involving initial learning whenever possible in the mother tongue followed by provision in languages of national or international communication;

to give priority to literacy programmes and universal access to primary education in the most severely deprived regions, particularly in rural areas and for the categories most concerned, such as women;

to provide the necessary resources to achieve universal access to basic education in accordance with the principle of the democratization of education and to eliminate illiteracy at its source;

to link literacy with the universalization of basic education in order to eliminate illiteracy at its source by enrolling all children in basic education and developing programmes designed to ensure that they will not relapse into illiteracy, and by opening channels between formal and non-formal education in order to provide the newly literate with opportunities for lifelong education;

to attack the issue of illiteracy by various rational methods: application of the latest findings in the various fields of knowledge to planning for literacy campaigns, execution of literacy programmes and evaluation of their results; to harness the resources of modern technology in the service of literacy work and its enormous potential enlisted to that end; and to give the motivations and wishes of illiterate persons themselves due importance in order to stimulate their abilities and ensure their positive participation in the common endeavour;

to provide all functional and mass literacy programmes with an evaluation scheme as a means of determining which targets have been achieved and which activities should be continued or adjusted;

to take the necessary steps to foster public awareness of these problems and of the general usefulness of their being solved, seizing in particular the opportunity afforded by International Literacy Day;

to intensify their co-operation with respect to literacy education:

- (a) by informing one another about the range of research programmes likely to further knowledge of the various phenomena of illiteracy and functional illiteracy, and by consulting with one another about ways and means of remedying them and about the supplementary and parallel development of activities in the context of both adult education and the school and university education system;
- (b) by taking the necessary steps to foster public awareness of these issues, particularly on the occasion of International Literacy Day;
- (c) by keeping themselves informed of measures taken in the various member countries which have a bearing on the training of teachers and instructors;
- (d) by keeping themselves informed of measures that contribute to the basic training of those seeking employment;

To the Director-General:

in his efforts to concentrate the activities of the Organization, to give special attention to adult education and, in particular, to programmes aimed at the eradication of illiteracy and functional illiteracy, taking particularly into account the specific educational needs of adult illiterates;

to give support when necessary to the efforts of national governments to engage in the creation of universal adult literacy programmes designed to equip adult learners with skills necessary to participate meaningfully in the conception of economic, social, political and cultural developments in national life;

to contribute, within the framework of lifelong education, to the promotion of post-literacy activities in an appropriate educational setting in order that knowledge freshly acquired through literacy training may be maintained, enriched and put to rewarding use;

to support where appropriate, the efforts of Member States to incorporate the struggle against illiteracy and functional illiteracy in their development plans;

to help develop a strategy for a comprehensive approach to national literacy campaigns and investigate the possibility of its general application to the struggle against illiteracy in developing societies;

to give priority, in programmes of technical assistance, to countries in which universal basic education has not yet been achieved;

to launch an urgent appeal at the next session of the General Conference to the international community and all organisations interested in adult education to come to the assistance of the developing countries whose illiteracy high, supplementing these countries' own efforts;

and with particular reference to countries where there is a problem of functional illiteracy:

to encourage and facilitate co-operation among Member States under those of the Organization's programmes that may contribute to the struggle against functional illiteracy;

to participate where appropriate in national action to promote public awareness of issues and strategies relating to the struggle against functional illiteracy;

to envisage the organisation during the next biennium of an international symposium on the topic of functional illiteracy.

## VII. INTERNATIONAL CO-OPERATION

The Conference,

Recalling that the Universal Declaration of Human Rights recognised the fundamental right of each and every individual to education,

Recognizing Unesco's important role as the only specialised universal international organization in the fields of education, science, culture and communication and its activities in the exchange of experience, encouragement of studies and promotion of international co-operation in adult education,

Recognizing that in our rapidly changing world adult education can significantly contribute to the free and full development of the human personality and encourage the active participation of everybody in the social economic, scientific, technological and cultural development of nations and the international community,

Recalling the spirit of the 1976 Recommendation on the Development of Adult Education the Convention and the Recommendation against Discrimination in Education, the Recommendation on Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms and Revised Recommendation on Technical and Vocational Education,

Recalling also the recommendations adopted by the Third International Conference on Adult Education (Tokyo, 1972),

### 1. Research, studies, evaluation and dissemination of information

Recognizing that in this period of rapid development of adult education international conceptual co-operation has become extremely important,

Recommends to the Director-General that in the execution of the Programme and Budget for 1986-1987 (23 C/5) he should undertake within the available resources, the following actions:

- (a) support intensively existing regional programmes and infrastructures, promote the development of innovative adult education projects, and strengthen regional activities such as the Major Project in the Field of Education In Latin America and the Caribbean, from both the technical and the financial aspects, and study and disseminate regional experience in adult education;

## Recommendations

- (b) increase the community impact, individual importance and social balance of adult education programmes and activities, making them more efficacious and efficient;
- (c) promote the exchange among Member States of experience and the results of scientific research aimed at renewing and improving the forms and methods of adult education and at the development of new educational means and methods, by organizing international scientific seminars and symposia; more actively develop international exchanges of information with a view to familiarising adult education personnel with scientific achievements relating to adult education resources and methods; study and make widely known experience concerning the training and further training of personnel engaged in adult education, concerning the clear definition of their legal status and concerning the involvement of broad sectors of the scientific and educational community in work to do with adult education;
- (d) further the preparation of directories providing details of research and training institutions and bodies concerned with adult education, as well as directories of people qualified in the different areas of adult education; give support to the preparation and dissemination of case-studies relating to innovative experiments and projects; and assist the Member States in this regard, including the encouragement for the establishment of national and regional clearing-houses with facilities for abstracting or translating into the languages outside the ones officially recognized by Unesco;
- (e) develop criteria for the evaluation of adult education activities and practical measures designed to promote the interrelationship between adult education and the other forms and types of education of the various levels within the framework of a broadly understood concept of lifelong education.

## 2. Bilateral and multilateral exchanges

The Conference,

Recognizing the important practical gain that can be made through international exchange among adult educators working in both government and non-governmental sectors in sharing successful experiences of bringing adult education for development to those in greatest need,

Noting that a large number of microregions located on both sides of national borders are developing intense levels of trade and cultural exchanges with each other, and acting together could solve, with the assistance of the competent national bodies, some common problems in the field of adult education,

Recommends that, where appropriate, Member States:

introduce the problems posed by adult education, or give added importance to them, in their bilateral cultural relations;

engage in bilateral exchanges of personnel working in the field of adult education, so as to speed up the exchanges of experience and information;

establish or reinforce adult education programmes aimed at population groups sharing a common culture and living on both sides of national borders;

seek all possible means to support exchanges of personnel including the direct participation of those working for adult education for development in their respective non-governmental sectors in such exchanges;

strengthen international co-operation by holding seminars and examining the advanced programmes, methods and techniques used in each country;

strengthen relations with Unesco and with other international or regional organizations;

Recommends that Unesco, within the limits of available resources:

further intensify its efforts to encourage practical regional and international exchange of experience in adult education by means of close partnership with regional and international non-governmental organisations as well as between Member States;

strongly support exchange of personnel, in particular between developing countries, publishing and translating of adult education materials in different national languages, and training workshops for adult educators on a subregional basis;

continue to convene international conferences on adult education, at appropriate intervals, and to offer educational advisory services and education experts to all Member States, particularly the developing countries;

initiate action with a view to promoting and/or organizing bilateral or regional meetings, taking advantage of the fact that it is well-placed to establish useful exchange of experiences between Member States and also to be informed of the specific situation in each of the participating member countries;

suggest to Member States that they undertake, on a regional or subregional basis, joint studies on specific aspects of adult education;

execute training programmes for adult education workers and supervisors in various countries of the world;

formulate, with the collaboration of Member States and cultural institutions, programmes of educational travel for adults, focusing on cultural areas;

ensure that these programmes be developed, in so far as possible, within the framework of instruction common to young people and adults, in order to help further understanding among different age groups;

continue the efforts undertaken to reinforce the role of co-operation in the effective exchange of technology and human resources applied to adult education;

make Member States aware of the pressing need for co-operation as an important means to solve the problem of illiteracy throughout the world, and to promote the education of adults as an essential factor in social and economic development;

### 3. Regional and subregional co-operation

The Conference,

Noting with satisfaction the priority assigned to the struggle against illiteracy in Unesco's programmes, particularly those concerning the training of specialized personnel and literacy instruction for women and girls,

Recalling Recommendation No. 2 of the Harare Conference of Ministers of Education and Those Responsible for Economic Planning in the African Member States in June/July 1982, which called for the establishment of a Regional Programme for the Elimination of Illiteracy in Africa,

Welcoming the initiative of Unesco in launching the Regional Programme for the Elimination of Illiteracy in Africa as a basis for regional co-operation in this field,

Considering that since 1981, when the Latin American and Caribbean countries approved the Major Project in the Field of Education, vigorous measures have been taken in the countries of the region to attain the three objectives proposed therein, particularly the second of them, namely, the eradication of illiteracy and the extension of educational services for adults,

Bearing in mind that the Regional Plan of Action recently adopted in Mexico City (November 1984) by the Intergovernmental Regional Committee for the Major Project, identifies priorities for fields of action and programmes and provides a framework for the future efforts of the various countries to attain the objectives of the Major Project in the Field of Education,

Considering that a solution to the problems posed by literacy training and adult education in the Latin American and Caribbean countries calls for close co-operation among all these countries and an efficient well-conceived exchange of experience and innovations with the more developed countries,

Considering the positive role being performed in education by regional and subregional bodies in Latin America and the Caribbean, and by national centres and institutions of regional scope,

Recognizing that all the Latin American and Caribbean Member States have adopted national plans for the development of education within the framework of the Major project in the Field of Education,

Concerned that Asia and the Pacific region has three-quarters of the world's illiterate population (618 million out of a total of 857 million) and the highest number of non-enrolled children of primary age-group (60 million),

Appreciating the contributions made by Unesco to the promotion of literacy and adult education in Asia and the Pacific and in Africa,

## Recommendations

Noting the recommendation adopted by the Fifth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific in Bangkok in March 1985 to strive for universal literacy by the year 2000,

Urges the Member States of the African region to create the necessary structures to enhance their co-operation within the framework of the Regional Programme;

Invites the Member States of Latin America and the Caribbean to continue to intensify co-operation in respect of adult education;

Calls upon the Member States in Asia and the Pacific:

to continue and intensify their resolution and commitment for the eradication of illiteracy by adopting effective policies and strategies in achieving universal primary education and functional literacy for adults; and to strengthen mutual assistance and exchange of experiences,

Recommends to Unesco:

that it continue to support efforts by Member States to integrate literacy activities in development projects, to enlist young peoples in the fight against illiteracy and to carry out specific education programmes for women;

Recommends that Unesco, within the limits of available resources:

(a)

strengthen the Regional Programme for the Eradication of Illiteracy in Africa with emphasis on training of adult education personnel and production of learning materials by:

- (1) identifying resources, both of personnel and training facilities in the region;
- (2) helping Member States get access to those resources not available within their boundaries;
- (3) assisting Member States in the training of high level personnel for adult education and literacy with a view to ultimate realization of self-sufficiency for the region in this area;
- (4) assisting Member States in developing and improving their capacity for the production of learning materials and their exchange within the framework of the Regional Programme;

(b)

help the CREEA and other interested organizations to undertake a feasibility study on the establishment of a regional training centre for literacy personnel (CERFOCA) in Niamey;

promote co-operation among all adult education and literacy institutions and organizations through the exchange of data and the dissemination of documents;

undertake in co-operation with Member States studies on progress made in the development of adult education and on factors favourable or unfavourable to such development;

develop a mechanism in Asia and the Pacific to follow up progress and too review strategies;

develop in Asia and the Pacific a Regional Resource and Documentation Centre to provide support to the network of National Resource Centres;

(c)

strengthen the Major Project in the Field of Education in Latin America and the Caribbean and to this effect:

- (1) promote innovative projects and exchanges of experience in the use of methodologies developed in the region with other regions facing similar situations and problems;
- (2) strengthen the regional authorities responsible for co-ordination and horizontal co-operation by increasing the budgetary allocations to regional bodies for the next financial period;
- (3) provide technical and financial support for evaluative, comparative and participatory research projects in the region;

- (4) give priority, using its own resources and those channelled through it from Member States, to the training and further education not only of the officials responsible for national literacy and adult education programmes but also of the teachers directly involved in such work;
- (5) promote the interregional development of data banks and of interconnected information networks, and encourage greater use of these;
- (6) encourage Member States which produce useful teaching aids for literacy and adult education programmes to co-operate with regard to materials and equipment (ranging from paper, ink, pens, etc., to other technological products), so as to facilitate their manufacture in the countries that need them;
- (7) make known more and more widely the desire of the Latin American and Caribbean peoples to reassert their regional autonomy and identity and their willingness to accept technical and financial assistance from all Member States;
- (8) publicize and support the appeals made by Member States of the region to all possible sources of funds in order to obtain the assistance that they require for national literacy and adult education programmes.

4 Periodic reports from Member States on the implementation of the Recommendation on the Development of Adult Education

The Conference,

Recalling Article IV paragraph 6, of Unesco's Constitution and section VI of the Rules of Procedure concerning recommendations to Member States and international conventions covered by the terms of Article IV, paragraph 4 of the Constitution,

Is of the opinion that the submission by Member States of periodic reports on the implementation of the Recommendation on the Development of Adult Education, adopted by the General Conference at its nineteenth session, will help to improve the implementation of said Recommendation and to promote a broad exchange of information on trends, problems and prospects in adult education,

Recommends that the General Conference establish a procedure and periodicity for the submission and consideration of reports of Member States on their implementation of the Recommendation on the Development of Adult Education;

Recommends that the Director-General submit appropriate proposals to the General Conference at one of its forthcoming sessions.

VIII, DEVELOPMENT, RESEARCH, PLANNING, EVALUATION

A. Contribution of adult education to development

The Conference,

Considering that the development of adult education must be viewed as an essential constituent of general plans for socio-economic and cultural development,

Wishing to put into practice the conclusions, declarations and recommendations of the Second and Third Conferences on Adult Education (Montreal, 1960 and Tokyo, 1972),

Recalling that the Recommendation on the Development of Adult Education, adopted by the General Conference at its nineteenth session in Nairobi in 1976, defines adult education as the entire body of processes, whether formal or otherwise leading to both full personal development and participation in balanced and independent social, economic and cultural development,

Affirming that the rate and level of economic and social development are related to the skills, knowledge and participation of the adult population,

Considering the importance in many countries of rural development in the process of building modern and healthy communities,

Considering that many countries are in a period of economic austerity characterised by high unemployment, underemployment and the increasing application of high technology requiring greater skills for individuals to participate fully in modern life,

## Recommendations

Taking account of the concern of Member States to master developments in science and technology,

Desirous of helping the adaptation of individuals to the changes occurring in their society,

Considering the need for appropriate legislation in the field of adult education,

Recommends that Member States:

work out practical measures that will genuinely bring about closer links between adult education and the solution, on a broad democratic basis, of the urgent socio-economic, political and cultural problems confronting every country;

adopt measures aimed at linking social, economic and cultural development needs to educational aspirations, with a view to co-ordinating the public interest with the interests of individuals and the full development of their faculties;

to include in their local and national adult education policies the local development dimension,

Invites Member States:

to take all necessary steps to develop further their adult education activities which, on the basis of the concept of lifelong education, should become an integral part of the educational system and a factor of its improvement and democratisation, with a view to provide full and equal opportunities for education for all;

to advance development of adult education for the benefit of the free and full development of the personality and active participation of the individual in economic, social and cultural life, as a means of promoting the exercise of the right to work and the right of access to culture;

to direct efforts also to the development of adult education as a contribution to preserving and developing national cultures, to protecting the environment and in the spirit of the 1974 Unesco Recommendation, to furthering international understanding, co-operation and peace and respect for human rights and fundamental freedoms, to overcoming social injustice to combating prejudice, intolerance, racism and apartheid and to creating a climate of opinion opposed to war;

Recommends to Unesco

to encourage consideration of the local dimension of development in the preparation and implementation of adult education policies and programmes.

## B. Research, planning and evaluation

The Conference,

Bearing in mind the fact that adult education cannot be isolated from the general context of the educational system and that its development represents a necessary condition for the achievement of lifelong education and at the same time an important factor for the democratisation of education,

Affirming that the influence that adults should have over their education extends to curriculum choice and definition, counselling, research facilities, scheduling and evaluation,

Stressing Unesco's considerable role and exceptional efforts in guiding adult education processes and carrying out research on the problem, bearing in mind the need for the democratisation and improvement of education and for the all-round development of the . personality,

Recognizing that the research carried out in some countries in such fields as the theory of synergy, or combined effort, has had positive results conducive to the introduction of innovations in the organization of adult learning,

Convinced that the endeavours to plan adult education, on the basis of projects or action research, should be strengthened,

Stressing the importance of comprehensive methodical research on adult education as a precondition for its improvement,

Considering that encouragement should be given to the pursuit of research and studies in fields such as programme design, methods, training, evaluation, administration and use of the media, and to the subsequent publication of the results of the research and studies so that they can be widely circulated among adult educators and documentation centres, since research is of great help in securing the adoption of correct policies and practices in adult education,

Recognizing the importance of systematic collection of statistics and other types of information for planning and evaluating adult education activities as well as for research purposes,

Noting that Member States would benefit from an intensification of work and from exchange of expertise in this area,

Considering that the objectives of this Conference have been to evaluate the results achieved to date in the field of adult education, and to propose practical programmes and actions for the future,

Noting that the effectiveness of such programmes may sometimes be difficult to assess because of a lack of research and evaluation data,

Recommends to Member

to increase studies and research on issues related to adult education, in order to provide informed bases for the planning, implementation and evaluation of adult education activities;

to take into account during the planning and actual implementation of adult-education programmes, the experience of the world acquired by the participants in their social, cultural and professional lives;

that programmes of adult education should be designed to take into account the fact that adults enter education from very diverse backgrounds with a wide range of life experiences and learning needs and therefore should be designed specifically with adults' needs, interests and learning styles in mind;

stimulate research in which 'facilitators' and participants may achieve concrete objectives conducive to the scientific development of 'the science of teachings adults' and ultimately to the balanced, just and democratic development of society;

establish appropriate lines of co-ordination, in adult education planning, between adult education personnel and others engaged in developing learning material;

Invites Member States:

- (1) to support the formulation, on the basis of the accumulated world experience, of modern concepts of adult education aiming at the interrelation of initial education and adult education within a system of lifelong education, taking into account the variety of existing social and economic situations and the special conditions of developing countries,
- (2) to support the development of criteria for the evaluation of adult education activities and practical measures designed to promote interrelationships between adult education and the other forms and types of education at the various levels within the framework of a broadly understood concept of lifelong education,

Recommends that Unesco, within the limits of available resources,

- (1) give due attention in the implementation of the programme and budget to support for studies and analyses of the concepts, theoretical and practical problems, strategies, methods and activities of adult education in its different forms, using criteria of a regional, social, economic, political or other appropriate nature;
- (2) promote the exchange of experience among Member States and the execution of systematic research on problems relating to the strengthening of adult education as an important factor in securing the active participation of the population in socio-economic, political and cultural life;
- (3) provide information on endeavours and experiments carried out in the context of programmes for the recognition of learning through experience in Member States, and organize seminars at the regional level to analyse the methodological design of these programmes;
- (4) pay special attention to 'the' need for the systematic collection of statistics and continue providing assistance to Member States in this area.



IX. EXCHANGE AND DISSEMINATION OF INFORMATION

The Conference,

Recognizing the interdependence of the modern world,

Believing in the importance of learning from and with others,

Recognizing that Adult Education is a growing world-wide activity which plays an important role in the development of society and man,

Recognizing the need for a continuing flow of information among the Member States and among non-governmental institutions as well as other International Organizations as an essential part of the efforts for the development of Adult Education;

Recommends that Member States:

exchange information and research findings in order to promote comparative studies in adult education;

encourage and extend various kinds of assistance for the conduct of appropriate research; encourage and expand the pooling of experience at the subregional, regional, interregional and international levels, relating to adult education and promotion of the activity of adults in society; consolidate and expand the advances made in horizontal co-operation in the field of education and the strengthening and exchange of experiments and innovations with other developing regions.

Recommends to Member States and Unesco that they:

- (1) promote the exchange among Member States of experience and the results of scientific research aimed at renewing and improving the forms and methods of adult education and at the development of new educational means and methods, by organizing international seminars and symposia;
- (2) more actively develop international exchanges of information with a view to familiarizing adult education personnel with achievements relating to adult education resources and methods and also with the most interesting experience relating to the improvement of adult education;
- (3) study and make widely known experience concerning the training and further training of personnel engaged in adult education, concerning the clear definition of their legal status and concerning the involvement of broad sectors of the scientific and educational community in work to do with adult education;
- (4) encourage regional, interregional or international centres, by all available means, in the work of training educators and in speeding up such training;
- (5) promote the preparation of directories providing details of research and training institutions and bodies concerned with adult education, -as well as directories of people qualified in the different areas of adult education;
- (6) pool experience by exchanges of periodicals or newspapers concerning adult education, textbooks, tapes, films, slides, programmes, and also by exchanging teachers;

Recommends that Unesco, within the limits of available resources,

- (1) strengthen its role as an international centre of information on adult education, regularly collect, publish and circulate information and documentation in this field;
- (2) continue to foster the pooling of experience on various problems of adult education including planning and research and the application of new technologies in this field, thus contributing to the wide dissemination and effective use of the positive results obtained;
- (3) provide assistance in diverse forms and stimulate recourse to new forms of international co-operation with a view to elaborating principles and methods for the management of adult education and self-education;
- (4) consider organising meetings of experts at regional and subregional levels with the purpose of exchanging views on current practice in adult education;

## DECLARATION OF THE CONFERENCE

Recognition of the right to learn is now more than ever a major challenge for humanity.

The right to learn is:

- the right to read and write;
- the right to question and analyse;
- the right to imagine and create;
- the right to read one's own world and to write history;
- the right to have access to educational resources;
- the right to develop individual and collective skills.

The Paris Conference on Adult Education reaffirms the importance of this right.

The right to learn is not a cultural luxury to be saved for some future date.

It is not a right that will come only after the question of survival has been settled.

It is not the next step to be taken once basic needs have been satisfied.

The right to learn is an indispensable tool for the survival of humanity.

If we want the peoples of the world to be self-sufficient in food production and other essential human needs, they must have the right to learn.

If women and men are to enjoy better health, they must have the right to learn.

If we are to avoid war, we must learn to live in peace, and learn to understand one another.

'Learn' is the key word.

There can be no human development without the right to learn.

There will be no breakthroughs in agriculture and industry, no progress in community health, and, indeed, no change in learning conditions without the right to learn.

Without this right there will be no improvements in the standard of living for workers in our cities and villages.

In short, the right to learn is one of the best contributions we can make to solving the crucial problems of humanity today.

But the right to learn is not only an instrument of economic development; it must be recognised as one of the fundamental rights. The act of learning, lying as it does at the heart of all educational activity, changes human beings from objects at the mercy of events to subjects who create their own history.

It is a fundamental human right whose legitimacy is universal: the right to learn cannot be confined to one section of humanity: it must not be the exclusive privilege of men, or of the industrialized countries, or the wealthy classes, or those young people fortunate enough to receive schooling. The Paris conference calls on all countries to implement this right and to create the necessary conditions for its effective exercise

## Declaration of the Conference

by all, by making available all necessary human and material resources, rethinking education systems along more equitable lines, and, finally, drawing on the resources that have been successfully developed by various communities.

We urge all organizations, both governmental and non-governmental, to work with the United Nations, Unesco and other Specialized Agencies to promote this right on a world scale.

In spite of the great progress in adult education that has been recorded at consecutive Unesco conferences, in Elsinore, Montreal, Tokyo and Paris, the chasm has not narrowed between, on the one hand, the scale and complexity of the problems, and, on the other, the ability of individuals and groups to find appropriate solutions.

The Fourth International Conference on Adult Education, meeting at Unesco Headquarters in March 1985, repeats the appeal made at previous conferences, calling on all countries, despite or indeed because of the scale of contemporary problems, to make a determined and imaginative effort to bring about the intensive and specific development of adult education activities, so that women and men, both individually and collectively, can equip themselves with the educational, cultural, scientific and technological resources necessary for a type of development whose aims, requirements and practical procedures they themselves will have chosen.

This conference recognizes and acclaims the energy and the trends in human relations that women and their organizations have contributed. Their specific experiences and methods are central to the fundamental issues on which the future of humanity depends, such as peace and equality between women and men. This being the case, women's participation is essential in the development of adult education and in plans to bring about a more humane society.

Who will decide what humanity will become in the future? This is the question facing all governments, non-governmental organisations, individuals and groups. This, too, is the question facing the women and men who are working in adult education and who seek to enable all people, ranging from individuals to groups to humanity as a whole, to gain control of themselves and of their own destiny.