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INTERNATIONAL COMMITTEE FOR THE ADVANCEMENT OF ADULT EDUCATION

Unesco House, 9-17 December 1965

REPORT OF THE THIRD SESSION

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I. Introduction

- (a) The meeting was opened by the Assistant Director-General for Education, Mr. Gabriel Betancur-Mejía. Among the points included in his opening address were the following.
- (b) The International Committee was meeting immediately after the Committee of Experts on Literacy. This coincidence in timing was not due to chance but reflected the intra-relationship in membership and responsibilities of the two committees.
- (c) 1964-1965 represented important years in which the work of Unesco in out-of-school activities had culminated in two major events, the Grenoble "World Conference on Youth" and the Teheran "World Congress of Ministers of Education for the Eradication of Illiteracy".
- (d) The Teheran Conference had stressed the essential link between literacy education of adults and continuing education of adults, and had placed on record its conviction:

That literacy education for adults must be seen as a special but less integral part of the overall adult education programme of each country;

that adult education (including literacy) in its turn should be recognized as an integral planned part of the total educational system of the country, and educational plans, budgets and organizational structure should take full account of this essential relationship;

that adult education (including literacy) must be seen as an integral and essential factor of economic and social development plans and that budgetary provisions for such plans should include adult education.

(e) The Grenoble World Conference on Youth represented a landmark in the development of out-of-school education for youth in the same sense that the Montreal Conference on Adult Education represented a historical turning point in the history of adult education. The Grenoble Conference brought forward new voices, new ideas, new concepts which will influence materially the shape and scope of future programmes of youth education and youth activities.

(f) Apart from the Teheran and Grenoble Conferences, there had been two other regional conferences and seminars of major significance for the future of the continuing education of adults. These were (a) the seminar on the "Rôle of Schools and Universities in Adult Education" held at Sydney, Australia, in January 1964 and (b) the European Seminar on "Adult Education and Leisure" held at Prague, Czechoslovakia, in 1965. While both were regional in character, their discussions, conclusions and recommendations had implications for adult education throughout the world.

(g) Montreal represented a turning point in adult education and the impact of its deliberations and recommendations had been reflected in adult education programmes in many parts of the world. New developments emerging out of subsequent experiments, pilot projects, studies and seminars had resulted in a crystallizing and clarifying of the concept of "Lifelong education". One of the major tasks of the Committee would be to study and analyse the main factors which must not only influence present concepts of adult education, but which may well point the way to a major reorganization of education as a whole so that education (in its totality) can meet the need to acquire knowledge throughout life in a world of rapid change and of scientific and technological development.

(h) Election of the Chairman

Taking into account the possibility that this might be the last occasion on which the Committee met in its present form it was considered appropriate to maintain continuity in Committee Chairmanship. Mr. J.R. Kidd was therefore elected to the office of Chairman for the third time.

(i) Election of the Officers

Mr. F. Adam and Mr. M. Gaffud were elected as the two Vice-Chairmen and Mr. A.S.M. Hely as Rapporteur. The Chairman and these officers constitute the Bureau of the Committee.

(j) Adoption of the Agenda

The Committee adopted the Agenda (which is set out as Appendix I to this report) and expressed appreciation of the fact that shortening of the Agenda would permit the members to give detailed consideration to 3 major subject areas. The Chairman pointed out that any items of special interest to members not specifically referred to in the Agenda could be brought up under Item VII "Other Business".

## II. UNESCO'S ADULT EDUCATION PROGRAMME SINCE MARCH 1963

1. In examining and discussing the nature and scope of Unesco's Adult Education programme since its second meeting (1963), the Committee's task was facilitated by the thorough documentation provided in a working paper and the further information provided by the Secretariat, including members of the "Continuing Education", "Literacy" and "Youth Activities" divisions of the Department of Adult Education and Youth Activities, and from Mass Communication, International Exchange Service, Advancement of Science, Educational Planning and School Education (section on Women's Education).
2. The Committee noted with approval (a) the development of the special pilot projects in literacy as endorsed by the General Conference in its thirteenth session, (b) the conclusions and recommendations of the Teheran Congress of Ministers of Education on the Elimination of Illiteracy and (c) the new selective, functional, intensive approach in the literacy campaign. In connexion with the latter, members emphasized the importance of ensuring that the application of the concept did not limit the access of women, and in particular young married women, to literacy programmes.
3. In considering the work of Mass Communications in the area of adult education since 1963, the Committee noted with satisfaction (a) the creation of the post of Chief of Educational Use of Mass Media with close links with the Department of Adult Education, (b) the field laboratory project in Senegal involving a long-range study of the use of radio and television in adult education in urban areas, (c) the Polish project involving the use of television for university level education for workers, and (d) the organization of conferences and training courses based upon the use of mass media in adult education.
4. In view of the less favoured position of girls and women in relation to educational opportunities in many parts of the world, the Committee heard with interest the report on Unesco's new programme for women designed to ensure that wherever possible, all the educational programmes of Unesco devote special attention to the need for equal educational opportunities for girls and women. This programme was welcomed by members as it was felt that adult education had an important rôle to play, particularly in civic education and the access of adults to vocational and technical training. The special need for retraining middle-aged married women re-entering economic life was emphasized.
5. In the area of popularization of science, pilot projects relating to the production of new teaching materials in science subjects, e.g. projects in Mexico and Brazil, were resulting in secondary school textbooks which could be (and had been) used successfully in adult education. There was now a wealth of material of this type in the form of films, filmstrips and books, which could be used by adult educators. Unesco, in awarding the Kalinga Prize, to outstanding writers of popular science books had built up a library of books in this field. The Committee believed that Unesco should examine these books with the idea that a selection might be made for translation and publication as a series of popular science texts.
6. Referring to an earlier recommendation of the Committee re adaptation of school building plans to meet the need of adult educators and youth activities, the Committee was informed that three Unesco regional centres concerned with the planning of school buildings (Mexico, Sudan, and Bangkok) were working upon ways in which school building plans could be designed not only for the use of schoolchildren, but also for adult education and youth activities.
7. In answer to questions relating to other recommendations made at earlier meetings the Committee was informed; (a) that some recommendations would be implemented in 1966, e.g. a meeting of experts to consider the question of a uniform system of classification for adult education material; (b) that the recommendations made by the Committee covered an extremely broad field and were treated by Unesco as a store of ideas and suggestions to be implemented over an extended period of time as policy and resources permitted; (c) that Unesco had concentrated the limited resources available to the Department during 1963-1965 primarily to two major programmes, "Literacy" and "Youth"; and (d) that Unesco saw the Committee not merely as an advisory body but also as a gathering of experts who could further adult education through the

direct influence they could exert upon governments and international and national NGO's. Some recommendations might in fact be implemented more effectively through the individual efforts of Committee members.

8. In conclusion, the Committee expressed its pleasure and satisfaction at the range of work undertaken by Unesco since 1963 in the field of adult education and with the encouraging progress achieved in special areas, particularly literacy, youth work and mass communication. It placed on record its appreciation of the documentation and information provided by members of the Secretariat and of the additional explanations given in answer to specific questions raised by members of the Committee.

9. The Committee was particularly pleased (a) at Unesco's action in raising adult education and youth activities to the status of a department, (b) at the appointment of a Co-ordinator of Adult Education as head of the department and (c) at the growing degree of co-ordination, co-operation and liaison developing between the Department of Adult Education and Youth Activities on the one hand and other departments of Unesco on the other in so far as the individual programmes related to adult education. The Committee urged that this encouraging trend toward co-ordination and interdepartmental liaison initiated by the new Co-ordinator should be given full support.

#### Recommendations

10. Recommendations and proposals made at previous sessions of the Committee, in so far as they have not been implemented or only partially implemented, should continue to receive the attention of Unesco, and in particular, action should be taken on the following recommendations contained in the report of the second session (ref. UNESCO/ED/200, June 1963).

Para. 16 (b) Support by Unesco of information centres;

(d) Strengthening of Unesco's own documentation centre in the field of adult education;

Para. 23 (a) Publication by Unesco of manuals of guidance on evaluation for field workers.

Para. 23 (e) Preparation by Unesco of a list of topics in which research is desirable, and encouragement by Unesco of suitable institutions to undertake specific projects.

Para. 38 (j) Encouragement by Unesco of inclusion of adult education in the curricula of teacher-training institutions

Para. 75 (c) Advice by Unesco on planning and equipping of educational buildings to provide for adult education.

### III. INTERNATIONAL JOURNAL OF ADULT EDUCATION

11. During 1963-1965 the Director-General, bearing in mind the wishes of the Committee as expressed in para. 26 of the 1963 Report of the Committee, had examined the question of the future of the International Journal of Adult and Youth Education. After much consideration, he had decided, for technical reasons, that the Journal in its present form must be discontinued.

12. The plan was to replace the existing Journal by two periodicals. The first would be a periodical devoted to education as a whole in which articles on various aspects of adult education could appear from time to time. The second would be a periodical, devoted entirely to adult and youth education, more modest in scope than the present Journal and concentrating more upon the operational than the theoretical approach.

#### Recommendations

13. The Committee, noting the proposal of the Director-General to publish two periodicals, and in light of the reasons recorded in para. 26 of the Report of its second session, welcoming the decision that one of these periodicals would be devoted to adult education, mass literacy and out-of-school activities, recommends:

- (a) That the periodical on adult education, while emphasizing issues prominent in the Unesco operational programme should not overlook the items suggested by the Committee in para. 28 (b) of the Report of its second session;
- (b) That the Secretariat of Unesco should undertake a campaign to publicize this periodical among people likely to be interested, inter alia using the Courier for the purpose;
- (c) That members of the Committee, both past and present, should give vigorous support to the Secretariat's publicity campaign.

#### IV. COMPILATION OF RECORD OF RECOMMENDATIONS

14. As a result of the direct programmes of Unesco and of its influence on the adult education programmes of Member States and NGO's, the number of important national, regional and international conferences, seminars, or meetings of experts on education in general and adult education in particular is increasing. The results of the deliberations of these specialized meetings are embodied in recommendations directed to Unesco, governments of Member States, international agencies or NGO's.

15. There is need for the collation of the important recommendations contained in Reports of these meetings, etc., in a classified form accompanied by brief notes on the action (if any) taken to implement them.

16. The Committee recommends:

Unesco should prepare and publish from time to time a classified compilation of significant recommendations relating to adult education made at international conferences and meetings.

#### V. CONCEPT OF CONTINUING EDUCATION AND ITS CONSEQUENCES ON THE OVERALL PROGRAMME OF UNESCO

17. The Secretariat introduced the discussion on the question of the concept of continuing education as outlined in the working paper COMEDAD/65/6. It was pointed out that until recent times life was divided into two distinct and unequal parts. The earlier (childhood and youth) was given over to the education considered necessary by society to ensure that the individual was equipped to function effectively in it. During the rest of his life (adulthood) the individual utilized the knowledge gained in youth. In relatively static societies this view of education as terminal and as limited to a short period of life was reasonably satisfactory.

18. In the contemporary situation, with scientific and technological advances; with social, economic and political changes taking place with ever increasing rapidity; with greater social and civic responsibilities being placed upon the average adult citizen; with democratization of cultural life; with a growing problem of leisure arising in country after country as a result of scientific development in industry and agriculture; with the breakdown of old traditions and long established customs; with the large-scale movements of populations from rural to urban communities, from region to region and from country to country; with the ever-rising flood of new knowledge resulting from research, the need for a new concept of education became more urgent than ever. In addition, terminal formal education, characteristic of traditional schools and colleges, was no longer adequate to provide adults with a stock of knowledge sufficient to assist them to meet the new problems facing them, to adjust to the new changes taking place, or to help them to understand and control the new forces at work in society.

19. The concept of "lifelong" education has arisen in face of these new needs and is receiving increasing acceptance. But experience indicates that to add additional educational opportunities for adults in a piecemeal fashion, following their earlier formal education, does not provide us necessarily with an educational structure satisfactory for today's needs. For the educational system to be both economical and effective, the utilization of scarce educational resources must be "planned" and education must be seen as a "totality".

20. Educational work with adults is often handicapped and made more difficult by reason of the earlier educational training received in the formal school system. For this reason adult educators have a responsibility to take a lead in seeking the participation of their colleagues in other branches of education in the task of reconsidering education as a whole - as an evolutionary, developing process stretching from childhood to old age. The International Committee should take the lead in opening the dialogue and in seeking to clarify this concept of lifelong education and the meaning it has in terms of Unesco's overall programme and of the rôle of adult education in Member States.

21. Members of the Committee expressed deep appreciation of the thought put into the preparation of the working paper COMEDAD/65/6 and for the Secretariat's introduction to the discussion on the concept of "lifelong education" or "éducation permanente".

22. It was recognized that this concept marked a new and revolutionary approach to education, an approach which would have important long-range implications for adult educators. It was recognized too that since the concept was revolutionary some questions were bound to be raised by educationists in other educational fields and must be answered.

23. Such questions could include (a) whether it was the task of adult educators to handle a concept which concerned formal education institutions ranging from elementary schools to universities as well as their own special field of competence - adult education and (b) whether the concept (however desirable its implications might be in the long view) was not too sophisticated in terms of today's needs in developing countries faced with widespread illiteracy and requiring immediate large-scale programmes of basic education in the areas of literacy, agriculture, co-operatives, health and parent education.

24. These were valid questions, but the Committee was convinced that they could be answered satisfactorily.

25. Adult educators, by the nature of their professional experience, having been forced to pioneer new techniques and methods of teaching, have found it necessary to link the education they provide to the direct needs of men and women and to sense more quickly the educational demands of a world in rapid change. This experience and experimentation, plus the very pre-condition essential to successful fulfilment of their tasks in adult education (that young adults should emerge from the formal education system eager and able to continue their education throughout life) not only justifies adult educators in taking the lead and raising the concept of continuing education with their colleagues in other branches of education, but in fact places the moral responsibility upon them to do so.

26. A number of interesting examples were referred to by Committee members which indicated that the concept of lifelong education had already been proposed and even experimented with in a number of countries.

27. On the question whether the concept of lifelong education was meaningful in terms of developing countries with their problems of mass illiteracy and desperate shortages of teachers, it was pointed out by members that in so far as planning the educational system (from elementary through to adult education) as an integrated totality would lead to efficiency, effectiveness and economy, the concept had even more relevance to the needs of developing countries than to those of the industrially advanced countries.

28. Lifelong education was vital for both developed and developing countries, but the industrially developed and richer States could possibly afford the inefficiencies of the existing educational system more easily than the still developing poorer countries. Once conviction of the need for the introduction of an educational system based upon the principle of lifelong education was recognized, developed countries had the resources to introduce the new system rapidly and effectively.

29. Developing countries had at the same time the disadvantages but also the advantages of starting their educational structure almost from scratch. If they spent their limited resources on copying the present educational system of industrially developed countries they might not only be wasting their scarce resources but could be saddling themselves with an educational system which

was already out-dated. With boldness and vision they could turn their present weakness to advantage and by rethinking the whole of education afresh in terms of their own needs could create new educational models for the world of tomorrow.

30. The new concept of lifelong education inevitably involves overall planning and therefore a deeper commitment and participation of governments in the area of adult education. All members of the Committee agreed upon the need for a large-scale extension of public participation in adult education work, but also re-emphasized the continuing and growing contribution which must be made by voluntary non-governmental organizations of all kinds, e.g. trade unions, co-operatives, women's organizations, youth movements and professional groups, etc., on the grounds:

That participation in voluntary organizations was a form of adult education itself;  
 that voluntary organizations in many situations could be more flexible and experimental than public institutions;  
 that voluntary organizations could pioneer new subject areas not yet included in the programmes of State bodies.

31. If the idea of education as both lifelong and comprehensive is to gain full acceptance, it is not enough just to state the principle firmly and clearly: but education auxiliaries other than the traditional ones of school and university must be of such quality that their value is unquestionable and their usefulness appreciated. Their contribution and efficiency must be of such an order as to be recognized, by those responsible for school and university education and, in general, the public authorities concerned, as meriting a place in the planning of education. Hence the urgency of decisive progress in the vast sector of out-of-school education, still inadequately explored, and still less adequately exploited.

32. In accordance with resolutions already adopted by the Unesco General Conference, Member States should be vigorously encouraged to get working actively on those educational activities. Information regarding typical successes, a scientific analysis of them, and regular reports on progress made would be of great value and should be guaranteed international distribution. Regional agencies for cultural co-operation should be invited to support these educational projects and keep in contact with them. These regional bodies and Unesco should investigate the leading subjects of current importance, bearing in mind that such studies should often be limited and specific and quite definitely concerned with sharply defined situations.

33. The following, taken outside the terms of reference of the Youth Committee and the campaign to eradicate illiteracy, might for example be suggested:

How can the mass information media (publishing, periodicals, radio, cinema and television) be brought to make the contribution to lifelong education which educationalists expect of them?

The rôle of non-educational organizations which nevertheless contribute substantially to education (trade unions, political parties, co-operatives, workers' committees, municipal authorities).

The status of private organizations seeking to provide out-of-school education for their own members or for broader sectors of the population (scope, methods, training and status of their leaders, resources, assistance from the authorities, equipment required, co-operation between them at various levels).

Agencies providing adult education (where necessary, educational methods used, characteristics of existing examples such as workers' or popular universities, social welfare programmes, the necessity for leave, proper recognition of efforts made).

Refresher and similar courses designed to bring knowledge and information up to date in universities as in vocational sectors.

The best framework for the various aspects of education: physical, sports, cultural, scientific, technical, civic, social, ethical. Distribution, according to age and the nature of the elements necessary for a full education, of obligations and responsibilities as between school and university education and the various forms of continuing education.

Recommendations

34. (a) Unesco should endorse the principle of "lifelong education" set forth in the paper submitted to the Committee, which may be defined briefly as "the animating principle of the whole process of education, regarded as continuing throughout an individual's life from his earliest childhood to the end of his days, and therefore calling for integrated organization. The necessary integration should be achieved both vertically, throughout the duration of life, and horizontally to cover all the various aspects of the life of individuals and societies".
- (b) Unesco should bring to the attention of Member States and NGO's the account of the discussion of this matter at the third session of the Committee, as recorded in paras. 17-33 of this Report, and also the document, in which the idea is described and elaborated.

Unesco should seek to promote the widest possibly discussion, amongst those responsible for determining education policy, teachers, teacher training and pedagogical institutions, etc., of the concept of "lifelong education", and of its implications in particular national situations.

- (c) In the implementation of the general recommendation contained in the foregoing paragraph, Unesco should:
- (i) See that this concept is discussed by educationists, policy-makers and others in different countries and organizations with a view to bringing out its practical implications;
  - (ii) Recommend to the governments of Member States that they review their institutional education (i.e. courses of study and methods used at various schools, colleges, adult schools, correspondence and extension programmes, etc.) in order to see how far the concept of lifelong education has been or may be accepted and incorporated;
  - (iii) Invite those who control mass media in various countries, to consider how far they are able to discharge their responsibility towards their clientele in the context of this concept;
  - (iv) Promote the establishment of centres, each having a group of institutions of various levels located in the same surroundings but concerned with varying and differing disciplines, and fostering attitudes that would contribute to the concept of lifelong education;
  - (v) Arrange for research and studies on the aspects and implications of this concept; and examine its own structure and the working of its Education Department to see if it can, as at present constituted, be a satisfactory vehicle for this concept;
  - (vi) Undertake a series of research projects on different problems related to the concept of lifelong education.
- (d) The Committee welcomes Unesco's extensive new programme on the promotion of women's rights and opportunities, and the priority it gives to the access of girls and women to education, and asks that as this programme develops Unesco give particular attention to the study of the questions which must be considered in relation to women's special needs within the concept of "lifelong education".



VI. THE PROMOTION OF INTERNATIONAL UNDERSTANDING THROUGH ADULT EDUCATION AND OUT-OF-SCHOOL ACTIVITIES OF YOUTH

35. Mr. Jessup introduced a paper, which had been circulated to members of the Committee, on the Promotion of International Understanding through Adult Education and Out-of-School Activities of Youth. This study followed a recommendation of this Committee at its last meeting to convene a group of consultants with a view to producing a report on the promotion of international understanding through adult education. The Secretariat had commissioned the preparation of a report on the situation relating to the subject in the following countries:

France: Mr. J. Rovan, Vice-President of Peuple et Culture, Paris

India: Dr. T.A. Koshy, Director, National Fundamental Education Centre, New Delhi

U.K.: Mr. F.W. Jessup, Head of the Extra-Mural Department, University of Oxford

U.S.A.: Professor C.O. Houle, Professor of Education, University of Chicago

USSR: Mrs. R. Kourbatova and Mrs. R. Bezborodova, USSR National Commission for Unesco.

36. Mr. Jessup was appointed Rapporteur-Général and the paper now submitted was based on the five national reports and on discussions which had taken place during May 1965 at a meeting at St. Céré organized with the co-operation of the French National Commission for Unesco.

37. In introducing his paper Mr. Jessup referred to the fact that the Secretariat had provided a framework for the national reports, which was reflected in the paper now submitted; he emphasized the difficulty of correlating into a general report, five reports which revealed such different approaches to the subject; and concluded by emphasizing that the consultants were conscious of the magnitude and importance of the task which they had been set, and put forward the present paper not as a definitive document, but as a working paper on which it was hoped that further progress could be made.

38. The report was very fully discussed by members of the Committee, who in general found themselves in agreement with the approach to the subject, and with the conclusions. There was complete agreement about the importance of the promotion of international understanding through adult education and youth activities, and the Committee was gratified that, following the recommendation made at its last session, the Secretariat had arranged for such a report to be submitted for the Committee's consideration.

39. In relation to the form of the report, members of the Committee expressed the view that it might have been better to limit the report to adult education, omitting youth activities; that the limitation of the countries to be studied to five, and the selection of those countries, prevented the report from being a comprehensive document; and that since the five national reports on which the report was based were not strictly comparable, the inclusion of a large number of illustrations drawn from them might be confusing rather than helpful.

40. As regards the contents of the paper, with which the Committee found itself in general agreement, suggestions were put forward by a number of members as to points which should be stressed, or new points which should be introduced. These included the assertion that the aim of promoting international understanding is more than merely to prevent war, but also involves a positive element, namely the development of a dynamic world of international co-operation; the inclusion of civics, government and social studies amongst the subjects the direct teaching of which is relevant to international understanding; the inclusion of a reference to the Universal Declaration of Human Rights; a reference to the effects of instability of world prices of raw materials upon the relationship between the developing and industrially developed countries; and the inclusion of a reference to the important part which suitable feature-films can play in the promotion of international understanding. It was suggested that Unesco might usefully institute a competition, with prizes, for the films or television programmes thought to be most effective in furthering international understanding. Reference was also made to the value of embassies as a readily available source of information about other countries.

41. As regards action to be taken on the paper, some members felt that:

The "Montreal Declaration" should be included in the report.

Member governments and NGO's should be invited to present periodical reports describing the situation in their respective countries or areas of interest, and explaining how adult education for international understanding was being developed. It should be stressed that the present report was far from being an exhaustive or final document, and that much work needed to be done on the subject in national Ministries of Information and elsewhere.

#### Recommendations

42. (a) The Committee, approving Unesco's action in arranging a meeting of consultants to produce a report on "The Promotion of International Understanding through Adult Education" for consideration at this meeting of the Committee as recommended in the report of its last meeting (ED/200, para. 87 (k)),
- (b) expressing its appreciation of the work of the Rapporteur and the five members of the group of consultants for the production of UNESCO/ED/COMEDAD/65/4 and
- (c) accepting with thanks the offer of Mr. Jessup to revise the document in the light of the Committee's discussions and suggestions, and deleting references to the national reports,
- (d) recommends that the revised document be published and circulated widely through governments of Member States and NGO's.

#### VII. CONSIDERATION OF UNESCO DRAFT PROGRAMME FOR 1967-1968 IN THE FIELD OF ADULT EDUCATION

43. The discussion on the Draft Programme for 1967-1968 was introduced by Mr. A. Deléon, Co-ordinator of Adult Education and Director of the Department of Adult Education and Youth Activities. He outlined the three principles which had influenced the draft programme now before the Committee, principles emerging from the thinking and experience of the Secretariat and the Executive Board, and as a result of the advice and recommendations emerging from committees, conferences and meetings of experts. These principles were (a) integration, (b) concentration, and (c) the priority of the "operational" aspect of programmes.

44. Integration. Efforts towards greater integration of the programme policies of the Department involved the attempt to close the gaps between school and out-of-school education, and between various phases of out-of-school education. One reflection of this trend was the proposal to bring the work of the three existing ~~Advisory Committees~~ (the Committee on Adult Education, the Committee of Experts on Literacy and the Committee on Youth) closer together. It had been suggested that the three Committees be amalgamated into one Committee since there was the natural overlapping of functions and interests between them. However, present proposals were that two Committees should be continued (a) Committee of Experts on Literacy, and (b) the present International Committee on Adult Education, the responsibilities of the latter Committee being broadened to cover out-of-school education for youth. The two tendencies of "integration" and "specialization" must be taken into account and the conflict between them reduced.

45. Concentration. There was general recognition of the need for Unesco not to disperse its energies too widely but to concentrate on a few major problems so that the greatest impact could be made. This applied in particular to the work of the Department of Adult Education and Youth Activities. In the 1967-1968 Programme the efforts of the Department were being concentrated mainly on three major areas - "literacy", "youth", and the consideration of "Education in its totality" or "éducation permanente".

46. From preparational stage to operational stage. With the work which has already been completed in the area of defining tasks, methods and policy, it was now possible, and important, to switch resources to operational programmes. The increase in extra-budgetary funds would enable operations to be carried out on a broader scale in the immediate future.

Future of Advisory Committee

47. The question of the future of the three existing Committees concerned with adult education (including literacy) and the out-of-school education of youth, and the degree of amalgamation desirable, were considered at some length. The main points emerging from the discussion were:

By reason of the interlocked nature of adult literacy, continuing education for adults and out-of-school education for youth, the field of study of the three existing Committees was likely to overlap to a marked degree;

in so far as the overlapping occurred there would be an advantage in terms of integration of work and in terms of economical use of resources of time and money if these areas of study could be considered by a single amalgamated committee;

a further advantage of amalgamation lay in the possibility that the savings resulting from the cancellation of meetings of two of the three Committees would permit the remaining Committee to meet twice in the two-year period instead of once as at present, thus ensuring greater continuity in its work;

there was general agreement that eventual amalgamation of the three Committees was logical and desirable, but that in the process of this amalgamation a balance had to be achieved between the values of "integration" and the need for areas of "specialization". It was agreed that this could be solved within the framework of one Committee if the meetings of the Committee could include plenary sessions as well as special commissions dealing with the distinct problems of "literacy", "general adult education" and "youth activities";

in addition to these separate commissions at committee meetings, it would be possible to call together from time to time, panels or sub-committees of experts and deal with special aspects of the "literacy programme" or "youth activities";

the logical first stage in amalgamation would be the fusion of the Expert Committee on Literacy with the International Committee for the Advancement of Adult Education. However, it was recognized that the problem of literacy was such a special and major one at the present time that Unesco required the advice and guidance of an Expert Committee on the planning, the operation and the continuing evaluation of the experimental literacy projects it was undertaking. It was therefore considered desirable that the Committee of Experts on Literacy be continued in its present form in the meantime with the intention of amalgamating it with the International Committee for the Advancement of Adult Education as soon as the time was appropriate;

the Committee agreed that at this stage the process of amalgamation should involve the fusion of the Committees of Out-of-School Education of Youth with the International Committee for the Advancement of Adult Education subject to the provision within the scope of committee meetings, or through ad hoc sub-committees, of organized study of special problems relating to youth activities and the activities of institutions concerned with youth.

48. Apart from the question of the future committees concerned specifically with adult and youth education, the discussion ranged over the whole of the draft programme as described in document 71 EX/5 relating (a) to the work of the Department of Adult Education and Youth Activities and (b) to the programme of other Unesco Departments in so far as these programmes related to adult education projects.

49. Some of the major observations and suggestions made in this discussion follow:

Members felt that prior to the holding of the proposed Symposium of leading personalities in fields of education, science, philosophy and the arts to study the principal aspects of "lifelong" education (Section 1.27(a), para. 45 of 71 EX/5), Unesco should encourage as wide an examination and discussion of this concept at the national level as possible; the results of such studies and discussion will then provide a firm base for the international meeting.

The Committee was pleased to hear that experimental projects in literacy (Section 1.28, paras. 49 and 50) were planned;

- (i) To involve wherever possible a direct relationship between literacy work and programmes of agricultural extension and scientific developments as they affected agricultural production;
- (ii) to ensure that reading materials and teaching programmes would be designed specially for different economic groups involved in the functional literacy programme, e.g. materials would not be the same for textile workers as for agricultural workers;
- (iii) so that assistance could be given to Member States, on request, for projects aimed at producing alphabets, dictionaries and manuals in the mother tongue for the promotion of local literacy programmes among special linguistic groups;
- (iv) so that even though the literacy pilot projects might be limited to a restricted number of Member States, Unesco could assist all Member States under the special section relating to the Participation programme.

Members supported the proposal for the establishment of a European Centre on Leisure. They agreed that the studies and work of this Centre might have little immediate effect upon developing countries. Nevertheless the results of its work would be of value throughout the world at a later stage when scientific and technological developments made widespread leisure a more normal feature in developing countries.

In the discussion on rural education work it was felt that there was need to make a fuller use of libraries and village museums. In some countries village libraries were already an active force in adult education, but there was a danger that these might become merely a forum for the educated village élite.

Consideration should be given in the 1967-1968 Adult Education Programme to the potential rôle of the theatre, both contemporary and traditional, in literacy and continuing education work.

In connexion with mass media, particularly television and radio, discussion centred on the need for a continued effort by Unesco:

To bring together television and radio programme directors from the developing countries in an effort to arouse their interest in the responsibilities of these media in the area of community education and adult education;

to an earlier recommendation of the Committee to secure the co-operation of the electronics industry in the design and production of a cheap transistor radio and tape recorder for use in developing countries. The Secretariat explained that this was already being explored as far as radios were concerned.

The Committee expressed satisfaction with the plans for the development of clearing house services, the proposed abstracting service and the establishment on a firm basis of a Unesco Documentation Centre on Adult Education (including Literacy) and Youth Activities.

The Committee expressed approval of the plans to bring the Programme of Educational Travel Grants for Workers within the scope of the responsibilities and programmes of the Department of Adult Education and Youth Activities.

The Committee suggested that Unesco should use its influence to ensure that any national or regional teacher-training college or institute with which it was associated should be urged to include some training on adult education and adult education methods in the curriculum, thus ensuring that the trainee teachers were not only equipped to teach children but also to participate as teachers and leaders in adult education work (including literacy).

### Recommendations

50. The Committee recommends:

- (a) That in preparing the final draft of the 1967-1968 Programme Unesco should consider the possibility of establishing a pilot centre which could carry out an integrated education programme involving elementary, secondary, university and adult education, in order to experiment in the application of the principle and concept of lifelong education;

- (b) that the Director-General should appoint a research officer to the Department of Adult Education and Youth Activities who could:
- (i) Develop, in association with adult education leaders, a list of research studies necessary for the further advancement and promotion of adult education;
  - (ii) maintain liaison and co-ordination between research and studies on problems related to adult education undertaken by the different departments of Unesco;
  - (iii) maintain liaison with adult education organizations and research institutions throughout the world, thereby promoting research in the field of adult education and at the same time encouraging co-ordination of the widespread research work of those bodies with that of Unesco;
- (c) that consideration should be given in the 1967-1968 Programme of the Department of Culture to the institution of study projects on the potential rôle of the theatre, both contemporary and traditional, in literacy and continuing education work;
- (d) that, as proposed at the second session of the Committee, Unesco should continue discussions with the International Telecommunication Union and the Regional Economic Commissions of the United Nations on the possibility of the mass production of low-cost sturdy transistor radios and tape recorders for the developing countries;
- (e) that Unesco should use its influence to ensure that the Asian Institute for Teacher Training is encouraged to include a section on adult education in its curriculum in order that lecturers trained in the Institute are equipped not only to teach children but with the knowledge necessary to participate fully in adult education work;
- (f) that in addition to the programme envisaged, Unesco give consideration to the possibility of arranging a meeting of controllers and makers of films, radio and TV programmes in developing countries in order to discuss the responsibilities and impact of these media on the education of adults;
- (g) recalling that at its second session in 1963 it had proposed that Unesco should take all possible steps to ensure that adult education was accepted as an essential element in economic development, so that it might be given due thought by development agencies such as UN Special Fund and World Bank, the Committee notes with satisfaction the working relationship between Unesco and the World Bank on educational projects, but regrets that the co-operation at present gives little scope for World Bank projects in the area of adult education. It therefore recommends that Unesco urge the World Bank to review its criteria for acceptance of projects so as to include adult education as a major factor in economic development.
- (h) The Committee further recommends that Unesco encourage and assist Member States in formulating and submitting projects on adult education to the World Bank as a vital element in programmes of industrial or agricultural development.

## VIII. OTHER BUSINESS

### Co-operation between Committee members and Secretariat

51. The Committee discussed at some length ways in which members of the Committee, as individuals, as members of national and international NGO's, and as members of national institutions and agencies concerned with adult education, could most effectively support and foster the work of the Unesco Secretariat in the general area of the advancement of adult education. Particular attention was paid to the rôle which might appropriately be played by members whose terms of office were coming to an end.

The Committee recommends:

52. (a) That whenever possible the services of members of the Committee should be utilized in an advisory capacity for the carrying out of projects included in Unesco's programmes related to adult education.
- (b) As experienced members of the Committee completed their term of office their special experience and qualifications should be utilized. In order to maintain a continuing link, the Committee suggests that immediate past members of the Committee should continue to receive working papers, reports and other documents in connexion with the work of the Department and the Committee, for a limited period of years (say 4) after their retirement from the Committee.

Votes of thanks

53. Votes of thanks were unanimously accorded to Mr. Kidd (Chairman), Mr. Gaffud (Vice-Chairman) and to the members of the Secretariat who attended the meeting.

APPENDIX 1

AGENDA

1. Election of the Chairman
2. Election of Officers
3. Adoption of the Agenda
4. Report on Unesco's programme in Adult Education since the last meeting of the Committee
5. Consideration of the concept of continuing education and its consequences for the overall programme of Unesco
6. Consideration of the report on the contribution of adult education organizations to international understanding, following the expert committee meeting held in May 1965
7. Consideration of Unesco's Draft Programme for 1967-1968 in the field of adult education
8. Other business.

APPENDIX 2

LIST OF PARTICIPANTS/LISTE DES PARTICIPANTS

(a) Members of the Committee/Membres du comité

Dr. Felix Adam	Director de Educacion de Adultos, Ministerio de Educacion, Caracas, Venezuela
Mr. Youssef Ibrahim El Afifi	Director-General, Fundamental Education and Literacy, Ministry of Education, 30 Shareh El Mobtadayan, Appt. 40, Sayeda Zenab, Cairo, U. A. R.
Mr. C.H. Barbier	Directeur de l'Union suisse des Coopératives de Consommation, 14 Thiersteinerallee, Bâle, Suisse
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Mrs. Stana Dragoi	Secrétaire, Fédération syndicale mondiale, Rue Janska 100, Prague 1, Tchécoslovaquie
Dr. Miguel B. Gaffud	Vice-President, Manila Central University, Manila, Philippines
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Mr. A.S.M. Hely	National Secretary of Adult Education, 192 Tinakori Road, Wellington, New Zealand



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Mrs. Ingeborg Lyche	Director, Division of Arts and Culture, The Royal Ministry of Church and Education, Sommerrogt 15, Oslo, Norway
Mr. Cisse Ben Mady	Directeur de l'Animation et de l'Expansions rurale, Ministère du Plan, Dakar, Sénégal
Mr. J.C. Mathur	Member Executive Board of Indian Adult Education Association and Joint Secretary, Ministry of Agriculture, Inderprastha Estate, New Delhi, India
Professor Mehti-Zade	Minister of Public Education of the Azerbaijan, Soviet Socialist Republic (Baku)
Miss Elizabeth Palmer	General Secretary, World Young Women's Christian Association, 37 Quai Wilson, Geneva, Switzerland
Mr. Horace Perera	Deputy Secretary-General, World Federation of United Nations Associations, 65 rue de Lausanne, 1200 Geneva, Switzerland
Mr. Gonzalo Rubio Orbe	Subdirector del Departmaento Técnico de la Junta Nacional de Planificacion y Coordinacion Economica, Quito, Ecuador