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RESULTS OF COMPLETED STUDIES AND PROJECTS UNDERTAKEN BY
UNESCO IN THE DOMAIN OF LIFE-LONG EDUCATION

SUMMARY

In accordance with 18 C/Resolution 1.223 adopted by the General Conference at its eighteenth session, the Director-General has the honour to submit a report on the results of completed studies and projects undertaken by Unesco in the domain of life-long education, which sets out the historical background to the evolution and dissemination of the concept and provides an inventory of the various programme activities designed to assist Member States in the practical application of this concept.

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I. INTRODUCTION

1. The General Conference of Unesco, at its eighteenth session, invited the Director-General to "submit to the General Conference at its nineteenth session a report on the results of completed studies and projects" in the domain of life-long education (resolution 1.223).
2. The wording of this resolution, which brings in the idea of results, shows that the General Conference considered that the time had come to make an initial assessment of Unesco's activity in this respect, by attempting to establish both the validity of the concept of life-long education and its theoretical and practical repercussions, and the changes that it appears to have brought about in regard to the various components of the educational system.
3. The Director-General has thought it necessary to begin with a brief account of the evolution of the concept, tracing it from its first beginnings, during an initial phase when there was increasingly broad agreement on its import and far-reaching implications, whilst its application was becoming more and more frequent.
4. After the turning-point corresponding roughly to the period 1970-1972, when support for the concept of life-long education became more general and well-informed, more specific activities were added to the work of general conceptual formulation which, incidentally, is being pursued. This attempt to enumerate such activities and by drawing attention to the links between them, to show the progress that has been achieved, lays no claim to taking stock of practical achievements of considerable magnitude, still less does it constitute an evaluation, which would be premature. It has, however, been deemed useful to review the present situation, in order to shed light on the gaps to be filled and the work that remains to be done.

II. FORMULATION AND EVOLUTION OF THE CONCEPT OF LIFE-LONG EDUCATION

5. Use of the term life-long education by Unesco bodies goes back to 1960. It was the Second World Conference on Adult Education, held in Montreal in 1960, that gave prominence to it in its various documents. At that time, however, the term had no clear-cut meaning in educational terminology. More often than not, it meant adult education with an additional connotation. It implied that adult education was designed not only to correct or make good the shortcomings of initial education, but that it was a component in an individual's training to which no limit in time could be set.
6. It was during the following years that the evolution of the concept took a decisive turn, due, in large measure, to the impetus given by teachers and theorists in adult education. Both reached the point where they stated, in explicit terms, what their experience had made them realize, namely that the success or failure of their work with adults depended very largely on the extent and nature of the instruction and training received during childhood and adolescence.

They were led, first, to make a critical appraisal of the content and methods of initial education and, secondly, to establish the basis for a renewed theory of life-long education, stressing the uninterrupted process of the individual's training and instruction throughout every phase of his existence, from his earliest experience of life to his final exit from the scene. Theoretical analysis has revealed that as soon as education ceases to coincide with a given period of existence, but extends throughout life, it has to be transformed substantially. More particularly, the rôle, functions and operation of institutions such as the school, the technical institute and the university have to discard their traditional structures and seek new approaches. The imparting of knowledge, long regarded in many countries as the virtually exclusive purview of education and training, tends, in its renewal process, to assume its rightful place in the overall educational process alongside other aspects of learning: learning to learn, learning to see, to communicate; learning to evolve, learning to be.

7. It was from 1965 onwards that the place and importance of the concept began to win recognition and support in increasingly wide circles. Unesco played a major part in this evolution. The International Committee for the Advancement of Adult Education devoted the main part of its proceedings in 1965 to consideration of a document prepared by the Secretariat, which set out the latest ideas on the subject. Despite some reservations, the Committee recommended that Unesco should devote the utmost attention to a concept which was regarded as innovatory and full of promise. But suspicion and scepticism reflected in two trends of thought had yet to be removed. Firstly, in the developing countries, many who saw life-long education as a threat to the carrying out of school investment programmes or who considered that life-long education implied the limitless extension of the schooling period, tended to regard it as a luxury in which only the most highly developed countries could indulge. Secondly, certain representatives of the

industrialized countries rejected the idea of life-long education, on the grounds that there was nothing new in the concept and that their countries had practised life-long education for generations.

8. These prejudices have gradually been attenuated thanks to the influence of several factors that have played a part in reassuring public opinion.
9. There was, first of all, an information and clarification campaign which had widespread repercussions. With Unesco's help and participation, many meetings, conferences and round tables were held on the subject by Member States and non-governmental organizations in a great many countries. In 1968, the International Advisory Committee for Out-of-School Education, holding its first meeting, was able to report favourably on the ground gained by this concept, as regards both understanding of it and its extension to the various sectors of educational activity.
10. A second positive factor was the implementation of the functional literacy programme. From the outset, the action undertaken by the Organization in this domain, involving substantial resources and a considerable conceptual effort, was placed within the context of life-long education. If learning to read and write is to become really functional, it has to be part of a continuing process, the initial, fundamental stage in a constant advance towards knowledge and culture. The need to take due account, on the horizontal plane, of the part played by the various economic, social, technical and cultural factors involved in instruction and training was also seen as a functional element. This being so, functional literacy training reflected the soundness of an approach that was consistent with the principles of life-long education. It demonstrated, too, that it was applicable in the developing countries, among others.
11. The events of 1968 in many countries in various parts of the world were also decisive in focusing attention on life-long education. They highlighted the critical state of education in many countries, even where it did not take the form of dramatic conflict. A series of crucial questions were raised at that time concerning the sociological context and the psychological factors of education, its purpose and objectives, its content, the worth and efficiency of its means, its links with the evolution of ideas and customs, and with the advance of technology and science. Efforts to find answers to these questions have been pursued unremittingly and will continue to be so. Life-long education has been seen by many as an essential factor in their solution. Those whose basic occupation is education, whether educationists, administrators or research specialists in various disciplines, became convinced that it was not possible, either on a medium- or long-term basis, to forgo a series of substantial reforms in order to achieve the gradual elimination of constraints and monopolies that hampered the operation of educational systems and obstructed their democratization. Opening up beyond the "blind alleys" to which certain traditional methods led were the prospects of a form of education with renewed inspiration, policies and methods of operation.
12. The year 1970, proclaimed International Education Year by the United Nations General Assembly, marked an important turning point. It gave rise to a wide-ranging discussion in which Unesco, within the United Nations system, played a major part, and to a world-wide attempt at joint reflection on the part of Member States and non-governmental organizations. Life-long education was one of the priority themes selected for this reflection (cf. M.S. Adiseshiah, Life-long Education, Document No. 7, International Education Year, Unesco).
13. The year 1970 also saw the publication of a work by a member of the Secretariat, Paul Lengrand - An introduction to life-long education - which was very soon translated into 11 languages. A working committee meeting at Unesco Headquarters was given the task of elucidating the concept and pinpointing certain of its implications at the various levels of instruction. The work of this Committee led to a publication - The School and Continuing Education - published in 1972 in English and French.
14. Again in 1970, the General Conference, at its sixteenth session, for the first time reached very broad agreement on the concept of life-long education, thereby ensuring its widespread dissemination and acknowledgement of its validity. At the same time, the General Conference expressed the wish that Unesco should pass on from the stage of theoretical study to that of application; it should assist Member States at the implementation level, for after a period of reflection on the bases and guidelines of life-long education and the gathering of documentation on the subject, the time seemed ripe for consideration of a programme of practical, differentiated activities at the national and international levels. The directives thus issued were to be reflected in the Organization's subsequent programmes, side by side with the extension of theoretical study, to which the proceedings of the International Commission on the Development of Education were to give unprecedented stimulus.

15. It was, once more, in 1970 that the General Conference, at its sixteenth session, authorized the Director-General to set up this Commission and publish its report "taking it into consideration in formulating Unesco's future education programmes".
16. There is no doubt that the preparatory studies (55 in all) made for the Commission, the essential elements of which were put together to form a publication, (Education on the Move, Unesco, 1975) and, of course, the work of the Commission itself, made a decisive contribution towards extending the concept of life-long education in depth: the Commission, starting from a critical assessment of the situation of education in a changing world and in the light of its new tasks, and after recognizing the "dead ends" and identifying the seminal factors, outlined an educational development strategy directed towards producing the complete man and set firmly the context of life-long education. The first of the twenty principles laid down by the Commission is formulated as follows: "Every individual must be in a position to keep learning throughout his life. The idea of life-long education is the keystone of the learning society" (E. Faure et al., Learning to Be, Unesco-Harrap, 1972, p. 181). The accompanying recommendation has equal force: "We propose life-long education as the master concept for educational policies in the years to come for both developed and developing countries" (op. cit., p. 182).

The very title of the report - Learning to Be - is indicative of the penetration of the idea. It sums up in striking terms two components of the theory of life-long education: firstly, emphasis is laid on "being", that is to say on all aspects of the developing personality and not on the transmission of knowledge and, secondly, it is the learning process that has pride of place or, in other words, the acquiring by each individual, according to his powers and his own particular tempo, of knowledge and the means of expression, communication and creation.

III. UNESCO'S STUDIES AND PROJECTS IN THE DOMAIN OF LIFE-LONG EDUCATION (1972-1976)

17. Whilst continuing to elucidate and develop the concept of life-long education in general and to make it more widely known, the Secretariat has sought, at international and regional education conferences, to determine the repercussions of the concept of the various elements and aspects of educational systems. During this phase - and it is this that distinguishes it from the preceding one - a number of practical problems inherent in the application and implementation processes were set out in detail and explored in collaboration with education authorities and specialists in Member States. This activity was not confined to the education sector alone, but was carried out in the science, social sciences and culture sectors as well.

General aspects of life-long education

18. An interdisciplinary symposium on life-long education was held at Unesco Headquarters from 25 September to 2 October 1972. Its purpose was to review problems arising in different countries out of the evolution of educational systems in the direction of life-long education, having regard to the diverse factors and forces involved in the development of modern societies, in various socio-economic and cultural contexts. A quotation from the report will illustrate the nature of the discussions: "Workers who want an integrated general and vocational training, young people who find or create educational experiences both inside and outside the system, the peoples of the Third World who are beginning to refuse the kind of education that is imposed on them from without, women who demand a new status and new opportunities for all-round education, the underprivileged categories (emigrants, minority groups, etc.) who are not content with special teaching, but want continuous education from the beginning, so that they can become an integral part of society - all these may prove factors leading to the renewal of education." (ED-72/CONF.1/2). The symposium also sought to identify the elements in the concept that constitute its originality as compared with the traditional type of education, and it established a comparative table of characteristics to which reference has been made in various subsequent publications.
19. Several publications have dealt with the issues of life-long education in general terms. In 1972, Unesco published a collection of four studies entitled The School and Continuing Education. Again in 1972, the work of drawing up an annotated bibliography was entrusted to Mrs. C. Rodriguez, who made an analysis of the most important texts in this field ("Life-long Education", Educational Documentation and Information, No. 185, Unesco/IBE, 1972). A New Zealand educationist, George W. Parkyn, carried out a fundamental study which was published in the Educational Studies and Documents series: "Towards a conceptual model of life-long education" (1973). A bibliography on life-long education was published by the Secretariat at the same time. This is regularly updated and shows how the importance attached to the concept and to its implications in the various sectors of educational activity has rapidly increased throughout the world.

20. The Unesco Institute for Education, Hamburg, which, from 1972 onwards, has been realigning its activities in order to concentrate them on school curricula in the perspective of life-long education, has undertaken important interdisciplinary research on the foundations of life-long education, with the participation of psychologists, anthropologists, sociologists, economists and philosophers. A synthesis of these studies is in course of publication. The Institute also devoted three monographs in 1973 and 1974 to the conceptual features of life-long education. Mention may also be made in this connexion, of two meetings of a working group on the ultimate objectives and theories of education, organized by the Unesco Secretariat and the International Bureau of Education in Geneva (1975) and in Paris (1976), which endeavoured to work out the concept of life-long education in detail.

Noteworthy, too, is the study by A. Deléon entitled Life-long Learning: A Philosophy or a Strategy, 1976, which deals with certain conditions and aspects of the concept's application.

A number of contributions in Prospects, Volume III, No. 1 (Spring 1973) under the title "Learning to be: the renovation of education" come within the context of life-long education and refer in detail and sometimes at length, to this concept.

Educational policy and planning

21. The Third Regional Conference of Ministers of Education and those Responsible for Economic Planning in Asia (Singapore, 1971) and the Regional Conference of Ministers of Education and those Responsible for Science and Technology in Relation to Development in Latin America and the Caribbean (Caracas, 1971) both referred to the concept of life-long education or to some of its essential aspects (integral development of man, equality of access to education throughout life, continuous professional training, life-long education of the community). Even clearer mention of it was made by the Second Conference of Ministers of Education of European Member States (Bucharest, 26 November-3 December 1973) which spoke of the "unifying principle of life-long education" - and devoted a resolution to it - in defining the functions and new policy lines of democratized higher education in Europe. Another meeting organized in the same context was the Conference of Ministers of Education of African Member States, held in Lagos from 27 January to 4 February 1976. During the very detailed discussions on basic education as a means of rapidly providing mass education for the whole of the population, the participants defined it as the "first stage" of life-long education that allows access to other forms of education.

22. A great many reforms have been introduced into educational systems, reflecting a clear-cut decision in favour of life-long education. Unesco has been associated with these reforms through advisory services or assistance in the drawing up or execution of projects, such services or assistance having been provided, on request, under the Organization's various programmes in a number of Member States, such as the People's Republic of Benin, Honduras, Mali, Netherlands (Netherlands Antilles), Niger, Peru, Portugal, Senegal, United Republic of Tanzania, Upper Volta and the People's Democratic Republic of Yemen. These policies seek more particularly to ensure the integration of formal and informal education (cf. Tan Ngoc Chan and F. Caillods, Educational Policy in Tanzania, Unesco, 1975).

23. A number of reforms, aimed at substituting for the traditional conception of the school institution the idea of a multi-purpose community centre for various age groups, affect school buildings. Studies on the use by the different age groups of educational premises and facilities with a view to the school's community rôle have been prepared at the invitation of school architects in Algeria, Iran, Ivory Coast, Kenya, Republic of Maldives and Somalia. In addition, studies on the use for educational purposes of non-educational premises have been conducted in Greece and in Yugoslavia.

Education structures

24. A number of meetings and studies have provided an opportunity for studying the problems involved in the remodelling of structures necessitated by life-long education; for the latter requires complete, flexible and diversified structures in order to cater for the needs and characteristics of the different groups and to ensure the continuous vertical and horizontal linking of the various school and out-of-school components of these systems. A meeting of experts on the psychological development of the child (up to 6 years of age), from the point of view of its consequences for the subsequent stages of the educational process, was held in Champaign-Urbana, Illinois (United States of America). The meeting of experts on pre-school education as the first phase of life-long education (Unesco House, 5-9 January 1976) can be regarded as its logical follow-up. This meeting considered how the necessary continuity might be secured between the home, the community and educational institutions on the one hand, and between pre-school and primary school on the other, as well as the adjustment of pre-school education to the resources

and socio-cultural characteristics of the developing countries. The meeting concluded that "pre-school education, as is now increasingly recognized in most countries, should be an integral part of complete educational structures and should therefore in no way be viewed as a luxury. It takes on a new significance in the perspective of life-long education and has a special contribution to make towards the democratization of education". Several Member States (Argentina, Burma, Barbados, Chile, India, Malta, Paraguay, Peru, Sri Lanka and Thailand) moreover asked for the assistance of Unesco consultants in order to examine the problems raised in this connexion.

25. From this point of view, it is clear that essential concomitants of pre-school education are parents' education designed to "help parents to become educators of their own children" and the "employment of well qualified personnel to work with children and parents". Unesco accordingly gave its support, under the Participation Programme, to the holding of a symposium in Menton (France) entitled "On Being a Parent Today", organized by the International Federation for Parent Education. On this occasion, the family's new educational rôle was analysed in relation to the transformation of family models.

The Secretariat has prepared, with the assistance of the International Children's Centre, a brochure designed to provide data on early childhood development as well as suggestions that might be taken up in various activities likely to help parents to fulfil their task as educators more effectively.

26. Because of the vital importance of the initial phase in the life-long education process, Unesco also organized a meeting of experts on the basic cycle of education at Unesco House from 24 to 29 June 1974. This meeting, which began by noting the increased demand for education and the continuity of the educational process, set out to examine the consequences of this at the structural level: it emphasized that "the establishment of a basic cycle implies a will to do away with stratified self-contained levels". Whereas in some countries this basic cycle goes beyond primary education, in others it calls for the linking of the complementary resources of formal and non-formal resources of education so as to provide everyone, children, young people and adults, whether included in the formal educational system or not, with the fundamental knowledge, values, attitudes and behaviour patterns required both for the full development of their own potentialities and for their effective participation in the development of the community. "Emphasis should be placed not so much on the whole range of specific subjects as on those which develop the ability to learn, essential in the perspective of life-long education." This is in line with the point made by the Lagos Conference of Ministers of Education to the effect that such basic education should be the starting-point for further educational opportunities, and not education "on the cheap" reduced to a minimum.

27. Mention should be made of the organization, in conformity with the spirit of this meeting and providing a logical follow-up to it, of the Unesco-Unicef seminar on basic education which was held in Nairobi from 13 to 23 April 1974 for specialists from English-speaking East African Member States and from 22 to 26 October 1974 for those from French-speaking East African Member States. This seminar made it possible to draw up an inventory of the many experiments already under way in that part of Africa which are designed to give a new rôle to the school - regarded as an essential instrument of education - while complementing it by out-of-school activities.

28. Another meeting that may be considered as a follow-up to that on the basic cycle of education was the seminar on alternative approaches to school education at the primary level in Africa, held in Addis Ababa from 7 to 10 October 1975 and intended for specialists from 17 African countries belonging to the 25 least developed group. The experts considered how to work out strategies for the introduction of such forms of education and reviewed the problems involved in coordinating their formal and non-formal components. A similar meeting will be organized for specialists in Asian Member States in the Philippines in December 1976.

29. Furthermore, the Unesco Institute for Education in Hamburg has carried out case studies on basic education as well as research on basic education in the developed countries, and, with the financial assistance of the World Bank, on basic education in the developing countries.

30. The structural problems to be overcome in establishing a closer relationship between secondary education and the world of work were also considered at a meeting of experts held in Copenhagen from 9 to 14 December 1974. The different types of solution applied or contemplated for this purpose (introduction of productive activity at school, use of place of work for education, alternating study and work, recurrent education, national service enabling work experience to be gained, etc.) were reviewed. Lastly, the Secretariat has undertaken a study designed to shed light on the effects of the rigidity of school structures (lack of horizontal and vertical mobility, guidance services, evaluation procedures) on educational wastage.

Educational content

31. The concept of life-long education has obvious consequences for the definition and organization of content: the importance of the initial phase, the greater prominence given to the development of attitudes and abilities, particularly the ability to learn and, more generally, to the factors making for a well-balanced, harmonious training which are usually sacrificed to cognitive content alone; the need for the distribution of content between formal and non-formal programmes and between the various phases in a continuing educational process; interdisciplinary approach reflecting the complexity of the problems in the contemporary world; these are some of the issues which were studied by a meeting of experts on the content of education in the context of life-long education at Unesco House from 20 to 25 October 1975. This meeting was followed, at the regional level, by a seminar on life-long education and curricula, organized by the Regional Office for Education in Asia in collaboration with Headquarters and the Unesco Institute for Education, (Hamburg), in Chiangmai (Thailand) from 5 to 15 June 1976. Its conclusions have clarified the repercussions of the life-long education principle on the content of education and the methods and techniques of preparing curricula for countries in Asia. The meeting on content will be supplemented by another on the methodology of curricula reform within the context of life-long education, to be held in Unesco from 6 to 11 December 1976. Methodological data thus obtained are disseminated at meetings organized by the four Regional Offices for Education in Africa, Latin America, the Arab States and Asia, and used in operational activities designed to assist Member States in setting up institutions responsible for curricula preparation and reform.
32. While dealing with the general methodology of curricula preparation, reform and evaluation, mention should be made of the studies carried out by the Unesco Institute for Education in Hamburg, with a view to defining criteria for curricula evaluation within the context of life-long education, and of the consultations it has arranged with specialists concerning the relationships between curricula and life-long education in the developing countries.
33. Apart from the work of examining the repercussions of the life-long education concept on the methodology of content formulation, reform and evaluation, there are other activities relating to the various disciplines.
34. A meeting of experts to study the place and functions of aesthetic education in general education as a factor in harmonious development and an element in all-embracing, life-long education was held at Unesco House from 2 to 7 December 1974. It will be followed by a regional meeting for specialists from the Arab countries to be held in Baghdad from 2 to 7 October 1976, and a survey on the present position of arts education.
35. The first Conference of Ministers and Senior Officials responsible for Physical Education and Sport in the Education of Youth, in the Context of Life-long Education (Unesco House, 5-10 April 1976), provided an opportunity for studying the place to be assigned to physical education and sport and the strategies to be adopted in order to equip young people, whether in or out of school, for the practice of sport throughout their lives. It stressed the complementary and corollary rôles of education through sport and education for sport.
36. Life-long education implies access to education by new age groups and new socio-professional categories. The resulting need to diversify educational methods and techniques according to the language needs of these different groups and the aims in view was the theme of the discussions of a group of experts which met at Unesco House from 15 to 20 September 1975. The symposium on the problems of providing education in the mother tongue in a sub-region of Africa (BRED, Dakar, 14-18 June 1976) also studied the promotion of African languages as vehicles of culture and instruments of life-long education.
37. The aim of life-long education is, in large measure, to bring about understanding of the contemporary world which science and technology do more and more to explain. It may be said that the whole of the Organization's activities in respect of the teaching of science and technology have had the twofold object of helping Member States to make this an integral part of general education and to regard it as the first stage in the scientific understanding of the problems of the contemporary world and the environment. This trend is reflected in the activities relating to the different disciplines and to integrated scientific education, as well as in operational action. Note should also be taken in this connexion, of work conducted in conjunction with the International Coordinating Committee for the Presentation of Science and the Development of Out-of-School Scientific Activities (ICC), several issues of its journal "Out-of-School Scientific and Technical Education" being published under a contract with Unesco. The journal "Impact of Science on Society" also testifies to concern for the popularization of science with a view to the integration of "humanist" and "scientific" cultures which is in keeping with the concept of all-embracing, life-long education. Mention should be made, too, of the various activities aimed at encouraging Member

States to introduce instruction on the environment, population, nutrition, hygiene, home economics and family life into general education programmes. These activities consist of studies and research conducted in collaboration with the competent organizations in the United Nations system and certain non-governmental organizations, as well as operational action under projects financed by the United Nations Development Programme.

The theme of life-long education is also found in the Revised Recommendation concerning technical and vocational education (1974), which stressed the need for continuing education "available throughout working life without restriction of age, sex, prior education and training or position".

38. Furthermore, the life-long education concept features in the programme in the field of education for international understanding, and, more especially, in the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, adopted by the General Conference at its eighteenth session.

Educational methods, materials and techniques

39. A number of the Organization's activities designed to promote innovation in educational methods, materials and techniques can be placed within the context of life-long education, in so far as they contribute to the development of teaching methods and technical aids in line with the essential characteristics of this concept. This applies to activities relating to correspondence education, and more especially the assistance given to the International Council on Correspondence Education for the organization of its ninth world conference in Warrington, Virginia (United States of America), the programme for the collection of information concerning developing trends in advanced methods and techniques and, above all, activities relating to self-directed learning: the Geneva Seminar, organized jointly with the International Bureau of Education in June 1974, with a view to encouraging the expansion of multi-media self-education centres (cf. L'aménagement et l'équipement d'un centre multimedia d'autoformation, Unesco 1975), the symposium held in Tbilisi (USSR) from 29 June to 6 July 1976 on the psychological bases of programmed learning as an instrument serving self-directed learning strategies, and comparative studies on computer-aided instruction (Models of computer-aided instruction, Colombia, India, Yugoslavia, 1975). Comparable with these studies and research projects, which represent the application of a teaching system and are a factor in overcoming the shortage of qualified educators, is the experimental survey on the rôle of the modern information and communication media in the "industrialization" of literacy methods which has yielded some 60 per cent of positive results in the learning of reading, writing and arithmetic in the language spoken, such results having been achieved by illiterates working with a non-professionally qualified instructor, or even alone.

Adult education

40. As mentioned above, adult education has played a decisive part in the evolution of the life-long education concept. It was in adult education circles that the term was used for the first time, in the sense of continuing, all-embracing education linking the various sectors and phases of education. Adult education has never ceased to fulfil this promotion rôle. It tends to assume increasing prominence in the whole educational process in relation to factors of modern civilization such as the desire for democratization and the rapid obsolescence of knowledge and techniques. It has been incumbent upon Unesco, therefore, to encourage the development of adult education at all levels, from literacy training to post-university courses and the development of the necessary ability to participate in political, social and cultural life. It has thus also conducted to the extension of life-long education.

41. In this context, the Third International Conference on Adult Education held in Tokyo in 1972 played an outstanding part. While taking into account the diversity of situations, the Conference recognized that the application of the life-long education concept through the whole educational structure of a country would be a powerful factor in the development of adult education, which at the same time it presupposes and requires.

On the other hand, however, Unesco has been obliged to oppose, at the conceptual level, the tendency to treat adult education and life-long education as synonymous, and has had to reaffirm the specificity of adult education as a vital component of any educational system and as an essential factor in life-long education.

42. This concern for an exact definition has been particularly noticeable in the various stages of the preparation of a normative instrument on the development of adult education. The final

draft recommendation to Member States was approved by a Special Committee of Governmental Experts in June 1976 and will be submitted to the General Conference for approval at its nineteenth session.

It is expressly stated in Section I of the document that the development of adult education constitutes a "subdivision, and an integral part of, a global scheme for life-long education and learning".

43. Special emphasis has been laid on Unesco's action in respect of workers' contribution to life-long education. It has been pointed out on many occasions in recent years that workers play an active part in the promotion of educational experiments. This contribution was given special consideration during a symposium on conditions calculated to promote the access of workers to education and measures to be taken to give them an effective part in the definition and execution of educational activities of concern to them, but also of educational policies as a whole (Unesco House, December 1975). At the same time, comparative international research on the individual and collective aspects of the general and vocational training of workers is under way. This study, completed in Mexico, where it was carried out by the Instituto nacional de Estudios de Trabajo in 1975, is being continued in Poland, pending the materialization of further projects.

44. Lastly, the notion of life-long education may be regarded as having a direct bearing on activities designed to promote the use of leisure time for educational purposes, under co-operation arrangements with the European Centre for Leisure and Education in Prague and, more especially, on the two meetings organized by it in 1974: the Second International Conference on Leisure and Education (Budapest) and the meeting of specialists from European countries on "Adult education and leisure for young workers".

Certain activities to aid migrant workers, such as studies concerning their educational situation, the teaching of the mother tongue, and bilingualism, likewise come within the scope of life-long education.

45. Activities relating to youth have also been marked by the desire to provide preparation for active participation and real responsibility by removing the division between formal and non-formal education. The symposium of young workers on the quality of work and work prospects (1976) and the survey on unemployment among young people are good examples of this trend.

Training of educational personnel

46. The life-long education concept has particularly important consequences as regards the training of educators. To begin with, they are the first to be concerned by the principle of the updating of knowledge necessitated by the rapid accumulation of new facts; retraining becomes as important as the initial training or, to be more exact, training is seen to be a continuing process. Secondly, the concept of life-long education, based on active learning rather than on the passive reception of knowledge, implies a new teacher-learner relationship, particularly when adult groups are involved. Life-long education, if it is to provide preparation for the various responsibilities of working life and ensure assimilation of actual experience of it, imposes new tasks on educators. It also implies the use of categories of personnel other than professional teachers. These concerns are reflected in a number of the Organization's activities.

47. At its 35th session, the International Conference on Education selected as its main subject for discussion "the changing rôle of the teacher and its influence on preparation for the profession and on in-service training". The Recommendation adopted on this occasion stresses the need for initial teacher education programmes which will "relate closely to rôles and functions expected of the teacher today and prepare the future teacher not only for his instructional rôle but also for the variety of rôles and functions demanded of him by the society and the development of education.....". They should ensure that "students acquire an interdisciplinary framework within which they can continue to gain new knowledge independently during their professional life.....".

48. A study on Life-long education and the preparation of educational personnel has been published (Unesco, Institute for Education, Hamburg, 1976). It defines the basic elements of a common pre-service training course covering self-knowledge, knowledge of culture, society, production and the environment. This study is designed not only to serve as a contribution to thinking on the subject, but also as a guide for action and operational support to be used by Member States. Other studies on the rôle of teachers in formal and non-formal education have been made.

49. Lastly, a symposium on the contribution of persons other than teachers to educational activities in the perspective of life-long education will be held at Unesco House from 13 to 17 September 1976. This will provide an opportunity for considering the contribution of various categories of specialists and groups to the educational process in formal and non-formal instruction.

Higher education

50. Unesco's activities in the field of higher education are based on three established facts deriving from the concept of life-long education: higher education institutions henceforth have new rôles and must be in very close touch with the community to which they belong; they must transform their structures and activities in order to admit students belonging to age groups and socio-professional categories other than those of their traditional student population; they must therefore change their entrance and evaluation procedures accordingly.

51. The symposium on the rôle of higher education in life-long education held in Moscow in 1974 enabled some of these problems to be examined, including the educational action to be taken, the changes in structures and curricula necessary for the purpose and the desirable new guidelines for research. Reference should also be made to the forthcoming publication by Unesco of a study by G. L. Williams on higher education and life-long education and the Unesco/IAU study on life-long education and university potential.

52. Special mention should be made of the committee of experts to discuss post-secondary education for persons gainfully employed (London, 27-30 July 1976), the Round Table of the European Centre for Higher Education (Bucharest) on the contribution of higher education in Europe to the development of changing societies, and a seminar on the problems involved in setting up new types of higher education institutions and programmes in the developing countries and regions (Unesco House, 5-8 October 1976).

53. There is one branch of higher training in which there has been particular regard for the concept of life-long education in the definition of Unesco's activities, namely the training of engineers. A series of seminars - Helsinki (1972), Paris (1973), Turin (1975), Madison, Wisconsin (United States of America) (1975), New Delhi (1976) - have been devoted to the continuing education of engineers and technicians. They have made it possible to set out, in comprehensive fashion, the problem of the initial and continuing education of technologists within the context of life-long education.

54. It should be noted, lastly, that the whole of Unesco's activity in regard to the comparability and recognition of higher education studies and degrees is based on the notion of mobility, governed not by rigid assessment of university careers, but the open-minded evaluation of attainments and experience.

Literacy and rural development

55. Reference has already been made to the conceptual contribution to the life-long education concept represented by the notion of functionality in literacy training. The effect of the implementation and evaluation of the UNDP/Unesco functional literacy programme, even when demonstrating the validity of other systems such as mass literacy training, has been to show that literacy training is the first stage in acceding to knowledge and ranks among the problems of development. The Declaration of Persepolis adopted by the International Symposium for Literacy, organized by the Government of Iran under the auspices of Unesco (3-8 September 1975), makes a significant allusion in this connexion to literacy which "would permit the development of non-formal education for the benefit of all those who are excluded by the present system or are unable to take advantage of it. Finally, it will imply a radical reform of the structures of the education system as a whole".

56. Literacy training is accordingly seen to be a fundamental component of education for rural development, which forms part of the transformation process and aims at the elimination of disparities.

57. Unesco's work in education for rural development, which is directed both towards the integration of the rural world into the overall educational system and towards the inclusion of education in the development context, may be regarded as an application of the concept of life-long education. Its aim is to make people "more eager to extend their knowledge and take advantage of the opportunities offered by life-long education. In short, the teacher's task is to create the conditions necessary for a process of assisted self-learning" (L. Malassis, The Rural World - Education and Development, Croom Helm - The Unesco Press, 1976) and, furthermore, to transform the rural school so that it will serve the community, link education with the human and natural

environment, broaden the range of out-of-school and school activities in order to multiply educational opportunities and steadily raise the level of training, and encourage active participation in change.

Educational statistics

58. With regard to educational statistics, the International Standard Classification of Education (ISCED) has been designed to provide a single framework for all educational experience, which "is not an instructional 'package' supplied to children and young persons in schools and universities but is a continuing process providing opportunities for enlarging experience, understanding, and skill throughout the life of the individual". (International Standard Classification of Education, Unesco, 1976). This is an attempt, from the statistical point of view, to cover programmes which are designed for a very wide public, are not generally of a technical or specialized nature and are organized by all kinds of institutions.

Life-long education and culture

59. Intergovernmental conferences on cultural policies, particularly those held in Asia (Yogyakarta, 1973) and Africa (Accra, 1975) have revealed the concern of governments to formulate policies integrating education and culture. They noted both that education can make an important and continuing contribution to the dynamic development of culture and "cultural traditions", and that "all education must be based on the cultural values of each country". The concept of life-long education is then seen as the basis for the dovetailing and mutual development of education and culture. Since education is not merely the transfer of knowledge but the turning to account of actual experience, this interpenetration of education and culture must ensure the integration in education not only of those elements of traditional culture which will root education in the practical conditions of national life and strengthen the feeling of cultural identity, but include contemporary culture as well. At the same time education must prepare each individual for access to culture throughout his life and for becoming the agent of his own cultural development and of that of society, by means, *inter alia*, of arts education, as has been noted above. To achieve this, both in and out of school, the help of artists is enlisted. This was, for example, the idea behind the convening of the International Conference on the education of musicians and their public (Tokyo, 1974). Mention should also be made, of course, of activities designed to promote the rôle of libraries within the context of formal and non-formal education, a rôle that is highlighted in the Unesco Bulletin for Libraries and to which attention was drawn at the Intergovernmental Conference on the Planning of National Documentation, Library and Archives Infrastructures (Paris 1974).

CONCLUSIONS

60. While amounting to a fairly complete, although not exhaustive, survey of studies and projects carried out by Unesco, the preceding chapters already contain the beginnings of an evaluation, owing to the wide range of subjects covered. It seems scarcely possible, at this point, to arrive at the stage of scientific evaluation which, as everyone knows, is a difficult operation in any case; and it would appear particularly so when it comes to action which, due to the very nature of the concept, is aimed at making an overall impact on educational systems, whilst at the same time being focused, here and there, on certain parts of these systems, and which affects the whole of the international community, whilst affording assistance to this or that Member State.

61. Since this is a fairly recent and very complex concept with far-reaching implications, it would appear premature to say what has been the effect of each of Unesco's activities and of its action as a whole.

62. It would seem, however, that in the space of some ten years, the effect of Unesco's action has been clearly to reveal the nature and content of the concept of all-embracing, life-long education, which is neither limited in time to the period of schooling, nor in space to the school and its methods; it links up the whole of the community's educational activities and resources, aiming alike at the full development of the individual's potentialities and at the advancement of a society undergoing transformation, which is consciously resolved to change.

63. It may also be conceded, at the conceptual level, that a number of misunderstandings have been cleared up. Life-long education has gradually ceased to be confused with adult education or recurrent education, or with a kind of limitless extension of schooling which in itself gave rise to many misgivings. It is understood, more and more clearly, that life-long education means neither the monopoly and indefinite extension of school, nor the challenging of school, and that it puts an end to the dualism between school and out-of-school education as it does, moreover,

between education and life - that it is, in fact, a source of coherence and integration. At the same time, life-long education, no longer confused with one or another of its components, has ceased to be regarded as one of those forms of education which, following the educational fashion of the day, are launched on the market from time to time as a magic formula capable of solving all the difficulties encountered by previous systems. Member States and educators are increasingly ready to admit that life-long education, a source of coherence, makes it possible to synthesize many elements already included in existing educational systems in which they formed its basic structure. They also recognize that it is not a meaningless, abstract formula which is universally applicable, but a form of education with a specific content appropriate to each country and geared to its particular circumstances.

64. The growing number of references made to the concept of life-long education in national legislation, in statements on educational policy and in discussions at international and regional conferences of ministers of education and educational authorities, show how the concept is gaining ground and enlisting increasing support. The same applies as regards non-governmental organizations and various groups of educators. It cannot be said that this result is due solely to Unesco's efforts, and it is logical to admit that it reflects an increasingly clear vision of the ultimate ends, constraints and main characteristics of education in the contemporary world. But there is reason to believe that the Organization's attempt to analyse the situation of education in the world, by means of some of the major activities mentioned above and through constant reflection on its action on behalf of Member States, has nevertheless helped considerably in achieving this result. Many Member States have held meetings to study the concept of life-long education or certain of its aspects. Some of the requests for Unesco's aid under the Participation Programme, in addition to requests for consultant services and fellowships, have been for this purpose. Mention may be made of the following meetings in this connexion: international meeting of experts on the contribution of universities to life-long education, Grenoble (France), 15-19 May 1972; the symposium on the implications of life-long education on an interdisciplinary programme directed towards international education, Hamburg (Federal Republic of Germany), 4-8 December 1972; the international seminar and symposium on adult education and the promotion of community activities among the underprivileged, Montreal (Canada), 27 January-9 February 1974; the international symposium on initial and further training for middle-level personnel in the context of life-long education, Lenzbourg (Switzerland), 3-5 October 1974.

65. The life-long education concept, which is a means of achieving coherence, of interpreting the state of education on a world-wide scale and of providing guidance for the reform of educational systems, must also, if it is to be operational, supply guidelines for the restructuring and reform of the various components of those systems. Analysis of the diverse and specific studies and projects carried out by Unesco shows that the Secretariat has striven faithfully to carry out the task assigned to it by the General Conference at its seventeenth session, when the latter expressed the wish that assistance should be given to Member States for the application of the life-long education concept. It would not, perhaps, be too presumptuous to consider that the activities listed above, by making recorded ideas available to Member States, particularly in a number of publications and reports of meetings, and by stimulating broad exchanges of views on specific educational problems, represent at least a start on the execution of the task entrusted to the Secretariat.

66. This programme which, it must be repeated, is still very new and incomplete, will be developed during subsequent biennia. This aim is reflected in the proposals made in the Draft Medium-Term Plan (19 C/4) and the Draft Programme and Budget for 1977-1978 (19 C/5). There are still, of course, a large number of deficiencies, some of which will begin to be remedied during forthcoming biennia, thanks to methodical rotation of the fields explored and the systematic use in new activities of the knowledge gained from previous operations. Others, for lack of resources, will persist for some time yet. More particularly, it would seem that a considerable effort will be required to undertake or promote all the research that is seen to be necessary in order to clarify the various aspects of the problem or to assist Member States in formulating strategies designed to bring their educational systems into the context of life-long education. But there is naturally no question of disregarding experience that is already available and that is why the Director-General has proposed, in the Draft Programme and Budget for 1977-1978 (19 C/5) that a survey should be undertaken of the experiences of various Member States in life-long education.

67. This whole set of activities, studies and thoughts directed towards the application of the concept has been indispensable to Member States in embarking, with the Organization's help, on the initial implementation stage. It will be noted that the 19 C/4 and 19 C/5 documents provide, for the first time, for integrated experiments in life-long education which, in urban or rural communities in Member States already committed to this approach, will make it possible to pass on to the stage of systematic experimentation.

68. The Director-General hopes that this document, although it cannot be regarded as a scientific evaluation, which it would have been presumptuous to attempt, will make it possible at least to measure the progress made over a comparatively short period and, at the same time, will give the General Conference an opportunity to provide him with the necessary guidelines and suggestions to ensure further progress along a path that education seems bound to follow if it is to adapt itself to its new tasks, achieve the full development of man's potentialities and contribute to the establishment of a new international order.