Item 5.5 of the provisional agenda

REPORT ON THE ACTIVITIES UNDERTAKEN TO GIVE EFFECT TO THE RECOMMENDATIONS OF THE INTERGOVERNMENTAL CONFERENCE ON EDUCATION FOR INTERNATIONAL UNDERSTANDING, CO-OPERATION AND PEACE AND EDUCATION RELATING TO HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS WITH A VIEW TO DEVELOPING A CLIMATE OF OPINION FAVOURABLE TO THE STRENGTHENING OF SECURITY AND DISARMAMENT (1983)

SUMMARY

In accordance with 22 C/Resolution 13.3 and paragraph 13306(f) of the Approved Programme and Budget for 1986-1987, the Director-General reports to the General Conference on the activities undertaken in order to give effect to the recommendations of the 1983 Intergovernmental Conference.
INTRODUCTION

1. The General Conference of Unesco, at its twenty-second session, examined the Report of the Director-General on the Proceedings of the Intergovernmental Conference on Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms with a View to Developing a Climate of Opinion Favourable to the Strengthening of Security and Disarmament (Paris, 1983) (document 22 C/74). In this document, the Director-General presented a detailed analysis of the scope and objectives of the 1983 Intergovernmental Conference, as well as its main results. He also examined the nature and the content of the 21 recommendations adopted by the Conference, and drew the attention of the General Conference to the follow-up action which might be taken by Unesco in order to ensure their implementation.

2. The General Conference then adopted 22 C/Resolution 13.3 by which it expressed 'its conviction that achievement of the aims and implementation of the recommendations of the Conference will further the development of a climate of opinion conducive to the strengthening of confidence and understanding among peoples, to the safeguarding of security and peace in the world and to genuine progress towards disarmament', and requested 'the Director-General: (a) to take fully into account the recommendations of the Conference in drawing up the Draft Programme and Budget for 1986-1987 (23 C/5); (b) to encourage and stimulate the exchange of the experience gained and the results achieved in the implementation of the recommendations of the Conference; (c) to submit to the General Conference, at its twenty-fourth session, a report on progress made in the application of this resolution'.

3. In his report on the activities of the Organization in 1981-1983 (document 23 C/3) the Director-General stressed that the 1983 Intergovernmental Conference was the most important activity undertaken during the 1981-1983 triennium with respect to education relating to human rights, peace and international understanding, and that the Conference fully achieved its objectives, took stock very thoroughly of Member States' efforts to implement 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 in 1974, envisaged procedures for submitting and examining reports from Member States on the implementation of the Recommendation and defined guidelines for the development of action by Member States and Unesco in the field of international education. The Director-General also indicated that some of the recommendations of the Conference could be put into effect rapidly, while others must be followed up by activities in subsequent biennial periods (document 23 C/3, para. 16).

4. The present report has been prepared in accordance with 22 C/Resolution 13.3. It provides information on the activities implemented as a follow-up to the recommendations of the 1983 Intergovernmental Conference. Three of the 21 recommendations were addressed to Member States alone, four to the Director-General alone, while 14 concern both Member States and the Director-General. The report analyses mainly the activities undertaken by Unesco in order to implement the recommendations addressed to the Director-General. At the same time, as was stated in document 22 C/74, in so far as the recommendations addressed to Member States are concerned, the latter may be led to call on the support of Unesco in order to take follow-up action, and the Director-General would endeavour to lend such support to Member States requesting it within the framework of the provisions included in the approved programme and budget, under the participation programme and technical cooperation, in particular. Accordingly, the present report also includes information on Unesco's support to Member States provided in the context of the recommendations under consideration.
5. The overall scope of the recommendations is very wide and, therefore, their implementation has to be pursued during several biennia. There are recommendations containing proposals for the new long-term means and forms of furthering the various aspects of education covered by the 1974 Recommendation, such as a permanent system of reporting on steps taken by Member States to apply this Recommendation and the Plan for the Development of Education for International Understanding, Co-operation and Peace. Some of the recommendations, namely those on exchange of information and documentation, on the improvement of curricula, textbooks and teaching materials, training of teachers, etc. require a continuous action. Others suggest one concrete activity such as the organization of an expert meeting or the preparation of a particular study. During the 1984-1985 and 1986-1987 biennia actions have been taken in relation to all the above-mentioned types of recommendations of the 1983 Intergovernmental Conference, though these actions could not ensure the exhaustive implementation of all of them. In view of this, the appropriate references are made in the present document to a number of activities proposed in the Draft Programme and Budget for 1988-1989 (24 C/5). These references provide a more comprehensive picture of follow-up actions to the recommendations of the 1983 Intergovernmental Conference.

It should be noted that a number of activities carried out by Unesco during the 1984-1985 and 1986-1987 biennia have contributed, at the same time, to the implementation of several recommendations of the 1983 Intergovernmental Conference. Accordingly, the appropriate cross-references are made in the relevant paragraphs of the present report.

As concerns the recommendations addressed to the Director-General, the information is provided following their number and is given in a separate section for each of their paragraphs represented in the report by means of underlined headings. The emphasis is thus laid on those activities which were implemented by Unesco as a direct follow-up to the recommendations of the Conference.

ACTIVITIES UNDERTAKEN BY UNESCO TO FOLLOW UP THE RECOMMENDATIONS ADDRESSED TO THE DIRECTOR-GENERAL BY THE 1983 INTERGOVERNMENTAL CONFERENCE

RECOMMENDATION NO. 1

6. Collection, processing and dissemination of information concerning the content, methods and techniques of education for peace and disarmanent, the defence of human rights and the rights of peoples

6.1 As noted in document 22 C/74 (para. 22(i)), this recommendation is covered by the regular activities of the IBE, the Regional Offices and Centres and the regional networks of educational innovation for development. In addition, the Secretariat has paid special attention to broadening the dissemination of Unesco materials concerning the content, methods and techniques of international education. In particular, through the Associated Schools system and upon request from Member States, their National Commissions and educational institutions, a number of Unesco materials have been distributed (see para. 45.2 below).

6.2 Two studies were undertaken in 1986-1987 on information and documentation services in the field of international education: one analysing the possibilities of creating an international centre (or centres) of documentation on the teaching of human rights, another being devoted, in accordance with paragraph 13306(g) of document 23 C/5, to the possible establishment of a resource centre for international education.
7. **International consultation to examine the ways of improving, at the level of higher education, educational action and research concerning the problems of peace, human rights and the rights of peoples**

7.1 The Secretariat convened under contract with the Greek National Commission for Unesco, an international consultation of eminent scientists, specialists in social and human sciences and higher education on ways of improving educational action, in higher education, to provide students with the necessary knowledge of problems relating to peace and respect of human rights and the rights of peoples (Athens, 20-24 January 1986). The final report of the Consultation has been widely distributed since 1986 and Unesco is still receiving requests for copies of it from universities, higher education institutions, national, regional and international associations throughout the world.

7.2 As a follow-up to this consultation and within the framework of the Plan for the Development of Education for International Understanding, Co-operation and Peace (23 C/5, para. 13317), a practical seminar was held from 16 to 20 March 1987 in Ghent, under contract with the Belgian National Commission for Unesco, to draw up experimental projects in the fields recommended by the Athens consultation. The seminar resulted in practical suggestions for higher education institutions with a view to launching experimental projects aimed at improving education for peace, disarmament, respect for human rights and the rights of peoples in higher education. Four universities in four Member States (Brazil, German Democratic Republic, Thailand and Tunisia) have accepted to launch the experimental projects during 1987. It is proposed to continue this activity during the 1988-1989 biennium (24 C/5 Draft, para. 13314) where emphasis will be placed on evaluating existing forms and methods of international education and on preparing interdisciplinary materials for the general course on international education at the level of higher education.

8. **Studies on the relationship between human rights, the rights of peoples and peace, between disarmament and development**

8.1 During the 1984-1985 biennium, this recommendation was covered by the activities proposed in paragraphs 13214, 13126, 13128 and 13129 of document 22 C/5. Accordingly, two sets of studies were prepared which will be published in 1987: one set being devoted to the problems connected with the rights of peoples and the historical and practical significance of these problems, another being aimed at deepening awareness of the problems of armaments and their consequences in Unesco's fields of competence, as well as at clarifying the links between peace, disarmament and development.

8.2 During the 1986-1987 biennium, the work in this field was continued in compliance with 23 C/Resolution 13.1.3(a)(iii) and (iv) through the organization of an international symposium on the elucidation and a better understanding of the concept of the rights of peoples and clarification of the relationship between the rights of peoples and human rights as they are defined in existing universal international instruments (23 C/5, para. 13207). Besides, Unesco entrusted the International Social Science Council with the preparation of a survey of research carried out or in progress in the social and human sciences by non-governmental organizations in the field of disarmament related problems such as the causes and consequences of the arms race, the relationship between peace, security, development and disarmament, nuclear armament research and ecology, and public information on the results of disarmament research in Unesco's fields of competence.

8.3 A joint project of Unesco and the World Confederation of Organizations of the Teaching Profession resulted in the publication of a Unesco handbook entitled 'The teaching of contemporary world issues' (1986) and intended primarily for classroom
teachers, as well as for teacher training. The publication prepared by authors from
different countries, furnishes concrete ideas and practical suggestions for
teachers on the teaching of major issues facing the world today, notably of peace,
disarmament, international understanding and co-operation, development, human
rights and fundamental freedoms.

8.4 Unesco made both an intellectual and a financial contribution to the eleventh
General Conference of the International Peace Research Association (IPRA) which was
held in Brighton (United Kingdom) from 13 to 18 April 1986. The proceedings of some
of the committees and working groups set up at this conference were concerned
specifically with the following themes: the militarization and demilitarization of
language and culture; militarization and sexism; peace and development; the con-
tribution of education for peace to overall social justice; the world economy, and
going beyond dependence.

8.5 Continuing its co-operation with the Pugwash Conferences on Science and World
Affairs, Unesco participated in and provided intellectual and financial support for
the thirty-sixth conference on the theme of co-existence, co-operation and mutual
security, which was held from 1 to 6 September 1986 in Budapest (Hungary). One of
the items on the agenda dealt with the interaction between international economic
relations, world peace and detente.

8.6 Three volumes: 1985, 1986 and 1987 of the Yearbook on Peace and Conflict
Studies will be published in 1987 in co-edition by Unesco and Greenwood Press
(Wesport, Connecticut, United States of America). This Unesco publication opens
wide possibilities for researchers from different countries of the world to make a
contribution to education on the causes of conflicts, as well as problems of peace
and development.

9. Co-operation with Member States and international organizations in the frame-
work of the preparation and execution of the biennial programmes and budgets
in the implementation of Recommendation No. 1 particularly on the occasion of
the International Year of Peace (1986)

The detailed report on activities undertaken by Unesco during the 1984-1985
and 1986-1987 biennia, including those related to this paragraph, is contained in
document 24 C/19 on Unesco's contribution to the International Year of Peace (IYP).
As is evident from the document, Unesco made a considerable intellectual and
financial contribution to the activities of numerous national and international
institutions and organizations of both a research and educational character. In
particular, on the occasion of the IYP, Unesco provided financial and intellectual
assistance to the National Commission for Unesco of the Korean People's Democratic
Republic, Thailand, Turkey and the USSR for the organization, during a Special Week
of promoting international education (23 C/5, para. 13307(b)), of some specific
activities (national and subregional seminars, exhibitions, exchange of correspond-
ence between students) designed to serve the objectives of the IYP.

Responding to the Secretariat's letter concerning the organization of the
Special Week, the National Commissions for Unesco of Argentina, Dominica, Finland,
Lebanon, Nepal, Peru and Turkey sent reports to the Secretariat with materials
illustrating the activities undertaken by them during the Special Week (discussions
of world problems, organization of special performances, films, marches, fairs,
etc.); the Conference of Mayors of the European Cities on 'Peace and Solidarity
among Cities' (Como, Italy, 25-27 April 1986), adopted a Final Resolution which
recommended, inter alia, the organization in European cities of a special week for
the promotion of international education. One European city (Aubagne, France)
informed Unesco that it had organized a 'Semaine municipale de la paix'.


RECOMMENDATION NO. 2

10. Strengthening education for international co-operation through all the education programmes and other activities of the Organization

10.1 As stated in document 22 C/74, this recommendation 'is covered by the cross-references appearing in the introduction to many programmes within Major Programmes II, IV and V, as also in the introduction to Programme XIII.3'. References to this end were also made in the relevant work plans of various programmes and subprogrammes in the Approved Programme and Budget for 1984-1985, for 1986-1987 and in the Draft Programme and Budget for 1988-1989.

10.2 A significant contribution to strengthening international education through education programmes and other activities of the Organization was also made through discussion of issues related to international education at a number of major Unesco meetings held since 1983:

the Fifth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific (Bangkok, March 1985) discussed the item 'the promotion of education for international understanding' and adopted a specific recommendation (No. 14) 'concerning education in a spirit of peace and international understanding';

the Sixth Regional Conference of Ministers of Education and Those Responsible for Economic Planning of Member States in Latin America and the Caribbean (Bogota, 30 March-4 April 1987) adopted a number of recommendations related to various issues of international education and, in particular, stressed 'the responsibility of education, pursuing the path and the purpose of the International Year of Peace, to teach and build peace as the greatest good and as a guarantee of the full development of individuals and nations' (Recommendation No. 6);

the International Conference on Education (39th session, October 1984 and 40th session, December 1986, Geneva) adopted recommendations addressed to the ministries of education underlining, in particular that the choice of objectives, structures, content and methods in primary and secondary education should be guided, among other general principles and key concepts, by the following: education 'should promote peace, understanding, tolerance and friendship among nations' (Recommendation No. 74); 'educating the young generations in the spirit of peace, international understanding, co-operation and mutual respect' (Recommendation No. 75);

the World Congress on Youth (Barcelona, Spain, July 1985) discussed, among other items, 'Youth, mutual understanding and international co-operation' (Commission III) and adopted a number of recommendations concerning development of international education;

the Fourth International Conference on Adult Education (Paris, March 1985) discussed, inter alia, the contribution of adult education to the solution of some of the major problems of the contemporary world. The Conference recognized 'the role which adult education programmes can play in consolidating the principles of freedom, justice, mutual understanding and co-operation in the world'. It recommended that Member States of Unesco adopt the necessary measures to promote the development of adult education as an important means of ensuring the active participation of the population in applying, inter alia, the recommendations of the 1983 Intergovernmental Conference.
A number of international meetings foreseen during the 1986-1987 biennium have also been prepared or are under preparation with due account being given to the provisions of the recommendation under consideration. In particular, in accordance with paragraph 04216 of document 23 C/5, a consultation on the content and methods that could contribute in the teaching of foreign languages and literature to international understanding and peace was held in Kiev, in January 1987 under contract with the National Commission for Unesco of the Ukrainian SSR. Within the framework of the International Congress on Environmental Education and Training (Moscow, USSR, 17-21 August 1987), it is also foreseen to organize a special symposium entitled 'Environmental problems and international understanding and cooperation: role of environmental education'.

11. Inclusion of courses on education for international understanding in teacher training

11.1 In document 23 C/5, it was envisaged to give support, by means of contracts, for research conducted by teacher-training colleges for the development of appropriate teaching methods in order to promote international education under the Plan for the development of education for international understanding, cooperation and peace and the Plan for the development of human rights teaching. To this end, three contracts were prepared with National Commissions for Unesco of Argentina, France and Indonesia. The results of the research will be distributed during the next biennium to Member States and their teacher-training institutions.

11.2 Many activities undertaken during the 1984-1985 and 1986-1987 biennia within the framework of the Associated Schools Project were also aimed at encouraging the inclusion of courses on international education in teacher training. A particular contribution to this aim was made by the four regional workshops for teachers and curriculum specialists held in Zambia, Costa Rica, Benin and Thailand in 1986 (see para. 42.2 below).

12. Pedagogical examples in support of international education provided at various levels

12.1 By this specific paragraph of Recommendation No. 2, the Director-General was invited to consider the possibility of convening, within the context of the Programme and Budget for 1984-1985, a meeting of experts to formulate pedagogical examples in support of international education provided at various levels, following an interdisciplinary approach and focused on specific problems. This recommendation was partly covered by some other meetings and activities foreseen in documents 22 C/5 and 23 C/5. In particular, the Athens Consultation (para. 7.1 above) provided pedagogical examples for international education at the level of higher education focused on the problems of peace, disarmament, respect for human rights and the rights of peoples, as well as on certain harmful uses of science and technology.

12.2 Pedagogical examples of international education in school education, including technical and vocational education were discussed by meetings organized in accordance with paragraphs 13310 and 13316 of document 23 C/5 (see paras. 35.2 and 42.2 below). Some pedagogical examples of international education in out-of-school and adult education were provided during the regional consultation in Sri Lanka (December 1984) on the incorporation into out-of-school programmes for children and young people and into adult education of content relating to international education. The pilot projects mentioned in paragraph 18 below are also intended to provide practical pedagogical examples for use in the training of literacy and adult education personnel.
12.3 Practically meaningful pedagogical examples will also be provided for different problems covered by the 1974 Recommendation and for various stages and forms of education while implementing actions and activities foreseen in the 24 C/5 Draft. A particular contribution, in this regard, can be expected from the permanent system of reporting on steps taken by Member States to apply the 1974 Recommendation (see paragraph 52 below).

13. Contribution to the organization of interregional, regional and national meetings on international education with the particular aim of facilitating the participation of experts from countries with different socio-economic systems

In conformity with Unesco practice, the participation of experts from countries with different socio-economic systems is ensured at meetings and in other activities. Examples can be found in the composition of the Consultative Committee established in accordance with paragraph 13307(e) of document 23 C/5, in the preparation of practical guides on the implementation of the 1974 Recommendation (para. 13306(a)), in the launching of the interregional project (23 C/5, para. 13306(b)), and in the experimental and pilot projects (23 C/5, paras. 13316, 13317(a), 13323(a)).

14. Participation of teachers and students from countries with differing socio-economic systems in research conducted by other countries into the causes of conflicts, peace and development

Unesco's support to the organization by the University of Chulalongkorn (Thailand) of the International Consultation on Higher Education and Education for Peace (December 1986) and to the course for undergraduate students and young researchers on peace and conflicts, organized by the University of Uppsala (Sweden) from 27 April to 3 June 1987, contributed to the objectives of this recommendation.

15. Support to the efforts of Member States to disseminate in their national languages international instruments useful for international education

During the 1984-1985 and 1986-1987 biennia, Unesco continued to provide financial and technical assistance for translation and dissemination in a greater number of languages of normative instruments, such as the Universal Declaration of Human Rights and the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, Convention and Recommendation against Discrimination in Education (see para. 23 below).

RECOMMENDATION NO. 3

16. Plan for the Development of Education for International Understanding, Co-operation and Peace, and setting up of an advisory body on its effective implementation

16.1 As a follow-up to this recommendation, a multilateral consultation was organized in 1984 in Finland, under contract with the Finnish National Commission for Unesco. The 15 specialists from different regions of the world put forward a number of suggestions concerning the preparation of the Plan which provided the basis for the draft Plan submitted to the General Conference at its twenty-third session (document 23 C/67).
16.2 The General Conference, by 23 C/Resolution 13.4, approved the Plan and the proposed schedule for its implementation and invited the Director-General 'to take the necessary action so that the execution of the Plan may begin in 1986' The detailed report on Unesco's activities implemented under the Plan during the 1986-1987 biennium was discussed by the Executive Board at its 126th session (document 126 EX/16). The Executive Board adopted decision 5.2.4 (document 126 EX/Decisions, 5.2.4) by which it recommended in particular that the Director-General include in the Organization's future programmes and budgets the necessary measures for the implementation of phase II of the Plan (1990-1995).

16.3 By this recommendation, the 1983 Intergovernmental Conference also invited the Director-General to entrust to an advisory body, consisting of persons selected on the basis of nominations by Member States, the task of drawing up for the benefit of the Director-General recommendations and suggestions concerning the effective implementation of the Plan. Accordingly, and in conformity with 23 C/Resolution 13.3, the Director-General established the Consultative Committee on steps to promote the full and comprehensive implementation of the 1974 Recommendation which consists of 18 members nominated by Member States belonging to different regions of the world. Its Statutes were approved by the Executive Board at its 124th session with the tasks encompassing both the above Plan and the above-mentioned permanent system of reporting (see para. 52 below). The first session of the Committee (Paris, 1986) resulted in a number of recommendations concerning in particular a more concentrated implementation of the Plan, the recommendations having been taken into consideration during the preparation of the Draft Programme and Budget for 1986-1987.

RECOMMENDATION NO. 4

17. Pedagogical experience in the implementation of the 1974 Recommendation

17.1 The experience of different Member States was discussed at several meetings organized during the 1984-1985 and 1986-1987 biennia under Programme XIII.3. The multilateral consultation held in 1984 in Finland under contract with the Finnish National Commission (see para. 16.1 above) also examined the practical steps that could be taken in order to promote follow-up action on the recommendations of the 1983 Intergovernmental Conference. During this examination, a contribution was made to the discussion and exchange of pedagogical experience under consideration. Meetings mentioned in paragraphs 7.1, 7.2 and 16.2 above also contributed to this exchange of pedagogical experience in the implementation of the 1974 Recommendation.

17.2 The questionnaire prepared for the permanent system of reporting on steps taken by Member States to apply the 1974 Recommendation (see para. 52 of the present report) may also provide evidence of interesting pedagogical experience in the implementation of the 1974 Recommendation.

18. Pilot projects and their evaluation

A number of pilot projects of short duration were launched since 1984 under contracts with the National Commissions for Unesco of Bulgaria, Australia, Congo, Lebanon and Sweden and with the Latin American Council for Peace Research (Mexico). In accordance with documents 22 C/5 and 23 C/5, the purpose of the projects was to prepare teaching materials on the relationship between peace, disarmament, development, respect for human rights and the rights of peoples for use in the training of literacy and adult education personnel. Two subregional meetings have been foreseen in 1987 in order to make a preliminary assessment of the materials prepared within the framework of the said pilot projects: one held in Finland from 7 to 13 June
1987 and another to be organized in Benin at the end of 1987. Further development of the evaluation of this material is foreseen in the Draft Programme and Budget for 1988-1989 (document 24 C/5, para. 13316).

19. Encouraging the training of teachers in the spirit of the recommendation and the development of an effective pedagogy for international education

This paragraph of Recommendation No. 4 was covered, inter alia, by the activities mentioned in paragraph 11. Besides, the three research projects have also been launched in accordance with paragraph 13307(d) of document 23 C/5 Approved with a view to elaborating more effective pedagogy in the field of education covered by the 1974 Recommendation. In the Draft Programme and Budget for 1988-1989 (para. 13313), it is foreseen to continue the training of teachers in the spirit of the Recommendation.

20. Promoting a limited number of carefully selected studies and research projects, the outcome of which will make a contribution to the solution of problems in the field of international education

The activities, undertaken by Unesco in this regard, have been concentrated on studies and research projects in the field of human rights teaching (see para. 26 below).

21. Special groups of experts for evaluating the programmes of education for international understanding and the strategies for implementing them

21.1 The Director-General was invited by this paragraph of Recommendation No. 4 to assist Member States, at their request, to help constitute the special groups in question with the agreement of National Commissions concerned. No such requests were received so far. This assistance is foreseen within the framework of the Plan for the Development of Education for International Understanding, Co-operation and Peace which includes a particular objective I.3: Promotion of evaluation by Member States of curricula, materials and methods from the viewpoint of education for international understanding, co-operation and peace.

21.2 In addition, the questionnaire prepared for the permanent system of reporting (para. 52 below) includes a suggestion concerning the organization of special ad hoc committees in order to gather information and to draft analysis on what is being done in international education at national level.

RECOMMENDATION NO. 5

22. The teaching of human rights, the rights of peoples and fundamental freedoms as one of the main priorities of Major Programmes XII and XIII

In accordance with this recommendation, the Director-General has continued to regard the teaching of human rights and of the rights of peoples and fundamental freedoms as one of the main priorities of Major Programmes XII and XIII. Actions in the field of international education, as is evident from documents 22 C/5, 23 C/5 and 24 C/5 Draft, also include, as a rule, education for human rights and the rights of people. Besides, a number of specific major activities in human rights teaching were foreseen during the 1984-1985, 1986-1987 and 1988-1989 biennia. They include, in particular, implementation of the Plan for the development of human rights teaching; the preparation of the International Congress on Human Rights Teaching, Information and Documentation (Valletta, 31 August-5 September 1987); and follow-up activities to this Congress foreseen in the Draft Programme and Budget.
for 1988-1989, as well as other important activities such as the celebration of the fortieth anniversary of the Universal Declaration of Human Rights and of the Bicentenary of the Rights of Man and of the Citizen (24 C/5 Draft, paras. 13306 and 13307).

23. **Dissemination of texts of internationally agreed standards for the promotion and protection of human rights and information on mechanisms for their implementation**

23.1 Unesco published on 14 January 1986 and disseminated a chart of ratifications of major international human rights instruments. The next edition of this document, updated to 1 January 1987, is now being printed for subsequent distribution (see also para. 15 above).

23.2 In 1986 the Member States, the institutions in the United Nations system, world and regional intergovernmental institutions and international non-governmental organizations were consulted by means of a questionnaire concerning the application of the Declaration on Race and Racial Prejudice adopted by the General Conference at its twentieth session in 1978. On the basis of the information thus collected, the Director-General will prepare the overall report on the world situation in the fields covered by the Declaration on Race and Racial Prejudice which he will present to the twenty-fourth session of the General Conference.

23.3 The fourth consultation of Member States on the implementation of the Convention and Recommendation against Discrimination in Education has been completed in 1985. Eighty-four Member States (compared to 66 in the third consultation) submitted reports. The Executive Board's Committee on Conventions and Recommendations prepared its own report concerning the reports of Member States, which was submitted to the General Conference at its twenty-third session. The General Conference adopted 23 C/Resolution 2.5, in application of which the Director-General transmitted the report of the Committee to all Member States and their National Commissions, and to the United Nations. The questionnaire for the fifth consultation on the implementation of the Convention on Recommendations against Discrimination in Education was approved by the Executive Board at its 125th session and the preparation of this fifth consultation is in the process of finalization.

23.4 A symposium, organized under contract, on the exercise of the right to education and the chances of scholastic achievement in relation to pupils' social background, took place in Thessaloniki (Greece) in March 1984 and was attended by 15 specialists from the European region. Its results were also widely disseminated.

24. **Translation into national languages of compilations of existing international human rights instruments and of information on mechanisms of their implementation**

24.1 In 1986, Unesco concluded two contracts, one with the Foundation for International Studies of the University of Malta, Valletta, and the other with the Greek section of Amnesty International for the publication in Maltese and Greek of an annotated edition of the International Bill of Human Rights.

24.2 During the 1984-1985 biennium financial support was provided to Member States upon their request for translation in their national languages of the 1974 Recommendation and Convention and Recommendation against Discrimination in Education.
25. Continuous and systematic documentation and exchange of experience among experts in the field of human rights teaching

25.1 In co-operation with the International Commission of Jurists, the Secretariat prepared an international directory of international, regional, national, provincial and local institutions (voluntary, private, non-governmental, para-governmental, governmental, etc.) in possession of information likely to facilitate the effective exercise of human rights by disadvantaged social groups such as the poor, the unemployed, migrants, ethnic, cultural and religious minorities, the elderly and handicapped persons (22 C/5, para. 13222). This directory will be published towards the end of 1987.

25.2 Unesco continued to publish the Human Rights Teaching bulletin for specialists in that field.

25.3 A booklet entitled Human Rights: Questions and Answers, written by Mrs Leah Levin, was published in Arabic, English, Finnish, French, German, Portuguese and Spanish and extracts were also published in Catalan.

25.4 The university textbook, The International Dimensions of Human Rights, was published in English, French, Japanese, Portuguese and Spanish.

25.5 On the occasion of the twentieth anniversary of the adoption of the International Covenants on Human Rights, Unesco published, in co-operation with the Netherlands Institute of Human Rights, a booklet in English and French which provides a picture of the normative and institutional developments stemming from each article of the Universal Declaration of Human Rights, entitled The International Bill of Human Rights: Normative and Institutional Developments 1948-1985.

26. Studies and expert meetings on specific problems of human rights education and support to Member States in planning national programmes for the promotion of the teaching of human rights

26.1 Two studies were carried out under contract with the National Commissions for Unesco of France and Nigeria on ways in which the subject of human rights is integrated in various disciplines at different levels of education. The result of these studies will be published in the bulletin Human Rights Teaching.

26.2 The studies carried out in 1984-1985 and the final report of the International Meeting of Experts (category VI) on Ways and Means to ensure the Effective Exercise of Human Rights by Disadvantaged Groups, which was held in Quebec (Canada) in December 1985, will be published and disseminated in 1987.

26.3 Unesco organized an informal consultation at Headquarters from 9 to 12 July 1985 to assess the progress achieved in the implementation of the Plan for the Development of Human Rights Teaching. In their recommendations, the participants expressed the view that implementation of the Plan should be continued. The proposed resolution for Major Programme XIII in the Draft Programme and Budget for 1988-1989 (24 C/5 Draft, para. 13002) makes provision 'to extend the period covered by the Plan for the Development of Human Rights Teaching until 1989 without prejudice to any follow-up action to the Plan that might be taken under the third Medium-Term Plan'.

26.4 With a view to the preparation in 1987 of the International Congress (category IV) on Human Rights Teaching, Information and Documentation a series of regional and subregional meetings were organized in Senegal (1986), Ecuador,
Australia, the Federal Republic of Germany and Egypt (1987) to consider the problems of human rights teaching, information and documentation. The work of these meetings was backed up by a series of studies on existing systems and programmes for the teaching of human rights (their effectiveness, necessary innovations, recent trends, etc.) which will be brought to the attention of the Congress. These studies were prepared by the African Institute of Human Rights (Senegal), the Inter-American Institute of Human Rights (Costa Rica), the Faculty of Law of the University of Chulalongkorn (Thailand), the Centre for Human Rights Research and Teaching of the University of Ottawa (Canada) and the Institute of State and Law of the Academy of Sciences of the USSR.

Other studies on human rights education and information were carried out by the Chinese Association for International Understanding (China), the Faculty of Law of the National University of Ireland (Ireland) and the Faculty of Sociology, Political Science and Journalism of the University of Ljubljana (Yugoslavia).

26.5 A work entitled Les dimensions internationales du droit humanitaire was published in 1986. At its twentieth session, the General Conference expressed the wish that co-operation with the International Committee of the Red Cross, the Henry-Dunant Institute and the International Institute of Humanitarian Law would lead to the preparation of an international programme for the teaching of international humanitarian law (20 C/Resolutions 3/1.5 and 2.3/3). This publication, which contains the contributions of 17 experts from different regions of the world, establishes the basis for such a programme and also provides an indispensable tool for the teaching of international humanitarian law at university level.

27. Co-operation with non-governmental organizations with a view to promoting human rights teaching

Unesco co-operated with the International Centre for the Teaching of Human Rights and Peace (Geneva) in connection with its fourth (1986) and fifth (1987) international training courses on the teaching of human rights and peace for primary, secondary and vocational teachers. It also contributed to the holding of the international training course at university level organized by the International Institute of Human Rights (Strasbourg). The Lebanese Human Rights Association held a symposium on human rights teaching in Lebanon on 5 and 6 December 1986 with intellectual and financial assistance from Unesco.

RECOMMENDATION NO. 6

28. This recommendation 'condemns all totalitarian or other ideologies and practices, in particular Nazi, Fascist and neo-Fascist, based on racial or ethnic exclusiveness or intolerance, hatred, terror, systematic denial of human rights or fundamental freedom'. The 1983 Intergovernmental Conference recommended to the Director-General to take the text of this recommendation into consideration during the preparation of future draft programmes as regards educational activities. Accordingly, in documents 22 C/5, 23 C/5 and 24 C/5 Draft, in particular in the resolutions and in the work plans of Major Programmes XII and XIII, provisions were made in the spirit of this recommendation especially for the role of education in the struggle against racial prejudice, intolerance and hatred. The proposed resolution on Major Programme XII in 24 C/5 Draft (para. 12002) recalls in its paragraph 4 'that in its 23 C/Resolution 12.1 the General Conference referred to resolution 39/114 of the United Nations General Assembly in which the appropriate Specialized Agencies, as well as intergovernmental and international non-governmental organizations, are called upon to initiate measures against all
totalitarian or other ideologies and practices, including Nazi, Fascist and neo-Fascist, based on racial or ethnic exclusiveness or intolerance, hatred and terror, which deprive people of basic human rights and fundamental freedoms and of equality of opportunity, or to intensify measures against such ideologies and practices.

RECOMMENDATION NO. 10

29. **Fellowships and assistance to national liberation movements for the training of teachers and researchers in the relevant fields of human rights and for the organization of relevant seminars and workshops on the development and teaching of human rights and the rights of peoples**

A training workshop on the use of the social sciences in analysing problems regarding women's participation in economic, social and cultural life will be organized in co-operation with the University of Dar es Salaam for nine leaders of the African National Congress (ANC), the Pan-Africanist Congress of Azania (PAC) and the South West African People's Organization (SWAPO) during the second half of 1987.

30. **Assistance to national liberation movements in rewriting the distorted history of the people of Namibia and South Africa**

Research undertaken under contract with a Namibian historian on the history of the resistance and the national liberation struggle of the Namibian people will be published in 1987 for wide diffusion.

RECOMMENDATION NO. 11

31. **Unesco's aid to African liberation movements recognized by the OAU and the PLO, recognized by the League of Arab States, for the production of textbooks, and for improvement of teaching in the context of this recommendation**

31.1 In co-operation with UNRWA, Unesco continued its contribution to the improvement of teaching methods and the enrichment of curricula in primary and preparatory schools attended by some 350,000 registered Palestinian refugees. The Director-General also pursued, during the period 1984-1987, the examination on a regular basis of textbooks prescribed for use in UNRWA/Unesco schools to determine their conformity with the criteria laid down in document 77 EX/Decision 68, prior to their approval for use in UNRWA/Unesco schools.

31.2 Within the framework of UNDP-funded educational projects for national liberation movements in southern Africa, Unesco arranged for the preparation of school textbooks in mathematics and English for primary and secondary level. A third textbook, on science, will be published at the beginning of 1988.

31.3 As regards activities concerning research, documentation, information or the promotion of awareness that might encourage or help Member States to apply these recommendations, some activities of certain relevance are mentioned in paragraphs 8 and 30. In addition, a series of studies were undertaken under Programme XII.1 on the theoretical and ideological bases of prejudice, intolerance and racism, on social policies, institutions and practices conducive to intolerance and racism, on educational measures to promote tolerance and mutual understanding, on theoretical and ideological foundations of apartheid and on other related topics (see paras. 1-15 of document 24 C/3). Unesco also provided support to young researchers of national liberation movements (para. 16, ibid.).
RECOMMENDATION NO. 12

32. Concentration on the education of migrants and their families while preparing the Organization's programme to implement the third subprogramme of Programme II.6

This recommendation has been taken into account in the preparation of documents 22 C/5, 23 C/5 and 24 C/5 Draft where appropriate provisions have been made, within the limits of available resources, concerning various aspects of the education for migrants and their families. Furthermore, in accordance with paragraph 02623 of document 23 C/5, the evaluation of the impact of Subprogramme II.6.3 'Action on behalf of migrant workers and their families' was undertaken, and the results of this evaluation will also be used for ensuring a better concentration on the subprogramme.

33. Encouraging the use of the language of the country of origin alongside the language of the country of immigration in pre-school education, primary education and out-of-school education

In 1984-1987, contracts were concluded with National Commissions of three countries of origin and three countries of immigration and with one non-governmental organization in support of the training of teachers responsible for multicultural classes and for the teaching of mother tongues and cultural values. This action will also be continued in 1988-1989 (see 24 C/5 Draft, para. 02616).

34. Assistance to Member States in the production of educational materials and support for research and experimentation in teaching methods of a nature to help migrants overcome their difficulties at school

During the 1984-1985 biennium, two interdisciplinary studies were carried out on the socio-cultural and educational aspects of integration of migrant workers in the host country and on the problems of reintegration in the country of origin. The volume of information disseminated on this particular group increased, and the 1979 Directory of organizations and associations concerned with the education of migrant workers and their families was revised. Financial support was granted to encourage the setting up or extension of services supplying migrants with information in their own languages on educational facilities available to them and their children in the host country, and to organize seminars and training activities in three Member States, as well as a symposium on cross-cultural education.

During the 1986-1987 biennium, in conjunction with activities planned under Programmes XI.1, XI.2 and XII.2, contracts were passed for the implementation of activities designed to preserve the cultural identity of migrant workers and their families, particularly through the production of teaching materials.

RECOMMENDATION NO. 13

35. Activities designed to help improve the contents of school textbooks, in the spirit of education for international understanding, co-operation and peace, tolerance and respect of human rights, as well as teaching aids at all levels of education and exchanges of experience between Member States and National Commissions for Unesco concerning ways and means of improving school textbooks

35.1 A multilateral consultation was organized under contract with the Kenyan National Commission for Unesco (Nairobi, 1985), to consider how world problems and the role played by the United Nations system in contributing to their solution are
presented or reflected in history textbooks. The participants also discussed how the content of these textbooks could be improved in conformity with the principles laid down by the 1974 Recommendation.

35.2 A multilateral consultation was held under contract with the Norwegian National Commission for Unesco (Drobak, 1987), to consider how curricula and the content of textbooks for technical and vocational education can contribute to the implementation of the principles set forth in the 1974 Recommendation. The participants formulated concrete recommendations in the form of criteria on how to implement the principles set forth in the 1974 Recommendation in the curricula, textbooks and other relevant teaching material. Two experimental projects aimed at incorporating subject-matter relating to international education into technical and vocational education were launched in 1987 under contract with the National Commissions for Unesco of Norway and the United Republic of Tanzania. Two more experimental projects are foreseen for the 1988-1989 biennium.

35.3 A contract was passed with the Czechoslovak National Commission for Unesco with a view to organizing in 1987 a bilateral consultation on the content of history and geography textbooks in order to suggest improvements that might be made to these textbooks in the light of the 1974 Recommendation.

36. Ensuring that educational material for international education reflects current major world problems

36.1 Activities contributing to this end are described in paragraphs 8.3 and 18.

36.2 The questionnaire prepared for the permanent system of reporting (see para. 52 below) contains, in accordance with Recommendation No. 21 of the 1983 Intergovernmental Conference, questions particularly aimed at obtaining information from Member States concerning the inclusion of the major problems of mankind listed in paragraph 18 of the 1974 Recommendation in programmes, curricula, courses and educational material at all levels and in all forms of education.

37. Evaluation of the results of studies conducted in different regions of the world on the role of teaching and school textbooks in the implementation of the 1974 Recommendation

37.1 The final report of the project on a multilateral evaluation of secondary school history and social studies teaching material, as well as six national evaluation reports prepared by Finland, the German Democratic Republic, Italy, Poland, the USSR and the United Kingdom, were published in English by the Finnish National Commission for Unesco in 1983 and disseminated to Member States during the 1984-1985 biennium. These publications contain criteria for the evaluation of history and social studies curricula and textbooks, and recommendations concerning further actions aimed at improving school textbooks from the viewpoint of their contribution to the implementation of the 1974 Recommendation.

37.2 The preparation and evaluation of teaching material, including school textbooks, is also foreseen within the framework of the Plan for the Development of Education for International Understanding, Co-operation and Peace. In paragraph 13312 of draft document 24 C/5 it is proposed to organize an international consultation with a view to recommending criteria for the improvement of curricula, teaching methods and material, especially on questions of peace and human rights.
38. Encouragement of National Commissions for Unesco, other relevant national institutions and non-governmental organizations to step up their efforts to promote the revision of school textbooks and the development of international education

This recommendation is covered by the activities under the Plan for the Development of Education for International Understanding, Co-operation and Peace in particular those proposed under its objective III 'Improvement of school textbooks and educational materials from the viewpoint of education for international understanding, co-operation and peace'. Some activities implemented in 1986-1987 under the participation programme were also aimed at achieving the objectives of this recommendation (see para. 53 of the present report). The above-mentioned questionnaire, within the permanent system of reporting, is also aimed at promoting the development of international education in general, as is stated in its introduction, and at encouraging the revision and improvement of teaching materials, including school textbooks, as it is presupposed by the questions under section III of the questionnaire.

39. International symposium on the scholarly aspects of improving the content of school textbooks and exchanges of experience in this field

The scholarly aspects of improving the content of school textbooks and exchanges of experience in this field have been discussed at multilateral consultations (Nairobi, 1985 and Drobak, 1987) (see paras. 35.1 and 35.2 above). The Director-General will also take particular care that an international consultation foreseen in paragraph 13312 of 24 C/5 Draft will pay special attention to this recommendation.

40. Report on progress made in the implementation of the provisions of the 1974 Recommendation concerning school textbooks

In view of the establishment of the permanent system of reporting on steps taken by Member States to apply the 1974 Recommendation (see para. 52 below), it would seem reasonable to prepare the above report on the basis of information to be received within the permanent system of reporting. Particular attention to the progress in this field may also be given during the preparation of the synthesis of national reports which will be submitted to the General Conference at its twenty-fifth session.

RECOMMENDATION NO. 15

41. Activities related to the role of the mass media in education for peace and international understanding

41.1 In 1984-1985, a brochure explaining the 1978 Declaration on Fundamental Principles concerning the Contribution of the Mass Media to Strengthening Peace and International Understanding, to the Promotion of Human Rights and to Countering Racialism, Apartheid and Incitement to War was prepared, in co-operation with the French Ministry of National Education, for the use of children. Taking into account the recommendations adopted by the Unesco symposium on media and disarmament (Nairobi, 1983), a study on media contribution to worldwide security and peace was carried out by an international group of researchers in co-operation with the International Social Science Council. A study on the media coverage of the 1984 summer and winter Olympic games was prepared by an international team of researchers to help elucidate the role of sports-reporting in the media as an instrument of greater international co-operation and understanding.
During 1986-1987, activities were concentrated on both the theoretical and practical aspects of the role of media in relation to international understanding, major world problems, assistance to refugees and immigrants (23 C/5, paras. 03214 and 03215). Activities in this field are also proposed in 24 C/5 Draft (para. 03210).

41.2 Under Subprogramme XIII.3.3 (Extension of action to out-of-school education and adult education), Unesco provided encouragement for the establishment of three pilot projects in Latin America and the Caribbean, in Ecuador, Trinidad and Tobago and Argentina, concerning the role of the mass media in improving the spread of knowledge and information relating to peace, human rights and the rights of peoples. The pilot projects were evaluated at a meeting in Caracas in 1985. During the 1986-1987 biennium, a similar pilot project was implemented and tested in the Philippines.

41.3 A round table was organized under contract with the University of Cork (Ireland, 1984) which brought together educators, journalists and sociologists specializing in communication. The participants discussed two research papers prepared by the University of Cork and the University of Nice on sociological, historical and psychological aspects of the role of the mass media in promoting understanding by the general public of issues related to peace and disarmament, human rights and the rights of peoples.

41.4 Two case-studies were conducted during the 1984-1985 biennium in collaboration with Denmark and the German Democratic Republic on the contribution of social institutions (in particular museums) and mass media (in particular television) to the development of international education.

41.5 A practical co-operation project between educational institutions and other social institutions, in particular the mass media was launched during the 1986-1987 biennium under contract with the National Commission for Unesco of the Korean People's Democratic Republic with a view to determining forms of educational action based on the principles of the 1974 Recommendation and the 1978 Declaration on the mass media. Activities in this field are also foreseen in the 24 C/5 Draft (para. 13315 and 13321).

RECOMMENDATION NO. 16

42. Promotion of the development of Associated Schools and Unesco Clubs

42.1 As was recommended, the Director-General continued his efforts to promote the development of Associated Schools and Unesco Clubs. In 1984-1985, the number of institutions belonging to the Associated Schools Project rose from 1,733 to 1,983. Institutions of eight further Member States joined the project, thereby bringing the number of countries to ninety-three.

The final report of the World Congress held on the occasion of the thirtieth anniversary of the Associated Schools Project (Sofia, September 1983) and the emblem selected by the Congress to symbolize the project have been widely circulated. The document entitled 'Seeds for Peace - The role of pre-school education in international understanding and education for peace', prepared in co-operation with the World Organization for Early Childhood Education, was published in English, French and Spanish. A handbook was compiled on the functioning of the Associated Schools Project.
42.2 During the 1986-1987 biennium over 2,000 institutions from 97 countries are taking part in the project. In celebration of the International Year of Peace and the fortieth anniversary of Unesco, a European Meeting of Pupils of Associated Schools took place at Unesco Headquarters from 3 to 6 November 1986 on the theme 'Unesco, Peace and International Understanding'. Some 100 young people and their teachers from 27 countries participated. A number of recommendations were formulated to improve teaching about Unesco and to consolidate the Associated Schools Project at both the national and regional levels. In the context of the International Year of Peace and on the occasion of the fortieth anniversary of the founding of Unesco, four regional workshops for educators taking part in the Associated Schools Project were held during 1986 in Zambia, Costa Rica, Benin and Thailand. They were organized for teachers and curriculum specialists in order to prepare and disseminate educational material on Unesco, its objectives and achievements and on some of the world problems covered by its programme. The reports of these meetings were published and are being disseminated.

42.3 It is proposed that the activities for 1988-1989 will focus on the improvement of the multiplier effect and extensive application in education systems of participating countries of the results obtained by Associated Schools, in order to improve in particular educational content, methods and materials. Emphasis will also be placed on experimentation and innovation, on contributions to the World Decade for Cultural Development and on the preparation of International Literacy Year.

42.4 As regards the participation of Unesco Clubs in the reflection on the problems of peace, human rights and development, Unesco took part in the following activities:

- the Regional Council of Unesco Clubs in the Midi-Pyrénées region organized a large-scale cultural event from 1 to 24 October 1986 in the context of the International Year of Peace on the general theme of 'Human rights and communication';

- some 40 diplomats, members of parliament, jurists and university teachers attended a seminar on 'Peace, human rights and the related legal instruments' organized on the initiative of the Unesco Centre of Oporto (Portugal) on 12 and 13 December 1986.

43. Co-ordination between the Associated Schools and Unesco Clubs

With a view to strengthening this co-ordination, a contract was concluded with the World Federation of Unesco Clubs and Associations (WFUCA) to prepare a manuscript presenting the objectives and activities of Unesco Clubs and Associated Schools and the interrelationship between these two movements. The text is to be published in 1987. An international consultation on the complementarity between the Associated Schools Project and the Unesco Club movement was held under the participation programme and in co-operation with WFUCA (Bulgaria, 1987).

44. Joint regional and interregional experimental activities and research projects

In the Draft Programme and Budget for 1988-1989, an interregional project is foreseen in co-operation with ten Member States in order to ensure an improved multiplier effect and a broader application of results achieved through the Associated Schools Project in improving educational content, methods and material.

Furthermore, two pilot projects to enhance the study of contemporary world problems are proposed in co-operation with WFUCA.
45. Information on Associated Schools and Unesco Clubs experiments and dissemination of Unesco documentation among Associated Schools and Unesco Clubs

45.1 Issues 45 to 49 of the bulletin 'International Understanding at School' and a special supplement on the occasion of the International Year of Peace were published. The manuscript for a double issue No. 50-51 was also prepared and the manuscript for No. 52 is under preparation. They contain relevant information about international education and experiments implemented in different regions of the world within the Associated Schools Project.

45.2 The following publications were distributed during the 1984-1987 period to the Associated Schools and Unesco Clubs: Unesco Courier, Seeds for Peace, The Teaching of Contemporary World Issues, Education for International Co-operation and Peace at the Primary School Level, World Concerns and the United Nations, Partners Promoting Education for International Understanding: Practical Manual for Participation in the Unesco Associated Schools Project.

Material on the Associated Schools Project has also been dispatched to Unesco's Regional Offices for Education for distribution at the regional level.

RECOMMENDATION NO. 17

46. New measures, within the framework of the Programme and Budget for 1984-1985, calculated to promote exchanges in regard to international education

46.1 Three training sessions on human rights teaching for academic staff were organized: one at the international level and the other two at the regional level. A feasibility study was launched with regard to the creation of an international clearing house for the teaching of human rights and for the exchange of information on the curricula and on existing courses in the field of human rights at all levels as well as on specialized research. Surveys of human rights documentation centres in Africa, in Latin America and the Caribbean, in Asia and the Pacific, in the Arab States and in Europe, were completed in co-operation with national institutions and universities. Unesco commissioned the Canadian Human Rights Foundation to draw up a questionnaire intended for universities and research institutes throughout the world, specialized non-governmental organizations and intergovernmental organizations in order to draw up an inventory of existing facilities in university training and research in the social and human sciences relating to human rights.

46.2 During the 1986-1987 biennium a bilateral exchange programme was launched to immerse teachers in different cultural environments in order to further the struggle against all forms of discrimination. Exchanges took place between teachers of the following countries: France/Mali, Belgium/Morocco, Spain/Bolivia, Turkey/Federal Republic of Germany. It is also foreseen that at the end of 1987 the exchange programme will be implemented between teachers of Canada and the USSR.

47. An international symposium of experts on the exchange of educational personnel, experiences and information in the framework of education for international understanding, co-operation and peace

The above symposium will be convened at the end of 1987 in co-operation with the International Federation of Organizations for School Correspondence and Exchanges.
48. Operational seminars for the purposes of information and exchange of experience for educators, young people and producers of educational material and schools textbooks

48.1 This recommendation was partly covered by the following information seminars for officials from youth and students movements organized in 1986 under the Plan for the Development of Education for International Understanding, Co-operation and Peace and in the framework of the IYP: the annual information seminar for leaders of youth and student movements, Unesco Clubs and Associated Schools; the Annual Collective Consultation of Non-Governmental Youth Organizations; a round table of non-governmental youth organizations to mark the occasion of the International Year of Peace and the fortieth anniversary of Unesco, on the theme 'Education for international understanding to build peace and social justice: young people's view of the United Nations and Unesco'.

The objectives of the above operational seminars were also obtained through a number of international, regional and national seminars organized by various Member States and youth and student non-governmental organizations in 1986 in the field of international education, with the participation of educators and young people (see para. 49.5 of the present report).

48.2 A meeting of officials from governmental and non-governmental youth organizations with a view to promoting intercultural exchanges and to strengthening the network of co-operation in this area (document 23 C/5, para. 13351(d)) was organized by Unesco in co-operation with the Italian Government and the organization Intercultura in Rome (Italy) from 22 to 26 June 1987, with the participation of 29 experts from 27 countries from the five regions of the world and some 20 observers and representatives of intergovernmental organizations (the European Community and the Conseil européen de la jeunesse).

An international directory of youth exchange programmes was prepared by Unesco on this occasion to provide those in charge of exchange programmes with a survey of existing structures throughout the world and major activities. Prepared on the basis of a questionnaire dispatched to National Commissions and non-governmental youth organizations having consultative status with Unesco, the directory represents a first attempt to provide an overall view of youth exchanges.

RECOMMENDATION NO. 18

49. Involvement of non-governmental organizations in the preparation and execution of Unesco's activities under Programme XIII.3

49.1 During the 1984-1985 and 1986-1987 biennia, the Director-General has pursued his efforts to involve the non-governmental organizations concerned in the preparation and execution of Unesco's activities under Programme XIII.3. To this end, he has been providing non-governmental organizations with information on Unesco's activities and forms of action in the field of international education. In particular, the Director-General sent to non-governmental organizations in April 1986 the Plan for the Development of Education for International Understanding, Co-operation and Peace, drawing the attention of non-governmental organizations to the document and to 23 C/Resolution 13.4 adopted by the General Conference and inviting them to take an active part in the implementation of the Plan.

49.2 The Director-General has also continued to provide Unesco's support to non-governmental organizations in the form of contracts for the organization of meetings in the field of international education and for other activities foreseen by
Unesco's programme in this field. A number of activities implemented in co-
operation with non-governmental organizations are mentioned in paragraphs 8, 9, 18,
24, 25, 26, 27, 33, 41, 43, 44, 48 and 50 of the present report.

Besides, the following activities were implemented by various non-
governmental organizations under contracts with Unesco:

- the World Federation of United Nations Associations carried out research on
  the content and methods of international education which was discussed at a
  regional seminar organized in Mar del Plata, Argentina (23-28 June 1985);
- the World Federation of Teachers' Unions organized in Colombo, Sri Lanka, in
  December 1984, a regional consultation to study ways of including in out-of-
school education and adult education content relating to international
  education;
- the Nordic-Southern African Development Co-ordinating Committee conducted a
  Youth Conference on Youth and Development (Livingstone, Zambia, August 1986);
- the International Federation for Parents' Education conducted a study on the
  role of parents in combating prejudice, intolerance and racism;
- the Standing Committee of the non-governmental organizations organized in the
  context of the International Year of Peace, several activities during a
  Special Week for the promotion of international education and among them the
  non-governmental organizations symposium on education for peace and intern-
  national understanding (Paris, 10-12 December 1986).

The Director-General himself participated in two meetings on international
education organized by non-governmental organizations with the financial assistance
of Unesco:

- the conference on 'Education, peace and change' organized by the San Marino
  Ministry of Culture, in co-operation with the Ligue pour la coopération
  éducative and the International Federation of 'Ecole Moderne' Movements
  (29 October-2 November 1986, San Marino);
- the symposium on 'Education for peace' (October 1986, Paris) organized by the
  'Ligue Française de l'Enseignement et de l'Education Permanente', the Inter-
  national League for Child and Adult Education and 'Jeunes pour une action
démocratique en Europe'.

49.3 Under Programme XIII.3, Unesco continued to grant a subvention to the Inte-
national Federation of Organizations for School Correspondence and Exchanges to
foster international understanding.

49.4 The Director-General also paid attention to bettering co-operation with non-
governmental organizations through the participation of the Secretariat in the
activities organized by non-governmental organizations themselves in the fields
covered by Programme XIII.3. During the 1984-1985 and 1986-1987 biennia, the Organ-
ization was invited and sent its representatives to a number of meetings where some
new areas of Unesco's action were drawn up in accordance with the experience
exchanged and problems identified. These meetings are mentioned in paragraphs 42.4
and 50.4. Besides, during the 1986-1987 biennium, the representatives of Unesco
also participated in the following meetings organized by various non-governmental
organizations active in the field of education for international understanding and
peace:
International Symposium on Pre-School Education in the Spirit of International Understanding and Peace (May 1986, Sofia), organized by the World Organization for Early Childhood Education;

Round Table on Peace Education (June 1986, Tjornap, Sweden) organized by the International Union of Students, the International Student Movement for the United Nations, the World Christian Student Federation and the International Federation of Medical Students' Association;

Youth Congress on World Peace through Literacy (July 1986, Dublin, Ireland) organized by the International Reading Association;

International Conference for Educators on Work and Education for Peace, Disarmament and International Understanding (August 1986, Denmark) convened by the Organization 'Teachers for Peace' as a contribution to the International Year of Peace;

International Colloquium on the Contribution of Universities to Conflict Resolution and Education for Peace (December 1986, Geneva) organized by the International Association of Universities.

RECOMMENDATION NO. 19

50. Unesco's support within the approved programme and budget to various activities, symposia and gatherings of young people organized in conjunction with the International Youth Year

50.1 The World Congress on Youth (see para. 10.2 above) was organized by Unesco as the major activity devoted to the International Youth Year. The themes of the Congress were 'Youth, participation, development and peace'. The Congress also contributed to the promotion of education for international understanding, co-operation and peace among young people.

50.2 Within the context of International Youth Year (1985), and in preparation for the International Year of Peace (1986), an Asian subregional symposium of young workers on peace, development, disarmament and international security was held in New Delhi from 25 to 28 December 1985 under contract with United Schools International (22 C/5, para. 13336).

50.3 Within the framework of the International Year of Peace, and as a follow-up to the International Youth Year, a meeting of rural young people from more than 40 countries was organized in Ghana in November 1986, under contract with the Coordinating Committee for International Voluntary Service (CCIVS) to foster debate and action by young people in order to promote peace, disarmament and development (document 23 C/5, para. 13353).

50.4 In addition, the following activities were implemented in 1985-1987 in the framework of the International Youth Year with Unesco's participation and support:

an international consultation (Hungary) convened by the World Federation of Democratic Youth with a view to determining the modalities of educational actions, at the local community level, corresponding to the principles of the 1974 Recommendation;

a training seminar of youth leaders (Kenya) conducted by the International Movement of Catholic Students in order to encourage reflection and action by young people in favour of peace and human rights;
a brochure outlining the goals and action of the United Nations and Unesco and a discussion guide for young people, in Arabic, were prepared by the Lebanese National Commission for Unesco;

a peace and friendship centre for young people was set up on the island of Khalki, Greece, in collaboration with the Ministry of Youth;

forty-four Member States submitted essays written by young people (girls and young women for the most part) on the theme 'A message from young people for the maintenance and strengthening of peace'. Extracts of these were published, in English and French, in an anthology entitled 'A plea for peace';

ninth international meeting of students (Minsk, Byelorussian SSR, 30 July-6 August 1986);

seminar of young scientists on the theme of peace and co-operation in the Pacific (Nakhodka, USSR, July 1986);

Nordic-Southern African Development Co-ordinating Committee Youth Conference on Youth and Development (Livingstone, Zambia, August 1986);

seminar of voluntary service organizations on East-West co-operation (Budapest, Hungary, March 1987);

regional seminar on the role of youth in strengthening peace in the world (including the problem of young second generation immigrants and inter-cultural communication) (Tunis, March 1987);

international meeting on the contribution of youth organizations to the building of peace in Latin America (Montevideo, Uruguay, May 1987);

subregional seminar on the role of youth voluntary organizations in mutual understanding, co-operation and peace (Bombay, India, May 1987).

RECOMMENDATION NO. 20

51. Study on existing arrangements in Member States with respect to organizations and associations involved in international education

The questionnaire prepared for the permanent system of reporting (para. 52 below) includes, inter alia, a question (No. 1) on the organizations, associations, including those of teachers and parents, and groups which are involved in the implementation of the 1974 Recommendation. It seems advisable to carry out the above study on the basis of information to be received within the permanent system. The study may also represent a particular part of the synthesis of national reports to be submitted to the General Conference at its twenty-fifth session.

RECOMMENDATION NO. 21

52. A permanent system of reporting on the steps taken by Member States to apply the 1974 Recommendation

52.1 The General Conference at its twenty-third session adopted resolution 13.3 by which it decided to establish the permanent system of reporting, including, as proposed by the 1983 Intergovernmental Conference, the following main elements:
(a) submission by Member States to the General Conference, every six years, of national reports on progress made in implementing the 1974 Recommendation;

(b) examination of those reports by a consultative committee of experts whose terms of reference will include advising the Director-General on the drafting of questionnaires on the application of the 1974 Recommendation and assisting him in the analysis of Member States reports on this question;

(c) examination of the national reports, and also of a synthesis of those reports to be prepared by the Director-General with the assistance of the Consultative Committee of Experts, by the Committee on Conventions and Recommendations and the Executive Board itself, before submission to the General Conference;

(d) in-depth studies and consultative missions by the Secretariat concerning major questions relating to the implementation of the Recommendation, according to a plan to be drawn up by the Director-General;

(e) publication by Unesco, once every six years, of a world status report on progress made in implementing the Recommendation based on national reports and including the comments of the General Conference on the reports and the results of the in-depth studies and consultative missions with a view to its distribution to Member States, to National Commissions, to the various institutions of the United Nations system and to non-governmental organizations working in the field of education and having consultative status with Unesco.

By the same resolution, the General Conference 'Invites Member States to submit the first reports on the application of the 1974 Recommendation, to be prepared on the basis of the draft questionnaire annexed to document 23 C/73, to the General Conference at its twenty-fifth session and also to the International Conference on Education at its session following that of the General Conference'.

52.2 The Consultative Committee (see para. 16.3 above), at its first session (November 1986) examined the draft questionnaire on the application of the 1974 Recommendation. The Committee noted the relevance of the recommendations of the 1983 Intergovernmental Conference in the context of the permanent system of reporting and recommended to include the corresponding reference in the introduction of the questionnaire. In relation with the permanent system of reporting, as well as with the Plan for the Development of Education for International Understanding, Co-operation and Peace, the view was strongly expressed that developing international understanding, co-operation and peace is fundamental to Unesco, and there needs to be a much greater emphasis on interregional, international and intergovernmental co-operation.

52.3 The Executive Board's Committee on Conventions and Recommendations finalized the draft questionnaire which was then approved by the Executive Board. By its decision 5.2.5 adopted at its 126th session, the Executive Board invited Member States to send their reports to the Director-General within ten months after the date of dispatch of the questionnaire in order to enable the above-mentioned Consultative Committee to examine these reports and assist the Director-General in the preparation of a synthesis of these reports prior to their submission to the Executive Board's Committee on Conventions and Recommendations and to the Executive Board itself before being transmitted with the comments of the latter to the General Conference at its twenty-fifth session.
UNESCO'S SUPPORT TO MEMBER STATES, THEIR NATIONAL COMMISSIONS AND EDUCATIONAL INSTITUTIONS PROVIDED IN THE CONTEXT OF THE RECOMMENDATIONS OF THE 1983 INTERGOVERNMENTAL CONFERENCE

53. In addition to co-operation with Member States in the form of contract aimed at implementing activities foreseen in the biennial programmes and budgets of Unesco in the fields covered by the recommendations of the 1983 Intergovernmental Conference, the Organization has been providing technical and financial support under the participation programme for activities organized by Member States themselves in order to follow up the recommendations of the Conference. Under Programme XIII.3 and in relation to the recommendations of the 1983 Intergovernmental Conference, Unesco participated in 34 activities undertaken by Member States in the 1984-1985 biennium and in 35 activities in the 1986-1987 biennium, the requests on participation having come from the countries belonging to all the regions of the world. These activities, inter alia, included: various projects on education for peace, human rights and the rights of peoples at school level and higher education level; international seminars and conferences on the role of teachers in education for peace and the training of teachers on human rights; preparation of teaching materials for primary schools on peace, disarmament and human rights; international seminars on promoting international understanding at various levels and forms of education; special weeks for the promotion of international education in the context of the International Year of Peace; international seminars on the role of youth and students in the struggle for peace, disarmament and international co-operation; regional workshops on the role of foreign language teaching in furthering international education through the Associated Schools Project.

The intellectual technical and financial co-operation of Unesco with Member States in the implementation of their activities aimed at following up the recommendations of the 1983 Intergovernmental Conference under the participation programme are expected to be continued during the 1988-1989 biennium.

CONCLUSIONS

54. During the 1984-1985 and 1986-1987 biennia, activities which have been undertaken covered the whole scope of recommendations addressed to the Director-General by the 1983 Intergovernmental Conference, although not all of them can be considered as exhaustively implemented. It should be mentioned, in particular, that in 1986-1987 measures were taken to put into effect, in accordance with 23 C/Resolutions 13.3 and 13.4 and Recommendations Nos. 3 and 21 of the 1983 Intergovernmental Conference, the new important and long-term forms of the implementation of Unesco's programme in the field of international education, namely the permanent system of reporting on steps taken by Member States to apply the 1974 Recommendation, the Plan for the Development of Education for International Understanding, Co-operation and Peace and the establishment of the Consultative Committee on steps to promote the full and comprehensive implementation of the 1974 Recommendation.

It should be noted also that many actions foreseen in the recommendations of the Conference have already been implemented entirely. At the same time, some other recommendations require continuous action and some, because of their long-term character and significance, retain their relevance and topicality and require further action. In this connection, a number of follow-up actions to the recommendations under consideration have been proposed by the Director-General in the Draft Programme and Budget for 1988-1989 and should be foreseen also in following biennia in order to give full effect to the 1983 Intergovernmental Conference.