



International Bureau of Education

Strategy, programmes and projects

The Medium-Term Strategy 2002–2007, with summaries of projects for the biennium 2002–2003

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International Bureau of Education, P.O. Box 199, CH-1211 Geneva 20

Fax (+41) 22 917 78 01; Tel (+41) 22 917 78 26; E-mail: c.braslavsky@ibe.unesco.org

Website <http://www.ibe.unesco.org>

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Contents

Executive summary	5
Chapter 1. A new world, new priorities in education for learning to live together	13
TRENDS IN THE “DEMAND AND SUPPLY” OF EDUCATION AND IMPLICATIONS FOR THE IBE	13
MISSION STATEMENT AND STRATEGIC AIMS	18
Chapter 2. Basic Programmes.....	20
BASIC PROGRAMME 1. CAPACITY-BUILDING FOR CURRICULUM DEVELOPMENT.....	20
BASIC PROGRAMME 2. RESOURCE BANK AND OBSERVATORY OF TRENDS	23
BASIC PROGRAMME 3. POLICY DIALOGUE.....	28
Chapter 3. Cross-cutting programmes	31
CROSS-CUTTING PROGRAMME A—COUNTRY CO-OPERATION ON CURRICULUM DEVELOPMENT	31
CROSS-CUTTING PROGRAMME B—CURRICULA AND HIV/AIDS	33
CROSS-CUTTING PROGRAMME C—CURRICULA AND THE ERADICATION OF POVERTY	35
Chapter 4. Institutional links in the work of the IBE.....	36
ANNEXES.....	38
ANNEX 1 - THE UNESCO RESOLUTION OF 2001 ON THE IBE	39
ANNEX 2 - THE IBE: ITS HISTORY, STRENGTH AND WEAKNESSES, AND A DIARY OF EVENTS	40
ANNEX 3 - PUBLICATIONS.....	45

ANNEX 4 - THE DIRECTOR.....	47
ANNEX 5 - THE STAFF TEAM.....	48
ANNEX 6 - THE COLLEGE OF FELLOWS (2001).....	52
ANNEX 7 - THE WEBSITE.....	53
ANNEX 8 - THE BRIDGE PROJECT WEB PAGE.....	56
ANNEX 9 - THE INTERNATIONAL CONFERENCE ON EDUCATION, 2001.....	59
ANNEX 10 - THE JAN AMOS COMENIUS MEDAL.....	66

List of Charts

Figure 1. The IBE’s programmes in the Medium Term, 2002–2007.....	8
Figure 2. Relationship among the basic programmes and their desired effect on education systems and societies.....	9
Figure 3. Main funding sources and modes for the work of the IBE.....	10
Figure 4. Titles of projects in each of the programmes.....	11

Executive summary

Trends in society, and in the field of education itself, are placing new requirements on education, making new content, methods and approaches necessary, as well as new roles for curriculum-related professionals and curriculum development processes. Also required, with modern levels of complexity and decentralization, are increased consultation of stakeholder and their greater participation in decision-making. Particularly, widespread improvements in the quality of education for living together are needed, and represent a crucial challenge. The International Bureau of Education (IBE), a UNESCO institute, has been charged with this responsibility in a revised mandate adopted by the General Conference of UNESCO and endorsed by the IBE Council, the latter consisting of representatives of twenty-eight of UNESCO's Member States.¹

The present document reviews some of the major significant developments in the world in general, and specifically in the field of education; and then highlights the need for an institute such as the IBE to provide information-related services so that education can respond effectively to the new challenges. Furthermore, it outlines a threefold strategy for the required operation of the Bureau. The strategy is based on **managing and generating information and analyses, capacity building and fostering dialogue**—all in connection with curriculum development in favour of education for all for living together.

Curriculum development processes in the emerging curricular paradigm must: (a) balance well the polarities of top versus bottom and of unity versus diversity; (b) take account of good practices world-wide; (c) balance the content-related and educational demands of complex modern lifestyles and economies; and (d) involve participation and networking of numerous and diverse stakeholders and resource persons. All this, of course, is additional to the challenges of fulfilling the human potential of children as their personalities and capacities develop. Such a challenge requires new skills and perhaps new types of professionals, a requirement not always anticipated by universities or governmental institutions. For these reasons, the IBE aims at the development of collective expertise through information dissemination and analysis; through networking support and competence training; and through the fostering and support of the policy-making dialogue.

This document presents accordingly a proposed framework for the overall work and institutional development of the IBE from January 2002 for the medium-term period 2002–2007, describing the mission, the strategies and overall programmes, and the specific projects under those programmes. The IBE is organizing itself along these lines, enhancing and re-organizing extensive work already done in these areas. While a number of past projects have already been evaluated, the Bureau is building the evaluation component into all planning and implementation.

This information and the present document are intended to facilitate a dialogue between the IBE and representatives of governments and agencies that are interested in collaborating with the Bureau, through shared programme or project initiatives, and/or through financial contributions or secondments of personnel and associate experts. Such partners may wish to enter into a dialogue with the IBE, with a view to ensuring better complementarity through changes in emphasis, new projects, etc.

The **mission** of the Bureau is as follows. The IBE will promote and support curriculum development towards **education for learning to live together**, and will regard education as also a process of learning to learn, to be and to do—a process of self-enhancement of persons and societies. The IBE will promote the use of education, and specifically curricula, for the integration of poor persons and of excluded minorities. It will help to consolidate universally shared values. It will specialize in the self-empowerment of stakeholders in the process of examining and enhancing curricular goals, contents and methods, the related educational structures, and curriculum change processes. The Bureau will work mainly through: (a) the management and analysis of information, especially about good practices and innovations; (b) through networking support, training and other activities for capacity building; and (c) through the promotion of policy-forming dialogue.

To achieve this mission, the IBE has a set of **strategic aims** derived, like the mission statement itself, from its new UNESCO-given mandate. The work of the IBE will be conducted through a number of overall **programmes** based directly on these strategic aims. Within each of the programmes, there are specific **projects**. For each project, this document indicates the **aims** and the **expected outcomes**. This set of elements—mission, strategic aims, programmes, projects, and project aims—shows the rationale and expected directions of the work of the IBE.

There are three basic programmes and a number of cross-cutting programmes. The basic programmes are, in effect, dimensions of empowerment, while the cross-cutting programmes are based on priority issues, and provide a framework for handling changes in priority. The projects falling under these cross-cutting programmes will often use as resources some of the outputs of the projects that fall under the basic programmes.

¹ See Chapter 4.

The Medium-Term Plan for 2002–2007 calls for three **basic programmes**, as listed below, each with a number of strategic aims derived from the new mandate of the IBE. Specific projects have been planned under each of these basic overall programmes.

1. Capacity-building Programme;
2. Resource Bank and Observatory of Trends Programme;
3. Policy-dialogue Programme.

A number of special programmes are called **cross-cutting programmes**. They target priority issues, and so more of them may need to be created in the future. Specific projects within these cross-cutting programmes are planned mainly for the biennium 2002–2003. The current cross-cutting programmes are:

- A. Programme of Country Co-operation on Curriculum Development,
- B. Programme on Curricula and HIV/AIDS;
- C. Programme on Curricula and the Eradication of Poverty.

These programmes will consider curricular change leading to education for learning to learn, learning to be and learning to do, and with a special emphasis on education for **learning to live together**. On structures, content, methods of educational curricula, and on processes in the field of curriculum change, there will be the collection and redistribution of material through a **resource bank**, and there will be the preparation and dissemination of analytical and comparative publications through the **observatory of trends**. The **Capacity-building Programme** targeting persons and institutions will be mostly oriented towards curriculum development, and will take place through **training activities** and through the creation and support of increasingly on-line multi-functional *networks* among professionals in this and related areas. The **Policy-dialogue Programme** is currently dominated by the forty-sixth session of the **International Conference on Education** (5–8 September 2001), organized by the IBE, but the programme will be redesigned as a result of the outcomes of that Conference. The programme will stimulate, and support where appropriate, dialogue among stakeholders that results in the development of policies in education.

Among the cross-cutting programmes, the Programme of Country Co-operation on Curriculum Development delivers elements from the three basic overall programmes in a tailor-made and integrated manner to teams in a small number of countries. This IBE approach is a development of curriculum-related technical co-operation work already underway (in Kosovo and in Campana, Argentina) and of training seminars carried out with teams from various countries. In its initial phase, the cross-cutting Programme on Curricula and HIV/AIDS mainly involves educational information clearing-house activities. The cross-cutting Programme on the Eradication of Poverty is being planned to exploit components of the basic overall programmes in poverty-reduction projects.

Through these programmes and through specific projects within them, the IBE will execute its own special mission and strategy **concentrating on UNESCO's strategic objectives in the field of education** (in particular, Strategic Objective 2 and responsiveness to the HIV/AIDS pandemic) and **cross-cutting themes**—i.e. the eradication of poverty and the contribution of information and communication technologies to the development of education and the construction of a knowledge society.²

To a certain extent, the IBE can carry out some of the most important activities of these basic programmes by utilizing the regular budget (i.e. funds received from UNESCO), and funds contributed by Switzerland, the host country. It is desirable to reinforce the staff by means of additional personnel in order to enhance the quality and number of the team working on these programmes. The requirements in the form of profiles of staff needed are available, and will be sent to any partner agency that is interested in seconding experts to the IBE or financing new personnel.

The execution of the cross-cutting programmes, however, is totally dependent on extra-budgetary financing. Countries and partner agencies may thus wish to finance an existing programme or project, possibly negotiating a particular approach, subject emphasis or geographical coverage with the IBE. Following an expression of interest in such collaboration, the Bureau will be able to carry out further planning and work and other preparations as required.

The present document describes the orientation of the programmes, so as to illustrate the Medium-Term Strategy of the IBE. A number of specific projects under each of these programmes have been planned, and summary descriptions and explanations of these projects and their project aims and expected outputs are included in the present document. The outputs shown for these projects are those expected during the biennium period 2002–03, on the assumption that adequate financing is obtained in time. Detailed project proposal documents for selected projects are available from the IBE.

A diagram showing the basic and cross-cutting programmes appears below, at the end of this Executive Summary (Figure 1), suggesting the overlapping or “cross-cutting” of the latter group of programmes in relation to the basic programmes. This is followed by a diagram of the relationship among the three overall basic programmes and their desired

² See: *UNESCO Medium-Term Strategy 2002–2007*. Paris, 2001.

effect on education systems and societies (Figure 2). A chart showing the source and destination of budgetary and extra-budgetary funding is also included (Figure 3). A table of all the programmes and their projects is included (Figure 4).

Figure 1. The IBE’s programmes in the Medium Term, 2002–2007

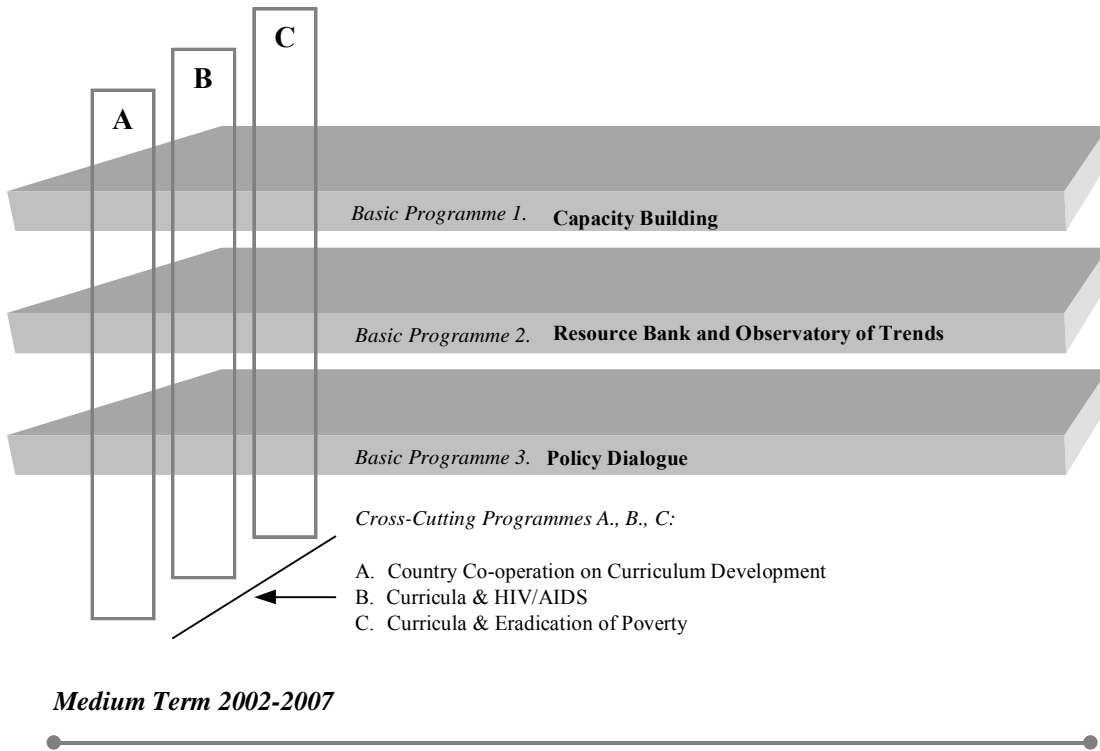


Figure 2. Relationship among the basic programmes and their desired effect on education systems and societies

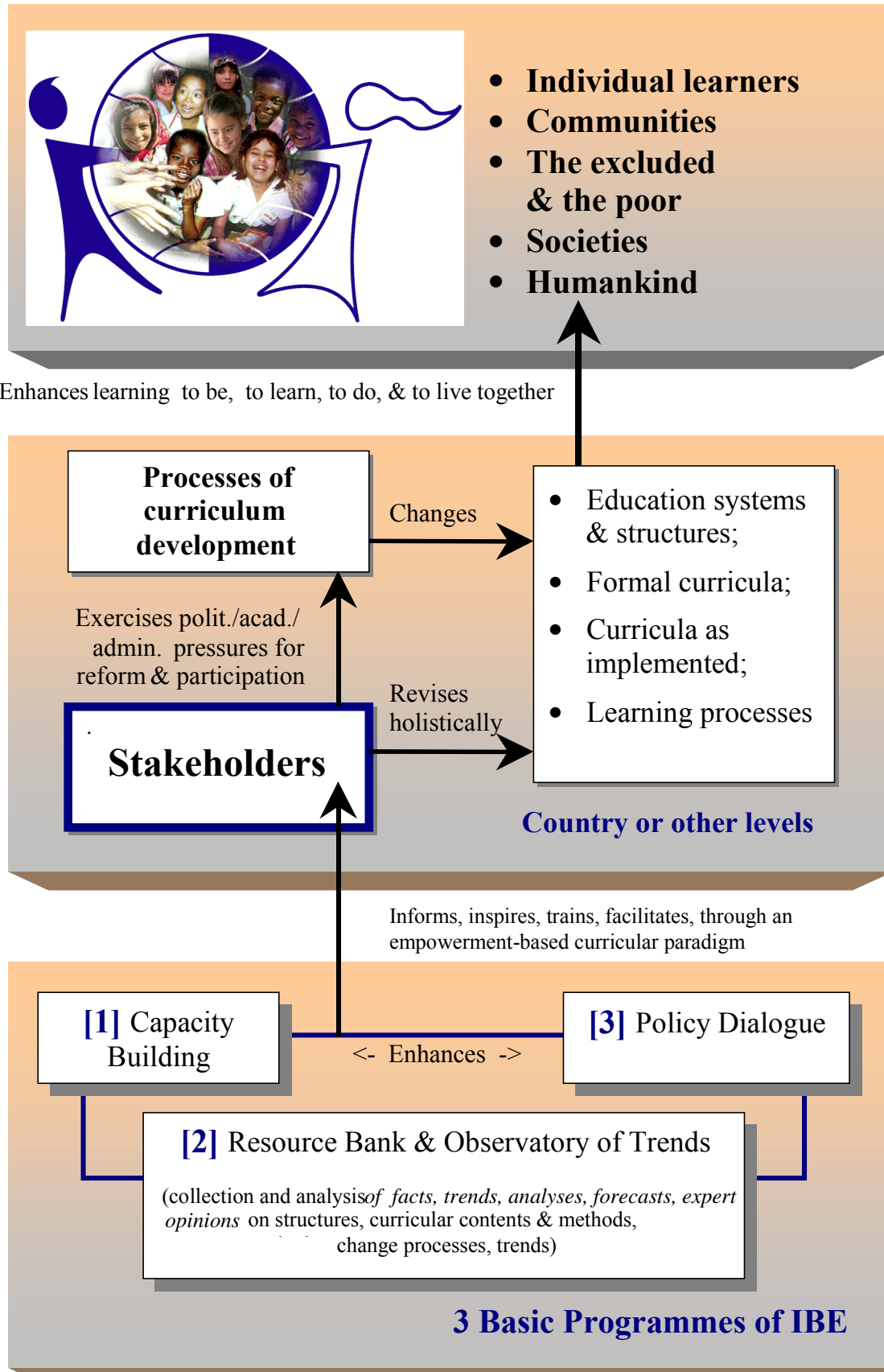


Figure 3. Main funding sources and modes for the work of the IBE

Main source and mode of funding:	Funding for:	IBE's BASIC PROGRAMMES	IBE's CROSS- CUTTING PROGRAMMES
		1. Capacity Building 2. Resource Bank and Observatory of Trends 3 Policy Dialogue	A. Country Co-operation on Curriculum Development B. Curricula and HIV/AIDS C. Curricula and Eradication of Poverty
UNESCO regular budget		XXX	X
Institutional support by donor agency partners to IBE as a whole		XXX	X
Secondment of specialists and associate experts		XXX	X
Shared costs, i.e. special agreements with certain countries		XXX	XXX
Programme/project funding i.e. for specific progr./projects		X	XXX

Key: XXX = main source; X= relatively minor source.

Figure 4. Titles of projects in each of the programmes

IBE Programme

Project

(I) BASIC PROGRAMMES

These programmes are the basis of the IBE's Medium-Term Strategy. The projects shown are currently planned for the 2002-03 biennium.

1. Capacity Building

Project 1.1—Collaborative research/training projects

Project 1.2—Design of training tools

2. Resource Bank and Observatory of Trends

Project 2.1—Operation of the Resource Bank on Curriculum Development

Project 2.2—Observatory and Analytical Studies

Project 2.3—Dissemination of Information

3. Policy Dialogue

The IBE organized the forty-sixth session of the International Conference on Education, Geneva, 5–8 September 2001, and will design a Netforum and other projects connected with this programme, guided by outcomes of the Conference.

(II) CROSS-CUTTING PROGRAMMES

Such programmes are created and modified in response to demand, including the needs of agency partners. The projects listed under these programmes are currently planned for the biennium 2002–03.

A. Country Co-operation on Curriculum Development

Project A1—Direct technical support to selected curriculum development processes

Project A2—Customized intensive team training with study visits

B. Curricula & HIV/AIDS

Project B1—Curriculum clearing-house for educational responses to the HIV/AIDS pandemic

Project B2—HIV/AIDS-related capacity building

Project B3—Policy dialogue on HIV/AIDS contents in education

C. Curricula and the Eradication of Poverty

Project C1—Educational opportunities for young people living under conditions of poverty

Chapter 1. A new world, new priorities in education for learning to live together

The International Bureau of Education (IBE) is a partly autonomous institute of UNESCO. Its long and distinguished history is summarized in Annex 2. The UNESCO General Conference resolved towards the end of 1999 to make the IBE into an “international centre specializing in the content of education”. This resolution conforms also with decisions taken by the Council of the IBE in 1998.

Why such a concern? Why is such a centre necessary? Several major trends and contemporary issues have had a strong bearing on education—on its meaning, its approach and its pedagogical frameworks. It is these considerations that have made necessary new roles and functions for international and other educational agencies, and specifically for the IBE. Below are mentioned a few of the challenging trends that represent a “demand” for new approaches in education. These are followed by an account of trends in the “supply” of educational services.

TRENDS IN THE “DEMAND AND SUPPLY” OF EDUCATION AND IMPLICATIONS FOR THE IBE

Trends affecting the “demand” for new approaches in education

1. **Growing interdependence**, of which a world-wide economic market is the most obvious symbol, has had a powerful **impact** on both developed and developing countries. But experience shows us repeatedly that a true debate and dialogue on these matters is extremely difficult and often ends up in confrontation. Some point out the potentially positive effects of globalization: access to all markets without frontiers; an increase in trade; an increase in capital, etc.

Others stress the accompanying risks: the collapse of local markets; the dominance of the economic over the political; widening of the gap between rich and poor; the transformation of a ‘market economy’ into a ‘market society’; migration; urbanization; and the weakening of the regulatory role of the State in the area of public policies (education, social welfare, health, etc.). The challenge of lifelong learning and of re-learning new occupations increases. The challenge of learning how to live together becomes more significant and more complex.

2. **Globalization**, in many ways a form of openness, **could present the world with the threat of cultural uniformity**, which would endanger the diversity of cultures and would drive people to react by affirming their identity and their nationality through intolerance and rejection of other cultures. The same is true of languages, so important in the creation and expression of an individual’s cultural identity and valuable as tools for communication. Also, there is the important role that language and an awareness of other languages could play in the fields of international understanding, dialogue and ‘learning to live together’.

Such issues as a desirable level of unity, the maintenance of a unique cultural identity together with diversity have become urgent, and they represent various educational challenges related to school environments and curricula. These challenges represent considerable potential for greater harmonization within humanity, but also considerable dangers to be avoided.

3. **Quantitatively, democracy has made considerable advances over recent decades.** “The number of States whose leaders have been elected according to the party system and multiple candidatures has increased from 22 in 1950, to 119 in 2000.”³ But, in numerous places, democracy has not always resulted in a better quality of education, in greater social solidarity and in ‘living together better’. In many places, mature knowledge, skills and attitudes in favour of participation and representation are major educational needs.

4. **However, advances in democracy have not always resulted in establishing or in maintaining peace.** Over recent years, many countries on all continents have been the victims of vicious civil wars, ethnic conflict, racism, xenophobia and violence.

This means that there is a further cause for concern: a high level of schooling among the population has not always contributed to avoiding these conflicts. It also seems that the poorest countries are also among the most vulnerable. But it is common knowledge that conflicts and open warfare also exist in economically advanced regions or countries possessing a free

³ World Forum on Education, *Final report*. Paris, UNESCO, 2000, p. 32.

democratic system. Divisive situations sometimes have dimensions of power, territoriality and natural resources, which need to be resolved equitably on their own terms. But all divisive situations also have considerable cognitive, emotional and social components. Thus the various types of conflict and divisiveness remain a major challenge to education, which can work directly on the causes of conflict.

5. Science in general—including especially the life sciences—and their consequent ethical challenges are evolving extremely rapidly. Becoming and remaining scientifically literate is an inevitable requirement of modern times. We must not only acquire working methods and develop our thinking, but particularly to understand, to keep step with and to master the world around us. Furthermore, scientific and technological progress have an increasingly evident ethical dimension and often present societies with choices and dilemmas, on which the citizens are frequently required to have opinions or make decisions. The impact of technologies on the quality of life of individuals and communities is not always acceptable, and demands education about awareness, attitudes and skills related to choosing what to accept and what to reject or improve.

The gap between technologically advanced countries and other countries, as well as gaps within countries, is an increasing problem. This gap often risks being *widened* by developments in science and technology. Science and technology teaching, moreover, represent a major challenge and need new approaches if they are to bridge those gaps.

6. The rapid development of information and communications technologies (ICTs) over the last few years also presents education with new and extremely complex problems. ICTs represent an enormous potential for improving access to education and enriching its quality. These potentials include overcoming geographical distance, providing self-education and teacher training, and access to all kinds of information on a planetary scale. Increasingly, these technologies appear to be a necessity in the context of societies where rapid changes, the growth of knowledge and the requirement of a high level of education constantly brought up to date become a constant obligation.

ICTs, however, often **widen** the gap between those who already have access to education and those who do not. As a problem or potential problem this is not inevitable, but nevertheless needs constant attention. In many parts of the world, ICTs have already resulted in the rise of significant milieux outside the school for cultural creation and consumption by children and young people; these are no longer a “captive audience” of the school.

Public communications media have become wide, invasive, influential, and subject to economic interests and manipulation. They are becoming potentially more educational and interactive. They represent a considerable challenge to the capacity for analysis, autonomy, self-controlled learning and responsible choice among citizens—this being relevant to students at almost all school-going ages and beyond.

Trends in the provision of educational services

7. The complexity of our environmental and cultural systems, and also the holistic insight required for living today, are not well catered for by traditional education systems. Basic education must increasingly be lifelong **through inter-subject and interdisciplinary approaches, as well as through project-based approaches to learning and teaching.** Without these, it will be impossible even for educated persons to handle, with enough insight and control, contemporary themes and challenges related to modern technologies, the environment, the sustainability of development, human rights, and so on.

8. Quantitatively, schooling has progressed. The number of out-of-school children has indeed gone down, dropping from 127 million in 1990 to 113 million in 1998. However, if progress has been marked in some countries and some regions, in others, on the other hand, population growth, together with complex socio-economic and educational factors, has worked against greater access.

9. In some countries and regions, progress has been achieved in reducing inequality and inequity between sexes, among ethnic groups, economic classes and so on in the related areas of education, health and economic participation. But significant imbalances still exist; in the first instance, they affect poor and isolated communities or ethnic minorities. Above all, as the Dakar Forum reminded us, the principal victims are **girls and women.** Of the 113 million children who do not go to school, two-thirds are girls. Furthermore, ‘new inequalities’ have appeared, even in countries that are not considered as poor. Absolute and relative poverty remain a blight on the new century, and an urgent challenge. Significant progress has been recorded in several countries and regions in terms of equity and equality, thanks to strong political direction and the greater involvement of communities and citizens in the educational process.

10. On the financial level, countries are investing more in education than in the past. In some States, although efforts to increase the relative investment in education have been made, the expected educational benefits have been cancelled out by the effect of other changes, for example: structural changes in the economy; the reduction of GNP; and the competition of other political priorities. Several countries have adopted new frameworks for political and legislative action, and have supported them with supplementary financing and resources. Some countries—even poor ones—have made considerable progress by

making the best possible use of the financial resources available or by channelling resources arising from debt cancellation towards education. Despite all these efforts, in many cases the resources continue to be inadequate.

11. Despite progress achieved and the educational investments committed, the matter of educational quality and the relevance of learning remains a matter of concern in all parts of the world. Schools have too often been failing to translate increasing quantity of enrolments into quality, and so the traditional go-to-school model developed in previous centuries may have to be replaced or undergo transformation. We have become particularly aware of the fact that better access to education leads to a ‘dead end’, unless it is accompanied by the improved quality of learning that can arise from new methods. School failure and drop-out; a high level of repeating of school years; inadequate methods and structures; too few, ill-trained or untrained teachers working in poorly equipped conditions; the lack of textbook and educational supplies; the absence of or inadequate attempts at serious evaluation of learning outcomes; inefficient management; etc.—these represent determining factors in the mediocre quality of education in numerous parts of the world.

Conclusions: handling the future through a new curricular paradigm

To summarize, there are a number of world trends that affect the “demand” for new approaches in education; among these trends are:

1. Globalization, which has been having a powerful economic impact on all countries; the consequences often include new opportunities but also growing inequalities across and within countries, as well as new challenges for education.
2. Globalization also presents the threat of cultural uniformity, and raises challenges of identity, unity and diversity among all of humanity.
3. Democracy has advanced quantitatively but divisiveness, conflicts, and wars remain a problem.
4. Life-sciences and other sciences and technologies are increasingly pervasive and the related ethical challenges have multiplied.
5. ICTs have become ubiquitous and have greatly expanded the potentials and challenges that education represents for anybody.

At the same time the “supply” of educational services itself shows a number of trends:

6. Traditional educational paradigms are becoming inadequate to meet the modern challenges, and must be replaced by new approaches, including inter-subject and project-based approaches.
7. The benefits of relatively greater access to education are being eroded by high population growth.
8. Gender, ethnic and economic inequality and equity in education, health and wealth may have been reduced through political and participatory processes, but significant inequities remain.
9. Increased investment in education has been taking place; nevertheless, education receives inadequate resources, partly because of economic and political constraints.
10. Progress in school enrolment has yet to be translated, in many places, into progress in the quality and relevance of learning and teaching.

Old systems and old paradigms are being necessarily assaulted by the new age, and by the persons newly entering the education sector. All of the trends listed above represent imperatives for change. Such change should be designed to cope with one or other of these developments, or try and reverse or redirect it, or take advantage of it. What the world presents us with is a set of new challenges to the way human beings learn to learn, to do, to be, and especially to live together. They are thus inevitably challenges to education, and imperatives for new paradigms that guide our thinking and acting in this sector. What future directions for humankind? What content of education? What pedagogical frameworks? How and what is one to learn? What educational structures and systems are required? What school organization? Trying to extend the current—basically nineteenth century—schooling paradigms will not result in the viable and forward-looking plans that are now needed.

Humanity is newly redefining its own future, and education must fulfil a number of crucial roles within this process. Corresponding changes in the quality and direction of education itself are required. Education is faced with the need for learners to cope with the problems of everyday life, but, also, in a shrunken interconnected world, it has to successfully foster conviviality in the face of differences. It has to prepare effectively for a shared, sustainable future that is based on the values of life, peace, human rights, collective prosperity, co-operation and solidarity, and justice. It has to develop effective approaches and innovations to attack poverty and war—those ultimate failures of living together. Poverty, war, internal conflicts and emergent diseases have come about to a certain extent because educational structures are inappropriate and education delivery is lacking in quantity, quality and relevance. In a world where information has multiplied, where mass-production is outdated, empowerment and ownership of change have achieved a renewed respect as a means for the creation of responsive, context-

relevant and sustained systems. The complexity and local variation of the challenges and of the required responses is such that the stakeholders must often actively create and re-create novel solutions for their own situations. Many changes in the education sector thus need to happen for the sake of wider society, and for the sake of the viability of the whole educational enterprise itself, in the widest sense.

Among these required changes, a major one is the **active promotion and facilitation of a self-empowerment and networking paradigm involving both learners and stakeholders**:

- a) An information-centred curriculum based on knowledge transfer, where such curricula exist, needs to give way to a learner-centred curriculum driven by the acquisition of competencies and the satisfaction of the basic learning needs of persons, societies and humanity. One of the strongest of these needs is that of learning how to live together, in various contexts and in the face of various challenges. Such a paradigm shift represents a key challenge to the learner and the teacher, but also for the school itself and for the parents.
- b) A top-down curriculum development process and curriculum implementation process, where they exist, need to be assisted to give way to a process that is neither entirely top-down nor entirely bottom-up but rather synergistic—in respect of the relationship between higher levels and schools and local bodies—and based on the principle of subsidiarity⁴ within the education system and on solidarity among many education-related institutions. Participatory stakeholder involvement and consultation processes are required. Such a paradigm shift represents a key challenge to all the administrative, academic and socio-political systems that guide the educational enterprise and its strategic changes of direction.
- c) An inward-looking and isolated perspective, where it exists, needs to be replaced by perspectives that are enriched, inspired or helped by persons and institutions from other places inside and outside the international region involved. The resulting processes and products should be guided by the need for relevance at local, district, national and wider levels.

For these linked curricular paradigm shifts, the stakeholders of education—including the consumers and the producers—need the perspective, the confidence, the skills and the habits of such behaviour. They need to undergo individual and collective self-empowerment. The curricula, the methods of teaching and learning, and the educational structures must be such as to contribute to the self-empowerment of children and adult learners, of serving professionals and politicians. What are some of the requirements for facilitating and promoting these paradigm shifts?

Self-empowerment among educators and educational decision-makers is enhanced by the **availability of information** on relevant developments elsewhere—successful and unsuccessful; by the **analytical understanding** of such information; and by **context-specific ideas** arising out of this comprehension. The latter are ideas that ensure relevance to needs and potentials at local, national and other levels. But they may also be a set of inspiring external ideas that may be taking root in the locality, district or country concerned.

There would also need to be the resources and other factors necessary for locally transforming ideas into projects and processes of change. These factors would be: **political decisions** born from the will of decision-makers and their awareness of local problems and potential; sufficient **financial resources**; the personal **competencies** among stakeholders and the **capacities** in their institutions; and the **motivated involvement** of teachers and the general public. In many parts of the world, experience suggests that supply is considerably short of the demand.

Besides the national and local levels just considered, it is increasingly necessary to adopt a regional and global perspective as well. From these perspectives, there is the need for regional sharing of knowledge and capacities. This need and this potential exist because of cultural similarities and shrinking international distances. Various networking activities—electronic and other—would be very useful at this level, and indeed many are already taking place.

At a world level, some of the trends and issues previously mentioned seem to call for wide consensus-building. In other words, they seem to require that various items of content and methods in education be identified in participatory manners, and that these items would then be proposed as criteria for orienting curricula and education systems towards the interests of humanity. There are a number of possible elements that deserve to be acknowledged and promoted as having the prestige and authority of norms representing the interest of humanity. These elements relate to such educational issues as: learning to live together; living appropriately with technology and the natural environment; human rights; respect for differences; solidarity with the poor and an unremitting effort against poverty; respect for the rights of future generations; the dignity and specific needs of the human person at various stages of development; etc.

To summarize: in order to make a significant contribution to persons and societies in today's world, and in order to create responsive, locally- and globally-relevant and sustainable education systems, a paradigm shift is required towards learner-centredness and basic needs satisfaction in learning processes, and towards empowerment, networking and stakeholder participation in curriculum change processes. Such a paradigm shift may be supported by:

⁴ In the sense that decisions are not normally taken at higher organizational levels if they can be adequately taken at lower levels.

1. Information about educational and especially curricular products and processes elsewhere;
2. Access to analyses of such information;
3. Ideas for local, provincial and national initiatives;
4. An informed political will;
5. Financial resources;
6. Specific competencies and tools available in the repertoire of curriculum-related professionals;
7. Institutional capacity in relation to curriculum and curriculum change.

At regional and world levels, the needs include:

8. Some kind of regional focus to wider world networks that share knowledge and capacities;
9. Action to build basic consensus on the contents and frameworks of education to support the interests of humanity;
and
10. Action for the self-empowerment of the excluded and the poor.

These conclusions suggest that the collection, generation and distribution of information—for example about good practices, innovations, educational structures and curriculum related processes—are required at an international level. A facility that carries out such work would go a long way towards supporting educational progress. One may also infer that emphasis is required on the creation of capacities and competencies at institutional and individual professional levels. Thirdly, one may infer that a facility to stimulate, facilitate and focus political dialogue at certain levels would also be required. Such considerations lead directly to the three basic programmes of the IBE—capacity-building, a resource bank and policy dialogue.

Financial resources are, of course, also necessary for education to be successful in many parts of the world. As regards the need for funds available at national and more local levels for curricular innovations, the IBE cannot supply this need directly. However, through appropriate information-sharing, capacity-building and policy-dialogue activities, it is hoped that the education-sector policy-makers, other professionals and the institutions concerned would be sufficiently empowered and have sufficiently good positions vis-à-vis other decision-makers to be able to induce a better mobilization of funds.

A policy, and an overall approach, for the enhancement of the quality of educational processes must involve the curriculum. A curriculum is at the same time a socio-political commitment regarding the meaning and directions of education, and a technical tool to turn that commitment into reality. Three essential dimensions that must be addressed together in a quality-enhancement approach are—again—**information flow and analysis**, **capacity-building**, and **policy-related dialogue**. Each of these supports and requires the other two, making such an approach organic and self-reinforcing.

The corresponding role of the IBE

Such considerations have moved the IBE to become an institution that takes up the responsibility of facilitation and empowerment concerning these functions. Such functions are required at many local/national levels, as well as at regional and global levels. Information on curricular and other educational innovations is often not readily available to the professionals who need it. The capacities of education-related institutions in the area of curriculum construction and change are often poor, and specific competencies needed in curriculum change are often not available. The relationship between political levels and professional levels in education systems often needs to be renewed and enriched by dialogue based on successful and unsuccessful programmes and projects from elsewhere in the world.

The IBE is, in many ways, well placed to take up such functions. Its history and strengths and weakness are presented here in an Annex; while its new mandate received from the thirtieth session of the General Conference of UNESCO in September 1999, and confirmed at the thirty-first session of the General Conference (2001), can be found in another Annex. The IBE has already been carrying out various types of work, including the sharing of educational innovations, capacity-building through training and international exchanges, and facilitating political dialogue. The Bureau benefits from, and works through, a wide institutional context of partner and parent agencies; this is also shown in an Annex.

The time is thus ripe for the IBE to renew formally its commitment to supporting the required processes of educational change and development. Accordingly, a Mission Statement and a set of overall Strategic Aims have been formulated on the following pages. The IBE will endeavour to achieve these strategic aims and to co-operate with other agencies concerned by the same priorities.

MISSION STATEMENT AND STRATEGIC AIMS

Mission statement

The IBE will promote and support curriculum development in favour of **learning to live together**, and will also regard education as a process of learning to learn, to be and to do—a process of self-development for people and societies. The IBE will promote the use of education, and specifically curricula, for the integration of poor people and of excluded minorities. It will help to consolidate universally shared values. It will specialize in the self-empowerment of stakeholders in order to examine and enhance curricular goals, contents and methods, the related educational structures, and curriculum change processes. The Bureau will work mainly through the management and analysis of information; through networking support, training and other activities for capacity building; and through the promotion of policy-forming dialogue.

Strategic aims

In the medium term, it is intended that the IBE fulfils this mission through three basic programmes: 1. Capacity-building; 2. A Resource Bank and Observatory of Trends; 3. Policy Dialogue. Each of the strategic aims of the IBE refers mainly to one or other of these basic programmes, as shown below:

Strategic aims relevant to Basic Programme 1 (Capacity-building)

- SA-1.1 To **enhance national, regional and international capacity for curriculum development** among decision-makers, specialists, researchers and practitioners with a view to promoting quality learning for strengthened social cohesion.
- SA-1.2 To **promote dialogue** among policy-makers, curriculum specialists, educational researchers, teacher trainers and other professionals on the basis of a combination of collaborative thematic and regional projects in partnership with existing networks. The IBE is to support and build on existing regional and thematic networks and to act as a focal point in promoting the exchange of information, policy analysis, collaborative research and the documenting of innovations within and across existing networks.
- SA-1.3 To **support training** through the design of internationally adaptable training modules with the aim of enhancing capacities and competencies for the management of curricular change. As far as possible, the design of materials is to be through collaborative building on existing training materials, and integrating primary source materials and case studies documented in different regions of the world.

Strategic aims relevant to Basic Programme 2 (Resource Bank and Observatory of Trends)

- SA-2.1 To **manage and augment a collection** of official and other curriculum related documents, and web-links to such materials; as well as other materials (such as case studies and research findings) concerning the structures of education systems, the processes of curriculum development and the way in which their results are actually implemented, together with related cases of good practices and innovations.
- SA-2.2 To **conduct analyses and evaluations of educational materials** that will support networking-based curriculum development processes that emphasize education for learning to live together, in particular a learner-centred, process-oriented and socially-inclusive education that fulfils basic learning needs and promotes universal human values.
- SA-2.3 To **gather and analyse training and resource materials** that will serve to support curriculum construction and development processes of the desired kind.
- SA-2.4 To **make available and disseminate materials** created or collected by the IBE, and to publicize web-links and information about other recommended or relevant materials existing elsewhere.

Strategic aims relevant to Basic Programme 3 (Policy Dialogue)

- SA-3.1 To **facilitate and foster dialogue** among policy-makers and other stakeholders about educational change at world, regional, national and other levels, likely to enhance, in the light of contemporary realities, policy-dialogue processes, policies, curricula, and the relevant local adaptation and implementation of curricula.

SA-3.2 To promote, among policy-makers and other stakeholders, education as learning to be, learning to learn, learning to do and especially learning to live together, and to help orient curricula to the interests of humanity as a whole.

Overall programmes

Besides the three strategic or basic programmes, there are also a number of cross-cutting programmes. The basic programmes are, in effect, dimensions of empowerment, while the cross-cutting programmes are based on specific priority issues, and represent an IBE framework for handling changes in priority that may be necessary in the future. The projects falling under those cross-cutting programmes will often use as resources some of the outputs of the projects that fall under the basic programmes.

The **Basic Programmes** for the medium-term period 2002–2007 are:

1. Capacity-building;
2. A Resource Bank and Observatory of Trends;
3. Policy Dialogue.

The **Cross-Cutting Programmes** currently foreseen for the biennium 2002–2003 are:

- A. Country Co-operation on Curriculum Development;
- B. Curricula and HIV/AIDS;
- C. Curricula and the Eradication of Poverty.

Other cross-cutting programmes are still being planned.

Chapter 2. Basic Programmes

BASIC PROGRAMME 1. CAPACITY-BUILDING FOR CURRICULUM DEVELOPMENT

Background

Processes of curriculum review or reform seek to adapt and improve the quality of education by ensuring the relevance of learning processes to the lives of individuals and communities at the local, national and international levels. From the perspective of “learning to live together”, relevance may be defined as the degree to which education contributes to strengthening or rebuilding social cohesion that is all too often strained by widespread inequalities in income distribution, unemployment among youth, discrimination against minorities, the HIV/AIDS pandemic, exclusion, communal and ethnic tensions, as well as by armed conflict. The main challenge of curricula review and reform then is to ensure the type of learning that promotes social inclusion and stability through the empowerment of individuals and communities to earn livelihoods, lead dignified lives and contribute to sustainable development. One of the main dimensions of this challenge is the development of curricula content to overcome the tension between local and global knowledge and norms, as well as between particular and universal identities. With the focus shifting away from the reproduction of information, there is greater emphasis in curriculum development on the development of skills and competencies required to access rapidly evolving knowledge, and of perceptions and attitudes required to ensure respect for human dignity, basic human rights and diversity. Interactive and participatory teaching and learning methodologies are widely recognized as being an integral part of the type of quality learning that promotes such skills, competencies and attitudes.

Beyond content and methods, however, concern with quality learning has important implications for the management of processes of curriculum development. These processes increasingly involve: decentralized educational management and administrative structures; autonomous schools and training institutions; broad involvement of a wide range of stakeholders; and reinforced community-based educational planning and school-community linkages. Bottom-up community-based processes of curriculum development generated at the school level have had mixed results. While successful in some cases, in others the absence of the necessary capacity to promote self-managed curriculum development has contributed to increased inequality in terms of access to quality education. Effective curriculum development processes seek to strike a balance between top-down versus bottom-up approaches; universality versus diversity; and content and methods. This is to be achieved through broad-based participatory processes involving the active participation of numerous and diverse stakeholders within an emerging paradigm of curriculum development that is characterized by a search for enhanced synergy and wider ownership.

Strategic aims relevant to the Capacity-building Programme

- SA-1.1 To **enhance national, regional and international capacity for curriculum development** among decision-makers, specialists, researchers and practitioners with a view to promoting quality learning for strengthened social cohesion.
- SA-1.2 To **promote dialogue** amongst policy-makers, curriculum specialists, educational researchers, teacher trainers and other professionals on the basis of a combination of collaborative thematic and regional projects in partnership with existing networks. The IBE is to support and build on existing regional and thematic networks and to act as a focal point in promoting exchange of information, policy analysis, collaborative researching and documenting of innovations within and across existing networks.
- SA-1.3 To **support training** through the design of internationally adaptable training modules with the aim of enhancing capacities and competencies for the management of curricular change. As far as possible, the design of materials is to consist of collaborative building on existing training materials and integrating primary source materials and case studies documented in different regions of the world.

The Capacity-building Strategy and Programme

Existing opportunities for dialogue and exchange between curriculum development specialists are often organized around disciplines or orientated towards curriculum studies rather than curriculum-based action for change. This limits the scope for the development of professional capacity at national, sub-regional and regional levels in the interests of conducting curricular review and reform. The IBE is thus engaged in fostering synergy between such professionals, thus contributing to the creation of an international network of curriculum development professionals.

In 1998, the IBE initiated a process of capacity-building in the area of curriculum development involving seminars and workshops in all major regions and sub-regions of the world.⁵ This first phase of seminars has allowed for initial documentation of current trends and technical needs relative to curricula adaptation, revision and reform in different regions. These include enhanced professional knowledge, links with more experienced professionals elsewhere, conceptual and practical tools, and opportunities for professional development. A combination of activities comprising technical assistance, collaborative research/action projects and the development of training tools will contribute to the consolidation of an international network of curriculum specialists. In this connection, the IBE also conducts an annual survey to identify experts⁶ and it maintains a professional information management service that will have global scope but also regional foci. The facility serves to identify persons who are appropriate for specific cases where a demand for expertise arises. About 1,500 persons are already listed. Within such a network, the IBE will play the role of catalyst and focal point for expertise both in skills required for the management of curricula change and in thematic areas related to the notion of “learning to live together” with the aim of strengthening social cohesion through equitable access to quality education for all.

Projects under this Programme

Project 1.1 Collaborative research/training projects

Project aim 1. To initiate and reinforce collaborative regional and/or international research/training projects in the management of curricular change with a specific emphasis on content areas that contribute to social cohesion.

Project activities will include such components as: (i) state-of-the-art reviews of the literature on trends and case studies in curricula development, and innovations in specific curricula areas (e.g. citizenship education, peace education, violence prevention, life skills, social inclusion, health education, etc.); (ii) collaborative evaluation and analysis of the impact of existing innovations; (iii) seminars with thematic and/or regional foci to review research results and develop regional guidelines for the training of teachers; and (iv) publication of findings in electronic and/or print form.

Project aim 2. To develop and expand the IBE’s website so as to provide online facilities and support for curriculum developers, course-designers, teacher-trainers and other educational professional.

This will be provided through a set of facilities including, among others: discussion for a; links to partner institutions and curriculum development specialists; and access to curricular frameworks and to training materials generated by the IBE and its partners.

⁵ In the period 1998–2001, and with very limited resources, the Bureau has organized several meetings on curriculum development in various regions:

Africa: Libreville, Gabon, 2000; Nairobi, Kenya, 2001; Lagos, Nigeria, 2001.

Asia: New Delhi, India, 1999; Bangkok, Thailand, 2000; Beijing, China, 2000.

Baltic and Scandinavian countries: Vilnius, Lithuania, 2001.

Gulf States: Muscat, Oman, 2001.

Latin America: Buenos Aires, Argentina, 1999; Maldonado, Uruguay, 2000.

Mediterranean region: Geneva, Switzerland, 1998; Valletta, Malta, 1999; Madrid, Spain, 2000.

The Caribbean: Havana, Cuba, 2001.

⁶ The first phase of this survey was launched in October 2000.

Project 1.2 The design of training tools

Project aim: To build on existing training materials in order to design, test and launch training modules on competencies and specific tools required to enhance the capacities of curriculum developers to manage curricula reform ensuring quality learning for social inclusion. To deliver these modules through the Internet as one of the functions of the IBE’s website.

The project involves the design of a set of training modules and tools aimed at strengthening existing national capacities to manage curriculum change. The project will design, test and launch a number internationally adaptable training modules in cross-cutting competencies and in the use of tools that are crucial to curriculum development processes. The training modules will combine participatory and experiential learning into a flexible modular structure so as to be sensitive to particular training needs. The competencies and tools are normally not strictly within the disciplines of educational theory or curriculum development, but are common to various other disciplines or borrowed and adapted from some other disciplines. In most cases, the items are applicable to various professions, but they are not always present among curriculum development professionals and in their institutions. Adding these competencies and tools to their repertoire is a way of rapidly enhancing the capacity of curriculum developers and contributing to the quality in education. The design of these modules is to be collaborative, building on existing training materials being developed by partner institutions.

The modules will focus on specific generic competencies (related to information management, situation analysis, strategic skills in organizing and communicating, strategic planning, project-based and participatory planning, and team-work) as applied to concrete case studies on the management of curricular change that have been documented in Project 1.1. A number of competencies and specific tools are being identified that are useful or necessary for curriculum development professionals in modern contexts. Such contexts involve planning for complex systems, participatory planning, negotiation with policy-makers and stakeholders, an institutional development component, the use of new information and communications technologies, etc. In addition to these competencies, the modules will also integrate certain specific tools useful for curriculum change, such as: the rapid assessment (RA) methodology, adapted for assessing national or local educational resources and problems prior to curricular planning; the discussion-oriented organizational self-assessment (DOSA) method adapted for the participatory assessment of the strengths and needs of the educational delivery system in the face of curricular changes; the objectives oriented programme planning (OOPP) methods for joint planning of curriculum and institutional development; as well as concept mapping (CM), recognized in educational literature as a useful professional tool for the planning, design and implementation of courses or curricula.

BASIC PROGRAMME 2. RESOURCE BANK AND OBSERVATORY OF TRENDS

Background

In the 1990s, many States and institutions at different levels have been able to introduce educational reforms that take account of the concerns described in Chapter 1. But many others have not done so. The need for strategies of cohesion and world peace suggest that greater use should be made of wide trans-national sharing and comparison of practices in terms of educational curricula, including content, and pedagogical and institutional frameworks. The international community must therefore sustain a broad, rich flow of public information that includes content and methods of educational processes at various levels and in both private and public contexts. International agreements on content may also eventually be envisaged in certain fields of learning, and this would facilitate and support future decisions on international certification and evaluation.

Numerous relevant and interesting programmes and projects in the field of education exist—both successes and failures. Collecting and disseminating descriptions and analyses of them is a way of fuelling the processes of reflection and action at regional and national policy levels, as well as at the level of schools, individual teachers and of societies themselves. Many projects affecting the contents and methods of education have been implemented, some with external support, and some in areas of poverty, marginality or under special environmental conditions. The context, description and results of such projects are often unpublicized or inaccessible. Such projects end up being of only limited usefulness in demonstrating to states, policy professionals, curriculum developers, educators and others what has and has not been done successfully elsewhere. This lacuna in the storage and distribution of information represents an unfulfilled potential and a wasted opportunity for informed educational development and reform everywhere.

A similar wasted resource consists of information about the availability of experts that have taken part in significant reform and innovative programmes and projects in education. Public authorities, private enterprises that invest in educational programmes and development agencies possess this kind information, but it is often incomplete, circulates badly or rapidly becomes lost.

The proper collection and redistribution, both proactively and on demand, of such information about educational experts, products, change processes and practices would be a significant contribution to the quality of the human educational enterprise in the twenty-first century. Such material, once collected and redistributed, will be one of the factors enhancing the quality of education and its orientation towards living together in a new and challenging world.

The management of such information includes: anticipating the needs of its users; developing criteria for selectivity in collecting, classifying and analysing it; and ensuring swift access to it. The policy dialogue and capacity-building strategies both benefit from this information and also guide it, as developments in those areas highlight missing and useful directions of information selection and information flow. Educational structures at all levels frequently need to use relevant information about what content is taught elsewhere, and with what pedagogical frameworks. When they come to the revision of curricula, they often need to know how such processes are conducted elsewhere—what capacities were present, what goals and guidelines were involved, etc. In connection with such curricular change, there is also the need for capacity-building activities, such as training and organizational development, activities that themselves are enhanced by authentic information about educational contexts elsewhere.

A Resource Bank—the “Resource Bank for Curriculum Development”—and an Observatory are thus being set up to extend, restructure and develop past IBE’s activities in this area.

Activities at the IBE

A wealth of new and updated material has been obtained in 2001 during preparations for the forty-sixth session of UNESCO’s International Conference on Education (ICE) organized by the IBE; and more such material is expected to result from the outcomes of the Conference itself. In 2002, the IBE will review its current criteria for the collection, organization, distribution

and utilization of information. The intellectual work involved in drawing up the working document for the ICE and for organizing the six topic-based workshops for the Conference⁷ provided more conceptual elements for undertaking this task.

In addition, a team of young professionals within the framework of an activity called “BRIDGE: inspiring the world with a young perspective on good practices in educational content and methods of education for living together” identified innovative or significant programmes and projects, then presented these cases succinctly on a web page with an efficient user interface, and some of them also in a video feature. Each video showed a problem and an example of good practice in education as a solution. It is intended that the videos and other materials will also serve as training tools. Through the “BRIDGE approach”, the following results were achieved:

- 100 good practices in education connected with the six ICE themes presented on the BRIDGE web page within the IBE’s website.
- Eight inspiring videos of significant educational experiments on the six workshop themes of the ICE which were shown to delegates in discussion groups.
- A TV feature produced and broadcast during the ICE through the services of *Leman Bleu* TV (Geneva) and its partner agencies, including CNN.

Furthermore, preparatory activities for the Conference at the IBE included an update of educational information by country drawn from the national reports submitted by those same countries to the World Education Forum (Dakar, 26–28 April 2000). Also, as part of preparations for its Conference, the IBE sent guidelines to all countries expressly requesting information on educational content and methodologies and on processes for curriculum development. This information will make it possible to have available an up-to-date documentary base of curriculum documents, which can subsequently be reviewed and updated, and whose construction criteria will gradually be perfected. Such material will be integrated into the existing Resource Bank through the projects listed below under the Resource Bank and Observatory Programme.

This programme also encompasses the operations and research publications of the IBE’s “Observatory of trends in contents and methods of education for living together”. Through such work, the IBE will carry out on its own account and in collaboration with other institutions a series of studies of trends in: current curricula; curriculum development methodologies and processes; and educational programmes and projects selected from the Resource Bank for Curriculum Development. Some analyses will be intensive, such as in-depth case studies, while others will be “extensive” and comparative.

In this work, special emphasis will be given to those policies, programmes and projects of wide or special interest that have contributed to the solutions of problems of living together. It is intended to produce three to six studies per year. They will be produced as part of the regular activities of the IBE, partly by utilizing its Network for Curriculum Development, and they will be partly based on collaboration with other UNESCO units and institutes. As far as possible, these research results will be closely articulated with the organization of regional, sub-regional or inter-regional meetings and seminars.

Three existing databases of the IBE (i.e. World Data on Education, the Country Dossiers and INNODATA) are being analysed to review the criteria for the collection, systematization and dissemination of educational information. Preliminary work at the IBE suggests that the systematic collection of the following materials should be taken into account: current official documents, including official curricula; curriculum development methodologies and processes; and innovations related to the broad theme of learning to live together.

Together the Resource Bank and the Observatory make up a major programme of the IBE. The strategic aims of the Bureau relevant to this programme are given below, followed by a summary of a number of specific projects within this programme.

⁷ The six themes of the forty-sixth session of the ICE were: 1. Citizenship education: learning at school and in society; 2. Social exclusion and violence: education for social cohesion; 3. Shared values, cultural diversity and education: what to learn and how?; 4. Language(s) teaching and learning strategies for understanding and communication; 5. Scientific progress and science teaching: basic knowledge, interdisciplinary and ethical issues; 6. Narrowing the gap between the information rich and the information poor: new technologies and the future of the school.

Strategic aims relevant to the Resource Bank and Observatory Programme

- SA-2.1 To **manage and assemble a collection** of official and other curriculum-related documents, and web-links to such materials; as well as other materials, such as case studies and research findings, concerning the structures of education systems, the processes of curriculum development and the way in which they are actually implemented, and related cases of good practices and innovations.
- SA-2.2 To **conduct analyses and evaluations of educational material** that will support networking-based curriculum development processes on the subject of education for learning to live together, in particular a learner-centred, process-oriented and socially inclusive education that fulfils basic learning needs and promotes universally shared values.
- SA-2.3 To **gather and analyse training and resource materials** that will serve to support curriculum construction and development processes of the desired kind.
- SA-2.4 To **disseminate and publicize materials** created or collected by the IBE, and to publicize web-links and access information in relation to other recommended or relevant material existing elsewhere.

PROJECTS UNDER THIS PROGRAMME

Project 2.1 Operation of the Resource Bank on Curriculum Development

Project aim 1. To further develop the collection of *profiles of national education systems*.

This activity involves: archiving of the national reports presented by countries as part of their participation in the sessions of the ICE; and abstracting and analysing them to obtain standard-format profiles of education systems, as well as comparable technical/analytical summaries. Complementary sources will be used besides the national reports in order to produce the country profiles.

Expected outputs:

Updated profiles of national education systems included on the IBE's CD-ROM *World data on education* and in its on-line database; this information includes the structure of education systems, educational stages and types of institutions, subjects taught, etc.

Sets of official curricular timetables compiled in user-friendly form.

Analytical summaries placed on the IBE's website, if possible in two or more languages other than the original.

Project aim 2. To collect, update, and manage a collection of *descriptions of processes* of curricular change as promoted at various levels and institutional contexts by governments, development agencies, and other bodies, as well as a collection of *good practices and innovations* related to the broad theme of "learning to live together".

The aim here is to collect material—whether official or not—describing or analysing the nature of the processes by which curricula change, presenting such details as who is involved, what are the legal underpinnings of the change, what differences of opinion occurred during the process and how they were managed, and what key decisions had to be taken along the way. Also of interest are the processes by which curriculum specifications at a central level are adapted for local regions and districts, or how national co-ordination processes are set up taking into account a diverse group of local curriculum frameworks. One type of process of particular interest is multi-institutional curriculum development processes that take place as part of governmental, intergovernmental or development-agency programmes or experiments. These are of special interest when many institutions are involved in the same process. The scope of the projects may be local, national or international.

Expected outputs:

Historical and updated materials collected from most countries of the world describing or analysing processes of at least the major curriculum changes that have taken place in the country concerned.

Case descriptions of a set of selected multi-institutional curriculum development processes, with indications of their areas of special significance or level of replicability.

Descriptions of the adaptation of national curricula to local levels and of national curricula drawn up in a context of a diversity of sub-national curricula.

Collection and systematization of innovations and good practices related to the broad theme of “learning to live together”.

Project aim 3. To set up and maintain a collection of *training materials* from various sources of the kind that would contribute to the IBE’s capacity-building and related activities; as well as a list of sources.

It is intended to identify and obtain copies of materials useful for designing training courses and for training trainers. Such items may be included as: training-course design manuals; documents provided for specific types of training; simulation and other exercises, and related materials. Additionally, materials will be collected that relate to the training of trainers (TOT) and to the pedagogy of training professionals, as such materials are expected to be required by the IBE for the design of TOT courses and of TOT materials in connection with the overall basic programme on capacity-building.

The collection of training materials—as soon as a balanced selection of tools is achieved—may be useful for the training and capacity-building activities of other bodies besides the Bureau, that is, other UNESCO bodies as well as UNICEF and certain governmental institutions and universities.

Expected outputs:

Sufficient material will be collected and classified to serve the training needs of those training-related IBE activities that are current or anticipated.

To produce and maintain a list of sources of more training-related materials and services.

To produce and maintain a list of organizations and individuals that can provide training services relevant to the IBE’s activities.

Material relating to the training of trainers acquired and stored in a special collection.

Project 2.2 Observatory of Trends and Analytical Studies

Project aim 1. To conduct analyses and evaluations of international patterns and trends of curriculum management, processes of curricular development, and education for learning to live together; and to support, where appropriate, an empowerment-based paradigm of curricular change and learning.

Analyses will be conducted with special attention to the following dimensions: (i) educational structures, contents and methods; (ii) innovative educational programmes and projects; (iii) development trends in the field of education. Some analyses will be intensive, such as in-depth case studies, while others will be “extensive” and comparative.

One notable orientation of this project is the extent to which curricula meet basic learning needs, and the extent to which they satisfy the requirements of UNESCO’s International Commission on Education for the Twenty-first Century, which concluded that education must help people to learn how to learn, how to do, how to be and how to live together. Another orientation is the analysis of the curriculum development processes themselves, so as to generate understanding about the directions in which such processes can be improved. Of special interest in regard to such processes are the extent, type and implications of the participation of stakeholders, the competencies of the participants, and the overall directions, prospects and underlying paradigms that appear to have been involved in these processes.

Expected outputs:

Comparisons of the structures of different education systems; content and pedagogical frameworks appearing in formal curricula and actual practice.

Comparative studies produced on curriculum prescriptions, on basic learning needs and on training related to the four pillars of education—learning to learn, to do, to be and to live together.

Comparative studies produced on multi-institutional curriculum development processes and their actual contribution to dealing with basic learning needs.

Comparative studies of the adaptation of national curricula at sub-national levels and of national curricula drawn up in a context of a diversity of sub-national curricula.

Other comparative studies and analyses produced in line with needs and demands, in the areas mentioned above.

Project aim 2. To provide a contribution to UNESCO’s analytical and informative biennial report *Education for all: progress and prospects*.⁸

The Dakar Framework for Action states that: “UNESCO will continue its mandated role in co-ordinating EFA partners and maintaining their collaborative momentum. In line with this, UNESCO’s Director-General will convene annually a high-level, small and flexible group. It will serve as a lever for political commitment and technical and financial resource mobilisation. Informed by a monitoring report from the UNESCO International Institute for Educational Planning (IIEP), the UNESCO International Bureau of Education (IBE), the UNESCO Institute for Education (UIE) and, in particular, the UNESCO Institute of Statistics, and inputs from Regional and Sub-regional EFA Forums, it will also be an opportunity to hold the global community to account for commitments made in Dakar.”⁹

Expected output:

A suitable report that complements those expected from the other UNESCO institutes will be produced within the framework of the follow-up to the Dakar Framework for Action.

Project 2.3 Dissemination of information

This project encompasses various publication activities in print and electronic form, as well as video productions.

Project aim 1. To produce and disseminate a set publications and other materials.

During the biennium 2002–2003, the IBE will regularly produce a set of publications and other materials, and will improve its existing publications as appropriate. Details of the existing publications are given in an Annex.

Expected outputs will be the following or their substitutes:

World data on education—CD-ROM and online database.

INNODATA monographs.

Educational Practices series, an International Academy of Education/IBE production.

Prospects, UNESCO’s review of comparative education.

“Trends” series (formerly Reports on seminars and meetings).

Educational INNOVATION and information, the IBE Newsletter.

A number of inspiring video productions of significant educational experiments produced for young teachers and the public in general.

A series of TV features produced and broadcast.

A functioning distribution network for delivering videos and TV programmes to the desired audiences and for channelling feedback from TV audiences and video-discussion seminar participants.

Project aim 2. To maintain and develop a high-quality, user-friendly, functional **website** that serves various categories of visitor and serves also the strategic aims and projects of the IBE.

The IBE’s website will be maintained and enhanced to state-of-the art quality as regards design, inter-activity, functions mediated through the website for various IBE interactive projects, and user-friendliness. The sites will be linked with sites set up in the regions in connection with IBE networking and other projects. Users of the site will be able to access the Resource Bank as much as possible. The IBE website will be part of UNESCO’s education portal and is being linked to related sites set up elsewhere in the world.

Expected outputs:

Enhanced website system and user interface.

⁸ See: *UNESCO Programme and Budget 2002–2003*. Paris, 2001.

⁹ See: http://www.unesco.org/education/efa/ed_for_all/dakfram_eng.shtml for the full text of the Dakar Framework of Action.

BASIC PROGRAMME 3. POLICY DIALOGUE

Policy dialogue in the present context is the dialogue that takes place among stakeholders of the education system at any of a number of geographical and other levels, with the aim of determining or influencing educational policy. This may take place at national and other levels, but it also happens that in a shrinking world such processes have been taking place also at **international** levels—the regional and especially the global level. The IBE has the mission of stimulating policy dialogue and enhancing it in the direction of quality education for living together. It seeks also to help orient policies and curricula in the direction of universally shared values, such as the interests of humanity as a whole, respect for diversity and the promotion of pluralism. Its mission is also to promote an empowerment-based and participatory curriculum change paradigm.

The IBE recognizes, as do many researchers in the literature on policy formation, that policy decisions are not always taken as the culmination of a linear or even a rational process leading from the identification of a problem, to the choosing of a solution, to planning for action. Often the process of the heightened perception and definition of a social or educational condition **as a problem**—and especially as a problem that the government should and can try to resolve—takes place according to its own dynamics, often hardly influenced by other (one might assume) strongly related processes: the political process and the process of visualizing and examining or comparing solutions. **Political** processes have dynamics related to power interests and to political events normally unrelated to the other two processes. At any given time, **proposals for solutions** for change are being promoted by the public, by interest groups and NGOs, by practitioners and experts but, again, not normally in synchronization with the other two processes. Sometimes, these three processes happen to converge for a brief **window of opportunity**, giving simultaneously: (i) the understanding within the government and among the public and other groups that there is a problem; (ii) the political possibility and expediency of making a decision; and (iii) the availability of some solution applicable to the problem and to local conditions. During this window of opportunity, the policy decisions taken may then actually be implemented in the form of new programmes of action.

Normally these three processes rarely converge by themselves and, when they do, the window of opportunity is often brief and has to be utilized quickly if policy decisions and implementation are to be achieved. Because this rapid utilization of a brief opportunity is the hallmark of an entrepreneur, the persons who do bring such opportunities to fruition have been called “policy entrepreneurs”. The policy entrepreneur persistently keeps trying to make these windows of opportunity occur, and when one does occur, he or she consolidates and uses it for bringing about an actual change in education-related systems. Also, information by itself rarely leads to policy decisions, and a role of **policy advocacy** is required based on inspiration and persuasion. This is effectively the mobilization of the attention of stakeholders, especially the decision-makers. Linear, rational or engineering models of policy change have been found inapplicable. The windows of opportunity are unpredictable. Hence the difficulty of changing the policy to improve the quality of education for learning to live together. To bring about change, a persistent effort is often required over a number of years. This is the work of policy dialogue, aimed at policy learning¹⁰ and actual implemented changes in the direction of quality education for living together, for learning to learn, learning to do and learning to be, when faced with the challenges of our new world.

The work of conducting, or stimulating, policy dialogue is complementary to the information-supply and the capacity-building work of the IBE, but to be successful it requires considerable effort, and at least the following three broad categories of intervention.

1. The work includes ensuring that **problems** in the education systems **are seen as** problems, and that there is a raising of awareness among the government, near-government groups, non-governmental groups and the general public in this direction. Until an educational condition is thought of as a problem, nothing is likely to be done about it. The educational and curricular problems that exist need to be addressed in an agenda-setting process of persuasion and inspiration at all these levels. The social or educational condition needs to be thought of as a problem amenable to a solution, and as being urgent or important enough to be attended to. Often, stories about cause and effect are used to illustrate a situation in such a way that it is recognized to be a problem.
2. The work must include **political dialogue** among stakeholders—who in the field of education are numerous—ensuring that even if not all perspectives can be simultaneously addressed, then at least the most

¹⁰ “A general strategy for promoting policy learning includes three elements: (1) spread [...] data and analyses around; (2) help experts understand (this is probably the greatest challenge) that *[the manner in which] they translate* technical or scientific facts into political and social facts is the key to generating wider understanding of, and support for, policy reforms; and (3) build local capabilities for informed policy debate and advocacy”. Porter, Robert W. & Irvin Hicks, “Knowledge Utilization and the Processes of Policy Formation—Towards a Framework for Africa”. (AFR/SD/HRD) prepared for USAID.

legitimate stakeholders feel consulted and involved, and that their point of view has been considered along with others. This, of course, involves identifying the stakeholders and “policy communities” working on issues such as educational quality and education for living together, identifying the theoretical and practical expertise, and understanding the interactions among such persons. Such work is aimed at participation to inculcate a sense of involvement and ownership and richer decision-making, so as to achieve political consensus where possible. It also recognizes minority or dissenting positions; and also attempts to set the issues on the political agenda at the right place and time.

3. The work also includes the presentation of **proposed solutions** that have a reasonably scientific basis, having been evaluated successfully elsewhere. They must be solutions that plausibly resolve the stated problems, as well as being solutions that can be or have been adapted for local use—other than where they took place. The solutions have to come with a clear, straightforward explanation that public and decision-makers can readily understand and believe. The various costs and benefits of the solutions must be reasonably clear so that the various actors and stakeholders can adopt suitable positions.

What, in view of these reflections about policy dialogue, is proposed to be the role of the IBE? At the world level, the IBE intends to conduct policy dialogue work within the global community, and attempt to take up the roles of policy advocate and policy entrepreneur. The IBE Council requires that there should be no neglect or blurring of the IBE’s function as an institution for the fostering of policy dialogue on education.

The traditional way in which the IBE undertakes the fostering of world-level policy dialogue within its mission as an educational centre for international understanding is by organizing the sessions of the International Conference on Education (ICE). The ICE was the first and, for a long time, the only international gathering of ministers of education, particularly during the period 1934–1970. The design of the forty-sixth session of the ICE (September 2001) has been improved by the IBE, so that the Conference has become less formal in nature and more effective as an instrument of policy dialogue. After this Conference, the IBE will take stock of the concerns expressed by countries and map out in some detail a **programme of policy dialogue projects** in response to these concerns. In this manner, the IBE will enhance its global responsiveness and perspective.

Strategic aims relevant to the Policy Dialogue Programme

- SA-3.1 To **facilitate and foster dialogue** among policy-makers and other stakeholders of educational change at world, regional, national and local levels, so as to enhance, in the light of contemporary realities, policy dialogue processes, policies and curricula, and the relevant local adaptation and implementation of curricula.
- SA-3.2 To promote, among policy-makers and other stakeholders, education as learning to be, learning to learn, learning to do, and especially learning to live together, and to help orient curricula towards the interests of humanity as a whole.

Planning of projects under the Policy Dialogue Programme

As part of its basic programme of Policy Dialogue, the IBE prepared and conducted the forty-sixth session of the ICE (Geneva, 5–8 September 2001). The impact of the ICE 2001 and its immediate follow-up work are expected to be very significant. The Conference has been designed in such a way that guidelines for the future desired directions of work of the ICE and other conferences will emerge from it. A set of **specific biennium projects** for the basic overall programme on Policy Dialogue and their expected outcomes will therefore be designed after the Conference. An action programme will be produced in 2002, consisting of policy-dialogue projects and other activities to take full advantage of the information, insights and conclusions of the ICE.

Three of the six main ICE workshop themes were on democracy and social cohesion (1. Citizenship education: learning at school and in society; 2. Social exclusion and violence: education for social cohesion; and 3. Shared values, cultural diversity and education: what to learn and how?), while the other three workshop themes were related to knowledge, technology, and the future of the school (4. Language(s) teaching and learning strategies for understanding and communication; 5. Scientific progress and science teaching: basic knowledge, interdisciplinary and ethical issues; and 6. Narrowing the gap between the information rich and the information poor: new technologies and the future of the school). There is a special value in the cross-regional dimension of the discussion and comparison of these themes, since a discussion of this scope does not occur often in today’s world. This is one of the strong points of the Conference.

The IBE will process all the material generated at the forty-sixth session of the ICE. The main outcomes of the Conference have been:

- the documentation of opinions and guidelines about the target of quality education for all, and about education for learning to live together.
- the launching of a new phase in the **international dialogue on educational content and methods**. This new phase should contribute to the design of political strategies and techniques to bridge the gap between achievements in access to school and **deficits in the quality** of education, especially education as learning to live together. The ICE has thus made a conceptual contribution towards fulfilling the commitments made in Dakar.
- the identification of a set of controversial issues and lessons learned on educational content and methodologies, these issues being useful for an enriched agenda on policy dialogue during the IBE Medium-Term Plan period, 2002–07.

As a result of these outcomes, the IBE, as part of its Policy Dialogue programme for the biennium, will establish procedures for fostering dialogue on a global scale. The present project is a programme-planning activity involving the IBE and some of its partners.

The new approaches for the 2002–03 biennium might be as follows:

1. The IBE will set up a **periodic virtual forum** among policy-makers to discuss educational structures and curricular contents and methods in favour of education for learning to live together.
2. The Bureau will contribute to such a forum and to similar opportunities for dialogue by presenting short-term and long-term perspectives on the issues in question.
3. The IBE will also organize or facilitate a number of activities undertaken by those who share the same kinds of problem—for example: consensus on educational content in federal countries; problems concerning the construction of educational content in small countries wishing to join world movements; inter-ethnic and inter-religious violence; and the reconciling of short- and long-term priorities in reconstruction processes.
4. The IBE will also initiate activities or projects in the field of training for policy dialogue, so as to correspond to the outcomes of the forty-sixth session of the ICE.

Chapter 3. Cross-cutting programmes

CROSS-CUTTING PROGRAMME A—COUNTRY CO-OPERATION ON CURRICULUM DEVELOPMENT

Introduction

This programme supports team of professionals associated with educational curricula in cases of particular need or difficulty. The Country Co-operation on Curriculum Development Programme responds—within its budgetary and human resource constraints—to the special needs of a number of applicant countries and curriculum-professional groups by means of tailored interventions on policy dialogue and capacity-building, or specialized and tailor-made team training with study visits to obtain first-hand knowledge about solutions found elsewhere pertinent to the group’s specified need or problem.

Overall aim of Country Co-operation on Curriculum Development Programme

To **provide advisory services** to UNESCO’s Member States, at their request, on how to undertake curriculum reforms, design curricula and design teaching materials reflecting progress made in knowledge.

PROJECTS UNDER THIS PROGRAMME

Project A1. Direct technical support to selected curriculum development processes

Project aim: To support curriculum development in specific cases, in response to a corporate invitation from a country, by mobilizing resources—in the form of experts, technical advice, documentation and team support—for their curriculum development or related process.

The IBE proposes to become involved in **only a limited number** of curriculum development processes. Special attention will be given to requests from teams or countries undergoing very difficult transitions. To date, the IBE has been involved directly in two curriculum development processes with very different characteristics: Campana¹¹ (Argentina) and Kosovo¹². This type of involvement makes it possible for the IBE to contribute to improving the quality of education where these activities are carried out. By being involved directly in the political and technical details of curriculum development processes, the Bureau enriches its own experience and perspective, and can thus enhance its own work of comparative analysis, training and capacity-building. The purpose of the IBE is to serve and accompany the actors in the field—particularly Member

¹¹ The IBE involvement under this project in Campana, Argentina, started in July 2000 and is expected to be completed in June 2002. A detailed account of the projects of Campana, Kosovo, and future such projects will be made available on the Resource Bank. The information recorded will include aspects that are not usually dealt with or that do not usually result in learning opportunities. The Campana Schools Network Project aims to draw up a school-based curriculum development methodology by applying the concept of ‘interconnected intelligence’. Campana is a city in the Province of Buenos Aires with thirty schools. The idea of the project is that the schools can carry out their own self-diagnosis, discover their respective strengths and weaknesses, and exploit them to produce their own co-operative curriculum development within the curriculum framework of the Province of Buenos Aires. It is being carried out through an agreement with the Province of Buenos Aires and is funded by a private company, SIDERCA.

¹² The involvement of the IBE in the curriculum development process of Kosovo included the training of its core team and presenting them with other educational situations. Training activities were organized and documentation and experts provided as needed. The IBE provided these resources within the framework of a local operation led by UNICEF in collaboration with the United Nations Mission in Kosovo (UNMIK). This model of complementary action, through which the IBE collaborates with an agency in the field working in extremely difficult conditions, may be particularly appropriate to optimize the capacities of the two agencies involved—IBE/UNESCO and UNICEF—thus avoiding overlapping.

States, UNESCO regional and national offices, and UNICEF—with the added legitimacy of co-operative participation in a limited number of cases. It is a matter of the co-operative production of know-how for the empowerment of actors and is not aimed at replacing those actors.

Specific aims and specific negotiated outputs will be created in each case of direct technical support.

Expected outputs:

In each case, outputs negotiated between the IBE and the requesting country or entity on the conduct of direct technical support.

Project A2. Customized intensive team training with study visits

Project aim: To support curriculum development, in response to a corporate request from a country, by supplying a team of curriculum-related specialists or decision-makers with information and guidance for self-training, including international team-visits—especially in Europe—to sites of educational policies, programmes, projects or achievements relevant to the team's own curriculum-related challenges.

The IBE will organize—as it has been doing in 2001 for teams from Argentina and Uruguay¹³—high-level customized intensive training in the form of study visits at the request of interested teams (but not individuals). Normally, these would be teams faced with the need to resolve concrete problems and wishing to familiarize themselves with different solutions that have been designed to resolve similar situations in diverse cultural contexts. These visits are arranged with the team in question, which itself specifies the problems it wishes to resolve. The direct costs of the visits are to be borne by the requesting group.

Normally it is the IBE that selects the places to be visited. This decision is based on information drawn from the IBE's Resource Bank for Curriculum Development or on inter-agency agreements that the Bureau negotiates with other key institutions, such as the COLUMBUS Programme of the European Union, the University of Geneva, the Lyon teacher-training institute, and others.

The group would prepare the visit with guidance from the IBE. The Bureau provides the group with: (i) basic educational and general information (from the IBE's database *World data on education*) on the country and on one or more programmes and projects to be visited; (ii) up-to-date documentation from the IBE's Resource Bank files on the topic; (iii) guidance for the design of interviews and observation notes according to the topic; (iv) a guide and one or more translators for the visits; (v) lectures and tutoring for understanding the social and other contexts of the programmes and projects visited, and for comparison and interpretation of the findings, leading to a discussion of their transferability; and (vi) practical organization of the visits, such as accommodation and transport.

Expected outputs:

In each case, outputs negotiated between the IBE and the requesting country or entity on the conduct of intensive team training during study visits.

¹³ Two customized intensive team training with study visits have been organized in past for the Federal Education Council of Argentina, consisting of the Ministers of its twenty-four provinces. Less complex visits have been organized for groups of professionals and experts from China, Cameroon and Italy.

The customized intensive team training with study visits are particularly effective when there is also a need to create cohesion within politically or culturally heterogeneous groups of professionals. Members of these groups are sometimes in conflict with each other for reasons unconnected with the educational problems that they have to face together.

CROSS-CUTTING PROGRAMME B—CURRICULA AND HIV/AIDS

Overall aim of this programme

Responding to the UNESCO Director-General's request for a scaled-up response to HIV/AIDS prevention and education, the IBE is developing a special cross-cutting programme on HIV/AIDS curricula. The specific objectives of this programme are: (i) to deliver the overall curriculum-related management service required by the inter-agency educational response to HIV/AIDS, specifically as regards curricula contents and methods, and the development, implementation and evaluation of curricula at the primary and secondary levels of formal education; (ii) to develop and promote research, seminars and workshops that will enable curriculum developers in the most affected countries—and in countries on the edge of a full-scale HIV epidemic—to be better equipped with skills and knowledge in providing national and regional responses within the school/education sector; (iii) to develop and promote a dialogue on HIV/AIDS contents in school curricula among policy makers, curriculum specialists and practitioners.

The activities undertaken in this initiative had begun in 2001 and will be further developed in 2002–03, with additional development (dependent on further funding) in 2004–05. The activities are geared towards the provision of information-management, knowledge-transfer and capacity-building services within the areas of competence of the IBE, aimed at preventing HIV/AIDS infection, increasing self-empowerment of learners at risk, and providing training to individuals and institutions that work on the development and implementation at the school level of educational programmes for combating the disease.

The primary focus of the activities in 2002–03 is the establishment and proper functioning of a clearing-house for educational responses to HIV/AIDS.

Project B1. Curriculum Clearing-House for Educational Responses to HIV/AIDS

Project aim To deliver the overall information-management and knowledge-transfer service called for by the educational response to HIV/AIDS, especially in the context of the inter-agency co-ordinated response of UNAIDS.

This project is expected: (i) to provide, through an international information clearing-house facility, an information service to support educational responses to AIDS, especially in the context of an inter-agency co-ordinated response to the impact of HIV/AIDS. It is expected that most existing educational information on educational responses to AIDS will be processed by the Resource Bank. The project is also expected to: (ii) evaluate and publish the results of curriculum development processes and contents, as well methods, that have been used to prevent AIDS or to cope with AIDS-related consequences upon various sectors of the affected societies; and (iii) organize conferences/seminars at the sub-regional, regional or international levels to exploit the information obtained through the clearing-house as a meaningful tool for capacity-building.

Expected outputs:

A profile of the required information and information flows.

A functioning clearing-house with an infrastructure, a team and a procedures manual.

Published evaluative studies of the effects of HIV/AIDS education on target groups.

Improved dialogue and exchange among policy-makers and practitioners on good practices in the field of HIV/AIDS education.

A report every three months showing the amount, type and consequences of the work carried out.

Project B2. HIV/AIDS-related capacity building

The project aims to train curriculum-related professionals at regional levels, as well as trainers from various contexts, so that they can themselves bring about changes in the available curricula for schools and in institutional training courses in various contexts. Ultimately, what is expected to result in the countries concerned are two processes: (A) **Sustained self-empowering**

processes for young people and adult education students, many of whom will thereby establish the skills, motivation and personal qualities required to: (i) avoid and help prevent AIDS; (ii) treat equitably and assist infected persons and other AIDS victims; (iii) volunteer to provide education to AIDS orphans in orphans' homes; (iv) respond strongly and creatively to serious non-AIDS challenges in future. (B) **Capacity-building of various institutions and professionals** in the country for developing custom-built and effective response programmes for resolving and preventing the systemic disruptions caused by AIDS in various cultural, social, educational, economic and political sectors.

The development of this component will begin during 2002–03, but can only be fully developed as operational in 2004-05 (subject to the availability of extra-budgetary funds).

Project B3. Policy Dialogue on HIV/AIDS contents in education

Once information on HIV/AIDS in school curricula is gathered and well disseminated, and once curriculum developers and users are well informed and skilful in the complex dimensions of introducing HIV/AIDS into school curricula, a fruitful dialogue can emerge. This is aimed at facilitating policy-creating dialogue among curricular and other decision-makers, towards complementary and supportive policies concerning this project.

The development of this component will begin in 2002–03, but can only be fully developed as operational in 2004-05 (subject to the availability of extra-budgetary funds).

CROSS-CUTTING PROGRAMME C—CURRICULA AND THE ERADICATION OF POVERTY

Overall aim of this programme

The overall aim of this programme is to use knowledge transfer, capacity-building activities and policy dialogue in curriculum-related approaches in such a manner as to achieve substantial empowerment of persons living in poverty, and a reduction in poverty within a reasonable time in various locations; and to attempt to replicate successful approaches through training and other means.

One possible strategy may be that of training and supporting curriculum professionals so as to make large education systems more responsive to poverty: the learning styles and limitations of persons living in poverty, the skill requirements that correspond to the economic needs and possibilities of poor communities, the appropriateness of the content of learning, and so on. A different strategy may be that of custom-built educational approaches for use on location in educational schemes with children and adult residents of poor communities—approaches that would be systematically, but in a participatory manner, designed to combat all the specific applicable causes of local poverty by means of education for individual and collective empowerment and social action, entrepreneurship training and quasi-local apprenticeships, and so on.

Project C1. Educational opportunities for young people living in conditions of poverty

This project, aimed at developing concepts, tools and capacities in the area of educational approaches in poverty situations, will be conducted jointly by the International Bureau of Education and the UNESCO Institute for Education in Hamburg, with the involvement of UNESCO's Education Sector, Paris, and various regional and national offices of UNESCO, including UNESCO's International Institute for Educational Planning in Buenos Aires.

Overall goal

The overall goal is to ensure good quality educational opportunities, focusing on the four pillars of learning underscored in the Report of the International Commission on Education for the Twenty-first Century, in favour of sustainable human development, an acceptable livelihood and inclusion for young people and adults living under conditions of poverty, especially extreme poverty.

This project aims to contribute to this goal through the strategy of giving educational planners and curriculum developers: (a) training; (b) wider access to tools and information; and (c) technical support in the fields of formal and non-formal education. These services will be appropriate for young people and adults living under conditions of poverty and extreme poverty, and will be geared to achieving a better quality of life. The information includes methodologies, policies, programmes and descriptions of practices.

Chapter 4. Institutional links in the work of the IBE

The IBE works mainly through its staff based at its headquarters in Geneva. The team comprises administrative and support staff. The professional component of this team is organized into three groups: (i) the Director and core staff; (ii) a group of permanent consultants; (iii) a group of young professionals functioning as interns. Additionally, (iv) a group of highly resourceful persons in various countries have been collectively designated as the “IBE’s College of Fellows”, and they are available for consultation when expert opinions are required.

The IBE necessarily works within a number of institutional contexts, both inside and outside UNESCO, that are located in Geneva and elsewhere. These are: (a) the United Nations; (b) UNESCO; (c) the Federal Government of Switzerland; (d) the IBE Council; (e) various bodies of UNESCO (the Education Sector, its Institutes, the regional and the national offices); (f) academic networks, institutions and professionals; (g) specific governments and Ministries of Education; (h) the administrations of municipalities and districts; (i) multilateral organizations and international programmes; (j) a network of experts in the field of curriculum development.

- (a) The IBE forms part of the **United Nations** family. Recent official agreements include a protocol of co-operation between the IBE and the United Nations Special Rapporteur on the Right to Education (October 1999). A memorandum of co-operation with UNICEF/Kosovo and UNMIK, in order to support curriculum development activities in Kosovo, was signed in October 2000.
- (b) The IBE is an institute of **UNESCO** and it enjoys intellectual and operational autonomy. It works within the overall strategic objectives in the field of education and cross-cutting themes, as defined in the Medium-Term Strategy of the Organization for 2002–07.
- (c) The IBE enjoys a special institutional arrangement and relationship with the **Federal Government of Switzerland**, as a host country and as the founder country of the IBE. This arrangement includes a contribution of funds from Switzerland.
- (d) Uniquely among UNESCO institutes, the IBE is governed by a **Council**, composed of representatives of twenty-eight Member States of UNESCO¹⁴. The functions of the IBE Council are to formulate the broad lines of action in order for it to fulfil its mission, to approve the allocation of its budget and to contribute to guaranteeing consistency and complementarity between the activities of the Bureau and other initiatives undertaken by UNESCO and other United Nations agencies. The existence of this Council enables the continual questioning and re-adjustment of the link between the work of the IBE and the international “public”.
- (e) The IBE collaborates increasingly with **various bodies of UNESCO**, as follows:
 - (1) the *UNESCO Education Sector*, especially in the IBE’s policy dialogue programme.
 - (2) the *institutes of UNESCO*, among which may be mentioned:
 - The Institute for Statistics.
 - The International Institute for Educational Planning (IIEP) in Paris; a memorandum of co-operation with the IIEP/Buenos Aires was signed in December 2000 for the organization of a study visit in Europe of selected school directors from the Province of San Luis.
 - The International Institute for Capacity Building in Africa (IICBA)—it is hoped to collaborate more closely with IICBA in relation to the IBE capacity-building programme.
 - (3) the *Regional Offices of UNESCO*, including:
 - The UNESCO Principal Regional Office for Asia and the Pacific (PROAP) in Bangkok, which provides various information services to the region in support of educational development at various levels.
 - The UNESCO Regional Office for Latin America and the Caribbean (OREALC) in Santiago, which concerns itself *inter alia* with adult education.
 - The Caribbean Network of Educational Innovation for Development (CARNEID) in Bridgetown, a UNESCO regional body that delivers support services to Caribbean countries in the area of educational innovation and change.
 - (4) the *National Offices of UNESCO* in various countries.

¹⁴ The Member States of the IBE Council are elected at the General Conference of UNESCO for a period of four years. For the 2002–2003 period, the following countries make up the Council: Angola, Belgium, Cameroon, China, Colombia, Côte d’Ivoire, Cuba, the Czech Republic, France, Haiti, Hungary, Indonesia, Jamaica, Japan, Lebanon, Lithuania, Malaysia, Morocco, Nigeria, Portugal, the Republic of Korea, the Russian Federation, Senegal, Spain, Switzerland, Thailand, United Arab Emirates and Zimbabwe.

- (f) The IBE collaborates with a number of **academic networks and institutions** and specifically with a number of **professionals** associated with them; these include the members of the IBE's College of Fellows. Institutions with a special relationship to IBE include:
- The *Service de la recherche en éducation* (SRED)—the Educational Research Service of the Department of Education of the Republic and Canton of Geneva.
 - The International Academy of Education.
 - The University of Geneva and the SRED: a co-operation agreement was signed with them in June 2000.
 - The University of Bergamo in Italy, as well as other universities.
 - The *Association mondiale pour l'école instrument de paix* (EIP); a co-operation agreement was signed in June 2000.
- (g) The IBE works in various ways with a number of **specific governments and Ministries of Education**.
- A memorandum of co-operation was signed in December 2000 with the Government of Uruguay for the organization of a study visit to Europe of a team of high-level officials from the Ministry of Education;
 - A number of ministries of education have collaborated with the IBE in the organization of study visits (France, Netherlands, Portugal, Spain, United Kingdom) and of seminars/training courses (Gabon, India, Kenya, Lithuania, Nigeria, Oman, Thailand and Uruguay, among others).
 - In the framework of the preparation of the forty-sixth session of the International Conference on Education, specific agreements have been established with some governments, including the Ministries of Education of Argentina, Denmark and the Netherlands, among others.
- (h) The IBE works with **administrations of municipalities and districts**:
A memorandum of co-operation was signed in July 2000 with the Municipality of Campana (Argentina), together with a private enterprise for the development of a schools network in order to improve the quality of education.
- (i) The IBE works with **multilateral organizations and international programmes**:
- A working agreement has been established with the Organization of Ibero-American States for the conduct of activities in Latin America and the Caribbean.
 - For the preparation of the forty-sixth session of the International Conference on Education, a special agreement have been established with the regional programme *Programa de Educación Intercultural Bilingüe* (PROEIB) for Andean countries, financed by the German bilateral co-operation;
- (j) The IBE has a **network of experts in the field of curriculum development**; this network of about 1,500 specialists is increasingly important as a resource and a tool for the overall basic programme of capacity building and for other activities.

ANNEXES

ANNEX 1 - THE UNESCO RESOLUTION OF 2001 ON THE IBE

Text of the Resolution

During the period 1998–1999 the mission of the International Bureau of Education was renewed so that it could become the desired international centre for contents and methods of education for living together. This process culminated at the thirtieth session of the General Conference of UNESCO (1999) and this orientation was confirmed at the thirty-first session of the Conference (2001). The text of the 2001 Resolution is given below:

The General Conference,

Acknowledging the report of the UNESCO International Bureau of Education (IBE) for the 2000–2001 biennium,

Recognizing the important role that IBE, a UNESCO institute specializing in the content and methods of education, plays in the realization of Major Programme I and its priority, Basic Education for All, in the context of developing a worldwide knowledge and learning society,

1. Authorizes the Director-General to provide IBE with a financial allocation under the regular programme of \$4,591,000 enabling it to efficiently contribute to the improvement of the quality of education by stimulating sustainable, innovatory efforts in Member States on educational structures, contents and methods for learning to live together and promoting universally shared values, in particular:
 - (a) to contribute to strengthening capacity-building in the domain of curriculum development, through its international curriculum development network;
 - (b) to develop a platform and an observatory of educational contents, methods, structures and curriculum change processes;
 - (c) to promote policy dialogue among decision-makers, educators and other partners in the field of educational content, methods and structures;
2. Requests the IBE Council:
 - (a) to supervise, in conformity with its statutory functions, the implementation of IBE's activities with due emphasis on the harmonization of IBE's activities with those carried out by the Education Sector and other concerned UNESCO units and institutions;
 - (b) to continue to mobilize the human and financial resources necessary for IBE to accomplish its mission;
3. Invites Member States, international organizations and the private sector:
 - (a) to take full advantage of IBE's operational capacity to support educational development in Member States;
 - (b) to contribute financially and by other appropriate means to reinforcing its programme activities.

ANNEX 2 - THE IBE: ITS HISTORY, STRENGTH AND WEAKNESSES, AND A DIARY OF EVENTS

Brief history of the International Bureau of Education

The IBE was founded in 1925 as an independent centre at the service of education. Its mission was to promote comparative educational research throughout the world and to co-ordinate institutional and social efforts for education for international understanding.

From its origins, the IBE was a Geneva initiative. Its founding fathers included some of the most important educators of the early part of the century, who influenced educational developments aimed at transforming rigid education into a system more inclined to foster freedom and creativity: Edouard Claparède (1873–1940), Pierre Bovet (1878–1965) and Adolphe Ferrière (1879–1960).

In 1929, the IBE adopted new statutes allowing participation by countries, which came to form part of its governing body. It thus became the first intergovernmental organization in the field of education. At that point, Jean Piaget (1896–1980), Professor of Psychology at the University of Geneva, was appointed Director. His name is closely associated with the Bureau, which he directed for almost forty years. During the same period, Pedro Rosselló (1897–1970) acted as Assistant Director.¹⁵

In 1969, the IBE again changed its statutes, becoming an integral part of UNESCO while retaining wide intellectual and functional autonomy.

In the 1990s there began an initially slow and then accelerating pace of institutional reform. This came about as a result of a process of reflection regarding the opportunities and constraints on the institution in the new international context and on corresponding ways of exploiting its comparative advantages and taking into account its relative weaknesses. In 1996, a high-level consultancy was undertaken. This suggested directing the IBE towards the promotion of more widespread use of information in decision-making. Although this suggestion was not sufficient for a renewal of the Bureau, it triggered progress towards the construction of an integrated information Resource Bank for diverse information relevant to decision making in education.

This process of reform received a further boost in another context from 1998 onwards. The developmental trends in education mentioned in the first chapter were already becoming felt, and there was a better perception of the need for a reform process throughout UNESCO, which was effectively triggered with the appointment of its new Director-General, Mr. Koïchiro Matsuura, in November 1999. In parallel with such perceptions, the spectrum of those persons interested in the future of the IBE expanded to include new representatives from the political, academic and operational spheres of various countries—in particular the host country, Switzerland.

During the period 1998–99, the mission of IBE was renewed so that it could be turned into the desired **international centre for contents and methods of education for living together**. This process culminated at the thirtieth and thirty-first sessions of the General Conference of UNESCO (1999 and 2001, respectively).

Strengths

The comparative advantages of the IBE for fulfilling this mission include: (a) the composition of its Council on which twenty-eight Member States of UNESCO are currently represented; (b) its historical roots; (c) its strong links with prominent sectors of the educational community world-wide; (d) its location; (e) its legal framework; (f) its physical infrastructure; (g) its orderly, transparent administration; and (h) the renewed commitment by its host country and by the Member States of its Council concerning its development.

The Bureau's historical roots place it within the best humanist traditions of commitment and contribution to education for peace and international understanding—education which should hinge on intellectual and practical rigour and commitment to fostering freedom and creativity. Some of the best work on comparative education that served to promote significant democratic reforms in the first post-Second World War decades was produced in this institution. These traditions keep the image of the IBE present in many educational groups and sectors also committed to peace, international understanding and the development of an active approach to teaching.

¹⁵ See: *The International Bureau of Education in the service of educational development*, Paris; Geneva, IBE:UNESCO, 1979.

The IBE's historical roots are also to be found "physically" at the Bureau, in its Documentation Centre which, despite all the difficulties faced by the institution over the last decade, remains up-to-date and well organized. It houses original and sometimes unique documentation, or documentation which is very difficult to find elsewhere. It covers the period from 1925 to the present. The historical archives also include the reports submitted by countries to the sessions of the International Conference on Education (known, between 1934 and 1970, as the International Conference on Public Education) organized by the IBE.

The Documentation Centre is also the depository library for the documentation from the Jomtien International Conference (1990) and the Dakar World Education Forum (2000).

At various points in the institution's history, the scope of the IBE's mission, the names of its founding fathers, its possession of the documentation referred to above, its vocation in organizing the International Conference on Education and its location attracted numerous researchers. Although during the last few decades this appeal declined to some extent, it has never totally ceased. Leaders in research on certain topics related to teaching content and methodologies and the curriculum continue to use its documentation and thereby have provided relevant, high-impact guidance for decision-making. Undergraduate and post-graduate students of comparative education also use the available documentation, under the supervision of their professors. Furthermore, a network of NGOs and of international initiatives for promotion and training in the field of education for peace and international understanding also make reference to the IBE, seeking its guidance for the selection of specialists in education, carrying out activities at its premises and also increasingly seeking ways to co-operate on joint initiatives.

In addition to its mission and tradition, and the quantity and quality of the materials available in its Documentation Centre, links with pertinent sectors of the international educational community are also attributable to the Bureau's location in Geneva. The IBE thus provides access to a wide variety of educational contexts and partners. This diversity of educational contexts starts with Switzerland itself, whose twenty-six cantons each present different ways of addressing educational problems. Furthermore, Italy, Spain, France, Germany and other European countries are within a few hours' travel, at comparatively low cost. Further effort is now establishing contact with another great variety of situations: in Africa, the Middle East and the North Africa, Eastern Europe, the United Kingdom, the Netherlands, Sweden, Belgium, Portugal, etc. Countries from other continents can make their innovations, experiences and programmes more visible through the IBE, within the framework of mutual co-operation among different groups. The multilingual and multicultural environment is particularly stimulating.

Furthermore, the fact that Geneva is the headquarters of numerous United Nations bodies facilitates intense personal dialogue with professionals from the areas of economic, social and political development who are familiar with international problems and with a wide variety of local situations.

The legal framework of the IBE grants broad functional autonomy, particularly since 1998. Although this autonomy does not allow the Director to change certain aspects of the current situation, it does allow her/him, under the guidance of the Council, to take rapid decisions regarding high-level consultants and middle- and lower-level staff. This means that the future can be shaped in a different way.

The physical infrastructure of the IBE consists of three floors with a total surface of 2,400 m². The installations are in very good condition, although they will have to be refurbished as the IBE develops. It currently houses twenty staff members, but is in a position to house at least forty very comfortably. It has a meeting room with a capacity for fifty people, with booths for simultaneous interpretation into two languages, which can easily be turned into a multimedia room for intensive training using the most advanced technology. Its technological equipment is reasonably up-to-date, which will allow a gradual, smooth transition to state-of-the-art equipment.

The IBE staff stands at some twenty persons, somewhat more than half of whom are professionals, and the rest general service staff. The finances of the IBE are balanced and its administration is orderly and transparent. This means that whatever resources it may be decided to invest in the institutional development of the IBE and in its programmes and projects will, indeed, be used for those purposes. There is no debt to be covered, no deficit in the 2000–2001 budget and no staffing commitment¹⁶ short of funding.

The renewed commitment by the host country and the Member States of the Council to its development has also brought a number of concrete results. In the year 2000, the Federal Government of the host country, Switzerland, decided to strengthen its commitment to the IBE by granting a total of 2,000,000 Swiss francs over a four-year period, in addition to its regular contribution to the UNESCO budget and the premises made available by the Canton of Geneva. The Government of the Netherlands, for its part, has decided to contribute to the development of the IBE by allocating funds to contract two associate experts, one from Togo and the other a Dutch national. The French Government has supported the IBE through the secondment of an inspector-general. Preliminary discussions have started with the French Co-operation and with the Under-

¹⁶ This is based on the hypotheses that a decision is made by UNESCO to maintain its present financial allocation during the coming biennia, which basically cover the salaries of regular staff already employed by the IBE, the costs of operating the institution in the building provided by the Canton of Geneva, but which is the property of UNESCO, and the costs of fulfilling its institutional obligations as a part of UNESCO, for example the cost of publishing *Prospects* in six languages.

Secretariat for International Co-operation of Spain's Ministry of Education with a view to strengthening the Bureau's staff. Various member and non-member countries of the IBE Council have assumed responsibility for part of the costs of the IBE's activities during 2000–2001.

Weaknesses and risks

Along with these strong points, the IBE also faces a number of risks. Consideration of these risks has led to the pinpointing of some issues that have been taken into account in the strategic design for medium-term development and for the lines of action proposed for the period 2001–03.

When, in 1969, the IBE became an integral part of UNESCO, it progressively lost its leading position. Various factors contributed to this, including: the emergence of a considerable number and variety of international and regional institutions engaged in education; the adoption of a comparative approach by many of them; the increasing development of comparative approaches in universities; and significant reductions in its budgets¹⁷ and in the size of its professional personnel¹⁸. It can thus be said that the IBE underwent a progressive erosion in the definition of its mission and a significant decline in its operational capacity. The subsequent reforms described above have led to an increasingly confident institutional ethos and sense of purpose. However, the budget of the IBE is quite insufficient to fulfil its new mission. IBE risks being obliged to significantly down-size its activities relative to the mission given to it, unless there is enough support from agency, country and multilateral partners. Among the possibilities being actively investigated are two main ones: institutional support and support for particular projects.

A staff of about twenty persons is normally not enough to face such a challenging and wide mission. The possibility of fulfilling the mission assigned to it by the General Conference of UNESCO and the IBE Council depends on the expansion of this team, particularly through the incorporation of more professionals with field experience and with more relevant profiles for fulfilling its new mission.

Diary of events: The International Bureau of Education

From 1925 to 1949

- 1925** IBE created as a private Swiss association (18 December).
- 1929** IBE becomes the first intergovernmental organization in the field of education.
- 1930** First meeting of the IBE Council.
- 1947** The International Conference on Public Education is convened jointly by the IBE and UNESCO.
- 1948** Recommendation No. 24: "The Development of International Understanding among Young People and Teaching about International Organizations", International Conference on Public Education, IBE, Geneva.
- 1948** Volume X of the *International yearbook of education* published jointly by UNESCO and the IBE.

The 1950s

- 1951** The fourteenth session of the International Conference on Public Education (IBE, Geneva) recommends the drawing up of plans for the universal provision of compulsory education.
- 1952** Broadening the scope of the co-operative agreement between UNESCO and the IBE.
- 1952** Institutionalization of relations between UNESCO and the IBE.
- 1952** Recommendation No. 34 on "Access of Women to Education", fifteenth session of the International Conference on Public Education.

¹⁷ The budget allocation for IBE has been reduced from US\$7,700,000 per biennium in 1996–97 (equivalent to 7.2% of UNESCO's budget devoted to education) to US\$4,870,000 per biennium in 2000–2001 (equivalent to 4.5% of the budget allocated to education). Furthermore, during the same period the education budget increased from US\$107 million to US\$109 million.

¹⁸ The staff of the IBE dropped from twenty-seven in January 1996 to seventeen in October 2000, in other words, a reduction of 37%. In making this calculation, the salaries of two associated experts have not been included since they are not financed by the regular budget of the IBE.

- 1952 Setting up a Joint Commission UNESCO/IBE.
- 1953 Sixteenth session of the International Conference on Public Education on the theme “Primary Teacher-Training”.
- 1954 Seventeenth session of the International Conference on Public Education on the theme “Secondary Teacher-Training”.

The 1960s

- 1960 UNESCO and the IBE co-operate within the framework of the first Major Project for Education in Latin America.
- 1965 The International Conference on Public Education addresses a recommendation (No. 58) to Ministers of Education on literacy and adult education.
- 1968 Agreement integrating the IBE into UNESCO.
- 1968 International Conference on Educational Planning (UNESCO, Paris).
- 1968 Recommendation on “Education for International Understanding” as an integral part of the curriculum and life of the school.
- 1969 The IBE becomes an integral part of UNESCO.

The 1970s

- 1970 The International Conference on Public Education becomes the International Conference on Education (ICE) and is held with a periodicity of about two years.
- 1971 First publication in the IBEDATA collection.
- 1971 *UNESCO/IBE education thesaurus* published.
- 1974 International Education Reporting Service on educational innovations begins work, UNESCO/IBE, Geneva.
- 1975 Thirty-fifth session of the ICE on the theme “The Changing Role of the Teacher and its Influence on Preparation for the Profession and on In-service Training”; adoption of Recommendation No. 69, UNESCO/IBE, Geneva.
- 1975 International Standard Classification of Education (ISCED) adopted by the thirty-fifth session of the ICE, UNESCO/IBE, Geneva.

The 1980s

- 1981 The International Conference on Education (ICE) adopts a recommendation concerning the interaction between education and productive work.
- 1984 The IBE leaves the Palais Wilson for new quarters at the Route des Morillons.
- 1984 The ICE adopts a recommendation on the extension and renewal of primary education, UNESCO/IBE, Geneva.
- 1986 Recommendation of the fortieth session of the ICE in respect of “Education for the Prevention of AIDS”, UNESCO/IBE, Geneva.
- 1989 Forty-first session of the ICE on the theme “Diversification of Post-secondary Education in Relation to Employment”, UNESCO/IBE, Geneva.

The 1990s

- 1990 Forty-second session of the ICE on the theme “Education for All: Renewed Policies and Strategies for the 1990s”.
- 1992 Forty-third session of the ICE on the theme “The Contribution of Education to Cultural Development”.
- 1993 The publication of *Prospects* is transferred to the IBE.
- 1994 Adoption by the forty-fourth session of the ICE of the Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy.
- 1994 Organization of the ICE is revised.

- 1995** IBE Statutes revised.
- 1995** Role of the IBE Council strengthened.
- 1996** Forty-fifth session of the ICE on the theme “Enhancing the Role of Teachers in a Changing World”.
- 1997** Flexible periodicity of the ICE adopted (between four and six years).
- 1999** The UNESCO General Conference at its thirtieth session approves the new mission of the IBE, which was previously defined by the IBE Council in 1998.

2000 and beyond

- 2000** World Education Forum (Dakar). Efforts to attain the Education for All (EFA) goals, above all goals (iii) and (vi), lie at the heart of the restructuring of IBE’s programmes.
- 2001** Forty-sixth session of the ICE on the theme “Education for All for Learning to Live Together: Contents and Learning Strategies–Problems and Solutions”.
- 2001** The UNESCO General Conference at its thirty-first session confirms the new mission of the IBE.

ANNEX 3 - PUBLICATIONS

The work of producing a number of key publications is an important part of the activity of the IBE. It is a line of action that supports and extends the other lines of action.

The Bureau produces six series of publications:

- *World data on education* (CD-ROM and online database);
- INNODATA monographs;
- Educational Practices Series (IAE-IBE production);
- *Prospects* (UNESCO's review of comparative education);
- A series of reports on seminars and meetings; and
- *Educational INNOVATION and information* (the IBE's newsletter).

A survey carried out in 1999 and an internal assessment have made it possible to detect some strengths and weaknesses in each one of these publications. In the medium-term plans of the IBE, a number of adjustments to all of them are envisaged, as also to the way in which they are produced and distributed.

The database *World data on education* contains a brief description ('profile') of the education system in almost 160 countries (2001). It is published on a CD-ROM, is available on the IBE's website and an abridged version was published as a book in January 2000. So far there have been four editions (1996, 1998, 1999 and 2001). The fourth edition was prepared for distribution on the occasion of the forty-sixth session of the ICE (September 2001). This documentation is complementary to the statistical production and analysis of trends produced by other UNESCO bodies (for example, the Institute for Statistics) and outside UNESCO (for example, EURYDICE—the Information Network on Education in Europe). As the Resource Bank becomes consolidated, this database will require some adjustments.

There are twelve published issues of the *INNODATA Monographs* series drawn from a selection of the more than 700 innovations contained in the database. The monograph series will have to be modified in line with the overall institutional revisions. Particular attention will also be paid to the communication aspect, seeking a linguistic register and a graphic and typographical design to make the series more attractive, more demanded and—above all—more useful.

The *Educational Practices Series* is produced by the International Academy of Education (IAE) and is published and distributed by the IBE. It selects principles from educational research that can be used in practice. This adds to the set of resources necessary for improved curriculum developments, although it does not, of course, exhaust them. There are eight issues published in English: 1. *Teaching*; 2. *Parents and learning*; 3. *Effective educational practices*; 4. *Improving student achievement in mathematics*; 5. *Tutoring*; 6. *Teaching additional languages*; 7. *How children learn*; and 8. *Preventing behavioural problems* (to be published in January 2002). This is a very attractive series and very much in demand. Some of its issues have been translated into Korean (1, 2 and 3), Chinese (1 and 3) and Spanish (2 and 3). UNICEF financed the translation of several issues into some of the Eastern European languages (Serbo-Croat and Albanian) and also Turkish, and is interested in financing the production of issues on the promotion of gender equality in education. Progress has been made in discussions with the Academy on defining future topics and extending the range of countries from which the authors of the series are drawn, while maintaining the basic idea and format.

Prospects is UNESCO's comparative education review. It is edited and published quarterly in the six official United Nations languages (Arabic, Chinese, English, French, Russian and Spanish) which involves high costs, but also reaches an exceptional audience. In general, each issue of the review includes four sections: Viewpoints/Controversies; Open File; Trends/Cases; and Profiles of Famous Educators. Some of the most recent topics addressed in the Open File were:

- School autonomy and evaluation (December 2001);
- Learning to live together (September 2001);
- Constructivism and education (June 2001);
- Secondary education reform (March 2001);
- New modalities for educational aid (December 2000);
- Education in Asia (September 2000);
- Professionalism in teaching (June 2000);
- Education for sustainable development (March 2000);

- Education for All (March 2000);
- Education, poverty and inequality (December 1999);
- Educational research (September 1999);
- Children’s rights in education (June 1999).

Editing this journal takes up a significant part of the institution’s energy and regular budget. The review has a network of recognized academic correspondents, and the quality of its content is guaranteed by the Editorial Board and by the practice of inviting prominent guest editors to draw up its “Open File”. This quality is unanimously recognized and the review is highly regarded, in particular in countries with limited access to international academic literature. In contrast with other such literature, the domain of *Prospects* will now increasingly become the interface between policy dialogue and significant general world trends and educational trends. The trends would be handled from a high-level technical and professional perspective.

The distribution of *Prospects* is the responsibility of the UNESCO Publishing Office and does not reach all of its potential readership. A process of reflection for improvement has been started and agreements must be developed so that the review can also be consulted on the IBE’s and the UNESCO Education Sector’s websites.

The series of *Meeting Reports* is published from time to time and consists of heterogeneous materials. As the Observatory function is consolidated and the activities of the Curriculum Development Network progress, this series should take the form of publications on ‘Trends’, containing both the minutes of discussions at meetings and the results of the studies conducted by the IBE, as well as external studies dealing with the analysis of trends in the field of educational content and methods, and the processes of curriculum construction and assessment.

As progress is made in capacity-building activities—in particular, in the construction of the Modular Training Course on Transversal Competencies and the acquisition of tools for curriculum development—a series called ‘Training and curriculum development’ will be produced. This series will focus on providing tools and accounts of the ‘how’ of doing things. It will include suggestions for games, simulation activities and case analyses for the development of competencies and the acquisition of the respective tools. The cases will be drawn from the programmes and projects summarized in INNODATA, from surveys taking place within the network and from selected programmes and projects known to the IBE.

Educational INNOVATION and information is the IBE’s newsletter. It is produced quarterly in three languages: English, French and Spanish. It has a circulation of around 7,000 copies. The newsletter is an information vehicle for the activities of the institution, and also announces the content of the IBE’s website and other publications. In the latest issues, it incorporates the additional aim of strengthening information on political and institutional definitions of UNESCO and other activities organized or co-organized by other UNESCO institutes and offices, and by other agencies directly linked to the mission of IBE. It is intended to obtain a better balance between these three functions and sustain them accordingly, to achieve a more attractive format and, above all, a more interactive relationship with readers.

ANNEX 4 - THE DIRECTOR

Summary Curriculum Vitae of the Director

On 1 July 2000, Mrs Cecilia Braslavsky (Argentina) took up the post of Director of the International Bureau of Education.

Born in 1952, Mrs Braslavsky holds a Diploma in Educational Sciences from the Faculty of Philosophy and Literature, University of Buenos Aires, and a Ph.D. from the University of Leipzig, Germany. She subsequently became ordinary professor at the University of Buenos Aires, and took part in academic activities in Braunschweig, Frankfurt and Erlangen in Germany, in France, the United States of America, Canada, Mozambique, Chile, Uruguay, Brazil, Bolivia, Mexico, Japan, Australia, and other countries. In particular, Mrs Braslavsky was involved in curriculum development and activities related to capacity-building in the Dominican Republic, Mozambique, Bolivia and other countries.

From 1984 to 1992, Mrs Braslavsky was Educational Co-ordinator of the Latin American Social Sciences Faculty (FLACSO) and a member of its Academic Council. In 1989, she was appointed UNESCO Assistant Representative to the Argentine Ministry of Education. She was subsequently appointed in 1993 as Co-ordinator of the Argentine Basic Contents Programme, the new curriculum framework for the whole education system. In 1994, she became Director-General of Educational Research and Innovation in the Argentine Ministry of Education. From 1994 to 1999 she was in charge of promoting curriculum change and institutional reform in the twenty-four provinces of Argentina.

Mrs Braslavsky has received scholarships and grants for research and technical assistance programmes from various foundations, among which the International Development Research Centre of Canada, Ford Foundation, Volkswagen Foundation and Antorchas. She is a member of numerous national and international professional institutions and associations and has undertaken many research activities in the field of education. She has tutored more than twenty Masters and Ph.D. theses. Mrs Braslavsky has published a number of books, compilations, articles and essays in her field of competence. Her latest book is *Re-haciendo escuelas: hacia un nuevo paradigma en la educación latinoamericana* (Santillana, 1999), which received the Andrés Bello Award for Latin American Thought as the best work on education. Some of her latest articles in English can be found on the website of the Forum of Federations (Canada) and of the IBE. Some of her latest articles in French were published in 1999 and 2000 by the *Revue internationale d'éducation* (Centre international d'études pédagogiques, Sèvres, France). One of her last presentations was at the occasion of the CIES (Comparative and International Education Society) at Washington in March 2001.

ANNEX 5 - THE STAFF TEAM

Co-ordinators of Basic Programmes

Pierre LUISONI (Switzerland)

Graduated in psychology and education from the University of Fribourg (Switzerland). After two years spent as primary teacher, Mr Luisoni set up and directed the *Médiathèque* of the Department for Public Instruction of the Canton of Fribourg from 1971 to 1987. At the same time he has worked in pre-service and in-service training of primary teachers. From 1987, he was a delegate of the Swiss Conference of Cantonal Ministers of Education in international organizations concerned with education (Council of Europe, OECD, UNESCO, IBE Council, CONFEMEN). From 1990 to 1992 he chaired the Education Committee of the Council of Europe and, from 1992 to 1996, the Group in charge of the project 'Secondary Education in Europe'. He joined the IBE at the beginning of 2001 as Secretary of the IBE Council and co-ordinator of the forty-sixth session of the International Conference on Education. Responsible for the IBE's "Policy Dialogue" programme.

Massimo AMADIO (Italy)

Graduated in philosophy from the University of Urbino (Italy), specializing in anthropology. Mr Amadio has more than twenty years of experience in the fields of education and management of operational projects as expert and/or consultant of international organizations, bilateral co-operation agencies and NGOs. During the 1980s he has been involved in the implementation of bilingual intercultural education programmes/projects in many Latin American countries. Since he joined the IBE in 1996, he has participated in the development of the programme 'Platform/Observatory of Educational Structures, Contents and Methods', being the editor of three editions of the CD-ROM *World data on education* (1998, 1999 and 2001). He has published numerous books, journal articles and research papers, mainly on bilingual and intercultural education. His most recent publication is *World data on education. a guide to the structure of national education systems* (2000). Responsible for the IBE's "Resource Bank and Observatory of Trends" programme.

Sobhi TAWIL (Switzerland/Syrian Arab Republic)

M.Ed. Mr Tawil has extensive experience in teaching, teacher training and educational management both in Switzerland and Morocco, as well as in research related to basic education and development policies within the framework of the Network of Policy Research Review and Advisory Groups on Education and Training (NORRAG). He has also been involved in curriculum development in the area of global citizenship as part of the 'Exploring Humanitarian Law' project that he recently managed for the International Committee of the Red Cross. Results of field research and project management experiences are contained in publications on such topics as poverty and household demand for education in Morocco, education in disrupted societies, as well as on humanitarian law education and global citizenship. Mr Tawil is associate researcher at the Graduate Institute of Development Studies (IUED), University of Geneva. From the beginning of 2002 he will be responsible for the IBE's "Capacity Building for Curriculum Development" programme.

Heads of Support Units

Tecele ZERIHOUN (Ethiopia)

Master's degree in economics. Mr Zerihoun worked for four years in the Planning Department of the Ministry of Education of Ethiopia, mainly as manager of capital investment in the education sector. He entered UNESCO in 1980 and fulfilled different administrative tasks at the Headquarters. He was transferred to the IBE in 1988 as Head of the Administration Unit. Since 1994, he has carried out a number of activities connected with the adaptation of administrative instruments to the functional autonomy of the IBE.

John FOX (United Kingdom)

Trained as a graphic designer, Mr Fox worked for publishers in London, particularly the BBC. He joined UNESCO in 1972 as an editorial assistant, at first working for the IIEP in Paris and then UNESCO Headquarters. Transferred to the IBE in 1975 as an English Editor, he became Head of the Publications Unit in 1987. Author of *A literate world* (1990).

Felicity NACEREDDINE (United Kingdom)

In addition to higher education diplomas in French, Ms Nacereddine holds a Master's degree in computerized documentation systems. She joined the IBE in 1969 as assistant librarian, has participated in building up the *UNESCO-IBE education thesaurus* and numerous databases, and was responsible for compiling *Current bibliographical sources in education* (four editions). She is Head of the Documentation and Information Unit since 1999.

Programme Specialists

Hoang BAO (Switzerland/Viet Nam)

Obtained several diplomas in computerization and the computerized processing of documentation. Mr Bao joined the IBE in 1972. At present, he is responsible for the technical development and maintenance of all of the IBE's documentary databases.

Isabel BYRON (St. Christopher and Nevis)

Master of Librarianship, Master of Arts in education. Ms Byron worked six years as a secondary school teacher in St. Kitts and Nevis, prior to joining UNESCO as a young professional in 1990. Transferred to the IBE in 1992 as assistant programme specialist. She manages the INNODATA databank, has jointly co-ordinated curriculum training seminars in Asia and the Caribbean and collaborates in the IBE's cross-cutting programme on HIV/AIDS.

Nadia SIKORSKY (Russian Federation)

Ph.D. in history, M.A. in journalism. Ms Sikorsky entered UNESCO in 1992 as a young professional. After working in various units at Headquarters, including the Secretariat of the International Fund for the Promotion of Culture, she was transferred to the IBE in 1999. She is Assistant Editor of *Prospects* responsible for forward planning of the review.

Jeannine THOMAS (France)

Obtained a diploma in computerized documentation, Ms Thomas entered UNESCO in 1968 and was transferred to the IBE in 1973. Specialist in training documentalists and librarians, she was responsible for making UNESCO's CDS/ISIS software available to users around the world. She has written numerous training manuals on computerizing libraries using CDS/ISIS.

Associate Experts 1999–2001

John AGLO (Togo)

Doctorat in philosophy, *Maîtrise* in linguistics. Mr Aglo joined the IBE in 1999. He collaborates in the IBE's capacity building programme, in particular for the activities carried out in Africa.

Saskia ROZEMEIJER (Netherlands)

M.A. in development studies, B.A. in international relations. Mrs Rozemeijer joined the IBE in 2000. She collaborates in the IBE's programmes on policy dialogue and resource bank.

Senior consultants on planning and institutional development (1999–2001)

Inés AGUERRONDO (Argentina)

A graduate in sociology, Ms Aguerrondo is an independent consultant in educational planning and communication. She has been Assistant Secretary for Programming and Management at the Argentine Ministry of Culture and Education. Formerly a professor of educational planning at the University of Entre Ríos and Luján, she was also a thesis and research advisor at FLACSO and CONICET. In addition to numerous book chapters, journal articles and research papers, her publications include *La planificación educativa como instrumento de cambio* [Educational planning as an instrument of change] (1990) and *Escuela, fracaso y pobreza* [Schools, drop-outs and poverty] (1992). Her most recent publication (2001) focuses on new alternatives for the training of teachers.

Tony MACELLI (Malta)

Mr Macelli holds four university degrees from three countries in physical and applied social sciences, including a M.A. in community development and a Ph.D. on systems analysis of human settlements and natural environment. He has worked in many countries for twenty-four years in social development, university teaching, education and training, institution-building, management, planning and project design, and has recently been employed as a full-time advisor to a Minister of Education. He has designed, set up, and managed a school in India and has worked in many countries on United Nations and other assignments. He has taken part in a participatory national curriculum development process. He sometimes carries out artwork and illustration tasks, on socially and educationally meaningful publications and projects.

Inon SCHENKER (Israel)

Ph.D. (Hebrew University in Jerusalem). Master's degree in public health (Hebrew University-Hadassah). Mr Schenker is a certified AIDS educator and trainer. He has been senior consultant to governments, private and public agencies and NGOs. His applied research and his extensive experiences are in cross-cultural HIV/AIDS prevention interventions and training programmes, with a focus on youth, conflict areas and policy-making. These are reflected in academic publications, presentations at key international conferences and fieldwork in Latin America, Asia and the Middle East.

Long-term consultants within the framework of operational projects

Laura FUMAGALLI (Argentina)

Obtained a Master's degree and a diploma in education. Ms Fumagalli has been co-ordinator of teaching for natural sciences and subsequently for teacher education at the Ministry of Education. She has published numerous journal articles and books, mainly on science education and co-operative curriculum development. At present, she manages the project 'School network in Campana (Argentina): a new approach for co-operative curriculum development'.

A selected list of international experts and specialists who have been involved in the IBE's capacity-building and policy dialogue activities during 1999–2001

Dr Udo BUDE (Germany)
Dr Aaron BENAVIDOT (Israel)
Prof. Virginija BUDIENE (Lithuania)
Prof. Abou DIARRA (Mali)
Prof. Gary GRANVILLE (Ireland)
Dr Phillip HUGHES (Australia)
Dr Pablo LATAPÍ (Mexico)
Dr Samuel LEE (Republic of Korea)
Dr Luis Enrique LÓPEZ (Peru)
Dr Bella MARIÑAS (Philippines)
Dr Moritz ROSENMUND (Switzerland)
Prof. Alexey SEMENOV (Russian Federation)
Dr Darko STRAJN (Slovenia)
Dr Alejandro TIANA (Spain)

A selected list of young professionals and interns who have taken part in the IBE's activities during 2000–2001

Mr Abdoulaye ANNE (Senegal)
Ms Claudia DERDERIAN (Argentina)
Ms Ingy EL-TELAWI KANJ (Palestine)
Ms Geneviève EMOND (Canada)
Mr Yves GERTSCH (Switzerland)
Ms Adriana GORGA (Romania)
Ms Mankolo LETHOKO (South Africa)
Mr Renato MARIANI (Brazil)
Ms Kun LU (China)

ANNEX 6 - THE COLLEGE OF FELLOWS (2001)

A number of persons have been designated Fellows of the IBE. In certain cases, they are consulted, for example at the draft stage of important documents, or for their views on decisions that are about to be made. The IBE acknowledges the great value of the distinguished College of Fellows, who come from academic and other contexts in various parts of the world. Recently the IBE has benefited from their opinions as regards the preparations for the forty-sixth session of the International Conference on Education (2001) and as regards the IBE's medium-term planning.

- Norberto Bottani (Switzerland)
- Patricia Broadfoot (United Kingdom)
- Cheng Kai Ming (China)
- Marcel Crahay (Belgium)
- Erik De Corte (Belgium)
- Peter de Meijer (Netherlands)
- Ahmed Hussein (Malaysia)
- Ulf P. Lundgren (Sweden)
- Mmantsetsa Marope (Botswana)
- Fernando Reimers (Venezuela)
- Ellen Marie Skaflestad (Norway)
- Abraham Yogev (Israel)

ANNEX 7 - THE WEBSITE

Some of the resources available on the IBE's website (<http://www.ibe.unesco.org/sitemap.htm>) are shown below:

ANNEX 8 - THE BRIDGE PROJECT WEB PAGE

Some of the sections of the BRIDGE project web page are shown below:

See:

<http://www.ibe.unesco.org/International/ICE/bridge/English/index.html>

<http://www.ibe.unesco.org/International/ICE/bridge/English/Diversity/Diversity.htm>

ANNEX 9 - THE INTERNATIONAL CONFERENCE ON EDUCATION, 2001

I. Introduction

The IBE has regularly been entrusted by UNESCO with the task of preparing and conducting the International Conference on Education, which represents the main forum for dialogue between Ministers of Education. This major project requires considerable investment of human resources for the IBE.

Pursuant to resolution 3 adopted by the General Conference at its thirtieth session, the IBE held the forty-sixth session of the International Conference on Education (ICE) in Geneva, from 5 to 8 September 2001, on the theme: *“Education for all for learning to live together: contents and learning strategies – problems and solutions”*.

The session was prepared in detail under the responsibility of the IBE Council and was remarkable for both the quality and quantity of participation, and for the introduction of a number of innovative procedural features.

More than 600 participants, including 80 ministers of education and 10 deputy ministers, from 127 of UNESCO’s Member States took part in the debates, together with representatives of 9 intergovernmental organizations, 13 non-governmental organizations and three foundations.

The Conference elected as its Chairperson H.E. Mr Abraham B. Borishade, Minister of Education of Nigeria. It entrusted the post of Rapporteur-General to Mr Philippe Renard (Belgium).

The Conference also elected ten Vice-Chairpersons representing UNESCO’s six electoral groups: Mr Pieter de Meijer (Netherlands); H.E. Mr Eduard Zeman (Czech Republic); H.E. Mr Radu Damian (Romania); H.E. Ms Mariana Aylwin Oyarzun (Chile); H.E. Mr Burchell Whiteman (Jamaica); H.E. Mr Im Sethy (Cambodia); H.E. Mr Xinsheng Zhang (China); H.E. Mr Henry Kosgey (Kenya); H.E. Mr Najib Zerouazli Quariti (Morocco); H.E. Mr Moncer Rouissi (Tunisia).

In response to the wish expressed on many occasions by ministers at earlier sessions of the Conference to enter into a genuine, in-depth political dialogue, the IBE Council decided to change the structure and organization compared to those of previous sessions. Consequently, the proceedings took place as follows:

- a major introductory debate;
- two discussion units, each consisting of three parallel workshops followed by a plenary summing-up meeting;
- a major concluding debate;
- a closing meeting.

A special meeting, chaired by Mr Koïchiro Matsuura, Director-General of UNESCO, took place in the morning of 8 September on the theme of the involvement of civil society in promoting education for all. That meeting was highly appreciated by many participants and was a rewarding part of the Conference in that it was conducive to dialogue and exchanges.

With regard to methodology, the two major debates and six workshops took place in the form of discussion panels, with main speakers representing various educational actors (ministers, senior

civil servants, researchers, experts, representatives of intergovernmental and non-governmental organizations) and the various regions of the world.

Among the innovations marking this session of the Conference was the substantial use of audiovisual and information and communication technologies: an introductory video at the opening and closing meetings; videos of good practice made as part of the IBE's BRIDGE project (young professionals) to introduce each of the six workshops; the recording of a television programme (round-table of ministers) with the assistance of the local television station *Léman bleu*; presentation of some 100 good practices on the Conference's website; summaries of the proceedings accessible on the Internet the following day, etc.

Other innovations were also introduced in the preparatory phase of the Conference (Netforum, messages of ministers, website). For instance, more than 200 people registered on the Netforum and more than 100 messages were sent by ministers before the Conference. They may be accessed at the Conference's website and will be the subject of a publication. A special edition of *Prospects*, UNESCO's quarterly journal of comparative education, was devoted to the Conference's theme. A special edition of *Innovation* and a poster were also issued in April 2001 in order to publicize the Conference.

The organization of the Conference was made possible by many partnerships, in the form of intellectual and/or financial contributions made by ministries of education, National Commissions for UNESCO, research and training centres of several countries (Argentina, Canada, Cuba, Czech Republic, Denmark, Finland, France, Germany, Japan, Malaysia, Netherlands, Norway, Spain and Switzerland), UNESCO's Dakar Follow-up Unit, the Commonwealth of Learning, the training programme for bilingual intercultural education for the Andean countries (PROEIB-ANDES), the BERUM project (Peru), the University Institute for Development Studies (IUED, Geneva), the City of Science and Industry (Paris) and the Centre for the Study of Violence and Reconciliation (South Africa).

The organization, and more particularly the smooth running, of the Conference was also made possible through the active collaboration and support of various UNESCO units (central services of the Education Sector, various institutes, regional offices and other Secretariat services) which enabled a creative tension to emerge between the intellectual and functional autonomy of IBE and the joint capacity for co-operation and the creation of synergy among the Organization's various units.

The IBE Council will carry out an in-depth evaluation of the proceedings of the forty-sixth session of the ICE at its meeting in January 2002. However, the reactions gathered at the Conference itself and afterwards have been overwhelmingly favourable. Even though there is still room for improvement, the participants welcomed the innovations and the fact that the proceedings of the session were essentially focused on dialogue and exchange rather than, first and foremost, on the drafting of a declaration, resolutions or recommendations.

The document "*Conclusions and proposals for action*" was adopted at the closing meeting. It was drafted during the Conference in collaboration with the Rapporteur-General and the workshop rapporteurs, the working group of the Council responsible for assisting the IBE in preparing the forty-sixth session of the ICE, chaired by Mr Pieter de Meijer, President of the IBE Council, and with the participation of the Director of IBE and a representative of the ADG/ED.

In accordance with the relevant contents of the draft resolution in paragraph 01310 and in paragraph 01312 (Strategy) of document 31 C/5, the IBE will "**promote policy dialogue among decision-makers, educators and other partners in the field of educational content, methods and structures by disseminating the outcomes of the forty-sixth session of the International Conference on Education and stimulating follow-up activities**".

II. CONCLUSIONS AND PROPOSALS FOR ACTION ARISING FROM THE FORTY-SIXTH SESSION OF THE INTERNATIONAL CONFERENCE ON EDUCATION (ICE)

PREAMBLE

1. The International Bureau of Education, in its capacity as a UNESCO specialized centre for the contents and methods of education, organized the forty-sixth session of the International Conference on Education in Geneva from 5 to 8 September 2001.
2. More than 600 participants took part in the discussions, of whom eighty were ministers and ten vice-ministers of education, coming from 127 Member States of UNESCO, together with nine representatives of intergovernmental organizations, thirteen non-governmental organizations and three foundations.
3. The objective of intensifying and strengthening dialogue at the level of educational policies on the problems and prospects of solutions with a view to improving the quality of education for *learning to live together* has been largely achieved. These conclusions and the resulting proposals for action present the key features of the debates and preparatory work (Netforum, ministerial messages, national reports, good practices, etc.). The entire collection will be made known through the Final Report, the reports of the workshops, and the other documents to be published after the Conference.
4. These conclusions, adopted on 8 September 2001, have been drawn from the Major Debates, the Plenary sessions and the six workshops that took place during the Conference. They are intended for governments, international intergovernmental and non-governmental organizations, teachers and organizations of the teaching profession, the media and all partners in civil society whose efforts improve the quality of education, encourage dialogue and develop the capacity to live together.

A. THE CHALLENGES

5. Given the enormous complexity of the problems all societies have to face, particularly globalization, and unbearable inequalities between and within countries, *learning to live together*, a concept created by the International Commission on Education for the Twenty-first Century, has become a necessity in all regions of the world.
6. One of the major challenges confronting education systems remains that of guaranteeing and respecting the right of education for all. However, the right of children to have free access to schools is far from being respected everywhere in the world and particularly in those countries experiencing situations of war, occupation, violence and intolerance.
7. The plea for education to overcome these challenges facing societies is not a new phenomenon. Yet, today, the expectations have become far more urgent, giving the impression that education can by itself overcome the problems that exist in countries and at the international level.
8. Both formal and non-formal education are essential tools for launching and promoting sustainable processes of constructing peace, democracy and human rights, but they cannot alone provide solutions to the complexity, the tensions and even the contradictions of the present world.
9. It is essential, however, as was stressed in the Jomtien Declaration and the Dakar Framework of Action, that efforts at the national and international levels to develop education be complemented by global strategies to eliminate poverty and to promote participation in political, social and cultural life.

10. Achieving the objective of education for all goes beyond the effort of universal schooling. Within each country, the search for social cohesion, the struggle against inequality, the respect for cultural diversity and access to the knowledge society, which may be facilitated by information and communication technologies, will be achieved through policies that focus on improving the quality of education.
11. These policies must overcome the obstacles posed by inequalities of access and risks of exclusion in the fields of languages, science and technology.
 - As far as languages are concerned, it is possible to note that numerous countries are multilingual even though a single language appears as the official language of communication.
 - Concerning science and technology, particularly those of information and communication, the gulf is growing wider due to inequality in access to the most recent advances.

B. EDUCATIONAL POLICIES AND PRACTICES

12. Throughout the world there is a strong political will on the part of numerous governments and teachers to adapt educational contents, structures and methods in order to respond to the above-mentioned challenges.
13. The experiences of educational policies and practices indicate that it is necessary to consider reforms more as processes than as products. These may arise as much from governmental decisions as from the initiatives of other stakeholders. The way in which they are implemented, involving the mobilization of all actors, is as important as the content.
14. Basic agreements within the international community already exist concerning lines of action for promoting the ability and willingness to live together. Those responsible for education policies at the national level have clearly expressed their will to pursue the implementation of these agreements.
15. The evaluation of the outcomes of the reform processes, and particularly “good practices”, enables us to highlight both some conditions unique to each cultural context as well as to pinpoint some common characteristics.

PROPOSALS FOR ACTION

16. The entire range of teaching and educational practices for living together should be better known, disseminated and exploited with a view to strengthening the endogenous capacities of each country.
17. Training for policy dialogue is essential in order to achieve the major objective of improving the quality of education for all.
18. **Reform processes should be continued or undertaken in the following domains:**
 - *Contents:*
 - Adapting curricula and updating contents in order to reflect:
 - economic and social changes set in motion, in particular, by globalization, migration and cultural diversity;
 - the ethical dimension of scientific and technological progress;
 - the growing importance of communication, expression and the capacity to listen and dialogue, first of all in the mother-tongue, then in the official language in the country as well as in one or more foreign languages;

- the positive contribution that may result from integrating technologies into the learning process.
- Developing not only disciplinary but also interdisciplinary approaches and competencies.
- Supporting and nurturing innovations.
- Seeking, in the development of curricula, to ensure relevance at the local, national and international levels at the same time.
- *Methods:*
 - Promoting active learning methods and teamwork.
 - Encouraging all-round and balanced development and preparing the individual for active citizenship open to the world.
- *Teachers:*
 - Facilitating genuine involvement on the part of teachers in decision-making within the school, through training and other means.
 - Improving the education of teachers so that they can better develop among pupils behaviour and values of solidarity and tolerance, so as to prepare them to prevent and resolve conflicts peacefully and to respect cultural diversity.
 - Changing the relationship between teacher and pupil to respond to the evolution of society.
 - Improving the use of information and communication technologies in teacher training and in classroom practices.
- *Daily life in educational institutions:*
 - Creating within the school a climate of tolerance and respect encouraging the development of a democratic culture.
 - Providing a way for the school to function that encourages participation of the pupils in decision-making.
 - Proposing a shared definition of projects and learning activities.
- *Educational research:*
 - Stimulating research that clarifies the concept of *learning to live together* and the implications for policy and practices.
 - Promoting research on the development of contents and teaching methods relating to *learning to live together*.
 - Stimulating comparative studies in the sub-regional, regional and trans-regional contexts.

19. Partnerships:

- Since education is not the sole answer to *learning to live together*, its improvement requires the contribution not only of the school but also of all concerned actors. It therefore implies the introduction and the strengthening of genuine partnerships with the entire society: teachers, communities, families, the economic sector, the media, NGOs, and the intellectual and spiritual authorities.
- Partnerships are also required to expand access to and effective use of new information and communication technologies.

20. *Learning to live together* requires policies for the development of lifelong learning beginning with early childhood education, and paying particular attention to the period of adolescence (12-18 years).

INTERNATIONAL CO-OPERATION

21. The development of international co-operative activities to improve the quality of education for *learning to live together* for all should be based on six main principles:
 - Strengthening the function of the IBE as an observatory of trends, as well as its role in the development of easily accessible databanks and information systems.
 - Collecting the results of educational research on the development of contents, undertaking comparative studies at the sub-regional and regional levels, and their worldwide dissemination.
 - Setting up co-operative networks at the international, regional and sub-regional levels facilitating the exchange of experience and promoting joint projects in order to strengthen endogenous capacities.
 - Training educational decision-makers in policy dialogue so as to encourage the definition of common objectives, the search for consensus and the mobilization of partnerships.
 - Experimenting with new modalities of technical assistance provided by bi- or multilateral co-operation agencies, in order to emphasize not only North-South but also South-South collaboration.
 - Strengthening of partnerships between UNESCO and other relevant intergovernmental organizations.

THE ROLE OF UNESCO AND ITS SPECIALIZED INSTITUTES

22. The conclusions of the forty-sixth session of the International Conference on Education are communicated to the General Conference of the Organization in order to be taken into account in the process of reflection and to reinforce, in the short, medium and long terms, the programme of action of UNESCO, the International Bureau of Education and the other specialized institutes with a view to improving the quality of education.

III. RESOLUTION ADOPTED BY THE THIRTY-FIRST SESSION OF THE UNESCO GENERAL CONFERENCE (NOVEMBER 2001)

The General Conference,

1. Underscoring the importance for the Member States of UNESCO of the choice of theme of the forty-sixth session of the International Conference on Education (ICE) “Education for all for learning to live together: contents and learning strategies–problems and solutions”, as decided by the UNESCO General Conference at its thirtieth session, especially since recent tragic events demand that special attention be paid to the theme of that conference,
2. Welcoming the success of the forty-sixth session of the International Conference on Education (Geneva, 5-8 September 2001),

3. Thanking the Council of the International Bureau of Education (IBE) for its active role in the preparation and functioning of the ICE, and for the innovative efforts which it hopes to see taken further,
4. Thanking the numerous intellectual and financial partners who contributed to the organization of the forty-sixth session of the ICE and in particular the governments and co-operation agencies of more than 12 countries from all UNESCO's regions,
5. Takes note of the document adopted and invites Member States and various partners to continue to work together in order to make "learning to live together", a reality;
6. Invites the Director-General to take into account the "Conclusions and proposals for action" in the implementation of the new Medium-Term Strategy (31 C/4) and Programme and Budget of UNESCO (31 C/5);
7. Recommends that the forty-seventh session of the ICE should be planned in the framework of Education for All (EFA) for living together more successfully, with particular attention being paid to the problems of adolescence and youth and to the fight against poverty;
8. Invites the IBE Council to develop the theme taking into account the suggestions made by the Director-General and to propose a date for the forty-seventh session of the ICE, preferably during the first quarter of 2005.

ANNEX 10 - THE JAN AMOS COMENIUS MEDAL

The IBE is responsible for administering the Comenius Medal. The Jan Amos Comenius Medal was created in 1992 jointly by the Ministry of National Education, Youth and Sport of the Czech Republic and the Director-General of UNESCO, on the occasion of the 400th anniversary of the birth of Jan Amos Komensky (1592–1670), known as Comenius.

This medal is intended to reward outstanding achievements in the fields of educational research and innovation. This medal, together with a diploma, is awarded to individuals, such as teachers, researchers, directors of educational projects, or to groups of educators or researchers. During the first four award ceremonies, some fifty educators have received the medal or were granted an honourable mention.

During the forty-sixth session of the ICE, the Comenius Medal was awarded by Mr Eduard Zeman, Minister of Education of the Czech Republic, and Sir John Daniel, UNESCO's Assistant Director-General for Education, to five educators and representatives of three projects selected by the jury chaired by Mr Pieter de Meijer, President of the IBE Council, and endorsed by the Director-General of UNESCO. The 2001 winners were:

- Mr Abdul Kader Ahmed (Bahrain)
- Mr Thomas Bediako (Ghana)
- Mr Yves Brunsvick (France, posthumously)
- Mr Pablo Latapí Sarre (Mexico)
- Mr Sook Jong Lee (Republic of Korea)
- The Comunidade Solidária project (Brazil)
- The Life Science project (Namibia)
- The Atanas Bourov vocational school (Bulgaria)

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