

ANNEX I

Opening address by Mr Andrés G. Delich, Minister of Education of Argentina

Ladies and Gentlemen,

Good day to you all. It is a very great honour for me to preside over the beginning of the opening meeting of the 46th session of the International Conference on Education. I should like to begin by expressing a few thoughts.

Introduction

In recent decades the world has undergone profound and increasingly rapid changes that have affected in irreversible fashion the lives of individuals and countries. As never before in history, the process of economic globalization, the development of communications and population mobility have interlinked the destiny of our societies. This new human condition confronts us with the challenge of reinventing ways whereby all the countries, cultures and inhabitants of the planet are able to live together.

The focus of this 46th session of the International Conference on Education could not be more appropriate and timely. This meeting of education officials from all over the world affords us the opportunity once more to learn with others and to exchange experiences in the context of international cooperation.

We have come together to discuss and agree on how schools and education systems can contribute to the improvement of human coexistence in the twenty-first century. We believe in the transforming power of education. This is why we are here. But it must be said that we are aware of the enormous difficulties and obstacles facing the development of an educational project for coexistence in a world divided by the growing distance between regions and countries.

Inequalities, interdependence and multiculturality

The gaps between rich and poor countries seem to have become unbridgeable gulfs. The average income of the richest countries was 11 times higher than that of the poorest countries in 1913, 35 times higher in 1950, 44 in 1973 and 72 in 1993. The richest 5% of humanity earns 85% of the world income, while the poorest 5% shares 1%. The total wealth of the poorest one thousand million human beings is equal to that of the one hundred richest.

The accelerated transnationalization of economic flows has increased wealth production. It has also caused wealth to be concentrated in a few regions of the world and to be enjoyed only by a small minority of humanity. We have entered the third millennium and millions of people are dying each year from hunger, diseases of social origin or armed conflict among or within countries.

The external debt has become a very difficult obstacle to overcome for many countries with a low or medium level of development. As you know, my country is facing a complex situation arising from the burden of the high interests on its debt and the difficulties experienced in selling its products to countries that strongly protect their markets while exerting pressure for more open trade on politically less powerful and economically less developed nations.

Human development is consensually defined as the process of broadening people's options. But if they do not have those basic opportunities, many other opportunities become unavailable. In countries and continents like mine, which are marked by profound inequalities in life opportunities,

education has not yet become a right for everyone. Every boy and girl born today in one of the poor population groups of Latin America, Africa, Asia or other continents has few chances of gaining access to adequate education and is very likely not to find work that would make it possible to live in dignity or dream of a better future.

Education is a basic tool in building a more just and humane future. But progress in achieving peaceful coexistence will be difficult if the growing inequalities in economic development continue unchanged.

How is it possible to live together peacefully in a world in which inequalities plunge entire nations into despair? In the absence of a more rational pattern of consumption and a fairer distribution of wealth it will be very difficult to educate for living together. If the extreme utopia of freedom that finds expression in the global economy is not counterbalanced by policies of justice, equity and fraternity, there will be no true coexistence. The fact is that the freedom of action of a minority has been growing at the cost of the right of the majority of humanity to a decent life.

The rapid expansion of communication networks is bringing events that were previously regarded as distant and remote to every corner of the world. These processes are pushing societies in two opposing directions, accentuating simultaneously the trend towards the international standardization of lifestyles and the quest for a community specificity that reinforces local and regional identities and sets itself apart from others, perceived as sources of threat or danger. The disappearance of old lifestyles causes anxiety and a deep sense of loss. Today there is no lack of examples of forms of nationalism that encourage extreme political separatism or incomprehensible genocides in the name of ethnic cleansing. We must work to overcome ethnic and religious fundamentalism, state fundamentalism and market fundamentalism. If we aim to live genuinely together, we must realise that the problems of humanity cannot be solved by closing physical and cultural borders – much less by seclusion or indifference to the poor or those excluded by the new world order.

It is certainly the case that signs of disquiet and impatience abound. Societies have sensed that a linear projection of current trends does not augur well for a happy or peaceful future.

The role of education

In view of the growing tendency for the social bond to be replaced by individualistic impulses, learning to live together is one of the main tasks of education today.

We must conceive and promote new forms of building the future of societies through education. The challenge facing this Conference is precisely to reflect on the contribution of education to human coexistence at the turn of the twenty-first century. The question that we must consider is whether the schools in each of our countries are helping to prepare the rising generations to live together in the twenty-first century. I should like to make three points in this connection.

1. Educational inclusion policies must be strengthened and transformed, particularly in the developing world

It is clear that there will be no significant advances in human coexistence worldwide if there is not a massive increase in social, economic and educational opportunities for the most disadvantaged population groups in the next few years. Ensuring that all children and young people have access to and remain in basic education should be the first priority of the less developed countries. If people's right to adequate educational opportunities is not guaranteed, it could be a

pointless exercise to think about educational strategies for living together in the twenty-first century.

This priority has been identified as a global imperative for more than three decades now. It found expression in the pledges made at the Jomtien Conference, among other fora. But while educational coverage continues to expand, the proposed goals are still very largely unmet: the dark areas on the map of basic education provision coincide with the geography of extreme poverty, economic underdevelopment and social inequity.

At the same time, in recent years, reforms have emphasized the idea that education systems must make progress in developing policies to improve quality. This goal, which is necessary to adapt education systems to today's challenges, has in many cases entailed a shift in the focus of attention on the inclusion of the poorest.

Our education systems are faced with a set of highly complex tensions. The priority of catering for those who have the fewest basic education opportunities comes into conflict with other economic, political and social requirements in most developing countries. Our countries need highly qualified staff; they also need to create a body of informed, active and responsible citizens. The demand for resources to finance the universal provision of basic education has to be set against the investment needed for specialized training linked to the world market and to systems of innovation, science and technology.

How can the tension between equity and competitiveness and between social inclusion and the strengthening of sectors with the highest growth potential be resolved? In the first decade of the twenty-first century, education systems will have to show flexibility in order to find trade-offs and strike balances between these two demands.

Countries with a medium and low level of economic development experience great difficulties in ensuring the universal provision of quality basic education while adopting the same parameters and the same strategies as the main developed countries. The costs are difficult to sustain and, despite the efforts made, the results are not at all encouraging. Efforts to promote educational inclusion must therefore be accompanied by alternatives to traditional schooling, making use of community resources and energies, open and flexible methods and a variety of technologies, methods and materials. A great deal of experience has been gained over the last few decades, but national policies have not acted with sufficient conviction upon the lessons learnt in this domain. It seems clear, however, that the less developed countries' policies to promote inclusion and increase opportunities in basic education should pay closer and more systematic attention to the school system's non-traditional institutional resources and technologies.

2. We must promote systematic human rights education and its reestablishment in each country and culture

Human rights provide a very important normative foundation for education for living together. They constitute the basic reference in the promotion of education in and for human coexistence at the turn of the twenty-first century.

The sphere of influence and normative force of human rights have increased considerably in the last few years. This reflects a change in the sensibility of societies compared with the confrontational styles that prevailed even a few decades ago. However, alongside the victory of these ideas, there is some scepticism or weariness regarding the chances of achieving their effective realization.

We must look at this process in its historical perspective. In the last part of the twentieth century, we have made great strides in building international agreements and consensus about what we consider valuable and what we consider unacceptable for humankind. The human rights tradition is based on the belief that over and above distinctive characteristics, people from different countries and cultures are capable of sharing basic values and of agreeing on a few common commitments.

The universality or specificity of human rights has been much discussed. No one holds the monopoly over the interpretation of cultures and values. We must understand that human rights are one of the traditions that we have devised in order to communicate with each other and debate on a core of ethical issues that affect all human beings. Alongside this tradition in the process of construction, different cultures and ways of seeing the world can coexist and dialogue.

Human rights education should be a priority at all levels of education. Education should promote new ways of understanding and cultivating human rights. While substantial progress has been made, this priority needs to be reflected in curricula and in the training of teachers and educational leaders in every country. One of the goals of this conference should be to conceive clear commitments in this regard.

3. We need to define the outlines of a global education based on knowledge of diversity, dialogue and cultural mixing

We human beings tend to overrate the qualities of the groups and cultures to which we belong, and to nurture prejudice against the others. Will it be possible to design a form of education enabling conflicts to be avoided or resolved in a peaceful manner, by promoting knowledge of others, their culture and spirituality.

The main problem is that the education systems within which education for living together must be provided have historically been based on the glorification of the national culture. They are nearly always based on principles that stem from beliefs that prevailed before the planetary era. In the school systems of many countries, there are still substantial problems regarding the ideas that are taught. Racial prejudice, neo-colonialist visions, one-sided conceptions of science and knowledge continue to be presented to the young generations, impeding awareness of the basic unity of the world around them.

In the last few decades educational policies based on the premise/postulate of a homogeneous national culture have been subjected to critical review, which has given rise to the expression of cultural diversity in schools. However, our schools today are still very limited instruments for promoting the new model of thought that is now required to enable humanity to coexist in peace.

Education in the twenty-first century has a twofold mission: to teach about diversity and the problems of the human species and to help to raise awareness of the similarities and interdependence that exist among all human beings. If the young are taught to adopt other people's point of view, misunderstandings that could lead to hatred and violence in adults can be avoided. But is it merely a question of inculcating feelings of tolerance? Will this be sufficient to overcome the brute force of indifference?

How much time is devoted in schools to learning about and interacting with the realities of other social groups, cultures or countries? Through schools we must cultivate the idea that the peaceful survival of humanity depends on the promotion of global sensibility and knowledge. To educate people to live together, it is necessary to bring about a reform of the way in which schools represent the world and the destiny of the peoples that inhabit the planet.

It is an immense but inescapable task. The development of the peaceful coexistence of humanity demands that we reconstruct the core of moral education. And this core cannot be based only on the cultivation of fine feelings: it must touch upon the structuring of scientific knowledge and the aesthetic, social and philosophical experience that schools promote.

Perhaps the greatest cause for concern is not what is taught but what is not taught. Throughout the world emphasis is being laid once more on the school's role in the development of moral values. But can one value, cooperate and coexist with someone one does not know? If the realities are not known, affections cannot be cultivated. There is no feeling of cooperation or fraternity that can grow when tended by the hand of ignorance.

In the last few decades the need to reflect on cultural diversity has become obvious in a world in which strong manifestations of the tendency to extol the local culture exists alongside one another and are sometimes accompanied by a dangerous rejection of those who think and act differently or possess different cultural values. Peaceful coexistence in tomorrow's world will only be possible if we can build shared values founded on the celebration of our differences.

The significance of this conference

The three ideas that I have put forward concerning the role of education for living together in the twenty-first century point to the need to reaffirm the principles and objectives recognized by the international community and at the same time to re-evaluate the strategies and instruments that we use for achieving them.

From the global standpoint, we do not lack the intellectual, technical or economic resources for addressing the problems. But only intellectual cooperation, renewed in spirit and endowed with greater resources, will be able to generate the instruments that we need. Sustained and resolute action by the international community, States, non-governmental organizations, groups and individuals all over the world are the means to secure the basic conditions for the full development of harmonious relationships on the part of each human being. Through cooperation we can transform the globalization of problems into a mobilization of educational energies worldwide.

Institutionalized education has a key role to play in building human coexistence. But we should not deceive ourselves. Bringing about the necessary conditions for living together in tomorrow's world does not depend only or mainly on education.

The human species is a large and diverse family. Differences of race and religion, nationality and ideology, gender and sexual preference, economic and social position must be rethought in terms of that fundamental unity. Will we be able to direct our educational efforts along this path?

We share the earth, we share development. That is the basis on which education will be able to make its contribution to living together in the twenty-first century. Today we are being given a new opportunity. Our task is to turn it to account.

Thank you.

ANNEX II**Opening address by Mr Koïchiro Matsuura,
Director-General of UNESCO**

Mr. President,
Distinguished Ministers of Education,
Distinguished Heads of Delegations,
Ladies and Gentlemen,
Dear Colleagues and Friends,

It gives me great pleasure to welcome you to the 46th Session of the International Conference on Education (ICE). I would like to immediately express my sincere thanks to you, Mr President, for your opening address, which provided a number of perceptive observations highly relevant to the thematic issues that this Conference will examine. I would also like to thank the Swiss Federal authorities and the authorities of the Republic and Canton of Geneva for the long-standing hospitality they have offered to this Conference and to the International Bureau of Education (IBE). Geneva is truly an international city and it is a pleasure to resume here the great tradition of the ICE after an interval of five years.

I am pleased to see so many ministers and vice-ministers here today. Their presence testifies to the uniqueness of this international forum and to their interest in its thematic concerns and the importance of Education for All. With the greatest respect to the other participants, I would like to emphasize that this is, without question, your conference. Indeed, it is the centrality of your presence, participation and contributions that gives the ICE its distinctive quality compared with other international conferences on education.

However, a vital ingredient of the ICE is the contribution by other participants from the domains of academia, research, international cooperation, and civil society, drawn here by their interest in the Conference's themes and the very nature of the event itself. Your active participation in the Conference is warmly welcomed. Thus, I am pleased to welcome the representatives and observers of non-Member States, United Nations agencies, inter-governmental bodies and non-governmental organizations.

I would also like to express my gratitude to all those who have helped in the preparations for this Conference by providing intellectual and/or financial contributions: the ministries of education, research centres and training institutions of several countries (Argentina, Canada, Cuba, the Czech Republic, Denmark, Finland, France, Germany, Japan, Malaysia, the Netherlands, Norway, Spain, Switzerland); the Commonwealth of Learning; the Training Programme for Bilingual Intercultural Education for the Andean Countries; the BERUM Project in Peru; the Graduate Institute for Development Studies in Geneva; the Cité des sciences et de l'industrie in Paris; the NGO Centre for the Study of Violence and Reconciliation in South Africa. Last but not least, I would like to both thank and congratulate the IBE Council for its hard work, dedication and creativity in designing and preparing this year's Conference; the Council's Chairperson, Mr Pieter De Meijer, Chairman of the National Commission for UNESCO of the Netherlands, deserves our particular thanks.

The ICE is an event with a rich and interesting tradition. Under the name of 'the International Conference on Public Education', it was first organized in 1934 by the International Bureau of Education at a time when militarism and fascism were on the march. From 1947 onwards, each Conference was organized jointly by the IBE and UNESCO. Since 1969, when the IBE became an integral part of UNESCO, this event has been known as the International Conference on Education.

As the only event addressed to all of the world's Ministers of Education, the ICE serves as a unique international forum for high-level dialogue on educational issues and their policy implications.

The International Conference on Education, like the IBE, is an integral part of UNESCO. Notwithstanding the lapse of time since the 45th Session, the ICE is one of the most important events in the Organization's calendar. It is my honour and responsibility to invite the participants. Meanwhile, it is the General Conference of UNESCO that approves the themes of the ICE in light of proposals submitted by the IBE Council, whose members are chosen by the General Conference. Through the national reports submitted to the ICE and the presentations, discussions and exchanges occurring during the Conference, an abundance of data becomes available to the IBE and to UNESCO more widely. I can assure you that UNESCO greatly values this occasion as a singular opportunity to listen to and interact with many of the world's key decision-makers in the field of education.

As with all the other activities organized by the IBE, the International Conference on Education is embedded within the framework of the UNESCO's Medium-Term Strategy (2002-2007). In fact, the timing of the ICE could not be better, coming as it does just weeks before the Strategy will be submitted to the General Conference for approval. The leitmotif running through the next Medium-Term Strategy is the following: "Contributing to peace and development in an era of globalization through education, the sciences, culture and communication". For UNESCO, the unifying theme shaping all of its programmes and activities is the challenge of humanizing globalization so that it works for everyone, not just for a privileged few. Central to the process of giving globalization a human face is education, especially in terms of globalizing the right to education so that good quality basic education is available to all.

It is also very timely that the ICE is being held now, when the Dakar follow-up process is gathering much momentum. The meeting of the World Education Forum in Dakar, Senegal, in April 2000 was a decisive turning-point for UNESCO. As required by the Dakar Framework for Action, UNESCO has placed the outcomes and priorities of Dakar at the heart of its work. Building upon the reform and structuring that I initiated and completed, UNESCO has refocused its education programme within the Medium-Term Strategy and is fulfilling its mandated role of coordinating EFA partners and maintaining their collaborative momentum. Let there be no mistake: Education for All is UNESCO's highest priority for the period ahead and, thanks to the commitments freely made in Dakar, we are not alone in this endeavour. Without effective partnership, the EFA goals will not be reached. With effective partnership, we have a good chance of achieving something quite remarkable. The true test of partnership will be found at the country level, where the combined efforts of national and international actors must be primarily focused.

Consequently, UNESCO accords great importance to the theme of this year's ICE – "Education for All for learning to live together: contents and learning strategies – problems and solutions". It is most timely and appropriate that the ICE is to address this theme shortly before the 31st session of the General Conference. The outcomes and recommendations of the ICE will be immediately channelled into the deliberations of the General Conference in October and November. I believe that this will serve as a great incentive to make our discussions, debates and decisions in the next few days as relevant and well-conceived as possible.

Ladies and Gentlemen,

The theme of "learning to live together" must be addressed from two main angles: first, from the perspective of social cohesion, harmony and non-violence within our societies, and second, from the perspective of international peace, mutual understanding and friendship between our societies. These dimensions, of course, are connected: a country at war with itself may also be a

threat to its neighbours, and external wars have a habit of generating many internal conflicts and tensions. Concern for the contribution of education to world peace, international understanding social cohesion and non-violence has always been at the heart of the ICE's deliberations. It is precisely for this reason that it has maintained its relevance for almost seventy years. Through the choice of theme for this session, the ICE shows once again how close is the link between the themes of its debates and the priorities of the whole international community.

At this Conference, we have a golden opportunity not only to reinforce the commitments made in Dakar to achieve quality basic education for all by 2015 but also to reflect further upon the meaning and purpose of Education for All. What does quality basic education for all mean? What aims and purposes explain and justify the enormous efforts required to achieve it?

In this regard, it is important to note that the Dakar Framework for Action clearly links the improvement of the quality of basic education to the effective acquisition of literacy, numeracy and essential life-skills. What is literacy today if it does not develop our ability to communicate so that, by opening local, national and global participation to everyone, our personal freedom is enlarged? What is numeracy today if it does not develop our ability to analyse and organize data concerning the many dimensions of our lives and enhance our capacity to participate in the knowledge society? Clearly, literacy and numeracy are not merely technical but are social in character, vitally linked to our capacity for personal freedom and social action.

And what do life-skills mean today if they do not embrace the desire as well as the ability to live together in peace? The term "essential life-skills" must include the abilities to mix with others, cooperate, communicate, undertake joint actions, participate, and build mutual trust as well as self-confidence.

These considerations convince me more than ever that EFA makes good sense for many kinds of reasons but the core of the rationale for EFA is ethical; it concerns the rights of each person to fulfil his or her potential and to live a full human life in society. Living in peace with one another is an integral part of this vision. And learning how to live at peace with others is an indispensable part of all education.

But we still have a long way to go. Since the last session of the ICE, the world has moved into a new century and, indeed, a new millennium but we remain beset by familiar problems. Thus, different groups and entire communities in all the regions of the world continue to suffer from the effects of war, internal conflicts, injustice, poverty, intolerance, racism, marginalization, and different forms of violence. The basic rights of millions remain unfulfilled, including those which go to the heart of personal and group identity such as language and culture. The world remains a place where the conditions for living at peace with one another are fragile and are particularly vulnerable to the resentments arising from injustices and structured social inequalities.

The main educational preoccupation of the past century was to guarantee wider access to educational opportunities but much remains to be done in many countries. The achievement of quantitative educational goals is still important where universal primary education and universal literacy are far from being realized. At the beginning of the twenty-first century, however, the quality of basic education must also be improved so that everyone is well prepared for participation in modern life. Each of us needs the tools, aptitudes and values essential for facing a world of rapid change, increasing complexity, widespread uncertainty, and inter-dependence. Above all, a basic education that fails to equip us to live together peaceably does not deserve to be called an education of genuine quality.

Ladies and Gentlemen,

I have been very impressed by reading a preliminary analysis of the content of the national reports prepared for this Conference. Clearly, much progress has occurred in raising awareness about the need to educate in favour of values, concepts and capacities that help young people to learn how to live peaceably together and, just as important, encourage them to want to live peaceably together.

The analysis contained in the Conference's main working document is very useful. It shows how human rights, the protection of cultural diversity, respect for local languages and mother tongues, the call for peace and the peaceful resolution of conflicts, and the application of scientific procedures and new technologies are being incorporated into the planning of curricula and other aspects of national policy-making.

We also note that Ministries of Education have identified a number of problem areas and related questions. How can learning about peaceful daily life be developed within formal school settings? How can the importance and urgency of this educational issue be matched with available resources? How can learning about peaceful daily life be incorporated into a framework of lifelong learning opportunities for all? Moreover, in many of the preparatory meetings organized by the IBE in various regions of the world, a common refrain has been that violence is a fact of life in many schools. We believe that these critical appraisals arise from an increasingly firm resolve to face these problems squarely: first, by recognizing them; second, by sharing them; and, third, by learning co-operatively to overcome them.

I also applaud the way in which good practices and viable innovations have been collected by the IBE, with the support of UNESCO's Education Sector, the country, cluster and regional offices of UNESCO, national commissions, and numerous non-governmental organizations, especially those NGOs representing teachers involved in education for learning to live together. These lessons from practice show that solutions to existing problems do exist, that such solutions are plentiful and diverse, and that greater knowledge of them can help us to provide fresh responses to the difficulties faced on a daily basis by teachers and pupils alike.

Many ideas and much information will circulate during this Conference. I hope that those responsible for national education will be able, as a result, to make better, more informed decisions. It is important that the duly constituted national authorities do indeed retain the will and capacity for decision-making in education. Some analysts have argued that, given the influence and effects of globalization, the nation-state is losing its validity. I do not agree. On the contrary, I am convinced that the state's guiding role and the legitimate and authoritative character of its policies are more important than ever. On the other hand, we must acknowledge that the definition of the state's role and the performance of its functions are under challenge from a variety of forces: for example, the internationalization of knowledge, the shifting balance between centralization and decentralization, and the sheer variety of national and local policy options available.

In addition, quite a number of countries are seeing new actors enter the national education picture. A few of these new actors are international in character, but most are national and local. Some of these actors may not be so 'new' but, due to processes of decentralization, improved communications or democratization, they may be finding their voices or strengthening their presence in the educational domain. UNESCO clearly encourages all states and public authorities to fulfil their core obligations towards education; at the same time, we recognize that the state cannot do everything and need not do some things only by itself. Thus, in regard to certain educational responsibilities, the state may find it useful to build strategic alliances with civil society institutions

and the private sector. Within an overall framework of state regulation, monitoring and quality assurance, considerable advantages and benefits may ensue.

In recognition of such trends, and in keeping with the clear message from Dakar about the need to involve civil society more actively in all aspects of the EFA process, a Special Session will be held on Saturday. This Special Session, which I will chair myself, will be devoted to “the involvement of civil society in promoting education for all”. UNESCO is convinced that productive state/civil society relations in the field of education are necessary not only for achieving the quantitative and qualitative goals agreed in Dakar but also for assisting the design and implementation of initiatives for learning to live together. Partnership and cooperation begin at home.

Obviously, the way to promote effective and appropriate education for living together is not the same in all cultures and in all contexts. However, in this globalized world, the intelligent and creative combination of relevant global strategies with a diverse range of local and national solutions offers the greatest promise.

I very much look forward to the outcomes and recommendations of this Conference. I am sure that you will find that the theme of ‘learning to live together’ intersects with many of your most pressing concerns, ranging from violence in the classroom to the use of information and communication technologies (ICTs), from language teaching to citizenship education within the perspective of lifelong learning. The framing of these issues, problems and concerns within the context of Education for All shows that it is quite wrong to see EFA just in terms of quantitative developments, important though these are. The agenda of EFA must be seen to include the improvement of the quality of basic education. This is our shared challenge.

Thank you.

ANNEX III**Opening address by Ms Martine Brunschwig Graf,
State Counsellor, Head of the Swiss Delegation**

Mr President,
Excellencies,
Distinguished Ministers and Heads of Delegation,
Mr Director-General of UNESCO,
Madam Director of the IBE,
Ladies and gentlemen representing teachers, parents, the world of science and civil society as a whole,
Dear friends and conference guests,

On behalf of the Swiss Confederation and the Republic and Canton of Geneva, I have the pleasure to extend warmest greetings to you. We are very proud to host in Geneva a conference that, for the 46th time, has placed education and the future of all the world's young people at the forefront of its concerns. Geneva, the seat of the International Bureau of Education, the centre of activity where Jean Piaget chose to carry out his most important work, is thus honoured and ready once again to fulfil its vocation as host and venue open to all those who are working to improve people's living conditions.

During the next four days we will have the opportunity to get to know each other better and strengthen our ties in the discussion workshops and plenary meetings and on the less formal occasions of the scheduled fringe events. Here and now I have the pleasure of inviting you to the reception to be held by the Swiss delegation this evening at the Hotel Intercontinental.

We can only thank the International Bureau of Education, which organized this conference, for having scheduled the meetings in such a way as to afford opportunities for exchanges of views and socializing so that we can strengthen our ties as education officials from all over the world. We will thus demonstrate that the expression "living together", the common thread running through our work, is not a mere slogan – far from it. We will be able to show that we intend to apply the values and principles that underlie this goal, in particular the respect and willingness to listen that are indispensable to all democratic debates.

International dialogue, exchanges of experience or, to use the terms suggested by UNESCO, "the dissemination and sharing of information and best practices" are the core of the IBE's mission and the goal of the 46th session of the International Conference on Education. In that regard, I wish to stress that we already have an excellent point of departure thanks to the Conference's preparatory work.

I should now like to pay tribute to the Director and staff of the IBE for the quality of the documents submitted to us, which provide valuable considerations for our debates. They encourage us to compare ideas and bring us face to face with our responsibilities.

For example, by showing us that social cohesion and cultural diversity are two of our societies' major challenges in a globalizing world, they remind us that schools play a central role in the training of the world's citizens.

I could hardly say anything else since, being responsible for educational policy in the Republic and Canton of Geneva, I see every day the challenges of communal life in educational institutions attended by students of over 80 nationalities in some instances and with different

mother tongues! And what about Switzerland, with its 26 autonomous cantons and school systems, and its 4 national languages? We shall certainly be keenly interested in the topics discussed during the next few days, particularly those concerning the role of languages in people's ability to live together in a climate of respect for each other!

You experience similar problems that are often compounded by very different financial, economic and social conditions. We all know that we must endeavour to combine the need for an identity with the obligation to respect diversity. We all feel that school is a crucial factor, even though we must be brave enough to say that it cannot do everything. Defining its future role and agreeing on innovative and indispensable educational procedures does not mean that we should be silent about the responsibility of all sectors of society.

Blaming schools for all the world's problems is as dangerous as disregarding them and depriving them of all scope for action. We must commit ourselves to quality education for all. We need to be able to rely on the competence and professional commitment of teachers, on educational tools that are suited to the learning processes and on adequate structures and financial resources. But schools cannot live without support from the members of society and the goodwill of all, parents, families and citizens, in applying and transmitting the principles that teachers undertake to develop in educational establishments.

Respect, receptiveness, a feeling for debate and democratic practice are values and principles that schools must apply and develop. But these values and principles must not remain the exclusive preserve of the school or stop at its doors.

We are here to reflect together and to share our successes and our problems. No country, no expert can claim to have miracle solutions in the field of education. We all face the same need to change and adapt education systems to the needs of those who will tomorrow be responsible for our planet's future. That makes us modest and enquiring. I also hope it will encourage us to be willing to listen, to dialogue and to share. That would no doubt be the best guarantee of this conference's success!

Thank you for your attention.

ANNEX IV**Opening address by Mr Abraham B. Borishade, Minister of Education of Nigeria
and President of the 46th session of the International Conference on Education**

Honourable Ministers,
Mr Director-General,
Your Excellencies,
Madam Director of IBE,
Distinguished Delegates,
Ladies and Gentlemen,

It is with great humility that I rise to thank you all for the confidence you have reposed in me by your unanimous gesture of electing me to guide, with your cooperation, the deliberations of this 46th session of the International Conference on Education, which is taking place at this moment when we are all girding our loins to face the challenges of a new millennium.

Beyond my person, I consider your gesture as an honour to my country, and our President, Chief Olusegun Obasanjo, joins me in thanking you all. The honour is also, of course, being shared by our dear continent of Africa. In that context, I am most grateful to my colleagues from the African continent who kindly proposed my candidature for this position of honour and to all of you from all regions of the world for your generous acceptance of their proposal.

Please allow me at this point to pay due tribute to our outgoing President of the 45th session for her devotion and commitment in guiding our last session to a successful conclusion. Mr President, please accept our thanks for your exemplary performance and contribution to our corporate work.

It is my determination to uphold the established excellence of our Conferences and with your help and support I am sure our deliberations and their results will live up to the high expectation of us all.

Dear Colleagues,

At its 30th session two years ago, the General Conference, in a forward-looking resolution, recognized the renewed mandate of the International Bureau of Education and the importance of the contribution that it is called upon to make for the achievement of the Education for All Programme of UNESCO. That resolution also bid the IBE to promote policy dialogue between decision-makers, researchers, educators and other partners in the educational process by organizing the 46th session of the International Conference on Education which, taking account of the four pillars of the Delors Report – in particular “Learning to live together” – will focus on ways of ensuring that each learner masters the knowledge, skills and attitudes required for the individual’s and the society’s intellectual and moral development.

This is the mandate of our gathering and this is the challenge for our deliberations in the next few days; our deliberations which are placed under the label of “Educational content and learning strategies for living together in the twenty-first century; problems and solutions”.

Dear Colleagues and Mr Director-General,

Dialogue and exchanges of ideas have always been essential hallmarks of the functioning of the International Conference on Education. And in the true spirit of dialogue, wide-ranging consultations have taken place in preparation for this Conference, involving Member States and

their educational institutions, Ministers of Education, Members of the IBE College of Fellows and several other specialists in the field of education. This preparation has resulted in the rich and varied materials that we have before us, to help our discussions.

The hard reality today in education in many Member States is that in spite of the valiant efforts made in many countries, the achievement of our set goals in education, continue to elude us. It is true that there has been some progress and some achievements, most of them very laudable. But the stark reality is that we are far from achieving our aspiration of providing appropriate relevant and meaningful education for the individuals and for our societies.

So our duty here is, through exchange and dialogue, to fashion out plans for pooling our intellectual resources and sharing our practical experiences in a corporate effort to move our societies forward towards the excellence required for ensuring education for all, quality education for all, and education that is conducive to helping us meet the challenges of this dawning millennium – particularly the challenge of learning to live together.

Dear Colleagues,

You will soon be called upon to examine for approval the plans proposed by the Secretariat and our Bureau for the pursuit of our work at this session. It is a plan full of innovation and crafted out for maximum interaction among the participants and for ensuring the most in-depth examination of the many facets of the value and quality of Education for All. This, I am persuaded, will afford us the opportunities for intensified international dialogues and exchanges of experiences on the contents, the methods and the structures of teaching and education and at every level.

In reviewing the draft programme of work, I would humbly ask you to have firmly in mind the expected results of our deliberations and the proposals and recommendation that we hope will emerge from our work. We should ask ourselves to what extent are these plans suited to the full and thorough examination of the existing situation in education, are they properly geared towards enabling us to determine the “criteria for selection and organization of the contents and methods of our education” and finally, would the proposed format of work help us identify issues of shared concerns by all and the best practices as they exist today?

Dear Colleagues,

If at the end of our deliberation at this session we achieve these goals and we are able to present proposals and recommendations for strengthening national capacities for articulating and implementing innovative and effective educational policies and reforms; if our recommendations are truly geared towards sharply refocusing the Education for All movement and giving new life and meaning to the now established dialogue between our nations, through our Ministers of Education and other stakeholders in the field of education; if our proposals are clearly tailored for contributing to the strengthening of the “links between education, peace and the capacity to live together, then we would have made a meaningful contribution to the progress of the global effort in favour of education, that gathered force in Jomtien, some 11 years ago and which more recently has been reinvigorated in Dakar. And through our success here we would have moved further ahead in our preparation for confronting the educational challenges of the twenty-first century.

Dear Colleagues,

I have no doubt that together we will succeed in reaching our laudable goal.

I wish you “bon courage” and all success at this 46th session of the International Conference on Education on Education. And I thank you for your attention.

ANNEX V

**Address by Mr John Daniel, Assistant Director-General for Education,
during the award of the Comenius Medal**

Mr President,
Ladies and Gentlemen,

It is a privilege to address you, on behalf of the Director-General of UNESCO, Mr Koïchiro Matsuura, at this Award Ceremony for the Comenius Medal. The Comenius Medal recognizes educators and researchers, as well as particular initiatives in education, for the excellence and outstanding quality of their work. When UNESCO and the Government of the Czech Republic created this award, we agreed to celebrate all those men and women who, like Comenius, help us build visions for a better future.

Mr President,

This ceremony takes place at the first international gathering of educational policy-makers since the World Education Forum was held in Dakar, Senegal last year. The Dakar Forum followed a series of important international events, going back at least to the Educational for All conference that was held in Jomtien, Thailand in 1990.

Through these events the international community has been trying to address with what some have called the greatest moral challenge of our time, namely the fact that hundreds of millions of our fellow human beings cannot exercise their right to receive an education.

Let me briefly remind you of the six goals that were agreed in Dakar.

First, to expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children. At present, of the 800 million children in the world who are under six years of age, fewer than one-third benefit from any form of early childhood care and education.

Second, to ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to – and complete – free and compulsory primary education of good quality. Progress is being made. The net enrolment rate in primary school, which was under 65% in less developed regions in 1970, had risen to 85% by 2000. However this still leaves 113 million children, 60% of whom are girls, out of school.

It is estimated that there are another 100 million children who start school but are taken out and put to work in homes, factories or armies before they have learned to read, write and use number. Sixty per cent of these uneducated children are in countries in conflict or post-conflict situations – adding to the difficulties.

Third, to ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programme.

Fourth, to achieve a 50% improvement in the levels of adult illiteracy by 2015, especially for women, and equitable access to basic and continuing education for all adults. At present one in four of the adult population of our planet, some 800 million people, have their personal lives and the development of their communities blighted by illiteracy.

Fifth, to eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to – and achievement in – basic education of good quality.

Sixth, and finally, to improve all aspects of the quality of education so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

At the World Forum in Dakar the international community charged UNESCO with coordinating the collective effort to progress towards these goals. That is the agenda for Education for All which will be my daily challenge at UNESCO as new Assistant Director-General for Education.

The challenge is so great that we cannot rise to it simply by extending our existing methods and practices. We need innovative approaches to the deployment of media, communications and technologies. We need innovations in the way we train and deploy and respect teachers. We need to develop new and more imaginative ways of cooperating and working together; we need the leadership and commitment of men and women like those we are rewarding today.

Through you, the laureates of the Comenius Medal, I hope that we can achieve greater mobilization and commitment of the academic community and the intellectual community at large, in the collective effort required to meet the challenge of Education for All.

Mr President,
Ladies and Gentlemen,

My admiration of Comenius is based on a rather general knowledge of his work. I am looking forward to hearing Dr Sook Jong Lee, who is a Comenius specialist, speak on behalf of the laureates and help all of us to understand better the importance of this visionary educator. However, I do know that Comenius philosophy and educational thought were sometimes considered too grandiose or too general for the mental outlook of the seventeenth century.

Indeed, his “Via Lucis” – the way of light – is as visionary today as it was when he wrote it. Failing to meet the Education for All challenge would send us back to a “way of darkness”; and that would certainly be incompatible with the mental outlook of the twenty-first century.

Ladies and Gentlemen,

Before closing, I should like to thank Mr Pieter de Meijer who, in his capacity as President of the Council of the International Bureau of Education, chaired the Jury appointed to evaluate and select candidates for the Comenius Medal. The task and the responsibility involved were very difficult in view of the wealth, diversity and quality of the proposed candidates. However, when Mr de Meijer introduces the candidates to you in a few moments, you will be able to ascertain, as I have, that the Jury has made the right and relevant choices.

I am also very grateful to the Ministry of Education, Youth and Sport of the Czech Republic, which not only enabled UNESCO to establish the Medal – as a joint undertaking – but continues to work with us to increase the number of Comenius heirs.

Lastly, I wish to congratulate all the candidates on the exemplary nature of their devotion and competence, to let them know that we are relying on them in the ongoing battle against exclusion, ignorance and poverty entailed in the challenge of Education for All, and to express to them my admiration and pride in awarding them the Comenius Medal.

Thank you for your attention.

ANNEX VI

**Address by Mr P. de Meijer, President of the IBE Council,
during the award of the Comenius Medal**

Mr President,
Excellencies,
Honourable Ministers,
Distinguished Laureates,
Distinguished Delegates, Representatives and Observers,
Ladies and Gentlemen,
Dear Friends,

As President of the Council of the International Bureau of Education it is an honour and a threefold joy to address you tonight.

My first joy, which has nothing chauvinistic about it, is to be doing so as a citizen of the Netherlands, my country, which was home to Jan Amos Komensky, also known as Comenius, for the last fourteen years of his life until his death in November 1670. And it was in my home town, Amsterdam, that Comenius also published most of his works, which then spread throughout Europe and beyond.

My second joy is to be doing so at the 46th session of the International Conference on Education, during which ministers and heads of delegation, delegates, representatives and observers are considering together the best ways of achieving progress in Education for All, particularly the quality of education, with a view to “living better together”. Comenius would have felt perfectly at ease among us for, to quote Jean Piaget, “the education system proposed by Comenius is universal by its very nature; it is intended for all people irrespective of differences in social or economic status, religion, race or nationality”. And Piaget even added that “Comenius would have applauded modern campaigns against illiteracy, viewed as basic education and social reintegration campaigns”.

With regard to the 46th session of the ICE, Comenius would have found without any difficulty a key position on some of our panels.

In Workshop No. 1, for example, he would have made the point that moral education (or civics as it is now called) is functional above all and that it emphasizes his preference for real-life practice rather than verbal constraints or lessons. He would also have said no doubt, in Workshop 2 on the subject of violence, that “blows have no power to inspire love of scholastic endeavour, but they are most capable of arousing aversion and hatred”.

He would also have felt at ease in Workshop 4 on languages, as the author of the famous “*Janua linguarum reserata*” (The Gate of Tongues Unlocked), a textbook for teaching Latin which was translated into all the European languages and into Arabic. The book was composed of 100 chapters, which contained a thousand sentences compiled on a particular subject (the universe, animals, human beings, etc.). Opposite the Latin, the text was provided in the vernacular language so that it could be understood immediately. And Comenius did more than this: instead of getting lost in a large number of rules, the child was led, through language practice, in short simple sentences, to discover particular grammatical forms. Comenius also recommended that “instruction should begin in the mother tongue” and, for the purpose of language learning, encouraged people to travel to other countries.

He would also have appreciated Workshop 6 since, in his widely known book “Orbus pictus sensualis” (The Visible World in Pictures), he actually used the most modern technologies of the day to produce the first illustrated children’s book. Applying the idea that the child must have direct contact with what it is learning, Comenius linked each sentence of the text to a specific picture and the details in the pictures were numbered and cross-referenced to each of the corresponding words.

Lastly, Comenius would have been fascinated by all the themes of the ICE and by the new line of emphasis of the activities of the IBE as UNESCO’s specialized centre for educational content, structures, methods and resources. In his best known work “Didactica magna” (The Great Didactic), he was one of the first to emphasize content and to consider that education should be based on a precise method. He also pointed to the need to lighten curricula and to organize them in such a way as to avoid confusion among pupils, saying that “the art of teaching merely calls for good distribution of time and subjects”.

So, the portrait of Comenius that we have before us during this ceremony is not that of a man of the past but of a man “of all times”, an educational genius who has even been called at times “the Galileo of education”.

My third joy is derived from your presence here as laureates of the 2001 Comenius Medal, the first of the millennium. The Jury, which I had the honour to chair and whose choices have been endorsed by the Director-General of UNESCO, had a very difficult task before it. You have been selected from among more than 40 candidates from all over the world. The Jury would have liked to reward 15 or 20 candidates, but its statutes allow a maximum of only 10 awards. I shall in a moment introduce each of you briefly, but I can already say that you are all worthy spiritual heirs of Comenius and that, through your action in very different parts of the world and under very different conditions, you have done outstanding work in advancing the cause of quality education and in building a more human world. I congratulate you and thank you on behalf of all the participants in the 46th session of the ICE and all the teachers and children of the world.

ANNEX VII**Address by Mr Eduard Zeman, Minister of Education of the Czech Republic,
during the award of the Comenius Medal**

Mr Director-General,
Distinguished Colleagues,
Ladies and Gentlemen,

I am personally very glad and honoured to take part again in such an important event, in the ceremony of awarding the Jan Amos Comenius Medal, joint medal of the Director-General of UNESCO and the Minister of Education, Youth and Sport of the Czech Republic, to five most deserving scholars and three pedagogical teams throughout the world, who substantially contributed to current development of pedagogical sciences in the whole world.

We live in a time of rapid and almost unpredictable social changes, which on a global scale necessarily influence the role and status of not only individuals and whole educational systems, but also your work as specialists in pedagogical sciences. Indeed, education is an immensely powerful instrument in the service of society, which could be utilized for the positive formation of the young generation. Nowadays, the mere development of learning skills and the cognitive capacity of individuals no longer suffices. Other qualities and values – spiritual, ethical and aesthetic – need to be acquired and a positive attitude to other people and to society as a whole should be developed. The educated nation, which has a constantly active approach to better and better education, has the only chance to survive on the side of the prosperous nations, in this economically split world. The only way how to cope with such a situation is systematic attention to educating all people, the care of education as such.

Education for partnership, cooperation and solidarity within the globalizing world has become one of the main targets of the National Programme of Development of Education in the Czech Republic. We seek to promote a concept of life without conflicts and negative attitudes not only within the national community but also with respect to other nations, linguistic groups, minorities and cultures. We wish to bring up generations of people, who will be able to accept and respect even considerable differences among peoples and cultures of today's interrelated world.

Your predecessor and colleague, Jan Amos Comenius, pedagogue, philosopher and humanist, whose medal you have been awarded today, was born more than 400 years ago on the territory of the contemporary Czech Republic. His importance exceeded the regional framework. His ideas and concepts had a fundamental influence on European as well as world pedagogical thinking and moved the development of education and training in society well ahead. Today, in our turbulent and divided world the ideas of Jan Amos Comenius about the necessity of bringing people close together for a happier life in the future are still appealing to us. Deep contrasts in the development of modern civilization have shaped the world as a place full of violence and misunderstanding. To seek solutions to these problems should be the main task for the generations which have entered the twenty-first century. The motto of the present 46th session of the International Conference on Education – “Learning to Live Together” – is proof that the world community in dealing with education is well aware of such issues and has no intention of ignoring them.

The awarding of the Jan Amos Comenius Medal is an important moment in particular for you, this year's laureates, who are directly involved here and now. The award of the Medal is in a very real sense public recognition, an award, which on the basis of democratic decision has been made by the jury and confirmed by the signatures of the Director-General of UNESCO and the Minister

of Education, Youth and Sport of the country which gave birth to one of the greatest teachers of all time – Jan Amos Comenius.

I would like to express my gratitude to all of you who have been presented today with the Comenius Medal for your lifelong commitment to education, for your professional work and for the permanent and devoted effort you have dedicated to raising the level of education as a whole all over the world. I am convinced that you will continue – as you have done hitherto – to bear your share of responsibility in such an irreplaceable activity for the benefit of the human race. I wish you full success in your work and in your personal life as well.

I am glad to use the opportunity of this ceremony to invite you personally, laureates of the Comenius Medal, to visit the Czech Republic and to have an opportunity to learn more about the life and work of Jan Amos Comenius, to get acquainted with the rich history and the pulsing reality of present-day life of this country in the heart of Europe. You will have a chance to know more about the Czech Republic and judge for yourselves how far the ideas of its famous citizen – pedagogue, philosopher and humanist Comenius – have come true.

I wish you, distinguished colleagues, as well as the whole world community, to devote your efforts, in cooperation with UNESCO and other international organizations, to safeguarding and strengthening the principal ideas of society – democracy, human rights and respect for man – and to contribute to the positive and dynamic overall development of man, which is primarily based on the level of general education combined with individual creative ability.

I am looking forward to welcoming you, distinguished laureates of the Comenius Medal, within a few days in Prague, the capital of the Czech Republic.

ANNEX VIII**Address by Mr Koïchiro Matsuura, Director-General of UNESCO
at the opening of the special meeting on the involvement of civil society
in promoting education for all**

Honourable Ministers of Education,
Representatives of civil society,
Ladies and Gentlemen,

It is a great pleasure to be with you today for this Special Session of the International Conference on Education (ICE). It is highly appropriate that this Special Session, on the theme of the involvement of civil society in Education for All (EFA), occurs on a day when citizens around the world, governments, politicians, voluntary associations, grassroots workers, teachers, children and many others are celebrating International Literacy Day. In doing so, they are expressing, directly or indirectly, their commitment to the goals shared by everyone in the global EFA movement.

We all have witnessed the lively discussions here at the 46th Session of the ICE. Major issues have been addressed, such as learning to live together in our conflict-ridden world, the complex relationship between globalization and education, and the urgent need to reinforce the ethos and practice of participation at all levels, not least in regard to EFA processes. Allow me to explain, therefore, why this Special Session has been convened.

Since becoming the Director-General of UNESCO in November 1999, I have made the promotion of dialogue with civil society one of my foremost concerns, especially with reference to EFA. At the meeting of the World Education Forum in Dakar in April 2000, I intervened to ensure the wider participation of civil society in that crucial event. Since then, the encouragement of dialogue with civil society on EFA-related matters has taken place largely at the working level. The significance of this Special Session is two-fold: for the first time, it takes this dialogue to a much higher level, at which civil society representatives interact with a large group of Ministers of Education; in addition, this is the first time that such a Special Session of the ICE has been devoted to the question of civil society.

By bringing together representatives from governments and civil society organisations (CSOs) on a single platform, this Special Session has both symbolic and substantive dimensions. It is symbolic by virtue of being a sign of the increasing recognition of the importance of civil society involvement in education, especially basic education. It is also an indication that partnership and collaboration are being pursued seriously and inclusively. I hope that this meeting will serve to symbolize the spirit of openness, dialogue and respect that must shape the relations between all partners in the EFA movement.

Today's meeting also has substantive content. We shall be sharing real experiences of how civil society supports EFA and how collaboration between governments and civil society is conducted in practice. We shall focus on regions of the world where the EFA challenge is greatest and where, as a result, the international community's priorities must lie in terms of technical and financial assistance. Moreover, our substantive purpose today must be to identify practical steps aimed at enhancing civil society's contribution to EFA and promoting better government/civil society relations.

I would like next to briefly consider what is meant by “civil society” in regard to EFA. The term “civil society” should be understood as inclusive of all groups and associations involved in EFA that are non-governmental and non-profit in nature. For UNESCO, civil society embraces NGOs and campaign networks, teacher unions and religious organisations, community associations and research networks, parents associations and professional bodies, student organizations and women’s groups. I am aware that the definition of civil society is subject to much debate. Should it include political parties? Should it include the private or corporate sector? There is undoubtedly a need for greater clarity regarding who constitutes civil society and why. Different concepts and contextual experiences influence our understanding, and these call for further thought and analysis on our part. UNESCO will be most attentive to the discussion of such matters. However, in the context of EFA and the efforts to strengthen the EFA movement, I underline the importance of being as inclusive as possible.

Clearly, national situations differ enormously. State/civil society relations vary correspondingly. Some countries have no tradition of partnership between the state and civil society, and even the concept of civil society may seem alien and inapplicable. By contrast, some countries have benefited immensely from a widening participation of civil society in governance in general and in social development in particular. To reach this point, of course, a prolonged and painful struggle may have been endured but experience suggests that it ultimately bears fruit.

UNESCO believes that EFA will only be achieved if it is rooted in a broad-based societal movement and nourished by viable government/civil society partnerships. Our reasons are based on both principle and realism. The full achievement of the EFA goals requires that the marginalized and excluded are provided with educational opportunities. Civil society organizations are more capable than other EFA partners of reaching the unreached and, especially in the area of non-formal education, they have devised methods and approaches which are more attuned to the needs and life-conditions of the poor.

Moreover, we must acknowledge that, in the majority of developing countries, the public authorities have been unable to satisfy the demand for free and compulsory primary education of good quality for all children. The 113 million school-age children who are out-of-school, high rates of repetition and dropout, and the 875 million adults who are illiterate are evidence of the fact that the size and complexity of the EFA challenge are too great for governments alone to address, even with the best of intentions and effort.

Consequently, there is a need to both reinforce the state’s responsibilities and complement its role in order to ensure quality basic education for all, especially for those who have been ill-served by or left out of mainstream education. Therefore we need partnership, drawing on the particular strengths of each partner.

In the tradition of modern democratic nation-states, elected governments are recognised as the legitimate authority to take decisions on national education policy choices, including such key areas as curriculum development, teacher education and system reform. Many states have shown great capacity in establishing national public education systems and ensuring, at least in principle, free education for all children and offering training opportunities for youth and adults. Governments manage the national education budget and, in the case of developing countries, mobilise and negotiate foreign aid. The public authorities, moreover, provide the framework of legislation, regulation, inspection and monitoring.

Civil society organizations cannot replace the state in the areas of its core educational responsibilities and authority. What, then, are the types of roles that CSOs play in regard to education in general and EFA in particular? In considering this question, it is increasingly apparent that the role of CSOs cannot be reduced to that of merely complementing the efforts of the state; moreover, such a narrow conception ill-serves the needs of the EFA movement. I shall now outline the four main roles performed by CSOs in regard to EFA.

In the first place, as suggested above, CSOs often act as alternative service providers where state-provided services are either absent or insufficient. CSOs have organized programmes for literacy, skills training and other forms of learning, thereby helping people to improve their livelihoods and living conditions. In many developing countries, CSOs have shouldered major responsibilities for non-formal education programmes entrusted to them by governments and funding agencies. CSOs have the advantage of being more flexible than the state, closer to the grassroots and local cultures and, in many cases, more innovative in approach. CSOs have emerged as leaders and major actors in the provision of non-formal and alternative education, with experience in linking education to other development sectors and building partnerships at different levels.

CSOs may also perform a second role, within and beyond national boundaries, as innovators, as sources of new thinking and new practices, especially concerning the impact of globalization on education. The EFA vision cannot remain fixed and immutable but must respond to changes and generate new initiatives. As well as the resource gap affecting the achievement of EFA, there is also an ‘ideas gap’ which CSOs can help to fill in collaboration with other EFA partners.

On the basis of the first two roles, CSOs often perform a third role as informed critics and advocates. The last decade witnessed the emergence of new forms of civil society expression and policy dialogue on a whole range of development issues. In regard to education, collective NGO campaigns were organised and national coalitions built to lobby for free and compulsory education of good quality for all children as well as education programmes for out-of-school youth and adults. Such campaigning has helped to raise important issues and to shape today’s international EFA agenda.

Informed criticism and advocacy by CSOs also found expression through the EFA 2000 Assessment. In a path-breaking exercise, some 80 NGOs engaged in a collective evaluation of their own programmes and their role in and contribution to EFA. The evaluation demonstrated the relative strengths of NGOs/CSOs in such areas as community participation and organization, empowerment, literacy, community schools, reproductive health, and early childhood education. Particularly important for reaching the unreached are alternative education programmes for youth and adults (particularly women), nomads, the disabled, people living in isolated locations, and populations affected by armed conflict and displacement.

At the World Education Forum in Dakar, more than 300 NGO representatives came to attend the international NGO Consultation, which was jointly organized by the UNESCO/NGO Liaison Committee and the Collective Consultation of NGOs on EFA, with UNESCO’s support. The NGOs drew up a joint communication and made valuable contributions to the drafting of the Dakar Framework for Action. Following a special request from the NGOs, I opened the World Education Forum to all participants who had come to the NGO Consultation, thereby encouraging direct interaction between NGOs, governments and development partners.

It came as no surprise, therefore, that the international community in Dakar agreed to acknowledge and support a new role of civil society in education: as policy partner. Governments, it was agreed, have “an obligation to ensure that EFA goals and targets are reached and sustained” (para. 2 of the Dakar Framework for Action) but it was also recognized that this responsibility “will be met most effectively through broad-based partnerships within countries” (para. 2). The participants in the World Education Forum pledged themselves to “ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development” (para. 8). This pledge highlights the new consensus in acknowledging the role of CSOs not only as implementing agencies and service providers, as innovators, and as informed critics and advocates, but also as policy partners. The key question, of course, is how we can move from this clear recognition of civil society’s policy role to genuine participation and partnership at the country level.

National policy dialogue may at times be a cumbersome process, but it is essential for moving the EFA agenda forward. UNESCO is strongly committed to the principle that civil society should participate more fully in the policy process and we very much encourage the development of policy partnership between government and civil society. At the same time, however, we know that different local situations will generate different opportunities, modalities and outcomes. The space for civil society participation may be very limited in some countries today. In such cases, scope must be allowed for circumstances to change and new opportunities to arise so that more democratic and open political processes may develop.

There is no single recipe, no ideal model, and no uniform blueprint to guide our actions regarding the involvement of civil society in EFA. In each country context, we must develop a detailed knowledge of the contributions of civil society to the different EFA themes and goals. Such information is not easily available, so much so, in fact, that there may well be an under-reporting of EFA achievement and progress deriving from the activities of CSOs.

Questions must be raised about how to organize a meaningful dialogue with a constituency as large and diverse as civil society. Who has the legitimacy to represent the interest and opinion of civil society organisations in dialogue with the government? Who can speak for whom? How does civil society’s role fit within or alongside established mechanisms of electoral politics and democratic representation? And what is the real capacity at the level of civil society to negotiate policy choices in substantive areas of EFA? These and other questions need to be seriously addressed within a perspective committed to increasing civil society participation in policy dialogue.

UNESCO is convinced that a new culture of policy dialogue for EFA is needed if we are to connect the international political will for civil society participation with national and local realities. In general terms, the new policy culture should be participatory, democratic, open, transparent and accountable. It should transcend hierarchical and institutional barriers and should focus on issues of direct relevance to people’s lives.

I would like now to briefly mention how UNESCO has been actively seeking to foster the participation of CSOs in policy dialogue within the post-Dakar follow-up process, as today’s Special Session bears witness. For example, international civil society networks and NGOs from the different regions were invited to the first meeting last November of the Working Group on EFA. At this meeting, the NGOs drew attention to the importance of decentralisation in national EFA efforts. Joint presentations by government and civil society representatives drew attention to NGO roles in innovative efforts to provide EFA at the community level.

UNESCO also invited NGOs to a consultation on the Global Initiative for mobilizing resources for EFA, held in Paris in March 2001. Both national and international NGOs stressed the need to include civil society in all stages of the planning, formulation and implementation of EFA. The NGOs emphasized how important it is for international agencies to support capacity building that will enable national NGOs and other civil society organizations to play their accorded role in the EFA movement.

In July, UNESCO and the UNESCO/NGO Liaison Committee co-organized the 2001 Annual Meeting of the Collective Consultation of NGOs on EFA in Bangkok, an event which I consider a milestone in our partnership with civil society. About 100 NGOs from around the world agreed on a new partnership mechanism for EFA that will facilitate and accelerate dialogue, joint reflection, research, and capacity building as well as monitoring and evaluation.

Partnership between governments and civil society at the national level was one of the central themes of the Bangkok meeting. Strategies and activities were proposed that would reinforce the involvement of civil society, including capacity building in policy dialogue and studies of specific country experiences. NGOs also expressed their hope that governments and UNESCO National Commissions would explore various options for creating more space for consultation with civil society. Some NGOs suggested the idea of a protocol to support the dialogue. The meeting also emphasized the need to strengthen civil society coalitions for EFA at the national level; such coalitions will help to build consensus around the priorities and proposals to be brought into the national policy dialogue on education. In addition, international NGOs and NGOs from the different regions agreed to join the co-ordination team which will work with UNESCO to facilitate the implementation of the activities proposed and support the network across the regions.

UNESCO, as the organization mandated to coordinate the EFA partners and maintain their collaborative momentum, has a key role to play in nurturing the new culture of policy dialogue. The Dakar follow-up activities just mentioned illustrate the direction UNESCO wishes to take. We would like to play the role of impartial broker, facilitator and catalyst for promoting and furthering the collaboration between governments and civil society. We believe in the desirability of creating, through dialogue and partnership, an enduring national consensus on the goals, strategies and modalities for achieving EFA.

It is vital that the diversity of voices in the EFA movement is heard and, whenever possible, harmonized. At the same time, UNESCO is keen to encourage intellectual exchange and knowledge creation so that the EFA vision can be continuously refreshed. The 'ideas gap' must be addressed through debate and dialogue so that the EFA agenda moves forward but within a shared vision. UNESCO, therefore, will continue to encourage interaction among all EFA partners through the various consultative mechanisms, working groups and fora that exist. The role of informal contacts as well as formal structures is important. UNESCO will encourage governments and National Commissions to talk with civil society and explore how viable mechanisms for consultation on issues related to EFA can be established or strengthened.

We are optimistic because the seeds for the growth of a new culture of EFA policy dialogue do exist in many countries. As stated earlier, there is no single blueprint suitable for all circumstances but there are ideas, experiences and innovations to learn from. Let us listen and learn together.

Thank you.

ANNEX IX

Summary of the panel's statements during the special meeting on the involvement of civil society in promoting education for all

In his opening address, the Director-General of UNESCO spoke of the various roles and responsibilities of governments and civil society organizations in promoting education for all (see Annex VII). He particularly stressed the new role of civil society organizations as policy partners in education and the need to explore how viable mechanisms for consultation on issues related to EFA could be established or strengthened. While recognizing the diversity of country-specific contexts, the Director-General highlighted the way in which UNESCO would continue to promote actively the process of building partnerships and the overall coordination of EFA.

The Minister of Education of Ghana gave a brief account of recent achievements relating to EFA goals and, in particular, to efforts to: (i) integrate early childhood education, which is private for the most part, into the public sector; (ii) raise the provision of compulsory and free universal primary basic education to 83%, with a positive impact on gender disparity under a special programme that began in 1996; (iii) reduce illiteracy rates to 48%; and (iv) improve quality. The Minister then stressed the importance of civil society in this process and explained how Ghana had moved from recognition of the role of civil society as a provider of innovative and complementary services and as an actor in mobilizing communities to its genuine inclusion as a policy-making partner. He gave examples of viable national and local partnership mechanisms.

The representative of ActionAid Ghana also gave examples of viable partnerships with the government, which had led to the recognition and inclusion of new practices in the provision of alternative services. The representative also referred to the Ghana National Education Campaign Coalition, an unprecedented experience in terms of partnership within civil society.

The Minister of Education of Mozambique referred to the establishment of institutionalized mechanisms for consultation with civil society at the national level to provide inputs into the education policy-making process. He also mentioned the responsibility recently entrusted to a new education department (Department for Community Participation) for suggesting possible mechanisms for partnership and participation at the local level.

The Education Secretary of Nepal also gave an account of achievements in respect of EFA goals. The literacy rate had reached 58% and the enrolment rate 72%. Gender disparities and quality issues continued to be sizeable challenges. The representative stressed his government's recognition of civil society's contribution in the establishment of primary schools and other educational services since the 1950s. The establishment of a favourable policy and environment had facilitated the provision of complementary services by more than 30,000 civil society organizations (CSOs) in the country. The representative said that the time had perhaps come to include civil society in policy making and referred to the newly established EFA Forum and the process of drawing up the national EFA plan of action.

The civil society representative of Nepal's Asia Pacific Partnership laid emphasis on the positive correlation between periods of democratization and the extent of civil society's involvement in education. He regretted, however, that the democratization process had not continued and urged the government to involve civil society systematically, not only as a provider of services but also as a political partner.

The deputy Minister of Education of Yemen stressed the importance of the private schools' role as providers of complementary services in competition with public schools. The Minister gave

some examples of the experience of parents' committees and stressed the importance of electing local civil society teams to enable them to participate in the planning and implementation of the national education strategy formulated after the Dakar Forum.

The civil society representative of the teachers' union in Yemen spoke of the recent development of what he called a "diversified and independent education sector". The 1990 democratization process had encouraged the development of individual initiatives in education. The representative drew attention to the need for legislative frameworks to organize the operation of such private initiatives and called for civil society to be represented in decision-making bodies responsible for formulating education policy.

The Secretary-General of Education International made an analytical response to the various statements and linked them to key issues such as educational funding and the need to ensure quality and equity. He referred to the extraordinary work undertaken by the Global Campaign for Education in raising awareness of the need to enlist public funds to cover the budget shortfall of US \$7 billion, which are indispensable, according to the Campaign, to ensure EFA at the world level by 2015. The representative examined the dangers of unbridled privatization to the detriment of free education and the harmful effects of the large-scale employment of too many voluntary teachers on the quality of education. The Secretary-General laid emphasis, in particular, on the importance of the government's responsibility for the overall coordination of EFA efforts at the national level and on the improvement of the status and working conditions of teachers with a view to providing free and compulsory quality education for all.

ANNEX X

Message by a pupil of Summerhill School (UK), during the closing ceremony

Ladies and Gentlemen,

I am a student studying out of personal choice at Summerhill School, a democratic boarding school in England.

I have come here to speak of democracy in schools and its relevance when learning about citizenship, and more importantly the individual, or should I say the individual child.

At my school, pupils and teachers live together in a democratic community, where we have an equal vote and an equal say. It is an international school, with pupils from Asia, the Middle East, Europe and North America. We all learn tolerance and respect through living together, and accept each other's cultural and ethical backgrounds. Using this, I have been elected as school ombudsmen, that is, the person who is responsible for solving disagreements between all members of the school – teachers and pupils – using peaceful dialogue, patience and understanding. I have been elected every term for three and a half years.

Participating in community democracy has given me: a sense of responsibility for others; the skills needed for peaceful resolutions in disputes; a way of taking part in the creation and use of law and justice; and space to understand who I am and what I am to the world. In this way I am able to participate as a citizen of the world.

As Jacques Delors said in the report, "Learning – The Treasure Within", UNESCO was founded, based upon the hope for a world that is a better place to live in. I share that hope, and like to think that every child will have the opportunity to learn what I am learning, for these values that I hold are evident in the spirit of this conference.

A number of these schools already exist in many countries, such as: New Zealand, Japan, the United States, Thailand, the Republic of Korea, Costa Rica, Portugal, France, Germany, Denmark, Israel and Palestine. It is my hope that such schools will prosper and be successfully founded in other countries as well.

I and many other pupils attending these schools have been lucky in what we have experienced, but why only us?

Despite the fact that Summerhill and schools like it correspond so precisely to what you are recommending here, some of them are facing the threat of closure.

These schools may close and need your support, as the hopes of this conference are in these schools. All that I ask is that these schools are recognized, and have a chance to prosper. In this way you can show the world that using democracy, participation and respect for children's rights, you help form the strong individual citizen, but only if you take action and do not make these simply the words appearing in the final report of a conference.

ANNEX XI**Expression of thanks by Ms Cecilia Braslavsky,
Director of the UNESCO International Bureau of Education (IBE)**

Distinguished Ministers,
Heads of Delegation,
Mr Director-General of UNESCO,
Mr Assistant Director-General for Education,
Madam Counsellor of State, Head of the Swiss Delegation,
Representatives of teachers, parents and pupils,
Members of the various intergovernmental and non-governmental organizations,
Dear participants and friends,

On behalf of the Secretariat of the 46th session of the International Conference on Education, and in my capacity as Secretary-General of this Conference, it is with no little emotion that I should like – through you, ladies and gentlemen, – to thank the UNESCO General Conference for the challenge issued to the UNESCO International Bureau of Education in asking us to transform ourselves into a centre specializing in the contents, methods and structures of education and also to organize this 46th session of the International Conference on Education on the theme “Learning to live together”.

I should also like to thank the Director-General of UNESCO for the opportunity he gave me to become Director of the International Bureau of Education, a specialized institute of UNESCO. I should similarly like to thank our Council, presided over by Mr Pieter de Meijer, for its guidance, hard work, professionalism and constant demands for evaluation, which should even become a daily requirement.

Without the commitment of the group responsible for helping in the preparation of the International Conference on Education, which was appointed by the IBE Council before I took up the post of Director and which has worked tremendously hard, sometimes into the early hours of the morning this week, this event would have scarcely been possible. I should like to thank its Chair and all its members, with a particular mention for Jean-Pierre Régnier in a personal capacity, while not forgetting that he works in the French National Commission for UNESCO, who has discharged his duties as Executive Secretary with outstanding dedication.

Without the firm support of the Swiss authorities and many Swiss colleagues, among whom I should like to mention Ms Martine Brunschwig Graf, Minister of Education and Counsellor of State in Geneva, Mr Charles Kleiber, Secretary of State for Science and Research with responsibility for the Federal Office of Education and Science in Berne, and Mr François Nordmann, Ambassador and Head of the Swiss Mission to the United Nations in Geneva, the IBE would not have been able to accomplish in full the mission entrusted to it by the UNESCO General Conference.

I express once again our thanks and gratitude to all the countries and institutions, all the friends and colleagues who – in keeping with the notion of partnership – spared no effort in the preparation of this Conference. My words are addressed to the speakers, organizers, journalists and friends who, in accordance with the programme, all played their part, not hesitating to intervene on occasion to deal with “emergencies”, in an admirable spirit of collaboration and dialogue. All these people supported us by virtue of their commitment, their professionalism and their warm presence. There were even “Mariachis” at the cocktail held in honour of the laureates of the Comenius Medal instituted by the Government of the Czech Republic; they were wholly unscheduled, and this was a fine surprise for the laureates and for the Secretariat.

Without the strong commitment of UNESCO's Assistant Director-General for Education, Mr John Daniel, the integration of this undertaking in the other activities specified in the UNESCO Medium-Term Strategy, the completion of the final stages of the preparatory work and the smooth functioning of this week of work would not have been possible. Many thanks are due to him.

Numerous colleagues in UNESCO's Education Sector and central services, in our Secretariat and in the UNESCO Liaison Office in Geneva have contributed to or helped us in, as the case may be, strengthening bilateral action by organizing additional activities. For instance, they have taken charge of drawing up the list of participants, organizing the distribution of the documents, managing the organization of the rooms, the interpretation services, the press coverage of the events, etc. There has been excellent work – very serious and extremely effective – behind the scenes, all of which has facilitated dialogue on the complex and delicate problems addressed by the Conference. I should like to extend my sincere thanks to all those concerned.

And finally and above all, I should like to thank my colleagues from the UNESCO International Bureau of Education in Geneva. We form a small team, but a team that is increasingly well-knit and enthusiastic. I should have liked to name them one by one, but we do not have the time. On their behalf, I would simply like to single out two silent workers: our Council Secretary and friend, Pierre Luisoni, and also our youngest expert who came as a student, Renato Mariani.

The ICE is drawing to a close. But with all the team that makes up our Organization – and always in a spirit of cooperation and partnership – we are going to pursue the exciting challenge of realizing the objectives of education for all. First formulated in Jomtien and enriched by inputs from various quarters, in particular the reflections of the International Commission on Education for the Twenty-first Century presided over by Jacques Delors and the recommendations of the 45th session of the ICE concerning the teaching profession, these objectives were the subject of a renewed commitment at the Dakar Forum last year. They have also been central to the dialogue at this 46th session of the ICE on “Education for All for Learning to Live Together: Contents and Learning Strategies – problems and solutions”.

Once again, many thanks to you all.

ANNEX XII**Closing speech by Mr Koïchiro Matsuura
Director-General of UNESCO**

Mr. President,
Distinguished Ministers of Education,
Distinguished Heads of Delegations,
Ladies and Gentlemen,
Dear Colleagues and Friends,

The International Conference on Education, formerly the International Conference on Public Education, has a rich history and tradition. Over the years, it has addressed the leading educational issues of its time, bringing together the leading educational decision-makers of the world to do so. Certain issues and themes have recurred many times, including the dominant theme of this Session: leaning to live together. Other words and phrases have sometimes been used: for example, education for international solidarity, education for peace, education for tolerance and mutual understanding, and education for world citizenship. This year's Conference has approached this broad family of educational concerns with a distinctive orientation, namely, education for all. But echoes of earlier conferences have reverberated through our own, reminding us that the ICE is part of the whole world's educational heritage.

We have taken part in four days of hard work; it has been a rich learning experience for all of us. Sometimes we learn things that we want to know; sometimes we learn things that we do not want to know; and sometimes we learn things that we should know. I am sure that this Conference has provided opportunities for all three types of learning. And there is also a fourth type of learning: sometimes we need to learn things over and over again. As we do so, we come to recognize the wisdom and foresight of our predecessors who planted the seeds of a new education. Particularly in the aftermath of World War Two, that new education was based on an agreed perception that education must help us to strengthen our capacity to live together in peace. Fifty years from now, I hope that another generation will look back on our deliberations and admire our wisdom and foresight.

Educational change of various kinds has emerged as a common thread running through this Conference. I would like to draw attention to two important dimensions of educational change. First, changes to the contents and methods of education are long-term in character; they need time to develop and come to fruition. Second, such changes do not have a permanent, definitive, once-and-for-all character. In every generation, renewed efforts are necessary so that people may be educated in the values, attitudes and behaviour conducive to living peaceably with one another. Indeed, I have been impressed to learn at this conference of the large numbers of countries that are now embarked upon reforms of their education systems.

At the World Education Forum held in Dakar, Senegal, in April 2000, Ministers of Education, international agencies, bilateral and multilateral development partners, and civil society organizations committed themselves not simply to education for all; they took another step forward, towards quality education for all. At this meeting of the ICE, we have taken another step by looking at how this improved quality might be built and what are the very real problems we face in doing so.

We know that sound educational policies for promoting quality education are indispensable. In view of the complex realities they must address, such policies should be formulated and implemented in close association with civil society, centres of educational research, and, most especially, teachers and parents. In the era of lifelong learning, we must reflect and act as learners ourselves. We cannot encourage children, youth and adults to continue learning while we ourselves remain rooted in outdated or unrealistic assumptions about who are the stakeholders and participants in educational policy-making.

A conference such as this provides an opportunity to learn about the changing world of learning. It is particularly important that educational policies are as well informed as possible, not only in terms of facts and statistics but also in regard to good practices, viable innovations and proven alternatives. We cannot take on new challenges in the emerging knowledge society if we are unaware of the range of policy options available and of the evidence and arguments that support them. We – the decision-makers responsible for fulfilling the commitments made in Dakar – must learn more about the processes of educational change and how they are affected by the realities outside the school gates.

In addressing the theme of learning to live together, this conference has been particularly clear about the risk of overloading the school with responsibilities it is not equipped to fulfil. The school obviously cannot solve all of society's problems, nor can it be insulated from those problems. Particularly important are experiences where new educational policies and practices have helped change the lives of people for the good, resulting in a significant decline in violence. We must learn from such experiences wherever they occur and draw out their implications: for example, they point us towards the decentralization of school systems and the embedding of schools in the community.

The Special Session on the involvement of civil society in EFA has allowed us to learn more about very important experiences of cooperation between the state, government institutions and other relevant actors. The new world of education is one where new partners are appearing on the scene, holding different views and pursuing different agendas. But there are always some dimensions of common concern and shared outlook. It is vital that, for a long-term task such as building quality basic education for all and developing viable approaches to learning to live together, the attempt is made to cultivate a sustainable consensus among all educational partners.

This ICE has been a great opportunity for me to learn, and not only from the formal sessions. I have especially benefited from the many bilateral meetings I have held. Such face-to-face meetings are most helpful for reaching a better understanding of your needs and problems. I have been delighted to hear many Ministers comment positively on how the ICE this year is better organized and better structured, and how it has offered more chances for genuine debate. I must say that the new modalities of running the Conference would not have succeeded without your cooperation, for which I thank you all. A number of Ministers have noted that they are addressing the same or very similar problems. This makes the identification and sharing of good practices especially important.

It will be both a duty and a pleasure to report the conclusions and outcomes of this ICE to the forthcoming 31st session of the UNESCO General Conference. The deliberations of this conference will be used to enrich the Organization's Medium-Term Strategy and, in particular, the way we undertake the fulfilment of our commitments made in Dakar. I will be asking the ADG/ED to look at ways of focusing UNESCO's work on such topics as languages, ICTs and school organization so that we may respond more precisely to the wishes you have expressed here.

I have already asked the IBE Council to begin working on the next ICE and the thematic concerns it should address. One possibility is that the next ICE will be devoted to deepening our knowledge and understanding of the education/poverty nexus, particularly in terms of how curriculum design and teaching/learning practices can be related meaningfully to the struggle against poverty in all its forms and dimensions. This agenda could include such questions as the relation between education and migration; the place of preventive education concerning HIV/AIDS in all types and levels of education; education and social exclusion, with particular attention to youth; and the curricular and pedagogical aspects of schooling that serves poor communities. The essential contributions of teachers and civil society will continue to figure centrally in our dialogue. In the time intervening until the next ICE, I am sure that we will have the chance to deepen and extend our knowledge and understanding of the relationship between poverty and education. Such a theme, by the way, would stay firmly within the framework of UNESCO's strategic orientation for the period ahead, namely, the humanization of globalization.

Many Ministers have expressed such satisfaction with the Conference that I am encouraged to see it held at more regular intervals. Perhaps the next ICE could be held in three years time, in 2004, or in four years time, in 2005. The ICE is clearly a major event for UNESCO, one which I hope will continue for many years to come.

The 46th Session of the International Conference on Education (ICE) has exceeded our expectations. It has been a great success. I would like to thank all those who have contributed to its preparation and organization, those who have contributed through their active presence, and those who have joined into the process of debate and dialogue with candid and forthright views. I recognize that the speaking opportunities for civil society organizations were quite limited, but I would like to assure you that your presence and involvement in the conference has been greatly appreciated.

My special thanks go to you, Mr President, for the way you have fulfilled your duties and tasks with such good-humoured firmness and understanding. I would also like to repeat my thanks to the Swiss Federal authorities and the authorities of the Republic and Canton of Geneva for the welcome and support they have given to this Conference and to the IBE.

The IBE Council, of course, has worked extraordinarily hard and we extend our deep thanks to its members and its Chairperson, Dr Pieter De Meijer. I would like to thank the professionals of UNESCO from the Education Sector, our regional and country offices, other parts of UNESCO, and the Dakar Follow-up Unit for all their contributions during this week. Further thanks are due to all those non-UNESCO staff who have helped to facilitate the Conference, with special mention to the interpreters.

Last but certainly not least, I would like to specifically thank the staff of the IBE who, under the energetic and capable leadership of their Director, have helped to make this conference a real success. Your dedication, hard work and sheer professionalism are much appreciated.

Learning how to live at peace with others is an indispensable part of all education. Let us all take this message away with us and apply it conscientiously to our work.

I wish you all a safe journey home.

Thank you.

ANNEX XIII**Closing speech by Ms Martine Brunschwig Graf,
State Counsellor, Head of the Swiss Delegation**

Mr President,
Excellencies,
Distinguished Ministers and Heads of Delegation,
Mr Director-General of UNESCO,
Madam Director of the IBE,
Representatives of the teaching profession, parents, the scientific world and civil society as a whole,
Dear friends and guests of the Conference,

The time has passed too quickly, paradoxical as it may be to say so when we are concerned with education. Indeed, what a contrast there is between the urgent need that brings us together, namely improving the quality of our education systems, introducing new technologies and developing citizenship education, and the time required to implement the necessary reforms and measures!

This 46th session of the International Conference on Education has shown once again that everything must be done to ensure that States are able to make available the resources necessary for reform and for the development of the school to which we aspire.

We have taken note, in the course of these days spent together, of so many projects and expectations existing alongside successful experiments, which nonetheless remain too few and isolated.

We have expressed and heard expressed so many hopes in the capacity of the school to make those who attend it free and responsible. We must therefore not let matters remain there. Adopting the conclusions and a plan of action commits us to working not only in our own countries but also to acting with a greater measure of solidarity to further the action of others.

In addition, there are topics that need to be explored in greater depth. It would appear, for example, that we have merely skimmed the surface of the measures that need to be taken to enable young girls to gain readier access to school and especially to pursue scientific subjects. And yet women represent for a world in search of motivated and well-trained teachers a huge potential, which can only be turned to account by a sound basic education.

We have spoken of citizenship education in school, but it remains for us to achieve the practical application of citizenship in society, since we cannot envisage assigning to the pupils we educate the sole responsibility for developing democratic practice and civic commitment in the society in which we live.

The children who have come to sing for you belong to our Geneva state school system. They are from very different backgrounds and living together represents for them, as for us, a challenge that they take up every day with the help of their teachers, their parents and the entire Geneva community.

They are here to bring us a moment of welcome relaxation through their songs and at the same time to remind us for whom we work, for whom we commit ourselves and for whom we speak, deliberate and negotiate. Let them also be witnesses of our resolve to act!

Shortly, the Council of the International Bureau of Education will carry out an assessment of this 46th session of the ICE. For the moment, I should like to offer my warm thanks to the IBE – particularly Cecilia Braslawsky and Pierre Luisoni but also to all those who have made a contribution to the successful organization of the Conference. I should also like to express our gratitude to the Director-General of UNESCO, Mr Matsuura, whose support is invaluable and vital for the cause that we defend.

Finally, dear colleagues and friends, members of delegations, experts, parents and teachers, I wish to say how much the people of Geneva have been happy over these last four days to have you among us in our city. I have only one wish to express by way of conclusion. Come back to Geneva to speak about education! You will be welcomed with open arms!

ANNEX XIV

**Closing speech by Mr A. B. Borishade, Minister of Education of Nigeria
and President of the 46th session of the International Conference on Education**

Director-General of UNESCO, Mr Koïchiro Matsuura,
Assistant Director-General for Education, Sir John Daniel,
Director of the International Bureau of Education, Mrs Cecilia Braslavsky,
Honourable Ministers and other Heads of Delegations,
Delegates,
Members of Intergovernmental Organization, Foundations and Non-Governmental Organizations,
Ladies and Gentlemen,

When this conference opened four days ago we were faced with a historic assignment that is to identify problems and proffer solutions to the challenge of living together in a globalizing world.

Today we have listened to the outcome of this Conference, we need to congratulate ourselves for a very fruitful Conference. I feel confident to state that the Conference has fulfilled its essence, which is to examine, more precisely, how to promote the mastery of the knowledge, skills and attitudes necessary for the intellectual and moral development of individuals and our societies so that we can live together in peace and harmony.

The outcome of this conference will surely form a major addition to the body of knowledge on human diversity and will become an integral part of strategic prescriptions for the promotion of quality education for all across all activities in which humans are involved, but more importantly on learning to live together.

Distinguished delegates, we should depart from this Conference not only feeling satisfied for being part of a landmark event but also with the full realization that within the assignment of global peace and harmony we are faced with the challenges of human diversity and that global peace is bound intricately with the clear understanding and respect for the mutuality of the diversities of human heritage and identity. The ultimate survival of humanity may, in fact, be determined by our individual and collective sensitivity to these challenges.

We should all be grateful to the International Bureau of Education for the choice of the theme of this Conference and for creating this credible platform for us to peer into the future of humanity.

Ladies and Gentlemen, I wish to state that this Conference has also brought to the fore the challenges before UNESCO and its operational units, the need to promote dialogue and to pioneer action towards the building of bridges of understanding based on equity and justice among nations. This is a prerequisite for the surrender of old fears and the promotion of a conducive environment for learning to live together. It is an assignment we must all face by cooperating with UNESCO in our respective dispositions and capacities.

Mr Director-General, the Assistant Director-General for Education, UNESCO, the Director of the International Bureau of Education and fellow delegates, it has been a wonderful experience for me to guide the 46th session of the ICE. I thank you all for giving me this rare honour and for your cooperation.

I wish to state my profound appreciation of the efficiency, organization and rigorous planning of the conference officials and secretariat staff.

The dedication of the resource persons and conference officials as well as the warmness and cordiality of the secretariat staff remain commendable. I have not been surprised but still I am immensely grateful.

Finally, I want to thank the Swiss Government for the hospitality accorded us in this beautiful city of Geneva even the gods of the city brought us sunshine. This has been wonderful.

Distinguished delegates please bear my love to the members of your family and your loved ones and say that we have had a good conference.

Once more, I congratulate all of you for a wonderful conference and I congratulate myself for being part of it all.

Bon voyage.

Thank you.

ANNEX XV

Workshop reports

Workshop 1: “Citizenship education: learning at school and in society”

Workshop No. 1 was dedicated to **citizenship education**. Mr Sveinn Einarsson, the President of the Icelandic National Commission for UNESCO, was the moderator of the session, with the five panellists being:

- Her Excellency Ms Mariana Alwyn, Minister of Education of Chile;
- Her Excellency Ms Margrethe Vestager, Minister of Education of Denmark;
- Mr Benali Benzaghrou, Rector of the University of Science and Technology “Houari Boumediene”, Algiers, Algeria;
- Mr Samuel Lee, Director of the Asian-Pacific Centre of Education for International Understanding (Republic of Korea);
- Mr Cliff Olivier, Co-ordinator of IBIS, Pretoria (South Africa).

A challenging subject, it is currently the centre of debates in all regions and countries of the world. The debates involve not just experts and practitioners but also politicians and decision-makers. For example, citizenship education was the main theme of the Conference of European Ministers of Education held in Crakow, in October 2000.

It is not just politicians and top decision-makers who are interested in citizenship education but also people coming from various business environments, the church, media, politics and civil society. The reason is that the world of education has high **expectations** of citizenship learning. For instance, some of the participants at the workshop mentioned the contribution of citizenship education to social cohesion, social trust and confidence building particularly in areas of conflict. For others, citizenship education is the main tool to educate citizens to live in a State governed by the rule of law. For some, citizenship education has to contribute to democratic governance while other contributors put the emphasis on the importance of preparing the student for employment and social participation. Finally, it was a general concern that citizenship is a general factor for sustainable development.

These high expectations could create unrealistic pressures on the school. This is why some other participants called for more pragmatic and feasible approaches, rather than expecting that citizenship education alone could solve these societal problems. As stated by one panellist, we have to avoid citizenship education becoming a “semantic illusion” in the way which moral education was traditionally considered as a panacea for all social problems. Similarly, as another panellist stated, we have to overcome the danger of a narrow interpretation of citizenship education related to political or ideological indoctrination often imposed on schools as a ready-made solution.

Beyond these controversies, dilemmas and open questions, the fact is that citizenship education is present in daily life in all countries and regions. This is the result, in some cases, of clear political options, or explicit educational policies, or in other cases, the consequence of initiatives by teachers and parents who find the area of citizenship education a pedagogical space allowing innovation and creativity.

In this framework, most of the contributions focused on four issues. One, the relationship between citizenship education and learning to live together, secondly, the question of how to implement citizenship education in a variety of social and economic contexts, thirdly, citizenship education as a challenge for the educational community, and fourthly, education for global citizenship. These four points summarize the direction of the debate which took place.

Message No. 1: Citizenship education is an essential means of learning to live together.

It is important to stress that in this context “together” does not refer uniquely to individuals, but also to institutions, communities and nations which have to cooperate and build partnerships. In this respect, some participants considered that learning to live together is a societal project to which contribute different types of education such as peace education, human rights education, citizenship education and values education. This implies a shift from learning by transmission of knowledge to a social learning perspective and a student centred approach, as well as the incorporation of new forms of learning in the school context. As reported from various national initiatives, this includes contextual learning, activity learning, collaborative learning and particularly, experiential learning. However, the links between citizenship education and learning to live together remain to be explored, at least from certain participants point of view. As pointed out by one panellist, learning to live together is more clear and accessible for all societies than citizenship education for which the content has to be described according to the “variable geometric principle”.

This brings us to the second message, namely, **how to implement citizenship education in a variety of contexts**. It was generally accepted that citizenship education is learning throughout life, in all circumstances and in every form of human activity. As pointed out in the background paper prepared by the Danish Ministry of Education, learning for citizenship makes use of both organized learning (formal and non-formal) as well as of the learning potential to be found in daily circumstances (informal or incidental learning).

Within this lifelong learning system, the school is a major factor of citizenship education. In order to increase the efficiency of citizenship education, participants pointed out that the school should:

- encourage the participation of pupils in internal school decisions and student associations;
- create an institutional ethos encouraging dialogue, cooperation and democratic relations;
- establish cooperation with families, communities and the social environment;
- promote a whole school approach to citizenship education.

Provision is made for citizenship education in the curriculum of all the countries represented at the workshop. In most cases, according to the national reports prepared for the International Conference on Education, citizenship education is a separate subject in the formal curriculum. Other experiences encourage integrated programmes or cross-curricular themes. In addition to the provisions in the formal curriculum, participants stressed the numerous experiences resulting from out-of-school activities such as residential visits, pilot projects or voluntary activities. Finally, the importance of the hidden curriculum was emphasized, namely of natural and spontaneous encounters in daily school life, which often have a greater impact than the formal curriculum.

Message No. 3: Citizenship education creates new challenges for the educational community.

In some cases, citizenship education is the core for reforms and innovations in educational systems. Even though it may not be a subject for formal evaluation and selection to universities, it is

an opportunity for alternative approaches, pilot projects and institutional partnerships. In most of the cases, this new pedagogical approach is not possible within the so-called “traditional subjects”. As mentioned by one panellist, citizenship education is not a monopoly of one generation, institution or culture, it must be continuously constructed and innovated. In other words, citizenship education is at the same time an opportunity and a challenge for education. In this perspective, participants mentioned the following specific challenges:

- New roles and assignments of teachers. Instead of a unique source of knowledge, teachers must become moderators, learning facilitators, advisors and resource persons.
- Citizenship education, therefore, must not be limited either to a didactic transmission of knowledge or to a teaching activity proper. What counts most of all is learner participation and direct practice of citizenship in various educational environments.
- As illustrated by some of the case studies put forward in the workshop, citizenship education involves institutional partnerships, the most common being partnerships between school and family, school and community, or the industrial sector. This would imply a convergence of educational messages and values between school and societies as a whole, and particularly the media.
- The role of ICTs and Internet for citizenship education has to be elaborated. For example, how to use it constructively and critically, how to provide access and build networks of citizens.

Message No. 4: Education for global citizenship is instrumental to cope with the challenges of globalization.

Although it is not yet properly defined, it is commonly characterized by global awareness, shared values and joint projects. As stressed by a number of participants, global citizenship goes beyond the narrow, national perspective of membership. It implies shared responsibility and the idea of belonging to the same global entity. This is, in fact, the very essence of learning to live together.

Chair/Excellencies/Ladies and Gentlemen,

These messages represent the essentials of the debate held during Workshop No. 1. The question we should ask ourselves now is “How do we make the best use of these messages?” Or, in other words, how can we make these important conclusions produce an impact beyond that of a mere report presented in the ICE plenary?

Without claiming to have covered all possibilities, in our opinion the following means should be taken into account:

1. Obviously, the first possible impact will be to incorporate some of our conclusions in the final report of ICE. This would result in an extended international audience especially within the UNESCO system and among its partners.
2. In the second place, it would be possible to take these recommendations into consideration for the future mid-term programme of UNESCO. Actually, as we observed during the workshop, citizenship education is a major dimension of educational policies in the member countries with high expectations in this field. To

meet these expectations, UNESCO must consider citizenship education as a priority among its actions in the field of education and must allot adequate resources.

3. Thirdly, the International Bureau of Education in its capacity of specialized institution could actually implement some of our conclusions. In recent years, IBE has focused its attention on educational contents and learning to live together. IBE could add to its valuable activities an equally important dimension, namely education for global citizenship.
4. In the fourth place, our conclusions could be useful in developing projects at national, regional or international level. These activities should take into account specific contexts and should keep in view the “variable geometry” principle. Ultimately, citizenship education is applied in a concrete cultural and social environment, where priorities and constraints may differ.

Finally, our conclusions might be of particular interest to practitioners in their daily work for citizenship education.

Thank you for your attention.

Workshop 2: “Social exclusion and violence: Education for social cohesion”

Moderator: Mr Jean-Pierre GONTARD (Graduate Institute of Development Studies, Geneva).

Panelists:

H.E. Mr Pierre NZILA, Minister of Education, Republic of the Congo;

H.E. Mr Antanas MOCKUS, Mayor of Bogota, Colombia;

H.E. Ms Isabel COUSO TAPIA, Secretary-General, Ministry of Education, Spain;

Professor Ivan IVIC, Faculty of Philosophy, Belgrade, Yugoslavia;

Ms Pari ZARRABI, Sociologist, Geneva, Switzerland.

The workshop was organized around the question of how formal education relates to processes of social exclusion and to patterns of violence associated with the breakdown of social cohesion. More particularly, the discussion focused on three main questions:

1. What consequences does societal violence have on education?
2. How does formal education relate to wider processes of social exclusion?
3. How can education contribute to strengthening or rebuilding social cohesion?

The following salient points emerged in the course of the discussion:

1. Need for clear definitions and conceptual clarifications

The ideas presented and discussed during the workshop revolved around the relation of education to violence at two distinct levels:

- (1) schooling and the prevention of violence among youth, and the necessary distinction between school-based violence and wider institutional violence, and
- (2) the consequences of armed conflict and civil strife on education systems and the possibilities and limits of schooling in restoring social cohesion in post-conflict settings.

The theme of exclusion, whether in terms of poverty, inequality or the denial of fundamental social and political rights, was a common thread that ran through the discussions of violence at both these levels. Although there is clear overlap between the two levels of analysis, the discussions still pointed to the need for a distinction between the two, and for clear definitions with regard to patterns of violence.

2. Need to consider schooling within wider environment

It was recalled that formal education, and schooling in particular, must be considered in relation to forms of exclusion that are shaped by wider social, economic, political and historic forces. Any discussion of the relation between education and violence, and of the potential of formal education to contribute to enhancing and restoring social cohesion, must therefore consider these wider societal processes. Moreover, it was pointed out that, at times, schooling also reproduces or even exacerbates forms of discrimination, inequality and exclusion based on gender, socio-economic status, ethnic, cultural or political identities.

3. Conditions for education for social cohesion

Protecting fundamental rights

Education for “living together” requires that life, health and human dignity be protected so as to ensure the basic right to education for the poor, girls and women, minority groups, refugees and civilian populations in war-torn areas. Social divisions and exclusion are first and foremost a result of the denial of the right to education for significant proportions of children and young people concentrated mainly, but not exclusively, in the poorest areas of the South.

Ensuring justice

How does one learn to “live together” in the wake of bloody conflicts within divided societies? The notion of “living together” in the aftermath of civil strife and extreme societal violence within divided societies is a problematic and complex endeavour. Many delegations expressed the view that social cohesion presupposes peace, and that peace must be based on justice. And one approach to justice is truth and reconciliation. Education is clearly a complement to such approaches.

4. Limits of educational initiatives

Although schooling may constitute an important vehicle for social reconstruction following periods of internal conflict and weakened if not collapsed state structures, it is important to acknowledge the limits of schooling as a delivery channel for reconciliation and the reconstruction of social cohesion for a number of reasons.

The relative weight of schooling in civic and political socialization

It was noted, for example, that the family, the home and the immediate community have a central place in the informal political socialisation initiated from an early age. Also, it can be argued that the media, and (satellite) television in particular, has an increasing weight in the education of young people in an increasingly globalized world. Finally, not only are these processes of socialization multiple, but they are also sometimes in competition or in contradiction. The real impact of peace education through schooling is therefore seriously hampered when it contrasts with surrounding adult role models in the home, the wider community or the media. This points to the need to consider wider initiatives that include adult education and the media.

Transferring values and attitudes from school to wider society

Such observations about the limit of schooling also highlight the lack of conclusive evidence relative to the way in which individual and interpersonal skills and attitudes transmitted through formal or non-formal education transfer to group behaviour, particularly in settings of acute social and political tensions. It is therefore important to acknowledge the limits of educational initiatives in preventing or reducing violence among youth when the causes of such violence lie outside of the education system.

5. Promising combination of strategies

A number of promising experiences relating both to violence prevention among youth and to education in post-conflict settings were shared. These experiences have in common a more holistic approach based on effective context-specific combinations of complementary strategies. These strategies range from curricular enrichment and inclusive participatory school-based processes, to non-formal education and life-long learning perspectives. Examples were also provided of how

governing can be creatively made to be a form of citizenship education, developing a civic culture through the awareness of the need for minimal rules to live together, and how this may be a powerful strategy of violence prevention in urban areas. Other examples demonstrated how education can promote social cohesion by preventing and reducing social exclusion. Indeed, measures of positive discrimination have shown how patterns of school failure and drop-out can be reversed thus reducing the probability of exclusion from future welfare. Finally, examples were discussed of how combinations of formal and non-formal approaches (including basic schooling, curricular innovation, adult literacy, alternative accelerated primary education for out-of-school youth, and psycho-social support) have contributed to reconstructing social cohesion in post-conflict settings. It was felt that such experiences deserved to be shared more widely among partners and networks involved in education.

Workshop 3: “Shared values, cultural diversity and education: what and how to learn?”

Moderator: Mr Luis Enrique LOPEZ (PROEIB-ANDES)

Panelists:

H.E. Ms Lucija COK, Minister of Education and Sports, Slovenia

Mr Bodo RICHTER, Secretary of State, Kultusministerium des Landes Sachsen-Anhalt, Germany

Mr Abdeljalil AKKARI SCKELL, Professor, University of Fribourg (Switzerland)

Dr Geraldine CASTLETON, Researcher, Griffith University, Brisbane, Australia

Mr Tesfamichael GERATHU, Director-General, Ministry of Education of Eritrea

The discussions in Workshop No. 3 gave rise to a very strong consensus on the relevance of the question of promoting and developing shared values, cultural diversity and their integration in and by education.

This overall consensus did not necessarily stem from an identity of motives or reasoning.

Cultural diversity and the practice of shared values were recognized as being a functional reality in many societies. Such values, constrained by historical factors such as colonization, had difficulty in endowing their basic postulates with a legal status, official recognition and legitimacy. So it was that these values, despite the fact of their existence, appeared informal, inferior and a source of complex unease. This situation concerned most of the formerly colonized countries of the South. The integration of such practices, values and customs by education was therefore ultimately conditional on their rehabilitation.

Cultural diversity and the importance of sharing the values of others had only become a requirement for some societies because of the reality of globalization, immigration and the mobility of people, ideas and information technologies. For those societies in which “monoculturalism” was the rule, the introduction of interculturalism into education was seen as both a challenge and a need, a necessity that had to be addressed. Some States, even in the West, had committed themselves to work in that direction.

Whatever the case, the introduction of an intercultural and pluralistic perspective by education presupposed:

- (a) an epistemological, organizational, strategic and ideological shift of focus;
- (b) suitable methods;
- (c) a revision or adaptation of content;
- (d) a keen awareness of the upstream and downstream problems.

METHODS

Taking account of pluralism and cultural diversity at school called for appropriate pedagogical methods such as a renewed approach to teaching, constructivism, “dialogics”, interdisciplinarity and active pupil participation, problem solving and conflict resolution, and self-observation and self-evaluation strategies. The aim must be to enable the child to acquire a good grasp of traditional and modern knowledge and, above all, to develop fully as an individual.

Further details on the precise implications of the different methods cited could be supplied by Dr Lucija Cok, Dr Geraldine Castelton, Dr Bodo Richter, Dr Tesfamichael Gerahtu, Dr Abdeljalil Akkari and Dr Enrique Lopez and all those who worked in this workshop in their particular areas of concern.

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The contents that needed to be taught with a view to taking better account of diversity should first and foremost aim at ensuring:

- autonomy with respect to globalization;
- transmission of the cultural heritage;
- relevance for the community and those most closely involved;
- promotion of gender equality.

Mention was made of a number of key values that should be explicitly taught. They included love, peace, solidarity, tolerance, learning about differences, etc.

In that connection, while some subjects were mentioned as being best suited to incorporating this teaching, nothing precise seems to have been proposed concerning the methods to be employed for that purpose.

The question that commanded the greatest attention was the teaching of languages, or more precisely use of the mother tongue or minority languages in teaching. Provision was not structured in the same way everywhere. In some cases, the tendency was towards strengthening the rights of minority cultures in relation to their identity without refusing them access to the culture and language of the majority. In other cases, it was a matter of making the whole range of cultural contents of the majority and minorities alike available to all citizens so as to arrive at a common intercultural education for all pupils, thereby providing the basis for constructive coexistence.

An education properly based on cultural diversity should avoid relying on a hierarchy of languages. It should rather be based on the recognition of equal status for all languages. It could also rest on the notion of a complementarity of languages and cultures.

However well it was organized, education that took account of cultural diversity raised many questions.

For example, it was important to ask whether all the cultural aspects were positive and deserved to be taken up and transmitted? Whether they were all conducive to learning to live together? How shared values could be taught in a context of fear of others, discrimination, etc.?

Were we not asking too much of the school?

How could school alone assume responsibility for problems rooted at different levels (political, economic, historical, etc.)?

Were there institutions in society other than school that could help in the promotion of cultural diversity?

By way of response to these questions, a number of provisions were envisaged:

The first involved work of an epistemological and conceptual nature. The aim here would be:

- to make a distinction between education and school enrolment and to take steps to ensure that, in taking cultural diversity into account, no boundaries were set between formal and non-formal education;
- to carry out systematic research in order to identify the shared values disseminated across cultures;
- to explore in greater depth the concept of globalization;
- to articulate the concept of living together;
- to define bilingualism and multilingualism.

All this presupposed efforts in the political sphere to ensure:

- interdependence between States and regions of the world, within States, between regions, between ethnic and cultural groups, between the efforts of the international community and national educational policies;
- greater involvement of actors and stakeholders in education at all levels: the family, social groups, parents of pupils, target community, pupils, teachers, local, regional and national authorities;
- a high level of cooperation and coordination within the school;
- a political choice involving a move from “monolingual” schooling to a multilingual education, geared to imparting life skills and taking into account the learner’s socio-cultural context.

These provisions should be accompanied by:

- measures to develop initial and in-service training;
- strengthening of the intercultural dimension of existing curricula, especially in history, geography, civics, social studies, religious studies, ethics, mother tongues and foreign languages;
- the acquisition by students of foreign languages of skills in their mother tongue;
- increased cooperation with other sectors (social sector, youth institutions or those working with young people, institutions engaged in socio-cultural initiatives, local committees);
- the promotion of twinning among schools, pupil exchanges, support for multilateral projects and international school networks such as the UNESCO Associated Schools network;
- the production of textbooks and teaching aids, taking care to ensure that the aspects relating to society and culture were not marginalized or devalued;
- the promotion of foreign language teaching.

By way of an open-ended conclusion, it should be noted that an education that pays due regard to diversity will not simply be aimed at harmonization but rather at “dialogical” coexistence. It is a matter of being aware of the permanence of conflicts and of working through them, not bypassing or displacing them. Intercultural education and education for cultural pluralism needs to be set firmly in a critical perspective.

Workshop 4: “Language teaching and learning strategies for understanding and communication”

Introduction

The conclusions of Workshop 4 of the ICE are drawn from both the outcomes of the preparatory work and discussions that took place on Thursday, 6 September 2001. Workshop 4 was moderated by Mr Theo van Els, University of Nijmegen, Netherlands. The panellists were:

H.E. Mr. Jeffrey LANTZ, Minister of Education, Prince Edward Island, Canada;

Mr Abbas SADRI, Consultant to the Minister and Director-General of the Office of Higher Technical-Vocational Schools, Islamic Republic of Iran;

Mr Gabor BOLDIZSAR, Administrative Councillor, Ministry of Education, Hungary;

Ms Blanca Estela COLOP ALVARADO, Coordinator, Mayan Education Unit, UNESCO/PROMEM, Guatemala;

Mr Abou DIARRA, Director-General, National Education Centre, Bamako, Mali.

These conclusions take into consideration and reinforce the guidelines and reflections established at the Jomtien and Dakar Conferences and those appearing in the report of the Delors Commission.

In this sense, language learning and teaching strategies are assumed to be central in learning to live together: Language is a fundamental element to configure and express personal and group identity. It is also a very important instrument for communicating between each other. Languages teaching and learning develop and improve the capacity of listening, expression, exchange, communication and dialogue.

Dynamic of the debate

The discussion focused on three main themes, including:

1. Linguistic diversity: the different “status” of languages nationally and internationally;
2. The importance of language(s) of instruction;
3. Foreign language(s) instruction.

In the framework of the discussion on the last two themes, participants also made some contributions in a transversal way about (both mother-tongue and other) language learning and teaching strategies.

1. Linguistic diversity: the different “status” of languages nationally and internationally

Many participants recognized that they belong to multilingual countries. In many cases one language is chosen called the national or official language, occasionally two or three. The language chosen is usually spoken by a majority of the population. But, sometimes one “international” language, like English, or another “lingua franca” is adopted. This trend has been based on improving the national communication process.

Many delegations and other participants expressed the concern that these unifying trends in the language of exchange bring harm to:

the recognition of other languages that are spoken in the country, and therefore oversimplify the linguistic and cultural diversity;

the non-native speakers of that language, and give an advantage to mother-tongue speakers of the preferred language.

However, the diagnosis is even more complex when faced with the increasingly interdependent world. The languages of many states have no place in the domain of international relations. With regard to this matter, two positions were registered.

First, the moderator tried to de-dramatize the use of “global” languages in international organizations and agencies. On this point, he introduced the concept of the “domain” in which the language is used. In other words, “global” languages are normally used for specific purposes only, and in a restricted number of language-use situations. Moreover, some participants of African countries expressed the opinion that their official languages are not closely related to their cultures and they are only used to “communicate”.

Second, however, an important number of delegations and other participants stressed the dangers of granting a preferred status to only one language in international organizations. It would promote and disseminate the idea of teaching and learning only one foreign language, and might thus encourage one unilateral worldview.

Participants emphasized that the importance of the use of languages also taking into account their use in specific domains, such as the international organizations implied not only a way of communicating but also cultural or intercultural aspects.

Unfortunately, due to a lack of time, discussion on this topic could not be continued, but had certainly aroused a great deal of controversy.

2. The importance of language(s) of instruction

A great consensus was registered about the importance of making available, maintaining and reinforcing the teaching and learning of the mother-tongue. The profitability of starting primary education in the mother-tongue was also emphasized, taking into account pedagogical, social and cultural considerations:

- Then access to higher forms of thinking and other languages depends on a good mastery of the mother-tongue. So, receiving instruction in a language other than one's own is a serious handicap for learning. Pupils being instructed in a non-native language right from the start of primary school usually fall seriously behind.
- Learning in the mother-tongue re-values the cultural aspects of belonging to the community. This enables the learner to better understand the other members of his/her community and therefore promotes communication and dialogue as a way of conflict resolution in a peaceful way.
- Normally children learn their mother-tongue within their family and community, and they very often learn it in an affective way. Thus, learning of the mother-tongue at school enables learners to deepen and reflect these relationships of affectivity, of personal and community memories, leading to a better understanding of oneself. From a better

understanding and appreciation of oneself, it is possible to recognize others, their differences, and become involved with them in a frank and open dialogue leading to an understanding of each other.

Finally, participants agreed that there are neither inferior nor superior languages, that all languages can be useful in transmitting knowledge and to promote dialogue.

3. Foreign language(s) instruction

Participants expressed their support for the inclusion of foreign language(s) learning at school. They gave the following reasons among others:

- the global economy and technology require the learning of foreign languages that promote regional and international communication;
- it facilitates the mobility of students and workers;
- the learning of foreign languages enables a better understand of others and promotes dialogue to understand what is different, for example, in neighbouring countries.

Some participants asked what is the proper age to start learning foreign languages at school. For example, they had no evidence to support the advantages of early learning of foreign languages, and particularly its consequences for the learning of their own language.

Ultimately, then, faced with this complex issue confronting the international educational community and each country in particular, a thorough diagnosis is required. It is recognized that there is no point in putting forward simplistic solutions or easy formulas of universal validity that can be applied in all countries.

A number of other concerns were also expressed, but could not be discussed because of time constraints:

- the immersion method was described, but its teaching strategies were not explained.
- teaching strategies focusing on understanding require the inclusion of actions promoting the qualification of the body of teachers. (Teachers must be properly trained on language-teaching strategies.)
- it was also proposed to reactivate some UNESCO programmes about language-teaching strategies.

Finally, it is necessary to emphasize the importance of maintaining, deepening and, in some cases, extending the political dialogue at all levels, so as to promote the goal of learning and teaching languages as a fundamental key to learning to live together.

Workshop 5: “Scientific progress and science education: basic knowledge, interdisciplinarity and ethical issues”

Conducted by Mr Jean-Marie Sani, Project Leader at the Cité des Sciences, Workshop 5 gave rise to a fertile discussion, based on an introduction to the topic by the moderator and the five presentations by the panellists, dealing with the following themes:

- scientific progress and science education in Zimbabwe;
- comparisons between science curricula in the developed countries and those in the developing countries;
- reflection on curricular standards against the background of the national standard in Japan;
- individual and social contributions to science education;
- a philosophical perspective on the links between the study of science and ethics.

The speakers were respectively:

- H.E. Dr Samuel C. Mumbengegwi, Minister of Higher Education and Technology in Zimbabwe;
- Ms Doris Jorde, Senior Lecturer, Department of Teacher Education and School Development at Oslo University;
- Mr Shiegeo Yoshikawa, Department of Curricula at the Ministry of Education in Japan;
- Dr Jaak Aaviksoo, Professor at Tartu University, Estonia;
- Dr Pablo Latapi Sarre, Professor, Mexico.

The exchanges during this workshop may be grouped under four main headings:

The first brings together the ideas concerning the link between the theme of the workshop – scientific progress and science education – and the overall theme of the conference, namely learning to live together.

The second relates to the difficulties and problems with which this education was perceived to be confronted.

The third concerns ideas on science teaching, its goals, objectives and methods.

The fourth comprises the suggestions and recommendations that emerged from the discussions.

1. Link between scientific progress and science education and the need to learn to live together

Raised by the moderator when launching the workshop, the question of the link between science education and the need to live together gave rise to many observations, which can be summed up as follows:

- The universality of the sciences – not only of their content but also the methods of reasoning they promote, the way of conceiving the world they underpin, and the values of sharing, cooperation and teamwork they foster – is an important dimension of living together. The sciences bring individuals and peoples of different nationalities closer together, often transcending frontiers. They develop intellectual rigour and the need to base results on demonstrations and proof. Science education thereby helps to promote the ability to live with others.
- Science education is a factor of economic growth and development, whose absence can be an impediment to living in community.
- Access to universal scientific knowledge being a right for all, for rich and poor, for boys and girls, regardless of ethnic and religious affiliation, it is accordingly closely linked to democracy and the exercise of citizenship. Life with others can thus be jeopardized by the division in society between the learned and the ignorant.

2. Difficulties affecting the development of science teaching

- Access to scientific knowledge nevertheless remains limited in many countries and the quality of such knowledge is substandard, despite the efforts made and the reforms of science education carried out in many of them. This is due to the difficulties and the problems identified by many speakers, foremost among which is the absence of basic infrastructures, financial and human resources and a favourable cultural environment. These deficiencies are the main cause of the inequalities between the developed countries and the developing countries and between urban and rural districts in this sphere.
- The gap between the developed countries and the poor countries is reflected in the way science is actually viewed in these countries. While the sciences are highly valued by the former, they give rise to suspicion in the latter. This suspicion is rooted in the political spin-off of the sciences, namely the appropriation of the natural and human resources of Third World countries by the industrialized countries, accentuated by the recent advances in the biological sciences. The destructive effects of scientific progress, which are more widely felt in the developing countries, is another reason for this suspicion.
- The nature of scientific teaching in many countries, which remains theoretical and wedded to abstract thinking and obsolete contents, is identified as another difficulty responsible for the waning interest of young people in science studies – attested by the decreasing number of students opting for science courses, these are often considered as élitist career paths, an attitude that is reinforced by the tendency of teachers of these subjects themselves to make a mystique of the sciences.
- A further difficulty resides in the shortage of teachers of scientific subjects, a situation which is likely to persist if the status of teachers is not reconsidered by taking into account the difficulty specific to these subjects.

3. What type of science education? Directed to what goals and objectives? What methods should be used for science teaching?

Many speakers placed emphasis on the development of scientific skills as the objective of science education. Its goal being to train citizens capable of understanding the world and acting upon it, as agents of economic growth and sustainable social development, internalizing the ethical values of citizenship, science education should meet the following conditions:

- Adopt active, application-oriented methods, using the real world as the foundation of the learning process by putting knowledge to the test of reality. These methods are moreover applicable to other disciplines, not to say the apprehension of reality and problems of lived experience, since science teaching must not be aimed solely at the sciences but must be geared to life;
- Foster the development of the critical spirit necessary for intellectual discovery, developing the curiosity that is natural to a child and stimulating interest in the sciences by encouraging a precocious taste for such knowledge while explaining its universal significance;
- Streamline science curricula and adapt them to the learners' capacity to assimilate;
- Adapt scientific curricula to social contexts so as to avoid any discontinuity with reality, bringing them into line with economic changes, scientific progress and new scientific and technological discoveries;
- Link science teaching to the social and human context so as to introduce the ethical dimension into such teaching. The ethic in question should be based on the universal foundations and shared values implicit in human rights, responsibility towards others, the environment and future generations;
- Adopt a multidisciplinary and integrated approach as a means to contextualizing knowledge from the social standpoint;
- Develop the capacity to learn how to learn in association with others so as to ensure the continuity of science education;
- Increase the facilities for science education and encourage the links between school and out-of-school education, formal and non-formal learning;
- Create an environment favourable to science education, which requires among other things a broad-based scientific education fostering the emergence of a scientific and technological culture founded on a culture of innovation, one in which innovation is promoted and society develops its capacity to use the resulting innovations. The media can greatly contribute to the development of such a culture;
- A favourable environment also requires the introduction of the necessary infrastructures, ranging from basic infrastructures to equipment specific to science teaching, including school amenities;
- the new information and communication technologies, whose role was considered by most speakers as crucial to the quality of science teaching at the present time, were nevertheless called into question by some. In one speaker's view, those technologies were not essential to the learning process, which could take place without them and they neither could, nor should, replace learning in and through the real world and practical experiments.

At all events, the need to develop science education was unanimously agreed upon. For, as one speaker explained, the future of humanity depended on such education and not scientific advances alone.

4. Recommendations

The debates gave rise to the following recommendations:

Science education is in need of radical reform in the sense of greater relevance, better adaptation and increased effectiveness. Certain experiments – some fairly original – described during the discussions, including the video presentation of the Cuban experiment on raising awareness of solar energy use through the involvement of learners, could be used as a point of departure.

The technical education model should be extended as a model meeting the citizen's new needs and corresponding to the methods and strategies required for science education and education in general.

The teacher, on whom the quality of science education primarily depends, should receive high-quality, continually updated training and be given improved status.

UNESCO is called upon to play a major role in improving the quality of science education as a dimension of living together, not only by extending successful experiences, by supplying the necessary technical backstopping and expertise and by carrying out the requisite studies and experiments, but also, and above all, by mobilizing partnerships and financial resources to help countries in need to set up the essential infrastructures for high-quality science teaching.

Insofar as science teachers are best equipped to provide education to prevent and combat HIV/AIDS, the workshop appealed for them to be strongly involved in strategies to combat this scourge.

Workshop 6: Narrowing the gap between the information rich and the information poor: new technologies and the future of education

Chair, Excellencies, Ladies and Gentlemen,

I am pleased to present a summary of Workshop 6 whose central theme was on: “Narrowing the gap between information rich and the information poor: new technologies and the future of education”.

The moderator of the session was Mr Vis Naidoo, Education Specialist, Commonwealth of Learning.

The panellists were:

The Honourable Louis Steven OBEEGADOO, Minister of Education and Scientific Research, Mauritius

Dr Johanna Lasonen, Professor, University of Jyväskylä

Ms Heba Ramzy, Director, Kids and Youth Programs, Regional Information Technology and Software Engineering Centre, Egypt

Professor Alexey Semenov, Rector, Moscow Institute of Teacher Development

Mr Siva Subramanian, Educational International, Malaysia.

Introduction

The undeniable importance of education within the context of globalization requires an ongoing, in-depth discussion about the role of new technologies. Access to information worldwide today entails having and using ICT. As there is no level playing field from which societies around the world can respond to, and keep up with, the frantic pace of technological change and the effects it brings about, the emerging exclusion of many communities from the benefits of ICT is a growing concern. The imbalance of access fosters inequities among and within countries, localities and workplaces.

The role of new technologies in facilitating access to “education for all” has to be critically examined within the context of globalization. New technologies (ICTs) are often assumed to be a readily available access avenue to quality education in a variety of settings. The impact of ICT, however, may have to be judged on the basis of how effectively it will contribute to the expansion of humanity’s knowledge base all over the world.

With these contextual remarks, let’s turn our attention to some of the fundamental issues that deserve critical attention as we gauge both the possibilities and the risks intrinsic to the establishment of new technologies as a fixture of the educational landscape.

In doing so, we will examine:

- enduring challenges to be overcome;
- critical ingredients that are deemed essential to start addressing the digital divide; and
- priority action areas for a wide variety of actors.

Fundamental issues and challenges:

As part of the reality check at the outset, let's highlight some givens.

Recognize the inequalities in access to technologies, information and knowledge which give rise to the digital divide between the knows and the know-nots, a phenomenon which is not unlike the other divide between the haves and the have-nots.

Evidence shows that the digital divide exists worldwide between the global regions, between countries, and between groups and individuals within countries. Access to ICT is divided along economic, gender, ethnic and linguistic lines.

Notwithstanding the fact that all societies can be said to have a wealth of information and a rich knowledge base, be mindful who structures technologically-transmitted information, who owns it, who decides how it ought to be used and circulated.

Keep in mind that despite improvement, traditional illiteracy remains a reality in many parts of the world and that resources are lacking just to address this reality.

To be aware that access to infrastructures is uneven and once again determined by the availability of economic means.

Opportunities:

Notwithstanding these limitations, the benefits of ICT in education cannot be underestimated. With adequate access, the recourse to ICT can:

At an individual level:

- maximize the exchange of ideas and creative projects across boundaries.
- unleash the innovative potential of the human mind and put this creativity at the service of problem-solving schemes that can be shared as exemplary practices and transferred into a variety of contexts.

At a collective level:

- lend itself to the multifaceted networking of users in many places and as such, contribute to the building of communities of learners and problem-solvers across national, cultural, social, and economic boundaries.
- assist in the education of a global citizenry through exposure to the varied and multifaceted perspectives of other communities.

Priority areas:

That said, the potential for ICT can be tapped into and if the new technologies are to be successfully integrated into education for all, the following have to be taken into consideration:

At the national level:

- the availability of new technologies has to be organized through policies and programmes which are meant to maximize access to the public in general. This includes:

- strengthening and extending the ICT infrastructure;
- expanding ICT access through public institutions;
- upgrading citizens’ and workers’ skills;
- making available subsidized ICT access in schools and in other public sites;
- ensuring that ICT is accessible to underprivileged groups through open sites of access.

Resources – software tools – must be put at the disposal of users at no cost so that the support tools that are essential for the training of a technologically and information literate population are available on an equitable basis.

School level:

The key learning competencies of learners have to be clearly articulated so that curricular contents can be made more relevant. As well, learning methods have to be updated with a view to making them compatible with the imperatives of e-learning.

Pre-service and in-service education of teachers:

Make sure that both incoming teachers and experienced teachers are well prepared so that there can be an effective integration of new technologies into the delivery of education. Newly designed or adapted pedagogical methodologies – including subject-based methodologies – have to be explored, tapped into, and implemented if the education of learners is to occur in an effective way.

Finally, learning materials have to be provided in multi-media formats so that knowledge can be imparted through a variety of modes.

Key messages

Take a planned, holistic approach to policies and strategies to cover not only the integration of technologies into education but also to examine some of the telecommunication issues that need to be addressed.

Build on multi-party partnerships – under the lead role of public institutions and including community-based organizations – to plan, design, and implement key initiatives and sustain them over time.

Invest resources in capacity-building so that a variety of users can become not only technologically proficient but also information literate – that is, be able to put received information under the scrutiny of a lucid and discerning lens.

Proceed with a strategic deployment of resources – based on a carefully designed needs assessment and with focused, complementary actions that are likely to have a systemic impact.

Build on what already exists, including more traditional technologies of learning (i.e. books, radio, audiovisual equipment) so that the potential of technology can be harnessed to expand the learning rather than replace it – beware of tabula rasa pseudo-solutions that usually end up eradicating the past and present without any safety net and no transition measures.

Keep in mind that quality of e-learning depends on wide access to ICT and support mechanisms as well as the critical engagement of teachers and learners in the schools and in the classroom.

Education for all is the priority. New technologies should be used to support the established curricular policies and programmes, as well as school management and administration processes. It is therefore imperative that new technologies be customized to the particulars of local contexts.

There is room for an expanded role for UNESCO to assist:

- Countries in the development of their ICT-in-education policies;
- In promoting the integration of new educational technologies on an equitable basis;
- In documenting and disseminating key requirements and competencies for e-learning;
- In evaluating and monitoring the quality of educational software.

Conclusion

In addressing the challenges to narrow the gap between the information rich and the information poor, countries have made substantial progress and undertaken innovative projects. These examples of successful practices should serve as models on which to draw.

Final remarks

Chair, Excellencies, Ladies and Gentlemen,

This concludes the summary report for Workshop 6 on: “Narrowing the gap between the information rich and the information poor: new technologies and the future of education”. I thank you for your attention.

ANNEX XVI

LIST OF SPEAKERS IN MAJOR DEBATES I and II

MAJOR DEBATE I / GRAND DEBAT I / GRAN DEBATE I

One world, one future: education and the challenge of globalization

Un monde, un avenir: l'éducation et le défi de la mondialisation

Un mundo, un futuro: la educación y el desafío de la mundialización

Moderator/Animateur/Moderador: Mr Pablo LATAPI ORTEGA, Journalist, TV Azteca, México

- Key Speakers/Intervenants/Participantes:
- H.E. Dr Mohammed J.K. AL GHATAM, Minister of Education, Bahrain
 - H.E. Prof. Abraham BORISHADE, Minister of Education, Nigeria
 - H.E. Mr Burchell WHITEMAN, Minister of Education, Youth and Culture, Jamaica
 - H.E. Dr Sirikorn MANEERIN, Deputy Minister of Education, Thailand
 - Mr Aaron BENAVIDES, Professor, Department of Sociology and Anthropology, Hebrew University of Jerusalem, Mt. Scopus, Israel
 - Mr Alejandro TIANA, Professor, Faculty of Education, UNED, Madrid (Spain)

MAJOR DEBATE II / GRAND DEBAT II / GRAN DEBATE II

Quality education for all for living together in the twenty-first century: intensifying the international policy dialogue on structures, contents, methods and means of education, and mobilizing the actors and partnerships

Éducation de qualité pour tous pour vivre ensemble au XXI^e siècle : intensifier le dialogue politique international sur les structures, les contenus, les méthodes et les moyens d'enseignement, mobiliser les acteurs et les partenariats

Educación de calidad para todos para vivir juntos en el siglo XXI: intensificar el diálogo político internacional sobre las estructuras, los contenidos, los métodos y los medios de enseñanza, y movilizar los actores y los asociados

Moderator/Animateur/Moderador: M. Daniel BERNARD, Directeur, Leman Bleu Télévision, Suisse

- Key Speakers/Intervenants/Participantes
- H.E. M. Najib ZEROUAZLI OUARITI, Ministre de l'enseignement supérieur et de la formation des cadres et de la recherche scientifique, Maroc
 - Sr. Ricardo SANTOS, Senador, Brazil
 - M. Pierre THENARD, Conseiller technique au Cabinet du Ministre-délégué à la Coopération et à la Francophonie, France
 - M. Thomas BEDIAKO, Chef Coordinateur pour la région Afrique, Education Internationale, Ghana
 - M. Moncef GUITOUNI, Président de la Fédération internationale pour l'éducation des parents, Montréal (Canada)
 - Mrs Michèle RIBOUD, Manager, Human Development Division; World Bank, Washington DC
 - Mr Kazimier KORAB, Director, Department of Strategy and Development, Ministry of Education, Poland
 - Dr. Ella YULAELOWATI, Head, Curriculum Division of Primary School, Ministry of Education, Indonesia

ANNEX XVII

LIST OF SPEAKERS IN THE WORKSHOPS

WORKSHOP 1 / ATELIER 1 / TALLER 1

Citizenship education: learning at school and in society

L'éducation à la citoyenneté : les apprentissages scolaires et sociaux

La educación para la ciudadanía: aprendizajes escolares y sociales

Elaboration of Discussion Paper Elaboration document de débat Autor del documento de debate	}	Danish Research and Development Center for Adult Education, Copenhagen
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Co-organization and financing Coorganización y financiación Co-organisation et financement	}	Danish Ministry of Education
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Moderator/Animateur/Moderador : Mr. Sveinn EINARSSON, Counsellor of Culture, Iceland

Rapporteur/Rapporteur/Relator: Mr. Cesar BIRZEA, Directeur, Institut des Sciences de l'Éducation, Roumanie

Key Speakers/Intervenants/Participantes:

- H.E. Ms Mariana AYLWIN OYARZÚN, Minister of Education, Chile
- H.E. Ms Margrethe VESTAGER, Minister of Education, Denmark
- Mr. Benali BENZAGHOU, Recteur de l'Université des Sciences et de Technologie, Alger
- Mr. Samuel LEE, Director, Asian-Pacific Centre of Education for International Understanding, Seoul (Republic of Korea)
- Mr. Cliff OLIVIER, Co-ordinator, The Life Science Project, Namibia

Introductory Video : Citizenship practices : school and social learning (Geneva)

Vidéo d'introduction : Pratiques de la citoyenneté : l'école et l'apprentissage social (Genève)

Videocinta de presentación : Prácticas de la ciudadanía : aprendizaje escolar y social (Ginebra)

WORKSHOP 2 / ATELIER 2 / TALLER 2

Social exclusion and violence : Education for social cohesion

Exclusion sociale et violences : L'éducation pour la cohésion sociale

Exclusión social y violencia : la educación para la cohesión social

Elaboration of Discussion Paper
Elaboration document de débat
Autor del documento de debate } Mr. Sobhi TAWIL (IUED)

Co-organization
Co-organisation
Coorganización } Institut Universitaire d'Etudes du Développement (IUED), Suisse

Financing
Financement
Financiación } Ministerio de Educación de Argentina

Moderator/Animateur/Moderador : M. Jean-Pierre GONTARD, Secrétaire Général (IUED)

Rapporteur/Rapporteur/Relator: Mr. Joo-Seok KIM, Minister, Deputy Permanent Delegate to UNESCO, Republic of Korea

Key Speakers/Intervenants/Participantes:

- S.E. M. Pierre NZILA, Ministre de l'enseignement primaire, secondaire et supérieur de la Rép. du Congo
- Sr. Antanas MOCKUS, Alcalde de Bogotá (Colombia)
- Excma. Sra. Isabel COUSO TAPIA, Secretaria General de Educación y Formación Profesional, Ministerio de Educación, España
- M. Ivan IVIC, Professeur Universitaire, Filozofski fakultet, Belgrade (Yougoslavie)
- Mme Pari ZARRABI, Sociologue, Genève

Introductory Video : Forty School Project (South Africa)

Vidéo d'introduction : Projet des 40 Ecoles (Afrique du Sud)

Videocinta de presentación : Proyecto de las cuarenta escuelas (Sudáfrica)

WORKSHOP 3 / ATELIER 3 / TALLER 3

Common values, cultural diversity and education : what and how to teach

Valeurs communes, diversité culturelle et éducation : qu'apprendre et comment apprendre ?

Valores comunes, diversidad cultural y educación : ¿qué y cómo aprender?

Elaboration of Discussion Paper
Elaboration document de débat
Autor del documento de debate

} Sr. Luis Enrique LOPEZ (PROIEB-ANDES)

Co-organization
Co-organisation
Coorganización

} Programa de Formación en Educación Intercultural Bilingüe para los Países Andinos (PROIEB-ANDES)

Co-financing
Cofinancement
Cofinanciación

} German National Commission for UNESCO

Key Speakers/Intervenants/Participantes:

- H.E. Ms Lucija COK, Minister of Education & Sport Slovenia
- Mr. Bodo RICHTER, Secretary of State, Kultusministerium des Landes Sachsen-anhalt, Magdeburg (Germany)
- M. Abdeljalil AKKARI SCKELL, Professeur, Université de Fribourg (Suisse)
- Dr Geraldine CASTLETON, Research Fellow, Griffith University, Brisbane (Australia)
- Mr. Tesfamichael GERAHTU, Director-General, Department of Education, Ministry of Education, Eri

Introductory Video : A new meaning for the education system (Nunavut, Canada)

Vidéo d'introduction : Une nouvelle orientation pour le système éducatif (Nunavut, Canada)

Videocinta de presentación : Nuevo sentido para el sistema educativo (Nunavut, Canadá)

WORKSHOP 4 / ATELIER 4 / TALLER 4

Language(s) teaching and learning strategies for understanding and communication

Les stratégies d'enseignement et d'apprentissage des langues pour la compréhension et la communication

Estrategia de enseñanza y de aprendizaje de los idiomas para la comprensión y la comunicación

Elaboration of Discussion Paper
Elaboration document de débat
Autor del documento de debate } Prof. Dr. Theo J.M. VAN ELS, Professor Emeritus,
University of Nijmegen, The Netherlands

Co-organization and financing
Co-organisation et financement
Coorganización y financiación } Ministry of Education, The Netherlands

Moderator/Animateur/Moderador : Prof. Dr. Theo J.M. VAN ELS

Rapporteur/Rapporteur/Relator: Prof. Antonio GUERRA CARABALLO, Uruguay

Key Speakers/Intervenants/Participantes:

- H.E. Mr Jeff LANTZ, Minister of Education, Prince Edward Island (Canada)
- Mr Abbas SADRI, Consultant to the Minister and Director General for the Office of Higher Technical-Vocational Schools, Islamic Republic of Iran
- M. Gabor BOLDISZAR, Conseiller général d'administration, Ministère de l'Éducation, Hongrie
- Mrs. Blanca Estela COLOP ALVARADO, Co-ordinator, Mayan Education Unit, UNESCO/PROMEM, Guatemala
- M. Abou DIARRA, Directeur général, Centre national de l'Éducation, Bamako (Mali)

Introductory Video : Language Education (Czech Republic)

Vidéo d'introduction : L'enseignement des langues (République Tchèque)

Videocinta de presentación : Enseñanza de idiomas (República Checa)

WORKSHOP 5 / ATELIER 5 / TALLER 5

Scientific progress and science teaching: basic knowledge, interdisciplinarity and ethical problems

Progrès scientifique et enseignement des sciences: connaissances de base, interdisciplinarité et problèmes éthiques

Progreso científico y enseñanza de la ciencia: conocimientos básicos, interdisciplinaridad y problemas éticos

Elaboration of Discussion Paper
Elaboration document de débat
Autor del documento de debate } M. Jean-Marie SANI, Cité des sciences et de l'industrie, La Villette, Paris

Co-organization
Co-organisation
Coorganización } Cité des sciences et de l'industrie, La Villette, Paris

Financing
Financement
Financiación } Norway and Finland (from the Dakar Follow-up Special Account)

Moderator/Animateur/Moderador : M. Jean-Marie SANI, Cité des sciences et de l'industrie, La Villette, Paris

Rapporteur/Rapporteur/Relator: Mme Naïma TABET, Secrétaire générale, Commission nationale marocaine pour l'UNESCO

Key Speakers/Intervenants/Participantes:

- H.E. Dr S.C. MUMBENGEGWI, Minister for Higher Education and Technology, Zimbabwe
- Prof. Jaak AAVIKSOO, Rector, Professor, University of Tartu (Estonia)
- Dr Pablo LATAPI SARRE, Profesor, Universidad Nacional Autónoma de México D.F. (México)
- Mr. Shigeo YOSHIKAWA, Senior Curriculum Specialist, Ministry of Education, Japan
- Mme Doris JORDE, Senior Lecturer, Oslo University, (Norway)

Introductory Video : Awareness of solar energy and renewable energy (Cuba)

Vidéo d'introduction : Sensibilisation à l'énergie solaire et aux énergies renouvelables (Cuba)

Videocinta de presentación : Sensibilización a la energía solar y las energías renovables (Cuba)

WORKSHOP 6 / ATELIER 6 / TALLER 6

Narrowing the gap between the information rich and the information poor: new technologies and the future of education

Réduire le fossé entre ceux qui sont riches et ceux qui sont pauvres en termes d'accès à l'information : Les nouvelles technologies et l'avenir de l'éducation

Reducir la brecha entre ricos y pobres en información : las nuevas tecnologías y el futuro de la escuela

Elaboration of Discussion Paper :
Elaboration document de débat :
Autor del documento de debate : } Mr. Vis NAIDOO, Commonwealth of Learning, Vancouver
(Canada)

Co-organization:
Co-organisation:
Coorganización: } The Commonwealth of Learning (COL)

Financing
Financement
Financiación } Norway and Finland (from the Dakar Follow-up Special Account)

Moderator/Animateur/Moderador : M. Vis NAIDOO, The Commonwealth of Learning

Rapporteur/Rapporteur/Relator: Mme Marie-Lison FOUGÈRE, Directrice, Direction des politiques et des programmes, Ministère de l'Éducation de l'Ontario, Canada

Key Speakers/Intervenants/Participantes:

- H.E. Mr. Louis Steven OBEEGADOO, Minister of Education and Scientific Research, Mauritius
- Dr. Johanna LASONEN, Professor, Institute for Educational Research, University of Jyväskylä (Finland)
- Mrs Heba RAMZY, Director, Regional Information Technology & Software Engineering Center (RITSEC), Cairo (Egypt)
- Prof. Alexey SEMENOV, Rector, Moscow Institute of Teacher Development, Moscow (Russian Federation)
- M. Siva SUBRAMANIAN, Secrétaire Général de NUTP, Education Internationale, Kuala Lumpur (Indonesia)

Introductory Video : Internet Mobile Unit (Malaysia)

Vidéo d'introduction : L'Unité Mobile Internet (Malaisie)

Videocinta de presentación : Unidad Móvil Internet (Malasia)

ANNEX XVIII

List of documents distributed during the session

Working documents

ED/BIE/CONFINTED 46/1	Provisional agenda
ED/BIE/CONFINTED 46/2	Proposed organization of the work of the Conference
ED/BIE/CONFINTED 46/3	Reference document on: “Education for all for learning to live together”: contents and learning strategies – problems and solutions
ED/BIE/CONFINTED 46/4	Documents to assist the discussions during the six workshops
ED/BIE/CONFINTED 46/5	General overview of the 46th session of the ICE
ED/BIE/CONFINTED 46/6	Draft “Conclusions and proposals for action” arising from the 46th session of the ICE”

Information documents

“Messages of ministers of education”, a delegate’s guide, a provisional list of participants and a conference evaluation questionnaire were distributed to the participants. Many delegates’ statements were also made available at their authors’ request.

National reports submitted to the 46th session of the ICE

A total of 99 national reports were submitted by the following Member States: Algeria; Angola; Argentina; Australia; Austria; Azerbaijan; Bahrain; Barbados; Belarus; Belgium (Flemish community and French community); Benin; Bolivia; Botswana; Brazil; Bulgaria; Cambodia; Cameroon; Canada; Central African Republic; Chad; China; Colombia; Congo; Congo, People’s Democratic Republic; Costa Rica; Côte d’Ivoire; Croatia; Cuba; Cyprus; Czech Republic; Denmark; Egypt; Estonia; Ethiopia; Federal Republic of Yugoslavia; Finland; France; Germany; Ghana; Guinea; Honduras; Hungary; India; Indonesia; Iran, Islamic Republic of; Iraq; Ireland; Italy; Japan; Jordan; Kazakhstan; Kenya; Korea, Democratic People’s Republic; Korea, Republic of; Kuwait; Kyrgyzstan; Latvia; Lebanon; Libyan Arab Jamahiriya; Madagascar; Malaysia; Mali; Mauritius; Mexico; Moldova; Mozambique; Namibia; Nigeria; Norway; Oman; Pakistan; Peru; Poland; Portugal; Qatar; Romania; Russian Federation; Rwanda; Saudi Arabia; Senegal; Slovakia; Slovenia; Spain; Sudan; Swaziland; Sweden; Switzerland; Syrian Arab Republic; Thailand; The Former Yugoslav Republic of Macedonia; Tunisia; Turkey, Uganda; Ukraine; United Arab Emirates; United Republic of Tanzania; Zambia; Zimbabwe.

Other documents available during the Conference

- (a) World Data on Education, fourth edition of the CD-ROM produced by the IBE and containing data on 158 education systems
- (b) Education for citizenship, a CD-ROM produced by the Education Sector of UNESCO
- (c) Prospects, special issue of UNESCO’s quarterly review prepared by the IBE on the theme “Learning to live together”

- (d) Video-cassette on the BRIDGE project (introductory documents for the six workshops)
- (e) “Demain l’éducation ...” recording of the debate programme produced by Léman bleTV Geneva
- (f) 100 and 1 terms for human rights education: a glossary prepared by Ramdane Babadji for the World Association for the School as an Instrument of Peace (EIP), in collaboration with the IBE

ANNEX XIX

Liste des participants/List of participants/Lista de participantes

Etats Membres/Member States/Estados Miembros

Albanie/Albania

M. Fation PENI
Secrétaire général de la Commission nationale pour
l'UNESCO

Mr Artan CANAJ
Director of Foreign Relations

Mrs Mira SCHNEIDER
Second Secretary
Albanian Permanent Mission, Geneva

Algérie/Algeria/Argelia

S.E. M. Boubeker BENBOUZID
Ministre de l'éducation nationale
Président de la Commission nationale algérienne pour
l'UNESCO/ALECSO/ISESCO
(Chef de délégation)

S.E. M. Mohamed-Salah DEMBRI
Ambassadeur, Représentant permanent de l'Algérie
auprès de l'Office des Nations Unies à Genève

Mme Kheira OUIGUINI
Déléguée Permanente adjointe de l'Algérie auprès de
l'UNESCO

M. Tahar BERCHICHE
Secrétaire général de la Commission nationale algérienne pour
l'UNESCO/ALECSO/ISESCO

M. Hocine SAHRAOUI
Ministre Conseiller auprès de la Mission permanente
d'Algérie à Genève

M. Baghdad LAKHDAR
Conseiller

M. Nourreddine TOUALBI
Conseiller

M. Brahim MAHFOUD
Conseiller

M. Nor-Eddine BENFREHA
Conseiller auprès de la Mission permanente d'Algérie à
Genève

Allemagne/Germany/Alemania

H.E. Dr Bodo RICHTER
State Secretary
Ministry of Education and Cultural Affairs of
Land Saxony-Anhalt
(Head of Delegation)

Mr Klaus METSCHER
Deputy Permanent Representative
Permanent Mission of Germany to the Office of the
United Nations
Geneva

Mr Frank BURBACH
Adviser on Multilateral Cultural Activities
Federal Foreign Office, Berlin

Dr Hans HAENISCH
Institute of the Land North-Rhine/Westphalia for School and
Further Education

Prof. Dr. Klaus HÜFNER
President
German Commission for UNESCO, Bonn

Dr Traugott SCHOEFTHALER
Secretary General
German Commission for UNESCO, Bonn

Dr Birgitta RYBERG
Director, International Department
KMK

Mrs Christine M. MERKEL
Officer for Education
German Commission for UNESCO, Bonn

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Prof. Heribert HINZEN
Director
Institut for International Cooperation
German Adult Education Association (DVV-IIZ)

Angola

S.E. M. Antonio B. S. NETO
Ministre de l'éducation et de la culture
(Chef de délégation)

M. David Leonardo CHIVELA
Directeur général
Institut national d'investigation et développement éducation
(INIDE)

M. Francisco DOMINGOS
Directeur général
Institut national éducation des adultes

M. Eduardo Domingos MULENDE
Directeur
Institut national de l'enseignement général

M. Emilio LEONCIO
Directeur
Institut national de l'enseignement moyen et technique

M. Antonio Campos NETO
Attaché de presse
Ministère de l'éducation et de la culture

Mme Francisca MARTINS
Chef
Département de l'enseignement général de l'INIDE

M. Eduardo ANDRE
Chef des relations publiques et protocole auprès du Ministère
de l'éducation et de la culture

Mme Sofia Silvério PEGADO
Conseiller

Arabie saoudite/Saudi Arabia/Arabia Saoudí

H.E. Dr Mohamed Ahmed RASHEED
Minister of Education
(Head of Delegation)

Mr Ibrahim AL-AWAD
Deputy Minister for Education Development

Dr Fida AL ADEL
Permanent Delegate of the Kingdom of Saudi Arabia to
UNESCO

Mr Abdallah AL HOWIMAL
Director General for Education
Holz MEKKAH Region

Mr Ibrahim AL-WADI
Chief of Protocol and Relations Unit
Minister's Office

Argentine/Argentina

S.E. Lic. Andrés Guillermo DELICH
Ministro de Educación
Presidente de la Comisión Nacional Argentina de
Cooperación con la UNESCO
(Jefe de delegación)

Sr Sergio PALACIO
Secretario General
Consejo Federal de Cultura y Educación

Sra. Alicia Beatriz DE HOZ
Ministro
Misión Permanente en Ginebra

Lic. Silvia Graciela FINOCCHIO
Coordinadora
Programa Nacional de Gestión Curricular y Capacitación

Sra. Silvia MONTOYA
Directora Ejecutiva
Instituto para el Desarrollo de la Calidad Educativa (IDECE)

Australie/Australia

Mr Paul Bernard COWAN
Deputy Permanent Delegate (Education) to UNESCO
(Head of Delegation)

Mr Geoff SPRING
Chief Executive of the Department of Education, Training and
Employment in South Australia

Mr Patrick MARKWICK-SMITH
Director
International Education Services

Ms Joy DELEO
Vice President (Programmes)
UNESCO Asia Pacific Network for International Education
and Values Education
Director, Office of Multicultural Affairs

Mrs Anne SIWICKI
Policy Officer
Australian Permanent Delegation to UNESCO

Autriche/Austria

H.E. Mr Reinhard NOBAUER
Ministry of Education, Science and Culture
(Head of Delegation)

Mrs Ruth MITSCHKA
Expert

Azerbaïdjan/Azerbaijan/Azerbaiyán

M. Elmar GASYMOV
Ministre-adjoint de l'éducation de la République
azerbaïdjanaise
(Head of Delegation)

M. Azad AKHUNDOV
Expert en chef du Ministère de l'éducation de la République
azerbaïdjanaise

Bahreïn/Bahrain/Bahrein

H.E. Dr Mohammed J. K. ALGHATAM
Minister of Education
(Head of Delegation)

Dr Yousif ABDEL WAHID
Advisor to H.E. The Minister
Ministry of Education

Mrs Lulwa Khalifa ALKHALIFA
Director of Curricula
Ministry of Education

Ms Badriya ALAHMED
Acting Secretary General
Bahrain National Commission for UNESCO
Ministry of Education

Mr Ahmed ALHAMMADI
Senior System Analyst
Information and Documentation Centre
Ministry of Education

Mr Ebrahim AL-SULTAN
Specialist
Public Relations
Ministry of Education

Dr Emad A. TAQI
Vice President for Planning and Community Services
University of Bahrain

Dr Mohmmmed H. AL-MUTAWA
Head of Psychology Department
University of Bahrain

Dr Mahmoud SALEH
Director of the Counselling Centre
University of Bahrain

Dr Sajida TABBARA
Director of English Language Centre
University of Bahrain

Bélarus/Belarus/Belarus

Mr Boris IVANOV
First Deputy Minister of Education
(Head of Delegation)

Ms Katsiaryna YERMILINA
Secretary General
National Commission for UNESCO

M. Evgeny YUSHKEVICH
Mission du Bélarus auprès de l'Office de l'ONU à Genève

Mrs Irina EGOROVA
First Secretary
Permanent Mission of the Republic of Belarus

Belgique/Belgium/Bélgica

S.E. Mme Françoise DUPUIS
Ministre de l'enseignement supérieur, de l'enseignement de
promotion sociale et de la recherche scientifique
(Chef de délégation)

Mme Catherine ANTONACCHIO
Collaboratrice de Monsieur le Ministre-Président du
Gouvernement de la Communauté française de Belgique

Mme Jeanine VAN DE VELDE
Collaboratrice de Monsieur le Ministre-Président du
Gouvernement de la Communauté française de Belgique

M. Christophe KELECOM
Collaborateur de Madame la Ministre F. Dupuis

Mme Suzie DELMEZ
Attachée au département éducation du Cabinet de Monsieur
Jean-Marc Nollet, Ministre de l'enfance, Chargé de
l'enseignement fondamental

Mme Anne HICTER
Collaboratrice au Cabinet de Monsieur Pierre Hazette,
Ministre de l'enseignement secondaire et de l'enseignement
spécial

M. Dominique BARTHELEMY
Directeur des Relations internationales au Secrétariat général
du Ministère de la Communauté française de Belgique

M. Philippe NAYER
Délégué de la Communauté française de Belgique à Genève

Mme Christine CACOUAULT
Collaboratrice à la Délégation de la Communauté française de
Belgique à Genève

M. Philippe RENARD
Expert
Cabinet du Ministre de l'enseignement
(Rapporteur général de la CIE)

M. Marc THUNUS
Délégué permanent adjoint de Belgique auprès de l'UNESCO
Chargé d'affaires a.i.

Mme Ruth LAMOTTE
Adjointe au Directeur
Département Enseignement
Communauté flamande de Belgique

Bénin/Benin

S.E. M. Jean Bio CHABI OROU
Ministre des enseignements primaire et secondaire
(Chef de délégation)

S.E. M. Olabiyi B.J. YAÏ
Ambassadeur, Délégué permanent du Bénin auprès de
l'UNESCO

M. Toussaint TCHITCHI
Professeur
Ancien Ministre de l'information et de la communication
Directeur de l'Institut national pour la formation et la
recherche en éducation (INFRE, Porto-Novo, Bénin)

Bhoutan/Bhutan/Bhután

H.E. Mr Bap KESANG
Ambassador and Permanent Representative
Permanent Mission of Bhutan, Geneva
(Head of Delegation)

Mr Sherab TENZIN
First Secretary
Permanent Mission of Bhutan
Geneva

Mr Sonam TOBGAY
Second Secretary
Permanent Mission of Bhutan
Geneva

Bosnie-Herzégovine/Bosnia and Herzegovina/Bosnia y Herzegovina

Mrs Dragana ANDELIC
First Secretary
Permanent Mission of Bosnia and Herzegovina to the
UN Office at Geneva

Botswana

H.E. Mr Kgeledi George KGOROBA
Minister of Education
Ministry of Education
(Head of Delegation)

Mr Philemon Themba RAMATSUI
Permanent Secretary
Ministry of Education

Mr Lucky Tebalebo MOAHI
Director
Curriculum Development and Evaluation

Ms Bontle Pauline MOLEFE
Principal Education Officer

Mr Raymond CHARAKUPA
Senior Lecture
University of Botswana

Ms Violet ESSILFIE
Programme Officer
Botswana National Commission for UNESCO

Brésil/Brazil/Brasil

Sra. Maria Helena CASTRO
Cheffe da Delegação
Presidente do Instituto Nacional de Estudos e Pesquisas
Educacionais - INEP e Secretária de Educação Superior

Sra. Raquel TEIXEIRA
Presidente do Conselho Nacional de Secretários de Educação
CONSED e Secretária de Estado da Educação de Goiás

Sr. Adeum Hilario SAUER
Presidente da União Nacional de Dirigentes Municipais de
Educação
UNDIME e Secretária de Estado da Educação de Itabuna

M^a Claudia P. C. BAENA SOARES
Assessora da Assessoria Internacional do Gabinete do
Ministro
AI/GM

Sra. Elisabeth VARGAS
Coordenadora Nacional do Programa Universidade
Solidária/Comunidade Solidária

Sra. Juçara Maria Dutra VIEIRA
Vice-presidente da Confederação Nacional de Trabalhadores
em Educação

Sr. Ricardo SANTOS
Presidente da Comissão de Educação do Senado Federal

Bulgarie/Bulgaria

Mr Yulian NAKOV
Deputy Minister of Education and Science
Leader of the delegation
(Head of Delegation)

Ms Lubov DRAGANOVA
State Expert in “International Activities”
Directorate, Ministry of Education and Science

Ms Aneta HRISTOVA
Headmaster of Vocational School
“Atanas Bourv”
SPTUM, Russe

Assoc. Prof. Diana ANTONOVA
Representative of “Bistra and Galina” Foundation

Ms Zdravka BARDAROVA
Representative of “Bistra and Galina” Foundation

Mr Stoyan RALEV
Secretary General of the Bulgarian National Commission for
UNESCO

Burkina Faso

M. Louis Honoré OUEDRAOGO
Conseiller technique du Ministre de l’enseignement de base
(Chef de délégation)

M. Julien DABOUE
Directeur des études et de la planification (enseignements
secondaire et supérieur)

M. D. Bernard YONLI
Secrétaire général
Commission nationale pour l’UNESCO

M. Sibiri Laurent KABORE
Directeur des études et de la Planification de l’enseignement
de base

Burundi

S.E. M. Prosper MPAWENAYO
Ministre de l'éducation nationale
(Chef de délégation)

S.E. M. Adolphe NAHAYO
Ambassadeur, Représentant permanent du Burundi à Genève

M. Cyrille NZOHABONAYO
Directeur du Bureau de coordination et de suivi des
Organismes personnalisés

Mme Justine BIHOTORI
Premier conseiller

Cambodge/Cambodia/Camboya

H.E. Mr Sethy IM
Secretary of State
(Head of Delegation)

H.E. Mr Nay Leang KOEU
Director General of Education
Ministry of Education, Youth and Sports

Cameroun/Cameroon/Camerún

S.E. Prof. Joseph OWONA
Ministre de l'éducation nationale
(Chef de délégation)

S.E. M. Pascal BILOA TANG
Ambassadeur Délégué Permanent du Cameroun auprès de
l'UNESCO

M. Barthélémy MVONDO NYINA
Secrétaire général de la Commission nationale pour
l'UNESCO

M. Richard WILLAYI
Conseiller Technique n°2
Ministère de l'éducation nationale

M. Yaya YAKOUBA
Directeur de l'Enseignement primaire, maternel et normal
Ministère de l'éducation nationale

M. Alphonse NKOME
Chef de service de l'Alphabétisation et de la post
alphabétisation
Ministère de l'éducation nationale

Mme Berthe AFFANA
Sous-Directeur de la Prospective
Ministère de l'éducation nationale

M. Antoine WONGO AHANDA
Conseiller Culturel à l'Ambassade du Cameroun à Paris

M. Charles ASSAMBA ONGODO
Deuxième Secrétaire chargé du suivi permanent des dossiers
de l'UNESCO

Canada/Canadá

The Hon. Jeff LANTZ
Minister of Education
Prince Edward Island
(Head of Delegation)

H.E. Mr Louis HAMEL
Permanent Delegation of Canada to the UNESCO (PESCO)

Mme Marie-Lison FOUGÈRE
Directrice
Direction des politiques et des programmes
Ministère de l'éducation
Ontario

Dr Paul CAPPON
Director General
Council of Ministers of Education, Canada (CMEC)

Mr Richard MARTIN
Senior Program Manager
International Academic Relations Division
Department of Foreign Affairs and International Trade

Mrs Eva EGRON-POLAK
Chairperson of the Sectoral Commission on Education
Canadian Commission for UNESCO

Mr Doug WILLARD
President
Canadian Teachers' Federation

M. Jean-Claude TARDIF
Conseiller
Centrale des Syndicats du Quebec

Mme Diane LABERGE
Chargée de programme (Education)
Commission canadienne pour l'UNESCO

Mr Donald R. MACPHEE
Councillor
Permanent Mission of Canada

Chili/Chile

S.E. Sra. Mariana AYLWIN OYARZÚN
Ministra de Educación
(Jefe de delegación)

Sra. Paz PORTALES GRADO
Oficina de Relaciones Internacionales MINEDUC
Secretaria Adjunta Comisión Nacional Chilena de
Cooperación con UNESCO

Sr. Cristián COX
MECE
Ministerio de Educación
Chile

Chine/China

H.E. Mr Xinsheng ZHANG
Vice Minister of Education
Chairman
Chinese National Commission for UNESCO
(Head of Delegation)

H.E. Mr Xuezhong ZHANG
Ambassador, Permanent Delegate of China to UNESCO

Ms Xiaoya CHEN
Director General
Department of Policies and Regulations
Ministry of Education

Mr Jianguo WANG
Deputy Director General
Department of Basic Education
Ministry of Education

Mr Yue DU
Director of Division
Chinese National Commission for UNESCO

Mr Jianjun ZHAI
First Secretary
Chinese Permanent Delegation to UNESCO

Mr Dezheng LIU
Chinese National Commission for UNESCO

Ms Yunying CHEN
Researcher
China National Institute of Education Research

Ms Xiangming CHEN
Professor
Beijing University

Ms Aijun YUAN
Principal
Experimental Middle School attached to Beijing Normal
University

Chypre/Cyprus/Chipre

H.E. Mr Uranios IOANNIDES
Minister of Education and Culture
(Head of Delegation)

Mr George ZACHARIADES
Director
Pedagogical Institute

Colombie/Colombia

S.E. Sra. Margarita PEÑA BORRERO
Viceministra de Educación Nacional
(Jefe de delegación)

Sra. María Elvira POSADA-CORRALES
Segundo Secretario
Misión Permanente de Colombia
Ginebra

Sr. Antanas MOCKUS
Alcalde de Bogotá

Sra. Alicia Eugenia SILVA
Secretario Privado
Alcalde de Bogotá

Comores/Comoros/El Comoro

S.E. M. Cheikh Soilihi SAID ABDALLAH
Ministre de l'Éducation nationale, de la Formation
Professionnelle et des Droits de l'Homme
(Chef de délégation)

Dr Boina ABOUBAKARI
Secrétaire général
Commission nationale des Comores pour l'UNESCO

Congo

S.E. M. Pierre NZILA
Ministre de l'enseignement primaire, secondaire et supérieur
Chargé de la recherche scientifique
(Chef de délégation)

M. Justin BIABAROH-IBORO
Ministre Conseiller
Mission permanente du Congo à Genève

Mme Delphine BIKOUTA
Premier conseiller
Mission permanente du Congo à Genève

M. Gabriel NGUENGUE-MONTSE
Conseiller économique
Mission permanente du Congo à Genève

M. François NGUIE
Conseiller
Mission permanente du Congo à L'UNESCO

M. Marie-Joseph MALLALI-YOUGA
Fonctionnaire
Ministère de l'enseignement primaire, secondaire et supérieur

M. Alphonse DONGO
Fonctionnaire
Ministère de l'enseignement primaire, secondaire et supérieur

M. Serge BORET BOKWANGO
Attaché chargé du Protocole
Mission permanente du Congo à Genève

Côte d'Ivoire

S.E. M. Michel Amani N'GUESSAN
Ministre de l'éducation nationale
(Chef de délégation)

S.E. M. Claude BEKE
Ambassadeur, Représentant permanent
Mission permanente, Genève

Mme Yao-Yao Akissi KAN
Secrétaire général
Commission nationale ivoirienne pour l'UNESCO

M. Kipré NEA
Membre du Synares

M. Jerome Klôh WEYA
Premier conseiller
Mission Cote d'Ivoire, Genève

Croatie/Croatia/Croacia

H.E. Mr Vladimir STRUGAR, Ph.D.
Minister
Ministry of Education and Sports
(Head of Delegation)

Mr Tomislav STOJAK
Head of Minister Office

Mr Niksa Nikola ŠOLJAN, Ph.D.
Member of the Croatian National Commission for UNESCO

H.E. Mr Neda RITZ
Ambassador Extraordinary and Plenipotentiary to UNESCO

Cuba

S.E. Dr Luis Ignacio GÓMEZ GUTIÉRREZ
Ministro de Educación
(Jefe de delegación)

S.E. Sr. Carlos AMAT FORES
Embajador, Representante Permanente de la República de
Cuba ante la Oficina de la ONU y las Organizaciones
Internacionales en Ginebra

Lic. Carlos ALFARO ALFARO
Director de Relaciones Internacionales del Ministerio de
Educación de Cuba

Sra. Anayansi RODRÍGUEZ CAMEJO
Segunda Secretaria
Misión Permanente de Cuba en Ginebra

Sr. Alejandro CASTILLO-SANTANA
Tercer Secretario
Misión Permanente de Cuba en Ginebra

Danemark/Denmark/Dinamarca

H.E. Ms Margrethe VESTAGER
Minister of Education
(Head of Delegation)

Mr Torben Kornbech RASMUSSEN
Director
Ministry of Education
(Alternate Head of Delegation)

Ms Bodil RASMUSSEN
Secretary to the Minister
Ministry of Education

Mr Erik NIXELMANN
Head of Division
Ministry of Education

Mrs Kirsten DANIELSEN
Chief Adviser
Ministry of Education

Mrs Hjørdis DALSGAARD
Deputy Permanent Delegate
The Danish UNESCO Delegation Paris

Mr Nils-Georg LUNDBERG
Rector of Hjoerring Teacher Training College
The Danish UNESCO National Commission

Mrs Birgitte SIMONSEN
Professor, Director
The Board of the International Academy on Education and
Democracy

Mr Erik PRINDS
Senior upper secondary school teacher
Danish Teacher Trade Unions – International

Mrs Anne Slej KRISTENSEN
Head of Documentation
The Danish Research and Development Centre for Adult
Education

Egypte/Egypt/Egipto

M. Mohamed TAWFIK
Chargé d'Affaires a.i.
Mission d'Egypt, Genève

Mr Ahmed ABDEL LATIF
Third Secretary
Mission of Egypt, Geneva

Emirats arabes unis/United Arab Emirates/Emiratos Arabes Unidos

H.E. Dr Jamal Mohamed AL-MEHERI
Under-Secretary of Education
Chairman
(Head of Delegation)

H.E. Dr Ahmed Saad AL-SHARIF
Ass. Under-Secretary

H.E. Dr Hussein Obaid GHOBASH
Permanent Representative to UNESCO

Dr Obaid Ben Ali Ben Butti AL-MOHAIRI
Director
Center for Development of Educational Methods

Mr Awad Ali SALEH
Secretary General
U.A.E. National Commission

Mr Youssef Mohamed AL-NAJJAR
Director of General Education

Mr Fahd Abdalla AL-JASSEMI
Director
Under-Secretary's Office

Mr Mohamed Belhassen BEN AMARA
UAE Permanent Mission
Geneva

L'Erythrée/Eritrea/El Eritrea

H.E. M. Osman SALEH
Minister of Education
Ministry of Education

Espagne/Spain/España

Ilma. Sra. Doña. Isabel COUSO
Secretaria General de Educación y Formación Profesional
(Jefe de delegación)

Ilma. Sra. Doña. Pilar MARTÍN-LABORDA
Directora del Comité de la Secretaría General de Educación y
Formación Profesional

Ilmo. Sr. Don Francisco LÓPEZ RUPÉREZ
Consejero de Educación de la Embajada de España ante la
UNESCO

Ilmo. Sr. Don Jaime CISNEROS
Subdirector General de Administraciones Territoriales

Sra. Doña. Maria-Mireia MONTANÉ
Directora del Proyecto Educativo del Foro Universal de las
Culturas
Barcelona 2004

Ilmo. Sr. Don Juan Angel ESPAÑA
Director General de Cooperación Territorial y
Alta Inspección de este Ministerio

Doña María Victoria REYZÁBAL RODRÍGUEZ
Coordinadora de Area de la Dirección General de Promoción
Educativa de la Comunidad de Madrid

Sr. Don Pedro ORTEGA GARCÍA
Coordinador de Area de la Dirección General de Ordenación
Académica, igualmente de la Comunidad de Madrid

Estonie/Estonia

H.E. Mr Tõnis LUKAS
Minister
(Head of Delegation)

Mrs Epp REBANE
Adviser on Education Policy

Mr Andres KOPPEL
Head of the Policy Department

Ethiopie/Ethiopia/Etiopía

Mr Hiruy AMANUEL
Permanent Delegate of Ethiopia to UNESCO

Mr Girma ASFAW
Deputy Permanent Delegate of Ethiopia to UNESCO

Fédération de Russie/Russian Federation/Federación de Rusia

H.E. Mr Vladimir FILIPPOV
Minister of Education
(Head of Delegation)

Mr Nikolai DUITRIEV
Head of the Department for International Cooperation
Ministry of Education

Mr Vladimir SOKOLOV
Head of Section
Ministry of Foreign Affairs

Ms Tatiana GUREEVA
Counsellor
Permanent Delegation of the Russian Federation to UNESCO

Finlande/Finland/Finlandia

Mr Petri POHJONEN
Director of Planning Division
National Board of Education
(Head of Delegation)

Mrs Armi MIKKOLA
Counsellor of Education
University Division
Ministry of Education

Mr Heikki KOKKALA
Counsellor
Department for International Development Cooperation
Ministry for Foreign Affairs

Ms Matti Sakari SUUTARINEN
Senior Researcher
Normaalikoulu/yläaste
University of Jyväskylä

Mrs Satu HEIKKINEN
Special Adviser
International Relations, Finnish National Commission for
UNESCO
Ministry of Education

France/Francia

Mme Suzy HALIMI
Professeur des universités
Présidente du Comité éducation et formation de la
Commission nationale française pour l'UNESCO
(Chef de délégation)

Mme Sylviane LEGRAND
Deuxième secrétaire à la Délégation permanente de la France
auprès de l'UNESCO

M. Renaud RHIM
Adjoint au Délégué aux relations internationales et à la
coopération (DRIC)
Ministère de l'éducation nationale

M. Jean-Pierre BOYER
Secrétaire général de la CNFU

M. Patrick DEBUT
Chef de bureau des institutions multilatérales et de la
francophonie (DRIC)
Ministère de l'éducation nationale

Mme Colette GUILLOPÉ
Professeur des universités
Présidente de l'Association française "Femmes et
mathématiques"

M. Alain MICHEL
Inspecteur général de l'éducation nationale

M. Francis GOULLIER
Inspecteur général de l'éducation nationale

M. André GUYETANT
Adjoint au chef du bureau DRIC

Mme Marie-Josée DE FORNEL
Chargée de mission pour l'UNESCO à la DRIC

M. Jean-Pierre REGNIER
Secrétaire général adjoint de la CNFU

M. Gilles BRAUN
Chargé de mission à la direction de la technologie

M. François SAINT-PAUL
Représentant permanent adjoint de la France auprès des
Nations Unies

Gabon/Gabón

M. Jean-Marie BOUYOU
Secrétaire général
Commission nationale pour l'UNESCO

Gambie/Gambia

Mr Joseph Paul JASSEY
Deputy Permanent Secretary
Department of State for Education
(Head of Delegation)

Mr Momodou K. TOURAY
Principal Education Officer
Regional Education Office
Department of State for Education

Géorgie/Georgia

Mr Tamaz TATISHVILI
Deputy Minister of Education
National Coordinator "Education for All" Program
(Head of Delegation)

Dr Petre METREVELI
Secretary-General
Georgian Commission for UNESCO

Ghana

H.E. Prof. C. AMEYAW-AKUMFI
Minister of Education
(Head of Delegation)

H.E. Mr Konina WUDU
Ambassador and Permanent Representative
Ghana Permanent Mission
Geneva

Mr F. A. BEN-EGHAN
Ag. Chief Director
Ministry of Education

Prof. J. ANAMUA-MENSAH
Principal
University College of Education of Winneba

Mr J. KUSI-ACHAMPONG
Secretary-General
Ghana National Commission for UNESCO

Mrs Georgina QUAISIE
Basic Education
Co-ordinator Action-Aid
Ghana

Mr William AWINADOR-KANYIRIGE
Deputy Permanent Delegate
Ghana Permanent Delegation, Paris

Ms Victoria TETTEGAH
First Secretary
Ghana Permanent Mission, Geneva

Grèce/Greece/Grecia

Mr Georges MAVROIDIS
Vice President of the Pedagogical Institute

Guatemala

S.E. Sr. Mario TORRES MARROQUIN
Ministro de Educación
(Jefe de delegación)

Sra. Lorena ARAGON DE ARGUETA
Subdirectora de Profesionalización del Sistema Nacional de
Mejoramiento de los Recursos Humanos
(SIMAC)

Sra. Blanca Estela COLOP ALVARADO
Coordinadora de la Unidad Técnica de Educación Maya y
Bilingüe Intercultural de UNESCO/PROMEM

Sr. Iván ESPINOZA FARFAN
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Srta. Araceli PHEFUNCHAL ARRIAZA
Primer Secretario

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Primer Secretario

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Ambassade du Guatemala à Paris

Srta. Stephanie HOCHSTETTER SKINNER-KLEE
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Sr. Carlos ARROYAVE PRERA
Tercer Secretario

Guinée/Guinea

S.E. M. Germain DOUALAMOU
Ministre de l'enseignement Pré-Universitaire et de l'éducation
civique
(Chef de délégation)

M. Saidou SOUARE
Conseiller
Coordonnateur national du PASE

M. Ibrahima MAGASSOUBA
Secrétaire général
Commission nationale guinéenne pour l'UNESCO

M. Alpha Mahmoudou DIALLO
Directeur national
Enseignement élémentaire

M. Laye Aboubacar KONATE
Fédération syndicale professionnelle de l'éducation

Honduras

S.E. Sra. Olmeda RIVERA
Embajadora
Representante Permanente de Honduras ante la Oficina de las
Naciones Unidas y demás Organismos Internacionales con
sede en Ginebra
(Jefe de delegación)

Sra. Gracibel BU
Consejero
Misión Permanente de Honduras

Sr. César Enrique LOPEZ
Primer Secretario
Misión Permanente de Honduras

Sra. Karen P. CIS ROSALES
Segunda Secretario
Misión Permanente de Honduras

Hongrie/Hungary/Hungría

Mr Gábor NÁRAY-SZABÓ
Deputy State Secretary
Ministry of Education
(Head of Delegation)

Mr Peter GRESICZKI
Secretary General
Hungarian National Commission for UNESCO

India

Mr Maharaj Krishen KAW
Secretary, Secondary and Higher Education
Central Government
(Head of Delegation)

Mr C. BALAKRISHNAN
Joint Secretary
Government of India
Ministry of Human Resource Development

Mr PURAN CHAND
Professor
NCERT India

Indonésie/Indonesia

H.E. Prof. Dr Bambang SOEHENDRO
Ambassador, Permanent Delegate of Indonesia to UNESCO
(Head of Delegation)

Prof. Dr W. P. NAPITUPULU
Executive Chairman
Indonesian National Commission for UNESCO

Mr Ade Padmo SARWONO
Second Secretary
Permanent Mission of the Republic of Indonesia
Geneva

Irak/Iraq

H.E. Dr Ali ALMASHAT
Ambassador, Permanent Delegate of Iraq to UNESCO
(Head of Delegation)

Mr Raad MAHMOUD
Second Secretary

Iran (République islamique d’)/Iran (Islamic Republic of)/Irán (República Islámica del)

Mr Seyed Farhad EFTERKHARZADEH
Director General
Bureau of International, Scientific Cooperation
(Head of Delegation)

Dr Abbas SADRI
Consultant to the Minister
Director General
Office of Higher Technical Vocational Schools

Dr Jafar TOFIGHI
Deputy Minister for Education
Ministry of Science, Research and Technology

Mr Ali ZARAFSHAN
Consultant to the Minister

H.E. Mr Ahmad JALALI
Ambassador and Permanent Delegate of the Islamic Republic of Iran to UNESCO

H.E. Mr Ali A. MOJTAMED SHABESTARI
Ambassador and Permanent Delegate
Permanent Mission
Geneva

Mr Shahabeddin GHANDALI
Director General
Education Department of Townships of Tehran

Mr Javad AMIN-MANSOUR
Counsellor of the Mission

Irlande/Ireland/Irlanda

Miss Anne O'MAHONY
Assistant Principal Officer
International Section
Department of Education and Science
(Head of Delegation)

Ms Liz HIGGINS
Senior Education Advisor
Development Cooperation Division
Department of Foreign Affairs

Islande/Iceland/Islandia

Mr Sveinn EINARSSON
President
Icelandic National Commission for UNESCO

Israël/Israel

S.E. M. Yitzhak ELKAN
Ambassadeur
Délégué Permanent d'Israël auprès de l'UNESCO

M. Daniel BAR-ELLI
Secrétaire général
Commission nationale d'Israël pour l'UNESCO

Italie/Italy/Italia

Mme Valentina APREA
Sous-secrétaire d'état
Ministère de l'éducation, de l'université et de la recherche
scientifique
(Chef de délégation)

M. Antonio DE GASPERIS
Ministère de l'éducation, de l'université et de la recherche
scientifique

Mme Dea PELLEGRINI
Ministère de l'éducation, de l'université et de la recherche
scientifique

Mme Ester GANINI GAMALERI
Ministère de l'éducation, de l'université et de la recherche
scientifique

M. Luigi CLAVARINO
Ministère de l'éducation, de l'université et de la recherche
scientifique

Mme Sandra CIGNI
Ministère de l'éducation, de l'université et de la recherche
scientifique

Mme Maria Letizia MELINA
Ministère de l'éducation, de l'université et de la recherche
scientifique

M. Giovanni PUGLISI
Secrétaire général
Commission nationale Italienne pour l'UNESCO

M. Paolo OREFICE
Commission nationale Italienne pour l'UNESCO

Mme Margherita SABATINI
Ministère des Affaires étrangères

M. Luigi DE CHIARA
Première Secrétaire
Mission Permanent de l'Italie

M. Giuseppe MARUCCI
Ministère de l'éducation et de la recherche scientifique

Jamahiriya arabe libyenne populaire et socialiste/Socialist People's Libyan Arab Jamahiriya/Jamahiriya Arabe Libia Popular y Socialista

M. Abdalla ZARRUGH
Secrétaire général de la Commission nationale
(Chef de délégation)

M. Abdalla ABUJAFER
Professeur à l'Université Al Fatih

M. Abdalla TAGURI
Directeur des programmes
Centre national de planification de l'enseignement et de
l'apprentissage

M. Asad ELMASOUDI
Secrétaire de l'unité UNESCO
Commission nationale

M. Mahmud DEGHDAGH
Expert en Programmes
Commission nationale

Jamaïque/Jamaica

H.E. Mr Burchell WHITEMAN
Minister of Education and Culture
(Head of Delegation)

H.E. Mr Ransford SMITH
Ambassador/Permanent Representative
Permanent Mission of Jamaica
Geneva

Ms Symone BETTON
First Secretary
Permanent Mission of Jamaica
Geneva

Japon/Japan/Japón

Mr Yasushi MITARAI
Deputy Minister of Education, Culture, Sports, Science and
Technology
(Head of Delegation)

Mr Yuzuru IMAZATO
Director
Office of Planning and Coordination
International Affairs Division
Ministry of Education, Culture, Sports, Science and
Technology

Mr Hiroshi KATSUHIRA
Senior Specialist for Cooperation with UNESCO Office of
Director-General for International Affairs
Ministry of Education, Culture, Sports, Science and
Technology

Mr Akiyoshi YONEZAWA
Associate Professor
Research Institute for Higher Education
Hiroshima University

Mr Toshikazu ISHINO
Minister-Counsellor
Permanent Delegation of Japan to UNESCO
Paris

Mr Toru SATO
First Secretary
Permanent Mission of Japan to the International Organizations
in Geneva

Jordanie/Jordan/Jordania

Mr Hisham AL-ATRASH
Director General of Education and Information Technology
(Head of Delegation)

Mrs Muna Mu'taman HA'UBSHA
Director of Educational Publications

Mr Waleed O'BEEDAT
Second Secretary
Permanent Jordanian Delegation for UNO / Geneva

Kazakhstan

H.E. Mr Nurali S. BEKTURGANOV
Minister of Education and Science
(Head of Delegation)

S.E. M. Nurlan DANENOV
Ambassadeur, Représentant permanent de la République de
Kazakhstan auprès de l'Office des Nations Unies a Genève

M. Murat TASHIBAYEV
Mission permanente de la République du Kazakhstan auprès
de l'Office des Nations Unies a Genève

Kenya

H.E. Mr Henry KOSGEY
Minister for Education
Chairman of the Kenya National Commission for UNESCO
(Head of Delegation)

Mrs Naomi WANGAI
Director of Education

Mr Benjamin Kapkiai SOGOMO
Secretary
Teachers Service Commission

Prof. Justin IRINA
Secretary
Commission for Higher Education

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Mr Ephraim Waweru NGARE
Chargé d'Affaires a.i.
Permanent Mission of Kenya
Geneva

Miss Tabu IRINA
First Secretary
Permanent Mission of Kenya
Geneva

Mr M. L. EMURUGAT
Third Secretary
Permanent Mission of Kenya
Geneva

Mrs Elizabeth K. WAFULA
Director, Adult Education
Ministry of Labour and Human Resource Development

Mr Elmanus A. VODOTI
Secretary General
Kenya National Commission for UNESCO

Mr Josiah Obuog OKUMU
Senior Deputy Director of Education

Mrs Ruth CHERUIYOT
Assistant Secretary General
Kenya National Commission for UNESCO

Mr Francis NG'AN'GA
Secretary General
Kenya National Union of Teachers

Koweït/Kuwait

H.E. Dr Musaed Rashed AL-HAROUN
Minister of Education and Higher Education
(Head of Delegation)

H.E. Mr Dharar A. R. RAZZOQI
Ambassador, Permanent Representative
Permanent Mission of the State of Kuwait
Geneva

Dr Jafan AL-ARYAN
Secretary-General
Kuwait National Commission for UNESCO

Mr Taleb AL-BAGHLI
Acting Permanent Delegate of the State of Kuwait
UNESCO

Dr Jasem AL-KANDARY
Dean of the Faculty of Education
Kuwait University

Dr Abdullah AL-KANDARY
Dean of the Faculty of Basic Education
Public Authority for Applied Education and Training (PAAET)

Dr Abdulmohsen AL-AKHORAFY
Public Authority for Applied Education and Training (PAAET)

Mr Najeeb AL-BADER
Second Secretary
Permanent Mission of the State of Kuwait
Geneva

Mr Abdullah AL-KANDARY
Chairman of the Kuwait Society for Teachers

Mr Faisal Suliman AL-SAJARY
Headmaster

Mrs Khadeeja Salem AL-ABDULHADI
Headmistress

Mrs Entisar AL-ROOMY
Kuwait National Commission for UNESCO

Mr Mohsen AL-OTIABI
Ministers Office

L'Ex-République yougoslave de Macédoine/The former Yugoslav Republic of Macedonia/La ex República Yugoslava de Macedonia

H.E. Mr Nenad NOVKOVSKI
Minister of Education
(Head of Delegation)

Mrs Dragica ZAFIROVSKA
Chargé d'Affaires

Mr Nazif DZAFERI
Second Secretary
Permanent Mission

Lesotho

H.E. Mr Lesao LEHOHLA
Minister of Education
(Head of Delegation)

Mr Chabana MOSHAPANE
Principal Secretary for Education

Lettonie/Latvia/Letonia

Mr Nils SAKSS
Director
Department of European Integration and Technical Assistance
Programme Co-ordination
Ministry of Education and Science
(Head of Delegation)

Mr Maris KRASTINŠ
Head
Center for Curriculum Development and Examination

Ms Dace NEIBURGA
Secretary-General
Latvian National Commission for UNESCO

Prof. Tatjana KOKE
Director Institute of Pedagogics and Psychology
University of Latvia
Educational Adviser of the Latvian National Commission for
UNESCO

Liban/Lebanon/Líbano

Dr Metanios HALABI
Directeur général de l'éducation
(Chef de délégation)

Dr Nemer FREIHA
Président du CNRDP

Lituanie/Lithuania/Lituania

H.E. Ms Vaiva VEBRAITE
Vice-Minister of Education and Science

Madagascar

S.E. M. Jacquit Nivoson SIMON
Ministre de l'enseignement secondaire et de
l'éducation de base
(Chef de délégation)

S.E. M. Boniface LEVELO
Ministre de l'enseignement technique et de la formation
professionnelle

M. le Professeur Rakotomanantsoa RABENANTOANDRO
Secrétaire général du Ministère de l'enseignement supérieur
de Madagascar
Ministère de l'enseignement supérieur de Madagascar

M. Biclair ANDRIANANTOANDRO
Chargé d'affaires a.i.
Représentation permanente de Madagascar
Genève

M. Albert RAFALIMANANA
Directeur de la Planification de l'éducation du MINESEB

Mme Cécile MANOROHANTA
Recteur de l'Université d'Antsiranana
Ministère de l'enseignement supérieur de Madagascar

Mme Yolande PASEA
Conseiller
Représentation permanente de Madagascar
Genève

M. Koraiche ALLAOUIDINE
Secrétaire d'Ambassade
Représentation permanente de Madagascar
Genève

Malaisie/Malaysia/Malasia

H.E. Mr D.A. Rafie MAHAT
Director General of Education
(Head of Delegation)

Mr Rashdi RAMLAN
Deputy Director General of Education

Ms Sharifah Maimuah SYED ZAIN
Director of Curriculum Development Centre

Mr Ahmad SHAZALI
Assistant Secretary
International Relations Division
Ministry of Education

Mr Hamzah HASNUDIN
Deputy Permanent Representative
Geneva

Malawi

Mr B. MUNTHALI
Principal Secretary
Ministry of Education, Science and Technology

Mr C. GUNSARU
Director of Higher Education
Ministry of Education, Science and Technology

Mr David MULERA
Senior Programme Officer (Education)
Malawi National Commission for UNESCO

Mr Charles CHOKA
Ministerial Assistant
Ministry of Education, Science and Technology

Mali/Mali

M. Abou DIARRA
Directeur
Centre National d'Education
(Head of Delegation)

Mme Aminata SALL
Secrétaire général
Commission nationale Malienne pour l'UNESCO

Malte/Malta

Prof. Kenneth WAIN
Adviser to the Minister of Education
Professor, Faculty of Education
University of Malta
(Head of Delegation)

Mr Carmel BUSUTTIL
Senior Vice-President
Malta Union of Teachers

Maroc/Morocco/Marruecos

S.E. Pr. Najib ZEROUALI OUARITI
Ministre de l'enseignement supérieur et de la recherche
scientifique
Président de la Commission nationale Marocaine pour
l'UNESCO
(Chef de délégation)

S.E. M. Nacer BENJELLOUN TOUMI
Ambassadeur, représentant permanent du Maroc à Genève

Pr. Ali BEN BACHIR
Conseiller du Premier Ministre pour l'éducation

M. Aziz HASBI
Président de l'Université Hassan II – Ain Chock

M. Ahmed LAMARINI
Secrétaire général du Ministère de l'éducation nationale

M. Annis BIRROU
Chef du cabinet du Ministre de l'enseignement supérieur, de
la formation des cadres et de la recherche scientifique

M. Abderrazzak KHALED
Directeur des Etudes juridiques et de la promotion des droits
de l'homme, Ministère des droits de l'homme

M. Jamal KHALLAF
Directeur des études et des stratégies éducatives
Ministère de l'éducation nationale

M. Mohamed BENMAIZA
Chef du Service des programmes de formation des cadres
Ministère de l'éducation nationale

Mme Naïma TABET
Secrétaire général de la Commission nationale marocaine pour
l'UNESCO

Mme Zakia EL MIDAOUI
Ministre Plénipotentiaire auprès de la Mission permanente du
Royaume du Maroc à Genève

Maurice/Mauritius/Isla Mauricio

H.E. Mr Steven OBEEGADOO
Minister of Education
(Head of Delegation)
Mr Shaffick OSMAN
Communication Adviser
Ministry of Education and Scientific Research

Dr Arjoon SUDHOO
Executive Director
Mauritius Research Council

Mrs Usha DWARKA-CANABADY
Minister Councillor
Permanent Mission of Mauritius to the UN

Mr Bipin Kumar RUDHEE
First Secretary
Permanent Mission of Mauritius to the UN

Mr Ravindranath SAWMY
Second Secretary
Permanent Mission of Mauritius to the UN

Miss Martine YOUNG KIMFAT
Second Secretary
Permanent Mission of Mauritius to the UN

Mr Haman Kumar BHUNJOO
Attaché
Permanent Mission of Mauritius to the UN

Mauritanie/Mauritania

M. Ould Moulaye Ahmed SALEH
Conseiller
Ministère de l'éducation nationale
(Chef de délégation)

M. Youba Abdallahi OULD KHALIFA
Premier conseiller
Représentation de Mauritanie auprès de l'UNESCO

Mexique/Mexico/México

Dr Reyes TAMEZ GUERRA
Secretario de Educación Pública
Presidente de la Comisión Mexicana de Cooperación con la
UNESCO (CONALMEX)
(Jefe de delegación)

Prof Lorenzo GÓMEZ MORIN, M. en C.
Subsecretario de Educación Básica y Normal
Secretaría de Educación Pública

Dr Daniel GONZÁLEZ SPENCER
Director General de Relaciones Internacionales
Secretario General de la CONALMEX
Secretaría de Educación Pública

Lic. Isabel FARHA VALENZUELA
Directora de Relaciones Multilaterales y Secretaria General
Adjunta de la CONALMEX
Secretaría de Educación Pública

Sra. Lourdes SOSA MARQUEZ
Segunda Secretaria
Misión Permanente de México en Ginebra

Mozambique

H.E. Mr Alcido Eduardo NGUENHA
Minister of Education
(Head of Delegation)

Mrs Sarifa FAGILDE
National Director of Secondary Education

Mrs Paula MENDONCA
EFA Coordinator

Mrs Maria Teresa Miguel ANSELMO
Pedagogical Technician

Mr Antonio TUZINE
Pedagogical Technician

Ms Paula MENDOZA
EFA Co-ordinator

Mr Manuel CARLOS
Troisième Secrétaire
Mission du Mozambique a Genève

Myanmar

Mr Tin Maung AYE
Deputy Permanent Representative
Permanent Mission of Myanmar
Geneva
(Head of Delegation)

Mrs Aye Aye MU
Counsellor
Permanent Mission of Myanmar
Geneva

Mrs Ei Ei TIN
Second Secretary
Permanent Mission of Myanmar
Geneva

Namibie/Namibia

H.E. Mr James Ebrahim W. WENTWORTH
Deputy Minister of Higher Education, Training and
Employment Creation
Chairperson
Namibia National Commission for UNESCO
(Head of Delegation)

Dr Patti SWARTS
Director
Namibia Institute for Educational Development
NIED

Népal/Nepal

Mr Lava Kumar DEVACOTA
Secretary
Ministry of Education and Sports
(Head of Delegation)

Mr Chuman Singh BASNYAT
Director General
Department of Education

Mr Nabin Bdr SHRESTHA
Minister Counsellor
Permanent Mission of the Kingdom of Nepal to the UN
Geneva

Nicaragua

S.E. Lic. Fernando ROBLETO LANG
Ministro de Educación, Cultura y Deportes
(Jefe de delegación)

Sra Ximena FLORES
Embajada de Nicaragua ante Francia

Sr. Alcides MONTIEL
Ministro Consejero
Representante Permanente Alterno

Lic. Emilio PORTA
Asesor de la Dirección Superior de este Ministerio

Sr. Santiago URBINA
Primer Secretario

Nigéria/Nigeria

H.E. Prof. Babalola BORISHADE
Honourable Minister of Education
Federal Ministry of Education
(Head of Delegation)

H.E. Prof. Michael OMOLEWA
Ambassador and Permanent Delegate
Permanent Delegation of Nigeria to UNESCO

Dr Samuel A. B. ATOLAGBE
Director, Education Support Services
Federal Ministry of Education

Prof. Mrs Ebele MADUEWESI
Executive Secretary
Nigerian Educational Research and Development Council

Mr Tunji OLAOPA
Deputy Director (Policy)
Federal Ministry of Education

Mr Unubi Joseph IDACHABA
Deputy Director for Administration
Federal Ministry of Education

Eng. Julius Adebayo AYENI
Secretary General
Nigerian National Commission for UNESCO
Federal Ministry of Education

Mrs Ireti BORISHADE
Federal Ministry of Education
Federal Secretariat

Mrs Fatma OTHMAN
Delegation's Counsellor
Permanent Delegation of Nigeria to UNESCO

Mr A. JAJI
Specialist in Education
Federal Ministry of Education

Mr Michael UDOLFIA
Media Assistant
Nigerian Permanent Delegation to UNESCO

Mr Isaac AFFRAM
Special Assistant
Nigerian Permanent Delegation to UNESCO

Mrs Hauwa YUSUF
Electronic Media Journalist

Mr Adamu HASSAN
Minister Counsellor
Nigerian Mission
Geneva

Norvège/Norway/Noruega

H.E. Ms Nina Tangnaes GRONVOLD
State Secretary
Ministry of Education, Research and Church Affairs
(Head of Delegation)

Mr Dankert VEDELER
Deputy Director General
Department of Policy Analysis and International Affairs
Ministry of Education, Research and Church Affairs

Ms Tove BREKKE
Deputy Director General
Department for Education and Training
Ministry of Education, Research and Church Affairs

Ms Ellen LANGE
Adviser
Department of Policy Analysis and International Affairs
Ministry of Education, Research and Church Affairs

Mr Tor E. GJERDE
Adviser
Multilateral Department
The Ministry of Foreign Affairs

Ms Monica DALEN
Vice President of the National Commission
Chair of Sub-Committee for Education
The Norwegian National Commission for UNESCO

Ms Tone ABRAHAMSEN
Senior Executive Officer
The Norwegian National Commission for UNESCO

Mr Jens Petter BERG
Board Member
The Norwegian Union of Teachers

Mr Roar GROTTVIK
Head of Department
The Teachers' Union

Ms Sigrid MELKERAAEN
Vice President
Norwegian School Student Union

Ms Doris JORDE
Associate Professor
University of Oslo

Mr Lars ULSNES
Adviser
Permanent Delegation of Norway to UNESCO

Nouvelle Zélande/New Zeland/Nueva Zélandia

Mr Alyn WARE
Consultant
P.O Box 23-257 Cable Car Lane
Wellington

Oman/Omán

H.E. Mr Sayyid Hamoud BIN FAISAL AL BUSAIDI
Minister, Secretary General of the Cabinet
(Head of Delegation)

H.E. Mr Mohammed ALTOBI
Under-secretary
Ministry of Education, Educational Planning and Projects

H.E. Dr Moosa J. HASSAN
Ambassador, Permanent Representative of Oman to UNESCO

Mr Mohammed AL YAGOUBI
Deputy Secretary
National Commission on Education, Culture and Sciences

Mr Rashid ALMAZROI
Vice-President
Office of H.E. the Secretary General of the Cabinet of
Ministers

Mr Idris AL-KHANJARI
Chargé d'affaires and first secretary

Mr Ali AL-QASSIMI
First Secretary

Mr Zakarya AL-SA'DI
First Secretary

Ouganda/Uganda

H.E. Mrs Geraldine Namirembe BITAMAZIRE
Minister of State for Primary Education
(Head of Delegation)

Ms Florence MALINGA
Commissioner
Education Planning
Ministry of Education and Sports

Ms Anastasia NAKKAZI
Secretary General
Uganda National Commission for UNESCO

Mr Nathan NDOBOLI
First Secretary
Permanent Mission of Uganda to Switzerland

Pakistan/Pakistán

Mr Tariq FAROOK
Secretary Education
Government of Pakistan
(Head of Delegation)

Dr Mohammad Saleem RAJA
Assistant Educational Adviser
Ministry of Education

Dr Rukhasana ZIA
Deputy Permanent Delegate
Permanent Delegation of Pakistan to UNESCO

Paraguay

S.E. Sr. Darío ZÁRATE ARELLANO
Ministro de Educación y Cultura
(Jefe de delegación)

S.E. Sra. Blanca OVELAR DE DUARTE
Viceministra de Educación

Pays-Bas/Netherlands/Países Bajos

Mr Fons VAN WIERINGEN
Member
National UNESCO Commission
Chairman of Working Group on Education
(Head of Delegation)

Mr Pieter DE MEIJER
Chairman
Council of the Bureau of Education

Mr Henricus J. SMEETS
General Secretary
National UNESCO Commission

Mr Dirk LAGEWEG
Vice-General-Secretary
National UNESCO Commission

Mr Jan OOIJENS
Member
National UNESCO Commission working group on education

Mr Herald VOORNEVELD
Deputy Permanent Delegate
Permanent Delegation of the Netherlands to UNESCO

Pérou/Peru/Perú

S.E. Sr. Manuel IGUIÑIZ E.
Vice Ministro de Gestión Institucional
Ministerio de Educación

Philippines/Filipinas

Hon. Raul S. ROCO
Secretary of Education
(Head of Delegation)

Mrs Ester GARCIA
Chairperson
Commission on Higher Education

Mrs Monina Estrella CALLANGAN-RUECA
First Secretary
Permanent Mission of the Philippines to the United Nations
Office in Geneva

Pologne/Poland/Polonia

H.E. Prof. Edmund WITTBRODT
Minister of National Education
(Head of Delegation)

Mr Jerzy ZDRADA
Under-secretary of State
Deputy Minister of National Education

Mr Tomasz KNOTHE
Plenipotentiary Minister
Permanent Mission of the Republic of Poland to the UN
Office and other International Organizations at Geneva

Mr Wojciech FALKOWSKI
Secretary General
Polish National Committee for UNESCO

Mr Kazimierz KORAB
Director
Department of Strategy and Development
Ministry of National Education

Mrs Magdalena MAZINSKA
Director
Department of European Integration and International
Cooperation
Ministry of National Education

Prof. Alfred Andrzej JANOWSKI
Expert

Ms Krystyna ZUREK
Counsellor
Permanent Mission of the Republic of Poland to the UN
Office and Other International Organizations at Geneva

Portugal

S.E. le Professeur Julio PEDROSA LUZ JESUS
Ministre de l'éducation
(Chef de délégation)

Mme Maria Eduarda BOAL
Directrice du Cabinet des affaires européennes et des relations
internationales
Ministère de l'éducation

Mme Isabel ANTUNES
Directrice adjointe du Département de l'enseignement de base
Ministère de l'éducation

Qatar

H.E. Dr Alhmad K. ALMANSORI
Minister of Education
(Head of Delegation)

Dr AbdulAziz AL-HORR
Assistant Deputy Minister for Educational Planning and
Curricula

Dr Nawal ALSHEKH
Assistant Manager of Educational Curricula

Mr AbdulAziz F. ALANSARI
Secretary General of Qatar National Commission for
Education, Culture and Science

Mr Kalid ALKAWARI
Director of Minister of Education Office

République arabe syrienne/Syrian Arab Republic/República Arabe Siria

S.E. Dr Mahmoud AL-SAIED
Ministre de l'éducation
(Chef de délégation)

M. Karim HANNA
Chef de la section de la traduction

M. Mohammad Wassim AL GHAZI
Directeur de l'Education Primaire

République de Corée/Republic of Korea/República de Corea

H.E. Mr Jae Gil LEE
Ambassador
Deputy Permanent Representative
Permanent Mission of the Republic of Korea at Geneva
(Head of Delegation)

H.E. Mr Joo-Seok KIM
Minister
Embassy of the Republic of Korea to the French Republic

Mr Younsoo LEE
Counsellor
Permanent Mission of the Republic of Korea at Geneva

Mr Jong Goo YEO
Education Attaché
Permanent Mission of the Republic of Korea at Geneva

Mr Minsik HONG
Deputy Director
Ministry of Education and Human Resources Development

Mr Yersu KIM
Secretary General
Korean National Commission for UNESCO

Miss Soon-Ho CHOI
Programme Specialist, Education Unit
Korean National Commission for UNESCO

Mr Samuel LEE
Director
Asia-Pacific Centre of Education for International
Understanding

Mr In-Jong PARK
Director, Office of Educational Credit Bank System
Korean Educational Development Institute

Mr Sook Jong LEE
Professor
Kangnam University

**République Démocratique du Congo/Democratic
Republic of the Congo/ República Democrática
del Congo**

S.E. M. Omer KUTUMISA
Ministre de l'Éducation National
Président de la Commission nationale de la République
démocratique du Congo pour l'UNESCO
(Chef de délégation)

M. Bolaluate NSAMBI
Secrétaire général
Commission nationale de la République démocratique du
Congo pour l'UNESCO

M. Giovanni N'Kwataata KWETWKADILA
Secrétaire particulier du Ministre de l'éducation nationale

**République dominicaine/Dominican
Republic/República Dominicana**

Dr Angel HERNÁNDEZ
Subsecretario de Estado de Educación
(Jefe de delegación)

Sr. Rafael ESPINAL
Subsecretario de Estado de Educación

S.E. Dr Federico CUELLO CAMILO
Embajador Permanente ante la Oficina de las Naciones Unidas
en Ginebra

Dr Magaly BELLO DE KEMPER
Consejero en la Misión Permanente, Ginebra

**République populaire démocratique de
Corée/Democratic People's Republic of
Korea/República Popular Democrática de Corea**

M. Se Pyong SO
Représentant permanent adjoint de la Mission
(Chef de délégation)

M. Tong Hwan KIM
2e Secrétaire de la Mission

**République tchèque/Czech Republic/República
Checa**

H.E. Mr Eduard ZEMAN
Minister of Education, Youth and Sport
(Head of Delegation)

H.E. Mr Milan HOVORKA
Ambassador, Chargé d'affaires
Permanent Mission of the Czech Republic in Geneva
Alternate

Mr Jan SOKOL
Adviser of the Minister of Education, Youth and Sport

Mr Pavel CINK
Director
Department of Foreign Relations and the European Integration
Ministry of Education, Youth and Sport

Mrs Jaroslava TLÁSKALOVÁ
Department of Foreign Relations and the European Integration
Ministry of Education, Youth and Sport

Mr Ivan PINTÉR
Counsellor
Permanent Mission of the Czech Republic in Geneva

République-unie de Tanzanie/United Republic of Tanzania/Republica Unida de Tanzania

H.E. Hon. Joseph J. MUNGAI
Minister for Education and Culture
(Head the Delegation)

Hon. Sultan M. MUGHEIR
Deputy Minister
Ministry of Education, Culture and Sports
Zanzibar

Prof. Mohammed S. SHEYA
Deputy Permanent Delegate
Tanzania Permanent Delegation to UNESCO

Mr Alexander S. NDEKI
Commissioner for Education

Mrs Mwanaidi S. ABDALLA
Commissioner for Policy, Planning and Administration
Zanzibar

Dr Nesta SEKWAO
Assistant to the Commissioner for Education

Mr Gordian Joseph MUKIZA
Education Programme Officer
UNESCO National Commission of Tanzania

Roumanie/Romania/Rumania

M. Radu Mircea DAMIAN
Secrétaire d'état pour l'enseignement supérieur
(Chef de délégation)

Mr Catalin CROITORU
President of National Education Federation (FEN)

Mme Veronica FUSELOVA
Chef du service Programmes et institutions internationales

Rwanda

Dr Jean Damascène NTAWUKURIRYAYO
Secrétaire d'état à l'éducation chargé de l'enseignement
supérieur et de la recherche scientifique
(Chef de délégation)

M. Gratien MUREKUMBANZE
Responsable de la sous commission éducation à la
Commission national ruandaise pour l'UNESCO

M. Johnson NTAGARANBA F.
Chef de division enseignement secondaire au Centre national
de développement des programmes au Ministère de
l'éducation

Saint-Christophe et Nevis/Saint Kitts and Nevis/Saint Kitts y Nevis

H.E. Mr Timothy HARRIS
Minister of Education
Ministry of Education – St Kitts and Nevis
Basseterre

Sénégal/Senegal

M. Diégane Samb THIOUNE
Chargé d'affaires a.i.
Mission du Sénégal

M. Elhadj Tamsir MBAYE
Conseiller technique de Madame le Premier Ministre

M. Mbaye Ndoumbé GUEYE
Directeur de la planification et de la réforme de l'éducation

M. Mohamadou Aly SALL
Directeur de l'enseignement élémentaire

Seychelles

Mrs Jeanne SIMEON
Director-General for Schools
Chairperson of the Seychelles Education for All Forum
(Head of Delegation)

Mrs Marie-Therese PURVIS
Director
National Institute of Education

Sierra Leone/Sierra Leona

Mr Abass M. COLLIER
Deputy Minister of Youths, Education and Sports
(Head of Delegation)

Dr Albert C. T. DUPIGNY
National EFA Coordinator

Dr Thomas YORMAH
Senior Lecturer
Fourah Bay College
University of Sierra Leone

Slovaquie/Slovakia/Eslovaquia

H.E. Mr Milan FTÁČNIK
Minister of Education
(Head of Delegation)

Mrs Mária HRABINSKÁ
Head of the NARID
Institute of Information and Prognosis of Education

Mrs Jana BARTOSIEWICZOVÁ
Counsellor
Permanent Mission of Slovakia
Geneva

Slovénie/Slovenia/Eslovenia

H.E. Mrs Lucija COK, Ph.D.
Minister of Education, Science and Sport
(Head of Delegation)

Mr Darko ŠTRAJN, Ph.D.
President
Slovenian National Commission for UNESCO

Mrs Andreja BARLE LAKOTA, Ph.D.
Director of the Educational Development Unit
Ministry of Education, Science and Sport

Mrs Zofija KLEMEN-KREK
Secretary General
Slovenian National Commission for UNESCO

Mrs Tatjana JURKOVIČ
Councillor to the Minister

Soudan/Sudan/Sudán

H.E. Mr Ali TAMIM FARTAK
Minister of Education
(Head of Delegation)

Dr Adil Ahmed M. KARDAWI
Secretary General
Sudanese National Commission for UNESCO

Mr Ibrahim Suliman EL-DASIS
Director
Education Planning

Mr M. Y. A. MOHAMED
Diplomat

Mr Christopher Leonardo JADA
Second Secretary
Permanent Mission to U.N. Office
Geneva

Suède/Sweden/Suecia

Mr Carl LINDBERG
Deputy State Secretary
Ministry of Education and Science
(Head of Delegation)

Mr Torgny DANIELSSON
Member of the Swedish Riksdag
Member of the Swedish National Commission to UNESCO

Mrs Ulla-Stina RYKING
Senior Administrative Officer
Ministry of Education and Science

Mrs Gunilla ZACKARI
Special Advisor
Ministry of Education and Science

Ms Ann-Katrin WIRÉN
Senior Administrative Officer
Ministry of Education and Science

Suisse/Switzerland/Suiza

S.E. Mme Martine BRUNSCHWIG GRAF
Ministre de l'éducation de la République et canton de Genève
Vice-présidente de la Conférence suisse des Directeurs
cantonaux de l'instruction publique, Genève
(Chef de délégation)

S.E. M. Denis FELDMEYER
Délégué permanent de la Suisse auprès de l'UNESCO
Paris

M. Bernard WICHT
Chef des Affaires internationales
Conférence suisse des Directeurs cantonaux de l'instruction
publique
Berne

M. Marino OSTINI
Adjoint scientifique
Office fédéral de l'éducation et de la science
DFI
Berne

M. Bernard THEURILLAT
Secrétaire général
Commission nationale suisse pour l'UNESCO
DFAE
Berne

Mme Christine KÜBLER
Expert
Conférence suisse des Directeurs cantonaux de l'instruction
publique
Berne

M. Ahlin BYLL-CATARIA
Direction du développement et de la coopération
DFAE, Berne

M. Jean-Etienne BERSET
Chef des "Affaires Internationales"
Office fédéral de la formation professionnelle et de la
technologie (OFFT)
Berne

Mr Marios VASSILIOU
Secondary School Inspector

Swaziland/Swazilandia

H.E. Mr John P. CARMICHAEL
Minister of Education
(Head of Delegation)

Mr Sibusiso Samuel MKHONTA
Acting Principal Secretary

Mr Bethuel S. NDLOVU
Chief Inspector Secondary

Mrs Dorothy LITTLER
Secretary General
Swaziland National Commission for UNESCO

Thaïlande/Thailand/Tailandia

Dr Sirikorn MANEERIN
Deputy Minister of Education
(Head of Delegation)

Dr Panom PONGPAIBOOL
Permanent Secretary
Ministry of Education
Deputy Head of Delegation

Dr Prapatpong SENARITH
Director-General
Department of Curriculum and Instruction Development

Dr Nongram SETAPANICH
Senior Advisor on Educational Policy and Plan
Office of the National Education Commission

Mrs Weeranus POLNIKORN
Expert
Department of Fine Arts

Ms Duriya AMATAVIVAT
External Relations Division
Ministry of Education

Mrs Asha DVITIYANANDA
Charge d'affaires
Permanent Mission of Thailand to the United Nations in
Geneva

Mr Nikordey BALANKURA
Second Secretary
Permanent Mission of Thailand to the United Nations in
Geneva

Mrs Pornniphya LIMPAPHAYOM
Deputy Permanent Secretary
Ministry of Education

Togo

S.E. M. Kodzo Senanu NOGLO
Ministre Pleinpotentiaire, Délégué du Togo à l'UNESCO

Trinité-et-Tobago/Trinidad and Tobago/Trinidad y Tobago

Senator Hon. Roy AUGUSTUS
Minister
Ministry of Education

Tunisie/Tunisia/Túnez

S.E. M. Moncer ROUISSI
Ministre de l'Éducation
Président de la Commission nationale tunisienne pour
l'UNESCO
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Coordinateur Général du programme nationale
d'enseignement pour adultes
(Secrétaire d'état)

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Commission nationale tunisienne pour l'UNESCO

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Directeur de l'Institut national des sciences de l'éducation
(Ministère de l'éducation)

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Directeur général de l'Institut national de bureautique et de
micro-informatique
(Ministère de l'éducation)

M. Farouk KRIAA
Responsable du bureau de la recherche, de la planification et
de la programmation
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Directeur général de la normalisation et de l'évaluation
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Conseiller des affaires étrangères auprès de la Mission

Mlle Samia Ilhem AMMAR
Conseiller des affaires étrangères auprès de la Mission

Turquie/Turkey/Turquía

Mr Ahmet MUTLUOGLU
Education Counsellor

Ukraine/Ucrania

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(Head of Delegation)

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Head of Department of International Relations
Kyiv National University

Uruguay

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Encargado de Negocios a.i.
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Segunda Secretaria

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Consejero
Misión de Venezuela
Ginebra

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Ambassadeur Délégué permanent auprès de l'UNESCO

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Deputy Minister of Curricula
Education Inspection Sector

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Sector for Development and International Educational
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Miss Natasa ZIVKOVIC
Advisor to the Minister of Education and Science
Republic of Montenegro

Mr Dragan BOGOJEVIC
Advisor to the Minister of Education and Science
Republic of Montenegro

Mrs Mirjana RADIC
Minister Counsellor
Chargé d'affaires a.i.
Permanent Mission of the FR of Yugoslavia, Geneva

Mr Aleksandar RADOVANOVIC
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Permanent Mission of the FR of Yugoslavia
Geneva

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Deputy Permanent Delegate
Zimbabwe Permanent Delegation to UNESCO

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Civil Servant
Ministry of Education

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Counsellor to the Deputy Secretary of Education
Department of Education
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Office of the United States Observer to the United Nations
United States Embassy
Paris

Saint-Siège/Holy See/Santa Sede

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Erziehungswissenschaft
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Institut des Sciences de l'Education
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Bahrain

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Conseiller général d'administration
Ministère de l'Education
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Université de Fribourg
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Genève
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Director
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Asia/Pacific Cultural Centre for UNESCO

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France

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Université de Genève
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Dr Geraldine CASTLETON
Research Fellow
Center for Literacy & Language Education Research
Griffith University
Brisbane
Australia

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Executive Committee
South Asia Partnership
Nepal

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Argentina

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Professor
Department of Sociology and Anthropology
Hebrew University of Jerusalem
Israel

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Algérie

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(Groupe d'Etudes sur l'Education en Afrique)
France

M. Abou DIARRA
Directeur général
Centre national de l'Education
Bamako
Mali

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Mr Sveinn EINARSSON
Senior Advisor to the Minister
Chairman, Icelandic National Commission for UNESCO
Ministry of Education, Science and Culture
Iceland

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IIEP
Buenos Aires
Argentina

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Belgrade
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Dr Johannan (Lahja) LASONEN
Professor
Institute for Educational Research
University of Jyväskylä
Finland

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Journalist
TV Azteca
Mexico

Dr Pablo LATAPI SARRE
Professor
Universidad Nacional Autónoma de México D.F.
Mexico

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Alcalde de Bogotá
Colombia

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The Commonwealth of Learning
Vancouver
Canada

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Pretoria
South Africa

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Kids & Youth Programmes
Regional Information Technology and Software Engineering
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Cité des sciences et de l'industrie
La Villette
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Moscow Institute of Teacher Development
Moscow
Russian Federation

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Lead Moderator
Africa Network Campaign on Education for All
(ANCEFA)
Senegal

Mr Sobhi TAWIL
Research Associate
Graduate Institute of Development Studies
Geneva

M. Pierre THENARD
Conseiller au Cabinet du Ministre
Délégué à la coopération et à la Francophonie
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France

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Facultad de Educacion UNED
Madrid
Espagne

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Department of Human Development
College of Education
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Université de Nijmegen
Nijmegen
The Netherlands

Mr Daniel WAGNER
Director
International Literacy Institute
Philadelphia PA
USA

Mr Herb WALBERG
Editor
Chicago, IL 60611
USA
Mr Shigeo YOSHIKAWA
Senior Curriculum Specialist
Ministry of Education
Japan

Dr Ella YULAELAWATI
Head of Curriculum Division of Early and Primary Education
National Office of Research and Development
Ministry of National Education
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Genève

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Office of the Special Coordinator for Least Developed
Landlocked and Island Developing Countries

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Geneva

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Education Sector

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Institut de la Banque Mondiale

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M. Ousouf DIAGOLA
Animateur-Redacteur
Canal EF/DEFTP

Mme Murielle GAUTIER
Documentaliste

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Arab Bureau of Education for the Gulf States (ABEGS)

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Director General
Saudi Arabia

Mr Abdulrahman M. AL-SHERAIMY
D.G. Office Manager
Saudi Arabia

Dr Rasheed ALHAMAD
Director
Arab Center for Educational Research for the Gulf States
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Kuwait

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Organizations

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**Association des universités
européennes/European University Association
(EUA)**

Mrs Andree SURSOCK
Programme Manager
10 rue Conseil General
1204 Geneva
Switzerland

Caritas Internationalis

M. Michel DEYGLUN
Représentant permanent auprès de l'UNESCO

**Confédération internationale des syndicats libres
(CISL)/International Confederation of Free
Trade Unions (ICFTU)**

Ms Marie-Thérèse BELLAMY
Assistant

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Consultant auprès du Secrétaire général
UNESCO et Enseignement supérieur

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National Professional Teachers' Organization of South Africa
(NAPTOSA)

Mr Siphosethu NGCOBO
National Professional Teachers' Organization of South Africa
(NAPTOSA)

M. Claudio CORRIES
Vice-President
CSME
Argentina

**Fédération Africaine des associations des
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M. Martin ITOUA
President
BP 1113
Brazzaville
Congo

**Fédération internationale pour l'éducation des
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M. Yves BAUNAY
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Directeur d'école
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Mr Mehmed ALIBEGOVIĆ
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Mme Florence TRAUSCHT
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Development of Freedom of Education (OIDEL)**

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**Office international de l'enseignement
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Mme Josefina CAMBRA
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South America Region Learning Advisor
PLAN International – Oficina Regional Sud América

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Consultora Temporal
UNESCO Lima

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Export Rural Development
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Human Info NGO
Belgium

M. José MARIN
Assistnat Anthropolog Matters
Peru - Interandes

Dra. Ursula OBREGÓN
Peru - Interandes

Sr. Juan Felipe SÁNCHEZ
Building Relations Project Leader
PLAN International

Mr Zvonimir ŠIKIĆ
President
Union of Higher Education & Science
Croatia

M. Conrado A. SURBER
Director
Peru - Interandes

Sra. Patricia VILCHEZ
Assistant Gender Matters
Peru - Interandes

Mrs Muoy YOU
Human Info NGO
Belgium

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Assistant exécutif, secteur des relations extérieures et de la coopération

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Directeur, Bureau de liaison, Genève

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M. A. Sannikov

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M. G. Clavel
Mme F-V. Herbert
Mme A. Donnelly MacDonald

Accueil/enregistrement:

Mme F. Nacereddine
Mme S. Roux
Mme F. Fahner
Mme J. Thomas
Mlle C. Dafe
Mme T. Workou
Mme M. Lingani Jousson
M. N. Buhlmann

Messages des ministres:

Mlle A. Gorga
Mme J. Bahl

Projet “BRIDGE”:

Mme G. Emond
M. A. Anne
Mlle C. Derderian
Mme K. El-Talaoui
M. Y. Gertsch
Mlle M. Lethoko

Internet:

Mme F. Nacereddine
Mlle S. Rozemeijer
M. R. Mariani
Mme V. Debellemanière

Liste des participants:

Mlle M. Maguire

Coordination des expositions:

M. J. Fox

Information sur le tableau électronique:

M. J. Fox

Reproduction des documents:

M. C. Leroy
M. L. Maitret

Distribution des documents:

- Documents de conférence:

Mlle B. Deluermoz
Mlle K. Desgeorges
Mme M. Ndiaye Mboup
Mlle Y. Amdeselassie

- Rapports nationaux:

M. H. Bao
M. M. Severino
M. L. Severino
M. C. Brice
M. K. Stanisiere

IX. Services linguistiques

Interprétation:

M. M. Boulares
Mme S. Farchakh
M. A. Bepalov
Mme B. Elsas

Traduction:

– Arabe
M. Y. Younes
M. G. Megali

– Chinois
M. M. Yang

– Espagnol
Mme L. Pazos
Mme J. Montejo

– Russe
M. Y. Reznikov
Mme N. Moïnov

X. Autres services de la Conférence

Permanence au BIE

Mme C. Bruchet

Service médical

Mlle L Matheson
Infirmière