

# count down

UNESCO EDUCATION NEWS

No.25, JUNE-AUGUST 2001

## West Africans tackle HIV/AIDS

The impact of HIV/AIDS on the education sector has reached alarming proportions in Africa. Though West Africa is relatively less affected than the east and south-east regions, prevalence rates are creeping up. Côte d'Ivoire is already among the world's fifteen worst-affected countries in the world and, according to UNAIDS, Nigeria has over 2.7 million people infected with HIV.

The teaching profession is particularly hard hit. In Zambia 1,300 teachers are reported to have died between January and October 1998, three times more than the previous year. Roughly 67 per cent of these teachers graduated from training colleges that year. Aicha Bah Diallo, UNESCO's Deputy Assistant Director-General for Education, says that "in certain countries the number of teachers dying of AIDS outpaces those graduating from training colleges, and schools are being compelled to close down for lack of teachers". She also expresses concern about the havoc AIDS is

causing in universities in Africa, stressing that the disease is "threatening to snuff out the lives of substantial numbers of students and graduates, the young educated people the continent desperately needs".

The most visible demographic impact of HIV/AIDS is the increase in the number of orphans. In the Gambia, for instance, some 6,000 children were orphaned in 1999 alone. In Côte d'Ivoire, it is estimated that by the year 2010, there will be 778,000 maternal and double orphans. According to the USAID report *Children on the Brink 2000*, of these, 72 per cent will be orphaned as a result of HIV/AIDS. ED/SIDA, an initiative by the World Bank and the Partnership for Child Development, in collaboration with the International Institute for Educational Planning (IIEP) and the UK aid agency, DFID, estimates that by 2010 the percentage of maternal orphans of school age in Benin, Burkina Faso and Guinea could be as high as 82 per cent.

continued on page 3 ►

## Rekindling hope

Sandeep's parents left him behind in Calcutta with someone called Chacha. After a few days Chacha disappeared, leaving him to survive on alms. Twelve-year-old David Santosh's schooling came to an abrupt end when his father forced him to drop out of school to learn the art of pickpocketing.

The testimonies vary slightly. The figures remain the same. Millions of children deprived of their families' protection, live and work on the streets. According to a study by UNESCO New Delhi in the context of its education for street and working children programme, 72 million of 5- to 14-year-old Indian children do not receive primary schooling.

The study gives insight into who these children are and the training they receive in non-formal education centres run by non-governmental organizations

(NGOs) with government support. It surveyed fifty-eight centres and forty-five NGOs in fifteen cities, some of them renowned for their high concentration of working children.

"Education is vital for these children because it helps wean them away from the cycle of poverty, drug peddling, sexual abuse and crime," says Latika Padgaonkar of UNESCO New Delhi. India's non-formal education scheme provides 8-year-olds and above with primary-level instruction and bridging courses to bring them back into mainstream formal schooling.

So much for the theory. In practice, these centres are inadequate to cater to children's needs and lack basic amenities such as water and toilets. "The children are often huddled together in cramped spaces," the study reports.

continued on page 2 ►

### Inside:

- Page 2
- Heroes of their own story
- Page 3
- John Daniel's column
- Pages 4 and 5
- Education for All Update in:
  - Latin America/ Caribbean,
  - Central Asia,
  - South Asia,
  - the Pacific
- Page 6
- Mosaic:
  - TVET
  - Teaching human rights
- Page 7
- Youth enterprise
- Page 8
- Diary
- Off the Press



# Heroes of their own story

**W**hat does the future mean for street children? What does tomorrow mean for them? Too busy coping with the daily task of survival, these children rarely have the opportunity to ponder over such questions. Yet, deprived of the possibility of imagining their future, they cannot participate actively in society nor come to terms with schooling.

UNESCO – teaming up in a pilot project with PAU Education, a Spain-based publisher, and ENDA Tiers Monde – has given 200 Malian street children the chance to imagine their future. After months of work with their educators and expressing them-

selves through texts and drawings, they explain their fears, dreams and hopes in *Le livre blanc de notre avenir* (The White Book of our Future), a 64-page illustrated book. The children's work, presented by UNESCO and UNICEF offices in Mali to national and local authorities, is expected to lead to other activities for street children.

"I have friends who are ashamed of the work they do. They have a complex when they see their comrades go to school while they themselves remain dirty on the streets," says one child. "I'm worried about my future because I see many people around me poor, sick or with other problems. But these unfortunates have done

nothing against God to deserve this." And yet another: "When I wonder about my life and about what I'm going to do to live better, sometimes I lose all hope".

For Aicha Bah Diallo, Deputy Assistant-Director-General for Education, this book is "a wonderful testimony of the capacity and will of these children to structure their present by projecting themselves into the future."

The project's aim is to encourage street children to think about their condition and to express their hopes in a creative way. It also seeks to raise awareness among decision-makers and the general public of the plight of these children and the need to combat social exclusion.

"We hope that the authorities of all countries will heed the voices of these children and acknowledge their courage, potential and need for help," says Florence Migeon of UNESCO's Division of Basic Education.

Another white book produced by Honduran street children is currently in print. With this project UNESCO and PAU Education are creating a world-wide methodology to be applied in any country willing to raise social awareness on street children issues.

Contact: Florence Migeon,  
Division of Basic Education.



From *Le livre blanc de notre avenir*

## ► continued from page 1 **Rekindling hope**

Who are these children and how do they live? About 75 per cent live with their families, whether on the street or in slums, but spend their days on the streets, and 25 per cent live in abandoned buildings, under bridges or in public parks. The vast majority of the families (96 per cent) migrated from the rural areas, most of them living off poorly-paid jobs.

Where teaching methods are concerned, teachers receive no support and many of them devise their own learning materials. "Some teach from textbooks without making any effort to make children understand the lessons and some textbooks do not fit the children's ages," adds Padgaonkar. The study also pointed to the absence of proper recruitment policies and minimal pre-service training.

Expensive books, stationery, uniforms, irrelevant content, distance from school and the fact that the child is needed at

home are some of the reasons why parents do not send their children to school.

At a UNESCO-organized workshop in New Delhi on 15 December, representatives of UN agencies, donors, the Indian Social Justice and Empowerment, and Human Resource Development Ministries, educational planners, academics and several NGOs adopted recommendations in the light of the study.

On the policy level, they called on the Indian government to vote a constitutional amendment on basic education as a human right for all Indian citizens and to ratify the ILO Convention 182 on the Worst Forms of Child Labour.

On the pedagogical level, their recommendations focused on developing appropriate curricula, a teacher training guide and regular in-service training for teachers. They pressed for special training for teachers to improve their rapport with parents and thus discourage dropout. Other recommendations concerned norms for the centres and NGO accountability.

Contact: L. Padgaonkar, UNESCO New Delhi.

*Countdown* is the quarterly newsletter of UNESCO's education programme, which aims to make education for all, throughout life, a reality. Articles are copyright-free and can be reproduced provided that **Countdown** is credited and sent a copy.

Editor: Teresa Murtagh  
Graphic design: Sylvaine Baeyens  
Address:  
The Editor, *Countdown*,  
Basic Education Division, UNESCO  
7 Place de Fontenoy, 75352 Paris 07 SP, France.  
Tel: (33-1) 45 68 21 27 - Fax: (33-1) 45 68 56 29  
e-mail: t.murtagh@unesco.org

**Countdown is also available on Internet;**  
<http://www.unesco.org/education>

I am pleased to have this opportunity to introduce myself to readers of Countdown as UNESCO's new Assistant Director-General for Education. My first few weeks in the job have been daunting and exhilarating by turns. It is hard not to be daunted by the scale of the challenges facing us, above all the targets for Education for All that were set in Dakar last year. These are now the central priority of UNESCO's work, not just in the Education Sector but throughout the Organization. Also daunting is the task of making UNESCO a modern, effective and efficient organization.

I joined UNESCO because the programme of reform being undertaken by the Director-General, Mr Matsuura, was appealing. In an academic career spanning three decades and universities in three countries I had admired UNESCO's inspiring constitution and noble goals but regretted its lack of focus and transparency. The prospect of helping to remedy these weaknesses seemed an attractive challenge. It is good to see the reform underway. The new team of Deputy and Assistant Directors-General that will be in place by the summer will give it further impetus.

However, I have also found my induction as a UNESCO employee exhilarating, most especially because of the sheer talent, dedication and diversity that I find as I meet my new colleagues. I have met all the divisions of the Education Sector at Headquarters and heard from each individual what they are doing. The extent and diversity of the achievements of a relatively small staff is amazing. I have been touched by the thirst for new professional and intellectual leadership that I have

found and I look forward to providing it, both through my own efforts and through better teamwork.

The gap in my induction so far is that I have not yet had much contact with staff in the field. The field colleagues that I have met in Paris seem every bit as able and committed to UNESCO's goals as the staff at headquarters. I look forward to meeting all field colleagues. That will be a major task for my first year in office, during which I otherwise intend to travel rather little in order to focus on getting my mind round the job and renewing the Education Sector.

I come to UNESCO after a university career in France, Canada, the United Kingdom and the United States during which I had the great good fortune to be among the pioneers of the distance learning movement. I helped to create open universities in Canada (Quebec and Alberta) and for the last eleven years I have had the privilege of leading the UK Open University, which many consider to be the institution that created modern distance education. In recent years I have also helped to launch the United States Open University, which is America's first new university in the third millennium.

I am sure that this background will be useful in my work at UNESCO. The challenges we face in making it possible for all the world's people to enjoy their human right to education cannot possibly be met using old methods. I look forward to working with my new colleagues and with all our partner agencies to develop the methods and approaches that will enable us to achieve this vital goal. ■

## ► continued from page 1 West Africans tackle HIV/AIDS

Anna Maria Barthes-Hoffmann of UNESCO's Division for the Promotion of Quality Education says that "high teacher wastage is a serious concern and a real threat to the survival of the education system itself". She adds that if the trend is allowed to continue it will siphon off a major part of national resources.

Against the background of these grim reports, UNESCO Ghana, UNAIDS and the government of Ghana organized a conference

of the Economic Community of West African States (ECOWAS) to make proposals to arrest the trend. The conference brought together 130 senior experts from 15 countries in Ghana's historic town of Elmina.

"We are resolved as a nation to halt this looming menace" said Ghana's Minister of Education, Professor Christopher Ameyaw-Akumfi, in his opening address, adding that HIV/AIDS threatens to destroy the modest development progress in countries of the region.

The school is the most important source of information regarding HIV/AIDS. "It is also an important arena for preventing the disease and the discrimination that accompanies it," says Barthes-Hoffmann. She explains that the main focus of the FRESH initiative (Focusing Resources on Effective School Health), supported by UNESCO, UNICEF, WHO and the World Bank, is to

launch a major attack on HIV/AIDS. However, the battle will not be won without the support of parents and the whole community. Bringing them on board will demand top-quality communication techniques to overcome their resistance, as education systems and teachers are often criticized for providing sex education in schools. "This is unfortunate, for HIV/AIDS can hardly be provided outside the domain of sex education", the conference document stated.

The 'Call for Action' document adopted at the end of the five-day conference invites countries to implement existing national and international commitments to prevent the spread of AIDS. It recommends that special units be established and funded within education ministries to drive the strategies put in place.

In the area of prevention and control, the document calls on all learning institutions to adopt life skills curricula focusing particularly on HIV/AIDS, and for training for teachers, school counselors and managers. ■

### A strategy

UNESCO's recently-developed Strategy for HIV/AIDS Preventive Education focuses on five core tasks:

- Advocacy at all levels;
- Customizing the message, tailoring it to recipients;
- Changing risk behaviour;
- Caring for the infected and affected;
- Coping with the institutional impact of HIV/AIDS.

Copies of this strategy paper can be obtained from the IIEP.  
E-mail: [information@iiep.unesco.org](mailto:information@iiep.unesco.org)

# Education

## The quest for

Four regions review their education-for-all policies

### Latin America/Caribbean A tale of two decades

**A**lthough educational coverage has improved over the past twenty years, the quality of teaching and learning has not followed, said Ana Luiza Machado, Director of UNESCO Santiago at PROMEDLAC (The Seventh Meeting of the Regional Intergovernmental Committee of the Major Project in the Field of Education in Latin America and the Caribbean), in Cochabamba, Bolivia, (5-7 March 2001). The meeting assessed the performance of the Major Project since its inception two decades ago.

According to Machado, educational reforms did not reach the classroom, or, if they did, they failed to impact on the teacher-pupil relationship or teaching itself. "Educational quality is low and pupils do not complete their education," she said.

For her the three principal challenges in the coming years are: making teachers feel they are agents of change, making sure that educational reforms reach schools and boosting quality. Although education is at the heart of government debate, it does not always receive genuine support, and it is not a priority for other ministries, she added. "We need to think of a way of involving all government departments in education."

The Latin American Laboratory for Assessment of Quality in Education reported that, if current trends continue, the region will not meet the challenges it has set itself. Its 13-country study, which tested 55,000

students in language and mathematics in Grades 3 and 4, ranked Cuba alone in the first group of its quality index. The runners up, Argentina, Brazil and Chile, are in the second group. Mr Tito Hoz de Vila, Bolivian Minister of Education, acknowledged that the level of education in his country was one of the lowest in the continent. "We are in the third group, despite being among the first to implement reforms", he said.

"Without education, human development is not possible." This is the underlying spirit of the Cochabamba Declaration adopted by twenty-three education ministers at the close of the meeting. The Ministers noted that "education, by itself, cannot eliminate poverty, nor is it capable of creating necessary conditions for sustained economic growth or social well-being", although it is the basis for personal development and improving the quality of life. They agreed that a new kind of school is needed – more flexible and more responsive to pupils' needs.

The Ministers adopted fifty-four *Recommendations for Education Policies at the Beginning of the Twenty-first Century*, pledging to focus on educational quality. They asked UNESCO to launch a new regional project to support their efforts.

Contact: A. L. Machado,  
UNESCO Santiago.

### Central Asia sets its course

**A**t a series of roundtables jointly organized by the UNESCO and UNICEF offices in Almaty, Kazakstan, Central Asian countries established or expanded National EFA Working Groups. These roundtables, which also dealt with issues such as quality, curriculum, monitoring learning achievement or early childhood education, took place in Asghabad, Turkmenistan (17 September 2000); Ulan Baator, Mongolia (23 February 2001), Bishkek, Kyrgyzstan (23 March 2001), Astana, Kazakhstan (6 April 2001), Dushanbe, Tajikistan (20 May 2001) and Tashkent, Uzbekistan (29 April - 5 May 2001).

UNESCO and UNICEF Almaty have also agreed to set up a Central Asian EFA Forum in October 2001 and to hold its first EFA regional consultation once all the National Working Groups are fully operational.

Contact: J. Sequeira, UNESCO Almaty.

### South Asia

**R**oughly half of the world's illiterates and 45 per cent of out-of-school children live in South Asia. This sub-region also holds the record for the number of illiterate girls.

It was with a certain sense of urgency that Education Ministers and Secretaries of State of Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka met in Kathmandu (10-12 April) to join forces to advance together towards the Dakar goal of education for all by 2015.

But putting children into school may not be enough. Lower completion rates show that "fewer children survive to Grade 5 here than in any other region of the world," said Nigel Fisher of UNICEF Kathmandu, adding that repetition was a "gross wastage of resources".

While all countries reported educational advances over the last ten years, substantial variations exist between them. Bangladesh's Education Minister, A. S. H. Sadique, announced

# for All Update

## quality

and place quality high on their agendas.

## Building bridges in the Pacific

For centuries Pacific people knew how to do many things: they knew how to plant, fish, weave, carve; and build and care for the sick; they knew how to reward and punish, celebrate and mourn, worship their Gods and teach the young; and they knew how to paddle vast distances across an unfriendly ocean.

Then came colonization followed by globalization, and life in the Pacific changed forever.

The modern world affects life in the Pacific. Its leaders have adopted new ways of working for their countries. It has not been easy nor quick but it has happened, as the sixteen independent Pacific countries demonstrate. At the village and individual levels, however, learning new ways is more difficult.

"Pacific countries don't have the resources to seize the opportunities that globalization can offer them," says Mohan Perera, Chief of UNESCO's Section for Technical and Vocational Education. "More people need training for a wide variety of jobs from word-processing and drain-laying to banking, building and hospitality services," says Edna Tait, Director of UNESCO Apia.

Nor do all Pacific countries have technical colleges or scholarships for overseas study. And, as elsewhere, the technical and vocational field is considered second-best. "Families still want an academic education with the perceived rewards of a career in a profession, the church or government," adds Tait.

At a meeting in Adelaide, Australia (26-29 March 2001), Pacific experts addressed

these questions in the framework of the follow-up to the 1999 Second International Congress on Technical and Vocational Education in Seoul. It identified immediate needs: more qualified teachers, the development of curricula adapted to their specific context and international recognition of Pacific diplomas.

Other recommendations included increased knowledge sharing, the development of a database of Pacific TVET initiatives and mobile training teams. These issues were subsequently presented by UNESCO to the Meeting of Pacific Ministers of Education in Auckland, New Zealand, (14-15 May).

Training may not be enough, cautions Tait. "Funding for training and purchase of tools will have to be found in cash-strapped economies," she says adding that five Pacific islands (Kiribati, Solomon Islands, Samoa, Tuvalu and Vanuatu) are ranked least developed countries. On top of this, new skills will not guarantee paid employment since markets are small and job opportunities few. The population of some of these islands hardly exceeds 100,000.

Later this year, UNESCO will test a teaching-learning module in selected Pacific countries to develop skills for the tourist industry.

The Adelaide conference was also the opportunity to create a Regional Centre of Excellence in TVET. Grouping the Adelaide Institute of Technical and Further Education (TAFE) and the National Centre for Vocational Education Research (NCVER), this Centre will assist UNESCO in implementing TVET programmes in the region.

*Contacts: E. Tait, UNESCO Apia and M. Perera, UNESCO, Paris.*

## goes for quality

a 65 per cent literacy rate, a 3 per cent increase since Dakar and a 30 per cent rise since 1990. While basic education and literacy had improved in his country, quality had been sacrificed in the pursuit of numbers, he said.

The quest for quality in education was high on the agenda of the meeting. Universal primary education is well in sight for one of the region's best achievers, Maldives (99 per cent). But behind these statistics lies a story not always told of untrained teachers and poor quality of delivery, said Education Minister Mohamed Latheef.

The Bhutan representative referred to the hurdles his country had to tackle in providing quality education: high population growth (3 per cent), vast mountainous areas with low population density, a limited resource base and unemployment.

Sri Lanka reported an impressive record. Yet, civil war is affecting its ability to mobilize

funds since spending on defence eats up a quarter of the national budget.

A joint statement issued at the end of the meeting pleaded for debt cancellation for countries with pro-poor programmes that have a strong bias for basic education. "We hope that this region will be a lobby for debt relief and additional funding," said Mr Sadique. The statement also focuses on better training in life skills for adults and putting an end to gender discrimination. Gathering reliable education data, systematic monitoring and the use of new technologies came in for full commitment as well.

To intensify co-operation, the ministers set up a South Asian Regional EFA Forum which will meet every two years. Pakistan will host the 2003 meeting and UNESCO Islamabad will act as the Forum secretariat until that date.

*Contacts: Latika Padgaonkar, UNESCO New Delhi.*





## First anniversary

A sizeable number of countries will be unable to meet the goal of education for all unless a special effort is made now to mobilize resources and political will, says the five conveners of the World Education Forum (Dakar, 26-28 April 2000). "The world's failure to give children even the basic building blocks of literacy and the ability to transform their lives" will have profound consequences for the global community, they say.

In a joint statement to mark the Dakar anniversary, UNESCO Director-General Koichiro Matsuura, World Bank President James Wolfensohn, United Nations Population Fund (UNFPA) Executive Director Thoraya Obaid, UNICEF Executive Director Carol Belamy, and UNDP Administrator, Mark Malloch Brown, say that, while around seventy-six developing have either already achieved universal primary education or are

making sound progress towards it, some twenty-seven others are showing signs of faltering. The education challenge is greatest in Africa, where twenty-two countries are "unlikely, unless serious action is taken, to reach the target of universal primary enrolment by 2015".

Addressing Permanent Delegations to UNESCO on 27 April, Mr Matsuura said that "the fact that much remains to be done should not detract from what we have already accomplished and from the solid bases many countries have already built." UNESCO will seek "to promote education for all at every opportunity, through a differentiated approach that reaches out to the general public as well as targeting particular institutions, forums and meetings". ■

## Teaching human

Malian customs and traditions handed down orally from generation to generation are studded with values of peace and respect for human dignity. This is evidenced by a host of Bamanan words that express the notion of "living together". The importance Malians attach to neighbourliness and giving gifts is another sign of a deep-rooted wish for peace.

Today, poverty and rural migration are increasingly jeopardizing the transmission of these ancestral customs and the Malian government is now taking steps to have schools take up this function. With the help of UNESCO and UNDP, it has completed a study of traditional practices with a view to developing teacher training programmes and learning materials. It was carried out in 1999 among solicitors, policymakers, teachers, griots, regional political leaders and non-governmental organizations across the entire country.

"The study gives a precise snapshot of how citizens perceive human rights," says Edouard Matoko of UNESCO's Section for Education for Universal Values, adding that its primary use will be in developing textbooks adapted to children's daily lives.

Pro-peace customs are numerous in Malian society. Initiation rites at different stages of adolescence transmit civil and moral values, and are a veritable preparation for life. The renowned 'Sanankuya', the name given to alliances between families, sometimes belonging to different clans, allows members to joke and even insult each other without ever creating offense.

The study found that the majority of Malians are unaware of the existence of such milestone instruments as the Universal Declaration of Human Rights, international conventions ratified by their country or of national human rights laws. "Local associations translate these texts into national languages but their outreach is limited," says Matoko.

Concerning, for instance, the provisions of the Convention on the Rights of the Child concerning child labour (Article 32), the study reveals that certain forms of child labour, such as learning one's father's trade or household chores for a girl, are part of the socialization process and are a form of education. However, impoverishment is forcing parents to consider children's work outside the home as essential for the family budget, the study concedes.



# Youth enterprise

A Mozambican project providing training and jobs to marginalized youth highlights the advantages of non-formal learning approaches.

When he left Mozambique to take up another assignment, UNESCO Representative Luis Tiburcio received a farewell gift of forged iron candelabras from the young people of the Empresa Jovem project he launched some time previously.

But before these candelabras could be made, gigantic efforts had to be deployed.

In the early 1990s, a fragile peace had returned to Mozambique after years of conflict. In 1996, UNESCO and the government of Mozambique launched a project to give self-employment and education using arts and crafts to some fifty youths comprising demobilized soldiers, single mothers, former street children, refugees and rural migrants: twenty-four girls and twenty-six boys, all under 30.

The task was daunting. It meant providing illiterate youngsters, speaking a variety of national languages and subscribing to different value systems with skills to direct a

unique pilot project: the country's first national youth craft centre. As well as making the artefacts, it also meant developing strategies to sell them.

Getting all the actors to believe that Empresa Jovem was their project was a difficult task, yet that was the crux and secret to the success of the whole enterprise. According to UN volunteer Guida Rebelo, a key player in the project: "If you fail at that stage, you can basically give up on a project. That is the lesson we learnt."

Today, these youths work with computers and speak basic English, but at the time they struggled to read and write simple texts. About 80 per cent had difficulty with basic arithmetic. Teaching methods were adapted to their everyday reality and, helped by an education specialist, they produced their own literacy and numeracy manuals.

Vocational training followed with hands-on lessons. Subjects such as civic education, the environment and HIV/AIDS were dealt with in discussion sessions. Local craftsmen too did their bit. They learned to transmit their know-how to the young apprentices and give professional tips. Weaving, the extraction of natural dyes, basket making, carpentry, ceramics, leatherwork and metalwork are the crafts they master today, plus, of course, candelabra making.

In over four years the Empresa Jovem participants have transformed themselves into artisans. Arts and crafts proved perfect vehicles for social integration because of the numerous possibilities for self-employment they offered.

The strength of the project, according to Martine Bousquet of UNESCO's Division of Basic Education, is the quick results obtained by combining literacy with activities that generate earnings. "The youngsters can see that their skills are marketable and this motivates them," she says.

"Maintaining relationships with a variety of service providers including contractors, architects and

donors has been particularly challenging," says Zulmira Rodriguez, Programme Specialist in UNESCO Maputo. "The capacity of the office was stretched to its limit."

Be that as it may, the project has mushroomed into three youth centres as well as the Mozarte Centre for Arts. In all, over 120 youth are now in some form of training. Their preoccupations are those of any enterprise anywhere in the world: sustainability, distribution channels, market opportunities and profit.

Contacts: M. Bousquet,  
Division of Basic Education and  
Z. Rodriguez, UNESCO Maputo.

## rights

The children's parliament, often proposed by outside agencies as a way of encouraging children's active participation in society, was seen by most parents as being contrary to their customs which forbid children to ever challenge an adult.

The large majority of Malians agreed that education was the only means of moving up the social ladder and of ensuring the full development of one's personality. However, poverty and other social obstacles are still preventing children's schooling, as evidenced by Mali's low enrolment in primary school.

As to whether it was more advantageous to educate girls or boys, 80 per cent of those surveyed had no preference: 12 per cent felt it more beneficial to educate girls because they are more attentive to their parents, whereas in the case of boys, in-laws stand to gain. Only 8 per cent thought it was more advantageous to educate boys.

Contact: E. Matoko,  
Section for Education  
for Universal Values.

## 50 years of TVET in one CD-ROM

The major part of UNESCO's work in technical and vocational education over five decades is now available on the CD-ROM: *Education, Work and the Future: Selected UNESCO Publications and Documents in Technical and Vocational Education*, just produced. It contains documents in English, French and in other languages.

Its 13,000 pages of 230 selected UNESCO documents cover such topics as: policy reform, curriculum, vocational guidance, technical and vocational education for girls and women, training and technology, international congress proceedings as well as a host of studies on the entire field. A valuable resource for all TVET policy makers, practitioners and students, it describes experiences in TVET in all regions of the world.

Available free of charge from UNESCO's Section for Technical and Vocational Education.  
E-mail: [tve.section@unesco.org](mailto:tve.section@unesco.org)

## ■ African Congress on Girls' Science Education

Organized by UNESCO and Female Education in Mathematics and Science in Africa (FEMSA)  
Lusaka,  
18 - 22 May 2001  
Contacts: [am.barthes@unesco.org](mailto:am.barthes@unesco.org);  
[r.cler@unesco.org](mailto:r.cler@unesco.org);  
[lusaka@memo.unesco.org](mailto:lusaka@memo.unesco.org)

## ■ Expert Meeting on the UNESCO Forum on Research Management

UNESCO  
28-29 June 2001  
Contact: [seddoh@unesco.org](mailto:seddoh@unesco.org)

## ■ Inter-agency Network Group for Education in Emergencies

Organized by UNESCO, UNICEF and UNHCR  
UNESCO  
28 - 29 June 2001  
Contact: [k.bensalah@unesco.org](mailto:k.bensalah@unesco.org)

## ■ Improving Performance in Primary Education - A Challenge to Education for All Goals

Sponsored by UNESCO and the Islamic Educational, Scientific and Cultural Organization (ISESCO)  
Dakar, Senegal  
9 - 13 July 2001  
Contact: [w.gordon@unesco.org](mailto:w.gordon@unesco.org)

## ■ Annual Meeting of the Collective Consultation of NGOs on Literacy and EFA

Bangkok  
12 - 14 July 2001  
Contact: [s.schnittgen@unesco.org](mailto:s.schnittgen@unesco.org)

## ■ The XVII World Conference on Health Promotion and Health Education

Co-sponsored by UNESCO, WHO, UNICEF and the European Union  
Paris  
15 - 20 July 2001  
Contact: [am.barthes@unesco.org](mailto:am.barthes@unesco.org)

## ■ International Workshop on Education and Poverty Eradication

Kampala  
30 July - 3 August 2001  
Contact: [w.gordon@unesco.org](mailto:w.gordon@unesco.org)

## ■ E9 Countries Ministerial Review Meeting

Organized by UNESCO and China  
Beijing  
21 - 23 August 2001  
Contact: [w.vollmann@unesco.org](mailto:w.vollmann@unesco.org)

## ■ 46<sup>th</sup> Session of the International Conference on Education

"Education for All for Learning to Live Together"  
Geneva  
5 - 7 September 2001  
Contact: [c.braslavsky@ibe.unesco.org](mailto:c.braslavsky@ibe.unesco.org)

## ■ The Involvement of Civil Society in Action for Education for All

Geneva  
8 September 2001  
Contact: [l.buchert@unesco.org](mailto:l.buchert@unesco.org)

## ■ Impact of Globalization on Higher Education, Quality Assurance, Accreditation and Recognition of Qualifications

UNESCO  
10-11 September 2001  
Contact: [s.uvalic-trumbic@unesco.org](mailto:s.uvalic-trumbic@unesco.org)

## **National Education Policies and Programmes and International Cooperation: What Role for UNESCO?**

by Lucila Jallade, Mohamed Radi and Serge Cuenin. This document explains the conceptual framework of UNESCO's technical ("upstream") support to national education programmes and policies. Addressing all partners, it encourages dialogue and the search for synergy in international co-operation. (Education Policies and Strategies, 1 UNESCO doc. ED-2001/WS/5).

## **Early Childhood Education: Need and Opportunity**

by David P. Weikart. This publication presents the organizational arrangements of pre-school education in a number of developed and developing countries. It demonstrates the short- and long-term effects of early childhood education programmes for the psychological development and learning of children, particularly from disadvantaged backgrounds and is addressed to planners and decision-makers concerned with providing quality early childhood education the world over. (Fundamentals of Educational Planning, 65, International Institute for Educational Planning). Available from UNESCO Publishing, 7, place de Fontenoy, 75352 Paris 07 SP, 94 pages, 80FF. To order <http://upo.unesco.org>

## **Planning for Education in the Context of HIV/AIDS**

by Michael J. Kelly. This publication examines the interaction between the epidemic and education from two perspectives: the use of education in preventing HIV transmission and the impact of the disease on education systems. This two-way interaction necessitates a radical re-examination of many of the premises underlying education as currently delivered. (Fundamentals of Educational Planning, 66, International Institute for Educational Planning). Available from UNESCO Publishing, 7, place de Fontenoy, 75352 Paris 07 SP, 108 pages, 80FF. To order <http://upo.unesco.org>

**Improving School Effectiveness** by Jaap Scheerens. This publication examines relevant approaches to improving school effectiveness. The author concedes that there may be more leeway for action the closer one gets to the school level thus making planning for effectiveness difficult for those operating above that level. He suggests a multi-level approach, particularly for developing countries. (Fundamentals of Educational Planning, 68, International Institute for Educational Planning). Available from UNESCO Publishing, 7, place de Fontenoy, 75352 Paris 07 SP, 138 pages, 80FF. To order <http://upo.unesco.org>

## **Focusing Resources on Effective School Health: A FRESH Start to Enhancing the Quality and Equity of Education.**

This trilingual (English, French, Spanish) booklet describes the foundation and reasoning behind the FRESH partnership involving UNESCO, UNICEF, WHO and the World Bank. It explains why school health programmes should comprise provision for safe water and sanitation, skills-based health education and school-based health and nutrition services.

## **EFA Assessment Process in the Caribbean and the Quest for Inclusion and Quality**

by Claudia Harvey. This 52-page document focuses on adult education, teacher training, curriculum and instruction, and management. (Monograph Series, 25). Available from UNESCO Kingston. E-mail: [kingston@memo.unesco.org](mailto:kingston@memo.unesco.org)

## **UNESCO's Strategy for HIV/AIDS Preventive Education.**

Along with outlining UNESCO's strategy for HIV/AIDS preventive education, this 22-page brochure also describes the current situation of the epidemic, the United Nations' commitment to fighting it, and the partnerships with UNAIDS and its co-sponsors in the UN system.

## **Education and the Fundamental Rights of the Child: Normative Texts.**

This 318-page book presents all existing legal texts on the right to education and the protection of children. It is an indispensable tool for all those who wish to familiarize themselves with the conventions, protocols, recommendations and declarations on the subject.

## **UNITWIN/UNESCO Chairs Programme: External Evaluation Implemented in Compliance with the Evaluation Plan of UNESCO for 1998-1999**

by Jorge Brovotto and Pieter Van Dijk. This report focuses on the evaluation of almost a decade of UNESCO/ UNITWIN Chairs and provides recommendations to enhance the programme's efficiency. (UNESCO doc. ED-2001/WS/4). Available in English and French.

## **Deafness: A Guide for Parents, Teachers and Community Workers.**

Relatively little information is available in developing countries about deafness and many deaf people consequently suffer throughout their lives, at home, in school and in the community, because of the absence of information about sign language. This 32-page brochure is intended to raise awareness among parents, teachers, doctors, nurses and social workers of the importance of sign language for deaf children, particularly in the early years.

## **Literacy: A Key to Empowering Women Farmers.**

This 20-page booklet describes UNESCO's efforts in incorporating women's empowerment into learning programmes through training workshops in Africa, Asia and the Pacific. This booklet describes what this actually means for women and illustrates it with stories and pictures taken from learning materials developed by workshops participants.

## **Education for All: Initiatives, Issues and Strategies - the Report of the Meeting of the Working Group on Education for All**

(UNESCO, 22-24 November 2000) reflects the meeting's discussions and recommendations.

Undertaken by the UNESCO International Research and Training Centre for Rural Education (INRULED), the following studies contribute to understanding processes to improve rural education. Available from INRULED. E-mail: [irenj@jlonline.com](mailto:irenj@jlonline.com).

■ **Education in Rural Areas of China and South Africa: Comparative Perspectives on Policy and Educational Management** by Adele Gordon, South Africa and Wang Qiang, China.

■ **Rural Education Development: Qualitative Evaluation Study (China, Nepal)** by Chen Jingpu, China, and Uttam Karmacharya, Nepal.

■ **Studies on Rural School Teachers' Tasks and Responsibilities: A Reflective Case Analysis of Rural School Teachers in China and Malaysia** by Dr Kim Phaik Lah, Malaysia.