

count down

And the lucky winner is...

“If at the end of the project I can sign my name or understand what’s happening when they fetch me for the elections, I know I’ll have lived for something,” says an 86-year-old learner in the Alfabetization project. The literacy learners in Haiti’s rural, disadvantaged area of Saint Marc are adults of all ages, mostly women.

The project’s aim is to improve the living conditions of the population through literacy. The task ahead is tremendous. Haiti is one of the world’s poorest countries, roughly half the adult population is illiterate. Two-thirds of the children who start primary school never finish and end up swelling the ranks of the illiterates.

To ensure learners’ full involvement, the Canada-based Paul Gerin-Lajoie Foundation that launched the project with the Haitian government in 1998, has a unique partnership with the communities. The foundation supplies the learning materials and manages the project; the communities provide the buildings and furniture.

Another unique feature is that the learners can choose their educator – a local person who is specially trained to teach them. This ensures the full commitment of both teachers and learners. The literacy centres provide no comfort. Learners sit on benches they make themselves or on a pile of straw on the ground.

This Haitian initiative has just been awarded one of UNESCO’s two annual King Sejong Literacy Prizes. The project combines reading, writing and arithmetic with micro-projects and awareness-raising in environmental issues, civil rights and health.

Environmental degradation has reached a disastrous pace. According to the United States Agency for International Development (USAID), more than 98 per cent of Haiti is deforested and each year 15,000 acres of fertile top soil is washed away. The project discourages people from cutting down the remaining trees and participants learn to make what they call “miracle charcoal” – a briquette of sawdust and paper recuperated

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School friends

Pupils at the Nossa Senhora das Graças School in Brazil’s State of Porto Velho constantly suffered from colds and repetition was high until Dr Nelson Azevedo, a local volunteer, dropped in. Dr Azevedo is now looking after the children’s health and school attendance is on the rise.

At the Wanda Helena Toppan Nogueira School in the state of Sao Paulo, sixteen mothers and two fathers take turns in running the school canteen. This involves purchasing supplies and controlling the bank account. Profits from their good housekeeping have been used to do repairs and buy audio-visual equipment for the school.

These volunteers are members of the *Amigos de Escola* project launched in 2000 by Brazil’s largest television group, Globo Television Network. Although a Brazilian child can expect to have access to fifteen years of schooling – all levels of education combined – the probability is high that the same child will repeat one or more classes, especially at primary level where repetition rates are as high as 25 per cent.

The *Amigos de Escola* project encourages all citizens to support their local state school, each according to his or her means. The project has mushroomed and today 25,000 state schools participate. UNESCO provides technical support, and business and local communities as well as the states of Bahia and Rio de Janeiro are involved. Ordinary people are

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Peace and sport



Some 500 students and their teachers from UNESCO Associated Schools in sixty countries gathered at Dinard and St Malo (France) from 12 to 17 June to reinforce the contribution of sport to a culture of peace.

In their "Youth Appeal" issued at the close of the International Friendship Encounter, the participants invited young people "to participate a maximum in sports, to refrain from taking drugs and from doping, to be responsible and to behave in a spirit of good sportsmanship...". In their Appeal, the young people express their vision of sport and their hopes and expectations for the future.

The Youth Appeal also calls on top athletes, national and international sports authorities, and the International Olympic Committee to adopt zero tolerance for doping. Sports organizations such as the International Soccer Federation, Formula One and others are asked "to share some of their earnings in order to sustain sports development for young people in support of non-violence on the fields and in the stadium."

The young people spent their time between multi-cultural friendly matches, cultural activities and debates on issues



such as equal access for boys and girls to sports, sport as a factor for health, integration, non-violence and fair play.

The International Friendship Encounter was organized by UNESCO, the French National Commission for UNESCO and the French Ministry for Youth and Sports.

Contacts:

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from banks or other companies and mixed with water. A small-scale tree-planting scheme has also been carried out.

"Awareness of one's rights and duties as citizens is fundamental," says Marie-Michelle Fournier of the Paul Gerin-Lajoie Foundation. She explains that, as 85 per cent of Haitians have neither an identity card nor a birth certificate, they cannot participate in democratic life. Thanks to the project, 1,500 have now obtained these documents. In fact, some of them lost no time in exercising their democratic rights: six were elected at the last local elections.

Learners are encouraged to set up small shops to sell articles of use to the community such as locally produced oil, rice or briquettes. Each one contributes a small sum

(less than a dollar) and the Foundation adds to it to get the concern up and running. Some forty micro projects have received financial assistance in this way. Health is especially oriented around themes such as first-aid, breast-feeding, family planning and sexually transmissible diseases, principally AIDS.

"We must constantly motivate the learners to attend the classes," says Fournier, who sees Women's Day was an opportunity to raise awareness of the importance of educating girls. Under the slogan: "Today's Girls, Tomorrow's Women", 2,000 people participated in the first march organized on Women's Day. The second march drew 15,000 people.

Lack of reading materials for new literates is a problem. "We can't even find a news-

paper here in French or Creole", says Fournier. "To keep their new-found skills alive we invite the learners to write about local events. These texts are then distributed in all literacy centres."

Since the project was launched, some 5,000 people have become literate and around 6,000 are currently following classes; 800 educators have been trained and 120 literacy centres and 10 community dispensaries have been opened.

The project is financed by the Paul Gerin-Lajoie Foundation and the Quebec Ministry for International Relations to the tune of Can\$630,000.

Contact: N. Aksornkool, Literacy and Non-formal Education Section.

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Reaching the Unreached

My first major mission as ADG/ED took me to the E9 Ministerial Review held in Beijing from 21 to 24 August. E9 is UNESCO jargon – no doubt by analogy with G7 – for the Education Ministers of nine high population countries: Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan. These countries constitute half of humankind. They also account for more than half of our world's adult illiterates and 70 per cent of the girls out of school. Success in achieving Education for All will stand or fall by progress in the E9 countries.

The Beijing meeting was the fourth such review of progress towards education for all (EFA) by E9 ministers since 1993. It was accompanied by an expert meeting on the theme of Distance Education and NICTs for Basic Education: Reaching the Unreached.

Beijing was an ideal venue for this meeting because the planning and progress that China has made, both towards EFA and in integrating new information and communication technologies into its education system, provide inspiring models. We were also very lucky with our timing. China is immensely proud to have been chosen as host for the 2008 summer Olympics and our visit coincided with a foretaste of that event, the 21st Universiade.

We attended the opening of these games between university students from 160 countries. The spirit of this event seemed nicely congruent with the values for sport that we

promote in the Education Sector. I doubt that even the opening ceremony for the Olympics will surpass in beauty, energy and panache the performance we saw by more than 10,000 young people from Beijing. Their brilliantly choreographed and gorgeously colourful programme evoked the terracotta warriors to show their pride in China's past and the arrival of spring in Beijing to express their faith in its future. It was a moving occasion.

I also found the E9 meeting inspiring. The political will to achieve Education for All in these high-population countries is no longer in doubt – they now own the challenge. Furthermore, each country reported real progress towards EFA and, importantly to my mind, keyed their update to the six goals set in Dakar. They are approaching the challenge of Education for All in an admirably holistic manner, with emphases on nutrition, early childhood education, the empowerment of women and the inculcation of values of co-operation and non-violence.

The expert meeting on distance education and NICTs also reported encouraging progress in addressing the digital divide, at least at the level of hardware availability and Internet penetration. What is lacking, and this is a challenge for UNESCO, is a framework of evaluation, research and development for the use of NICTs. We must also work to ensure that distance education and new technologies are used to reach the unreached rather than merely enriching the options for those who are already well served.

The Beijing Declaration of the E9 Countries gives us some clear priorities within our agenda for the new biennium. I commend it to your attention. ■

► continued from page 1 **School friends**

devoting their time to improving the school and its environment, providing a sports field or a vegetable garden, buying medicine, schoolbooks or stationery, or giving free computer lessons.

"The vast majority of people were not aware of the needs of these schools," says Maria Dulce Borges, Education Officer at UNESCO Brasilia. The project has facilitated dialogue between the school authorities and the community. "A reform of the education system would take thirty to forty years to give results but this project has just begun and I think we're on the right track."

Yet resistance had to be overcome. "People thought that state schools would be hostile to help

from outside and that headmasters were high-handed. The reverse is in fact the case. These schools have shown their ability to understand and open their doors to benefit the students," adds Borges. Over-burdened and underpaid teachers have welcomed the extra support and recognition. "We need to look at our state schools differently," said one teacher. "They are the clearest reflection of the nation."

An independent evaluation reported a clear improvement in student performance and behaviour since the project was initiated. Pupils are stimulated and more involved in extra-curricular activities, and drop-out has reduced.

Contact: M. D. Borges, UNESCO Brasilia.



Teachers for Tomorrow's Schools

A new UNESCO/OECD report highlights the balancing act policy-makers face in managing the teaching force, their choices and trade-offs.

While 99 per cent of Jordanian teachers hold a tertiary qualification, fewer than a quarter of Egyptian and Brazilian primary school teachers do. Teacher qualifications and salaries are comparatively low in Argentina. Some 40 per cent of education in Chile, Peru, the Philippines and Thailand is privately funded.

These are some of the findings of *Teachers for Tomorrow's Schools*, a new report released by the OECD and the UNESCO Institute for Statistics which compares a range of education and teacher issues in eighteen¹ countries as part of the joint World Education Indicators Programme.

One of the most important balancing acts for policy-makers is that of matching teacher supply with changing demands. Rising enrolment rates in some cases have led to teacher shortage, the report shows. For example, by 2010 Paraguay will need to increase its teaching force by 24 per cent if it is to meet the goal of universal primary education and, to cater for current enrolment levels at the secondary level, by 23 per cent.

The report outlines different trade-offs that countries make relating to teachers' working conditions: hours of teaching and instruction, class size and student-teacher ratios. In some countries, a lower than average teaching load is compensated by larger class sizes, while in others, smaller than average class sizes add to a light teaching load, increasing the salary costs per student. In Chile, Philippines and Thailand, for example, comparatively high salaries for primary teachers are compensated by long teaching hours or larger than average classes, while in Indonesia, low salaries and long teaching hours are partially offset

by smaller classes. Uruguayan teachers enjoy particularly favourable working conditions: small primary classes (fewer than 13), short working hours and high salaries.

The balance between what is asked of teachers and what is offered to them can have a significant impact on the composition of the teaching force and the quality of teaching. Repetition, for instance, places a particularly heavy burden on teachers. In Brazil, Paraguay, the Philippines and Zimbabwe, between 30 and 50 per cent of students of secondary-school-age are enrolled in primary school as repeaters or late entrants. Managing classrooms with students of different ages and levels requires comparatively greater skills.

Teacher qualifications is another balancing act. According to the report, policy-makers need to ensure that the investment made in teachers is proportionate to the demands placed upon them. Many countries require tertiary qualifications for teaching at all levels of education. The lowest proportion of teachers with these qualifications are found in Brazil, China and Tunisia, the report reveals. Tunisia, where only 14 per cent of primary teachers have a post-secondary qualification, contrasts with Jordan where almost all primary teachers have.

The indicators relating to what is asked of teachers and what is offered them as well as the corresponding costs need to be considered together in order to establish whether teachers are being asked to do too much or too little.

Teachers for Tomorrow's Schools shows that there is room for choice and that comparative analyses can be useful instruments for informing the debate. "Previously, this kind of data were only available for the world's richest nations. These participating countries can compare themselves with each other and against the OECD benchmark," says Albert Motivans of the UNESCO Institute for Statistics.

Teachers for Tomorrow's Schools is essential reading for education ministry professionals, researchers or anyone interested in international or comparative education.

Contact: A. Motivans,
UNESCO Institute for Statistics.

Executive Summary in English, French, Spanish, Arabic and Russian is available on http://unescostat.unesco.org/en/pub/pub_p/wei2001.htm. See page 8.

Early child

Developing nations that are keen to expand their early childhood services, often look to other countries for inspiration. Although early childhood policies are deeply embedded in national contexts and values, rich and poor countries share similar conceptions and have much to learn from each other.

Two joint OECD/UNESCO workshops organized in Stockholm as part of OECD's International Conference on Early Childhood Education and Care (13-15 June 2001) provided participants with an opportunity to look at some policy options.

One of these is the conceptual demarcation of "care" (0 to 3) and "education" (3 to 6) along the child's age. While it is generally accepted that learning begins at birth, educational opportunities for young ones are not likely to start before 3 in both developed and developing countries. But, unlike their counterparts in the South, parents in industrialized countries can benefit from government support in the form of maternal or parental leave or tax relief to

1. Argentina, Brazil, Chile, China, Egypt, India, Indonesia, Jordan, Malaysia, Paraguay, Peru, Philippines, Russian Federation, Sri Lanka, Thailand, Tunisia, Uruguay and Zimbabwe.

Education for All Update

Africa's regional action plan

“We envision the resurgence of a vibrant Africa, rich in its cultural diversity, history, languages and arts, ... a democratic Africa ... a peaceful Africa ... an enlightened Africa, [and] a prosperous Africa....”

These stirring words are taken from the regional Education for All Action Plan for Africa, currently being reviewed by African states.

The first draft of the plan was written by UNESCO Dakar and circulated in April. On the occasion of the Steering

Committee of the Association for the Development of African Education (ADEA) in May, approval of EFA partners and regional organizations was obtained and, African EFA Coordinators, meeting in UNESCO (17-19 September 2001), will also review it.

The regional plan focuses on the major education challenges facing Africa: reducing the gender gap which affects 75 per cent of countries; combatting the impact of HIV/AIDS on education – 10 per cent of teachers are expected to die over the next five years; and developing responses for countries in crisis.

Education ministers will further address these challenges when they meet at the VIIIth Conference of African Ministers of Education (MINEDAF VIII) in December 2002, the deadline for completion of national action plans.

Contact: A. Parsuramen, UNESCO Dakar.

Europe's first EFA Forum

The first national Education for All Forum in Europe was established by Lithuania on 26 and 27 June at a meeting in Vilnius which drew an impressive cross-section of representatives from Lithuania's educational institutions, the corporate sector, the media and multilateral agencies.

The twenty-five member Lithuanian EFA Forum will decide on its work programme at its September gathering and will elaborate the national EFA Plan of Action next year. The Plan will be linked with the country's Strategic Plan on Compulsory Education.

“There is genuine enthusiasm for EFA in Lithuania,” says Alexandre Sannikov, UNESCO Regional Education Adviser for Europe, explaining that the General Education Department will provide discussion facilities on the Internet for Forum members and national radio and television will organize roundtables to launch a communications plan.

International support is also forthcoming: the Danish National Commission for UNESCO has proposed to be coordinator of the Nordic countries' support to EFA in Lithuania, Latvia and Estonia.

The EFA Baltic States subregional meeting will be hosted by Latvia in January 2002.

Contact: A. Sannikov, Regional Education Adviser for Europe.

hood choices

allow them to play their roles as carers and educators.

A relatively polemical policy issue in developed nations is that of co-ordination of early childhood policies, especially when they come under the purview of different ministries (education, health and social welfare). An emerging trend is to bring all early childhood services under the responsibility of a single ministry; in Sweden, United Kingdom and Spain, it is the education ministry; in Denmark and Finland, the social welfare ministry. While the single system makes for better co-ordination and continuity of policies, it requires that the responsible ministry appreciates the holistic nature of child development and reflects it in policy making. “It must not over-emphasize the education aspect above that of care or vice versa,” says Soo-Hyang Choi of UNESCO's Early Childhood and Family Education Section, explaining that, in the case of the education ministry, not only must it prepare the child for primary education, but it must also ensure that the child's health and psychosocial development needs are met.

North and South, parents' involvement in the child's development is essential, albeit for different reasons. In the North, authorities, convinced of parents' unique knowledge of the child, seek to create close relationships between parents and professional staff. In developing countries where professional, centre-based services are more rare, parents are mobilized to substitute for professionals. Consequently, they see themselves (wrongly) as mere substitutes and once professional services become available, tend to withdraw. “We must help them re-discover their unique role in their child's development,” adds Soo-Hyang Choi.

Mindful of these policy options, UNESCO's Ministerial Auspices and Financing for Early Childhood programme assists developing countries in reviewing their policies and in adopting solutions that correspond best to national contexts and values.

Contact: S.H. Choi, Early Childhood and Family Education Section.

Egyptian teachers adopt ICTs

Given the rapid changes in information and communication technology (ICT), it will take all the running we can do just to stay in place." This is how one Egyptian secondary school teacher saw the task of teaching science and maths using ICT.

She was one of the 162 teachers and supervisors from 14 Egyptian governorates trained to teach science and mathematics using new technology in a series of national workshops in Ismailia, Luxor and Alexandria. UNESCO Cairo is helping the Egyptian government with ICT in science education in the context of its Secondary Education Enhancement Programme (SEEP). Already, all secondary schools are equipped with computers and other multimedia equipment, as well as modern laboratories, and several of them have Internet connections.

"Recent research shows that computers can have a positive impact on students' achievement in mathematics – more rapid learning, more positive attitudes on the part of students and higher levels of achievement," says Barry Blakeley, an instructor at the national training workshop in Luxor.

Apart from providing familiarity with customized software for creating spreadsheets,

graph plotters or dynamic geometry, participants learned the roles in the classroom of the teacher, the student and the computer itself, how to make Powerpoint presentations, use CD-ROMs in class work and generally adapt their teaching to this new technology. "At the end of the training course we couldn't get them off the computers," says Geoff Strack, the science workshop instructor.

"The teachers are particularly enthusiastic," says Ghada Gholam, Education Adviser at UNESCO Cairo. More than 85 per cent of the trainees wanted more training and the vast majority said they had acquired new

talents they would pass on to their colleagues. "It changed my way of teaching and gave me lots of ideas," one teacher said.

"The aim is to cover all the governorates in Egypt by 2002," adds Ms Gholam. UNESCO Cairo will also set up a National Centre for teacher training in new technologies and to share innovative teaching experiences. It is also aiming at accrediting test centres to give international certificates to secondary-school teachers who pass a test of seven modules in basic computer skills.

Contact: G. Gholam, UNESCO Cairo.

NGOs and EFA Renewing co-operation

What is the role of civil society in the education for all process? How can they move from being service providers and advocates to genuine partners in national policy-making and planning? Participants at the Annual Meeting of the Collective Consultation of NGOs on Education for All, meeting in Bangkok, (12-14 July 2001) had much to say about the issue.

While seeking consensus on a reformed co-operative mechanism with UNESCO, they agreed on a set of working procedures for a transitory period of one year and proposed concrete education activities to be carried out jointly with UNESCO and other partners, such as capacity-building seminars, research, case studies, databases and communication activities.

Contact: S. Schnuttgen,
Focal Point, Collective Consultation of NGOs on EFA,
Basic Education Division.

Educating for Citizenship

"Education for citizenship," says John Daniel, UNESCO Assistant Director-General for Education, "helps pupils become informed, thoughtful and responsible citizens, aware of their duties and their rights."

It also promotes, he says, respect for different national, religious and ethnic identities, and develops the ability to reflect on issues, have a critical mind and take a stand in discussions. Teachers are the core driving force that holds the key to instilling the ideals of citizenship in children.

But this can be an overwhelming task. Where to start? What is the basis of citizenship? What material is available?



With this challenge in mind, UNESCO in partnership with Education International, the world's largest educators' federation, designed a trilingual (English/French/Spanish) multimedia CD-ROM to offer pre-primary and primary school teachers and educators around the world a wide range of resources in a pocket-sized instructional tool.

The CD-ROM contains:

- ▶ a glossary of 180 terms, illustrated with examples, photos, graphs, video clips and links to selected websites;
- ▶ a bibliography of 152 articles and books, some of them in full text.
- ▶ A selection of 41 declarations, recommendations and conventions adopted by the international community;
- ▶ 6 methodological guides to help teachers plan their approach to educating for citizenship in their classroom;
- ▶ 78 learning activity sheets adapted to pre-primary and primary school levels which can also be used in teaching other subjects; and
- ▶ a selection of 42 videos.

Educating for Citizenship is available free of charge from the Documentation and Information Service of the Education Sector, UNESCO, 7, place de Fontenay, 75352 Paris 07 SP, France, Fax: 33 1 45 68 56 24; E-mail: cdeducation@unesco.org • Website: www.unesco.org/education/index.shtml

Science for girls

Girls' participation in science disciplines is dismally low in sub-Saharan Africa. But this is beginning to change.

“I hope some day to become an astro-biologist, or an astro-microbiologist, or an astro-ecologist or an astro-physicist,” says 14-year-old Alexandra Shungodzo Govere from Zimbabwe. Although Alexandra has been acclaimed at home and abroad, she is gloomy: “I have a lot to offer both Zimbabwe and Africa as a scientist and a leader, but it is very frustrating when no one takes you seriously because you are black, female and young, not even your own dad, who is also a scientist!”

On a global scale, science and technology is still a man's business. As Alexandra's words bear out, nowhere is this as true as in sub-Saharan Africa. Socio-cultural barriers, negative parent and teacher attitudes, insensitive teaching methods and lack of role models all conspire to lowering girls' participation in science disciplines.

Yet, in sub-Saharan Africa itself, women's roles in agriculture and animal husbandry, in water collection, and in the gathering of fuel wood, and of medicinal and cosmetic plants make them daily managers of natural resources. This should place them at the centre of efforts to guarantee food security and to conserve or improve the environment.

“We must begin to provide a science education that ensures that all women, whether engaged at the highest level of scientific excellence or striving to care for their families as peasant farmers, are empowered to use science to solve their problems, whether they are high fliers or not.” said Joseph P. O'Connor at the African Congress on Girls' Science Education, organized by UNESCO and Female Education in Mathematics and Science in Africa (FEMSA) in Lusaka, Zambia (18 - 22 May).

Efforts of such organizations as FEMSA are beginning to bear fruit. FEMSA Science Days, a three-day awareness-raising event, organized with the Senegalese Education Ministry resulted in 48 per cent more girls taking up science

and technical studies at secondary level. In Swaziland, a scheme for internships for girls in industry, organized with the Ministry of Education and Employment, led to jobs. In Ghana, week-long summer camps, called Science Clinics, give girls an opportunity to catch up. “They helped me understand difficult concepts and dismiss my fear of science and mathematics,” said one participant.

UNESCO and the European Space Agency (ESA) are developing a module on low-cost astronomy education as part of a pedagogical guide to gender-sensitivity in science education in order to attract girls to physics and mathematics, where they are least represented.

What kind of science for girls

Strategies to improve girls' participation should include more student-centred approaches and teaching

methods, guidance and counselling, and awareness-raising activities, participants agreed. They argued that science education for girls should be useful and applicable, based on experimentation and curiosity. It should question existing procedures and improve problem-solving skills. Textbooks, they concurred, should include information about achievements of women scientists and inventions pioneered by women.

The general recommendation was that teaching and learning methods need to include more group work and discussions. Participants called on governments to integrate gender issues in science, mathematics and technology education into their EFA action plans.

Contact: A.-M. Hoffmann,
Division for the Promotion of Quality Education.

Lab experience

Interaction between science teachers and researchers is very limited in most parts of the world, if it exists at all. Yet it is widely believed that effective teaching requires that students engage in experiments and research projects and have hands-on laboratory experience. Very often the teachers themselves have not had this experience.

UNESCO Montevideo, teaming up with the Uruguayan Programme of Development of Basic Sciences (PEDECIBA), set out to build a partnership between science teachers and researchers. In 1998, it launched a novel project providing scholarships to secondary school teachers to undertake 120-hour internships in university laboratories.

An initial advertisement in the national press drew 280 applicants from all over Uruguay out of which 29 candidates were chosen. To date, 60 physics, biology and chemistry teachers have upgraded their subject matter, conducted scientific experiments, used high-precision instruments and a variety of information resources as well as computers.

“Many teachers have difficulty teaching subjects without having had laboratory experience,” says María Paz Echeverriarza Espinola of UNESCO Montevideo, who launched the project. “The fact of going from theory to work in the laboratory was fundamental for me,” said one teacher.

The interns were granted leave without pay and each laboratory received support for minor expenses from funds provided by PEDECIBA and UNESCO.

Plans are afoot to extend the project to Argentina, Paraguay and Brazil and to establish an electronic network of science teachers.

Contact: M. María Paz Echeverriarza, UNESCO Montevideo.

■ **46th Session of the International Conference on Education "Education for All for Learning to Live Together"**

Geneva, 5 - 8 September 2001
Contact: c.braslavsky@ibe.unesco.org

■ **The Involvement of Civil Society in Education for All**

Geneva, 8 September 2001
Contact: l.buchert@unesco.org

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

UNESCO, 10 - 11 September 2001
Contact: s.ualic-trumbic@unesco.org

■ **2nd Meeting of the Working Group on Education for All**

UNESCO, 10 - 12 September 2001
Contact: a.singh@unesco.org

■ **Evaluation of the Special Project "Women, Higher Education and Development"**

UNESCO, 17 - 18 September 2001
Contact: k.seddoh@unesco.org

■ **Meeting of African National EFA Co-ordinators**

UNESCO, 17 - 19 September 2001
Contact: a.parsuramen@unesco.org

■ **Biennial Meeting of the Association for the Development of African Education (ADEA)**

Arusha, Tanzania, 8 - 11 October 2001

■ **UNESCO General Conference**

UNESCO, 15 October - 3 November 2001

■ **Moldova National EFA Roundtable**

Organized by UNESCO, the Moldova State University, the Moldova National Commission for UNESCO, UNDP, UNICEF, the World Bank and the Soros Foundation. Chisinau, Moldova, 25 - 27 September 2001
Contact: a.sannikov@unesco.org

■ **Third International Conference of the Network of Pedagogical Universities of the South Caucasus Region**

Organized by UNESCO, the Yerevan State Linguistic University, the Armenian Ministry of Education and the Armenian National Commission for UNESCO. Yerevan, 13-16 November 2001
Contact: a.sannikov@unesco.org

■ **Le droit à l'expression de l'enfant - une réponse à la violence,**

Organized by UNESCO and the French Ministry for Foreign Affairs. UNESCO, 19 November 2001

■ **Towards Gender Equality in Basic Education: Major Challenges to Meet the Dakar EFA Goals in Asia**

Kyoto, Japan, 28 - 30 November 2001
Contact: k.kanno@unesco.org

■ **First Meeting of the High-level Group on Education for All**

UNESCO, 29 - 30 October 2001
Contact: a.singh@unesco.org

■ **International Working Group on Education (IWGE)**

UNESCO
18 - 21 November 2001

■ **First World Terakoya Forum Organized by the National Federation of UNESCO Associations in Japan**

Kyoto, Japan, 1 December 2001

■ **Including the Excluded: Meeting Diversity in Education - Example from Uganda.**

This document describes Ugandan primary education policies and explores the collaboration between government and NGOs in providing education to diverse groups: semi-nomadic children and children with special educational needs or affected by armed conflict. (Document ED-2001/WS/1).

■ **Including the Excluded: Meeting Diversity in Education - Example from Romania.**

This document gives a picture of the educational inclusion of a variety of potentially marginalized young people in Romania - children with special education needs, in foster families or institutions, from ethnic minorities and children who are HIV-positive. (Document ED-2001/WS/2).

■ **"Teachers for Tomorrow's Schools" Analysis of the World Education Indicators - 2001 Edition.**

This UNESCO/OECD publication gives a comparative profile of the qualifications, working conditions and labour market position of teachers today and examines the tradeoffs which countries face when deciding on entry requirements, salaries, class size and workload. Available from UNESCO Publishing, 7, place de Fontenoy, 75352 Paris 07 SP, 96 pages, 120FF. To order: <http://upo.unesco.org>

■ **Seven Complex Lessons in Education for the Future** by Edgar Morin. UNESCO invited Edgar Morin, Director Emeritus of research at

the Centre National de Recherche Scientifique to elaborate on his ideas for an education of the future, based on the 'reform of thought' that he believes to be an urgent necessity. The author, who has devoted a large part of his extensive work to the question of pertinent knowledge, describes this text as 'a synthesis of the full range of my thought on education'. Available from UNESCO Publishing, 7, place de Fontenoy, 75352 Paris 07 SP, 96 pages, 150FF. To order: <http://upo.unesco.org>.

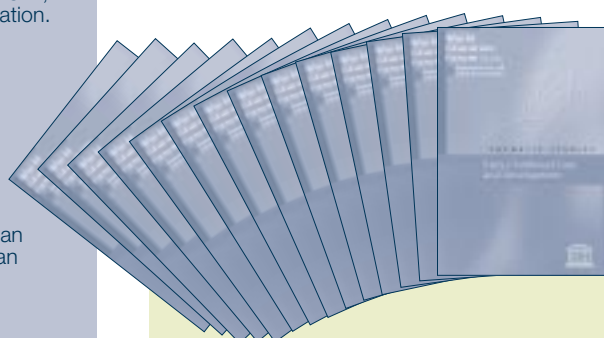
■ **Creating our Common Future: Educating for Unity in Diversity,** edited by Jack

Campbell. It is widely accepted that education is a crucial agency in developing a new awareness of "the self" and "the other". The essays in this collection reflect on educational programmes aimed at transforming the vision of a more humane world into reality. Available from UNESCO Publishing, 7, place de Fontenoy, 75352 Paris 07 SP, 96 pages, 150FF. To order: <http://upo.unesco.org>

■ **Young People, Drugs and Marginalisation in Asia: Dependence to Independence.**

This position paper, which explains some of the key components of the UNESCO Drug Abuse Prevention Programme for Marginalized Youth in Asia, is intended to stimulate interest among drug and development practitioners. 32 pages.

■ **A Selected List of UNESCO Practical and Reference Materials Related to Education for Peace** (UNESCO doc. 2001/WS/12).



The second and revised editions of the EFA 2000 Assessment Thematic Studies are now available in English and French:

- ▶ **Inclusion in Education: Participation of Disabled Learners** by Tony Booth, for UNESCO
- ▶ **Education in Crisis: The Impact and Lessons of the East Asian Financial Shock 1997-99** by Jonathan Blett and Ivar-Andre Slengesol, for the World Bank
- ▶ **Girls' Education**, Karin A.L Hyde and Shirley Miske, for UNICEF. (Available in Arabic)
- ▶ **Education in Situations of Emergency and Crisis.** Kacem Bensalah with Margaret Sinclair, Fatma Hadj Nacer, Angela Commisso and Saba Bokhari, for the Swedish International Development Co-operation Agency and UNESCO.
- ▶ **Reason for Hope: The Support of NGOs to Education for All**, Co-ordinated by the Collective Consultation of NGOs on Education for All
- ▶ **School Health and Nutrition** by Cheryl Vince-Whitman, Carmen Aldinger, Beryl Levinger and Isolde Birdthistle, for WHO. (Available in Arabic)
- ▶ **Textbooks and Learning Materials 1990-99** by Ian Montagnes, for the U.K. Department for International Development and UNESCO.

- ▶ **Applying New Technologies and Cost-Effective Delivery Systems in Basic Education**, by Hilary Perraton and Charlotte Creed, for the U.K. Department for International Development.
- ▶ **Literacy and Adult Education** by Daniel A. Wagner, International Literacy Institute, for UNESCO.
- ▶ **Education for All and Children who are Excluded** by Anne Bernard, for UNICEF.
- ▶ **Community Partnerships in Education: Dimensions, Variations, and Implications** by Mark Bray, for the World Bank.
- ▶ **Achieving Education for All: Demographic Challenges** by Maria Teresa Siniscalco Schleicher, for UNESCO.
- ▶ **Funding Agency Contributions to Education for All** by Clare Bentall, Edwina Peart, Roy Carr-Hill and Aidan Cox, for the U.K. Department for International Development.
- ▶ **Early Childhood Care and Development** by Robert Myers, for UNICEF.