

count down

UNESCO EDUCATION NEWS

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Schools for 156 million children

Thirty-two countries are at risk of failing to enrol all children in primary schools by 2015. This warning is contained in the recently published **Monitoring Report on Education for All** prepared by UNESCO with inputs from partner organizations.

One out of every five school-age child in developing countries does not attend school. In sub-Saharan Africa, South Asia and the Arab States, nearly 100 million children, more than 60 per cent of them girls, are not in school, according to the report and an additional 156 million school-age children will need to be accommodated by 2015. For sub-Saharan Africa, this will mean 88 million children, for South Asia, 40 million and for Arab States, 23 million.

Several obstacles are hampering progress, the report shows. Some fifty countries today are in crisis situations, either caught up in armed conflict or victims of natural disasters. Roughly 300,000 under 18-year-olds are enrolled in armies in Afghanistan, Somalia, Congo, Sierra Leone, Colombia, Sri Lanka and other countries. Only 1 million children and young people are beneficiaries of education services provided either in refugee camps or in special programmes. On top of that, the HIV/AIDS pandemic is threatening to undo the limited advances made in education in many sub-Saharan African countries.

"While the challenges are considerable, the task is not insurmountable," says Abhimanyu Singh, Lead Manager of UNESCO's Dakar Follow-up Unit, adding that many poor countries have made remarkable progress. Malawi, Mauritania and Uganda doubled enrolment to reach nearly 100 per cent gross primary enrolment during the 1990s and Zambia has raised its national literacy rate by nearly 15 percentage points in six years.



The key to success is commitment, from governments, the international community and civil society. Civil society involvement in the preparation of national EFA plans is disappointingly weak, according to the report. "Yet the Dakar Framework for Action presses for a broad-based societal movement nourished by government/civil society partnerships," says Singh.

The international community must step up its support of country efforts. Official development assistance (ODA) declined drastically in the 1990s and funding of basic education continues to constitute an insignificant proportion of aid.

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EFA High-level Group reconciles viewpoints

Members of the High-level Group moved the EFA agenda considerably forward when they met for the first time on 29-30 October 2001. The aim of the meeting, in the words of the Dakar Framework for Action, was "to serve as a lever for political commitment and technical and financial resource mobilization" and as an opportunity to hold the global community to account for its Dakar pledge.

"The size and complexity of the EFA challenge are too great for governments alone to address," said UNESCO Director-General Koïchira Matsuura, before going on to highlight three themes for the meeting: political commitment, resource mobilization, and civil society and partnerships.

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An agenda for peace

The 31st session of the General Conference drew to a close in early November, after voting UNESCO's programme for 2002-2003. What is the trust of this programme? What were the issues foremost in the minds of the delegates from 185 countries who attended?

The need to place education at the centre of an agenda for peace, tolerance, democracy, non-violence and inter-cultural dialogue was stressed. The Delors report (*Learning – the Treasure Within: Report to UNESCO of the International Commission on Education for the Twenty-first Century*) held renewed relevance for the delegates, who repeatedly highlighted two of the four pillars – Learning to Be and Learning to Live Together.

“This has always been at the heart of UNESCO's agenda, but the renewed urgency created by dramatic world events [...] made our reflections on the educational challenge ever more topical, ever more relevant,” said professor Michael Omolewa, Chairman of the Education Commission.

The Education for All drive, viewed as the lynchpin of UNESCO's programme, received the Conference's unanimous support. Two “cross cutting” themes – so-called because all of the projects are supported by at least three of UNESCO substantive sectors – were also endorsed. They are the Eradication of Poverty, especially Extreme Poverty, and the contribution of ICTs to the Development of Education, Science and Culture and the Construction of a Knowledge Society.

A holistic approach was recommended to address education from pre-school to the tertiary level, including formal and non-formal approaches, and from the perspective of lifelong learning.

Other objectives endorsed by the General Conference included: strengthening inclusive approaches, building knowledge societies through quality educational reform, and stimulating innovation, knowledge-sharing and best practices, as

the Nine High-Population Countries (E-9) are doing. Delegates also requested UNESCO to place greater emphasis on teacher training and retraining.

Technical and vocational education was stressed for its pivotal role in preparing a qualified workforce, particularly relevant for developing economies, and creating knowledge societies.

In his oral report, the Chairman concluded: “We met at a historic moment in which all of us, wherever we may live in the world, feel the tensions of conflict, both potential and real, coupled with a very urgent desire to mediate this same tension. And to see how education can make a difference.” ■

Adult literacy in E-9 countries

The nine high-population countries, account for about 53 per cent of the world's adult population and 71 per cent of its adult illiterates – roughly 625 million people. India and China together are home to half of the world's illiterates.

Although almost all E-9 countries have made considerable advances in the past decade, Bangladesh, India, Nigeria and Pakistan are still far from reaching the literacy goal set in Dakar in April 2000. In Bangladesh and Pakistan, only 4 out of 10 adults are literate, in India, 5 out of 10 and in Nigeria, 6 out of ten.

Literacy in numbers

Meeting the Dakar target – cutting illiteracy rates by half – will mean reaching an adult literacy rate of around 86 per cent for E-9 countries. This implies adding 56.7 million new literates to society each year. Compared to the number of adults who became literate in the period 1990-97, some of these countries will have to significantly step up their efforts. While Brazil, China, Indonesia and Mexico could meet the Dakar goal by maintaining almost the same effort, Egypt and India must increase by two-fold the number of new

literates. Bangladesh and Pakistan will need to triple them.

These figures are contained in *Literacy and Non-formal Education in the E-9 Countries*, which also focuses on the role of literacy and non-formal education in education systems. These sectors have a status problem, being perceived by parents and communities as second-class, the study reveals. They also receive less national and external funding than the formal system. This lack of recognition translates into insufficient training and, low salary and status of literacy teachers. “It is only when these non-formal programmes link up with the school system that they benefit from some credibility,” says Wolfgang Vollmann, Acting Chief of UNESCO's Section for Non-formal and Adult Education.

Yet, literacy and non-formal education are renowned for their success in alleviating poverty in rural and urban settings and for providing second-chance

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John Daniel's column

The General Conference

The General Conference of UNESCO is a remarkable phenomenon. It strikes the newcomer as a strange and expensive way to govern any organization – even an international one. The total cost of the three-week event, not to mention the preceding meeting of the Executive Board, must run into thousands of dollars. Now that the Secretariat – UNESCO's management structure – is subject to a thoroughgoing reform there is a compelling case for a parallel reform of the governance structure.

The recent General Conference was the first major UN-system gathering to take place on schedule after the shocks of 11 September. Some predicted that attendance would be decimated but the opposite occurred. Both the overall attendance (some 3,000 people who registered for some or all of the Conference) and the presence of over 200 government ministers established new records. One sensed that the international community needed this event as a catharsis to help it adjust to a changed world. Nearly every speaker at the plenary session presented condolences to the United States and

condemned terrorism. The countries with a history of terrorism denounced it with the greatest energy.

Learning to live together

A few days before the attacks of 11 September, the International Conference on Education was held by UNESCO's International Bureau for Education in Geneva on the theme of Learning to Live Together. Some eighty ministers of education had attended that gathering and they made frequent reference to its work and conclusions in their interventions to the General Conference. Suddenly, UNESCO's constitution and its years of work on educating for peace and tolerance took on a very contemporary allure.

Before these two conferences took place it had seemed to me that the concerns of education ministers had come to relate mainly to the performance of pupils in individual tests of achievement. Any comparative reports of test scores between countries would be sure to provoke a lively discussion at ministerial meetings. However, during these conferences much more was heard about education for living together. A consensus

emerged that an education of quality must promote both individual achievement and cohesive communities. As sociologists would say, there must be a balance of attention to the creation of human capital and social capital.

New programme

Thanks to good preparatory work on our Medium-Term Strategy and our Programme – and to the excellent chairmanship of Professor Michael Omolewa – Commission II finished its work on time in a very constructive spirit. Since then colleagues in the field, in the Institutes and at Headquarters have been putting the final touches to their workplans for the coming biennium. I believe that we now have a very relevant and well-targeted programme and I look forward to supporting colleagues as we all strive to deliver the results we have promised.

One early task must be to rewrite our programme in clear and simple language. It is an exciting programme and we need now to present it to the world in a way that communicates our own enthusiasm for the important tasks ahead.

*Assistant Director-General
for Education.*

opportunities for those who have missed out on schooling.

How can these advantages be properly documented when monitoring systems are mainly based on formal education? Information systems for the non-formal are urgently needed "for without reliable data, literacy and non-formal programmes will continue to be seen as second-best," says Hilaire Mputu of UNESCO's Education Sector.

Initiatives in this area are beginning to take root. UNESCO has launched a programme to develop a comparative and adaptable methodology for monitoring non-formal initiatives, and the UNESCO Institute for Statistics has also taken preliminary steps towards developing indicators for the non-formal sector.

*Contact: W. Vollmann, Section for
Non-formal and adult Education.*

Schools for 156 million children

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Another key message is that education for all is affordable. The additional cost of providing universal primary education by 2015 will require between \$8 and \$15 billion annually. It is not as much as it sounds; \$15 billion represents 0.06% of the GNP of developed countries, or 0.3% of total GNP of developing countries, the report says. "Yet ODA averaged only \$703 million in 1997 and 1998. The resource gap is glaring," says Lene Buchert of the Dakar Follow-up Unit.

This report is the first in a series of annual reports to inform the High-level Group on Education for All. "Once again we are reminded of the urgent need for more and better information," says Singh, adding that many countries still lack the capacity to provide the statistics needed for global monitoring. Data on early childhood education, repetition and drop-out are particularly weak, he says. "We urgently need better tracking of educational spending and more information on what works."

The Monitoring Report on Education for All is available free of charge from UNESCO and online at www.unesco.org/education/efa/monitoring/monitoring_rep_contents.shtml

Education: a new market place?

Trade in higher education services is increasingly placing universities in competition with commercial providers. A recently established Global Forum will serve as a platform for dialogue between stakeholders

The number of students seeking education abroad is constantly on the rise and estimated to reach 3.1 million by 2015. With decreasing higher education budgets, supply is not matching demand. A new emerging market of trans-national providers is affecting questions of access, equity and quality.

Trade in higher educational services in 1999 was roughly \$30 billion and these services are increasingly being targeted by powerful entrepreneurial interests. "Tertiary education serves the public interest; it is not a product like bananas or cars," says John Daniel, Assistant Director-General for Education, stressing that higher education must remain in the hands of competent bodies. "We must ensure that students can study within a framework that gives due recognition to their achievements and reduces the obstacles," he adds.

GATS

As a reaction to trade in higher education services, especially through World Trade Organization negotiations, on 28 September 2001, four tertiary education bodies¹ opposed in a joint declaration the inclusion of tertiary education in the General Agreement on Trade in Services (GATS) and called for caution "before putting the quality, integrity, accessibility and equity of our higher education institutions and systems at risk without obvious benefit."

There are currently very few rules to the game although several conventions are recognized by over 100 countries. These conventions generally relate to regional and national qualifications. With trans-national education on the rise, particularly in developing nations, new regulations are needed to govern such questions as accreditation and quality assurance.

A public good

National decision-makers no longer know how to deal with these issues. We must develop new tools to monitor

quality," Says Stamenka Uvalic-Trumbic, Chief of UNESCO's Section for Access, Mobility and Quality Assurance in Higher Education. "UNESCO promotes higher education as a public good and is the ideal platform for a global debate in a global setting," she says.

"Indeed society as a whole must be protected from issuing qualifications that are not based on the knowledge and skills that they purport to reflect," said John Daniel at a meeting on 10-11 September 2001 on the Impact of Globalization on Quality Assurance, Accreditation and the Recognition of Qualifications. For Professor Dirk Van Damme of Ghent University, it was essential to avoid chaos for learners and consumers and giving free rein to "rogue providers".

The meeting agreed to set up a Global Forum to explore the threats and oppor-

tunities of the impact of globalization on higher education and a task force to monitor its work. This task force will focus on partnerships to develop an interactive website, a worldwide directory of trustworthy accreditation and quality assurance agencies, and an inventory of specific regional needs and existing expertise in recognition and quality assurance matters. It will also conduct regional capacity-building seminars, promote good practices and develop policy guidelines for decision-makers and information tools for learners.

*Contact: S. Uvalic-Trumbic,
Section for Access, Mobility and Quality
Assurance in Higher Education.*

¹ The Association of Universities and Colleges of Canada (AUCC), the American Council on Education (ACE), the European University Association (EUA) and the Council for Higher Education Accreditation (CHEA).

Secondary education: the turning point of a lifetime

Wedged in between the primary and tertiary levels, the purpose of secondary education has become unclear? Does it respond to the needs of society? Does it respond to young people's needs? Participants at a UNESCO-convened meeting of experts in Beijing, 21-25 May 2001, identified three dilemmas: access versus quality, general secondary versus technical and vocational, and academic subjects versus values and life skills.

How secondary education can open up to accommodate the increasing number of pupils leaving primary level and still maintain quality is an issue that has to be addressed, the participants argued. Some countries are experimenting with distance learning. This is the case of Mexico, which is using the distance mode to reach out to rural and migrant populations.

How general secondary and technical and vocational education can be more

closely linked was considered another major issue. Australia's experience in merging both streams flexibly has meant that students can now attend school part-time, be in paid employment or in work placements and pass from one stream to the other at different stages.

Sonia Bahri, Chief of UNESCO's Section for General Secondary Education, defended a vision of secondary education that gives greater space to life skills and values education. Students participating in an innovative Chinese project where values, attitudes and behaviour form a large part of the programme came out with remarkable academic results.

Educating 12- to 19- year-olds at an age when they are experiencing psychological, emotional and physical changes is a major challenge. It is also the age at which adolescents must make choices for the future. In many countries,

Distance learning for teachers: some feedback

Many countries need to train large numbers of new teachers and upgrade the skills of the existing 60 million, many of whom are unqualified. In some sub-Saharan nations, student enrolments are outpacing the number of teachers available and, worldwide, teachers are facing demands to educate for democracy, HIV/AIDS prevention and for inclusive learning. These demands are far beyond the capacity of traditional teachers' colleges.

Distance learning is one of the ways of strengthening teaching. How effective is it? What technologies should be used? At what cost? Answers to these questions can be found in *Teacher Education through Distance Learning*, commissioned by UNESCO's Division of Higher Education.

Conducted by the International Research Foundation for Open Learning (IRFOL), the study presents ten case studies from nine countries – Brazil, Burkina Faso, Chile, China, India, Nigeria, Mongolia, South Africa and the United Kingdom.

the syllabus and structures are not attuned to young people's needs. "The HIV/AIDS pandemic and drug abuse are accentuating these needs and leaving parents increasingly disarmed," adds Bahri.

School programmes and teaching-learning methods must be aligned to respond to these changes, the Beijing participants agreed. Ways of working in the classroom must evolve and rules of conduct adopted through dialogue and participation. But existing structures, teachers' workload and large classes mitigate against effective innovations, experts pointed out.

Secondary education must also make room for the use of new information and communication technologies, civics and inter-cultural education.

Participants at the Beijing meeting concluded that secondary education needed to be redefined and renovated to prepare young people to fully play their roles as responsible citizens.

Contact: S. Bahri, Section for General Secondary Education.

Hilary Perraton, who directed the study, identifies three key areas for planners. He suggests that they should concentrate on getting the management structure right, on choosing technologies that are convenient for learners and on finding ways to supervise teachers' changed practice in the classroom.

The study examines the relative strengths of the different providers looked at: universities, a distance teachers' college, private agencies and donor-funded projects. In Brazil, for instance, a consortium of private-sector bodies and NGOs is teaching teachers. In South Africa, the provider is an NGO within government-funded schools, while in United Kingdom and India they are open universities.

In terms of technology, print continues to be the mainstay of distance learning. The rule of thumb is to adapt the technology to the particular audience and purpose. For reasons of economy and population density, Burkina Faso opted for print, while a programme in Chile to train teachers to use ICTs in their teaching is entirely computer-based.

How teachers apply their skills in the classroom is one yardstick for judging effectiveness. A United Kingdom project integrated teaching practice into the programme by appointing school-based mentors to support and supervise

trainees. There is evidence from South Africa of changes in approach by teachers following training. Another yardstick of effectiveness is completion rates, although data are not always available. All told, student motivation was generally high, but when a programme led to a qualification the result was more tangible.

Looking at costs, the study found that while the distance mode can be cheaper than the conventional mode, this is not always the case. An ICT online programme in Chile was about the same as its face-to-face equivalent. Brazil's television-based A-Plus programme had high development costs but, because of

its scale, had modest costs per student. The use of radio in South Africa and Mongolia was relatively inexpensive for learners, although production and transmission costs were also incurred. This summary of case studies is aimed at senior education officers in Education Ministries. "They are the people who are daily called upon to make hard choices in how to expand teacher education

through distance learning. They are the ones who have to make difficult trade-offs between access and quality," says Richard Halperin, Chief of UNESCO's Section for Teacher Education.

To give hard-pressed planners a quick overview of the strengths and drawbacks of several options, summaries present different approaches to teacher education. Next year, UNESCO will issue pragmatic guidelines for users on planning, costing, managing and assessing distance learning for teacher education, drawn from this study and from a wider research field. In the meantime, interested users can learn from the trial-and-error experiences of their peers in different countries.

Contact: R. Halperin, Section for Teacher Education.



Disarming youth violence

The death in 1997 of Galdino Jesus dos Santos, burned alive by a group of middle-class youth in one of the main streets of Brasilia, shocked the entire country. It was to spark off a series of studies by UNESCO Brasilia on the different dimensions of violence.

"Until the dos Santos affair everyone thought that violence was triggered by poverty," says Jorge Wertein, Director of UNESCO Brasilia. "How could middle-class young people commit such an atrocity?"

The following year, in 1998, UNESCO Brasilia, brought out the first of a series of studies on violence in schools and among young people. The most recent study on youth and violence, *Cultivating Life, Disarming Violence: Experiments in Education, Culture, Leisure, Sports and Citizenship among Youth in Situations of Poverty*, is based on a survey carried out in the capitals of ten Brazilian states.

From over 4,000 interviews with youths, parents, art educators and

community members emerges a precise picture of the social fabric that leads to violence. Some thirty innovative youth projects are also described in detail in the book. The intention is to replicate the experiences in other cities and countries. A databank, developed from the survey with information on over 200 innovative projects, is available on: www.unesco.org.br/pesquisa.

What comes across powerfully is the correlation between violence and the lack of possibilities for leisure, the survey found. Cultural and sport activities, the youths said, act as alternatives to violence and, in the face of joblessness, drug trafficking is a concrete option for survival, income and status. The youths

said that discrimination based on race, gender and social class triggered conflicts as did the fact that their neighbourhoods were stigmatized as "violent".

But all is not gloom. The survey also found that intervention pays. Young people were capable of finding jobs in the sectors for which they received training. The Mother City Foundation in Salvador in the State of Bahia has had sixteen years of success providing jobs in the computer industry and technical fields, and reclaiming young people from drugs and violence. A scheme providing scholarships to members of a ballet company in Fortaleza, Ceara, improved the income of seventy children and adolescents, who live in disadvantaged areas and risk getting tied up in drug abuse, violence and prostitution.

Contact: A. L. Dias Guimaraes,
UNESCO Brasilia.

EFA High-level Group reconciles viewpoints

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Following two days of presentations and debates, the 48-member Group adopted a Communiqué. The Dakar commitment that no country seriously committed to EFA would be thwarted for lack of funds, raised questions for many Group members: When is it clear that a government is seriously committed to EFA? How will the international community fulfill its pledge?

Strong political will, national resolve and clear educational policies within poverty reduction strategies, removal of gender disparities and user fees, were judged to be indications of commitment. The Group recommended that a criteria on whether a country is "seriously committed" be developed.

It also agreed that the international community's commitment to meet the financing gap should be linked to national commitment to EFA, evidenced by countries' efforts to reach out to marginalized populations and children with disability, and to reduce repetition and dropout. This will entail dramatic policy shifts for many countries and the donor community promised to support these reforms.

"Putting marginalized groups into school will be more costly than previous efforts,"

A new university for the Arab world

Arab countries have been demonstrating an increasing demand for higher education. A 1998 study showed that the region suffers from a shortage of 600,000 university places. The need for further education is particularly great among teachers and people in employment who need to upgrade their skills.

On 5 October, the Arab Gulf Development Programme (AGFUND) and UNESCO signed an agreement to launch the Arab Open University which will start operating in October 2002.

AGFUND will fund the university to the tune of \$1.5 million with an initial allotment to UNESCO of \$200,000 to develop the university's strategy for distance higher education, setting up a distance learning centre, multimedia production, satellite network, a virtual library, recruitment of experts and

manpower training.

Designed to improve women's access to the tertiary level and to make education accessible to Arab citizens regardless of their place of residence, the university will focus initially on courses in business administration, computer science and technology, English and teacher training.

It will be headquartered in Kuwait with branches in Bahrain, Egypt, Jordan and Lebanon.

Contact: A. Bibtana, UNESCO Doha.

STL for all: a training manual

Educationists frequently point to the gap between science education as it is practised today and the know-how citizens need to lead productive lives and find gainful employment. A new teaching manual promotes scientific and technological literacy for all.

The goal of science teaching is scientific and technological literacy for all (STL). The STL way of doing science gives primacy to skills, scientific processes and science concepts that relate to the learner's everyday problems.

The *Training of Trainers Manual for Promoting Scientific and Technological Literacy for All*, produced by UNESCO Bangkok, is intended to build teachers' capacity using the STL approach. The Manual, directed to teacher trainers and

teachers, provides guidelines for developing programmes and assessment strategies and for creating teaching-learning materials relevant to the lives of the learners. It also shows trainers how to take responsibility for planning, organizing, implementing, monitoring and evaluating training activities.

"Science teachers have the capability to develop their own teaching-learning materials provided they understand the underlying philosophy," says Lucille

says Abhimanyu Singh, Lead Manager of the Dakar Follow-up Unit. Current EFA cost estimates are considered unsatisfactory because they only take account of universal primary education. The World Bank is expected to provide a country by country assessment of resource gaps by early 2002.

"Focus on country-level action is key to the success of EFA, including that of the flagship programmes," says Singh. He believes that these initiatives should be redefined so that they take root in

countries. "They will become 'flagships' only if they are properly integrated into national plans", he says.

The High-level group concluded that, unless international political will is intensified and greater financial resources mobilized, the EFA goals will not be reached on time, or at all.

Contact: *Abhimanyu Singh, Dakar Follow-up Unit.*

Extracts from the Communiqué

- ▶ Countries should accelerate progress towards sector plans which encompass all six EFA goals. These plans must be in place by 2002;
- ▶ Partners at the country level should develop criteria and mechanisms for reviewing and mobilizing resources for the EFA plans; and find new and creative ways to fill the resource gaps;
- ▶ A strategy to operationalize the Dakar Framework should be developed by March 2002 by a Task Force constituted by representatives of all partners;
- ▶ An authoritative, analytical, annual EFA Monitoring Report should be produced drawing upon national data and assessing the extent to which countries and the international community are meeting their Dakar commitments.
- ▶ UNESCO should build on the experiences of the first High-Level Group meeting to ensure focused and operational discussions and continuity at future meetings of the Group.

Full text online: www.unesco.org/efa

Gregorio of UNESCO Bangkok.

This philosophy is amply explained in the Manual. It also sets goals for teachers and students to attain, such as having a positive attitude towards science, using knowledge to solve problems, developing creativity and communicating science effectively.

These goals also suggest a shift in teachers' own attitudes to their profession. "Creating the right classroom climate is also essential," says Gregorio.

Developed by UNESCO Bangkok, the International Council of Associations for Science Education (ICASE) and the Southeast Asian Ministers of Education Organization (SEAMEO), the Manual is being translated into several languages of the region. A Spanish adaptation has been launched in Argentina.

Contact: *L. Gregorio, UNESCO Bangkok.*

STL in India

In the framework of Scientific and Technological Literacy for All, UNESCO and UNICEF working with the Centre for Science Education and Communication at the University of New Delhi, is developing supplementary teaching materials. Relevance is the order of the day. Abstract principles are giving way to practical matters such as power failures, overgrazing, falling water tables, etc.

UNESCO New Delhi has conducted a series of workshops where women teachers have developed science education materials for girls. During the workshops, participants were invited to say what makes science unattractive for girls and then design "girl-friendly" teaching materials, which were subsequently field tested.

The project is running in four states – Rajasthan, Madhya Pradesh, Jammu and Kashmir – and in Delhi. "What is notable is that the entire work has been driven by school-teachers and not by resource persons," says Maria Malevri of UNESCO New Delhi.

Contact: *M. Malevri, UNESCO New Delhi.*

Off the Press

Educational Planning through Computer Simulation by G.-C. Chang and M. Radi.

This document is intended to provide an operational tool to countries faced with preparing educational development plans, in particular within the framework of education for all. Deliberately avoiding heavy theorization and academic jargon, it is a guide to good professional practice and can be used by planners as training and self-training material. (Education Policies and Strategies, 3, 86 pages, UNESCO doc. ED-2001/WS/36).

Gender and Post-Literacy: A Non-Formal Education Approach to HIV/AIDS Prevention by Namtip Aksornkool.

This 14-page booklet describes the materials developed by some thirty women and men at a workshop in Mbabane (5-14 February 2001). The materials target the rural poor who are most at risk.

Titles include: **Inherit Me, Inherit my HIV** (Zimbabwe), **Kaba's Story** (Togo), **Real Men, Take Responsibility, Home, the Best Medicine** and **Positively Living** (Zimbabwe).

Living Literacy by Namtip Aksornkool describes literacy programmes being implemented in nine countries as well as the southern Africa region. From Brazil to New Zealand, from Haiti to Bhutan, these case

■ **Monitoring Report on Education for All** presents the advances made by countries and agencies towards the goal of education for all. (See cover article).

■ **The Information Kit on Education for All** is composed of twelve tear-out sheets on issues of relevance to the education for all effort. An easy-to-use and up-to-date source of quick reference for all those involved in the EFA endeavour, in particular, Ministers of Education, Planning and International Cooperation, along with their technical staff, development partners, NGOs and researchers.

■ **Education for All: An Achievable Vision** is an 8-page illustrated, general public promotional brochure, explaining the major EFA issues. It argues that the Dakar goals are attainable.

■ **The Global Initiative towards Education for All – A Framework for Mutual Understanding** is a revised version of an earlier draft, embodying the viewpoints of key EFA partners.

Available online:
www.unesco.org/education/efa/global_co/policy_group/index_documents.shtml

■ **Final Report of the Second Meeting of the Working Group on Education for All** (UNESCO, 10-12 September 2001) presents the summaries of presentations and debates at the Working Group meeting.

Available online:
www.unesco.org/education/efa/global_co/working_group/index.shtml

studies demonstrate the wide variety of social and educational issues these programmes address (28 pages).

Literacy Empowers the Individual Woman

presents case studies and success stories from India's National Literacy Mission's campaign. These stories show how literacy changes the lives of women, their families and communities. Available from UNESCO New Delhi. 152 pages.

E-9 Ministerial Review Meeting 2001

reports on the fourth E-9 ministerial meeting in Beijing.

UNITWIN/UNESCO Chairs Directory 2001,

(3rd ed.) lists 480 established Chairs and inter-university networks in 112 countries. The UNITWIN programme seeks to develop inter-university co-operation while emphasizing the transfer of knowledge and the promotion of academic solidarity. (Bilingual English/French UNESCO doc. ED-2001/WS-26).

Schools of Peace presents an evaluation of the Schools for Peace Programme involving 111 schools in the State of Rio de Janeiro. The programme offers access to culture, sports, arts and leisure for youth in situations of "social vulnerability" by opening schools on week-ends when the risk of violence is greatest. Available from UNESCO Brasilia (ana.guimaraes@unesco.org.br).

Evaluation of Preventive Actions Against STDs/AIDS and Drug Abuse in Elementary and High Schools in Brazilian Capitals by Maria das Graça Rua and Miriam Abramovay.

This publication looks at preventive actions against sexually-transmitted diseases/AIDS and drug abuse in schools. Produced by UNESCO Brasilia, Brazil's Health Ministry, UNAIDS and UNODCCP (United Nations Office for Drug Control and Crime Prevention). Available from UNESCO Brasilia (ana.guimaraes@unesco.org.br).

Handbook on Effective Implementation of Continuing Education at the Grassroots

focuses on continuing education, outlining how programmes can be set up and giving

examples of real experiences from different parts of the Asia-Pacific region. Available from the Asia-Pacific Programme for Education for All (APPEAL), UNESCO Bangkok, 198 pages.

Literacy and Non-formal Education in the E-9 Countries (See article page 2).

Making Small Schools Work – A Handbook for Teachers in Small Rural Schools by Alan Sigsworth and Karl Jan Solstad.

This document is intended to stimulate rural teachers to adopt and develop methods of teaching and learning and to meet the challenges which school size, location and circumstances present. Available from the UNESCO International Institute for Capacity Building in Africa (e-mail: info@unesco-iicba.org).

A Club for the Children Who Care for Planet Earth.

This CD-ROM is a complete bilingual (English/Spanish) values education programme of 150 activities for children between 2 and 6 years of age. Jointly produced by UNESCO, the World Association of Early Childhood Educators and Grupo Edebé.

Youth, Sustainable Consumption

Patterns and Lifestyles focuses on the consumption patterns of young people in twenty-four countries and six country case studies. It looks at the driving forces of youth consumption and especially the influence of media and globalization in shaping their aspirations and values. It is published as part of the Management of Social Transformations Programme (MOST).

The Dream of Inventive Hands: Empresa Jovem – Youth enterprise in Maputo, Mozambique

describes a UNESCO-backed youth project to create self-employment and education opportunities for youth in Maputo.

Connect – UNESCO International Science, Technology & Environmental Education Newsletter Vol. XXVI, No. 1-2,

2001 is now available. (Online: www.unesco.org/education/ste/pdf_files/connect/volxxvi.pdf)

Diary

Latin American Meeting on Languages and Education Policy

Organized by UNESCO Mexico
Mexico, 10 - 12 December 2001
Contact: m.cruz@memo.unesco.org

International World Heritage Education Workshop

Organized by UNESCO's Associated Schools Project and the World Heritage Centre
Helsinki, 12 - 15 December 2001
Contact: s.niedermeyer@unesco.org

National Workshop on Gender-sensitive HIV/AIDS Materials

Organized by the Thai Department of Non-formal Education and UNESCO Bangkok, 10 - 23 December 2001
Contacts: n.aksornkool@unesco.org and a.hakeem@unesco.org

Meeting of the UN Girls' Education Initiative (UNGEI)

UNESCO, 21 - 23 January 2002
Contact: k.kanno@unesco.org

Steering Committee of the Working Group on Education Sector Analysis

UNESCO, 25 - 26 February 2002
Contact: a.draxler@ieep.unesco.org

Sub-regional Meeting on Family Support Policy

Kariba, Zimbabwe, 25 - 27 February 2002
Contacts: t.dossantos@unesco.co.zw
y.kaga@unesco.org

Unless otherwise specified, all documents can be obtained free of charge from UNESCO's Documentation and Information Service, Education Sector. E-mail: oai@unesco.org