

**Final report**

**International Conference  
on Education  
46th session**

**Geneva,  
5-8 September 2001**

**UNESCO**

**International Bureau  
of Education**



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## **AGENDA**

1. Opening of the Conference
2. Election of the President
3. Election of the Vice-Presidents and Rapporteur of the Conference
4. Adoption of the agenda (ED/BIE/CONFINTED 46/1)
5. Organization of the work of the Conference (ED/BIE/CONFINTED 46/2)
6. Consideration of the theme of the Conference “Education for all for learning to live together”: contents and learning strategies – problems and solutions (ED/BIE/CONFINTED 46/3 and ED/BIE/CONFINTED 46/4) (Plenary sessions, debates, workshops).
7. Presentation of the outcomes of the work of the Conference by the Rapporteur
8. Closure of the Conference



## **PART I**

### **PROCEEDINGS OF THE CONFERENCE**

#### **A. Opening ceremony**

1. The 46th session of the International Conference on Education (ICE), convened by the Director-General of UNESCO in accordance with 30 C/Resolution 3 adopted by the General Conference at its 30th session, was held at the International Conference Centre, Geneva, from 5 to 8 September 2001 on the theme “Education for All for learning to live together: contents and learning strategies – problems and solutions”.
2. More than 600 participants, including 80 ministers of education and 10 deputy ministers, from 127 Member States of UNESCO, took part in the debates, alongside the representatives of nine intergovernmental organizations, 13 non-governmental organizations and three foundations. The list of participants is given in Annex XIX.
3. Following a short video presentation on the education situation in all regions of the world entitled “Living together and building together”, the session was opened officially by H.E. Mr Andrés Delich, Minister of Education and Head of Delegation of Argentina, the country which had assumed the presidency of the 45th session. Mr Delich’s opening remarks are reproduced in Annex I.
4. The President gave the floor to Mr Koïchiro Matsuura, Director-General of UNESCO. The Director-General’s address appears in Annex II.
5. The President then called upon Ms Martine Brunschwig Graf, State Counsellor, Head of the Department of Public Education of the Republic and Canton of Geneva and Head of the Swiss Delegation, to address the Conference. Ms Brunschwig Graf’s address is reproduced in Annex III.
6. The President then invited Mr Pieter de Meijer, President of the Council of the International Bureau of Education (IBE), to take the floor. He presented the Council’s recommendations concerning the composition of the Bureau of the Conference. The Conference accepted those recommendations.
7. Upon the proposal of Electoral Group Va (Africa), the Conference elected by acclamation H.E. Mr Abraham B. Borishade, Minister of Education of Nigeria, as President of the 46th session of the ICE. Mr Borishade’s opening address is contained in Annex IV.
8. The President of the IBE Council proposed that Rule 4.1 of the Rules of Procedure of the ICE be suspended for the session in order to raise the number of Vice-Presidents from eight to 10, which would enable an equal number of members from each electoral group to participate in the Bureau of the Conference. The proposal was accepted and the Conference then elected by acclamation the following Vice-Presidents:

H.E. Ms Mariana Aylwin Oyarzun (Chile)  
H.E. Mr Radu Damian (Romania)  
H.E. Mr Henry Kosgey (Kenya)  
Mr Pieter de Meijer (Netherlands)  
H.E. Mr Moncer Rouissi (Tunisia)  
H.E. Mr Im Sethy (Cambodia)  
H.E. Mr. Burchell Whiteman (Jamaica)  
H.E. Mr Eduard Zeman (Czech Republic)

H.E. Pr Najib Zerouali Ouariti (Morocco)  
H.E. Mr Xinsheng Zhang (China).

Mr Philippe Renard (Belgium) was then elected Rapporteur of the Conference by acclamation.

9. The Conference also agreed to the IBE Council's proposal that Mr Pieter de Meijer, President of the Council, should chair the drafting group and recommended to the Bureau of the ICE that the Council's working group set up to assist the IBE in making preparations for the 46th session of the ICE should constitute the drafting group in cooperation with the Rapporteur and the workshop rapporteurs. In addition to the President of the Council, the group included one representative from each electoral group, namely: Argentina, Canada, Nigeria, Qatar, Czech Republic and Thailand; Mr Régnier (France) served in a personal capacity as its Executive Secretary.

10. The President introduced the provisional agenda (ED/BIE/CONFINTED 46/1), which was adopted. It appears at the beginning of this report. At the invitation of the President, Ms Cecilia Braslavsky, Director of the IBE, commented on document ED/BIE/CONFINTED 46/2 "Proposed organization of the work of the Conference", which was adopted.

## **B. Organization of work – Methodology**

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

a major introductory debate;

two discussion units, each consisting of three parallel workshops followed by a plenary summing-up meeting;

a major concluding debate;

a closing meeting.

12. As regards methodology, the two major debates and six workshops were held in the form of discussion panels, with the main speakers representing various education actors (ministers, senior civil servants, researchers, experts and representatives of intergovernmental or non-governmental organizations) and the various regions of the world. The list of speakers during the two major debates is provided in Annex XVI and that of speakers during the workshops in Annex XVII. The workshop reports are reproduced in Annex XV.

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

14. Other innovations were also introduced in the preparatory phase of the Conference (Netforum, messages of ministers of education, Internet site). For instance, more than 200 people registered on the Netforum and more than 100 messages were sent by the ministers before the Conference. They

may be accessed at the Conference's website and will be the subject of a publication. A special edition of *Prospects*, UNESCO's quarterly journal of comparative education, was devoted to the Conference's theme. A special edition of *Innovation* and a poster were also issued in April 2001 to publicize the Conference.

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

16. The organization, and more particularly the smooth running, of the Conference was also made possible through the active commitment and support of various UNESCO units (central services of the Education Sector, regional offices and other Secretariat services), which cooperated closely during the 46th session of the ICE. The list of members of the Secretariat appears in Annex XX.

### **C. Special meeting chaired by the Director-General of UNESCO**

17. A special meeting, chaired by Mr Koïchiro Matsuura, Director-General of UNESCO, was held in the morning of 8 September on the theme of "the involvement of civil society in promoting education for all (EFA)". Mr Matsuura's address at the opening of that meeting is appended in Annex VIII.

18. The special meeting was remarkable in terms of both its symbolic dimension and its substance. Convened by the Director-General of UNESCO, Mr Koïchiro Matsuura, it brought 80 ministers and 10 deputy ministers of education and 400 governmental and non-governmental representatives together on the same platform to discuss on the basis of specific examples the manner in which their collaboration is put into practice. The ministers of education of Ghana and Mozambique, the Education Secretary of Nepal and the Deputy Minister of Education of Yemen were joined by representatives of civil society organizations of three of those countries. They gave an account of EFA partnership experiences and identified practical stages for strengthening contributions to EFA and for promoting better relations between governments and civil society. The Secretary-General of Education International made an analytical reply, which was followed by a lively debate.

19. The special meeting, which was devoted entirely to the involvement of civil society in EFA, reflects the growing importance attached to the role of non-governmental organizations and civil society in the EFA process and movement. The success of EFA depends on the mobilization of all partners and actors, empowered beforehand to play their role fully in a process that depends first and foremost on a sound democratic base.

20. In Dakar, governments had agreed on their "obligation to ensure that EFA goals and targets are reached and sustained" (paragraph 2 of the Dakar Framework for Action) and that that responsibility "will be most effectively met through broad-based partnerships within countries" (paragraph 2). The main participants at the World Education Forum undertook to "ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development" (paragraph 8).

21. The special meeting considered in particular the issue of civil society involvement in the process of policy formulation, seen as going much further than the development of specific activities to promote EFA. The meeting also provided an opportunity to pose the key question of how countries can move from a clear recognition of the role of civil society in policy formulation to participation and renewed partnerships. The invited governmental and non-governmental representatives discussed examples, possibilities and preconditions with a view to effective civil society involvement in policy formulation, planning and action, which are linked to the achievement of the Dakar goals.

22. A summary of the panel's statements is provided in Annex IX. A fuller synoptic report will be published separately.

#### **D. Closing ceremony**

23. After viewing the video document shown at the opening of the 46th session of the ICE, the participants listened to two songs – on the themes of friendship, tolerance and openness to the world – given a fresh and musical interpretation by the Primary School Choir of Geneva.

24. A Summerhill School pupil (United Kingdom) then read out a message to the Conference on the theme of learning about citizenship. The text is given in Annex X.

25. The President then officially opened the Conference's last meeting, which was devoted to the submission of the general report, the adoption of the "Conclusions and proposals for action" deriving from the 46th session of the ICE, and the closing ceremony proper.

26. The President first called on Mr Philippe Renard (Belgium) to submit his oral report, which has been transcribed in Part II A of this report. The Conference adopted the general report by acclamation.

27. The President then requested Mr Pieter de Meijer, President of the IBE Council and Chairperson of the drafting group, to submit the draft "Conclusions and proposals for action" arising from the 46th session of the ICE. The President informed the Conference of the suggestion made by the Bureau of the 46th session of the ICE, which had held a joint meeting with the Bureau of the IBE Council, to make a few minor amendments to the draft text. The Conference adopted those amendments and, on the proposal of the President of the IBE Council, seconded by the Head of Delegation of Canada, decided not to make any further amendments. The "Conclusions and proposals for action" were adopted by acclamation. The document is contained in Part II B of this report. The delegations of Iraq<sup>1</sup> and India<sup>2</sup> were invited to submit their remarks in writing to the

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<sup>1</sup> By correspondence dated 19 September 2001, the Permanent Delegation of Iraq requested the insertion, in the last sentence of paragraph 6, of the word "sanctions".

<sup>2</sup> By correspondence dated 12 September 2001, the Head of Delegation of India to the 46th session of the ICE submitted the following remarks: "While the draft conclusions have ably summarized the consensus achieved in the Conference, there are three points which were raised during the Workshops and the major debates which have not been reflected and should find a place in the Final Report. Firstly, that 'learning to live together' is only one aspect of a larger discipline namely 'education in human values'. UNESCO should actively work for evolving a common code of universal values which will be accepted around the globe. Secondly, UNESCO should boldly accept the responsibility of providing philosophical leadership to the world to attempt to harmonize the differences of the participants in the fields of religious faith, economic and political thinking, knowledge systems, living styles and so on. It should effectively promote the right of every human being to choose between different alternatives in an eclectic manner without fear or force: and thirdly, UNESCO should encourage, disseminate and propagate ICT devices such as the SIMPUTER, developed by India, which will enable basic education to be taken to remote locations and to disadvantaged sections of society through education and self-learning, as a part of broader policy of bridging the digital divide and harnessing ICT to the requirements of education in general and EFA in particular".

Director of the IBE, Secretary-General of the Conference, so that they could be included in the final report.

28. Ms Cecilia Braslavsky, Director of the IBE then addressed the Conference to express her thanks to all those who had contributed to the success of the session. The text of her address is appended in Annex XI.

29. The President invited Mr Koichiro Matsuura, Director-General of UNESCO, to deliver his closing address. The text is contained in Annex XII.

30. The President gave the floor to Ms M. Brunschwigg Graf, State Counsellor, Head of the Department of Public Education of the Republic and Canton of Geneva and Head of the Swiss Delegation. Ms Brunschwigg Graf's address appears in Annex XIII.

31. After two songs by the Primary School Choir of Geneva, the President made a short address before declaring the 46th session of the ICE closed. Mr Borishade's address appears in Annex XIV.

#### **E. Award of the Comenius Medal**

32. On the evening of Thursday 6 September, the Comenius Medal was awarded by Mr Eduard Zeman, Minister of Education of the Czech Republic, and Mr John Daniel, Assistant Director-General for Education, to five educators and three projects selected by the jury chaired by Mr Pieter de Meijer, President of the IBE Council, whose choices had been endorsed by the Director-General of UNESCO. The statements made by Mr Daniel, Mr de Meijer and Mr Zeman are reproduced in Annexes V, VI and VII. The Comenius Medal is intended to reward outstanding achievements in the fields of educational research and innovation, which have contributed significantly to the development and renewal of education. The 2001 winners are:

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

#### **F. Side-meetings**

33. The following fringe meetings took place in parallel to the work of the Conference:

- (a) Monday 3 and Tuesday 4 September: international research seminar on “La problématique du *vivre ensemble* dans les curricula” organized by the IBE, the University of Geneva (FPSE) and the Educational Research Department (SRED) of the Canton of Geneva;
- (b) Tuesday 4 September: Senior Executive Seminar for African Ministers of Education, organized by IICBA, BREDA and UNESCO's Education Sector;
- (c) Thursday 6 September: *Demain l'éducation ...*, a television debate programme recorded live and retransmitted on the *Leman bleu TV Geneve* channel;

- (d) Friday 7 September: informal consultation on the United Nations Girls' Education initiative, organized by UNESCO's Education Sector;
- (e) Friday 7 September: working meeting in the IBE's fields of competence with the Ministers of Education of the Gulf States.

34. The Conference also enabled the Director-General of UNESCO, the Assistant Director-General for Education and the Director of the IBE to hold many bilateral talks and informal discussions with ministers, delegates and representatives of intergovernmental organizations and NGOs.

## PART II

### DOCUMENTS ISSUED BY THE CONFERENCE

#### A. General report of the forty-sixth session of the international conference on education (ICE)<sup>3</sup>

**Submitted by Mr Philippe Renard (Belgium), Rapporteur**

Mr President,  
Excellencies,  
Ministers,  
Heads of Delegation,  
Mr Director-General of UNESCO,  
Mr President of the IBE Council,  
Madam Director of the IBE,  
Mr Assistant Director-General for Education,  
Ladies and Gentlemen,

I shall therefore submit to you the oral report of the 46th session. This report will be included in the final report to be sent to you later.

This is obviously a difficult exercise for, in summarizing 20 hours of often lively and invariably interesting debates in twenty minutes, and in view of the time constraints, I shall inevitably, unlike the children whom we have just heard, create frustrations. Please accept my apologies from the outset.

I think that I should begin this report by referring to the success of this conference. There is nothing self-congratulatory in their statement. I am here as a “notary”, and I have therefore genuinely tried – at every moment – to keep a neutral, outsider’s eye on this event, in which I am obviously extremely proud to have participated, particularly since, as you know, there are more than 600 registered participants, including 80 ministers and 10 deputy ministers of education, nine intergovernmental organizations and thirteen NGOs from UNESCO’s 127 Member States. I therefore think that, simply in terms of participation, it has been a real success.

The goal of the conference was to intensify and enrich the educational policy dialogue on problems and prospects of solutions with a view to improving the quality of education for learning to live together. I sincerely believe that the goal has largely been achieved. The method of work that was chosen by the International Bureau of Education and its Council together with the quality of your participation, made for very fertile discussions, which I have to say, are extremely difficult to summarize.

The fact that so many ministers and so many actors in education systems are here in Geneva shows, Madam Minister of Education of the Canton of Geneva, that – apart from your great and widely recognized qualities of hospitality – they attach enormous importance to their political responsibility for improving public education systems and to the need to keep those systems, their content and their curricula on track at a level that is not that of the market but rather that of those whose duty it is to prepare for the future and preserve the common good and equity.

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<sup>3</sup> The following text is only a transcription from a tape recording of the oral report submitted by Mr Renard during the closing ceremony of the ICE. To preserve its authenticity, it has not been revised stylistically and, in reading it, account must be taken of the particular conditions under which it was drafted, in particular the short span of time available.

The Director-General of UNESCO, in his introductory address, set out what I regard as pointers for our work, and they will be found later in this report. The first perspective that we were given was that of social cohesion, harmony and non-violence; the second was that of peace, mutual understanding and friendship. I think I can say that all our work and the climate of this session effectively reflected this twin standpoint.

In education systems, these pointers need to be followed up in practice through improvement of the quality of basic education for all and the effective acquisition of skills, particularly in languages and scientific culture, one key point being the acquisition of skills for living in society: communicating with others, undertaking joint activities; participating and building mutual trust.

In a few words, I will try to summarize the debates in plenary meetings that followed the six workshops on discussion units I and II, namely “Quality education for all: living together, democracy and social cohesion” and “Quality education for all: knowledge, technology and the future of the school”. You have already heard the reports of the various rapporteurs, which I shall not repeat – that would be quite pointless – I shall merely try to offer a general synopsis.

## **GENERAL SYNOPSIS**

### **QUALITY EDUCATION FOR ALL: living together, democracy and social cohesion**

The context of the coming century is that of globalization. The great political, economic and social upheavals that have marked the last 50 years reflect this trend in our world, of which education is an integral part.

The institutionalization of education in the last century, and in some instances even today unfortunately, was aimed at strengthening national identities and even nationalism of all sorts.

The economic (including the information) empires that dominate the market and widen the gap between the countries of the North and South, which give rise to the brain drain and are sometimes instrumental, through global financial institutions, in lowering the quality of education, are not at all models that we should like to promote.

That is not the type of globalization that we want. The important thing is that human beings, in their individuality, should be educated to “live together”, to analyse, to reflect on their uniqueness and become capable of being enriched by diversity. At the same time, the prerequisites for ensuring the minimum results and minimum conditions in the field of education for all must be met with, for example, the assistance of the international organizations concerned with education.

Education, we are all convinced, is a right. That right must be exercised in the context of economic globalization in order to give it a human face. I very much like and readily quote the saying “The world is not a market but a village”. And I think that we are all proud to belong to that village.

Acting together to learn to live together, in a context of respect for cultures and languages, that is the role of education in the twenty-first century.

High expectations on the part of participants regarding the linkages between education and citizenship, democratic governance and sustainable development led to extremely open discussions and highlighted conceptual fields that remain to be explored in greater depth:

What is the definition of citizenship?

How can it be put into practice?

How can the challenge of open citizenship education be taken up both locally and regionally and, of course, internationally?

The answer to these questions will doubtless involve the acceptance of “variable geometry” as a method. I personally very much liked the concept of “glo-location” developed by Mr Benavot, of which you are all now aware. Situations on the ground obviously differ, but a theme that has emerged strongly from the outset has been the call for observance of the values of justice and solidarity among all countries. Even if the school – and by school I do not mean the physical place alone, I mean the institution of education – did not awake early to the reality of a multicultural world, it must ensure quality education for all and further living together through flexible and realistic curricula. There is no one solution at this level that will make dignity accessible to all, in a context of respect for cultural, social or ideological diversities and differences.

### **LANGUAGE(S) TEACHING AND LEARNING STRATEGIES FOR UNDERSTANDING AND COMMUNICATION**

With particular regard to language teaching and learning strategies, it seems to me – and several speakers have also pointed this out – that the sentence that left its mark was in the introductory video, in which the Czech teacher said “the more languages you speak, the more human you are”.

The majority of countries in the world are pluri- or multilingual and if language is a communication medium, it is also deeply anchored in the culture of each and everyone.

It is increasingly obvious that the language of instruction at the beginning of one’s education, at such a crucial moment for future learning, should be the mother tongue. But there is no unanimity on the issue in all quarters, and it must therefore be studied in greater depth.

Language learning in the context of globalization is a means of facilitating mobility and communication.

Here too, it seems that there are no simple solutions, let alone universal models. On the other hand, everyone is in favour of the exchange of good practices and experience, in particular for teachers undergoing initial and in-service training.

It is clear to everyone that language learning is a key element for living together. However, questions remain as to the measures that need to be put in place, particularly for the least developed countries.

It also seems obvious that the political and economic environment must be such as to permit this education geared to the promotion of languages and living together, with emphasis on understanding and communication.

### **SCIENTIFIC PROGRESS AND SCIENCE TEACHING: basic knowledge, interdisciplinarity and ethical issues**

With regard to scientific progress and science education, it seems to me that the discussions have centred on the fact that sciences cannot be taught for their own sake, that they embody universal values and that, in actual teaching situations, they must be contextualized and be oriented towards the real world and life in order to give an ethical dimension to learning and to develop the capacity of “learning how to learn” by oneself and with others. But here too, the lack of

infrastructures, resources and teachers obviously poses problems for many countries, and support by the international community is indispensable.

### **NARROWING THE GAP BETWEEN THE INFORMATION RICH AND THE INFORMATION POOR: new technologies and the future of education**

On the question of bridging the information technology and information gap between rich countries and poor countries, there can be no doubt that such a gap exists. It would be dishonest not to acknowledge it. The gap exists not only between countries or regions (as understood within the United Nations system), but also within regions in terms of countries and of social groups themselves.

It is obvious that ICTs are potentially a source of innovation and creativity. It is clear that schools equipped with these resources can serve as centres, including community centres and interactive development centres for use in initial training, adult education, etc.

There is a desire for a planned approach at the world level; the development of partnerships, including the media – that is television, books, etc. – could make it possible to narrow the gap, and that is one of the elements in the development of a world citizenship.

Teachers, for their part, must not only have the possibility of acquiring “computer literacy”, but they must also be in a position to become creators of educational objects and methods, with the help of the new technologies: this is one of the challenges that will also have to be taken up.

I now turn to the theme of the second major debate and, with your leave, I shall read it out in full “Quality education for all for living together in the twenty-first century: intensifying the international policy dialogue on structures, contents, methods and means of education, and mobilizing the actors and partners”.

The title of the theme is long. So too were the debates for those persons who stayed until the end, and the last group of people present in the room was roughly the same as the number of speakers at the rostrum. The debates were nonetheless extremely interesting and I have listed a few points that were made.

First of all, the school often remains closed in on itself, a prisoner of its traditions, of its culture and perhaps of its institutionalization. It does not maintain sufficient contacts with society.

And if we push the argument through to its conclusion, we might ask ourselves: “My God, considering how long we have been holding conferences on curricula, learning and school organization and management, how come we are still in this situation?” It is high time – and several delegates said as much – for us to take action. I am thinking here also of the pupil who took the floor before me.

Parents generally feel that the present system pays little attention to them and wonder about the significance of what the school does. Does knowledge alone suffice? On which skills should emphasis be placed?

They are not the only ones who are asking questions. All of us – education specialists as well as political decision-makers – know that educational reforms take a long time and are costly to implement but also that education is undeniably an investment for both the individual and for society. The means must therefore be found to convince the authorities and society as a whole that education for the twenty-first century, education for living together is an investment at the societal level – by which I mean, of course, at the global, regional and national levels.

How can we speak of quality education when access to schools is impeded on account of armed conflict or political, not to say psychological, pressures? What meaning does the right to education retain in such circumstances? What quality are we speaking of?

In many countries, the essential resources are lacking: a dearth of teachers, a lack or semi-lack of textbooks, difficulty in gaining access to information technologies, not to mention methodologies for needs assessment, curriculum design, teaching or results evaluation.

Furthermore, we must ask the following question: if all these criteria can be measured by quantitative indicators, for example – and, in my opinion, this question is crucial – how can we evaluate the quality of human relations and the know-how and commitment required for living together?

Where living together is concerned, it seems clear that the vision of global harmony is a kind of quest for the “inaccessible star” – my apologies here for the reference to a Belgian singer. Conflicts exist, they are unavoidable. What we must do – and I am speaking here of cultural conflicts of course – is to teach young people to manage them, that is to say, to give them the means of preventing and managing these conflicts.

## **LINES OF APPROACH**

There are many lines of approach, and I shall not mention all of them. Here are just a few of them.

The first point – which I think was made again and again throughout this conference – is that there is a strong desire to gain better knowledge of and share experiences and good practices in regard to both the quality of education and educational reform or practices.

There is also deep-seated awareness that the school must build partnerships at all levels of society (local, regional and global), including in the economic sphere, in order to develop human resources and social cohesion. Such partnerships must be understood as a process of appropriation, whereby each person makes the education system his or her own and local energies and resources are mobilized around the school itself of course but also around the various processes that take place in school in the area of planning and, for example, curricula, which are sometimes tricky to deal with. One comment in this connection: this type of partnership should also help, through greater transparency, to eradicate waste in a number of areas and, in some cases, corruption.

Cultures, of course, cannot be ranked hierarchically and only education designed to foster empathy will enable conflicts in this sphere to be managed effectively.

I shall conclude by referring to a number of statements concerning the future. We are talking about education in the twenty-first century, it is now 2001, and we therefore have 99 years of the twentieth century ahead of us. Most of us will not be here to see how it ends. Well, I hope that you will – I personally am not over-optimistic – but it is clear that predicting the future, except for those who make a business of it, is a difficult exercise. What knowledge, what skills will tomorrow’s youth need to integrate themselves and live in society? What skills will tomorrow’s teachers need to teach? Will those who are currently passing through our teacher-training colleges and universities be teaching in the next thirty years? No one can answer that question.

I want to refer here to a very great English educator who said that in 10 years’ time 30% of the knowledge that will be taught is as yet unknown today. I therefore believe that we must inevitably come back to skills, to “knowledge in action”, or a capacity to translate knowledge into action, to basic skills, to core skills as the English expression has it.

These core skills seem to have been identified throughout our debates. They are essentially:

1. Learning to learn (which is described in a programme as “lifelong learning” but is basically learning to learn);
2. making relevant and effective use of communication technologies;
3. science education, including mathematics, of course;
4. social skills, skills for living together, tolerance and empathy.

In conclusion, we may say, indisputably, that the quality of education, having regard to those criteria, is the same as quality of life and that consequently everyone should be guaranteed the possibility of access to such a quality of life. Two remarks before I end, – because I think I have exceeded the time allotted to me. There were many discussions and comments on the status of teachers. I am a teacher, a university teacher, that is to say, not very good from the pedagogical point of view! The higher one rises in the education system, the less one needs to be good from the teaching standpoint. Several delegates stressed that it was high time to review the status of teachers; it is necessary to improve teachers’ benefits in practical terms in all countries and review initial and in-service training; it is necessary to place higher value on their work and to support them. I am convinced that society as a whole has a role to play in that regard.

We have spoken a great deal about quality, and we have frequently pondered what that could be. I think that several approaches could clearly be adopted, but one approach would involve a combination of commitment and a dual mechanism that is theoretically or conceptually relatively simple but very difficult to put into practice. It is the dual evaluation approach involving both internal and external evaluation. That has not been discussed as such, and I simply wished to make this point of clarification in relation to the discussions that took place. I think that we must necessarily accept that while internal evaluation involves being subject to the scrutiny of others, external evaluation is even harder because the evaluators are persons who are not part of the school community.

I thank you for having listened to me. I hope – as I said at the beginning – that I have not created too many frustrations and that I have provided a more or less faithful account of all the discussions. At all events, I can tell you that I am extremely proud to have taken part in them.

Thank you very much.

## **B. Conclusions and proposals for action arising from the 46th session of the ICE**

### **PREAMBLE**

1. The International Bureau of Education, in its capacity as a UNESCO specialized centre for the contents, structures and methods of education, organized the 46th session of the International Conference on Education in Geneva from 5 to 8 September 2001.
2. More than 600 participants took part in the discussions, of whom 80 were ministers and 10 vice-ministers of education, coming from 127 Member States of UNESCO, together with nine representatives of intergovernmental organizations, 13 non-governmental organizations and three foundations.
3. The objective of intensifying and strengthening dialogue at the level of educational policies on the problems and prospects of solutions with a view to improving the quality of education for *learning to live together* has been largely achieved. These conclusions and the resulting proposals for action present the key features of the debates and preparatory work (Netforum, ministerial messages, national reports, good practices, etc.). The entire collection will be made known through the final report, the reports of the workshops, and the other documents to be published after the Conference.
4. These conclusions, adopted on 8 September 2001, have been drawn from the major debates, the plenary sessions and the six workshops that took place during the Conference. They are intended for governments, international intergovernmental and non-governmental organizations, teachers and organizations of the teaching profession, the media and all partners in civil society whose efforts improve the quality of education, encourage dialogue and develop the capacity to live together.

### **CHALLENGES**

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

complemented by global strategies to eliminate poverty and to promote participation in political, social and cultural life.

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

### **EDUCATIONAL POLICIES AND PRACTICES**

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

### **PROPOSALS FOR ACTION**

16. The entire range of teaching and educational practices for living together should be better known, disseminated and exploited with a view to strengthening the endogenous capacities of each country.
17. Training for policy dialogue is essential in order to achieve the major objective of improving the quality of education for all.
18. Reform processes should be continued or undertaken in the following domains:
  - Contents:
    - Adapting curricula and updating contents in order to reflect:

- economic and social changes set in motion, in particular, by globalization, migration and cultural diversity;
  - the ethical dimension of scientific and technological progress;
  - the growing importance of communication, expression and the capacity to listen and dialogue, first of all in the mother tongue, then in the official language in the country as well as in one or more foreign languages;
  - the positive contribution that may result from integrating technologies into the learning process.
- Developing not only disciplinary but also interdisciplinary approaches and competencies;
  - Supporting and nurturing innovations;
  - Seeking, in the development of curricula, to ensure relevance at the local, national and international levels at the same time.
- Methods:
- Promoting active learning methods and teamwork;
  - Encouraging all-round and balanced development and preparing the individual for active citizenship open to the world.
- Teachers:
- Facilitating genuine involvement on the part of teachers in decision-making within the school, through training and other means;
  - Improving the education of teachers so that they can better develop among pupils behaviour and values of solidarity and tolerance, so as to prepare them to prevent and resolve conflicts peacefully and to respect cultural diversity;
  - Changing the relationship between teacher and pupil to respond to the evolution of society;
  - Improving the use of information and communication technologies in teacher training and in classroom practices.
- Daily life in educational institutions:
- Creating within the school a climate of tolerance and respect encouraging the development of a democratic culture;
  - Providing a way for the school to function that encourages participation of the pupils in decision-making;
  - Proposing a definition of projects and learning activities.

➤ Educational research:

- Stimulating research that clarifies the concept of learning to live together and the implications for policy and practices;
- Promoting research on the development of contents and teaching methods relating to learning to live together;
- Stimulating comparative studies in the subregional, regional and transregional contexts.

19. Partnerships:

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

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

## **INTERNATIONAL COOPERATION**

21. The development of international cooperative activities to improve the quality of education for learning to live together for all should be based on six main principles:

- Strengthening the function of the IBE as an observatory of trends, as well as its role in the development of easily accessible data banks and information systems;
- Collecting the results of educational research on the development of contents, undertaking comparative studies at the subregional and regional levels, and their worldwide dissemination;
- Setting up cooperative networks at the international, regional and subregional levels facilitating the exchange of experience and promoting joint projects in order to strengthen endogenous capacities;
- Training educational decision-makers in policy dialogue so as to encourage the definition of common objectives, the search for consensus and the mobilization of partnerships;
- Experimenting with new modalities of technical assistance provided by bi- or multilateral cooperation agencies, in order to emphasize not only North-South but also South-South collaboration;
- Strengthening of partnerships between UNESCO and other relevant intergovernmental organizations.

## **THE ROLE OF UNESCO AND ITS SPECIALIZED INSTITUTES**

22. The conclusions of the 46th session of the International Conference on Education are communicated to the General Conference of the Organization in order to be taken into account in the process of reflection and to reinforce, in the short, medium and long terms, the programme of action of UNESCO, the International Bureau of Education and the other specialized institutes with a view to improving the quality of education.

