

THE DEVELOPMENT OF EDUCATION

NATIONAL REPORT OF ZIMBABWE

BY

THE MINISTRIES OF EDUCATION,

SPORT AND CULTURE AND

HIGHER AND TERTIARY EDUCATION

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INTRODUCTION

Zimbabwe has been a regular participant in the sessions of the International Conferences on Education (ICE) these conferences. The structure, policies and objectives of the two education systems have, therefore, been presented at earlier ICE meetings. The other documents, which we have brought with us, that contain details of the Ministries' structure, policies and objectives are: the Report of the Presidential Commission of Inquiry into Education and Training, the National Education for All Action Plan, the report of the Southern African Consortium for Monitoring Educational Quality (SACMEQ), a Study on Demand and Supply of Teachers in Zimbabwe and the Corporate Plans. As suggested in the guidelines by the International Bureau of Education (IBE), this report will not dwell at length on structure, policies and objectives but will focus more on recent changes in the education system, recent policy developments and any innovative ventures. For further details about the Zimbabwe Education System, delegates are therefore referred to the above reports which are available in both hard copy and electronic formats.

This report will dwell on two main topics which are: "An overview of the education system at the beginning of the twenty-first century" and "Quality education for all young people: challenges, trends and priorities." Among other challenges, trends and priorities, the latter topic will also focus on gender equality, social inclusion, competencies for life, the key role of teachers and education for sustainable development.

This report is divided into two parts. Part I deals with issues affecting the Ministry of Education, Sport and Culture while Part II deals with issues affecting Higher and Tertiary Education.

1.0 MINISTRY OF EDUCATION, SPORT AND CULTURE

1.1 The education system at the beginning of the twenty-first Century: An overview

This section will focus on major reforms and innovations, major achievements and the main problems and challenges facing the education system at the beginning of the twenty-first century.

1.1.1 Major Reforms and Innovations

1.1.1 Early Childhood Education and Care

The Presidential Commission of Inquiry into Education and Training (1999) came up with a new structure for the education system. Among other things, the new structure highlighted the need to institutionalize Early Childhood Education and Care. It recommended that the last year (age 5) of pre-school should be incorporated into the primary school cycle. This recommendation is being implemented to a limited extent due to financial constraints. In the more progressive communities, pre-schools have been established next to existing primary schools. The Ministry constantly reviews the allowances of pre-school teachers in registered schools to enhance the viability of education at this level. Allowances for teachers are paid once a term at designated points in each district to avoid costly monthly trips to the Provincial Offices by pre-school teachers. This is an innovation which was well received by the pre-school teachers.

Furthermore, to address the problem of shortage of teachers for pre-school education, the Ministry of Higher and Tertiary Education has introduced a Diploma in Education in Early Childhood Development. This is a most welcome innovation.

1.1.1.2 Approval of School Fees and Levies

Education has remained a basic human right. To this end, the Ministry has started to review and amend the Education Act to accommodate new challenges in the system. As a result of the country's recent economic down turn and spiraling inflation, some school authorities were hiding behind this to charge exorbitant school fees and levies. This automatically excluded certain categories of parents from continuing to send their children to these schools. The Ministry came up with new regulations to control the rampant hiking of fees and levies.

1.1.1.3 Teachers' Unions and Associations

In the area of teachers unions and associations, the Education Act was amended so that the Ministry would recognise more than one teachers' union or association in the spirit of liberalism, freedom of association and choice and democratic principles.

1.1.1.4 The structure of the Ministry

The structure of the system has seen some kind of metamorphosis during the turn of the twenty-first century. The route to the top has been made shorter by removing the positions of Deputy Secretary and Chief Education Officer. The senior positions at both Head Office and Provincial Offices are now Deputy Director and Director then the Permanent Secretary. This has made the organisation less bureaucratic, more efficient and effective. The other changes that have been effected in the organisational structure include the following:

- "Schools Psychological Services and Special Needs Education" has been raised to a Division headed by a Director.
- A new Division, headed by a Director, called "Educational Services" has been created to deal with Curriculum issues.
- A "Change Management Unit," headed by an Under Secretary, has been formed.
- A "Legal Services" Department, headed by a Deputy Director, has been formed.
- A new Division of "Disciplinary Services" headed by a Director, has been formed.
- District Education Offices have been up-graded with the impending appointment of new District Education Officers, Accountants and other support staff.

These additions to the structure should see the Ministry delivering services to its clients more appropriately, efficiently and effectively.

1.1.1.5The Curriculum

The curriculum is subject to constant revamping to cater for new demands and emerging issues. The Ministry has come up with compulsory subjects at 'O' Level which include the Sciences, Maths, Technical Vocational subjects, History, English and one major local language. To protect school children, who are our window of hope, from the scourge of HIV/Aids, this topic has now been incorporated into the curriculum. To address the issue of violence at school, plans are under way to incorporate Conflict Resolution into civics education.

1.1.1.6 Professionalisation

All service departments of the Ministry are being professionalised. This encourages staff to acquire relevant qualifications for the jobs they do, thereby ensuring the delivery of efficient and effective services to the public.

1.1.1.7 Performance Appraisal

The Education system has become a more accountable organisation with the institutionalization of the performance management system.

1.1.2 Major Achievements

1.1.2.1 Access to Education

The National Action Plan (2002) indicates that in terms of access to both primary and secondary education, Zimbabwe has made great strides. At primary level, the gross enrolment ratio stands at slightly over 100% while the net enrolment ratio stands at 94%. The secondary level has a net enrolment ratio of 45%. As a result of massive expansion at secondary level at independence in 1980, the transition rate from primary to secondary leaped from 12.5% to 70%. However, from 'O' to 'A' Level, the transition rate stands at 8%. While there has been appreciable improvement in access, the country faces a major challenge in the area of quality and the relevance of the education system.

1.1.2.2 Equity

The issue of equity in educational provision and services has been under the spotlight since independence. The country inherited a system where educational resources were deliberately unequitably distributed in favour of the ruling minority. At the turn of the twenty-

first century, the Ministry adopted a policy whereby educational resources in terms of per capita grants were distributed equitably with the poorest schools receiving higher rates. In the case of Government schools, they also receive an equalization grant.

1.1.2.3 Relevance

The quality of the system in terms of relevance remained a big challenge. The effective introduction of technical vocational education has been hampered by shortages of equipment and teaching staff. As for the content of education, the system is grappling with the challenges of recruiting suitable material writers and timeous production of materials.

1.1.2.4 Partnerships

There has been fairly active participation in the educational enterprise by civil society, bilateral and multi-lateral partners and UN agencies. The strategies by these partners have included sensitization of key stakeholders and poverty alleviation through feeding schemes. Other Assistance received from the partners has ranged from rehabilitation of schools, construction of classrooms and teachers' houses to the provision of furniture and learning and teaching materials.

1.1.3 The Main Problems and Challenges

The main problems and challenges facing the education system at the beginning of the twenty-first century include the following:

- Inability by both parents and the state to afford 100% transition rate from primary to secondary education;
- Inadequate text books and stationery in schools;
- Broken down furniture or absence of it in some schools;
- Providing decent schools to communities that have been resettled through the land reform programmes;
- The brain drain, leading to continued employment of temporary unqualified teachers;
- Inability to attract teachers to teach in remote areas due to poor social infrastructure in these areas;
- Congested classrooms in urban centres;
- Double sessioning in urban centres;
- Poverty, leading to drop-outs;

This, in brief, gives an overview of the education system at the beginning of the twenty-first century.

1.2. Quality Education for All Young People: Challenges, Trends and Priorities

This section highlights the country's achievements in pursuance of quality education in terms of the major challenges, trends and priorities. The discussion will also focus on the four workshop themes of gender equality, social inclusion, competencies for life and the key role of teachers. It ends with a section on education for sustainable development. The first level of education has been dealt with extensively at other UNESCO organised Education for All (EFA) Conferences. This section will, therefore, have a slant towards secondary education in the process of highlighting the country's experiences, innovations and best practices. Furthermore, the main reference document for this conference observes that primary education should be considered as a minimum and it further states that democratic participation in social and

economic development requires larger numbers of citizens with access to quality secondary level education (ED/BIE/Confinted 47(3)).

1.2.1 Education and Gender Equality

Zimbabwe boasts of having achieved parity in terms of the enrolment of boys and girls at primary level. The EFA National Action Plan (NAP) (2002:47) indicates that in the year 2000, 49.2% of primary school enrollees were girls. For the same year, 44% of all the pupils enrolled in secondary schools were girls. However, at 'A' Level, girls constitute 30% of the enrolment.

There is a National Gender Policy which is housed in the Ministry of Youth Development, Gender and Employment Creation. Among the strategies highlighted to eradicate gender imbalances and inequality are:

- Amend all relevant education and legal instruments to promote gender equality and equity;
- Incorporate gender issues in all curricula at all levels of education;
- Educate and encourage parents to treat boys and girls equally;
- Provide facilities and a policy framework to enable girls who fall pregnant to continue with their education;
- Promote and encourage girls to take on science, mathematics and technology at all levels of education.

The country's gender concerns are also articulated in the Presidential Commission Report (1999:172-192) and the National Action Plan (2002:46-50).

At secondary level, girls' enrolment declines due to a number of reasons. Among them are cultural beliefs and practices, poverty, pregnancy, early marriages particularly in mining and commercial farming areas, long distances to school and abuse of girl children. Another challenge in gender-equality is the new incidence of the HIV/Aids pandemic. It has been observed that girl children drop out of school in order to take care of the sick, siblings and orphaned children.

Zimbabwe is one of the countries that is implementing the Unicef sponsored Girls Education Initiative. To show that the country attaches great importance to gender concerns, there is in Government a Ministry of Youth Development, Gender and Employment Creation.

1.2.2 Education and Social Inclusion

People in the main stream of society have opportunities to develop their talents, live better lives, are out of the clutches of poverty, can enter into active life and therefore can take part in development. Zimbabweans from all walks of life now fully understand that for their children to join the main stream of society, they must acquire appropriate secondary education. Family resources and energies are therefore directed towards this goal. The biggest block in the country's effort to achieve social inclusion is poverty.

Among the socially excluded groups are orphans and children from disadvantaged backgrounds. Structures composed of members of the community and school heads have been set up to identify these children. Information on their school requirements in terms of fees and levies is forwarded to the Department of Social Welfare which then deposits the funds for each beneficiary pupil in the school

account. This programme has received world acclaim. It is called the Basic Education Assistance Module (BEAM) for needy children in both primary and secondary schools. The programme also benefits from funds ear-marked for the National Aids Council (NAC). These funds are raised through deductions, at source, of 3% of each employee's basic salary. This is an innovation which can be adopted by other countries. It is a shining example of what a concerned Government can do to bring about social inclusion for its entire young people.

1.2.3 Education and Competencies for Life

This topic touches on the question of the relevance of education. It is true that sending all children to school and equipping them with competencies for life are two different things. What life are we talking about? Other questions also arise: should we train the children to fit into local communities, to be national players or to fit into the world?

In Zimbabwe, efforts have been underway to equip young people with both practical and social skills. In school, children are exposed to technical vocational skills as well as to the concepts of citizenship education, conflict resolution, HIV/Aids and child abuse. New curricula is being designed to accommodate the emerging issues and in particular, life-skills.

1.2.4 Quality Education and the Key Role of Teachers

Teachers are indeed a key factor in providing quality education particularly in an environment of scarce resources. Zimbabwe has made considerable inroads in implementing the recommendations of the forty-fifty session of the ICE.

Pre-service programmes are constantly reviewed and revamped to ensure that the end product is sufficiently inducted into the profession. Government constantly reviews teachers' salaries and allowances to enhance their status in society. The greatest challenge facing the nation in this area is brain drain whereby teachers who have been trained at great expense leave the country to go and work elsewhere. The Zimbabwe SACMEQ report indicates that salary alone does not necessarily motivate teachers. Other motivators are: opportunities to improve themselves academically and professionally, availability of learning and teaching resources, better teacher housing and improved physical and social infrastructure in the areas they work.

The government has observed that some of the problems of the teacher in Zimbabwe are not educational per se. They need to be resolved through inter-ministerial interventions. This is already being done.

1.2.5 Education for Sustainable Development

The primary and secondary school curriculum in Zimbabwe is in line with the ideals of the United Nations Decade of Education for Sustainable Development (2005-2014). In social or environmental studies at primary level and Geography at secondary level, children learn about how natural resources such as water, soil, grass, and trees can be conserved.

It has been observed that education for sustainable development should not only be for school children, the adult population equally needs this as it is this group which is in the forefront in destroying the natural environment. The Department of Natural

Resources is responsible for educating the public on these issues and also for protecting the environment.

1.3. Conclusion

In adopting the Dakar Framework for action, the international community affirmed that "no countries seriously committed to education for all will be thwarted in their achievement of this goal by a lack of resources." There is little evidence of this happening except for the seven or eight Highly Indebted Poor Countries (HIPC) that benefited from the Fast Track Initiative by the G8 countries. The Nordic countries should however be applauded for implementing the resolution that developed countries should set aside 0.7% of their GDP to develop education in the poorer countries. However, the fact remains that in the spirit of globalization with a human face, national and international partnerships are essential in achieving quality education.

In achieving educational quality, failure is not an option. Countries should share experiences and best practices. However, Governments in the developing world should understand that they are their own liberators in the field of education. External assistance is most welcome but only to complement the national effort. Countries should have a clear vision of what they want to achieve, be committed to the goals and remain focused.

2.0 MINISTRY OF HIGHER & TERTIARY EDUCATION

2.1. The Education System at the beginning of the 21st Century: An Overview

Since the last International Conference on Education (ICE) in 2001, a number of reforms have been instituted in the higher and tertiary education sector in Zimbabwe. The reforms reflect a shift in emphasis **from increasing access to enhancing the quality of education and training**, in line with the needs of a competitive environment brought about by globalization.

Although the Ministry continued with expansion programs to give young people graduating from the secondary school system more opportunities for post secondary education, greater emphasis is now being placed on improving the quality of education and training.

The policy framework in which the reforms were undertaken is given in the Ministry of Higher and Tertiary Education's Corporate Plan for the current period (2002 - 2004).

2.1.1. Major Reforms

In line with the thrust enunciated in the plan, a number of reforms were undertaken during the last three years and more reforms are envisaged as part of efforts to widen opportunities for quality post secondary education for all young people.

1.1.1.1 Student Financing

A new student financing policy was introduced at the beginning of 2002 with the aim of broadening opportunities for tertiary education. This saw the introduction of 100% loan system which is open to all students in the tertiary system. This replaced the previous grant and loan system that was placing a heavy burden of the state and limiting the scope of student funding. Under the new scheme students in private universities are now eligible for state assistance and this has had the effect of increasing access to tertiary education and training.

2.1.1.2 Teacher Education

In a bid to improve the teacher education program and build a quality teaching force, all primary Teachers training Colleges adopted the 2.5.2 model of teacher training. **This system is designed to give trainee**

teachers more time in the teaching field and emphasizes on the job training. Under this model students spend two terms at college initially and two terms at college in the final year while the five terms in between are spent on teaching practice. This has greatly reduced the number of untrained teachers in the schools.

1.1.1.2 Occupational Standards Development

Zimbabwe Occupational Standards Services (ZOSS) was established as part of the reform of technical and vocational education and training (TVET). **The idea is that TVET should provide avenues for improved economic performance by both the formal and informal sectors through providing skills.** This should improve the country's competitive edge in local, regional and global markets. In recognition of human resources as a crucial factor for development and in response to the needs of the formal and informal employment sectors especially in the context of an emerging global economy, the Ministry in conjunction with the National Manpower Advisory Council (NAMACO), established the Zimbabwe Occupational Standards Services (ZOSS) **to ensure better linking and matching of the training delivery and the employment systems** through the development of occupational standards. **The standards developed for each occupation and trade, are being used in the development of relevant curricula and training programs and in occupational competency assessment and certification.**

2.1.1.4 Upgrading of Technical Colleges

As part of the process of restructuring and upgrading TVET, all Technical Colleges were upgraded into Polytechnics in 2002. The process of rationalizing the structure of TVET and linking with degree programs through a process of devolution is already underway. As of now one polytechnic has been transformed into a degree-awarding institute of technology while two more such institutions are embarking on degree programs in the near future.

2.1.1.5 Quality Assurance in University Education

Government is determined to continue the thrust to enhance access to university education by Zimbabweans and make higher education in Zimbabwe competitive

internationally. The aim is to see the achievement of quality and excellence in our universities as measured by the improved quality of their scholarly activities and outcomes in research, teaching and learning.

Over the years the university network has grown remarkably and now the country has 8 state and 4 private universities and access to university education is set to further widen through the establishment of more public and private institutions and the devolution of degree programs to selected polytechnics and teachers colleges, in the near future.

With the increased number of institutions, greater attention is now being paid to **quality assurance**. Accordingly, the Ministry is working with stakeholders to revamp the National Council for Higher Education. The intention is to strengthen the council so that it operates as an autonomous, independent body with the mandate to set and enforce quality standards in university education.

2.1.2 Major Achievements

The major achievements attained in higher education sector in Zimbabwe since the last ICE in 2001 are reflected in **increased access** by more young people to education and training and the **enhancement of quality**.

In terms of access, total enrolment in universities, technical and teachers' colleges grew by 6 % between 2001 and 2003 (see table below)

Evolution of Enrolments at Universities and Colleges Since 2001

Enrolments/ Year	2001	2002	2003
Technical Colleges	21 002	17 046	16 241
Teachers Colleges	17 449	21 900	18 893
Universities	34 753	35 606	43347
Total	73 204	74 552	78 481

In addition, there are more than 400 private vocational training institutions with an estimated total annual enrolment of 15 000. These institutions are providing short and long term courses in Hospitality, Applied Arts, Business Studies, Information Technology, Horticulture as well as Hair dressing and Cosmetology. They play a vital role in widening access to tertiary

education and training to young school-leavers who fail to gain entry into the mainstream system.

In terms of quality enhancement, the establishment of ZOSS, as a standards development and standards setting body, has improved the coordination of tertiary education leading to better quality and relevance of training programs. **ZOSS operations involve networking with education and training providers (private and public), industry, employer and employee organizations, professional bodies**, the Public Service Commission and other regional and international standards setting bodies. **This has resulted in the establishment of effective structural linkages between the frame-work of occupational standards and the rest of the sub-systems in education and training.**

The incorporation of an industrial attachment component in most programs in tertiary institutions is another measure to **enhance the quality and relevance** of training for young people in our institutions.

2.1.3 Main Problems and Challenges

The main challenges facing the higher education sector are infrastructural development and the equipping of the growing number of tertiary institutions as well as the remuneration and motivation of lecturing staff.

The putting up of infrastructure at new institutions and the upgrading and maintenance of facilities at existing state universities and Polytechnics is one of the major challenges facing the higher and tertiary education sector in Zimbabwe. This is so given the prohibitive cost of modern equipment needed to offer quality education and training.

There are constant staff shortages at all higher and tertiary education institutions as a result of movement of lecturers seeking greener pastures in the region and the Diaspora. While all sectors of the economy are affected by the **emigration of skilled manpower** due to the economic challenges the country has faced over the last few years, a recent study on the brain drain has shown that the education and training sector is one of the worst affected. This presents challenges for Government and other stakeholders to strive to continue to improve the working conditions of teachers and lecturing staff.

2.2 Quality education for all young people and challenges, trends and priorities

2.1,1 Education and Gender Equality

Significant progress has been made in promoting gender equality in terms of access to higher education and training. This has been achieved through affirmative policies designed to increase the opportunities of young females to access tertiary education and training. The progress made is evident in the increased enrolment levels of female students in the system in teacher education. As shown in the table below, females now surpass males in teacher education colleges while the level of enrolment in universities and technical institutions continues to be static at 36% and 32% respectively.

Evolution of Female Participation in Higher and Tertiary Education **2001-2003**

Type/ Year	2001			2003		
	Male	Female	% Female	Male	Female	% Female
Teachers College	8 121	9 328	53%	8 660	10 233	54%
Universities	22 283	12 470	36%	27 797	15 550	36%
Technical Colleges	14 297	6 705	32%	5 127	32%	

Gender in enrolment is still a challenge in universities and polytechnics with serious discrepancies in the scientific and very technical fields. However the challenge still to be addressed is the comparatively low levels of female students in scientific and technical disciplines at universities and polytechnics. Innovative strategies are needed to correct this imbalance and ensure that young females are not restricted or 'gender tracked' into traditional female dominated, and relatively low paying professions.

2.2,2 Education and Social Inclusion

Education is a major determinant of individuals' status in society and their social mobility as it influences the career prospects. In modern societies, better educated people gain access to better paying occupations than the less educated and therefore access to education in general and post secondary education in particular should be provided equitably. If there are certain social groups who are denied access to further education and training, they are likely to be excluded from the social and economic development of society.

Accordingly efforts are being made to widen opportunities in tertiary education for people with disabilities and to put in place a system to facilitate the recognition of qualification obtained through work experience and other non-formal channels.

The University of Zimbabwe, the largest such institution in the country, has a Disability Resource Centre which caters for blind and physically disabled students as well as those with speech and hearing impairments. Belvedere Technical Teachers College also has up to date facilities to cater for disabled students.

The major challenge faced by the higher education sector is to extend such facilities to all tertiary institutions in order to increase access for the disabled. This calls for huge investment in the specialized equipment like brailers and tape recorders as well as facilities like ramps and appropriate toilets. The shortage of qualified staff is also a major constraint. However the Zimbabwe Open University offers greater chances for people to participate in university education

A National Steering Committee is developing a Zimbabwe Qualifications Framework which is a regulatory mechanism that allows portability and recognition of qualifications including prior learning and work with possibilities to change or move across occupational sectors and different education career paths. National and other recognized qualifications obtained in formal, non-formal, work-based situations and through distance and open learning are located and registered on the framework and equivalencies worked out.

2.2.3 Education and Competencies for Life

The infusing of life skills development into the curricula of tertiary institutions is an ongoing process aimed at adapting the post secondary education system to the new challenges brought about by reduced opportunities for formal employment as well as health challenges posed by the HIV/AIDS pandemic.

- Entrepreneurial training was made an integral component of the programs in all Polytechnics in 2002. The aim is to produce graduates capable of creating employment for themselves and others that would result in greater employment opportunities and increased indigenization of the economy.

- The incorporation of HIV/AIDS education in the curricula of all tertiary institutions is meant to create greater awareness of HIV risks and reduce loss of life among skilled personnel that would impact adversely on national development initiatives. The HIV and AIDS awareness programs have been mounted with the assistance of UNICEF and UNESCO. However, more needs to be done in terms of material assistance to the students who tested positive and come in the open.

2.2.4 Quality Education and the Key Role of Teachers

Teachers play a central role in the delivery of quality education at all levels of the education system. Therefore it is essential that they receive quality training and their conditions of service are improved so that they work in a motivating environment. The Ministry of Higher and Tertiary Education, which has the mandate to train teachers for all levels of the education system, continues to improve the quality of training for teaching and lecturing staff in the country.

- Primary colleges reverted to the home grown Zimbabwe Integrated National Teacher Education Course (ZINTEC) 2-5-2 model with effect from January 2002. This model, with its emphasis on teaching practice component, is designed to produce high quality, all round teachers.
- The country has in the past experienced problems in getting appropriately qualified lecturing staff particularly for the technical programs in the Polytechnics. In order to fill this gap, The Harare Institute of Technology has been transformed into a degree-awarding institute with the aim of providing highly qualified lecturers for Polytechnics.

However, addressing the issue of conditions of service and motivation of teaching and lecturing staff is a national challenge requiring the cooperation of stakeholders outside the education and training sector

2.5 Education for Sustainable Development

The curricula at the tertiary education in the past did not include any general studies which covered aspects like national economic and social development which are important for the integration of graduates in society. The Ministry introduced the program on National Strategic

Studies to cover this gap and provide an all round education to young people in tertiary institutions.

- The program on National Strategic Studies was introduced at the beginning of 2002 and is now part of the curricula of all Teachers and Technical colleges. The program is meant to foster a desire to participate in national development and equip the students with relevant skills. The aim is to instill and cultivate in young people an appreciation of the country's national heritage and natural resources and how these can be harnessed to achieve sustainable development. An appreciation of the local culture and its full diversity is also an integral component of the program and this is aimed at promoting understanding and social cohesion.
- The Ministry also introduced environmental education into the secondary teacher training curricula through the Secondary Teacher Training Environmental Education Program. The aim of this program is to promote and integrate Environmental Education in Teacher Training Institutes for Secondary Education in Zimbabwe. This will go a long way in providing communities with knowledge, skills, attitudes and values on issues like HIV/AIDS, poverty and rural to urban migration.

On the whole the reforms being undertaken in the higher education sector, demonstrate Zimbabwe's commitment to transform tertiary education and training to meet the challenges of the 21st century. The provision of quality education to young people is the only way to bring about sustainable social and economic development.

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N.B. Documents 1,2,3,4,5,6, and 7 are available here at the conference