INTERNATIONAL CONFERENCE ON EDUCATION
48th session
Geneva, Switzerland, 25-28 November 2008

UNESCO
International Bureau of Education

“INCLUSIVE EDUCATION: THE WAY OF THE FUTURE”

FINAL REPORT
TABLE OF CONTENTS

AGENDA ....................................................................................................................................... 5

PART I – ORGANIZATION OF THE CONFERENCE

A. Opening Ceremony .................................................................................................................. 7
B. Organisation of Work – Working methods ........................................................................... 8
C. Closing Session ..................................................................................................................... 11
D. Award Ceremony of the J. A. Comenius Medal ................................................................. 12
E. Side events and other events ................................................................................................ 12
F. Exhibitions ........................................................................................................................... 14

PART II – DOCUMENTS ISSUED BY THE CONFERENCE

A. General Report of the 48th session of the International Conference on Education (ICE) 15
B. Conclusions and Recommendations of the 48th session of the International Conference on Education (ICE) 18

ANNEXES

I. Opening address by H.E. Mrs. D. Purandeswari, Minister of State for Human Resource Development, Head of the Indian Delegation, Chair of the 47th session of the ICE
II. Opening address by Mr. Koichi Matsuura, Director-General of UNESCO
III. Opening address by H.E. Mr. Charles Beer, State Counsellor, Head of the Swiss Delegation
IV. Opening address by H.E. Mr. Abdulsalam M. Al-Joufi, Minister of Education of Yemen, Chair of the 48th session of the ICE
V. Presentation of the Work of the Conference by Ms. Clementina Acedo, IBE Director and Secretary of the Conference
VI. Introductory Debate and Research Findings: List of Keynote Speakers
VII. Introductory Debate: Keynote speeches
(a) H.E. Ms. Liu Yandong, State Councillor, People’s Republic of China
(b) H.E. Mr. Xavier Darcos, Minister of National Education, French Republic
(c) H.E. Ms. Naledi Pandor, Minister of Education, Republic of South Africa, Chair of the Conference of Ministers of Education of the African Union
(d) Ms. Navanethem Pillay, United Nations High Commissioner for Human Rights
VIII. Workshop Synthesis Reports
(a) Synthesis Report of Workshops No. 1
(b) Synthesis Report of Workshops No. 2
(c) Synthesis Report of Workshops No. 3
(d) Synthesis Report of Workshops No. 4

IX. Final Debate: List of Speakers

X. Final Debate: Keynote Speeches
(a) Mr. Ahlin Byll-Catária, Executive Secretary, Association for the Development of Education in Africa
(b) Mr. Mel Ainscow, Professor, Centre for Equity in Education, University of Manchester
(c) Ms. Codou Diaw, Executive Director, Forum for African Women Educationalists
(d) Mr. Gaston De la Haye, Deputy General Secretary, Education International

XI. Resolution adopted by the 48th session of the International Conference on Education (ICE): Message of Peace and Goodwill to the Government and People of India; and vote of thanks by H.E. Mrs. D. Purandeswari, Minister of State for Human Resource Development, India

XII. Closing address and acknowledgements by Ms. Clementina Acedo, IBE Director and Secretary of the Conference

XIII. Closing address by Mr. Nicholas Burnett, Assistant Director-General, on behalf of Mr. Koïchiro Matsuura, Director-General of UNESCO

XIV. Closing address by H.E. Mr. Charles Beer, State Counsellor, Head of the Swiss Delegation

XV. Closing address by H.E. Mr. Abdulsalam M. Al-Joufi, Minister of Education of Yemen, Chair of the 48th session of the ICE

XVI. Speech of H.E. Mr. Raul Vallejo Corral, President of the IBE Council, on the occasion of the Comenius Medal Award Ceremony

XVII. Speech of Mr. Koïchiro Matsuura, Director-General of UNESCO, on the occasion of the Comenius Medal Award Ceremony

XVIII. Speech of Ms. Eva Bartonova, First Deputy Minister of Education, Youth and Sport of the Czech Republic, on the occasion of the Comenius Medal Award Ceremony

XIX. Conclusions of Joint Expert Group UNESCO (CR)/ECOSOC (CESCR) on the Monitoring of the Right to Education

XX. List of Speakers in the Workshops

XXI. List of Sponsors and Partners

XXII. List of documents prepared for the Conference

XXIII. List of Participants

XXIV. UNESCO Representatives and IBE Secretariat

(e) H.E. Mr. Lenin Moreno Garcés, Vice-President, Republic of Ecuador
UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

INTERNATIONAL CONFERENCE ON EDUCATION

Forty-eighth session

International Conference Centre, Geneva
25-28 November 2008

“INCLUSIVE EDUCATION: THE WAY OF THE FUTURE”

AGENDA

1. Opening of the Conference
2. Adoption of the Provisional Agenda (ED/BIE/CONFINTED 48/1)
3. Election of the Chairman
4. Election of the Vice-Chairs and the Rapporteur of the Conference and constitution of the Drafting Group of the “Conclusions and Recommendations”
5. Proposed Organization of the Work of the Conference (ED/BIE/CONFINTED 48/2)
7. Presentation of the Outcomes of the Work of the Conference by the Rapporteur
8. Adoption of the Conclusions and Recommendations of the 48th session of the ICE (ED/BIE/CONFINTED 48/5)
9. Closing of the Conference
PART I

ORGANIZATION OF THE CONFERENCE

A. Opening Ceremony

1. The 48th session of the International Conference on Education (ICE), convened by the Director-General of UNESCO in accordance with the 34 C/Resolution 4 adopted by the General Conference at its 34th session, was held at the International Conference Centre, in Geneva, from 25 to 28 November 2008 on the theme “Inclusive Education: The Way of the Future”.

2. The importance of the Conference as a unique international forum for policy dialogue in the field of education and its specific place within UNESCO’s overall strategy for fostering quality Education for All (EFA) and the Millennium Development Goals (MDG) was confirmed by the exceptional level of political representation. More than 1,600 participants, including approximately 100 ministers and deputy ministers of education from 153 UNESCO Member States, alongside representatives of 20 intergovernmental organizations, 25 Non-Governmental Organizations (NGOs), foundations and other institutions of civil society, took part in the constructive and challenging debates. The list of participants is given in Annex XXIII.

3. The participants were greeted at the beginning of the Conference by the songs of the children’s choir les Jeun’Voix, directed by Ms. C. Fellay, from the Department of Education, Republic and Canton of Geneva. Their best wishes for a successful Conference were warmly welcomed by the delegations.

4. The session was officially opened by H.E. Mrs. D. Purandeswari, Minister of State for Human Resource Development and Head of the Delegation of India, the country that assumed the Chairmanship of the 47th session. Mrs. Purandeswari’s opening address is reflected in Annex I.

5. The Chair invited first Mr. Koïchiro Matsuura, Director-General of UNESCO, and then H.E. Mr. Charles Beer, State Counsellor, Department of Education, Republic and Canton of Geneva, and Head of the Swiss Delegation, to address the Conference. Their speeches appear respectively in Annexes II and III.

6. The Chair introduced the provisional agenda (ED/BIE/CONFINTED 48/1), which was adopted as it appears at the beginning of this report, and invited H.E. Mr. Raúl Vallejo Corral, President of the Council of the International Bureau of Education (IBE), to present the recommendations made during the 57th session of the IBE Council, which took place that morning, with regard to the Bureau of the Conference, including the new Chair.

7. Upon the proposal of the Electoral Group Vb (Arab States), the Conference elected by acclamation H.E. Mr. Abdulsalam M. Al-JOUFI, Minister of Education, Yemen, as the Chair of the 48th session of the ICE. H.E. Mr. Al-Joufi’s opening address is contained in Annex IV.

8. The Conference then established its Bureau and elected the following ten Vice-Chairs by acclamation:

   Ms. Fatma ABDULLAZADE (Republic of Azerbaijan)
   Mr. Michel AUDET (Canada)
   H.E. Ms. Mirna Vallejos DE CRESPO (Republic of Panama)
9. Mrs. Tibisay HUNG, Vice-Minister in charge of Academic Policies, Ministry of Higher Education, Bolivarian Republic of Venezuela, was then elected Rapporteur of the Conference by acclamation.

10. The Conference endorsed both the IBE Council’s proposals related to the Drafting Group, namely that it should be presided over by Ambassador Michael Omolewa, Permanent Delegate of Nigeria and President of the Working Group on the ICE, and that it should be composed of two representatives from the six electoral groups and, ex-officio, of the members of the Working Group on the ICE (identified below with an asterisk). The Drafting Group brought together, therefore, the representatives of the following Member States:

Group I: Canada*, the Kingdom of Belgium and the United States of America;
Group II: The Czech Republic, the Republic of Latvia* and the Russian Federation;
Group III: The Argentine Republic, the Bolivarian Republic of Venezuela* and the Federative Republic of Brazil
Group IV: Japan, the Republic of India and the Republic of Indonesia*
Group Va: The Republic of Cameroon, the Republic of Kenya and the Federal Republic of Nigeria*
Group Vb: The Hashemite Kingdom of Jordan, the Great Socialist People’s Libyan Arab Jamahiriya and the Sultanate of Oman*

11. Upon the invitation of the Chair, Ms. Clementina Acedo, IBE Director and Secretary of the Conference, introduced and explained document ED/BIE/CONFINTED 48/2 “Proposed Organization of the Work of the Conference”, which was adopted. Her address is reflected in Annex V.

B. Organization of Work – Working methods

12. Based on the positive experience of previous sessions and on the recommendations of the IBE Council, the structure of the 48th session of the ICE was designed to provide multiple opportunities to foster genuine dialogue among all participants and stakeholders. The organization of the Conference, therefore, included:

- An introductory debate entitled “From Inclusive Education to Inclusive Society”, followed immediately by “Research Findings and Policy Challenges for Inclusive Education”;
- A total of twelve workshops on the four sub-themes around Inclusive Education, namely: (1) Approaches, Scope and Content; (2) Public Policies; (3) Systems, Links and Transitions; and (4) Learners and Teachers;
- Two plenary sessions of synthesis and discussions of the workshops’ outcomes, including a brief report by the Joint Expert Group UNESCO(CR)/ECOSOC (CESCR) on the Monitoring of the Right to Education;
- A final debate entitled: “Inclusive Education: From Vision to Practice”;
- A closing session.
13. The main document of the Conference, ED/BIE/CONFINTED 48/3 “Inclusive Education: the Way of the Future – Reference Document”, was used as the conceptual basis to promote a rights-based vision of Inclusive Education that responds to the needs, abilities, characteristics and learning expectations of all students and their communities. Several other background documents were prepared by the IBE and the stakeholders to reflect various realities, approaches and challenges across regions and to support the broadened notion of Inclusive Education. The list is contained in Annex XXII.

14. The introductory debate took the form of a plenary session chaired by the Director-General of UNESCO, with five internationally renowned keynote speakers contributing their insights and perspectives namely:

(a) H.E. Ms. Liu Yandong, State Councillor, People’s Republic of China
(b) H.E. Mr. Xavier Darcos, Minister of National Education, French Republic
(c) H.E. Ms. Naledi Pandor, Minister of Education, Republic of South Africa, Chair of the Conference of Ministers of Education of the African Union
(d) Ms. Navanethem Pillay, United Nations, High Commissioner for Human Rights
(e) H.E. Mr. Lenin Moreno Garcés, Vice-President, Republic of Ecuador

Their keynote speeches are reproduced in Annex VII.

15. The following plenary “Research Findings and Policy Challenges for Inclusive Education” focused on the latest trends emerging from research and cutting-edge studies and offered an analysis of comparative data on quality, equity and inclusion both from OECD–PISA (Organization for Economic Co-operation and Development – Programme for International Student Assessment) and the EFA Global Monitoring Report 2009, entitled “Overcoming Inequalities: Why Governance Matters”, which was launched during the Conference. The presentation on regional trends and main areas of policy debate on Inclusive Education as they emerged from the regional preparatory workshops and conferences organized by UNESCO and the stakeholders could not be given due to time constraints.

16. The subsequent series of twelve workshops on the four sub-themes, as well as the final debate, were organized in panel discussions, where over one hundred ministers, senior officials, researchers, experts and representatives of the international and non-governmental organizations from all the regions of the world engaged in and played an active role as panellists, moderators and rapporteurs. The two following summing-up sessions provided an opportunity to report back to the plenary and to discuss the outcomes of the workshops. The workshops synthesis reports, the list of the final debate’s speakers and their speeches and the list of speakers in the workshops are reflected in Annexes VIII, IX, X and XX.

17. The Conclusions of the Ninth Meeting of the Joint Expert Group UNESCO (CR)/ECOSOC (CESCR) on the Monitoring of the Right to Education, which had taken place on 25 November on “Inclusive Dimensions of the Right to Education”, was also included in the first synthesis session. The document is to be found in Annex XIX.

18. The preparatory process of the 48th session of the ICE played a key role in fostering the engagement of participants from various countries and was considered as an example of involving stakeholders and catering for public support and effective partnerships. Over the period 2007-2008, thirteen regional preparatory workshops and conferences and one international seminar took place with the aim of mobilizing knowledge on Inclusive Education and ensuring more informed debates. Over nine hundred participants from more than 120 countries were engaged in these events.

20. Through the IBE Community of Practice (COP) in Curriculum Development and in close cooperation with the stakeholders, nine regional preparatory workshops were organized, aimed at promoting a participatory dialogue on key issues and challenges on Inclusive Education, at a regional and sub-regional level (in 2007, Romania/June; Kenya/July; United Arab Emirates/August; Argentina/September; Rwanda/September; Belarus/October; China/November; Jamaica/December; and in 2008 Finland/March). Most of the preparatory workshops and conferences resulted in regional “roadmaps” that participating countries adopted at the end of their deliberations, identifying concrete actions in the strategic areas of policymaking, legislation, finance, institutions, curriculum design, awareness and support.

21. A further intellectual contribution was provided by the international seminar held in Geneva in November 2008, entitled *L’éducation pour l’inclusion : de la recherche aux réalisations pratiques*, organized in cooperation with the Faculté de psychologie et des sciences de l’éducation (FAPSE) of the University of Geneva, and the Service de la recherche en éducation (SRED) of the Department of Education, Republic and Canton of Geneva.

22. Further preparatory activities contributing to the success of the Conference were the 144 personal messages received from ministers from all over the world, which addressed the Conference’s theme, and which were given special visibility with an exhibition and a publication as well as with a special section devoted to the ICE on the IBE website.

23. Building on a well established tradition, 115 National Reports on the Development of Education in the different countries were also gathered and made available for the ICE. These reports can be considered as one of the main sources for comparing educational data across countries and over time, and a useful tool for the exchange of information and experience in the field of education.

24. A Special Issue of “Prospects”, UNESCO’s quarterly review of comparative education was devoted to the theme of the Conference, *Inclusive Education* (145, Vol. 38, no. 1, March 2008). The issue draws together a selection of articles combining theoretical and field research dealing with the notion of Inclusive Education and the challenges encountered in the policymaking and implementation processes. The publication was distributed in English, French, Spanish and Chinese.

25. Five videos were produced for the ICE to introduce and illustrate the Conference’s theme and four sub-themes in a visually inspiring manner. The footage was projected at the beginning of the introductory debate and each workshop and proved instrumental in clarifying the concept of Inclusive Education and its different implications, using images from selected concrete experiences and effective practices in various geographical regions.

26. All the ICE materials (working documents, contributions, presentations, national reports, ministerial messages, etc.) will be included in a CD-ROM which will be widely disseminated.
27. The organization of the 48th session of the ICE has benefited from the support (in the form of intellectual and/or financial contributions) of a wide range of partners, including governments, ministries of education, UNESCO National Commissions, organizations of the United Nations System, intergovernmental organizations, international non-governmental organizations, foundations, the private sector, as well as research and academic institutions in a number of countries. The list of sponsors and donors is contained in Annex XXI. The close cooperation and active support, in all preparatory phases and during the actual week of the Conference, of staff from UNESCO Headquarters, Regional Bureaus, Cluster and National Offices, Education Institutes and Centres have also made an important contribution to the Conference. The UNESCO representatives and the IBE Secretariat are listed in Annex XXIV.

C. Closing Session

28. The Chair officially opened the closing session of the ICE and gave the floor to Mrs. Tibisay Hung (Bolivarian Republic of Venezuela) as the Rapporteur of the Conference, to present her oral report. The report highlighted the key points, challenges and achievements on Inclusive Education, as they were debated during the works of the ICE, and was adopted by the Conference by acclamation. It is reproduced in Part II A. of this report.

29. A brief pause then followed when the Chair announced that a musical performance on HIV and AIDS would be carried out on stage within the framework of the 20th Anniversary of World AIDS Day, which was to be celebrated on 1 December. Mr. Serge Djoungong, also known as Nega, a Swiss rapper of Cameroones origin, was then called to sing a song that had been especially composed for the Conference and its theme and which was well received by the audience.

30. The Chair resumed the official session and invited Ambassador Michael Omolewa, President of the Working Group on the ICE and President of the Drafting Group, to present the “Conclusions and Recommendations of the 48th session of the ICE”, reflecting the deliberations of the Conference. The President of the Drafting Group informed the Conference that a minor addition had been suggested by the joint meeting of the Bureau of the 48th ICE and the Steering Committee of the IBE Council. The Conference accepted the addition, and the final document of the 48th session of the ICE (ED/BIE/CONFINTED 48/5) was adopted by acclamation. The document is contained in Part II B. of this report.

31. The President of the Drafting Group also took the opportunity to read aloud the proposed text of a resolution, then fully endorsed by the Conference, that would convey to the Government and People of India a “Message of Peace and Good Will”, as an acknowledgment of the tragedy that occurred on 26 November in Mumbai, India. H.E. Mrs. D. Purandeswari, Minister of State for Human Resource Development and Head of the Delegation of India, was then given the floor and expressed her appreciation and thanks for the gesture and the sentiments of the delegates. The texts of the resolution and of the “Vote of thanks” are to be found in Annex XI.

32. The formal closing ceremony was then officially opened by the Chair, who called upon Ms. Clementina Acedo, IBE Director and Secretary of the Conference, to address its participants. Ms. Acedo expressed her thanks to all those who had contributed to the Conference and acknowledged their strong support, which constituted the precondition for the success of the ICE. Her closing address is illustrated in Annex XII.

33. The Chair gave the floor, first, to Mr. Nicholas Burnett, UNESCO Assistant Director-General for Education, representing the Director-General of UNESCO, and, then, to H.E. Mr. Charles Beer,
State Counsellor, Department of Education, Republic and Canton of Geneva, and Head of the Swiss Delegation. Their closing addresses are reflected in Annexes XIII and XIV.

34. Finally, the Chair delivered his brief closing address and pronounced the works of the 48th session of the ICE officially closed. The speech of H.E. Mr. Abdulsalam M. Al-Joufi is reproduced in Annex XV.

D. Award Ceremony of the J. A. Comenius Medal

35. In the early afternoon of 26 November, the award ceremony of the J. A. Comenius Medal took place under the chairmanship of H.E. Mr. Raúl Vallejo Corral, President of the Comenius Medal Jury. The Medals and the Diplomas were awarded by Ms. Eva Bartonova, First Deputy Minister of Education, Youth and Sport of the Czech Republic and Mr. Koïchiro Matsuura, Director-General of UNESCO to nine educators and one project. The speeches of H.E. Mr. Raúl Vallejo Corral, Mr. Koïchiro Matsuura and Ms. Eva Bartonova are contained in Annexes XVI, XVII and XVIII.

36. The Laureates were identified through a thorough selection process, conducted by the Jury, whose recommendations had been endorsed by the Director-General of UNESCO. The Comenius Medal aims at rewarding outstanding achievements in the fields of educational research and innovation and exceptional examples of personal devotion to education and the ideals of UNESCO demonstrated throughout an important part of one’s life. As well as commemorating the spiritual heritage of Jan Amos Comenius, its principal goal is to promote and encourage new initiatives making a significant contribution to the development and renewal of education.

37. The 2008 Laureates are:

   (1) Ms. Samira AL SAAD (KUWAIT)
   (2) Mr. Daniel Fernando FILMUS (ARGENTINA)
   (3) Mr. Phillip William HUGHES (AUSTRALIA)
   (4) Mr. Dr. Basu Dev KAFLE (NEPAL)
   (5) Ms. Laila Ahmed El-Sayed KARAM EL-DIN (EGYPT)
   (6) Ms. Onerva MÄKI (FINLAND)
   (7) Mr. Mamadou NDOYE (SENEGAL)
   (8) Ms. Sylvia Irene SCHMELKES DEL VALLE (MEXICO)
   (9) Mr. Tirussew TEFERRA (ETHIOPIA)
   (10) World Literature Centre, Bishwo Shahitto Kendro (BANGLADESH)

38. The Comenius Medal Award Ceremony was well received by the ICE delegates and given full prominence. According to the established tradition, the Government of the Czech Republic offered a study tour in Prague to the Comenius Laureates, immediately after the ICE. Suggestions for a possible follow-up event or conference that could present the work and contributions to the field of international comparative education of past and present laureates were made.

E. Side events and other events

39. Several new activities were organized alongside the official ICE agenda, with the aim of providing enhanced opportunities for reflection and dynamic interaction on the main theme of the Conference, targeting different audiences and strengthening partnerships, sharing and networking with different stakeholders.
40. Over the three-day conference period, eight side events were organized, providing opportunities to focus on specific topics selected on the basis of their relevance and links to Inclusive Education and contributing to a better understanding of the different aspects of inclusion. The themes debated were the following: “The UNESCO Initiative Basic Education in Africa Program (BEAP)”; “The Role of ICTs in Curricular Innovation”; “Disaster Risk Reduction as an essential contribution to Inclusive Education”; “The World Programme for Human Rights Education”; “Quality Education, Equity and Sustainable Development as a holistic vision through UNESCO’s four World Education Conferences 2008-2009”; “Regional Issues and Challenges of Inclusive Education: From Romania to Cameroon”; “Policy Guidelines on Inclusion in Education”; and “The Right to Inclusive Education: Concerns, Issues and Challenges”.

41. A very innovative initiative was the web-cast round table entitled “From Theory to Practice: Young People Address Ministers of Education on Policies and Ground Realities”. Chaired by Mr. Nicholas Burnett, UNESCO Assistant Director-General for Education, and moderated by the renowned BBC journalist, Mr. Tim Sebastian, the round table brought together six young people from around the world with different experiences who shared common perspectives on inclusion. They had the opportunity of putting critical questions to five ministers of education from different geographical regions, and comparing common/different approaches to inclusive education systems and societies. The great interest demonstrated by the participants in the frank interactions resulted also in high media visibility for UNESCO. The list of Round Table's participants is included in Annex XXIII.

42. During the Conference, the EFA Global Monitoring Report 2009 “Overcoming inequalities: why governance matters” was officially launched, with an interactive meeting mainly devoted to journalists. Eight years after the World Education Forum in Dakar (Senegal), the report assessed the progress towards achieving the EFA goals, providing fresh data and trends analysis. The modality of launching the EFA Global Monitoring Report during the 48th session of the ICE proved to be ideal, with both events receiving excellent media coverage.

43. The very large gathering of participants during the ICE provided an opportunity for the organization of bilateral meetings as well as other events of specific interest, including:


b. On 26 November: the signing of the Cooperation Agreement between UNESCO and Bahrain for the establishment of a Regional Centre for Information and Communication Technology in Manama, Bahrain; and the consultations with the E9 Ministers of Education;

c. On 27 November: consultations with the ministers of education who would participate in the 8th High Level Group meeting on EFA, Oslo, 16-18 December 2008;

d. On 27 November: “Diálogo literario intercultural con los escritores ecuatorianos Raúl Vallejo y Ariruma Kowi” by H.E. Mr. Raúl Vallejo Corral, Minister of Education and Mr. Ariruma Kowi, Under-Secretary of Education for Intercultural Dialogue, Ecuador.

44. Lastly, as is customary, the IBE Council held the two parts of its 57th session on 25 November, immediately before the Conference opening to review any last-minute issues, and on 28 November, immediately after the conclusion of the Conference, to draw a preliminary evaluation of the Conference’s outcomes.

45. On 28 November in the afternoon, after the conclusion of the Conference, a special screening was organized for all participants, of “The Class”, a film by Laurent Cantet, Palme d’or of the 2008
Cannes film festival. The film represents a rare example of cinema interest in education, highlighting the several challenges all education systems face worldwide and, in particular, the teacher-student relationship in a learning environment characterized by multicultural diversity.

F. Exhibitions

46. Under the theme “Practising Inclusion”, this exhibition added value to the Conference by offering an attractive learning space, where participants could become acquainted with innovative technologies and interact, share visions and insights, and acquire relevant materials. It showcased, in an attractive manner, concrete experiences and effective practices of Inclusive Education, involving over 30 exhibitors from UN agencies, NGOs, the private sector as well as key IBE and UNESCO partners. The exhibition’s arrangements were also successfully used for fund-raising purposes.

47. An exhibition of UNESCO education publications was organized with the participation of UNESCO Headquarters in Paris and 11 UNESCO Institutes, Centres and Regional Bureaux. The books, journals, CD-ROMs and information brochures, displayed and disseminated, attracted the interest of a high number of participants.

48. Finally, in coordination with the Pedagogical Museum of J. A. Comenius in Prague, the exhibition entitled “Education for All: The Legacy of J. A. Comenius to the World” was held. It was dedicated to the legacy of the “Teacher of the Nations” J. A. Comenius, his concept of education for all people regardless of their social position or gender and his timeless teaching principles. A screening of the concert “Vivat Comenius”, organized by the Uffizi Gallery in Florence, Italy, was also presented, alongside posters and other images of J. A. Comenius life and studies.

The list of all exhibitors is included in Annex XXIII.
PART II

DOCUMENTS ISSUED BY THE CONFERENCE

A. GENERAL REPORT OF THE 48th SESSION OF THE INTERNATIONAL CONFERENCE ON EDUCATION (ICE)

Presented by Ms. Tibisay Hung Rico, Deputy Minister for Academic Development, Minister of the People’s Power for Higher Education, Bolivarian Republic of Venezuela

Chairman of the 48th session of the International Conference on Education,
Director-General of UNESCO,
President of the IBE Council and other Members of the Bureau and Drafting Group of the 48th International Conference on Education,
Ministers, Deputy Ministers and High Authorities of the different countries,
Members of the Diplomatic Missions present,
Representatives of multilateral organizations, NGOs and other participating institutions,
Distinguished Delegates,
Ladies and Gentlemen,

I should like to begin by expressing my personal gratitude for the honour you have bestowed on the Bolivarian Republic of Venezuela by appointing me General Rapporteur for the 48th International Conference on Education (ICE).

I take this opportunity to convey the warmest and friendliest greetings of the Bolivarian Republic of Venezuela, on behalf of our President, Hugo Chávez Frías, of the Ministers of the People’s Power for Education and Higher Education, Doctors Héctor Navarro and Luís Acuña, and on my own behalf.

Taking part in an event such as this, which we share with the highest authorities of the member states of UNESCO, Vice-Presidents, Ministers, education experts, teachers, students and the general public, represents for us the realization of an essential part of the ideal of our Liberator, Simón Bolívar, of unity among nations, and even more so in the case of an educational event, at which we have had occasion to discuss Inclusive Education: The Way of the Future. We feel sure that being concerned with what is happening in the world and discussing it in an academic setting constitutes one of the loftiest expressions of humanity and the drive for human achievement in the active construction of a better future for all.

Our warmest thanks go to the organizers of this Conference. The chosen theme allowed for a rich and interesting debate from different points of view, which we believe established agreement on the urgent need for inclusive education – without confusing the concept of inclusive education with that of assimilation, but taking inclusion to mean a way of integrating cultural, political, racial, ethnic, gender and linguistic diversity, the self-determination of indigenous peoples, etc., and covering also persons who for some reason are temporarily deprived of their liberty.

The theme was analyzed in depth, with the participation of delegates and other participants from the majority of countries, in the course of four workshops, as well as at four round tables to discuss issues related to inclusive education. These round tables addressed topics connected with the definition, characteristics and other aspects of inclusive education, such as approaches, scope and content, public policies, systems, links and transitions, and learners and teachers.
The participants tackled the problem first discussing its conceptualization, considering where it should lead, who are the actors involved, what the content should be, in what direction public policies should be heading to achieve inclusive education, what the education system is like, the functioning of the school system, what we are educating for and who is responsible for training educators.

It is important, once again, to highlight the wealth of the discussion on this issue, which was analyzed even from a linguistic point of view. One participant suggested that, at least in French, it was awkward to talk about “education for inclusion”. It appears very important, in other words, to take full account of this diversity of opinions, since this is the only way we can arrive at a position of consensus, for “in dissension lies consensus”, as we say in Venezuela.

But apart from that, I feel I should say something about the inputs which, from my point of view, this Conference has left us with, so that we may continue to look in more detail at the subject of lifelong Inclusive Education.

We believe that the foundations of any education system must first consist of inclusion, accompanied by the development of values such as solidarity and cooperation, as well as the close collaboration with the communities, their needs and their expectations, underpinned by a profound sense of social commitment.

In our understanding, the essential aim of education in general must be to guarantee the lifelong participation of all in the production, the socialization and the creative exploitation of knowledge. This would imply the need for a structural transformation of the existing education system, which would advance towards new values, new educational practices and a structure and institutional functioning of quality. It also implies reviewing priorities, methods and the uses to which knowledge is put, its nature and the form in which society produces and appropriates it.

The objectives of governments in their role as regulators must include a clear expression of the responsibilities of all the actors involved, since many participants voiced their opposition to the notion of privatizing education. Privatization would increase inequality in terms of access to education, which would particularly affect the poorest and most vulnerable sectors of society.

We believe – and we feel it is the view of many representatives of the countries taking part in this Conference – that the strategic guidelines of education policy should be linked to other sectors, such as health, sport and culture, and oriented towards a political commitment, a political will on the part of those responsible for formulating public educational and social policies to ensure the quality lifelong inclusion of all in the education system.

In this sense, such guidelines must reflect a clear wish to undertake a structural and institutional transformation, so as to ensure that inclusive education can become a space for the creation and socialization of knowledge, while taking account of diversity, and linked to innovation and the social appropriation of knowledge.

In the limited time available, I should like to offer you a summary of the most relevant aspects of lifelong inclusive education discussed at this Conference:

1. We are pleased to note that so much attention has been paid during this 48th session of the International Conference on Education to the vulnerable sectors of society, such as persons with special needs, indigenous peoples and those living in rural areas. It also appears necessary to extend the concept and scope of Inclusive Education, in order to respect and recognize the diversity of other vulnerable sectors of the population.
2. Inclusive Education is therefore a theme that requires more specific definition and direction by the countries so that its actions give expression to the political will of the Member States of UNESCO.

3. The Heads of State and Government must reinforce their national educational legislation in the area of human rights and bring it in line with the standards established in international instruments. In addition, they must look upon lifelong Inclusive Education as a public and social right, in accordance with the Declaration of the Regional Conference on Education that was held in Cartagena, Colombia, in April 2008.

4. There was agreement regarding the view of one of the African Ministers of Education, to the effect that the world economic crisis cannot be taken as an excuse to cut back on investment in education. The budgets earmarked for education, health, culture and sport must not be affected by temporary economic disturbances.

5. The Member States of UNESCO must increase their assistance to countries most in need of support for inclusive education, bearing in mind the important fact that Africa is a UNESCO priority; for this reason and in our pursuit of other major objectives, it is essential to consolidate and enlarge international cooperation among member countries.

6. I consider it important to mention the proposal made during the Conference that the competent authorities should declare that all aspects of education must be kept free of violence.

7. With regard to the useful good practices reported in this respect, we consider that member countries should make every effort to introduce them, especially in the area of the eradication of illiteracy, as a strategy for achieving lifelong inclusive education. We might draw attention to the case of the Bolivarian Republic of Venezuela, which on 28 October 2005 was declared by UNESCO to be an illiteracy-free zone, thanks to the cooperation of the Republic of Cuba with its successful “Yes I can” method.

We suggest that countries should try to close off all avenues that lead to social, political and educational exclusion and should open up new paths to participation, for example, by setting up social networks in which both teachers and learners participate. Such networks can provide a link between daily life in the communities, with their own forms of organization, and institutional activity, for a constructive approach to life, conscience and human values.

Lastly I would like to reiterate our aspiration for unity. The advances, experiences and resources that we possess in the Bolivarian Republic of Venezuela will take on a new, more profound and more powerful meaning if they are shared with the rest of the world. Our first aim in participating in these events of reflection, research and exchange of knowledge is to learn from one another, to combine our strengths and to interconnect the struggles of our peoples.

I should not like to take my leave before sincerely apologizing for any involuntary omissions, but the task of reporting such a dense theme in so little time is not easy, although we have made every effort to convey as many of your views as possible.

Ladies and Gentlemen, I would like to congratulate you on your effort and I wish you a happy return to your countries.

Thank you very much.
B. CONCLUSIONS AND RECOMMENDATIONS OF THE 48TH SESSION OF THE INTERNATIONAL CONFERENCE ON EDUCATION (ICE)

Meeting at the forty-eighth session of the UNESCO International Conference on Education (Geneva, 25-28 November 2008), we, the Ministers of Education, heads of delegation and delegates from 153 Member States have, alongside representatives of 20 intergovernmental organizations, 25 NGOs, foundations and other institutions of civil society, taken part in constructive and challenging debates on the theme of “Inclusive Education: The Way of the Future.”

At the conclusion of our work, participants recalled Article 26 of the United Nations Declaration of Human Rights that states that everyone has a right to education. We also affirm that inclusive quality education is fundamental to achieving human, social and economic development.

We agreed that governments as well as all the other social actors have an important role in providing a quality education for all and, in doing so, should recognize the importance of a broadened concept of inclusive education that addresses the diverse needs of all learners and that is relevant, equitable and effective.

All forecasts suggest that the global financial crisis will have a disproportionate impact on the poor – those who carry the least responsibility for these events. In this context, we reaffirm the importance of inclusive education for reducing poverty, and improving health, incomes and livelihoods. Therefore, despite the current global financial crisis, we emphasize that funding for education should be a top priority and that the financial crisis should not serve as a justification for a reduction in the allocation of resources to education at both the national and international levels.

Building on the outcomes of the nine preparatory meetings and four regional conferences on inclusive education organized by UNESCO’s International Bureau of Education, and based on the results of plenary sessions and workshop debates which took place during this Conference, we call upon Member States to adopt an inclusive education approach in the design, implementation, monitoring and assessment of educational policies as a way to further accelerate the attainment of Education for All (EFA) goals as well as to contribute to building more inclusive societies. To this end, a broadened concept of inclusive education can be viewed as a general guiding principle to strengthen education for sustainable development, lifelong learning for all and equal access of all levels of society to learning opportunities so as to implement the principles of inclusive education.

Therefore, we recommend to Member States to:

I. Approaches, Scope and Content

1. Acknowledge that inclusive education is an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination.

2. Address social inequity and poverty levels as priorities, as these are major obstacles to the implementation of inclusive education policies and strategies, and deal with these problems within a framework of intersectoral policies.

3. Promote school cultures and environments that are child-friendly, conducive to effective learning and inclusive of all children, healthy and protective, gender-responsive, and
encourage the active role and the participation of the learners themselves, their families and their communities.

II. Public Policies

4. Collect and use relevant data on all categories of the excluded to better develop education policies and reforms for their inclusion, as well as to develop national monitoring and evaluation mechanisms.

5. Consider as appropriate the ratification of all international conventions related to inclusion and, in particular, the Convention on the Rights of Persons with Disabilities adopted in December 2006.

6. Pursue education in the public interest and strengthen the government’s capacity to orientate, promote and follow up on the development of equitable education of high quality in close partnership with civil society and the private sector.

7. Develop policies that provide educational support for different categories of learners in order to facilitate their development in regular schools.

8. View linguistic and cultural diversity in the classroom as a valuable resource and promote the use of the mother tongue in the early years of instruction.

9. Encourage educational stakeholders to design effective curricular frameworks from childhood onwards, while adopting a flexible approach in order to accommodate local needs and situations, as well as to diversify pedagogical practices.

III. Systems, Links and Transitions

10. Provide for the participation and consultation of all stakeholders in decision-making processes, as the overall responsibility of fostering inclusion implies the active engagement of all social actors, with the government playing a leading and regulatory role in accordance with national legislation when applicable.

11. Strengthen the links between schools and society to enable families and the communities to participate in and contribute to the educational process.

12. Develop early childhood care and education (ECCE) programmes that promote inclusion as well as early detection and interventions related to whole child development.

13. Strengthen the use of ICTs in order to ensure greater access to learning opportunities, in particular in rural, remote and disadvantaged areas.

14. Provide high-quality, non-formal educational opportunities that offer the possibilities for formal recognition of competencies acquired in non-formal settings.

15. Enhance efforts to reduce illiteracy as a mechanism of inclusion, bearing in mind the importance of literate parents on the education of their children.
IV. Learners and Teachers

16. Reinforce the role of teachers by working to improve their status and their working conditions, and develop mechanisms for recruiting suitable candidates, and retain qualified teachers who are sensitive to different learning requirements.

17. Train teachers by equipping them with the appropriate skills and materials to teach diverse student populations and meet the diverse learning needs of different categories of learners through methods such as professional development at the school level, pre-service training about inclusion, and instruction attentive to the development and strengths of the individual learner.

18. Support the strategic role of tertiary education in the pre-service and professional training of teachers on inclusive education practices through, *inter alia,* the provision of adequate resources.

19. Encourage innovative research in teaching and learning processes related to inclusive education.

20. Equip school administrators with the skills to respond effectively to the diverse needs of all learners and promote inclusive education in their schools.

21. Take into consideration the protection of learners, teachers and schools in times of conflict.

International Cooperation

22. Recognize UNESCO’s leading role with regard to inclusive education through:
   - Promoting the exchange and dissemination of best practices;
   - Providing, upon request, advice to countries on how they can develop and implement policies on inclusive education;
   - Encouraging South-South and North-South-South cooperation for the promotion of inclusive education;
   - Encouraging efforts to increase resources for education both at national and international levels.
   - Making special efforts to assist the Least Developed Countries and countries affected by conflict in the implementation of the recommendations.

23. Request other international organizations also to support Member States in the implementation of those recommendations as appropriate.

24. Disseminate the Conclusions and Recommendations, unanimously adopted at the closing of the forty-eighth session of the ICE among the actors and partners of the international educational community so as to inspire, guide, support and develop renewed and resolutely inclusive educational policies.
At the very outset, let me welcome you all in this 48th session of the International Conference on Education. Four years ago, when the international community as constituted in the International Conference on Education decided to accept India as the President of its forty-seventh session, it extended a singular honour to my senior colleague Mr. Arjun Singh by having him as the Chairperson of the Conference. It is with a sense of deep gratitude that I represent my senior colleague Mr. Arjun Singh, who is the outgoing Chairman of this Conference and could not attend this Session due to his pre-occupations in the country. As we start the work of this Session and on behalf of my senior colleague I prepare to pass on the mantle of the Presidency to the new Chairman of ICE who will be chosen during the course of this Conference, I would like to reiterate our deep sense of gratitude to the International Community for the honour you did to India and the Asia Pacific Region and whose responsibilities we tried to carry out with the support of all of you.

I would like to quote a few lines of the great poet & Nobel laureate Rabindra Nath Tagore, taken from his poem Geetanjali:

Where the mind is without fear and the head is held high;
Where knowledge is free;
Where the world has not been broken up into fragments by narrow domestic walls;
Where words come out from the depth of truth;
Where tireless striving stretches its arms towards perfection;
Where the clear stream of reason has not lost its way
into the dreary desert sand of dead habit;

Where the mind is led forward by thee into ever-widening thought and action –
Into that heaven of freedom, my Father,
let my country awake.

I am sure that we all will work together for making this world a knowledge society where the mind of each & every individual is without fear and all can hold their head high.

At the 47th Session, the Conference reflected a rich diversity of cultures and the discussions took place in an open and constructive manner. There was a near unanimity amongst the participants in the
preliminary debates as well as in the workshops. I compliment IBE and the UNESCO for the thematic workshops and choice of discussants and panelists.

The 47th Conference had reaffirmed the crucial importance of education for development, its role as an essential mechanism for combating social exclusion and had highlighted the proposed priorities for action to improve the Quality of Education for all young people.

As we commence the work of the 48th session of the International Conference on Education, I would like to compliment IBE and UNESCO for choosing a significant and timely theme “Inclusive Education: The way of the future” for this session.

The concept of inclusive education has evolved over time from a narrow view to a broader perspective in terms of definition and scope. This broader & nuanced understanding has been expressed in the message of Shri Arjun Singh, Union Minister of Human Resource Development of India for the Conference and I quote, “It would be important for this conference to expand the vision of inclusion beyond the traditional objective of poverty alleviation, to encompass equality of opportunity, as well as economic and social mobility for all sections of society, with affirmative action for all disadvantaged groups. I strongly feel that there must be equality of opportunity to all, with freedom and dignity, and without social or political obstacles. In particular, individuals belonging to disadvantaged groups should be provided special opportunities to develop their skills and participate in the growth process as education is the only hope to create inclusive society, which means an inclusive world”.

Our national policy and strategies aim at building not merely an inclusive education system but creating an inclusive society. Our policies stem from our unique historical experiences of a society faced with challenges of social problems like caste inequities, gender discrimination, socio-economic inequalities and existence of many ethnic groups and minorities. Thus, several groups have been focal point for the interventions in the sector of education viz. Scheduled Castes (SCs), Scheduled Tribes (STs), Educationally Other Backward Classes (OBCs), minorities and girls. Focus has also been on children with disabilities, migrant backgrounds, and those displaced under development projects and due to calamities. This is a recognition of special categories of children and youth who face exclusion both within education and outside in general. Thus, all policies and programmes have a common objective to bring education and better opportunities for the children and youth from these sections.

Recognizing the central role of government in reducing inequality and poverty through inter-sectoral approach, the XIth Five Year Plan of India for the period 2007-2012 lays particular emphasis on “Inclusive Growth”.

The commitment of the Government of India for promotion of “Inclusive Education” is firmly backed with substantial increase in financial outlays for this sector.

Like all international conferences, we have come here to articulate our different national positions, our achievements and our hopes and above all, we have assembled here to strike a common platform to discover common human destiny as well as to learn from each others’ experiences.

We look forward to a healthy discussion of the question of “inclusive education” at this Session. At this juncture, I recall the talisman that the Father of the Nation, Mahatma Gandhi gave to us. This is of particular relevance for policy makers and delegates present today if we wish to translate our common goal of creating an inclusive society that cares for the “last man”. And I quote,
“I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him.

Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions? Then you will find your doubts and yourself melting away.”

With these words, I request Mr. Matsuura, Director-General, UNESCO to take the floor. I wish the Conference a grand success.

Thank you.
ANNEX II

Opening address by Mr Koïchiro Matsuura
Director-General of UNESCO

Madam Chairperson,
Honourable Ministers of Education,
Honourable Heads of Delegations,
Ladies and Gentlemen,

I am delighted to welcome you all to the 48th session of the International Conference on Education (ICE).

I wish, first of all, to thank you Madam Chair for your stimulating opening address. Let me once again congratulate India for having presided so successfully the 47th ICE session, focused on quality education, which I had the pleasure to attend in September 2004.

I would also like to express my warmest thanks to the Swiss Federal authorities and to the Republic and Canton of Geneva for the generous hospitality they have always offered to this Conference and to the International Bureau of Education (IBE), which has been organizing the ICE sessions since 1934.

Let me take this opportunity to wish the IBE an early happy 80th birthday for next year. The IBE was the first intergovernmental body specialized in education to be born, and has been an integral part of UNESCO for 40 years.

The ICE sessions are a necessity in our globalized world, where it is crucial to have platforms that enable genuine dialogue on the future course of education. The theme of this 48th session, “Inclusive Education, The Way of the Future”, is more than timely. All ministers of education know that lack of knowledge, skills and competences is increasingly a cause of exclusion and of social tension. The presence of so many important stakeholders here today further reflects the fact that education is a societal project that cannot be achieved without broad partnerships. So let me warmly welcome ministers of education along with all the partners present today.

Time does not allow me to thank each and everyone who has contributed to this Conference. Let me at least thank the governments of Ecuador, India, Kuwait, Spain and Switzerland, all other governments and institutions that have collaborated in producing a series of videos, as well as UNICEF and the Fund of the Project of Prince Sultan bin Abdulaziz of Saudi Arabia.

We can say that this conference actually began nearly two years ago, with thirteen preparatory meetings that drew more than 900 participants from 128 countries. I would like to express my gratitude to all those who collaborated in the organization of these meetings, whose outcomes will shape debates over the next days. Let me also thank the private sponsors, NGOs and UN agencies that have contributed to the Conference exhibit.

I wish to express my gratitude to the IBE Council and its President, Mr Raúl Vallejo Corral, Minister of Education of Ecuador, for all the efforts they have made in preparing this year’s Conference.

Last, but not least, my thanks to the UNESCO staff, in particular Clementina Acedo and her team at IBE, whose hard work has enabled us to be here today.
Honourable Ministers,
Ladies and Gentlemen,

We come together at a particularly challenging time. Education is not an island. It is affected by forces as diverse as urbanization, migration, health, demography and political and economic systems. Most recently, the financial crisis has brought into sharp focus the fragility and interdependence of our world. As always, the poor are likely to be hardest hit. This calls for the firm resolve of all partners here today to ensure that no country reneges on its commitment to education.

Education is a fundamental human right, as stated in the Universal Declaration of Human Rights that celebrates its 60th anniversary this year. A number of important treaties and normative instruments have since reaffirmed this right – most recently, the Convention on the Rights of Persons with Disabilities, which came into force in May this year. All these instruments are rooted in the same principle of non-discrimination on any basis whatsoever.

This is the essence of inclusion: the right to learn for everyone, no matter what one’s background and circumstances might be.

Although a majority of countries have legislation making six to nine years of education compulsory, about 10 percent of the world’s primary school-age population is excluded – 75 million children. The 2009 Education for All Global Monitoring Report, that will be launched here later today, shows that children from the poorest households are those most likely to be excluded or to drop out of school early. Girls still have a higher chance of being out of school than boys. Living in a rural area or an urban slum, being disabled, belonging to a minority group or speaking a minority language all raise the likelihood of being excluded. Education is failing the most disadvantaged when education is the most powerful weapon for escaping poverty.

So the first challenge for education to become inclusive is to develop policies that make learning accessible for the most marginalized and vulnerable. Public policies exist that have made an enormous difference since 2000, when countries adopted the Millennium Development Goals and those of Education for All. We have seen historic progress across sub-Saharan Africa and in a number of South Asian countries towards universal primary education.

But there is a second and equally important dimension to inclusion. Are all children learning and in what conditions? How do you manage large classrooms with students from diverse backgrounds who do not share the same mother tongue? How do you promote citizenship and social responsibility, environmental awareness and knowledge about HIV prevention?

Learning assessments conducted at international, regional and national levels are rich sources of information on the extent to which education systems are succeeding or not in giving students basic knowledge in literacy, maths and science. Results show that large proportions of students in developing countries do not reach desirable levels of reading. Once again, student background comes heavily into play. In order to respond to the diversity of student needs, backgrounds and learning abilities, we need to give more attention to how schools and classrooms are organized, how teachers are trained and supported, and how curricula are developed.

High quality education systems promote excellence and equity. They have a vested interest in every student. The principles of inclusion challenge us to think in terms of diversity, openness and flexibility without losing sight of the basics required to make quality learning possible, most importantly teachers.
Finally, as I said, education is not an island. The Millennium Development Goals represent a global commitment to improve the lives of the world’s poorest people. Education is crucial for reaching each of these goals. To improve health and livelihoods developing countries need to vastly expand early childhood care and education programmes because large numbers of children suffer from malnutrition when they reach primary school. Youth and adult literacy and skills programmes play a central role in opening up new opportunities and promoting social cohesion. We cannot speak about inclusive education systems when 776 million adults live without basic literacy skills. This is a source of marginalization and poverty, not inclusion and empowerment.

Excellencies,
Ladies and Gentlemen,

The ICE opens a conference cycle organized by UNESCO in 2008-2009 focusing, after this event, on basic education for all, education for sustainable development, adult education and higher education. All these conferences are based on the conviction that education is a right and a foundation for development, and that learning takes place throughout life. They aim to encourage a shift towards more flexible, innovative education systems grounded in a concern for equity, inclusion and quality.

Inclusion paves the way to a better shared future. It is crucial that the outcomes of this Conference translate into policies and practices aimed at attaining high-quality education for all learners. It is first and foremost a matter of political will based on a vision of society in which learning opportunities are within everyone’s reach.

Thank you.
ANNEX III

Opening address by H.E. Mr Charles Beer
State Counsellor, Head of the Swiss Delegation

Chairman,
Excellencies,
Honourable Ministers,
Distinguished Heads of Delegations,
Director-General of UNESCO,
Madam Director of the IBE,
Ladies and gentlemen representing the world of teachers, science and civil society,
Dear friends and conference guests,

On behalf of the Swiss Confederation and the Canton of Geneva, I wish to welcome you to Geneva. It is both a pleasure and a great honour for me to be able to welcome you here every four years for the sessions of the International Conference on Education, the principal ministerial meeting in this field at the global level. I thank you very sincerely for having made the journey, sometimes from very far away, and coming to Geneva in order to discuss inclusive education as the way of the future.

Geneva, the seat of the International Bureau of Education, the place where Jean Piaget decided to carry out his most important work, is thus honoured and ready once more to fulfil its role as host and venue open to all those working to improve the way of life of our planet’s inhabitants.

We shall have the opportunity during the four days of this Conference to become more fully acquainted, whether in the various discussion workshops or, more informally, during the different events organized alongside the ICE.

Indeed, I believe that personal contacts are of paramount importance for the complete success of this Conference. In this respect, I would like to congratulate the Secretariat of the IBE in organizing the work in such a way as to promote and encourage such contacts. I think it would be very difficult to initiate an international dialogue and an exchange of experiences on educational policies without knowing one another — if only a little.

This 48th session of the ICE is devoted to inclusive education, that is to say the challenge of developing an education that takes into account pupils in all their diversity, wherever they come from, whatever their handicap and whatever their particular needs. The stakes are high in guaranteeing access to and the quality of Education for All. I would like to share with you my expectations and my main objectives for this Conference:

1. First, I am mindful that this 48th session is consistent with UNESCO’s far-reaching goal of achieving Education for All by 2015. Education for All: for girls and boys regardless of culture, language or religion. Education for All, the necessary precondition for sustainable development.

Switzerland, in its policy of development co-operation, places great importance on the theme of inclusive education. It particularly supports access to education for groups that are often excluded by society (such as cultural and linguistic minorities, nomads, people living in remote areas, girls and women), as well as the qualitative improvement of these systems, thanks to a better alignment of educational supply with the diversity of learners and their needs. It also pays close attention to equity by encouraging links and equivalences between different types
of educational provisions, both formal and non-formal, so as to avoid a two-track education system, leaving the most vulnerable with access to an inadequate service.

In Switzerland, significant work is being carried out at this moment on this subject at the cantonal level. In fact, each canton must adopt a concept of specialized education, designed for children with handicaps and with special needs. This concept is based on the new division of tasks between the cantons and the Confederation, on cantonal and inter-cantonal arrangements so as to arrive at an agreed terminology, uniform quality standards on the level of services and a homogenous procedure for diagnostic evaluation.

In Geneva, a law has just been adopted on the integration of handicapped children and young people with special needs. Its entry into force will therefore mark a profound change in the organization, functioning and interaction between regular teaching, the provision of special needs and special education in a context of integration.

Furthermore, in Geneva, the implementation of an inclusive education system is involving those concerned with compulsory education in such a way as to postpone early selection for special teaching, special education, socio-cultural activities and the services responsible for the educational, health and social follow-up of children and adolescents experiencing difficulties. This programme, which is undergoing development, is also based on a discriminatory system that grants greater means to those schools taking action in the most disadvantaged sectors so that they may be successful in their activities. This takes the form of educational support and corresponds to a more general plan for the development of these districts.

Indeed, we think that success in the challenge of achieving inclusive schools also depends on the mobilization of all public policies, particularly those concerned with education, so as to support the functioning of educational establishments.

2. Next, I believe that one of the major roles of the ICE is to promote policy dialogue, and to work towards the introduction of a common reference framework directly implicating the role of governments in developing and executing educational policies. This is a priority objective for the IBE’s programme: to encourage, to facilitate, to promote and to provide the intellectual framework for the comparison of education systems and the solutions adopted, to compare innovative ideas and avant-garde projects, to seek to focus the various needs expressed, to accept and respect the different approaches adopted. This aspiration implies the adoption of conclusions and recommendations that are relevant for everybody.

3. This should not be a one-way dialogue — to speak frankly, from the North to the South. Over the last decades of the twentieth century, Europe has become a destination for immigration, and this process is likely to intensify over the coming years. This continent is welcoming more and more young people from different cultures with different backgrounds. Policy dialogue should therefore also take place in the other direction — from the South to the North. This is in everyone’s interests.

4. Finally, and reflecting the need to promote policy dialogue on education, I would like to recall that UNESCO intends to make the IBE a world centre for competence and excellence on curricula. This objective is essential in the perspective of guaranteeing quality education open to everyone in societies that are increasingly diverse and heterogeneous. The most important thing, then, is to bring together the powers and the means necessary to achieve it.

These are my three objectives. I have no doubt that we will achieve them together.
I should like here to congratulate the IBE Director and her collaborators for all the preparatory work carried out prior to the Conference, as well as for the quality of the documents provided to us. They present us with valuable background information contributing to our debates. In this way, we are invited to compare our ideas and to assume our responsibilities.

It remains to thank the International Bureau of Education, which has been able to organize our work so as to facilitate the discussions and those more relaxed moments intended to strengthen our ties with those responsible for education worldwide.

I thank you for your attention and wish you very fruitful exchanges.
ANNEX IV

Opening address by H.E. Mr. Abdulsalam M. Al-Joufi
Minister of Education of Yemen, Chair of the 48th session of the ICE

Madam Chairperson of the 47th session,
Director-General of UNESCO,
Madam Director of the International Bureau of Education,
Excellencies, Ministers of Education,
Excellencies, Ambassadors of the participating countries,
Gentlemen, Members of the delegations participating in the Conference,
All of the distinguished attendants,

At the outset, I would like to thank you all for attending and participating in the activities of the 48th session of the conference, and I greatly appreciate the confidence you have placed in me to preside over this session and direct the dialogues and discussions thereof with my deputy colleagues.

I have come from the land of civilizations, Yemen, where the first dialogue of civilizations took place between Queen Belquis and Prophet Solomon. There, the Yemeni people were able, thanks to the language of dialogue, to spread Islam to Southeast Asia; today’s democracy and political pluralism were considered as essential features of governance; women’s rights and human rights were respected; and there we strove to make school as “a lead by example” microcosm for democratic exercises, along with many other activities, such as the Parliament of children, respect for new values in society and refusal of the culture of violence, extremism and terrorism.

As you all know, education is a human right guaranteed by constitutions, laws and regulations, as well as a long-term human investment. Given the importance of education as a key factor to comprehensive, integrated and sustainable human development, educational systems have worked on expanding education and improving quality, and provided for all, whether male or female, equal opportunities of learning and social progress. Since the Dakar Forum in 2000, great efforts have been made towards achieving the objectives of Education for All (EFA), particularly through developing and implementing national plans on Education for All. Considerable successes and achievements have been attained, as many states went ahead towards achieving the Millennium Development Goals (MDG) and the objectives of Education for All, however, the international community could not – unfortunately – achieve justice and equality, supposed to have been materialized by 2005.

As indicated in the documents of the conference, there are more than 77 million children who are not yet enrolled in school, in addition to more than 781 million illiterate adults.

This exclusion is particularly more serious among persons with disabilities, of whom approximately 97% do not have the basic reading and writing skills. Estimates on disabled children who attend school in developing countries range from 1% to 5%; more than a third of those children not attending schools are disabled. And obviously, we would not be able to achieve the objectives of Education for All, or the Millennium Development Goals, unless we consider the special needs of persons with disabilities, of whom there are around 650 million, or 10% of the world’s population. Added to those excluded from access to education, there are many marginalized learners within the school system.

Faced with such a situation, the desired educational objectives could sometimes be hampered by the traditional models of education that fail to respond to the needs of young people in our rapidly changing world. There is also a fear that many states in Africa, Asia and Latin America, still outside the track, will not be able to achieve Education for All by 2015, and that some of the problems those
states are faced with are of technical nature, and many others are due to funding gaps. In fact, it is evident that these states have potential capacities and talents (as human gifts), and could be global if given the opportunity.

In this context, reference may be made to the financial crisis currently plaguing the world, the cost of which has so far been a trillion and five hundred billion dollars. In addition to the wars waged since 2000, which have globally cost some three trillion dollars up to now, whereas the global improvement of education requires additional budgets of less than 50 billion dollars a year, which can be provided, if the developed countries fulfil their human commitments.

This Conference, held every four years, serves as a compass to guide the states’ educational policies and practices in developing their future strategies and plans, and is an indication of direct support from the developed countries. Its focus is on an important issue closely linked to achieving the Millennium Development Goals and the objectives of Education for All, through a concept which may seem to many educational systems as new, however, references to which are multiple and have accumulated over decades, since this theme has been chosen to support Member States in their efforts to meet the educational needs of excluded groups as a contribution to the attainment of the Millennium Development Goals and the objectives of Education for All. This is based on the grounds that quality education aims to engage all students fully, regardless of gender, socio-economic status, ethnicity, geographical location, special educational needs, age and religion, leading to build an inclusive society which does not recognize any differences and provides equal opportunities for members of the community to serve.

The conference is also an excellent opportunity to globally exchange expertise and experiences, in a manner facilitating and contributing to the use of available resources effectively, to work to create effective visions and policies to address the issue through a responsible dialogue and an effective participation in the work of the conference, and to concert efforts in achieving the following envisaged targets:

- To stimulate and promote dialogue on educational policies and practices;
- To build a common reference framework;
- To identify issues in conformity or in controversy, and lessons learned;
- To adopt conclusions and recommendations.

We will not be able to achieve the objectives of Education for All and the Millennium Development Goals, and overcome the obstacles and challenges facing education, unless appropriate attention is given to comprehensive (inclusive) education, both in terms of policies, laws and regulations, and to prepare realistic plans and feasible actions, to appropriately and adequately allocate resources to provide comprehensive and high-quality education and training for educational staff, and teach them the skills required, enabling them to properly deal with the educated, and to provide all facilities and equipment that help learners to access an education of quality.

In the end, I can only express my thanks and appreciation to UNESCO and the administration of the International Bureau of Education for the outstanding preparations for this conference, and I wish our conference success and prosperity.

May God’s peace, mercy and blessings be upon you.
ANNEX V

Presentation of the Work of the Conference by Ms Clementina Acedo
IBE Director and Secretary of the Conference

Mr Chairman,
Excellencies, Ministers,
Mr President of the Council of the International Bureau of Education,
Mr Director-General of UNESCO,
Invited Guests,
Delegates, Representatives and Observers,
Ladies and Gentlemen,

In my turn and in the name of all members of the Secretariat, I wish you the warmest welcome to this 48th session of the International Conference on Education. It is my honour and my pleasure to give you a short description of the organization and sequence of events.

As you may have observed when reading the working documents, the structure and organization of the conference are fairly complicated and we have an extremely heavy work-load during these three-and-a-half days. However, I will not go into all the details since they appear in document CONFINTED 48/2, as well as in the Delegates’ Guide. In addition, a document showing the organization of the workshops, with the list of all speakers, was distributed to you in this room this morning.

The work will begin very shortly with an introductory debate entitled “From inclusive education to inclusive society”. This first plenary session will be chaired by the Director-General of UNESCO and he will himself present the distinguished personalities who have been invited to speak. After the panellists’ presentations, six ministers of education, one for each geographical region, have been invited to speak during the debate.

The initial debate will be followed by a session on “Research findings and policy challenges for inclusive education”.

This afternoon, Workshop 1 will take place on the theme of “Inclusive education: approaches, scope and content”. In order that the greatest possible numbers of participants are able to speak, the workshop will break down into four parallel discussion groups. I would like to point out on this subject that the theme dealt with will be the same in all meeting rooms: only the composition of the panel is different and we hope that the participants will be distributed evenly across all rooms.

Tomorrow morning Workshop 2 will take place on the theme of “Inclusive education: public policies”, organized in exactly the same way as Workshop 1, in other words in four different rooms. Some short and very interesting documentary videos have been prepared and will serve to introduce and stimulate the discussion on each workshop theme.

Tomorrow afternoon, immediately following the ceremony to award the Comenius Medal, the plenary session to sum up Workshops 1 and 2 will be held in this room, during which the rapporteurs will present the main results of the discussions, followed by a debate.

On Thursday morning, Workshops 3 and 4 will take place at the same time, each one of them in two parallel sessions. Workshop 3 on the theme of “Inclusive education: systems, links and transitions” will take place in Rooms 1 and 3, and Workshop 4 on the theme of “Inclusive education: learners and teachers” in Rooms 2 and 4.
On Thursday afternoon, we will meet together again for the plenary session to sum up Workshops 3 and 4. This session will be followed by a concluding debate entitled: “Inclusive education: from vision to practice”, during which six ministers of education, one from each region, have been invited to speak.

To end the day, a round-table will be held at 6 p.m. bringing together ministers, young people and experts.

At 10 a.m. on Friday morning the plenary closing session of our work will take place, with the rapporteur’s oral report, as well as the presentation and adoption by the Conference of the “Conclusions and Recommendations of the 48th session of the ICE” prepared by the Drafting Group which has just been constituted. Indeed, the closing ceremony will mark the end of our Conference.

I would also draw your attention to the eight “special sessions” that will take place during the lunch break today, as well as on Wednesday at 6 p.m. and on Thursday during the lunch break. Specific information has been provided to you on this subject and I invite you warmly to participate according to your interests. I also recommend that you visit the exhibitions on display on the ground floor and on the first floor of this building.

I also wish to inform you that a conference evaluation form will be distributed on Thursday. I invite everyone to take a few minutes to fill it in so that it will help us to make all the necessary improvements to the organization of the next ICE.

Before concluding, I would like to stress one very important point: the ICE must be YOUR conference. The structure and methodology selected by the IBE Council have a single objective: to enable a dynamic debate, active participation, a frank and open dialogue and fruitful exchanges. We therefore invite you to use your opportunities to speak to make known your experiences, but also to share the difficulties encountered in your daily activities. Thanks to the structure created, each delegation will have several opportunities to speak and all it requires is to register with the Secretariat in each room at the beginning of each plenary session and each workshop.

Furthermore, my colleagues and I are at your entire disposal to help you as necessary.

As I said at the beginning, we have before us a very intense but very rich and stimulating programme. I am delighted by your presence and I am sure that, during these three days, we will advance together towards an education of better quality, towards more just societies, more respectful of diversity: in short, towards a better world thanks to the will and commitment of all. We owe it to the children and young people of the world.

In a moment, we will watch together a short video document as the opening to the introductory debate which, through interviews and reports recorded here and there in the world, will throw light on various aspects of the theme of Inclusive Education. This document should help us to tackle in a very concrete manner the whole topic of our Conference and I am sure that it is going to interest you a lot.

In wishing complete success for our work, I thank you for your presence and your contribution.
ANNEXE VI / ANNEX VI / ANEXO VI

LISTE DES PRINCIPAUX ORATEURS
LIST OF KEYNOTE SPEAKERS
LISTA DE ORADORES PRINCIPALES

DÉBAT INTRODUCTIF / INTRODUCTORY DEBATE / DEBATE DE INTRODUCCIÓN

De l’éducation pour l’inclusion à une société inclusive /
From inclusive education to inclusive society /
De la educación inclusiva a una sociedad inclusiva

Modérateur / Moderator / Moderador
- Mr. Koïchiro MATSUURA
  Director-General
  UNESCO

Assistant / Assistant / Asistente
- Mr. Firmin Edouard MATOKO
  Director, UNESCO Quito Office
  REPUBLIC OF ECUADOR

Principaux Orateurs / Keynote speakers / Oradores principales
- H.E. Ms. Liu YANDONG
  State Councillor
  PEOPLE’S REPUBLIC OF CHINA
- H.E. Mr. Xavier DARCOS
  Minister of National Education
  FRENCH REPUBLIC
- H.E. Ms. Naledi PANDOR
  Minister of Education
  Chair of the Conference of Ministers of Education of the African Union (COMEDAF)
  REPUBLIC OF SOUTH AFRICA
- Ms. Navanethem PILLAY
  United Nations High Commissioner for Human Rights
  Office of the United Nations High Commissioner for Human Rights (OHCHR)
- H.E. Mr. Lenín Voltaire MORENO GARCÉS
  Vice President
  REPUBLIC OF ECUADOR
LISTE DES PRINCIPAUX ORATEURS
LIST OF KEYNOTE SPEAKERS
LISTA DE ORADORES PRINCIPALES

Résultats des travaux de recherche et problèmes politiques /
Research findings and policy challenges for inclusive education /
Resultados de la investigación y desafíos de política
que plantea la educación inclusiva

Modérateur / Moderator/ Moderador
- Mr. Nicholas BURNETT
  Assistant Director-General for Education
  UNESCO

Assistant modérateur / Moderator Assistant / Asistente Moderador
- Mr. Firmin Edouard MATOKO
  Director, UNESCO Quito Office
  REPUBLIC OF ECUADOR

Principaux Orateurs / Keynote speakers / Oradores principales
- Mr. Kevin WATKINS
  Director, EFA Global Monitoring Report
  UNESCO

- Mr. Andreas SCHLEICHER
  Coordinator, Organisation for Economic Co-Operation and Development (OECD) Programme for
  International Student Assessment (PISA)
  FRENCH REPUBLIC

- Ms. Clementina ACEDO MACHADO
  Director
  UNESCO International Bureau of Education (IBE)
Respected Director-General, Mr. Koïchiro Matsuura,
Distinguished Guests,
Ladies and Gentlemen,

Good Morning! Thank you, Mr. Director-General, for inviting me to the International Conference on Education. Please allow me, on behalf of the Chinese government, to extend our warmest congratulations on the convocation of the session, and our sincere greetings and good wishes to all the friends present on this occasion!

With the 60th anniversary of the proclamation of the United Nations Universal Declaration of Human Rights just around the corner, it is of no little significance for this conference to address “Inclusive Education: The Way of the Future” as its central theme. The introduction of inclusive education embodies our respect for all citizens and protection of human rights, has answered an urgent contemporary call and set the trend for the future.

Ladies and Gentlemen,

More than 2,500 years ago, the celebrated Chinese educator and philosopher, Confucius (551~479 BCE), had already come up with the ideas of “education for everyone, irrespective of background” and “teaching students according to their abilities”. Both ideas are consonant with the concept of inclusive education, a noble ideal that is being gradually translated into reality thanks to the Chinese people’s unremitting efforts over the 60 years since the founding of the People’s Republic, particularly over the last three decades of reform and opening up to the outside world.

With 260 million in school at all levels, China is running the largest education system in the world. Over the last few decades, the Chinese government has guaranteed the right to education for all citizens with legislation and policies, and promoted equality in education. In this way, we have explored a distinctly Chinese trail for developing education.

The illiteracy rate in my country has dropped from 80% in 1949, the year the People’s Republic was founded, to 3.58% today. Over the same period, the gross junior secondary school enrollment rate has risen from 6% to 98%. Over the last 30 years, enrollment in higher education and vocational education in my country has grown by 21 times. Citizens in China today receive an average of over 8.5 years of education, and the term of schooling averages 11 years for the newly employed people of the Chinese labor force.

In our endeavor to develop education in an all-round way, we always make a point of safeguarding the right to education for the excluded in special need of education, especially those who tend to be neglected.

Firstly, providing nine-year compulsory education for free, and taking forceful steps to boost education in rural areas. The rural area is home to 800 million people. With free and compulsory education firstly initiated in rural areas, 150 million rural students go to school with tuition-free, with textbooks provided free of charge. A whopping sum of money has been earmarked to build 8,300 boarding schools and grant living allowances to 11 million boarding students from families with
financial difficulties. A modern distance-education network covering 360,000 rural schools provides country children with easy access to the nation’s quality educational resources.

Secondly, carrying out the basic national policy of equality between men and women, and striving to eradicate gender disparity in education. The Chinese government has promulgated the Law on the Protection of Women’s Rights and the Law on the Protection of Minors to guarantee the equal right of men and women to education. In 2000, China honored its commitment to the United Nations Millennium Development Goals by attaining, ahead of schedule, its 2015 target of ensuring that all school-age boys and girls can go through primary education. As a result, primary schools across the land have registered a 99.5% net enrollment rate for girls, and the number of female students accounts for close to 50% of China’s total student body of junior and senior secondary schools and colleges.

Thirdly, safeguarding ethnic equality, and guaranteeing the right to education for children of ethnic minority backgrounds. The 55 ethnic minorities make up 8.4% of the total population of China. The minority people’s right to education and schooling opportunities is guaranteed by legislation, and their right to use their mother tongues duly respected. The government has also issued a series of special policies on school running, funding, teaching resources, and school admission to effectively support education development in minority-inhabited areas.

Fourthly, combating poverty by developing education, and raising the ability of the poverty-stricken areas and population to pursue development by empowerment. Over the last 30 years, the poverty-stricken population in my country has shrunk from 250 million to 15 million. Education has played no small part in that process. Basic education and vocational education have gained ground, and developed regions are aiding less developed regions on a one-on-one basis. Our government has dispensed scholarships, grants-in-aid and loans to 20 million college and vocational school students from impoverished families.

Fifthly, setting great store by the rights and interests of the migrant population, and making schooling opportunities equally available for children of farmer-workers in cities. Large-scale urbanization is proceeding apace in China today, and about 100 million farmers have quit farming to take up jobs in cities. To put the children who have come to the cities with their farmer-worker parents through compulsory education, a state policy assigns “the task for local authorities in the receiving areas to enroll most of them in local public primary and secondary schools”. All the while, no time is lost in building a framework that pools the efforts of schools, families and communities to educate and protect the 16 million children left behind in the villages.

Sixth, setting no child be left out, and adopting a policy in favor of individuals in special need of education. There are 83 million people with disabilities in my country. Their right to education is protected by law. China has established 19,000 rehabilitation facilities for the disabled, and 583,000 blind, deaf-mute and mentally retarded students are receiving special education at 1,667 schools. In the meantime, the government encourages the disabled children to study in the ordinary schools. Over 1.4 million disabled people in urban areas have received vocational training, while in the countryside, 3.968 million disabled people have finished training in applied technology. The government has also adopted a special policy to guarantee the right to education for AIDS patients and their children.

The May 12 earthquake that hit Wenchuan, Sichuan Province, China, destroyed school buildings for some 3 million local children. I went to the stricken areas shortly after the disaster struck to see the local school pupils and students. In the hospitals I saw them still studying even though they are bedridden. Their thirst for knowledge touched me deeply. All the students in the stricken areas have gone back to school since the new school year began on September 1st. I would like to take this opportunity
to express my heartfelt gratitude to all those who have unstintingly aided the earthquake victims in my country.

We owe our accomplishments in education to our policy of reform and opening up to the outside world. During the 30 years since this policy was adopted, my country has recorded an average GDP growth rate of 9.8%, which has laid the material groundwork to speed up education development. We owe our accomplishments in education to our policy of running the country by law. Our legislation provides all citizens with an equal right to education regardless of ethnic status, race, gender, occupation, property status and religious belief. We owe our accomplishments in education to our strategy to accord top priority to development in this field. Our outline program for national socio-economic development always puts a premium on education, our financial arrangements always give due preference to education, and our public resources are always allocated by putting the needs of education above anything else. We owe our accomplishments in education to our humanitarian principle of insisting on valuing human beings above all else. Human development in this nation always holds center stage in our social development, and no effort is spared to meet the people’s need for developing education.

Ladies and Gentlemen,

China accounts for one fifth of the world population. For this reason, our proper handling of all issues associated with education is in itself a significant contribution to the progressive cause of humanity. Ours is a large developing nation. Our education development level is still low, and disequilibrium is still a problem in this context. To address both problems, the Chinese government is working on medium- and long-term programs for education development for the 2008-2020 period.

Our goals are:

- Promoting equality in education for all citizens;
- Developing quality education in which resources are shared by all;
- Providing lifelong education for all.

Our dream is to have every child enjoy equal right and opportunity to be educated, empower themselves with knowledge and create a decent life. May the light of civilization shine brightly over every child’s path to the future.

Ladies and Gentlemen,

We live in an age of profound changes, an age that is also full of opportunities and challenges. The current international financial crisis is unprecedented in recent few decades as for its scale and degree of impact, and consequently the global problems such as energy, grain, environment, natural disasters and poverty demand for prompt solution. It is humanity’s shared ideal to maintain lasting peace and build a world of harmony and common prosperity. The concept of inclusive education goes beyond history and culture as well as social system and development stage of a country. It reflects the desire of people from different countries with varied races and beliefs for an education without exclusion and discrimination. The ideal means a great deal to develop education vigorously, promote inclusive education, ensure everybody’s basic human rights, and enhance character building in all citizens. Let me put forward three proposals in this regard:

- Firstly, promoting a consensus while emphasizing action;
- Secondly, blazing a new trail for innovation while stepping up collaboration;
- Thirdly, shaping policies while providing guidance.
We wish UNESCO could play an indispensable role in this regard. China will, while pushing inclusive education at home, honor our international commitment by doing our share for the global cause of inclusive education. The Chinese government will, firstly, deliver its promise to train 1,500 teachers, school principals and education managers for African countries; secondly, set aside a certain amount from its annual Government Scholarship Fund for over 10,000 international students who come to China for academic pursuits, and use it to train teachers from other developing countries; and thirdly, continue to support UNESCO, the UNESCO International Center for Rural Education Research and Training in China, and the UNESCO Institute for Capacity-building in Africa to play a bigger role in the study of inclusive education and personnel training.

It is my conviction that the promotion of inclusive education is bound to speed up the building of a harmonious world. I conclude by wishing this conference every success.

Thank you!
ANNEX VIIb

Keynote speech by H.E. Mr Xavier Darcos
Minister of National Education, French Republic

Madam High Commissioner,
Director-General,
Honourable Ministers,
Madam Director,
Ladies and Gentlemen,

Allow me, first of all, to thank the Director-General of UNESCO for having invited me to participate in this 48th session of the International Conference on Education, organized by the International Bureau of Education.

I am very happy and honoured to be able to express myself today in this arena, where all continents are represented, to evoke with you the selected theme: “inclusive education: the way of the future”.

We all have the same expectations on this subject. Whatever our region of the world, we are all faced with the same problems. For my part, I think that there are two of them.

- How to bring forth a more just school, one that is more open and more ambitious for all young people, irrespective of their gender, ethnic or religious origins, or even the economic or social situation in which they find themselves?

- Additionally, how can education systems contribute to making our economies more competitive? This raises the question of the studies and training that we must develop to facilitate economic and social integration throughout life.

Today, I am convinced that investment in education and training is essential to prepare our societies to confront the challenges of the future and so that each person can find their place:

- To make an educational choice is first an ethical aspiration, because education forms part of a human being’s fundamental rights, as is stressed in Article 26 of the Universal Declaration of Human Rights, of which we are celebrating the sixtieth anniversary.

- To make an educational choice is also a strategic decision in favour of sustainable growth, the fight against poverty and the improvement of people’s health. Indeed, education increases individuals’ competencies, contributes to a rise in living standards and facilitates openness to the global economy.

It is for these two reasons that, since the 1990s, the international community has clearly adopted the policy of Education for All. This was reasserted with force at Dakar in 2000 and echoed again in the same year by the United Nations with the ambition, as expressed in the Millennium Development Goals, of achieving universal primary education by 2015 and equal access to education for boys and girls.

Today, it is clear that progress has been achieved in all regions of the world. However, reaching the stated objective implies prolonging and stepping up this process. It is for this reason that France and Europe will continue to take action to support the efforts of developing countries in the field of education.
While we are all convinced of the absolute priority of primary education in the world, I do not think that we should overlook secondary education either. It really does form a vital link in the chain of any education system because it plays a major role in the growth of human capital in every country and therefore in the collective effort in favour of sustainable development.

We should therefore congratulate ourselves that the countries of the South are experiencing an explosion in the number of pupils enrolled at the secondary level. This is progress that must be underlined, but also maintained so that an increasing proportion of young people have access to secondary education.

Additionally, the modernization of secondary education is not only of importance for the countries of the South but also for those of the North.

In truth, I cannot accept that every year 150,000 pupils leave our education system without any form of qualification; I cannot accept that 15% of high-school pupils redouble their first year; I cannot accept that half of high-school graduates fail to obtain a first degree after three years at university. It is because I consider these failures to be an appalling waste and because I want French high-school pupils to succeed that I have carried out a thorough reform of vocational training and I am, at this moment, reforming general and technical high school.

Whether primary or secondary, education is absolutely unavoidable in implementing the process of “inclusion”, to which this conference is devoted. Indeed, if we look at it from the point of view of rejecting exclusion, of the effort in favour of integrating the most disadvantaged, or even the feeling of belonging to the nation, the process of inclusion is inseparable from the school.

Accordingly, it is first at school that inequalities linked at birth can and must be corrected.

Of course, we are talking here of a vast undertaking, but I believe that it is absolutely necessary to give more to those who have less. Indeed, I am convinced that an intentional policy of equal opportunities conducted in favour of disadvantaged pupils can contribute to providing all pupils with the means to successfully complete their schooling and, thereafter, their social integration.

It is also the school that must transmit this shared knowledge and common culture which by themselves can support the fight against social delinquency and create the feeling of belonging to a single national, and beyond that global, society. Of course, cultural diversity exists in the school, but it should be understood as an opportunity for discovery of the other and his/her richness rather than a pretext for withdrawal into one’s own identity.

Finally, it is at school that one faces up to the future, whether preparing for the integration of all children or building the knowledge society that the European Union has been calling for since the European Council meeting in Lisbon in 2000.

I know, from having already spoken with many of you at the ministerial meeting of CONFEMEN in Caraquet (Canada), that a large number of countries are concerned about developing vocational training in parallel with the economy so as to facilitate the entry of young people into the job market. This is something that I too am concerned about and it is for this reason that I wanted to reform the French system of vocational training so as to make it more efficient and more attractive. However, emphasizing “inclusion” also means directing more young people into higher education and preparing them better to succeed there, and the general and technical high school reform that I have launched is intended to respond to this challenge.
As you see, Ladies and Gentlemen, France is today convinced that the balance and cohesion of modern societies is achieved by all children having access to knowledge, by raising the general level of qualification and, thus, by a determined effort in favour of the school at both primary and secondary levels.

To construct a more just school and to offer the same opportunity for success to everyone, that is France’s ambition. More profoundly, I am convinced that this is a project upon which we can all agree, because it is at once resolutely humane, strongly universal and perfectly in tune with the challenges of our time.

Thank you very much.
ANNEX VIIc

Keynote speech by H.E. Ms Naledi Pandor
Minister of Education, Republic of South Africa,
Chair of the Conference of Ministers of Education of the African Union

Inclusive societies can only emerge from policies and practices that promote the creation of a just and equitable society in which the rights and interests for all vulnerable groups are protected and advanced by government and all institutions. Such an approach is dependent on the existence of an open and democratic society that has enshrined key principles of inclusion in law.

For post apartheid South Africa action to promote inclusion has taken several forms in education.

Firstly, the most important instrument of education inclusion is the bill of rights in our Constitution which includes the right of all persons to education, the right to equality for all, and a duty for the state to develop active measures to ensure redress and increased equity for all marginalised people.

This right has been addressed through national policies that provide for 10 years of compulsory education for all. Our policy seeks to ensure that all children have access to education.

The early years of this policy change had massive growth in enrolment in the early grades of schooling. Various challenges arose as a result – large classes, inadequate resources, and problems such as repetition and poor learning outcomes.

Second, access has required attention to issues such as language policy, curriculum reform and programmes that address the needs of poor children such as nutrition programmes, free education and the provision of proper-schools, qualified teachers and learning resources.

Third, specific attention had to be given to community inclusion in managing education through creating democratic and inclusive structures of governance that have real power in their local schools. Such rights for parents have also required attention to training and development for school governors and local communities.

Forth and most important, policy attention also focussed on including learners and communities that have been invisible to in our society. Open access has led to millions of girls accessing school for the first time. To-day girls equal boys in most of our primary and secondary schools. Children with disabilities have also benefited from our education policy.

The inclusion of children with special needs has been a slower process than the universal access achieved for other children. Nevertheless our policy on Inclusive Education and the compulsory education laws have led to thousands of parents seeking schooling for their children with special education needs.

A fifth feature of a system that promises equity and opportunity for all children is that learning needs must be provided for. Children with learning disabilities must be supported by professional teachers and support staff who can address their needs.

One of the failings of our open education system is our inability to provide quality learning outcomes for all children. Poor children tend to school in the most deprived communities with little access to intellectual capital such as libraries, computers and highly qualified motivated teachers.
South Africa has had to give direct attention to improving quality in schooling. Strategies aimed at supporting teaching and learning have been developed with a strong focus on community mobilisation for quality learning and teaching. A more concentrated focus on assessment, on key skills and on redress measures for infrastructure etc. has also been adopted.

- Promotion of gender equity
- Values in education to address negative values of exclusion

These are some of the key features of our attempt at promoting inclusion in education. Of course issues of diversity and desegregation also form part of the features of inclusion that we address in South Africa. All these actions are primarily directed at creating a more just, humane and inclusive society wherein a person has the opportunity to realise their fullest potential.

In conclusion, the lessons from our brief experience of democracy indicate that while formal legal instruments are important, it is the less overt aspects of exclusion that require determined attention. For example, religion has proven to be a curriculum matter that had to be addressed to ensure that all religious groups experience equal treatment in education as fields of knowledge rather than as the recognition or imposition of one religion on millions of learners.

If education systems pay attention to some or all of these key drivers of inclusion, it is possible for us to use education as a means of building an inclusive society.
Keynote speech by Ms Navanethem Pillay  
United Nations High Commissioner for Human Rights

Chairperson,  
Director-General of UNESCO,  
Excellencies,  
Distinguished Participants,

It is a pleasure to be here with you today at such an important forum which addresses issues of high relevance to the promotion and protection of the human right to education. I am particularly pleased with the choice of this year’s theme, that is: “Inclusive Education”. This is an approach that underscores the centrality of non-discrimination in access to education for all, as well as its potential to empower individuals and improve the welfare of whole communities.

I know first hand the benefits of access to education, as well as the effects that obstacles to such access produce. I was sixteen when I wrote an essay which dealt with the role of South African women in educating children on human rights. When the essay was published, my community raised funds in order to send this promising, but impecunious, young woman to university. Despite their efforts and good will, I almost didn’t make it as a lawyer, because when I entered university during the apartheid regime everything and everyone was segregated. The registrar actually discouraged me from becoming a lawyer. He argued that I could not expect white secretaries to take instructions from a person of my background. However, I persevered. After my graduation, I sought an internship, which was mandatory under the law; but then as a black woman, I had to fight against multi-layered forms of discrimination and barriers. Finally, it was a black lawyer who agreed to take me on board, but first he made me promise that I would not become pregnant. And when I started a law practice on my own it was not out of choice, but because nobody would employ a black woman lawyer.

In short, it is personal experience as much as conviction that prompts me to reaffirm that education is both a human right in itself, as well as an indispensable instrument for achieving many other rights, whether civil, cultural, economic, political, or social. Let us simply reflect on the value of education in securing work, the positive impact of education on health, or the decisive role which education plays in achieving equality between women and men.

On the eve of the 60th anniversary of the Universal Declaration of Human Rights this December 10, let us celebrate the fact that—at least in principle and law—education has become universally accepted as a fundamental human right. The International Covenant on Economic, Social and Cultural Rights provides the most comprehensive articulation of the substantive contents of the right to education for all. Its normative framework finds a powerful echo in the Convention on the Rights of the Child. Moreover, the right to education is recognized as such also in regional instruments, as well as national constitutions.

Such legal architecture imposes precise obligations on States. It also offers well defined cross-cutting principles which the international human rights protection machinery further developed and clarified.

Allow me, therefore, to refer to some of the substantive contents of Article 13 of the International Covenant on Economic, Social and Cultural Rights which outlines the responsibilities of States in relation to primary, secondary and higher education as well as fundamental education. The Committee on Economic, Social and Cultural Rights has clearly enunciated that education in all its forms and at
all levels shall exhibit the following interrelated and essential features: availability, accessibility (that is, physical, economic and non-discriminatory access), acceptability and adaptability.

When considering the appropriate application of these interrelated and essential features, the best interests of the student shall be a primary consideration. This also means that education must be available and accessible to all without discrimination based on gender, age, ethnic origin, social status, nationality, disability, or illness, including HIV/AIDS. In this inclusive perspective, the real priority of education focuses on the needs of the students.

To transform these principles into a reality for all, we must never lower our guard in ensuring that a human rights lens informs the crafting and enforcing of educational laws, policies and programs at the national level at all times. Applying human rights standards and principles to education helps us to overcome or remove the barriers that cause exclusion and discriminatory practices.

Thus, let me point out that, when focusing on realizing the right to education for all, more attention should be devoted Article 13 (1) of the Covenant on Economic, Social and Cultural Rights. This article defines States’ obligation of realizing the core purpose of education, that is, the achievement of the full development of the human personality and sense of dignity. Its objective is to enable everyone’s participation in a free society, while promoting understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups.

The United Nations Committee on the Rights of the Child, which monitors the Convention on the Rights of the Child, used similar words when it stated in one of its General Comments that the education of the child shall be aimed at developing the child’s personality and talents, cultural identity, language and values, and to prepare the child for a responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin. CRC, General Comment No.1 of 2001

Ladies and Gentlemen,

Yet despite this clear articulation of the right to education’s content and its global endorsement, a large part of the world’s population still remains excluded from enjoying the right to education. According to UNESCO, more than 70 million children and almost 800 millions adults are the victims of such exclusion. The actual fact that a majority of them are women and girls starkly illustrates gender inequality, together with the fact that the global community has failed to achieve the third Millennium development goal of having an equal proportion of boys and girls in school by 2005.

Persons with disabilities also disproportionately suffer the brunt of educational exclusion. The situation of persons belonging to ethnic, linguistic and religious minorities, as well as of indigenous people is also of serious concern.

In the face of such challenges, we need to rethink the way in which we conceive education and how we implement learning programs. We need to change the way we plan and deliver them. We need to transform our education systems, schools and learning centres and make them accessible to, and equipped for, persons with special needs and those who face societal obstacles and prejudices.

In the case of women and girls, for example, discrimination and violence are the main obstacles hindering their access to the education system, and often leading to their early drop-out from the system. In fact, it is recognized that the school is the most common place where sexual harassment and coercion are experienced and where violence against girls is a global, multi-faceted phenomenon. WHO, World Report on Violence and Health, 2002 and Amnesty International, Safe Schools: Every girl’s right” report (March 2008) UNESCO has found that rates of abuse are even higher for girls with
disabilities. UNESCO, Education for All, Global Monitoring Report, 2003/4, Gender and Education for All: The Leap to Equality, p. 134 Other aspects of girls’ identity, including whether they are migrants, orphans or refugees, as well as their HIV status, caste, ethnicity and race, also increase the risk of abuse and shape the nature of the violence they experience. Policies excluding pregnant adolescents from the regular school system are also regrettably common in many countries.

Yet, time and again it has been proven that investing in girls’ education is not only a way to ensuring respect for their human rights, but also one of the most effective approaches to achieve equality, and thus reduce poverty, and contribute to the welfare and betterment of whole communities and nations.

Let me now go back to the issue of persons with disabilities. As is all too often the case, even when these persons gain access to education, they not only face an inadequate physical environment, but also segregationist educational policies steeped in prejudice.

In light of these considerations, I cannot overemphasize that the Convention on the Rights of Persons with Disabilities, which entered into force last May, recognizes the right of persons with disabilities to be included in the general education system, to have access to free and compulsory primary education, as well as to secondary and higher education without discrimination. Furthermore, the convention provides guidance to States and other actors on how to make their educational system inclusive. For example, under the convention, States are required to take measures to facilitate the learning of sign language, of Braille, and other alternative modes, means and forms of communication. It affirms the obligation of training and employing qualified teachers and of providing all the support required to facilitate persons with disabilities’ effective education.

In the same vein, allow me also to bring to your attention the distinct challenges that people belonging to ethnic, linguistic and religious minorities and indigenous groups have to confront as groups least integrated into national education systems. Their levels of access to adequate education services are well below national averages. Minorities and indigenous peoples all over the world face several barriers in accessing education equally, including a lack of mother-tongue education; poor provision of schools and qualified teachers in the regions where they live; prohibitive costs of school fees that disproportionately affect them as the poorest groups; and curricula that do not reflect community priorities for learning; and discrimination by teachers and/or pupils.

Let me underscore that the concept of inclusive education goes well beyond the issues of access. Educational measures should make it possible for minorities and indigenous peoples to appreciate and further develop their culture, language, customs and traditions and for majorities to obtain knowledge of the history, traditions, language and culture of the minorities and indigenous peoples. States need to promote the right of minorities and indigenous peoples to active participation in the design, implementation and development of educational systems and programs. They must also respect the right of minorities and indigenous peoples, if they so wish, to establish their own education systems and institutions which provide education in their own languages and in a manner appropriate to indigenous and minority cultures and learning methods.

Distinguished Participants,

Access to education is a right, and education in human rights is a collective endeavour which requires our constant attention and efforts. There is no doubt that human rights education promotes participatory teaching and learning, and thus an inclusive and non discriminatory environment for all. In turn, respect for diversity fosters social cohesion and accommodation of different views and experiences, thereby preventing communal strife.
I am pleased to report that the central role played by human rights education has found substantive echo in various intergovernmental frameworks aiming at the development of sustainable national strategies and programmes. In December 2004, the United Nations General Assembly launched a multi-phased World Programme for Human Rights Education. The first phase, covering the period 2005-2009, focuses on the primary and secondary school systems. A related Plan of Action proposes a concrete strategy and practical ideas for integrating human rights education in the national education system and touches upon its various components, including policy development, policy implementation measures, teaching and learning processes and tools, education and professional development of personnel and the learning environment.

As we approach the end of the first phase of the World Programme, we need to take stock of what has been achieved in each country. We especially need to identify which areas need to be tackled more vigorously, and with commensurate determination, to close promotion and protection gaps in access to learning and to human rights education.

In concluding, I would like to take this opportunity to urge all authorities and institutions to take concrete steps in the area of inclusive education, as an indispensable precondition to the realization of human rights. This is our common responsibility. Its achievement will depend entirely on the contribution that each and every one of us is willing to make.

Thank you.
Keynote speech by H.E. Mr Lenín Moreno Garcés  
Vice-President of the Republic of Ecuador

Ladies and Gentlemen,

Education is not restricted to the classroom. It is a much broader concept which involves the participation of the whole of society in many dimensions.

Although as human beings we enjoy equal rights and opportunities, society has evolved in such a way that it constitutes a permanent obstacle in that respect, which has not allowed all people in the world to develop on equal terms.

And precisely the neoliberal model applied in Latin American countries in the last three decades has led to an increase in these inequalities and a cultural segmentation and fragmentation of the population.

The social gap has gradually widened, which has encouraged social exclusion, a form of exclusion that goes beyond poverty and that is related rather to a lack of participation in the construction of society and a lack of access to basic services.

Thus in my own country and in many other friendly countries we persons with disabilities have been left in an exceptionally negative place, segregated from society and considered invisible by the rest of the community.

It was traditionally assumed that so-called “special” persons were unable to learn, so that it was thought unnecessary to spend time and give attention for that purpose; all that was needed was to provide assistance in the form of health care, food and shelter, in other words a form of assistance based on public charity.

Nevertheless, thanks to the efforts of committed multilateral organizations and, in practical terms, thanks to the social consciousness promoted by UNESCO, as well as to the useful contributions of organizations made up of and in favour of persons with disabilities and the policies conducted by governments able to show solidarity and responsibility, right now the Government of Ecuador and no doubt all those of us who are here today feel seriously committed to the repayment of a social debt through human rights and inclusion.

Those of us who experience and live with a disability have to face discriminatory treatment by society and by our own communities. It must be remembered, however, that we are human beings, that we have the same value and that we are therefore entitled to equal rights, because these are consubstantial with our very nature, universal and indivisible.

The international community should know that we cannot continue with this situation of injustice and social exclusion. The world’s governments must realize that there is an urgent need to leave behind this past of ignominy and shame and to begin building an inclusive society, which is receptive to true integration and social cohesion.

We already have the necessary basic legal doctrine and instruments. But we also have will and determination. This very year, in fact, as we celebrate the 60th anniversary of the Universal Declaration of Human Rights, the worthy efforts of the international community have culminated to the entry into force of the Convention on the Rights of Persons with Disabilities.
In this process, Ecuador, which is internally making an historic effort to bring about social change, has taken important, decisive steps to consolidate and to implement human rights and the provisions of the Convention.

In March 2007, Ecuador became the first Latin American country to sign the Convention. Moreover, in April of this year, as it became the twentieth State in the world to ratify this international instrument, it opened the way for its entry into force and application.

Impelled by these actions and by the ideals of the Government of the Citizens’ Revolution which I represent, the Ecuadorian people recently drew up and approved a Constitution, which seeks to establish a new form of social coexistence, built on diversity and harmony and absolute respect for human dignity, in order to achieve a satisfactory way of life.

This Constitution, which our President Rafael Correa very rightly described as “a hymn to life”, is based on an inclusive social vision, an approach to development that brings with it policies to prevent disabilities and to promote equal opportunities, social integration and the effective participation of all.

With regard to the specific theme we are dealing with, the Ecuadorian Constitution recognizes the right to an education that allows for the development of the potential and skills of persons with disabilities, in order to ensure their integration and participation in equal conditions.

As the Ecuadorian Government is committed to a process of responsible inclusive education, State agencies receive all political and economic support to undertake the transformation of the country’s existing education system into an inclusive system.

We are aware of the fact that education is the gateway to a more equitable society, since, for instance, without education there can be no qualifications for successful entry to the labour market, so that people excluded from the education system are at the same time excluded from the labour market. Put quite simply, those who do not receive education have few possibilities of exercising their rights.

The commitment we have as human beings, and even more so as representatives of the most vulnerable and most deprived communities, is to approach education as a fundamental strategy for development, of both the individual and society.

The report of the International Commission on Education for the Twenty-first Century began precisely to develop a different approach to education, whereby education is no longer considered as a simple mechanism through which individuals acquire a selected range of basic skills.

Furthermore, education is deemed to be a crucial factor of social and personal development, an indispensable asset in humanity’s effort to achieve the ideals of peace, liberty and justice and one of the principal means available for arriving at a more profound and harmonious form of human development which in turn can reduce poverty, exclusion, ignorance and war.

Ladies and Gentlemen, when we talk about diversity we are not referring to students with special educational needs, or pupils with problems, or immigrants or highly gifted children; we are referring not just to support teachers but to a support system, not so much to a special programme for schools but to a flexible curriculum that is suited to diversity.

This is why, in 2006, my country set forth its medium and long-term educational agenda in eight policies of the Ten-Year Plan based on an inclusive approach. Once these policies, which became official government policies, are accepted in a national referendum, we are obliged to develop inclusive
education at all recognized levels of the system, as well as those that need to be changed, adapted or created, in order to ensure improved living conditions for persons with disabilities and thus ensure their full inclusion.

The emphasis is placed on the right of persons with disabilities to inclusive education, which implies that all boys, girls and adolescents, regardless of their conditions or differences, must be able to learn together in a favourable, warm and quality learning environment, without forgetting to pay special attention to the educational needs of multiple disabilities, creating working networks among institutions to solve the health and social welfare problems of people at risk.

The transition from a highly discriminatory culture to an inclusive culture must be gradual, insofar as special education services will have to redirect their goals, immediately readjusting their role in order to become specialized support centres offering services that implement inclusion in practice.

The Ecuadorian education system is prepared to take up the concept proposed by UNESCO. We understand and confirm our commitment to provide comprehensive responses, always recognizing the particular needs of children like those living on the street, or those suffering from HIV and AIDS, those with terminal illnesses, those in hospital, those with disabilities, or those who are displaced.

We can conclude that diversity is consubstantial with human beings; it is positive; it is a support for learning and development, since people grow by appreciating the differences and the need to generate empathy in order to work in a fairer school system and thus build a more equitable society, since diversity emphasizes the role of the school as a factor of social change.

In order to bring about educational and social inclusion, we must work from inside government to promote an inclusive culture and to ensure the elimination of physical, architectural, urban and mental barriers. Ladies and Gentlemen, disability is not in the body but in the mind.

In Ecuador we approach the problem of disability within the framework of a global programme that we have entitled “Ecuador without Barriers”, whose aim is precisely to establish the necessary conditions for gaining equal access to all services such as education, health, housing, leisure and employment. In other words, with this programme we are seeking the full exercise of human rights for persons with disabilities.

“Ecuador without Barriers” tackles disability from the standpoint of a State policy intended to guarantee continuity and sustainability, in order to transcend temporality and to open up real spaces of participation. In my country we have gone further still, insofar as care for persons with disabilities has been declared a national emergency, without sparing resources, time or decisions.

I should like to conclude by leaving you with the thought expressed by Felipe Guamán Poma de Ayala in his book Nueva Crónica y Buen Gobierno (New Chronicle and Good Government) in 1583. He gives a description of Inca society, in Tahuantinsuyo, where women, sick people, widows and persons with disabilities, as we call them nowadays, were granted land, seed plots, houses and pastures. These served to sustain and feed them, so that they did not need to ask for charity and they did not feel excluded. If their disability was severe, another person was assigned to work the land for their food and sustenance, and when they died, their land was reapportioned.

This book, which is over 400 years old, makes us reflect on the commitment of our forebears to preserve ancestral social policies, which still offer present-day answers to the needs of people at risk. Let us turn our countries and our cities into places of solidarity, justice, equity and love of others.

Thank you very much.
ANNEX VIIIa

SYNTHESIS REPORT OF WORKSHOPS 1

Sub-theme: Inclusive Education: Approaches, Scope and Content

Rapporteur: Mr Sheldon Shaeffer, Director, UNESCO Asia and Pacific Regional Bureau for Education, and of the UNESCO Bangkok Office

Assistant: Ms Leana Duncombe, IBE

Reporting team for Workshops 1:

Ms. Gordana Miljevic, Senior Program Manager, Education Support Program, Open Society Institute;

Mr. Manuel Bello, Dean of Faculty of Education, Peruvian University Cayetano Heredia and Community of Practice (COP) Focal Point for the Andean Region, Peru;

Ms. Silvina Gvirtz, Director of the Master in Education, School of Education, University of San Andres, Buenos Aires and COP Focal Point for the Southern Cone of the Latin America Region, Argentina;

Mr. Iouri Zagoumennov, Director of the Institute of Comparative Education, Ministry of Education and COP Focal Point Coordinator for the CIS Region, Belarus;

Ms. Helen Abadzi, Senior Evaluation Officer, Independent Evaluation Group, World Bank, Washington DC, USA;

Mr. Paul Mushi, Director of the Tanzania Institute of Education (TIE), Tanzania;

Mr. Kenneth Eklindh, Senior Programme Specialist, Section for Inclusion and Quality Enhancement, Division for Promotion of Basic Education, UNESCO;

Mr. Hegazi Idris, Programme Specialist, UNESCO Regional Bureau for Education in the Arab States, Beirut, Lebanon.

Goal of the Workshops

To broaden the understanding of the theory and the practice of inclusive education

Commonly heard expressions

- Equity
- The right to education
- Democratisation and participation
- Removing barriers
- Individualisation/personalisation
- Transformation and reform
- Comprehensive, diverse and flexible
- Social inclusion makes possible inclusive education; inclusive education makes possible social inclusion
- Inclusive education as both means and goal
- Quality requires inclusion; inclusion requires quality
Definitions
“A process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures, and communities and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures, and strategies…” (UNESCO Guidelines)

“Inclusive education is as a holistic process of addressing and responding to the diversity of needs of all learners through creating conditions for successful learning and social inclusion, eliminating any forms of children’s segregation”. (Workshop B)

“Social inclusion contextualises, sustains and legitimates inclusive education; at the same time, inclusive education is seen as laying the foundation for social inclusion.”

“Inclusive education is the opposite of exclusion but also to segregation and social selection; it is a condition for social harmony and cohesion.” (Workshop A)

Integration vs. Inclusion: who adapts to whom?
The integration of “different” learners into the mainstream – the child adapting to the school – can too often lead to assimilation, uniformity, and the loss of “difference”.

Inclusion – the school adapting to the child – celebrates diversity and meets the demands of the “different”.

The importance of data
Neither governments nor schools know enough about who is not in school (the net non-enrolment rate), where they live, and why they are not enrolled:

- Learners genuinely needing “special” education
- Learners out of school and never to be enrolled (3 million) – but might have been with a more welcoming and flexible school system
- Learners in school but not learning and likely to drop out (18 million in 2006)

Education systems and individual schools need to develop mechanisms for finding children not in school, getting them into school, and keeping them there.

Diversity and difference
These must be:

- tolerated – to start with, but then moving to:
- respected;
- valued;
- welcomed;
- celebrated;
- seen as an opportunity rather than as a problem;
- part of the culture of the school.

And systems and schools must know how to respond to, and meet the needs of, “different” learners.
The government’s responsibility

Governments have obligations to fulfil the right to education through:

- Adherence to relevant conventions – e.g., Convention on the Rights of the Child, Convention Against Discrimination in Education, Convention on the Rights of Persons with Disabilities, Declaration on the Rights of Indigenous People;
- National constitutions, laws, and regulations;
- The provision of education, which is available, accessible, acceptable, and adaptable (the 4 A’s);
- Adequate – and equitably distributed – resource to find and educate that last, expensive percentage of excluded learners;
- Multi-sectoral, multi-ministerial approaches (but one Ministry, one school);
- Broad consultation with all stakeholders;
- New attitudes and priorities and consistent policies.

The needed response

- The factors causing exclusion are complex
- There is wide variety of excluded learners, many with multiple disadvantages
- The needed response is also complex, depending on the context, both at the top of the system and the bottom, through:
  - Strong political will;
  - A comprehensive programme, strategy, and approach throughout the Education sector and beyond;
  - Appropriate teacher training, including attitudes and values;
  - Flexible and non-traditional pedagogical approaches;
  - Adaptation and localisation of curricula and content;
  - Management structures (e.g., head teachers, supervisors) supportive of inclusive education and the active participation of the family, the community, and the excluded themselves;
  - Infrastructure and materials adequate to achieve inclusion;
  - An appropriate learner/learning assessment system, both national and school-based;
  - Awareness-raising at all levels;
  - More work on effectiveness, feasibility – and cost!

And things can be done…

Rural people (4 out of 5 of the excluded) and other excluded groups (nomads, fishermen, migrants):

- Mobile/boarding schools;
- Flexible timetables;
- Incentive programmes for teacher deployment;

Girls (60% of the excluded):

- More female teachers as role models
- Removal of gender bias from textbooks
- Safe, separate sanitary facilities

Learners with disabilities (1/3 of out-of-school children):

- Early diagnosis of disabilities
• Teacher assistants with special skills
• An adapted school building and materials

Language: an important issue

Many children do not enrol in school or drop out because their language is not the language of official education. The lack of support for minority-ethnic-indigenous/migrant languages threatens their survival.

• Initial literacy in mother tongue can increase school enrolment and achievement and serve as a bridge to mastery of national and international languages
• It can also help preserve, develop, and revitalise these languages
• But great care must be taken to respect cultural differences and uniqueness; traditional knowledge and teaching methods must be valued; and inclusion of such minorities should not be an excuse for assimilation

Two neglected issues

1) Early Childhood Care and Education (ECCE)

• The importance of Inclusive ECCE programmes to promote inclusion → leading to higher enrolment, lower drop out rates, and higher achievement
• Early interventions related to health, nutrition, and cognitive stimulation → to make the child ready for school and the school ready for the child

2) The use of ICT in promoting inclusion

• Greater access (e.g., to remote areas)
• Better learning (e.g., in areas of disability)
ANNEX VIIIb

SYNTHESIS REPORT OF WORKSHOPS 2

Sub-theme: Inclusive Education: Public Policies

Rapporteur: Ms Irmeli Halinen, Director, Early Childhood and Basic Education Development, National Board of Education, Finland and Community of Practice (COP) Focal Point for the Nordic Region.

Assistant: Ms. Lili Ji, IBE

Reporting team for Workshops 2:

Mr. Godswill Obioma, Executive Secretary, National Education Research and Development Council (NERDC), Nigeria;

Mr. Teeluck Bhuwanee, Programme Specialist of Secondary and Technical Education, UNESCO Regional Bureau for Education in Africa, Dakar, Senegal;

Ms. Susan Nkinyangi, Senior Education Adviser, UNESCO Nairobi Office, Kenya;

Ms. María Inés Aguerrondo, Consultant, Training Unit, UNESCO International Institute for Educational Planning, Buenos Aires Office, Argentina;

Ms. Vivian Heung, Head, Centre for Special Needs and Studies in Inclusive Education, Hong Kong, China;

Mr. Paolo Fontani, Programme Specialist, UNESCO Kingston Office, Jamaica;

Mr. Min Bahadur Bista, Programme Specialist, UNESCO Beijing Office, China.

Different Perspectives

- Public policies addressing issues of poverty, marginality, inequality and child labour
- Implementation of public policies on inclusive education from an international comparative perspective
- Interfaces and synergies between policies on social inclusion, social protection and inclusive education, with special focus on the attainment of EFA goals
- The role of government and its partnerships with civil society and the private sector in implementing long-term public policies to broaden the concept of inclusive education

Key Messages

- Public policy on inclusive education should go hand in hand with policies on social services, culture, language, health etc. Inclusion is not confined only to education. It should cut across other policies.
- While public policies should recognise the role of government as the main provider, parents and civil society should also be empowered to play the role.
• Inclusion should be grounded on human rights, supported by appropriate legislation that should recognise diversity both in the formal and non-formal sectors. We should work simultaneously on different levels on education and guarantee good legislation and national policy guidelines for inclusive education but at the same time take care of their implementation at regional, local and school level.

• Policies on inclusive education are not static or time-bound; they should be formulated and legislated within a comprehensive, holistic and long-term perspective. Moving towards inclusive education is a gradual process that will take its time both in developed and in developing countries. This process must be based on a sound and consistent policy. The way forward for inclusive education should be directed towards a rights based approach and a clear and strong vision. The rights based approach should include at least six principles:
  ➢ social protection;
  ➢ accessibility, not only physical accessibility but social awareness;
  ➢ participatory decision making;
  ➢ control/capacity building;
  ➢ consciousness raising
  ➢ accountability: two-way accountability including school and society.

• Policies should recognise that diversity and respect for differences can and should improve quality of education. Policies should provide a basis for building the capacity of schools and educational institutions to be able to adapt to the range of learning needs, motivation and styles of all learners. Public policies should also provide for quality assurance in both public and private schools and learning institutions.

• Inclusion needs to be grounded in basic education and start as early as possible in the life of the child, especially in the context of increasing child labour. But we need to take care of the continuity of education at different levels as well.

• Attitudes are often the prime barrier, not resources. Public policies on inclusive education need wide support and input from all sectors of society – government, civil society, private sector, universities and research institutions, stakeholders and partners in development. These policies should be formulated through broad consultation processes and consensus-building engaging multi-sectoral/multi-stakeholder dialogue and participation. We also need to mobilise parent to parent network, teacher to teacher network and student to student network. We should foster a culture of dialogue in all our societies, thus creating more and better partnerships in the formulation and implementation of responsive inclusive education policies.

• While local control over financing education is considered desirable, there is a need to balance it by national policy that guarantees basic rights. The issue of competition, privatisation and decentralisation can be challenging. The impact of market-based education was discussed and challenging issues such as competition and tracking were raised.

• Public policies on inclusive education should commit the resources required to prepare and professionally support teachers and other education professionals who are key to quality education. Public policies on inclusive education should focus on common abilities and cognitive similarities, realistic ways of measuring achievement. This is especially important in poorer countries where teachers are in short supply, class sizes are large, school facilities and conditions lacking.
• Disaster risk reduction should be recognised as a crucial component of inclusive systems in that disasters are a main cause of exclusion, and disrupt the education process.

Elements critical in promoting inclusion at the country level

• Legislation and policy
• Flexible systems and structures that cater for the most vulnerable
• Suitable infrastructure
• Curricula that promote multiple competencies and diversity
• Adapted pedagogy which includes customised teaching and tutoring
• Professional development of teachers
• Sufficient resources

Issues of poverty, marginality, inequality and child labour as excluding factors to inclusive education

As we face a new world, that is emerging gradually with the present economic crisis, a better hope of a new society is also emerging as a result of our ability to be resilient in the face of new challenges and in the face of the enormous damage that a non-inclusive education can cause.

Implementation of public policies on inclusive education from an international comparative perspective

Public policies on inclusive education should respect and embrace human rights and diversity of individuals, groups and communities; these polices should provide foundation and structure for meeting the learning needs of all learners at all ages irrespective of race, indigenous, ethnic, linguistic, or religious origins, gender, health, social or economic status. Schools and learning institutions should welcome all learners and be places where values, respect, tolerance and solidarity are shaped.

Interfaces and synergies between policies on social inclusion, social protection and inclusive education

There is evidence in research and practice that there is no tension between equity and quality; inclusive education is not a threat to quality education. Research studies consistently show that inclusion does not have negative impact on learning and intervention methods for children with special needs will benefit all children. Experiences of countries like Finland prove the same too. Research has also shown that teacher is crucial for inclusive education; Teacher effectiveness is more important than other factors, such as class size, in achieving quality inclusive education.

The role of government and its partnerships with civil society and the private sector in implementing long-term public policies to broaden the concept of inclusive education

The interventions highlighted the central role of the state in the promotion of inclusive education. It was emphasised that governments should maintain or pursue their regulatory function, with clear articulation of the responsibilities of the various stakeholders. Many participants expressed dissatisfaction over the current trend to commercialise educational services, and stressed that education is a public good and therefore should not be considered as any other sector of the economy. It was also noted that education has a fundamental cultural role that helps shape national and local identities, and thus cannot be regarded as a mere transactional good. There were doubts on the potential of unregulated decentralisation and privatisation in increasing equal access to education, particularly having regard to the poorest and most vulnerable groups. Massification does not necessarily ensure democratisation of education: access does not always lead to success.
Inclusive education systems entail a paradigm shift that, while led by a strong government leadership, calls for broad participation and involvement of all stakeholders— including civil society and the private sector— at all stages of the process.

Public policies on inclusive education should be shared widely to create a global society committed to inclusive education, and supporting educators, schools and educational institutions in creating more effective education systems in more inclusive and democratic societies.

UNESCO has a leading role in developing better structured ways of addressing partnerships between the rich and poor countries, of its role of providing a clearing house for the different research papers and documents, for EFA to address the needs of education for all, including those that have special needs.
ANNEX VIIIc

SYNTHESIS REPORT OF WORKSHOP 3

Sub-theme: Inclusive education: systems, links and transitions

Rapporteur: Ms Denise Vaillant, Co-ordinator of the GTD-PREAL Network (Working Group on Teacher Professionalization in Latin America)

Assistant: Ms Alison Leon, IBE

Team of Rapporteurs for Workshop 3:

Mr Rolands Ozols, Adviser, Education Programmes, National Commission for UNESCO and the ICE, Latvia;

Mr Alexandru Crisan, Executive Chairman, Centre Education 2000+, Bucharest, Community of Practices (COP) Focal Point for East and South-East Europe, Romania;

Ms Dakmara Georgescu, Programme Coordinator, Technical Assistance to Member States, IBE.

Themes presented in the debate:

- Inclusive education forms part of a specific economic and social context and should be understood on the basis of holistic approaches that allow the complexities of national situations to be comprehended.

- The establishment of links between formal and non-formal education. The organization of inclusion for all learners and research for efficient methods to recognize the competences acquired by the learners in formal and non-formal education.

- The internal linkage of the education system, as well as the transition of the education system to the real world.

- The priority objectives for inclusive education and the challenges of preparing curricula capable of catering to the situation of all learners. Equitable access to different levels of education and to different types of schools that would favour an improvement in retention rates and success at school. The identification of appropriate strategies for the specific needs of target groups.

- Access to education and to care from early childhood and acquisition of the basic fundamentals so that children may then proceed successfully through the different stages of basic education and higher education.

- Partnerships between the various educational actors in order to promote inclusion and the co-ordination of existing services within a country, within international organizations and within civil society as a first step towards inclusive education.

- The concept of inclusive education as a vehicle enabling progress to be made towards Education for All and Education throughout Life. The need to clarify the various concepts linked to the ideas of Inclusive Education, Education for All and Education for Children with Special Needs.
Good practices:

- Examples are presented showing that civil society and international organizations can play a role in the transition towards inclusion by contributing to the alignment of national developments with contemporary international trends.

- The cases examined show that international organizations and civil society can collaborate at the national level with ministries to prepare inclusive educational policies through the promotion of inclusive education projects.

- During the two workshops, different experiences were presented from Cambodia, the Republic of Congo, the Syrian Arab Republic, Colombia, the United Arab Emirates, Spain and Venezuela. Moreover, the workshops benefited from the presence of a representative of the Aga Khan Foundation and a specialist in the field of technical and vocational education.

- Examples of good practices:
  - Intersectoral and inter-ministerial co-operation;
  - A new regulatory and legislative framework;
  - Teacher training based on the principles and practices of inclusive education;
  - National campaigns accompanying the introduction of inclusive education projects;
  - Use of the mother-tongue as a learning language;
  - Improving basic education through the use of a flexible curriculum, new materials and appropriate teaching practices;
  - Better linkages between general and technical education;
  - Various types of support for learners in their personal development;
  - The creation of a consultative group on care and development during early childhood devoted to the improvement of the situation of young children at risk. This group consists of a wide network of organizations and people all with the desire to work for the well-being and all-round development of young children.

Policy Recommendations:

- It is necessary to create education systems that allow each person to learn throughout life. These systems can increase inclusion in different ways, particularly by offering learners equal access throughout the different stages and different levels of learning, as well as establishing linkages and open and flexible channels of transition between formal and non-formal education, and between the different types of schools and streams.

- A necessary balance should be maintained between educational supply and demand, between access and quality, and between what is common for all and what is different.

- To strengthen the role of their educational structures in promoting inclusion, countries should overcome a certain number of problems and difficulties, such as rigid legislation and restrictive administrative regulations, a lack of policy dialogue between the different partners concerned, and a lack of coherent public policies and co-ordination between the different social partners.

- Since the curriculum is the main means of applying the principal of inclusion in an education system, it has to be sufficiently flexible to respond to the wide range of characteristics among
learners. It is necessary to align education systems with the various contexts and realities operating in each country.

- It is absolutely necessary to set up partnerships between the principal partners in order to speed up the transition process towards inclusive education. These partners are the parents, the teachers and other educational professionals, people working in other types of service, teacher trainers and researchers, administrators and managers at the national, local and school level, the world of associations, and members of minority groups at risk of exclusion.

- It is necessary to improve co-operation and co-ordination between international organizations.
ANNEX VIIIId

SYNTHESIS REPORT OF WORKSHOPS 4

Sub-theme: Inclusive Education: Learners and Teachers

Rapporteur: Ms. Lani Florian, Professor and Researcher, University of Aberdeen, Scotland
Assistant: Ms. Carolina Belalcazar, IBE

Reporting team for Workshops 4:
Mr. Ali Bubshait, Researcher, Gulf Arab States Educational Research Centre and Community of Practice (COP) Focal Point for the Gulf Arab States Region, Bahrain;
Ms. Anna Lucia D’Emilio, Senior Advisor Education, UNICEF Regional Office for the Americas and the Caribbean, Panama City, Republic of Panama;
Mr. Johan Lindeberg, Associate Expert, UNESCO Regional Bureau for Education in Asia and the Pacific, Bangkok, Thailand.

Definition

Inclusive education defined as “education that fits for child”. Education that fits does not mean one size fits all solutions. Education must fit the diversity of learners we find in every classroom, in every country.

Questions

• What new approaches to teaching, learning and assessment can be implemented to foster inclusiveness, improve learning outcomes and reduce inequality?

• How can schools and communities/families co-operate more closely and more effectively in support of inclusion?

• How can teachers be trained to meet learners’ diverse expectations and needs?

Key messages

• Inclusive Education is an evolving concept and a process

• It does not just happen, we make it through our own choices

• Must provide teachers with the skills to face the challenges of Inclusive Education

• Reforms in teacher education are needed

• Dialogue between a learner and teacher

• Using diverse teaching strategies (e.g., cooperative group teaching, peer tutoring, classroom climate, behavioural approaches, etc)

• ICT as a tool to engage teachers and learners (e.g., Mauritius has incorporated ICT in its education strategy)

• The real test of inclusion is whether children learn what a country deems necessary
• Inclusive Education depends on what happens in the classroom – every day – every minute

• Inclusive Education should be evidence-based, and so should teacher education

• Empowerment of schools to achieve inclusive education – three elements of strong schools are essential: leadership, institutional climate and participatory school plans

• Involvement of civil society and NGOs, as well as the community and the home

• Great benefits of sharing research, lessons and good practices and UNESCO should be a clearing house of such information

• Importance of Early Childhood Education to develop a child’s mental health

• Inclusive Education is necessary but not sufficient, as we need inclusive society and inclusive public policies

• We know a lot, BUT:
  - There are gaps between what we know and what we do
    - Lack of links between international and national research.
  - There is still more to learn from pilot projects and research on
    - Learning and development in different contexts
    - Multi-professional collaboration
    - Uses of ICT – the greatest challenge with e-learning/ICT is the capacity of teachers as well as infrastructure limitations of school systems, and the cost of internet.
    - Teacher education and professional development

• Particular and substantial challenges for particular groups remain.
ANNEX IX / ANNEX IX / ANEXO IX

LISTE DES INTERVENANTS
LIST OF SPEAKERS
LISTA DE ORADORES

DEBAT FINAL / FINAL DEBATE / DEBATE FINAL

L’éducation pour l’inclusion : de la vision aux pratiques /
Inclusive education: from vision to practice /
La educación inclusiva: de la visión a la práctica

Modérateur / Moderator / Moderador

- H.E. Mr. Kelly LAMROCK
  Minister of Education for New Brunswick
  Chair of the Council of Ministers of Education
  CANADA

Assistant / Assistant / Asistente

- Mr. Firmin Edouard MATOKO
  Director, UNESCO Quito Office
  REPUBLIC OF ECUADOR

Intervenants principaux / Speakers / Oradores principales

- Mr. Ahlin BYLL-CATARIA
  Executive Secretary, Association for the Development of Education in Africa (ADEA)
  Paris, FRENCH REPUBLIC

- Mr. Mel AINSCOW
  Professor, Centre for Equity in Education, University of Manchester
  UNITED KINGDOM

- Ms. Codou DIAW
  Executive Director, Forum for African Women Educationalists (FAWE)
  KENYA

- Mr. Gaston DE LA HAYE
  Deputy General Secretary, Education International
  BELGIUM

- Mr. Nicholas BURNETT
  Assistant Director-General for Education
  UNESCO
ANNEX Xa

Speech by Mr Ahlin Byll-Cataria
Executive Secretary, Association for the Development of Education in Africa (ADEA)

In order to take account of both the reference document for this Conference and the various presentations and discussions of the last three days, I did not want not to write this text before arriving in Geneva. Imagine how I felt last night faced with a blank page. What, I asked myself, can I thoughtfully and usefully say that has not already been said and said again during all of the previous presentations?

So as to avoid spending a sleepless night in front of a blank sheet of paper, I decided to proceed in the following way, namely to mention to you the points that are still causing me problems with regard to what has been said about inclusive education and an inclusive society, to share with you my profound views and feelings on inclusive education, and also to list some programmes that stress relevant approaches concerning inclusive education that are being carried out now in various African countries.

First, I will begin with something that is still not entirely clear to me after three days of discussion.

- When we speak of inclusive education, what education are we talking about in the African context? Is it the education that children receive at home or is it that provided by the school, or is it both of them together?

- Another observation: if we agree that the entire education system is a reflection of the society that conceived it and that its ultimate purpose is the social, cultural and economic integration of learners in their societies, then what societies do our African education systems reflect and what types of inclusion are they aimed at? To me, this seems just as important since the majority of our African societies are multi-ethnic, multi-cultural, multi-religious and exhibit extremely varied economic activities and production methods.

- Under these circumstances, would it be an exaggeration to think that the development model followed today in our countries and the education systems that are connected with it are themselves contributing to social exclusion? To be sure, thanks to the enormous efforts made by parents, communities, governments and foreign partners, access to education has considerably progressed in the majority of African countries. Nevertheless, the same could not be said about quality, for 50% of children leave primary school without acquiring even basic knowledge. Moreover, formal education systems do not satisfy the concerns of parents and the community, particularly in rural areas, because they do not reflect the local social, economic and cultural situation, with the result that parents sometimes withdraw their children from school.

- We have also spoken a great deal about integration in the context of inclusive education. Once again, what sort of integration are we talking about in our multi-cultural African societies? Is it an education that standardizes and blurs differences and casts all children into a single mould, or is it rather a school that adapts to the variety of cultures making up society and integrates this diversity as much as possible into its curricula.

- Do the development policies that are being followed today in our countries really encourage the emergence of inclusive societies?
How do we respond to all of these challenges?

Let us start with a few fundamental beliefs:

- Cultural diversity that is well accepted and valued is the true factor of social cohesion and national unity in our countries. In fact, by accepting and valuing the cultural identity of people in society, we allow them to maintain contact with others, since the latter no longer represent a threat to their identity.

- This is a source of enrichment, of greater creativity and the channelling of a wide variety of competencies.

- Rather than stressing the need to accept and respect differences, perhaps it would be more appropriate to talk about recognizing and valuing cultural diversity for an inclusive education and an inclusive society? Indeed, if I see the other person as different because he is not like me, is there not a risk of rejecting him and shutting him off with his difference and not opening up to him? On the other hand, putting the stress on diversity makes it easier to exploit the associated advantages, such as the enrichment and creativity that I have already mentioned.

Various current experiments being undertaken in different African countries give me confidence about this. I am talking about educational programmes in Chad, Mali, Burkina Faso, Nigeria, Mozambique, Rwanda, Zambia, Uganda, Tanzania, Kenya, Congo, Botswana and certainly in other countries as well.

What are these programmes like?

- A dialogue with pupils’ parents, the community, officials from the administration, district governments, teachers, educational specialists, etc. …; a dialogue about the children’s educational expectations, curricular content, choosing teachers and ensuring their financial arrangements, endogenous knowledge and recourse to accepted skills within the community.

- The use of the mother-tongue as a teaching and learning language, combined with the learning of a foreign language and a second national language for communication purposes.

- The link between the classroom and the home: the children’s social, economic and cultural activities make learning in the classroom more advantageous and what is learned in the classroom is reinvested in the learner’s family life.

- References to the values of the children’s society.

- A curricular approach with a common core at the national level and the possibility of introducing aspects connected with the regional social, economic and cultural circumstances at the local level.

These experiments have resulted in very satisfactory outcomes, not only in purely educational terms, but also in terms of the local community taking possession of the educational content conveyed by the education system and their assumption of the financial management. There are examples in Chad and in Burkina Faso.
What lessons can we learn?
They are the ones that have been presented over the last few days and in which it seems we all believe.
I will list a few of them:

- To advance from a fragmented vision of the African school to a more holistic vision from a cross-cutting perspective.
- Equality means not only access for all, but success for all.
- Education should be a force for change for everybody.
- To bring forth a school that is fairer and more ambitious for everybody.
- To create a just and fair society.
- To change people’s attitudes so as to bring forth an inclusive education system and an inclusive society.
- To change the language policy.
- Different, meditative teaching approaches; participation in school management; partnership with many actors; multi-sectoral collaboration.
- Curricular reform, etc.

We have all agreed on these points.

Personally, I have noted that, to create an inclusive society, intercultural dialogue is very important because it allows us to discover what we have in common and to rally us around shared values and approaches, and joint social projects.

In conclusion, allow me to abandon a purely intellectual and technical language, and to share with you the dream of a parent, an educator and a citizen of the world that today we say has become a great village.

If the world has become a global village, with all those possibilities of receiving information about what is happening everywhere and therefore an improvement in knowledge concerning the world’s various social, economic, cultural and political realities, we should be in a position to understand and appreciate better our cultural diversity.

Nonetheless, there have never been so many conflicts, which are rather an indication of the systematic exclusion of others.

Why, then, on the subject of inclusive education and inclusive societies, do we not, as parents, educators and citizens of the world, dream of a more inclusive world which transcends all these racial, ethnic, social, economic, linguistic and religious barriers that we do our utmost to maintain?

What is the remedy? For me, there is only one word in this world on which everyone agrees. It exists in all languages, in all cultures, in all philosophies, in all religious beliefs, and it is understood by men and women, children, youth, adults, the elderly — in short, by everybody.

What is this word? Who would like to guess?
It is Love with a capital “L”. It is the love of oneself and the love of others. If, through education, we succeed in instilling this notion in the hearts of human beings, we could then live in a more inclusive world that is able to build upon the diversity of cultures and to develop a spirit of peaceful coexistence, the unique condition for the survival of our planet.

Thank you very much.
ANNEX Xb

Speech by Mr Mel Ainscow
Professor, Centre for Equity in Education, University of Manchester

Developing inclusive education systems: what are the levers for change?

Education systems throughout the world are faced with the challenge of providing an effective education for all children and young people. In economically poorer countries this is mainly about the estimated 72 million children who are not in school. Meanwhile, in wealthier countries many young people leave school with no worthwhile qualifications, others are placed in various forms of special provision away from mainstream educational experiences, and some simply choose to drop out since the lessons seem irrelevant to their lives.

Faced with these challenges, there is an increased interest in the idea of inclusive education. However, the field remains confused as to what this means. In some countries, inclusion is still thought of as an approach to serving children with disabilities within general education settings. Internationally, however, it is increasingly seen more broadly as a reform that supports and welcomes diversity amongst all learners. It presumes that the aim of inclusive education is to eliminate social exclusion that is a consequence of attitudes and responses to diversity in race, social class, ethnicity, religion, gender and ability. As such, it starts from the belief that education is a basic human right and the foundation for a more just society.

Developing inclusive education systems

Through our collaborative action research in school systems in various countries, my colleagues and I have tried to map factors that have the potential to either facilitate or inhibit the promotion of inclusive practices in schools. These are all variables which national and, to varying degrees, local district administrations, either control directly, or over which they can at least exert considerable influence. Some of these factors seem to be potentially more potent; in other words, they are ‘levers for change’ (see Figure 1).

Our research suggests that two factors, particularly when they are closely linked, seem to be superordinate to all others. These are: the principles that inform actions in the field, particularly in relation to the idea of inclusion, and the forms of evaluation that are used to measure educational performance.

Inclusive Education:
What are the levers for change?

![Diagram: Inclusive Education: What are the levers for change?](image-url)
This being the case, we have supported a number of education systems as they have attempted to develop a definition of inclusion that can be used to guide policy moves. Predictably, the exact detail of each system’s definition is unique, because of the need to take account of local circumstances, cultures and history. Nevertheless, four key elements have tended to feature strongly, and these are commended to those in any education system who are intending to review their own working definition. The four elements are as follows:

- **Inclusion is a process.** That is to say, inclusion has to be seen as a never-ending search to find better ways of responding to diversity. It is about learning how to live with difference, and, learning how to learn from difference. In this way differences come to be seen more positively as a stimulus for fostering learning, amongst children and adults.

- **Inclusion is concerned with the identification and removal of barriers.** Consequently, it involves collecting, collating and evaluating information from a wide variety of sources in order to plan for improvements in policy and practice. It is about using evidence of various kinds to stimulate creativity and problem-solving.

- **Inclusion is about the presence, participation and achievement of all students.** Here ‘presence’ is concerned with where children are educated, and how reliably and punctually they attend; ‘participation’ relates to the quality of their experiences whilst they are there and, therefore, must incorporate the views of the learners themselves; and ‘achievement’ is about the outcomes of learning across the curriculum, not merely test or examination results.

- **Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalisation, exclusion or underachievement.** This indicates the moral responsibility to ensure that those groups that are statistically most at risk are carefully monitored, and that, where necessary, steps are taken to ensure their presence, participation and achievement within the education system.

Our experience has been that a well-orchestrated debate about these elements can lead to a wider understanding of the principle of inclusion. We are also finding that such a debate, though by its nature slow and, possibly, never ending, can have leverage in respect to fostering the conditions within which schools can feel encouraged to move in a more inclusive direction. Such a debate must involve all stakeholders within the local community, including families, political and religious leaders, and the media. It must also involve those within the local education district office.

Our search for levers has also led us to acknowledge the importance of evaluation. In essence, it leads us to conclude that, within education systems, ‘what gets measured gets done’. However, this is a double-edged sword precisely because it is such a potent lever for change. On the one hand, data are required in order to monitor the progress of children, evaluate the impact of interventions, review the effectiveness of policies and processes, plan new initiatives, and so on. In these senses, data can, justifiably, be seen as the life-blood of continuous improvement. On the other hand, if effectiveness is evaluated on the basis of narrow, even inappropriate, performance indicators, then the impact can be deeply damaging. Whilst appearing to promote the causes of accountability and transparency, the use of data can, in practice: conceal more than they reveal; invite misinterpretation; and, worse of all, have a perverse effect on the behaviour of professionals.

This is arguably the most troubling aspect of our own research. It has revealed, how, within contexts that value narrowly conceived criteria for determining success, such moves can act as a barrier to the
development of a more inclusive education system. All of this suggests that great care needs to be exercised in deciding what evidence is collected and, indeed, how it is used.

Our work suggests that the starting point for making decisions about the evidence to collect should be with an agreed definition of inclusion. In other words, we must ‘measure what we value’, rather than is often the case, ‘valuing what we can measure’. In line with the suggestions made earlier, then, I argue that the evidence collected at the systems level needs to relate to the ‘presence, participation and achievement’ of all students, with an emphasis placed on those groups of learners regarded to be ‘at risk of marginalisation, exclusion or underachievement’.

**Developing a framework**

Such an approach is more likely to be successful in contexts where there is a culture of collaboration that encourages and supports problem-solving. It involves those within a particular context in working together, using evidence to address barriers to education experienced by some learners. What, then, does this mean for policy? What needs to be done so that education systems that can encourage practices that ‘reach out’ effectively to all children and young people, whatever their circumstances and personal characteristics?

In order to offer some direction as to how this agenda might be addressed, we have been developing a framework based on what international research suggests are features of educations systems that are successful in moving in an inclusive direction. The items in the framework should be seen as ideals, i.e. aspirations against which existing arrangements can be compared in order to pinpoint areas for development.

The framework consists of four overlapping themes, as follows:

![Diagram of themes]

For each of the four themes in the framework I suggest four performance indicators, as follows:

**Theme 1: Concepts**

In an education system that is becoming inclusive:

1.1 Inclusion is seen as an overall principle that guides all educational policies and practices.
1.2 The curriculum and its associated assessment systems are designed to take account of all learners.
1.3 All agencies that work with children, including the health and social services, understand and support the policy aspirations for promoting inclusive education.

1.4 Systems are in place to monitor the presence, participation and achievement of all learners.

**Theme 2: Policy**

In an education system that is becoming inclusive:

2.1 The promotion of inclusive education is strongly featured in important policy documents.

2.2 Senior staff provide clear leadership on inclusive education.

2.3 Leaders at all levels articulate consistent policy aspirations for the development of inclusive practices in schools.

2.4 Leaders at all levels challenge non-inclusive practices in schools.

**Theme 3: Structures and systems**

In an education system that is becoming inclusive:

3.1 There is high quality support for vulnerable groups of learners.

3.2 All services and institutions involved with children work together in coordinating inclusive policies and practices.

3.3 Resources, both human and financial, are distributed in ways that benefit vulnerable groups of learners.

3.4 There is a clear role for specialist provision, such as special schools and units, in promoting inclusive education.

**Theme 4: Practice**

In an education system that is becoming inclusive:

4.1 Schools have strategies for encouraging the presence, participation and achievement of all learners from their local communities.

4.2 Schools provide support for learners who are vulnerable to marginalisation, exclusion and underachievement.

4.3 Trainee teachers are prepared for dealing with learner diversity.

4.4 Teachers have opportunities to take part in continuing professional development regarding inclusive practices.

The framework can be used to review the stage of development within a national or district education system. This requires an engagement with statistical and qualitative data, not least the views of students and their families. In this way, evidence can be used to formulate plans for moving policy and practice forward.

**Correspondence**

Mel Ainscow, Centre for Equity in Education, University of Manchester, Oxford Road, Manchester M13 9PL, United Kingdom. Email: Mel.Ainscow@manchester.ac.uk
Excellencies, distinguished participants, ladies and gentlemen, good evening!

It is a pleasure and an honor to be invited to speak at this timely and important conference in the landscape of education worldwide. I’d like to salute IBE for its organization.

There is little one can add about the theme of this conference that has not already been discussed through and through by participants in the preceding days. One thing I would like to touch upon, however, is the gender dimension of inclusion because it has not been systematically addressed. When speaking of inclusion, we must go beyond generalities about the excluded and think of inclusion from a gender equity, equality and rights perspective. We must ask ourselves who are the excluded? What gender are they? Why are they out of education systems? We must put a face on the excluded before we can respond adequately to their education and learning needs. Most often than not, we will find that after all obstacles and factors of exclusion have been identified, girls and women will form the group that suffers the most from exclusion in the education system and in society, be it because of poverty, ethnicity, language, religion, disability and the list goes on and on.

It has been established and is commonly recognized today that gender inequality exacerbates all other forms of inequalities and exclusion. Therefore espousing a gender equity approach to inclusion is an important starting point for meaningful inclusion for ALL, regardless of the litany of compounding factors I just mentioned. I’d like to submit that adopting systematically a gender approach to inclusive education solves half of the inclusion equation. As one speaker mentioned during yesterday’s plenary, the excluded have a gender too! Orphans, minorities, the disadvantaged, the disabled, those living with HIV and AIDS, are men and women, boys and girls, whose gender, when interacting with other factors, determines whether they enjoy their right to a quality and empowering education or not.

Gender is an overarching element and that is why it is crucial to add a gender dimension to any discussion or approach to inclusion. The millions of girls and women who are excluded from education systems worldwide, and who have no alternative to formal education face multiple forms of discrimination which are compounded and exacerbated by gender, a factor that cuts across all of them. Subscribing to inclusive education from a gender perspective shows an intention to approach education as right, and a commitment to fulfilling that right for all members of society (boys and girls, women and men).

Pointing this out is not an attempt to create a hierarchy among forms of exclusion. We simply cannot continue to act as if a wholesale, gender-blind approach to inclusion can lead to the eradication of inequalities that keep the excluded out. Inclusion from a gender perspective means that we systematically pay attention to how schools and learning systems disenfranchise the many and how schooling conditions and environments most often do not provide girls and women, and the poor or the disabled safety and a relevant education. This has led to higher rates of drop out which signals getting the excluded in is not enough. The nature and quality (or lack thereof) of what they encounter in the system often reproduces gender inequalities found in the society at large. We must also draw lessons from the EFA process which, by considering gender equality as an afterthought, even when gender parity in enrollment was a key milestone, ended up missing on both, at least in Sub-Saharan Africa.
Meaningful inclusion is gender-fair and democratic. And these are not just abstract notions or ideals. Meaningful inclusion goes beyond the provision of special services, which tend to “ghettoize” recipients, often perceived as “beneficiaries” of charity, for something that is a fundamental right. If we really mean business by making education inclusive, we must strive to create educational environments that transform unequal gender and socio-economic relations in society at large.

Practically, meaningful inclusion would require investments in the removal of obstacles that reduce or prevent physical mobility, access to basic social services, participation in educational processes, transition to gainful employment and participation in social cultural and political life which truncate blind citizens’ life chances.

Mainstreaming gender in education is central to the full attainment of inclusion. I would even say that it is a *sine qua non* condition.

Engendering the inclusion movement as well as policies and learning processes will ensure that women and girls’ concerns are mainstreamed into education policies and are translated into all institutions of learning that are respectful and responsive to the specific needs of excluded men and women.

Thank you for your attention.
ANNEX Xd

Speech by Mr Gaston De la Haye
Deputy General Secretary, Education International (EI)

Excellencies Ministers of Education,
Heads of delegation and member of delegations,
Representatives of Civil Society Organizations,
Ladies and gentlemen,

In this final debate before drawing the conclusions of this 48th International Conference on Education allow me to share with you some reflections and considerations that came across my mind while preparing this conference and during the sessions and that we share in Education International (EI). Education International is global organisation grouping teachers’ unions and organizations all over the world. EI speaks up for over 30 million education staff. Education International stands for quality Education for All (EFA), and provides quality and qualified teachers with the decent working and teaching conditions that are essential to achieve that goal.

I would like to address 5 items:
1. The concept of inclusive education
2. Financial resources
3. The role of public authorities
4. The central role of teachers
5. The way forward

As I said before Education International stands for quality education for all and is committed to contribute to achieving the EFA goals and the MDG.

EI is supportive of the new concept, this new paradigm of inclusive education because it has developed from the concept of integration to the concept of inclusion. That is a very noble evolution but we need to be vigilant that this noble objective does not rub out differences and lead to assimilation. It is pedagogically a very interesting new concept because it is comprehensive, pursuing horizontal inclusion, (including all children whatever their origin, their differences, wherever they live) and vertical inclusion, in a Life Long Learning (LLL) perspective taking on board Early Childhood Care (ECC), basic education, secondary education, vocational education, higher education and adult education. It is a concept that has a strong link and reference to the Universal Declaration of Human Rights, the Convention on the rights of the child and the convention on the rights of handicapped persons. This is important as the concept of inclusive education needs to be carried universally. It is a concept that opens the way for new pedagogical methods that are more multipolar (involving different actors in the classroom: peers, parents, social workers ...) instead of bipolar (teacher-student) as it too long used to be. It is a positive approach as inclusive education is presented as a value added, win-win operation for all partners. Inclusive education is also the better way to educate young people about interculturalism and tolerance, appreciating diversity and to prepare young people to live positively in a multicultural society. But inclusive education will only be possible if it is supported by an inclusive society and this might be the biggest obstacle to inclusive education.

Inclusive education is an ambitious project in terms of change, in terms of teacher education and thus also in terms of financial resources. Sure some resources can be redirected, but if we want the inclusive project to really create inclusion and not generate greater exclusion, we need to be aware that this will cost money, if it only were because teachers represent on average 70% or more of the
education budget. In 2000 the idea of a benchmark of 6% GDP for education was tabled without really being taken up in the Dakar global framework for action. Very few countries reach 6% of GDP for education and OECD studies show that in many countries the percentage of GDP for education is being reduced. It is also necessary to realize that decentralization aiming at reducing inequalities does in some cases lead to greater inequalities because financial means are not properly distributed and channelled as it appears from the 2009 GMR. The marketing and commercialisation of education, privatisation of or in education are conceptually in opposition with inclusive education. Competition and research of profit will never lead to inclusion.

We are all aware of the financial crisis that is in full development and it could be even worse than we think. This will affect education budgets but also levels of public aid. This could have a double negative effect on the education of the recipient countries. This while considering that today already only 1/3 of the promised aid to basic education is made available and that if nothing is done the Catalytic fund of the FTI will face a shortfall of more than 2 billion US dollars.

Today education is multi-stakeholder, and in many countries non formal education is gaining in importance. In many cases the non formal education circuit is developed with support from the public national or local authorities. All teachers whether in formal or non formal education are working towards the same goal to achieve quality education for all? It is therefore crucial to build bridges and that governments take the lead in coordinating efforts. In some countries unqualified teachers are becoming the norm, certainly when they represent more than 50% of the teachers. This evolution is really putting at risk all the efforts made so far to achieve the EFA goals. Several speakers in the workshops insisted that inclusive education will only be possible with high quality teachers. Recruiting even more unqualified teachers to address the teacher gap will give the illusion of solving the problem in the short term but will create an immense problem for later. We need to call this evolution to a halt and there should be a commitment to totally stop recruiting unqualified teachers and to develop programmes to help unqualified teachers to get the required qualifications.

In 1966 UNESCO and ILO Member States adopted the Recommendation on the status of teachers. The same was done in 1997 for Higher Education. Many of the problems we are facing today would not exist if these Recommendations would be better and more largely applied also in industrialised countries. In fact it would be much easier to progress towards inclusive education if these Recommendations were better considered.

Privatisation and commercialisation are more and more nested in education. The belief that competition is the better drive to reach quality, that is translated into ranking (Shanghai ranking!), evaluation based on outcomes, merit pay practices and all kind of incentives for so called better teachers ... destroying the team spirit in schools and cooperative collegiality that are the foundations of inclusive education.

Teachers are essential to achieving quality education. That is the central message that should be conveyed at international, national and local levels. That message should also be translated into acts. If we want to care for those 75 million kids out of school, if we want to address the teacher gap of 18 million we need to give a strong signal and to act now. Teachers need to have decent salaries, paid on time and regularly, that allow them and their families to have a decent life. How can a teacher who needs two or three jobs to survive, even think of professional development. According to a study by the Pole of Dakar, teachers’ salaries over the last 30 years have been reduced to 1/3 in sub-Saharan Africa. Besides decent salaries and decent working and teaching conditions are the condition sine qua non to envisage professional development and motivation.
Training teacher cannot be a matter of a two weeks course, certainly not if you want teachers to be able to cope with the diversity of students in the classroom already today and certainly in a pedagogical context of inclusive education. Teachers need to be trained and recognized as professionals and their professional development throughout their career should be a priority.

If we want to maintain and increase teachers’ motivation and also keep attrition as low as possible we need to give them a high level initial training, a training that would allow them to act as professionals. That high level of professionalism should be kept up by regular possibilities of professional development. That high level of qualification will allow them to build up teams with their colleagues to the benefit of the students. These professionals should also have the freedom and the space to be creative and develop collectively and, where appropriate, with other stakeholders, tailor-made pedagogies for their students. That professionalism should be recognised via institutional support, not only by school leadership but also by the highest national authorities.

What on the contrary will kill real, professional motivation is competition and individualism, practices that may be effective in economic or financial sectors, but not in education.

It is encouraging to see that there is a lot of convergence between the Global Monitoring Report (GMR) and the recommendations of the Working Group and High-Level Group on EFA. Certainly when it comes to horizontal and vertical inclusion, quality and equity and the link between education and poverty reduction programmes.

Inclusive education goes a step further, but at least we are working in the same direction.

The financial crisis that is the evidence of the failure of the neo-liberal policies should be taken as an opportunity for change to reaffirm the central role of public authorities in achieving the EFA goals and that investing in inclusive education is the better way to social inclusion and sustainable economic and social development.

Inclusive education is also an opportunity to develop better democratic governance at all levels and to make schools centres of dialogue and tolerance. School leadership should develop a spirit of team building and participation along the same lines.

The key message of this conference is that quality teachers, qualified and motivated, are essential if we want to progress towards inclusive quality education for all.
ANNEX XI

Resolution adopted by the 48th session of the International Conference on Education (ICE):
Message of Peace and Goodwill to the Government and People of India; and vote of thanks by H.E. Mrs. D. Purandeswari, Minister of State for Human Resource Development, India

Resolution

Humanity is capable of great acts of kindness and capable of great acts of depravity.

It is thus with great sadness that the international community acknowledges the tragedy which occurred November 26, in Mumbai.

Our thoughts are with the families of those who were lost in this senseless act.

Geneva, 28 November 2008

________________oOo_______________

Vote of thanks by MoS (Higher Education), Smt. D. Purandeswari, Minister of State for Human Resource Development, India, at the plenary of the 48th International Conference on Education (ICE) in response to the resolution adopted by the 48th ICE expressing solidarity with the people of India in the aftermath of the terror attacks in Mumbai on 26 November 2008.

Mr Chairman,

The barbaric and cowardly attacks of terrorists were indeed and attack on the democracy and democratic processes and our efforts for ushering a world order based on universal brotherhood. Mahatma Gandhi, our Father of Nation, always reiterated that the world is my family. Our Upanishads said

AYAM NIJAH PAROVETI,
GANANA LAGHUCHETSAM,
UDARCHARITA NAAM TU,
VASUDHAIVA KUTUMBAKAM.

This means: For the narrow minded people there are notions of mine and thine, but for a large hearted good human being, the entire world is his/her family.

India appreciates this spontaneous outpouring of sympathy for the victims of these barbaric terrorist acts, which were aimed to undermine the democratic, pluralistic and multicultural fabric of our society. We can never bow our heads or stand silent in such a situation. We stand committed to the international campaign against terrorism. City of Mumbai, the symbol of these traditions, has always refused to be cowed down by dastardly acts of terrorism.

I thank you for this message which will be immediately conveyed to our Prime Minister.
ANNEX XII

Closing address and acknowledgements by Ms Clementina Acedo
IBE Director and Secretary of the Conference

Excellencies,
President,
Members of the Conference Bureau,
Ministers, Deputy Ministers and Heads of Delegation,
Delegates,
Representatives of United Nations Agencies,
Observers of inter-governmental organizations, non-governmental organizations and foundations,
Guests and experts,
Ladies and Gentlemen, colleagues,

When an event as exceptional as the one we have just lived through together draws to a close, we always have mixed feelings. Initially we feel relief and the pleasure of having experienced very intense moments of dialogue and personal and professional enrichment. But then there are feelings of nostalgia: the 48th ICE is already finished, although there are still so many things to say and so many things to share.

As our work comes to an end, it is as Secretary of the 48th session that I have the honour and the pleasure of expressing a few words of thanks.

I would first of all like to thank the UNESCO General Conference, which entrusted the International Bureau of Education with the task of organizing this conference on the theme of “Inclusive Education: the Way of the Future”. I would also like to thank the Executive Board of UNESCO for the unflagging interest and strong commitment it has shown throughout this ICE session.

My warmest thanks go to the Member States of UNESCO for the trust they have honoured us with and for their splendid commitment in the preparatory stages of the conference, when we managed to organize nine international seminars and four regional conferences throughout the world.

I would also like to express special thanks to the Member States of the IBE Council, that worked unceasingly to make this conference a quality event, chaired first by Her Excellency the Ambassador of India until the end of last year, and then by His Excellency the Minister of Education of Ecuador from January 2008. The Council has also benefited from the excellent work accomplished by its Working Group responsible for assisting the Director of the IBE with ICE preparations; my thanks therefore to all its members, and especially its Chairman, His Excellency the Ambassador of Nigeria, who also chaired the drafting group for the final document of this 48th session.

My sincerest thanks go to the Director-General of UNESCO, and to the Deputy Director General for Education and his assistant, for their unfailing personal and institutional support. We have also had the good fortune for several months of receiving the efficient and friendly cooperation of our friends the Regional Directors and the Directors of other UNESCO institutes for education, and of many colleagues from UNESCO headquarters in Paris. Their contributions have been most useful, particularly in helping us prepare the working documents and in organizing and managing the Conference debates. I would also like to express my gratitude to UNESCO offices in the field, who helped us during the preparatory stage and have made a tremendous effort to be here with us in Geneva. Many thanks also to our general services, who provided the infrastructure needed for the conduct of our work, especially the interpreters, without whom of course no dialogue would have
been possible. And my thanks to the press, who helped us disseminate the content of our debates and who, I feel sure, will continue the good work in the days ahead.

I would like to say a particular word of thanks to the members of the drafting group. The Conclusions and Recommendations of this Conference, which have just been adopted unanimously, reflect the quality of the difficult work they have had to perform in the last few days, until all hours of the night.

My sincerest thanks go to the Swiss authorities and to those of the Republic and Canton of Geneva, who received us so generously in this international city and who supported us throughout the preparatory stage. Many thanks, too, to all the Member States, who have made such a valuable financial and intellectual contribution.

You are no doubt aware of the huge work the organization of a conference such as this one represents, from an intellectual just as much as from a logistical point of view. I am truly fortunate in being assisted at IBE by a competent and generous team and I wish to thank all my colleagues most warmly for their enormous commitment and their professionalism.

This afternoon, the IBE Council will be meeting to assess the organization and running of the 48th session of the ICE. We willingly assume responsibility for any shortcomings and, counting on your understanding, apologize in advance for any inconvenience caused.

I have kept for last the expression of my sincerest gratitude:

- It goes to the Minister of Yemen, Chairman of this session, for the masterly way he conducted our debates;
- It goes to the Deputy Minister of Venezuela, for her excellent report;
- It goes to all the Ministers and Deputy Ministers of Education, who have honoured us with their presence;
- It goes lastly to all the heads of delegation, delegates, representatives, observers and experts, for contributing to the richness of our debates, which have allowed this frank, open and fruitful dialogue to take place for the last four days.

As I said at the opening ceremony, we wanted this 48th ICE to be YOUR Conference; I hope you have really had this feeling and that you will return home with renewed courage and enthusiasm to take up this difficult but fascinating challenge of improving the quality of education, in order to build a more just and peaceful world, where no one need be or feel the victim of any form of exclusion whatsoever.

Thank you again, and my thanks to all of you for being with us today.
ANNEX XIII

Closing address by Mr Nicholas Burnett
Assistant Director-General, on behalf of
Mr. Koïchiro Matsuura, Director-General of UNESCO

Mr Chair,
Honourable Ministers of Education,
Honourable Heads of Delegations,
Ladies and Gentlemen,
Friends (for surely we are after 4 days of inclusion together),

On behalf of the DG, I am honored to address you briefly at this closing of the 48th session of the International Conference on Education.

Mr Matsuura also wishes to associate himself personally with this conference’s acknowledgement of the terrible events in Mumbai, India and the Conference’s Message of Peace and Goodwill to the Government and People of India.

I wish now to add the DG’s and my own name to the words of thanks to all those whom the Director of the International Bureau of Education has just mentioned, including especially yourself, Mr Chairman. In addition, as she could not do so herself, I also add our words of thanks to her and the entire staff of the IBE for all their contributions before and during this conference.

I want to touch briefly on the formal Conclusions and Recommendations of this conference, and also to touch on the feelings it has engendered. Because inclusion is not only a matter of policy and process, as we have discussed for four days, but also one of values and attitudes, of emotional literacy, as we have also had several occasions to feel deeply.

First, on the Conclusions and Recommendations:

You will recall that, in his opening remarks, the DG observed: “It is crucial that the outcomes of this Conference translate into policies and practices aimed at attaining high-quality education for all learners. It is first and foremost a matter of political will based on a vision of society in which learning opportunities are within everyone’s reach.”

Well, I think this Conference has moved very far in that direction. The 24 Recommendations represent a clear set of steps that Member States can adopt in order to make inclusion a central aspect of their educational systems. They represent, as many have said, a paradigm shift in which diversity is welcomed and valued, and is no longer seen as some sort of problem that needs addressing. The political will that the DG called for is becoming apparent in your Ministerial approval of the document.

As the DG’s representative, I also want to assure you that we shall be diligent in pursuing the measures that UNESCO is called upon to deliver in Recommendation 22. We shall also bring them forward into other relevant fora, starting in December with the HLG on EFA.

Now, on the heart:

I will not soon forget the honour I had to participate yesterday in the innovative roundtable between young people who had been excluded and several ministers of Education. The eloquence of the young people’s direct appeals to the ministers clearly struck a chord in those ministers’ hearts and reminded us all that inclusion must start with respect for all individuals and peoples and that the community
must be involved in the process. These values are at the core of UNESCO and it is a wonderful thing that we have been able not only to discuss them but also to feel them here directly.

UNESCO is proud to have organized this important Conference and proud to carry inclusive education forward. Inclusive Education is indeed the Way of the Future.

Thank you very much.
ANNEX XIV

Closing address by H.E. Mr Charles Beer
State Counsellor, Head of the Swiss Delegation

Chairman,
Excellencies,
Ladies and Gentlemen,

Before anything, I wish to express my sympathy and that of the Swiss people for the victims of the attacks in Mumbai and to assure the Government and people of India of our support in this tragedy.

Reaching the end of this 48th session of the ICE, I would like personally to express my gratitude to you all for having accepted to come to Geneva to discuss this major undertaking for education — the inclusion of all pupils.

As a number of speakers have already remarked, at a time when we are living through an unprecedented economic and financial crisis, when irreversible damage is being done to our environment and when solidarity and alliances are being questioned, the role of education becomes even more vital.

On this subject, the ICE has once again fulfilled its pre-emptive function by tackling this difficult and delicate matter of inclusive education as the way of the future. If we still have far to go, we can at least take comfort from the fact that, after a week of workshops and plenary sessions, it is an undertaking not only shared by all, but which concerns us all — both in the South and North.

On this subject, if the words used and the responses differ according to the various regions of the world, the global challenge remains the same for all: everywhere the right to attend school should be guaranteed, to which inclusive education adds the necessity of finding the means for each person to complete their training. In finding a place in school and combating failure, each society is experiencing the challenge of inclusion in relation to its specific situation. There is, therefore, no universal remedy, no magic formula enabling the problem to be overcome: it is the fable of the shepherd and the international adviser, as was so agreeably related to us by the Vice-President of Ecuador in his introductory remarks.

We have to admit that we have not yet found all the right, suitable, relevant and effective answers. There could be no other way if we take into consideration all the transformations that societies have undergone in the last decade, evolving towards an increasingly diverse structure — both in the North as well as in the South. And it is precisely here that the true challenge can be found: to include in the education system each and every one according to their specific characteristics. In other words, equity must keep pace with the right to education: not simply for each person according to his/her merits, but also to each person according to his/her needs — whether the latter arise from a physical or mental handicap, or from socio-cultural or socio-economic reasons.

The universal recognition of this undertaking will require resources. And it is our joint task as political decision-makers to struggle to obtain the allocation of these means, both structural and financial. The bleak future outlook promises long hours of work and sleepless nights on this topic, and it will require incessant energy and willpower on our part. This is our challenge! Let us bear in mind, nevertheless, that only a tiny fraction of the billions of dollars invested over recent weeks to save major global businesses would suffice to reach the objectives of EFA by 2015. Nor let us forget that education is also an investment in the future.
But let us get back to the ICE and its events. If, once more, it has been able to anticipate future debates, we owe this success to its organizers. I am thinking here in the first place of the Director-General of UNESCO, Mr Matsuura, and particularly of the IBE Director, Mrs Clementina Acedo, as well as all the members of her marvellous team. I am pleased to congratulate them and thank them warmly in the name of the Canton and Republic of Geneva and in the name of the Swiss Confederation for the immense amount of work carried out in sometimes difficult conditions. Please be assured of our complete support. This success also bears witness to the capacity and competence of the IBE to assume, in the future, this task of being a global centre of excellence in curriculum-related matters: diverse curricula for global diversity with a common objective: inclusion!

Finally, I would like to express the wish that our recommendations can be turned into reality and contribute to enriching the important rounds of international conferences that the ICE has set in motion, beginning with the World Conference on Education for Sustainable Development which will take place in Bonn (Germany) next spring.

I thank you for your attention.
ANNEX XV

Closing address by H.E. Mr Abdulsalam M. Al-Joufi
Minister of Education of Yemen, Chair of the 48th session of the ICE

Assistant Director-General of UNESCO,
Madam Director of the International Bureau of Education,
Excellencies, Ministers of Education,
Excellencies, Ambassadors of the participating countries,
Ladies and Gentlemen, Members of the delegations participating in the Conference,
All of the distinguished attendants,

May God’s peace, mercy and blessings be upon you.

Four days ago, we were faced with a major challenge and were concerned for the success of the various activities of the Conference and the realization of its objectives. Today, we reap the benefits of all the activities that have been prepared. And thanks to the efforts and effective participation of all, we have been able to attain this success, of which we can all be proud.

Ladies and gentlemen, please allow me to express my gratitude and appreciation to the Secretariat of the International Bureau of Education, to all those who contributed in the preparation of this Conference, the Chairs and members of various committees and workshops, workshop rapporteurs, moderators, persons involved in various experiences and interventions made and all people who have been working behind the scenes, including the Secretariat, translators and technical and logistics support staff.

Effective participation in this Conference has resulted in serious discussions and achieved excellent results at different levels, and I could say the Conference has achieved its highest objectives and expected results. Whether through workshops, plenary meetings or other events, the discussions and interventions played a vital role in enriching the theme of the Conference. They examined the challenges and constraints faced by inclusive education, reflected views and experiences of various countries and educational systems and provided opportunities to exchange expertise and experience that can be utilized at the national level.

Ladies and Gentlemen, I would not be wrong to say that the presence of ministers, educational leaders, international and non-governmental organizations in such large numbers is strong evidence of their responsibility and willingness to progressively bring about appropriate educational reforms, in order to create an inclusive education which accommodates all members of society without exception, exclusion or marginalization in view of advancing towards an inclusive society.

The Conference has obtained very important results that constitute a common ground for numerous measures that can be taken to develop national policies, legislations and visions for inclusive education, to eliminate various forms of deprivation and inequality and to meet the needs of members of the entire community. These results respond to the diversity of learners, regardless of gender, religion, age, social or cultural origin or personal characteristics, with a view to achieving sustainable development, to making it a reality through the elaboration of strategies and plans, and by mobilizing material and human resources for its implementation.
Ladies and Gentlemen, this is an opportunity to emphasize some of the following issues:

1. To pay attention to the evaluation, monitoring and follow-up processes of national achievements with regard to inclusive education, through the establishment of a follow-up committee, and to encourage governments to set up their own national committees for follow-up and evaluation, in addition to global annual reports issued to monitor progress.

2. To call upon UNESCO to develop and disseminate successful experiences, and provide the national committees on education with the technical expertise necessary to assess, monitor and evaluate the results.

3. Excluding children from school constitutes a threat to society, international peace and security and relations between peoples and nations. Therefore, the financial crisis should not affect the priorities of the international community in supporting education.

4. To create effective partnerships among all key stakeholders that can support the process of transition towards inclusive education and that enable communities to interact to support this trend.

5. To invite donors and development partners, especially those involved in the “fast-track initiative”, to allocate part of their grant to inclusive education, and to make the existence of plans and programmes for inclusive education one of the conditions for governments to be entitled to the grant.

6. To call Saudi Arabia and the “Dubai Cares initiative” to allocate at least 20% of the funds for supporting inclusive education in developing countries, and particularly for children in Palestine, Somalia, the Golan Heights, Djibouti and Afghanistan.

7. To invite UNESCO and relevant international organizations to mobilize key players in order to facilitate potential active participation of education leaders, and ensure the coherence and complementarity of their actions.

8. The concept of inclusive education is incompatible with all types of deprivation, exclusion and marginalization, whatever the reasons or justifications may be, including areas under occupation and areas affected by armed conflict and natural disasters, among others.

9. To send a message to the high-level meeting, to be held in Oslo next month, to address the subject of inclusive education.

Ladies and Gentlemen, UNESCO is achieving magnificent work and making great efforts in the interest of education. It is organizing different events, international and regional conferences, and is taking care of the preparations required. UNESCO is arranging, creating, identifying and showing how interdependent and mutually reinforcing the various issues and topics addressed by those activities are. UNESCO is invited today, more than ever before, to guide and coordinate efforts, and mobilize resources to achieve the objectives of Education for All and the Millennium Development Goals through the mechanisms of inclusive education.

In conclusion, I would like to congratulate everyone for the success of the Conference and for achieving its objectives.

May God’s peace, mercy and blessings be upon you.
Speech by H.E. Mr Raúl Vallejo Corral
President of the IBE Council
on the occasion of the Comenius Medal Award Ceremony

First Deputy Minister of Education, Youth and Sport of the Czech Republic,
Director-General of UNESCO,
Laureates,
Ministers,
Dear friends,

The market tends to confuse the meanings of value and price. In that confusion what is lost is the ethical sense of being responsible for others, which is replaced by the cynical attitude of “you are worth what you have”. In that unequal confrontation, we educators must tilt the scales in favour of the value of life, that is, in favour of that intangible spiritual wealth that has no price.

Jan Amos Komensky defined Nature as “the second book of God” to the extent that human beings were supposed to know how to read it. Our Andean peoples define Nature as Pachamama, the source from which human beings derive their food, the mother with whom they must live in harmony to achieve sumac kawsay or the good life, in the sort of society where the value of being is always preferable to the price of having.

Today we are about to honour nine personalities of the world of education and one institution. They have contributed to deepening the ideals of Comenius: an education for men and women aimed at creating a culture of peace, an education that considers human beings as whole, in harmony with nature, with their fellow human beings and with themselves.

The Comenius Medal, as you know, is a prestigious distinction. The laureates were chosen at the outcome of a process of rigorous selection, confirmed by the Director-General of UNESCO. It proved a difficult task since there were many candidates from all parts of the world. In this respect I would like to thank Doctor Said Al-Kitani, of the Sultanate of Oman, Vice-President of the IBE Council, for having overseen the final selection of candidates. I would also like to thank the other members of the panel: the IBE Director, the representative of the Ministry of Education, Youth and Sport of the Czech Republic, and the representative of UNESCO’s Education Sector. I would also like to express my gratitude to Mr. Matsuura, who honours us with his presence at this ceremony.

You have been selected from among 96 candidates and the leaflet published to mark the occasion outlines your personal and professional careers, highlighting some of your achievements as educators. Like Comenius, who considered it as a precondition for young people wishing to learn world science, you have preserved clear-sighted understanding in your view of human beings and, through educational practice, in your efforts to achieve permanent change. I congratulate you and would like to thank you on behalf of all the participants at this 48th session of the ICE and on behalf of all the world’s teachers and students.

Jean Piaget was a great admirer of Comenius. Beyond the visionary thoughts, the profoundness and the modernity of the psychological, pedagogic and didactic intuitions put forward by Comenius, Piaget was fascinated by the latter’s political vision “of a system of education universal by its very nature intended for all men regardless of differences of social or economic condition, religion, race or nationality”. It would not be an exaggeration to say that Comenius was a precursor of the concept whereby education is considered as a “public good”, since he advocated that “all young people of
both sexes must be sent to State schools”. And Piaget adds: “The starting point for this sociological aspect of his educational philosophy is the affirmation of the right to education for all on a basis of complete equality”. This was an astonishingly bold corollary if we place this ideal of democratic education back in the context of the seventeenth century.

Today’s debate is about inclusive education. This concept is based on consideration of human beings as the focus of the educational process, as advocated by Comenius four hundred years ago, and as his ideas on education still resonate amongst us at this conference. Inclusion implies an ethic founded on a concern for others, for nature, and for the harmonious relations we should build between those around us. It is a value-related ethic that has no price because it is not measured in terms of market currency but of the full accomplishment of the spirit.

Ladies and Gentlemen,

At the close of this ceremony, I invite you all to visit the first floor of this building, where the exhibition of the Comenius Museum of Prague is being held to display the valuable heritage bequeathed to the world by Jan Amos Comenius. I now have the pleasure of giving the floor to Mr. Koïchiro Matsuura, Director-General of UNESCO.
Speech by Mr Koïchiro Matsuura
Director-General of UNESCO

on the occasion of the Comenius Medal Award Ceremony

I am very pleased to join you at this ceremony to award the 2008 Comenius Medals. It is a special moment not just for the ten laureates who we are here to honour, but for everyone committed to educational improvement as the key to a rewarding and sustainable future.

Allow me first to thank you, Madam First Deputy Minister for Education, Youth and Sport of the Czech Republic, for your country’s continued support for the Comenius Medal programme since its creation in 1992. This has allowed us to celebrate the work of over 60 outstanding educators, researchers and initiatives around the world. We are most grateful to you and your Government for making this possible.

Special thanks also go to Dr Said Al-Kitani, Deputy Permanent Delegate of the Sultanate of Oman to UNESCO, who, as Vice President of the IBE Council, chaired the Jury appointed to select the 2008 candidates for the Comenius awards. As the President said, the high quality of all the candidates made this a difficult task. But under your guidance, the Jury chose wisely.

As we can see from the exhibition about his life’s work, Comenius was convinced that international cooperation and education were essential to resolving the difficulties facing seventeenth-century Europe.

The parallels between his philosophy and that of UNESCO, which was itself created out of the torment of war, are striking. The central principle of his educational theory – universal and equal access to quality education – is carried forward today through the Education for All (EFA) movement coordinated by UNESCO.

It is therefore fitting that the 2008 Comenius Medals should be awarded in association with this conference dedicated to Inclusive Education. Inclusion lies at the heart of EFA. Achieving EFA is about realizing the basic human right to education, regardless of age, gender, ability, ethnicity, religion, class or economic status. To succeed, we must respond to the diversity of learners’ needs and overcome the barriers faced by the poorest and most marginalized. In so doing, we will not only be providing better and more inclusive education, we will be constructing more cohesive societies.

We have undoubtedly made progress since the Education for All goals were adopted in 2000. Yet, the 2009 EFA Global Monitoring Report launched yesterday shows that we are still not doing enough to promote equity in education. We must step up our efforts to address the deep and persistent inequalities that exist. If we do not, we are condemning millions of children to diminished opportunity.

While there is no off-the-peg solution, we can all learn and be inspired by programmes and policies that have succeeded in breaking down the barriers of disadvantage.
This is why the Comenius awards are so important. Each of the laureates we are honouring today has made an exemplary contribution to opening up the possibilities for everyone to fulfil their true potential. In so doing, they have made the world a fairer and more enriching place. I am delighted to present them with their Comenius medals.

Thank you for your attention.
ANNEX XVIII

Speech by Ms Eva Bartonova
First Deputy Minister of Education, Youth and Sport of the Czech Republic,
on the occasion of the Comenius Medal Award Ceremony

Dear Director-General,
Distinguished Colleagues,
Ladies and Gentlemen,

I am deeply honoured to have the opportunity to represent the Czech Republic on such an important occasion and to take part in the ceremony of awarding the Jan Amos Comenius Medal, the joint medal of the Director-General, of UNESCO and the Minister of Education, Youth and Sports of the Czech Republic. Personally, I am very happy to meet you – laureates of the medal. Your work and its results are in fact the main reasons for our meeting today.

On behalf of the Czech Minister of Education and also on behalf of myself, I would like to express our profound admiration and respect for what you have achieved. I am sure Jan Amos Comenius would be proud of you. Comenius was one of the greatest sons of the country I am representing here. The ideas of this famous pedagogue, Evangelical theologian and philosopher have their roots in the ideas of Humanism, and they are, in many respects, very modern and very alive.

Comenius strove to unite all the knowledge of mankind on a single basis (pansophy). Having worked out a self-contained system of school education, he was the first to come up with such didactic principles as from the simple to the complex and from visual to abstract. His famous credo was school through play. Comenius’s multiform work contains not only pedagogical works, theological treatises and collections of prayers, but also encyclopaedic and historical works. Comenius was one of the first who declared equal access to education. He stressed in his work that achieving good education is a right that should be guaranteed to all children and young people. High quality preschool and basic education is a prerequisite for setting on any educational path an individual chooses to pursue.

I am convinced that the Comenius medals could hardly have found better recipients than you are. It gives the Czech Ministry of Education great pleasure to convey to you our sincerest congratulations. We are also pleased that most of you have been able to accept our invitation to visit the Czech Republic and to spend a few days in the land of Comenius.

Distinguished colleagues,
Laureates of the Comenius medal,

I am sure that you will go on taking inspiration from Comenius work and life and safeguarding the principle to which our conference has been committed – equal opportunities in education for all people. I wish you a lot of success in this work.
Honourable Chairperson,
Honourable Ministers,
Distinguished Participants,
Ladies and gentlemen,

On behalf of members of the Joint Expert Group, it is a great honour and privilege for me to present to the plenary of the ICE the work of the Joint Expert Group. We would like to express our deep gratitude to the ICE for giving us this opportunity.

The Joint Expert Group is made up of two members of the UN Committee on Economic, Social and Cultural Rights (CESCR) of the ECOSOC and two members of UNESCO’s Committee on Conventions and Recommendations (CR); it is presently composed of myself (Professor Eibe RIEDEL) and Professor Virginia B. DANDAN, Members of CESCR; and Ambassador José Duarte Ramalho ORTIGAO and Professor Brian FIGAJI, members of the CR. The Joint Expert Group was established by the decision adopted by UNESCO’s Executive Board in October 2001, and is entrusted with a broad mandate of monitoring the right to education in all its dimensions. As a unique institutionalized mechanism for UNESCO’s collaboration with CESCR and with the OHCHR, it plays a valuable role in monitoring the implementation of the right to education more effectively within the UN system. The report(s) of the Joint Expert Group is presented annually to UNESCO’s Executive Board for examination as well as to the ECOSOC. The key areas of the work accomplished by the Joint Expert Group include: strengthening the foundations of the right to education in national legal systems; the enforcement of the right to education and its justiciability; universalizing access to primary education free of costs for all, with emphasis on Member States’ core obligations; and promoting equality of opportunities in education, both in law and in fact.

The Joint Expert Group held its ninth meeting yesterday, and in continuity with its eight meeting of last May, addressed the theme: **Inclusive Dimensions of the Right to Education**. A Concept Paper prepared for this purpose has been disseminated – we would like to urge all Honourable Ministers and distinguished participants in the ICE to give careful consideration to the text of the Concept Paper, which sheds light on the inclusive dimensions of the right to education, and analyses legal and policy issues involved. These dimensions are reflected in UNESCO’s Convention against Discrimination in Education, which has been recognized by UNESCO’s Executive Board as a key pillar of EFA, and in various other instruments adopted by UNESCO as well as in those adopted by the United Nations. As the Universal Declaration of Human Rights provides in article 26, para 1 “Everyone has the right to education.” The right to education as an internationally recognized right is universal, and does not provide for any exclusion. The General Comment 13 on Article 13 (right to education) of the International Covenant on Economic, Social and Cultural Rights, elaborated by CESCR in cooperation with UNESCO states that “education must be accessible to all, especially the most vulnerable groups, in law and fact, without discrimination.” The Joint Expert Group emphasizes the importance of action by Governments pursuant to obligations – legal and political – undertaken under the international instruments. Respecting and fulfilling these obligations would enable all those who remain deprived of education to receive it as a right, without any exclusion or discrimination. It is important to realise that the right to education is essential for the exercise of all other human rights and therefore it...
deserves priority consideration. The Optional Protocol to the International Covenant on Economic, Social and Cultural Rights, to be adopted by the UN General Assembly on 10 December 2008, will open new perspectives for the CR and the CESCR to collaborate in examining alleged violations of the right to education and the enforcement of this right.

The Joint Expert Group will like to convey to the Honourable Ministers in the strongest possible terms that the right to education, which is inviolable, is of paramount importance and its sanctity must be maintained everywhere. The inclusive dimensions of the right to education are at the very heart of the theme being addressed by the ICE: Inclusive Education: The way of the future. In order to give fresh momentum to the Education for All (EFA), it is absolutely indispensable to guarantee universal access to quality primary education free of charge for all and lay stress on full compliance of States’ core obligations for this purpose; it is equally essential to promote continuing education, lifelong learning and literacy as a right, as well as to ensure equitable access to quality secondary/technical and vocational education. The inclusive dimensions of the right to education should remain central to our endeavour for equity, inclusion and social cohesion in today’s societies.

In strategies for implementing the right to education in all its inclusive dimensions, the Joint Expert Group would like to underline the significance of how such dimensions are reflected in national legal systems – in constitutions and national legislation – and how they are further translated into policies and programmes, having regard to the recommendations by the Ministers at the Seventh Meeting of the High-Level Group on EFA (Senegal, December 2007) to “identify steps to strengthen and harmonize, where necessary, the legislative framework within which the right to education is guaranteed.” Moreover, we urge Governments to accelerate national level action, including necessary positive measures, as part of such legislative framework, aimed at overcoming inequalities in education, and doing away with growing disparities and inequities, bearing in mind the EFA Global Monitoring Reports 2008 and 2009, and guided by UNESCO’s constitutional mandate of ensuring “full and equal opportunities for education for all.”

In that spirit, our Group would like to make a fervent appeal to the Honorable Ministers and Delegates participating in the ICE to give added impetus to the realization of the right to Education for All, in a way that its inclusive dimensions remain at the centre stage in national level action and education development strategies, and provide the basis for raising the profile of the Education for All initiative and its realization as a fundamental human right. We:

1. underline the crucial importance of inclusive dimensions of the right to education which constitute the very foundation of universalizing access to education without discrimination or exclusion, for advancing the EFA agenda;

2. strongly recommend to the ICE to promote the inclusive dimensions of the right to education, contained in human rights treaties adopted by the United Nations, and in the conventions and recommendations in the field of education adopted by UNESCO, and to appeal to Member States to reflect these dimensions in their legal systems, education policies and strategies;

3. emphasize the legal obligations and political responsibility of Member States to give effect to the inclusive dimensions of the right to education, with a view to promoting inclusive education for all at the national level, and suggest to the ICE to encourage Member States to increase necessary assistance to countries which need it most, cognizant of the fact that Africa is UNESCO’s top priority.
4. **express** our deep concern about the adverse impact that the global financial crisis may have on the realisation of the right to quality education for all. As mentioned by the South African Minister of Education in the introductory debate of 48th ICE, the financial crisis should not be an excuse for Member States failing to fulfill their obligations. On the contrary, Member States should provide the necessary resources to ensure the full implementation of the right to quality education for all.

Thank you.
LISTE DES INTERVENANTS PRINCIPAUX DANS LES ATELIERS
LIST OF SPEAKERS IN THE WORKSHOPS
LISTA DE ORADORES PRINCIPALES EN LOS TALLERES

ATELIER 1 A / WORKSHOP 1 A / TALLER 1 A

L’éducation pour l’inclusion : approches, orientations et contenu /
Inclusive education: approaches, scope and content /
La educación inclusiva: enfoques, alcance y contenido

Contribuer à réaliser l’éducation pour l’inclusion à travers une société plus inclusive /
Contribute to achieve inclusive education through a more inclusive society /
Contribuir a alcanzar una educación inclusiva a través de una sociedad más inclusiva

Modérateur / Moderator / Moderador

- H.E. Mr. Luis GALLEGOS
  Ambassador of Ecuador to United States
  Former Chair of the Ad Hoc Committee on the Convention on the Rights of Persons with Disabilities
  REPUBLIC OF ECUADOR

Assistant modérateur / Moderator Assistant / Asistente Moderador

- Ms. Ana Luiza MACHADO
  Deputy Assistant Director-General for Education
  UNESCO

Intervenants principaux / Speakers / Oradores principales

- H.E. Mr. ZHOU Ji
  Minister of Education
  PEOPLE’S REPUBLIC OF CHINA

- H.E. Ms. Hajiya Aishatu JIBRIL DUKKU
  Minister of State for Education
  NIGERIA

- Mr. Juan Eduardo GARCÍA HUIDOBRO
  Dean of the Faculty of Education, University Alberto Hurtado, Santiago de Chile
  CHILE

- Ms. Lavinia GASPERINI
  Senior Agriculture Education Officer, Food and Agriculture Organization of the United Nations (FAO), Chairperson of the Education for Rural People EFA flagship partnership and of the FAO, Interdepartmental Working Group on Training
  Rome, ITALY
Rapporteur / Rapporteur / Relator

- Ms. Gordana MILJEVIC
  Senior Program Manager
  Education Support Program
  OPEN SOCIETY INSTITUTE

Assistant rapporteur / Rapporteur Assistant / Asistente Relator

- Mr. Manuel BELLO
  Dean of Faculty of Education
  Peruvian University Cayetano Heredia, Lima
  COP Focal Point Coordinator for the Andean Region (Latin America)
  PERU
ATELIER 1 B / WORKSHOP 1 B / TALLER 1 B

L’éducation pour l’inclusion : approches, orientations et contenu / Inclusive education: approaches, scope and content / La educación inclusiva: enfoques, alcance y contenido

Augmenter et démocratiser les opportunités d’apprentissage aux divers groupes selon le paradigme de l’éducation en tant que droit / Enhance and democratize learning opportunities to diverse groups within the paradigm of education as a right / Ampliar y democratizar las oportunidades de aprendizaje de diversos grupos en el marco del paradigma de la educación como derecho

Modérateur / Moderator / Moderador
• H.E. Mr. Don MACKAY
  Ambassador Extraordinary and Plenipotentiary
  Permanent Mission of New Zealand to the United Nations Office of Geneva
  Chair of the Ad Hoc Committee on the Convention on the Rights of Persons with Disabilities
  NEW ZEALAND

Assistant modérateur / Moderator Assistant / Asistente Moderador
• Mr. Georges HADDAD
  Director, Division of Higher Education
  UNESCO

Intervenants principaux / Speakers / Oradores principales
• H.E. Ms. Ishenkul BOLDJUROVA
  Minister of Education and Science
  Chairperson of the Conference of the Ministers of Education of the CIS Countries
  REPUBLIC OF KYRGYZSTAN
• H.E. Ms. Daggubati PURANDESWARI
  Minister of State for Human Resource Development
  INDIA
• Ms. Penelope PRICE
  Chair, Rehabilitation International Education Commission
  AUSTRALIA
• Ms. Diane RICHLER
  President, International Inclusion
  CANADA

Rapporteur / Rapporteur / Relator
• Ms. Silvina GVIRTZ
  Director of the Master in Education
  School of Education, University of San Andres, Buenos Aires
  COP Focal Point Coordinator for the Southern Cone of the Latin America Region
  ARGENTINA

Assistant rapporteur / Rapporteur Assistant / Asistente Relator
• Mr. Iouri ZAGOUMENNOV
  Director of the Institute of Comparative Education
  Ministry of Education
  COP Focal Point Coordinator for the CIS Region
  BELARUS
ATELIER 1 C / WORKSHOP 1 C / TALLER 1 C

L'éducation pour l'inclusion : approches, orientations et contenu /
Inclusive education: approaches, scope and content /
La educación inclusiva: enfoques, alcance y contenido

Une perspective comparative internationale sur l'élargissement du concept d'éducation pour l'inclusion (éliminer les obstacles, insérer dans le système général, et fournir une éducation interculturelle / bilingue) / An international comparative perspective on broadening the concept of inclusive education (removing barriers, mainstreaming, and intercultural / bilingual education) /
Una perspectiva comparativa internacional acerca de la ampliación del concepto de educación inclusiva (eliminación de barreras, integración en escuelas regulares, y educación intercultural/bilingüe)

Modérateur / Moderator / Moderador

- Ms. Helen PINNOCK
  Education Advisor
  SAVE THE CHILDREN, UK

Assistant modérateur / Moderator Assistant / Asistente Moderador

- Ms. Linda KING
  Director a.i., Division for Promotion of Basic Education
  UNESCO

Intervenants principaux / Speakers / Oradores principales

- H.E. Ms. Tatjana KOKE
  Minister of Education and Science
  LATVIA

- Mr. Arief RACHMAN
  Executive Chairman, Indonesian National Commission for UNESCO
  INDONESIA

- Mr. Nasser Ali AL-MOUS A
  Education Consultant, Ministry of Education
  KINGDOM OF SAUDI ARABIA

- Mr. Luis Enrique LOPEZ
  Coordinator, Programme of Support to the Quality of Education, German Technical Cooperation Agency
  GUATEMALA

Rapporteur / Rapporteur / Relator

- Mrs. Helen ABADZI
  Senior Evaluation Officer
  Independent Evaluation Group World Bank
  Washington DC, USA

Assistant rapporteur / Rapporteur Assistant / Asistente Relator

- Mr. Paul MUSHI
  Director of Education
  TANZANIA
ATELIER 1 D / WORKSHOP 1 D / TALLER 1 D

L’éducation pour l’inclusion : approches, orientations et contenu / Inclusive education: approaches, scope and content / La educación inclusiva: enfoques, alcance y contenido

Comprendre, respecter et répondre aux diversités culturelles, sociales et individuelles comme élément clé de l’élargissement du concept de l’éducation pour l’inclusion / Understand, respect and respond to cultural, social and individual diversities as key components in broadening the concept of inclusive education / Comprensión, respeto y respuesta a las diversidades culturales, sociales e individuales como componentes claves en la ampliación del concepto de educación inclusiva

Modérateur / Moderator / Moderador
- Mr. Gabriele MAZZA
  Directorate of School, Out-of-School and Higher Education
  COUNCIL OF EUROPE

Assistant modérateur / Moderator Assistant / Asistente Moderador
- Ms. Lene BUCHERT
  Chief, Section for Inclusion and Quality Enhancement, Division for Promotion of Basic Education
  UNESCO

Intervenants principaux / Speakers / Oradores principales
- H.E. Mr. Youssef BELQACEMI
  Director of Strategy, Statistics and Planning
  Ministry of Education
  MOROCCO
- H.E. Ms. Haman ADAMA
  Minister of Basic Education
  CAMEROON
- Ms. Anna Lucia D’EMILIO
  Senior Advisor Education, UNICEF Regional Office for the Americas and the Caribbean
  Panama City, REPUBLIC OF PANAMA
- Mr. Sheldon SHAEFFER
  Director, UNESCO Regional Bureau for Education in Asia and the Pacific
  Bangkok, THAILAND
- Ms. Rosa BLANCO
  Programme Specialist in Special and Initial Education, UNESCO Regional Bureau for Education in Latin America and the Caribbean
  Santiago, CHILE

Rapporteur / Rapporteur / Relator
- Mr. Kenneth EKLINDH
  Senior Programme Specialist, Section for Inclusion and Quality Enhancement, Division for Promotion of Basic Education
  UNESCO

Assistant rapporteur / Rapporteur Assistant / Asistente Relator
- Mr. Hegazi IDRIS
  Programme Specialist, UNESCO Regional Bureau for Education in the Arab States
  Beirut, LEBANON
ATELIER 2 A / WORKSHOP 2 A / TALLER 2 A

L’éducation pour l’inclusion : politiques du secteur public / Inclusive education: public policies / La educación inclusiva: políticas públicas

Des politiques publiques pour répondre aux problèmes de pauvreté, de marginalisation, d’inégalité et de travail des enfants / Public policies addressing issues of poverty, marginality, inequality and child labour / Políticas públicas orientadas a abordar los temas de pobreza, marginalidad, desigualdad y trabajo infantil

Modérateur / Moderator / Moderador

- Mr. Assane DIOP
  Executive Director, Social Protection Sector, International Labour Organization (ILO)
  Geneva, SWITZERLAND

Assistant modérateur / Moderator Assistant / Asistente Moderador

- Mr. Steven OBEEGADOO
  Director, Education for All Country Relations, Education Sector
  ADEA Coordinator Working Group on Post-Primary education (WGPPE)
  UNESCO

Intervenants principaux / Speakers / Oradores principales

- H.E. Ms. Lisbet RUGTVEDT
  State Secretary, Ministry of Education and Research
  NORWAY

- H.E. Ms. Bahia HARIRI
  Minister of Education
  LEBANON

- Mr. Shantanu MUKHERJEE
  Microeconomics Advisor, Poverty Group, United Nations Development Programme (UNDP)
  New York, USA

- Mr. Sergei ZELENEV
  Chief, Social Integration Branch, Division for Social Policy and Development, United Nations Department of Economic and Social Affairs (UN-DESA)
  New York, USA

Rapporteur / Rapporteur / Relator

- Mr. Godswill OBIOMA
  Executive Secretary, National Education Research and Development Council (NERDC)
  NIGERIA

Assistant rapporteur / Rapporteur Assistant / Asistente Relator

- Mr. Teeluck BHUWANEE
  Programme Specialist of Secondary and Technical Education, UNESCO Regional Bureau for Education in Africa
  Dakar, SENEGAL
ATELIER 2 B / WORKSHOP 2 B / TALLER 2 B

L’éducation pour l’inclusion : politiques du secteur public / Inclusive education: public policies / La educación inclusiva: políticas públicas

La mise en oeuvre des politiques publiques d’éducation pour l’inclusion depuis une perspective comparative internationale / Implementation of public policies on inclusive education from an international comparative perspective / Implementación de las políticas públicas sobre educación inclusiva desde una perspectiva comparativa internacional

Modérateur / Moderator / Moderador

• Mr. Mark BRAY
  Director
  UNESCO International Institute for Educational Planning (IIEP)

Assistant modérateur / Moderator Assistant / Asistente Moderador

• Mr. Massimo AMADIO
  Programme Specialist
  UNESCO International Bureau of Education (IBE)

Intervenants principaux / Speakers / Oradores principales

• H.E. Mr. André LAZARO
  Vice-Minister of Education
  BRAZIL

• H.E. Ms. Desrey CAESAR FOX
  Minister within the Ministry of Education
  GUYANA

• Mr. Naser ALSHAIKH
  Assistant Under Secretary for Education
  BAHRAIN

• Ms. Denise NEWNHAM-FELLAY
  Research Consultant
  University of Bath
  UNITED KINGDOM

• Mr. Arquimedes Diógenes CILONI
  Rector, Federal University of Uberlandia
  President of the National Association of Leaders of Federal Institutions of Higher Education
  BRAZIL

Rapporteur / Rapporteur / Relator

• Ms. Irmeli HALINEN
  Director, Early Childhood and Basic Education Development
  National Board of Education
  COP Focal Point for the Nordic Region
  FINLAND

Assistant rapporteur / Rapporteur Assistant / Asistente Relator

• Ms. Susan NKINYANGI
  Senior Education Adviser, UNESCO Nairobi Cluster Office
  KENYA
ATELIER 2 C / WORKSHOP 2 C / TALLER 2 C

L’éducation pour l’inclusion : politiques du secteur public / Inclusive education: public policies / La educación inclusiva: políticas públicas

Interfaces et synergies entre les politiques d’inclusion sociale, la protection sociale et l’éducation pour l’inclusion, avec une attention particulière à la réalisation des objectifs de l’EPT / Interfaces and synergies between policies on social inclusion, social protection and inclusive education, with a special focus on the attainment of EFA goals / Enlaces y sinergias entre las políticas de inclusión social, protección social y educación inclusiva, con énfasis en el logro de las metas de EPT

Modérateur / Moderator / Moderador

- Mr. Cor MEIJER
  Director, European Agency for Development in Special Needs Education
  The Hague, NETHERLANDS

Assistant modérateur / Moderator Assistant / Asistente Moderador

- Mr. Dendev BADARCH
  Director, UNESCO Moscow Office
  RUSSIAN FEDERATION

Intervenants principaux / Speakers / Oradores principales

- H.E. Ms. Sidibe AMINATA DIALLO
  Ministry of Basic Education, Alphabetization and National Languages
  MALI

- H.E. Ms. Ana ORDOÑOZ DE MOLINA
  Minister of Education
  GUATEMALA

- Ms. Susan PETERS
  Associate Professor, College of Education, Michigan State University
  USA

- Mr. Hannu SAVOLAINEN
  Professor, Department of Special education, University of Joensuu
  FINLAND

Rapporteur / Rapporteur / Relator

- Ms. María Inés AGUERRONDO
  Consultant, Training Unit, UNESCO International Institute for Educational Planning, Buenos Aires Office
  ARGENTINA

Assistant rapporteur / Rapporteur Assistant / Asistente Relator

- Ms. Vivian HEUNG
  Head, Centre for Special Needs and Studies in Inclusive Education
  Hong Kong, CHINA
ATELIER 2 D / WORKSHOP 2 D / TALLER 2 D

L’éducation pour l’inclusion : politiques du secteur public /
Inclusive education: public policies /
La educación inclusiva: políticas públicas

Le rôle du gouvernement et ses partenariats avec la société civile et le secteur privé dans la mise en œuvre des politiques publiques à long terme pour l’élargissement du concept d’éducation pour l’inclusion / The role of government and its partnerships with civil society and the private sector in implementing long-term public policies to broaden the concept of inclusive education / El rol del gobierno y sus alianzas con la sociedad civil y el sector privado en la implementación de políticas a largo plazo para la ampliación del concepto de educación inclusiva

Modérateur / Moderator / Moderador

• Mr. Vernor Muñoz VILLALOBOS
  Special Rapporteur on the right to education
  Office of the United Nations High Commissioner for Human Rights (OHCHR)
  Geneva, SWITZERLAND

Assistant modérateur / Moderator Assistant / Asistente Moderador

• Mr. Vincent DEFOURNY
  Director, UNESCO Brasilia Office
  BRASIL

Intervenants principaux / Speakers / Oradores principales

• H.E. Mr. Christian DUPONT
  Minister in charge of Compulsory Education, French Community
  BELGIUM

• H.E. Ms. Franka ALEXIS-BERNADINE
  Minister of Education and Human Resources
  GRENADA

• H.E. Ms. Anna ZHVANIA
  Deputy Minister, Ministry of Education and Science
  GEORGIA

• Mr. Mamadou NDOYE
  Education Expert
  SENEGAL

• Mr. Salvano BRICEÑO
  Director, United Nations International Strategy for Disaster Reduction (ISDR)
  Geneva, SWITZERLAND

Rapporteur / Rapporteur / Relator

• Mr. Paolo FONTANI
  Programme Specialist, UNESCO Kingston Office
  JAMAICA

Assistant rapporteur / Rapporteur Assistant / Asistente Relator

• Mr. Min BAHADUR BISTA
  Programme Specialist, UNESCO Beijing Office
  CHINA
SYNTHÈSE DES ATELIERS 1 ET 2
SYNTHESIS OF WORKSHOPS 1 AND 2
SÍNTESIS DE TALLERES 1 Y 2

Modérateur / Moderator / Moderador

- H.E. Mr. Abdulsalam M. AL-JOUFI
  Chair of the 48th session of ICE
  Minister of Education
  YEMEN

Assistant modérateur / Moderator assistant / Asistente Moderador

- Mr. Firmin Edouard MATOKO
  Director, UNESCO Quito Office
  ECUADOR

Rapporteur / Rapporteur / Relator

Rapporteur, Workshop 1

- Mr. Sheldon Shaeffer
  Director, UNESCO Regional Bureau for Education in Asia and the Pacific
  Bangkok, THAILAND

Rapporteur, Workshop 2

- Ms. Irmeli HALINEN
  Director, Early Childhood and Basic Education Development
  National Board of Education
  COP Focal Point for the Nordic Region
  FINLAND

Joint Expert Group UNESCO (CR)/ECOSOC (CESCR)

- Mr. Eibe RIEDEL
  Member,
  Joint Expert Group UNESCO (CR)/ECOSOC (CESCR) on the Monitoring of the Right to Education
ATELIER 3 A / WORKSHOP 3 A / TALLER 3 A

L’éducation pour l’inclusion : systèmes, liens et transitions /
Inclusive education: systems, links and transitions /
La educación inclusiva: sistemas, interfaces y transiciones

Les opportunités d’apprentissage tout au long de la vie dès la petite enfance (système formel et non-formel) pour atteindre les groupes exclus / Life-long learning opportunities from childhood onwards (formal/non formal provisions) in reaching out to the excluded groups / Oportunidades de aprendizaje a lo largo de la vida desde la niñez en adelante (ofertas formales/no formales) para alcanzar a grupos excluidos

Modérateur / Moderator / Moderador
• Mr. Rumyan RUSSINOV
  Deputy Director, Roma Education Fund
  HUNGARY

Assistant modérateur / Moderator Assistant / Asistente Moderador
• Mr. Mark RICHMOND
  Director, Division for the Coordination of UN Priorities in Education
  UNESCO

Intervenants principaux / Speakers / Oradores principales
• H.E. Im SETHY
  Minister of Education
  KINGDOM OF CAMBODIA
• H.E. Ms. Rosalie KAMA-NIAMAYOUA
  Minister of Primary and Secondary Education, Responsible for Literacy
  Chairperson of the ADEA Bureau of African Ministers
  REPUBLIC OF CONGO BRAZZAVILLE
• H. E. Dr. Ali Al-Saad
  Minister of Education
  Syrian Arab Republic
• Ms. Kathy BARTLETT
  Co-Director, Education Programme, Aga Khan Foundation
  SWITZERLAND
• Mr. Adama OUANE
  Director
  UNESCO Institute for Lifelong Learning (UIL)

Rapporteur / Rapporteur / Relator
• Ms. Denise VAILLANT
  Coordinator of the Network GTD-PREAL
  (Working Group on the Professional Development of Teachers in Latin America)
  URUGUAY

Assistant rapporteur / Rapporteur Assistant / Asistente Relator
• Mr. Rolands OZOLS
  Consultant of Education Programmes of the Latvian National Commission for UNESCO and for the ICE
  LATVIA
ATELIER 3 B / WORKSHOP 3 B / TALLER 3 B

L’éducation pour l’inclusion : systèmes, liens et transitions / Inclusive education: systems, links and transitions / La educación inclusiva: sistemas, interfaces y transiciones

Le rôle d’un curriculum flexible et pour le développement des capacités (système formel et non-formel à différents niveaux d’éducation) comme une transition vers le monde du travail / Role of skills development and a flexible curriculum (formal/non formal provisions at different educational levels) in the transition to work / Los roles atribuidos al desarrollo de habilidades y a un currículo flexible (ofertas formales/no formales en los diferentes niveles educativos) en la transición hacia el trabajo

Modérateur / Moderator / Moderador

- Ms. Rita BISSOONAUTH
  Senior Policy Officer in Education
  African Union Commission

Assistant modérateur / Moderator Assistant / Asistente Moderador

- Mr. Rupert MAC LEAN
  Director, International Centre for Technical and Vocational Education and Training (UNEVOC-UNESCO)

Intervenants principaux / Speakers / Oradores principales

- H.E. Mr. Hanif HASSAN
  Minister of Education
  UNITED ARAB EMIRATES (UAE)

- H.E. Mr. Héctor NAVARRO
  Minister of Education
  VENEZUELA

- H.E. Ms. Cecilia María VELEZ WHITE
  Minister of National Education
  COLOMBIA

- Mr. Alejandro TIANA
  Professor of Theory and History of Education, National University of Distance Learning – UNED,
  Madrid
  SPAIN

- Mr. Kenneth KING
  Consultant, Technical and Vocational Education and Training Strategy, UNESCO
  Professor Emeritus of Comparative and International Education, University of Edinburgh
  Scotland, UNITED KINGDOM

Rapporteur / Rapporteur / Relator

- Mr. Alexandru CRISAN
  Center Education 2000+ and Director - Education 2000+ Consulting
  COP Focal Point Coordination for Eastern and South-Eastern Europe
  ROMANIA

Assistant rapporteur / Rapporteur Assistant / Asistente Relator

- Ms. Dakmara GEORGESCU
  Programme Coordinator, Technical Assistance to Member States (Curriculum development)
  UNESCO International Bureau of Education (IBE)
ATELIER 4 A / WORKSHOP 4 A / TALLER 4 A

L’éducation pour l’inclusion : apprenants et enseignants /
Inclusive education: learners and teachers /
La educación inclusiva: educandos y docentes

Le soutien et l’engagement envers les apprenants et les enseignants et leur motivation comme facteur déterminant pour atteindre l’éducation pour l’inclusion / Support to, engagement with and motivation of learners and teachers as key factors to attain inclusive education / Apoyo, compromiso y motivación de estudiantes y maestros como factores clave en el logro de la educación inclusiva

Modérateur / Moderator / Moderador

- Mr. Jorge SEQUEIRA
  Director, UNESCO Regional Bureau for Education in Latin America and Caribbean
  Santiago, CHILE

Assistant modérateur / Moderator Assistant / Asistente Moderador

- Mr. Abdel MONEIM OSMAN
  Director, UNESCO Regional Bureau for Education in the Arab States
  Beirut, LEBANON

Intervenants principaux / Speakers / Oradores principales

- H.E. Ms. Sengdeuane LACHANTHABOUN
  Vice-Minister of Education
  LAO PEOPLE’S DEMOCRATIC REPUBLIC
- H.E. Ms. Heljä MISUKKA
  State Secretary in Education
  Minister of Education and Science
  FINLAND
- Ms. Monique FOUILHOUX
  Executive Secretary, International Education
  Paris, FRANCE
- Mr. Kentaro FUKUCHI
  Officer, Red Cross Society
  JAPAN

Rapporteur / Rapporteur / Relator

- Ms. Lani FLORIAN
  Professor and Researcher, University of Aberdeen
  Scotland, UNITED KINGDOM

Assistant rapporteur / Rapporteur Assistant / Asistente Relator

- Mr. Ali BUBSHAIT
  Researcher, Gulf Arab States Educational Research Centre
  COP Focal Coordinator for the Gulf Arab States Region
  BAHRAIN
ATELIER 4 B / WORKSHOP 4 B / TALLER 4 B

L’éducation pour l’inclusion : apprenants et enseignants / Inclusive education: learners and teachers / La educación inclusiva: educandos y docentes

Les défis de l’éducation pour l’inclusion à l’échelle de l’école et de la salle de classe (pratiques fondées sur des exemples) / The challenges of inclusive education at the school and classroom levels (evidence-based practices) / Los desafíos de la educación inclusiva a niveles de la escuela y del aula (prácticas basadas en la evidencia)

Modérateur / Moderator / Moderador

- Ms. Ann Therese NDONG JATTA
  Director, UNESCO Regional Bureau of Education in Africa
  Dakar, SENEGAL

Assistant modérateur / Moderator Assistant / Asistente Moderador

- Ms. Beatriz MACEDO
  Programme Specialist, Science Education, Education Sector
  UNESCO

Intervenants principaux / Speakers / Oradores principales

- H.E. Dr. Dharambeer GOKHOOL
  Minister of Industry, Science and Research
  Former Minister of Education, Culture and Human Resources
  REPUBLIC OF MAURITIUS

- H.E. Mr. José Luis GUZMAN
  Vice Minister of Education
  EL SALVADOR

- Mr. Stan KUTCHER
  Sun Life Financial Chair in Adolescent Mental Health
  Collaborating Center, Dalhousie University, Halifax
  CANADA

- Mr. David MITCHELL
  Inclusive Education Consultant
  NEW ZEALAND

Rapporteur / Rapporteur / Relator

- Ms. Anna Lucia D’EMILIO
  Senior Advisor Education, UNICEF Regional Office for the Americas and the Caribbean
  Panama City, REPUBLIC OF PANAMA

Assistant rapporteur / Rapporteur Assistant / Asistente Relator

- Mr. Johan LINDEBERG
  Associate Expert, UNESCO Regional Bureau for Education in Asia and the Pacific
  Bangkok, THAILAND
SYNTHESIS OF WORKSHOPS 3 AND 4
SÍNTESIS DE TALLERES 3 Y 4

Modérateur / Moderator / Moderador

- H.E. Mr. Abdulsalam M. AL-JOUFI
  Chair of the 48th session of ICE
  Minister of Education
  YEMEN

Assistant / Assistant / Asistente

- Mr. Firmin Edouard MATOKO
  Director, UNESCO Quito Office
  ECUADOR

Rapporteur / Rapporteur / Relator

Rapporteur, Workshop 3

- Ms. Denise VAILLANT
  Coordinator of the Network GTD-PREAL
  (Working Group on the Professional Development of Teachers in Latin America)
  URUGUAY

Rapporteur, Workshop 4

- Ms. Lani FLORIAN
  Professor and Researcher, University of Aberdeen
  Scotland, UNITED KINGDOM
ANNEX XXI

LIST OF SPONSORS AND DONORS

The organization of the 48th session of the International Conference on Education has benefited from the support (in the form of intellectual and/or financial contributions) of a wide range of partners, including governments, ministries of education, the UNESCO National Commissions, organizations of the United Nations System, intergovernmental organizations, international non-governmental organizations, foundations, the private sector as well as research and academic institutions in a number of countries. UNESCO-IBE wishes to acknowledge all these valuable contributions. The UNESCO-IBE would also like to express its sincere thanks to the authorities of Cameroon, Indonesia and Latvia for having contributed to the organization of the regional preparatory conferences.

The UNESCO-IBE wishes to express its most sincere gratitude for the funding provided by the following donors:

- Ecuador, Ministry of Education
- Government of India
- Kenya, Ministry of Education
- State of Kuwait
- Spain, Ministry of Education
- Switzerland
- Saudi Arabian ‘Fund of the Project of Prince Sultan bin Abdulaziz’
- UNICEF
- Open Society Institute (Foundation)

and by the following sponsors:

<table>
<thead>
<tr>
<th>Working documents</th>
<th>Information documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED/BIE/CONFINTED 48/1 Provisional Agenda</td>
<td>ED/BIE/CONFINTED 48/Inf.1 Provisional List of Participants</td>
</tr>
<tr>
<td>ED/BIE/CONFINTED 48/2 Proposed Organization of the Work of the Conference</td>
<td>ED/BIE/CONFINTED 48/Inf.2 “Inclusive Education Issues: Contributions to the Workshops’ Discussions”</td>
</tr>
<tr>
<td>ED/BIE/CONFINTED 48/4 General Presentation of the 48th session of the ICE</td>
<td>ED/BIE/CONFINTED 48/Inf.4 A Typology of Out-of-school Children to Improve Policies that Address Exclusion</td>
</tr>
</tbody>
</table>
ANNEXE XXIII / ANNEX XXIII / ANEXO XXIII

Liste des participants / List of participants / Lista de los participantes

États membres / Member States / Estados Miembros

Afghanistan / Afghanistan / Afganistán
H.E. Mr Ghulam Farooq WARDAK
Minister of Education
H.E. Mr Mohammad Zahir AZIZ
Ambassador, Permanent Delegate to UNESCO and ISESCO
H.E. Mr Nanguyalai TARZI
Ambassador, Permanent Representative of Afghanistan, Geneva
Mr. Assadullah ZAMIR
Senior Advisor to the Minister of Education
Mr. Obaid Khan NOORI
First Secretary, Permanent Mission, Geneva
Mr. Daoud HACHEMI
Second Secretary, Permanent Mission, Geneva
Mr. Ahsanudin TAHIRY
Secretary of the Minister’s Office

Mr. Johan VAN WYCK
Counsellor, Economic Development, Permanent Mission to the United Nations
Mr. Simon QOBO
First Secretary, Economic Development, Permanent Mission to the United Nations
Ms. Susanna CHUNG
First Secretary, Economic Development, Permanent Mission to the United Nations
Ms. Cornia PRETORIUS
Editor, The Teacher, Mail & Guardian newspaper

Afrique du Sud / South Africa / Sudáfrica
H.E. Ms Naledi PANDOR
Minister of Education
Mr. Duncan HINDLE
Director General, Education, Department of Education
Ms. Palesa TYOBeka
Deputy Director-General, General Education, Department of Education
Mr. Ghaleeb JEPPIE
Chief Director, International Relations, Department of Education
Ms. Hersheela NARSEE
Director, Research Coordination, Monitoring and Evaluation, Department of Education
Ms. Dandré JACOBS
Senior Administrative Officer, Ministerial Services
H.E. Ms Claudine MTSHALI
Ambassador, Permanent Representative, Permanent Mission to the United Nations

S.E.M. Idriss JAZAIRY
Ambassadeur, Représentant Permanent, Mission permanente auprès de l’ONU
M. Ervin NINA
Deuxième Secrétaire, Mission Permanente auprès de l’UNESCO
Mme Selma Malika HENDEL
Secrétaire Diplomatique auprès de la Mission permanente, Genève
M. Mohamed Faiz BOUCHEDOUB
Secrétaire Diplomatique
M. Kamel BOUGHABA
Délégué Permanent Adjoint d’Algérie auprès de l’UNESCO

Albanie / Albania / Albania
S.E. M. Sejdi QERIMA
Ambassadeur, Représentant permanent, Mission permanente auprès de l’ONU
M. Ervin NINA
Deuxième Secrétaire, Mission Permanente auprès de l’UNESCO
Mme Nora VESELI
Stagiaire, Mission Permanente auprès de l’ONU

Algérie / Algeria / Argelia
S.E.M. Idriss JAZAIRY
Ambassadeur, Représentant Permanent
M. Boualem CHEBIHI
Ministre Conseiller, Représentant permanent Adjoint auprès de la Mission permanente
M. Baghdad LAKHDAR
Chargé d’Études et de Synthèses, Ministère de l’Education nationale
Mme Selma Malika HENDEL
Secrétaire Diplomatique auprès de la Mission permanente, Genève
M. Mohamed Faiz BOUCHEDOUB
Secrétaire Diplomatique
M. Kamel BOUGHABA
Délégué Permanent Adjoint d’Algérie auprès de l’UNESCO
Allemagne / Germany / Alemania
H.E. Ms Ute ERDSEIK-RAVE
Minister of Education and Women’s Affairs, State of Schleswig-Holstein
Ms. Christine PLUHAR
Ministerialraetin
Ms. Carolin BUSCH
Project Manager Education; German Commission for UNESCO
Ms. Anke KONRAD
First Secretary, Human Rights Officer, Permanent Mission of Germany, Geneva
Ms. Barbara MALINA
Head of the Section for Education and Communication, German National Commission for UNESCO
Ms. Reinhold OTTE
Head of Division for Europe, Interregional and International Affairs, Federal Council
Mr. Hans-Heiner RUDOLPH
Deputy Director of Division «Health, Education and Social Protection», German Technical Cooperation (GTZ)
Ms. K. Antje SCHARSICH
Head of Division «Investment and Innovation in Education», Federal Ministry of Education and Research

Angola / Angola / Angola
Mme Luisa Maria Alues GRILIO
Directrice de l’Enseignement Général, Ministère de l’Education
M. Pedro NSIANGENGO
Directeur Général de l’Institut National de Recherche et Développement de l’Education
M. Jaime PETELO BENGUE
Chef du Département de la Commission nationale pour l’UNESCO
Mme Neusa SARAIVA
Assistant Technique

Arabie saoudite / Saudi Arabia / Arabia Saudita
H.E. Mr Khaled AL-SAUD
Minister of Education for Girl’s Education
Mr. Ibrahim AL-SHADDI
Deputy Minister of Education for External Relations and Secretary-General of the National Commission on Education, Culture and Science
Mr. Muhammad AL-RIWEISHID
Deputy Minister of Education for Boys’ Education
Mr. Muhammad AL-DUWEIAN
Director General of Research
Mr. Abdul Rahman ABU AMMAH
Adviser at the Research and Studies Centre of the Ministry of Higher Education
Mr. Abdul Aziz AL-DUWEIS
Adviser to the Minister of Higher Education
Mr. Ziad ALADDRESS
Permanent Delegate to UNESCO
Mr. Abdul Aziz AL-HATIM
Private Secretary to H.E. the Deputy Minister for Girl’s Education
Mr. Abdelfattah ABDALLA KHMEY
Administrative Agent

 Argentine / Argentina / Argentina
Sr. Daniel Fernando FILMUS
Senador de la Nación, Comenius Medal Laureate
Sr. Miguel Angel ESTRELLA
Embajador de la República Argentina ante la UNESCO
Sr. Pablo L. PROSPERI
Secretario de la Delegación Argentina ante la UNESCO
Sr. Paulo CAVALERI
Consejero

Australie / Australia / Australia
Mr. Chris ROBINSON
South Australian Department of Education and Children’s Services
Ms. Carol NICOLL
Group manager, Australian Government Department of Education, Employment and Workplace Relations
Mr. Phillip HUGHES
Professor, Comenius Medal Laureate

Autriche / Austria / Austria
Ms. Lucie BAUER
Director of Department of SNE/Inclusive Education, Federal Ministry of Education, Arts and Culture
Ms. Christina KOKKINAKIS
Deputy Permanent Representative, Permanent Mission of Austria, Geneva
Ms. Elfie FLECK  
Section for Migration and School, Federal Ministry of Education, Arts and Culture  

Mr. Karl H. GRUBER  
Professor, Institute of Educational Science, University of Vienna  

Azerbaijan / Azerbaijan / Azerbaiyán  
Ms. Fatma ABDULLAZADE  
Head of Humanitarian Policy Department, Office of the President of Azerbaijan Republic  

Mr. Azad AKHUNDOV  
Senior Advisor, International Relations Department, Ministry of Education  

Mr. Oqtay ALAKBAROV  
Head of Department, National Academy of Sciences  

Mr. Habib HIKAYILLI  
Third Secretary, Permanent Mission to the UN  

Ms. Tunzala AYDAMIROV  
Third Secretary, Permanent Delegation to UNESCO  

Bahamas / Bahamas / Bahamas  
H.E. Mr Carl BETHEL  
Minister of Education  

Mr. Lionel K. SANDS  
Acting Director of Education  

Ms. Olly Mae KNOWLES  
Assistant Director of Education  

Mr. Haldane CHASE  
Professor-Consultant  

Ms. Belinda WILSON  
President, Bahamas Union of Teachers  

Ms. Bridgette SEYMOUR  
Area Vice President, Bahamas Union of Teachers  

Mr. Philip STURRUP  
Executive Member, Bahamas Union of Teachers  

Bangladesh / Bangladesh / Bangladesh  
Mr. Momotajul ISLAM  
Secretary, Ministry of Education, Secretary General, Bangladesh National Commission for UNESCO  

Mr. Debapriya BATTACHARYYA  
Head of Bangladesh Mission, Geneva  

Mr. Abdullah Abu SAYEED  
Chairman, Bishwo Shahitto Kendro, Comenius Medal Laureate  

Mr. Ebrahim JANAHI  
President of the University of Bahrain  

Mr. Jamil HILAL  
Senior English Teacher, Member of the Advisory Committee for Teachers  

Bahrain / Bahrain / Bahrain  
H.E. Mr Dr. Majed Bin Ali AL-NOAMI  
Minister of Education  

Mr. Kamal AL-DHEEB  
Minister’s Media Adviser  

Mr. Nasser AL-SHAIKH  
Assistant Under-Secretary for General and Technical Education  

Mr. Nawal AL-KHATER  
Acting President of Research Electronic Content  

Ms. Laila AL-MULLA  
Chief of the Unit Compulsory-Education Sector  

Mr. Adnan AL HAMMADI  
Deputy Permanent Delegate, Delegation of Bahrain to UNESCO  

H.E. Mr Abdullatif Abdulla ABDULLA  
Ambassador, Permanent Representative, Permanent Mission to the UN, Geneva  

Ms. Muna RADHI  
Second Secretary, Deputy Permanent Representative, Permanent Mission to the UN, Geneva  

Ms. Budoor SALAH ABDULAZIZ  
Third Secretary, Permanent Mission to the UN, Geneva  

Mr. Ebrahim JANAHI  
President of the University of Bahrain  

Mr. Jamil HILAL  
Senior English Teacher, Member of the Advisory Committee for Teachers  

Mr. Mohammad YUSUF  
Chairman, Board of Intermediate and Secondary Education, Chittagong, Ministry of Education  

Mr. Mortaza Aliul KABIR  
Chairman, Board of Intermediate and Secondary Education, Barisal
Barbade / Barbados / Barbados
Ms. Kaye SARGEANT
Education Officer

Bélarus / Belarus / Belarrús
Ms. Antanina ZMUSHKO
Head of the Department of Special Education, Candidate of Pedagogical Sciences, Senior Lecturer
Mr. Andrei USOLTSEV
Counsellor

Belgique / Belgium / Bélgica
S.E. M. Christian DUPONT
Ministre de l’Enseignement obligatoire, Communauté française de Belgique
S.E. M. Philippe KRIDELKA
Ambassadeur, Délégué permanent auprès de l’UNESCO
M. Marc CLAIRBOIS
Délégué Wallonie-Bruxelles à Genève
M. Dominique BARTHELEMY
Directeur général à la Direction générale des Affaires générales et d’Audit budgétaire et financier du Ministère de la Communauté française
M. Kris DIERCKX
Représentant du gouvernement flamand auprès des organisations multilatérales, Genève
M. Roger DEHAYBE
Chargé de mission gouvernemental
M. Etienne GILLIARD
Directeur à la Direction des auxilliaires de l’Enseignement, des Activités parascolaires et des Centres de dépaysement en plein air
Mme Laurence ZANCHETTA
Attachée au cabinet de M. le Ministre Christian Dupont, Communauté française de Belgique
Mme Rosanna BALEDDA
Assistante à la Délégation Wallonie-Bruxelles de Genève
Mme Hala KODMANI
Consultante média

Bénin / Benin / Benin
S.E. M. Félicien CHABALI ZACHARIE
Ministre de l’Enseignement Maternel et Primaire, Président de la Commission Béninoise pour l’UNESCO
S.E. M. Olabiyi Babalola Joseph YAI
Ambassadeur, Délégué Permanent auprès de l’UNESCO
M. Maoudi Comlan JOHNSON
Point focal Education pour Tous, Ministère de l’Enseignement Maternel et Primaire
Mme Françoise MEDEGAN
Premier Conseiller en charge des dossiers éducation à la Délégation permanente du Bénin auprès de l’UNESCO
Mme Rosemonde Dodji ADJANONHOUN
Premier secrétaire, Mission Permanente, Genève

Bhoutan / Bhutan / Bhután
H.E. Mr Thakur S. POWDYEL
Minister of Education
Mr Sonam T. RABGYE
Ambassador, Permanent Representative
Ms. Doma TSHERING
Deputy Permanent Representative
Ms. Dechen ZAM
Chief Planning Officer
Mr. Phuntscho NORBU
Second Secretary

Bosnie-Herzégovine / Bosnia and Herzegovina / Bosnia y Herzegovina
H.E. Ms Emina KEKO ISAKOVIC
Ambassadress, Permanent Representative to the UN, Geneva
Ms. Dragana ANDJELIC
Counsellor, Permanent Mission to the UN, Geneva

Botswana / Botswana / Botswana
Mr. O. Rhee HETANG
Counsellor, Permanent Mission to the United Nations, Geneva
Ms. M.T. MOTLHABANI
First Secretary, Permanent Mission to the United Nations, Geneva
Mr. M. BONANG
First Secretary, Permanent Mission to the United Nations, Geneva

Brésil / Brazil / Brasil
M. André Luiz LÁZARO
Secrétaire de l’Education Suivie, Alphabétisation et Diversité, Ministère de l’Education
Mme Maria Auriana P. DINIZ
Assesseur International, Ministère de l’Education

Mme Almerinda Augusta DE FREITAS CARVALHO
Conseiller, Ministère des Relations Extérieures

Ms. Daniela ARRUDA BENJAMIN
Première secrétaire, Délégation permanente auprès de l’UNESCO

Brunéi Darussalam / Brunei Darussalam / Brunei Darussalam
H.E. Mr Pehin Abdul Rahman TAIB
Minister of Education

Mr. Hj Mohd Daud HAJI MAHMUD
Permanent Secretary (Higher Education)

Mr. Zulkarnain HANAFI
Vice Chancellor, University Brunei Darussalam

Mr. Omar KHALID
Senior Special Duties Officer (Higher Education)

Mr. Othman HJ SIMBRAN
Head of International Affairs and Public Relations Unit

Ms. Kamalia ABDUL RAHMAN
Executive Secretary, National Education Council

Ms. Jennie LIAW
Acting Assistant Director, Special Education unit, Ministry of Education

Ms. Hajah Taibah HAJI AHMAD
Headmistress, Anggerek Desa primary school

Ms. Dk Maspuspa PG MANSHOR
Education Officer

Mr. Aminudin MD YAAKUB
Education Officer International Affairs and Public Relations Unit

Mr. Janin ERIH
Ambassador, Permanent Representative

Bulgarie / Bulgaria / Bulgariya
H.E. Mr Daniel VALTCHEV
Deputy Prime Minister and Minister of Education and Science

H.E. Ms. Irina BOKOVA
Ambassador, Permanent Delegate to UNESCO

Mr. Petko DRAGANOV
Ambassador, Permanent Representative to the UN

Ms. Tatyana ANGELOVA
Second Secretary, Permanent Mission to the UN

Ms. Rossitza VELINOVA
Director, European and International Cooperation Directorate, Ministry of Education and State

Ms. Snezhana MANOILLOVA
Attaché

Burkina Faso / Burkina Faso / Burkina Faso
M. Kako LOYA
Conseiller technique du Ministre des Enseignements secondaire, Supérieur et de la Recherche

M. Salaka SANOU
Directeur général des Enseignements et de la Recherche scientifique

M. Baba Ahmed SOULAMA
Secrétaire Général de la Commission nationale burkinabé pour l’UNESCO

Mme Judith TAPSOBA
Directrice générale de l’Enseignement de base

Mme Rosalie BASSOLET
Présidente du Réseau de promotion de l’éducation intégratricе

Mme Awa THIOMBIANO
Délégué Permanent Adjoint, UNESCO, Conseiller culturel à l’Ambassade du Burkina Faso en France

Burundi / Burundi / Burundi
M. Ernest MBERAMIHETO
Vice-Ministre chargé de l’Enseignement de base et secondaire

M. Aaron BARUTWANAYO
Secrétaire permanent de la Commission Nationale du Burundi pour l’UNESCO

Mme Corinthe NZOHABONAYO
Inspecteur général de l’Enseignement

Cambodge / Cambodia / Camboya
H.E. Mr Sethy IM
Minister of Education, Youth and Sports

Ms. Pheary HANG
Official of Pedagogical Research Department

Mr. Sethy OM
Director of Information and ASEAN Affairs Department, Ministry of Education, Youth and Sport
Mr. Saroeun NHEAN
Chief of Special Education Office, Department of Primary Education, Ministry of Education, Youth and Sport

H.E. Mr Sun SUON
Ambassador, Permanent representative, Permanent Mission to the UN

Mr. Long SOKLAN
Second Secretary, Permanent Mission to the UN

Ms. Eat SONISA
Third secretary, Permanent Mission to the UN

**Cameroun / Cameroon / Camerún**

S.E. Mme Haman ADAMA
Ministre de l’Éducation de Base

M. Raymond MBEDE
Représentant du Cameroun au Conseil du BIE, Inspecteur des Affaires Académiques, Ministère de l’Enseignement supérieur

M. Anatole Fabien Marie NKOU
Ambassadeur, Représentant Permanent, Mission Permanente auprès des Nations Unies

M. Joseph NGA
Chargé de Mission à la Présidence de la République

M. Francis NGANTCHA
Ministre Conseiller, Mission Permanente, Genève

Mme Nathalie ZANGHA
Conseiller du Cameroun aux sessions du Conseil du BIE

M. Barthélémy MVONDO NYINA
Secrétaire Général de la Commission nationale camerounaise pour l’UNESCO

M. Aurélien ETEKI
Premier secrétaire, Mission Permanente, Genève

Mme Lydia LINJOUOM NTANKÉ
Attachée culturelle, Ambassade du Cameroun, Paris

M. Romain OKALA MPANDE
Inspecteur des Services, Ministère de l’Éducation de Base

M. Blaise Testelin NANA TCHITCHOUA
Journaliste à la CRTV

**Canada / Canada / Canada**

H.E. Mr Kelly LAMROCK
Minister of Education for New Brunswick and Chair of the Council of Ministers of Education

S.E. M. Benoît PELLETIER
Ministre des Affaires Intergouvernementales et de la Francophonie Canadienne

Ms. Kathy BUNKA
Chargé d’Affaires, Délégation Permanente du Canada auprès de l’UNESCO

M. Michel AUDET
Représentant du Québec au sein de la Délégation auprès de l’UNESCO

Mr. John KERSHAW
Deputy Minister of Education, Government of New Brunswick

Mr. Raymond THEBERGE
Director General, Council of Ministers of Education

Mr. Terry CORMIER
Deputy Permanent Representative, Permanent Mission of Canada to the UN, Geneva

Mr. Jody CARR
Member of Legislative Assembly of New Brunswick

M. Pierre BERGEVIN
Conseiller Spécial du MELS, Ministère de l’Education, du Loisir et du Sport

Mr. Barry LYDON
Executive Director, Department of Education, New Brunswick

M. Yvan D’AMOURS
Coordinateur services clientèles handicapées, Ministère de l’Education, du Loisir et du Sport

Mme Julie BISSONNETTE
Conseillère en affaires internationales et canadiennes, Ministère de l’Education, du Loisir et du Sport, Québec

Mme Christina VIGNA
Coordinatrice aux affaires de l’UNESCO, Ministère des Relations Internationales, Québec

M. Christian VEILLETTE
Attaché Politique, Cabinet du Ministre responsable des Affaires intergouvernementales canadiennes, des Affaires autochtones

Mr. David WALDEN
Secretary-General, Canadian National Commission for UNESCO

Mme Dominique LEVASSEUR
Responsable principale de programme, Délégation permanente du Canada auprès de l’UNESCO
Ms. Johanne FOREST  
First secretary, Permanent Mission of Canada to the UN and to the Conference on Disarmament, Geneva

Ms. Diana DAVID  
Analyst, International Programs, Council of Ministers of Education

Mme Lise BASTIEN  
Directrice, Conseil en Education des Premières Nations

Chili / Chile / Chile

S.E. Sr. Carlos PORTALES  
Embajador, Representante permanente

Sra. Ana Maria FOXLEY RIOSECO  
Executive Secretary, Chilean National Commission UNESCO

Sra. Rosita PUGA  
Jefa de la División de Educación General

Sra. Margarita Maria ERRÁZURIZ Ossa  
Asesor Ministra

Mr. Alejandro ROGERS  
Minister Counsellor, Deputy P.R.

Mr. Osvaldo ALVAREZ  
Second secretary, Permanent Mission

China / China / China

H.E. Ms Yandong LIU  
State Councillor

H.E. Mr Ji ZHOU  
Minister, Ministry of Education

Mr. Xueyong LI  
Vice Minister, Ministry of Science and Technology

Mr. Baodong LI  
Permanent Representative of China to the United Nations Office, Geneva and other International Organizations in Switzerland

Mr. Jinyi DONG  
Ambassador of China to Switzerland

Mr. Somkiat CHOBPHOL  
Deputy Secretary General, Office of the Basic Education Commission, Ministry of Education

Mr. Zhaolun XIANG  
Vice Secretary-General, General Office of the State Council

Mr. Tao SONG  
Vice Minister, Ministry of Foreign Affairs

Mr. Qun WANG  
Ambassador for Disarmament Affairs and Deputy Representative of China to the United Nations Office at Geneva

Mr. Pinglin GU  
President, Tsinghua University

Mr. Shun CHEN  
Director General, Office of Science and Education, State Council

Ms. Xiuqin ZHANG  
Director General, Department of International Cooperation and Exchanges, Ministry of Education

Mr. Xiaobing SUN  
Director General, Department of Policy Research and legal system Construction, Ministry of Education

Mr. Maotian FANG  
Secretary-General, Chinese National Commission for UNESCO

Mr. Li ZHANG  
Director General, Research Center of Education Development, Ministry of Education

Mr. Xiaoming JIN  
Director General, Department of International Cooperation, Ministry of Science and Technology

Mr. Shaobo MIAO  
Secretary of State Councilor Madam LIU Yandong

Mr. Mingyang XUE  
Director, Education Commission of Shanghai Municipality

Mr. Jianxue SHENG  
Deputy Director General, Department of International Cooperation and Exchanges, Ministry of

Mr. Yue DU  
Deputy Secretary-General, Chinese National Commission for UNESCO

Mr. Li CHEN  
Counselor, Department of European Affairs, Ministry of Foreign Affairs

Mr. Guokai WU  
Secretary of Mr. ZHOU Ji

Mr. Rong FAN  
Director, Information Department, Ministry of Foreign Affairs
Mr. Qingchao FANG  
Director, Department of International Cooperation and Exchanges, Ministry of Education  

Mr. Hongwu SUI  
Security Director  

Mr. Hong DAI  
Officer, Office of State Councilor Madam LIU Yandong  

Mr. Liaofan LOU  
Deputy Director, Department of European affairs, Ministry of Foreign Affairs  

Mr. Guoxuan SONG  
Deputy Director, Protocol Department, Ministry of Foreign Affairs  

Ms. Jin ZHANG  
Deputy Director, Department of International Cooperation and Exchanges, Ministry of Education  

Mr. Zhiqi GUAN  
Assistant Researcher, Secretary Bureau, General Office of the state Council  

Mr. Xiaolong WANG  
Secretary of Mr. LI Xueyong  

Ms. Jie FU  
Second Secretary, Department of Translation and Interpretation, Ministry of Foreign Affairs  

Mr. Hongyu CAI  
Third Secretary, Protocol Department, Ministry of Foreign Affairs  

Mr. Hua ZHANG  
Third Secretary, Chinese Embassy, Switzerland  

Ms. Chang LIU  
Desk Officer, Research Office of the State Council  

Mr. Yiping DU  
Counselor, Permanent Mission of China in Geneva  

Mr. Zhiqun ZOU  
Counselor, Permanent Mission of China in Geneva  

Ms. Hua LIU  
Counselor, Permanent Mission of China in Geneva  

Mr. Xiaoying WANG  
First Secretary, Permanent Mission of China, Geneva  

Ms. Yi LI  
Second Secretary, Permanent Mission of China, Geneva  

Mr. Chang WANG  
Second Secretary, Permanent Mission of China, Geneva  

Mr. Xianfeng ZHOU  
Third Secretary, Permanent Mission of China, Geneva  

Mr. Jifeng XIE  
Attaché, Permanent Mission of Geneva  

Ms. Dan WANG  
Attaché, Permanent Mission of China, Geneva  

Mr. Fei TENG  
Attaché, Permanent Mission of China, Geneva  

Ms. Jianhong DONG  
Director of Education of Chinese National Commission for UNESCO  

Ms. Siying GE  
Programme Officer of Chinese National Commission for UNESCO  

Mr. Jian HOU  
Programme Officer of Chinese National Commission for UNESCO  

Mr. Changwei QIN  
Director of Division of Planning, Department of Development and Planning, Ministry of Education  

Mr. Xuegui GAO  
Director of Basic Education Department, Ministry of Education  

Mr. Mansheng ZHOU  
Deputy Director-General of National Centre for Educational Development Research, Ministry of Education  

Ms. Dexiu MA  
President, Council of Shangai Jiao Tong University  

Mr. Zheng ZHOU  
Deputy Director, Department of European Affairs, Ministry of Foreign Affairs  

Mr. Zhaohua HE  
Counselor, Permanent Mission of China, Geneva  

Mr. Liu MING  
First Secretary, Permanent Mission of China, Geneva  

Ms. Ying HUANG  
Counselor, Embassy of China in Switzerland  

Mr. Laishun ZHANG  
First Secretary, Embassy of China in Switzerland  

Mr. Jianzheng WANG  
Military Attaché, Embassy of China in Switzerland  

Mr. Yuxuan HOU  
Secretary of Military Attaché, Embassy of China in Switzerland
Chypre / Cyprus / Chipre
H.E. Mr Andreas HADJICHRYSANTHOU
Ambassador, Permanent Representative, Permanent Mission, Geneva
Mr. Nicos NICOLAOU
Counsellor, Deputy Permanent Representative, Permanent Mission
Ms. Olympia STYLIANOU
Permanent Secretary, Ministry of Education and Culture
Ms. Eirini PETRIDOU
Officer, Bureau of the Permanent Secretary, Ministry of Education and Culture
Ms. Maria SOLOGIANNI
Advisor, Permanent Mission, Geneva
S.E. M. Kamaliddine AFRAITANE
Ministre de l’Education Nationale, de la Recherche, des Arts, de la Culture, de la Jeunesse et des Sports
M. Aboubakari BOINA
Secrétaire Général de la Commission Nationale des Comores pour l’UNESCO
M. Daniel MOUKOKO
Secrétaire général de la fédération des travailleurs congolais de l’éducation, la science et la culture

Costa Rica / Costa Rica / Costa Rica
S.E. Sra Laura THOMPSON
Embajador, Representante Permanente
Sra. Alexandra SEGURA
Ministro Consejero
Sr. Luca GUANZIROLI
Pasante

Côte d’Ivoire / Côte d’Ivoire / Côte d’Ivoire
S.E. Mme Akissi Odette YAO YAO
Ambassadeur, Délégué Permanent de la Côte d’Ivoire auprès de l’UNESCO
S.E. M. Guy-Alain GAUZE
Ambassadeur, Représentant Permanent, Genève
M. Lou Mathieu BAMBA
Secrétaire Général de la Commission nationale ivoirienne pour l’UNESCO
M. Tiémoko MORIKO
Conseiller, Mission Permanente auprès des Nations Unies, Genève
M. N’Vadro BAMBA
Premier secrétaire, Mission Permanente, Genève

Croatie / Croatia / Croacia
Ms. Dijana VICAN
State Secretary
Ms. Ivana PULJIZ
Director of the Directorate for International Cooperation and European Cooperation
Ms. Ingrid JURELA JARAK
Head of the Department for Technical Culture and Associations
Ms. Ivana BOSNJAK
BA, Advisor from Minister’s Office

Cuba / Cuba / Cuba
Sra. Margarita McPHERSON
Viceministra
S.E. Sr. Juan Antonio FERNANDEZ PALACIOS
Embajador, Delegado Permanente de Cuba ante la Oficina de Naciones Unidas, Ginebra
Sra. Silvia NAVARRO
Subdirectora, Instituto Central de Ciencias Pedagógicas, Ministerio de Educación

Sr. Jorge FERRER RODRIGUEZ
Encargado de Negocios, Delegación Permanente de Cuba ante la Oficina de Naciones Unidas,

Sr. Juan Carlos FROMETA DE LA ROSA
Primer Secretario, Delegación Permanente de Cuba ante la Oficina de Naciones Unidas, Ginebra

Sr. Abel LA ROSA DOMINGUEZ
Segundo Secretario, Delegación Permanente ante la Oficina de Naciones Unidas, Ginebra

Danemark / Denmark / Dinamarka

Ms. Irene HOLSE
Head of Section, Ministry of Education

Ms. Anna Sofie Weigaard JOERGENSEN
Head of Section, Ministry of Education

Mr. Nils-Georg LUNDBERG
Member of the Danish National Commission for UNESCO and Chairman of the Sub-committee for Education

Mr. Hans LAUGESEN
Representative of the Danish National Union of Upper Secondary School Teachers

Ms. Dorte LANGE
Chairman of the School and Educational Committee in the teachers’ organization

Djibouti / Djibouti / Djibuti

S.E. M. Abdi Ibrahim ABSIEH
Ministre de l’Éducation nationale et de l’Enseignement supérieur

M. Djama MAHAMDOUD
Mission permanente de la République de Djibouti

M. Mahamoud Issé MAHDI
Inspecteur Général de l’Éducation

Égypte / Egypt / Egipto

Mme May MAHMOUD SHEHAB
Chef de Département des politiques éducatives, Centre national de recherches pédagogiques et de développement, Ministère de l’éducation

Mr. Hisham BADR
Ambassador, Permanent Representative to the UN, Permanent Mission, Geneva

Mr. Yasser HASSAN IBRAHIM
Counsellor, Permanent Mission to the UN, Geneva

Ms. Laila Ahmed KARAM EL-DIN
Director of Children Section at the Supreme Council of Universities, Comenius Medal Laureate

El Salvador / El Salvador / El Salvador

Sr. José Luis GUZMAN
Viceministro de la Educación

S.E. Sr. Miguel ALCAINE
Embajador

Sra. Sonia PALOMARES DE MELGAR
Directora Nacional de Educación

Sra. Beatriz ALFARO
Counsellor

Emirats Arabes Unis / United Arab Emirates / Emiratos Arabes Unidos

H.E. Mr Hanif HASSAN ALIL
Minister of Education

H.E. Mr Obaid AL ZAABI
Ambassador, Permanent Representative

Ms. Nora AL MARI
Director Special Education Department, Ministry of Education

Mr. Abdulla MOHAMMED ZAAL
Director, Government Communication Department

Mr. Ayoub HABIB
Head Media Department, Ministry of Education

Mr. Vincent FERRANDINO
Director, Policy and Planning Office

Mr. Ali ALSUWAIDI
Minister Advisor

Mr. Adel AL MAHRI
First Secretary, UAE Mission

Mr. Mohamed AL SHEHI
Third Secretary, UAE Mission

Mr. Mohamed BEN AMARA
Staff member

Equateur / Ecuador / Ecuador

S.E. Sr. Lenín Voltaire MORENO GARCÉS
Vicepresidente de la República

S.E. Sr. Raúl VALLEJO CORRAL
Ministro de la Educación

S.E. Sr. Mauricio MONTALVO
Embajador, Representante Permanente, Misión Permanente del Ecuador, Ginebra
Sr. Ariruma KOWII
Subsecretario de Educación para el Diálogo Intercultural

Sr. Rafael PAREDES
Embajador del Educador en Suiza

Sr. Eduardo CHILIQUINGA
Secretario Privado, Asesor, Ministerio de Educación

Sra. María Patricia ASHTON DONOSO
Directora de Cooperación Nacional e Internacional, Ministerio de Educación

S.E. Sr. Marcelo VÁZQUEZ BERMUDEZ
Ministro Encargado de Negocios a.i. del Ecuador ante la UNESCO

Sr. Francisco Javier FIORAVANTI BASOMBRÍO
Asesor de Comunicación, Ministerio de Educación

Sra. Alégria BARREZUETA NARVÁEZ
Representante de FASINARM

Sr. Jorge Alejandro LUNA MALDONADO
Presidente ejecutivo, Fundación General Ecuatoriana

Sr. Juan HOLGUÍN
Representante permanente adjunto, Misión Permanente del Ecuador, Ginebra

Sr. Carlos SANTOS REPETTO
Consejero, Misión Permanente del Ecuador, Ginebra

Sr. Luis VAYAS VALDIVIESO
Primer Secretario, Misión Permanente del Ecuador, Ginebra

Sra. Leticia BAQUERIZO GUZMAN
Segundo Secretario, Misión Permanente del Ecuador, Ginebra

Sra. María del Carmen VIVAR
Tercero Secretario, Misión Permanente del Ecuador, Ginebra

Sra. Ana Gabriela MONCAYO
Attaché, Misión Permanente del Ecuador, Ginebra

Sra. Carolina SUAREZ
Attaché, Misión Permanente del Ecuador, Ginebra

Sr. Nelson MORA
Attaché, Misión Permanente del Ecuador, Ginebra

Erythrée / Eritrea / Eritrea

H.E. Mr Semere RUSSOM
Minister of Education and Chairperson of Eritrea National Commission for UNESCO

Mr. Mehari Ghebremedhin TESFAMICHAEL
Finance Officer, Administrator, Permanent Mission, Geneva

Espagne / Spain / España

S.E. Sra. Eva ALMUNIA BADIA
Secretaria de Estado de Educación y Formación, Ministerio de Educación, Política Social y Deporte

Sr. Javier VIDAL GARCIA
Director General de Evaluación del Sistema Educativo

Sra. Laura LALIENA IZQUIERDO
Asesora de la Secretaria de Estado de Educación y Formación, Ministerio de Educación, Política Social y Deporte

Sr. Rubén GUTIERREZ D’ASTER
Asesor de la Secretaría de Estado de Educación y Formación, Ministerio de Educación, Política Social y Deporte

Sra. María Angeles MUÑOZ FERNANDEZ DE BASTIDA
Jefe de Área, Unión Europea y Organismos Multilaterales, Subdirección General de Cooperación Internacional, Ministerio de Educación, Política Social y Deporte

M. Francisco MEDINA RIVILLA
Conseiller d’Education de l’Ambassade d’Espagne en Suisse

Estonie / Estonia / Estonia

Ms. Louise OLIVER
Head of General Education Department

Ms. Katrin REIN
Head of Foreign Relations Division

Ms. Irene KÄOSAAR
Head of Minorities Education Department

Etats-Unis d’Amérique / United States of America / Estados Unidos de América

Ms. Louise OLIVER
Ambassador, Mission to UNESCO

Ms. Sally LOVEJOY
Education Attaché, Permanent Delegation to UNESCO

Mr. Troy JUSTESEN
Assistant Secretary for Vocational and Adult Education
<table>
<thead>
<tr>
<th>Country</th>
<th>Name</th>
<th>Role / Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethiopia</td>
<td>Mr. Darge WOLE</td>
<td>Deputy Permanent Delegate</td>
</tr>
<tr>
<td></td>
<td>Mr. Tirussew TEFERRA</td>
<td>Professor, Dean, College of Education, Addis-Abeba University, Comenius Medal Laureate</td>
</tr>
<tr>
<td></td>
<td>Mr. Allehone Mulugeta ABEDE</td>
<td>First Secretary, Permanent Mission, Geneva</td>
</tr>
<tr>
<td></td>
<td>Ms. Svetlana TETERINA</td>
<td>Deputy Director of the Department of the State Policy in Uprising Extended Education and Social Security, Ministry of Education and Science</td>
</tr>
<tr>
<td></td>
<td>Ms. Tatiana RIDCHENKO</td>
<td>Senior Expert, Department of International Cooperation in Education and Science, Ministry of Education and Science</td>
</tr>
<tr>
<td>Former Yugoslav Republic of Macedonia</td>
<td>H.E. Mr Avramchev GEORGI</td>
<td>Ambassador, Permanent Representative, Permanent Mission to the United Nations, Geneva</td>
</tr>
<tr>
<td></td>
<td>Mr. Saso DODEVSKI</td>
<td>Minister’s Office, Ministry of Education and Science</td>
</tr>
<tr>
<td></td>
<td>Ms. Marija SIMONOVA</td>
<td>Counsellor for Special Education, Bureau for Development of Education, Ministry of Education and Science</td>
</tr>
<tr>
<td>Finland</td>
<td>H.E. Ms. Heljä MISUKKA</td>
<td>State Secretary, Ministry of Education</td>
</tr>
<tr>
<td></td>
<td>Ms. Ritva-Sini MERILAMPI</td>
<td>Counsellor of Education</td>
</tr>
<tr>
<td></td>
<td>Ms. Irmeli HALINEN</td>
<td>Director, Early Childhood and Basic Education Development, National Board of Education</td>
</tr>
<tr>
<td></td>
<td>Mr. Jussi PIHKALA</td>
<td>Counsellor of Education, General Education, Ministry of Education</td>
</tr>
<tr>
<td></td>
<td>Mr. Jussi KARAKOSKI</td>
<td>Education Adviser</td>
</tr>
<tr>
<td>Russian Federation</td>
<td>Ms. Svetlana JÄRVINEN</td>
<td>Senior Adviser, Quality Assurance and Monitoring, National Board of Education</td>
</tr>
<tr>
<td></td>
<td>Ms. Onerva MÄKI</td>
<td>Comenius Medal Laureate</td>
</tr>
<tr>
<td></td>
<td>M. Amir BILALITDINOV</td>
<td>Head of Division, Department of International Organizations, Ministry of Foreign Affairs</td>
</tr>
<tr>
<td></td>
<td>Ms. Ksenia GAVERDOVSKAYA</td>
<td>Third Secretary, Department of International Organizations, Ministry of Foreign Affairs</td>
</tr>
<tr>
<td></td>
<td>Ms. Olga LARIONOVA</td>
<td>Head of Moscow City Department of Education</td>
</tr>
<tr>
<td></td>
<td>Ms. Maria TSAPENKO</td>
<td>Deputy Head of Pre-school and General Education, Moscow City Department of Education</td>
</tr>
<tr>
<td></td>
<td>Ms. Zulfiya SAFINA</td>
<td>Director of the Institute of Continuing Education, Academy of Management «TISBI»</td>
</tr>
<tr>
<td></td>
<td>Ms. Tatiana POTYAEVA</td>
<td>Deputy of Moscow City Duma, National Coordinator of the project «UNESCO Associated Schools»</td>
</tr>
<tr>
<td></td>
<td>Mr. Alexander PETROV</td>
<td>Counselor, Permanent Mission of the Russian Federation to the UN Office and other International Organizations, Geneva</td>
</tr>
<tr>
<td></td>
<td>Ms. Marija SIMOVA</td>
<td>Counsellor for Special Education, Bureau for Development of Education, Ministry of Education and Science</td>
</tr>
<tr>
<td></td>
<td>Ms. Tatiana RIDCHENKO</td>
<td>Senior Expert, Department of International Cooperation in Education and Science, Ministry of Education and Science</td>
</tr>
<tr>
<td></td>
<td>M. Amir BILALITDINOV</td>
<td>Head of Division, Department of International Organizations, Ministry of Foreign Affairs</td>
</tr>
<tr>
<td></td>
<td>Ms. Ksenia GAVERDOVSKAYA</td>
<td>Third Secretary, Department of International Organizations, Ministry of Foreign Affairs</td>
</tr>
<tr>
<td></td>
<td>Ms. Olga LARIONOVA</td>
<td>Head of Moscow City Department of Education</td>
</tr>
<tr>
<td></td>
<td>Ms. Maria TSAPENKO</td>
<td>Deputy Head of Pre-school and General Education, Moscow City Department of Education</td>
</tr>
<tr>
<td></td>
<td>Ms. Zulfiya SAFINA</td>
<td>Director of the Institute of Continuing Education, Academy of Management «TISBI»</td>
</tr>
<tr>
<td></td>
<td>Ms. Tatiana POTYAEVA</td>
<td>Deputy of Moscow City Duma, National Coordinator of the project «UNESCO Associated Schools»</td>
</tr>
<tr>
<td></td>
<td>Mr. Alexander PETROV</td>
<td>Counselor, Permanent Mission of the Russian Federation to the UN Office and other International Organizations, Geneva</td>
</tr>
<tr>
<td></td>
<td>Ms. Marija SIMOVA</td>
<td>Counsellor for Special Education, Bureau for Development of Education, Ministry of Education and Science</td>
</tr>
<tr>
<td></td>
<td>Ms. Tatiana RIDCHENKO</td>
<td>Senior Expert, Department of International Cooperation in Education and Science, Ministry of Education and Science</td>
</tr>
</tbody>
</table>
France / France / Francia
S.E. M. Xavier DARCOS
Ministre de l’Éducation Nationale
S.E. M. Jean-Baptiste MATTEI
Ambassadeur, Représentant permanent auprès de l’Office des Nations Unies, Genève
M. Emmanuel COHET
Conseiller Diplomatique, Ministère de l’Éducation Nationale
M. Clément REYNE
Conseiller de communication/presse du Ministre de l’Éducation Nationale
M. Frédéric MILLION
Conseiller, Affaires économiques et environnement
M. Gaël MORAND
Conseiller de presse, Représentation permanente de la France auprès de l’Office des Nations Unies
M. Michael BEIGBEDER
Coordinateur Administratif, Représentation de la France auprès de l’Office des Nations Unies
Mme Suzy HALIMI
Professeure des Universités, Présidente du Comité Education de la Commission nationale française pour l’UNESCO
M. Albert PREVOS
Inspecteur Général de l’Éducation Nationale
Mme Florentine PETIT
Chef du Bureau des Institutions multilatérales et de la Francophonie, Ministère de l’Éducation Nationale
Mme Marie-Josée GRIESEMANN DE FORNEL
Chargé de Mission UNESCO et Conseil de l’Europe, Ministère de l’Éducation Nationale
M. Jean-Pierre REGNIER
Secrétaire général adjoint de la Commission nationale française auprès de l’UNESCO
Mme Marie-Sandrine SGHERRI
Chargé d’affaires, Mission Permanente de la France auprès de l’Office des Nations Unies, Genève
M. Nicolas BOUDOT
Conseiller au Cabinet du Ministre de l’Éducation Nationale
Mme Dominique BAZ
Interprète
M. Philippe MERILLON
Officier de Sécurité du Ministre de l’Éducation Nationale

Gabon / Gabon / Gabón
S.E. M. Michel MENGA M’ESSONÉ
Ministre de l’Éducation Nationale et de l’Instruction Civique
S.E. M. Guy NAMBO-WEZET
Ambassadeur, Représentant Permanent, Genève
S.E. Mme Gisèle Marie-Hortense MEMIAGHE
Ambassadeur, Délégué Permanent auprès de l’UNESCO et de l’OIF
M. Saint Thomas Tholeck LECKOGO-ECKUNDA
Directeur de l’Institut Pédagogique National, Point Focal de la Deuxième Décennie de l’Education pour l’Afrique
M. Dieudonné NDIAYE
Premier Conseiller, Mission Permanente, Genève
M. Jean Michel ELLA ESSONÉ
Conseiller Technique du Ministre, chargé des Relations extérieures et de la coopération avec les organismes internationaux partenaires de l’éducation
M. Jean-Marie Vianney BOUYOU
Secrétaire Général, Commission nationale pour l’UNESCO
M. Maxime POUPI
Secrétaire Général adjoint, Commission nationale pour l’UNESCO
M. Joachim OBIANG
Aide de Camp du Ministre de l’Education Nationale et de l’Instruction Civique
M. Kutonda KITEMONA
Personnel administratif

Géorgie / Georgia / Giorgia
Ms. Anna ZHIVANIA
Deputy Minister, Ministry of Education and Science
Ms. Tamar GOLUBIANI
Head of Child Welfare Division, Ministry of Education and Science
Ms. Nino ZHIVANIA
Programs Department, Ministry of Education and Science
Mr. Telmuras BAKRAZADE
Permanent Mission, Geneva

Ghana / Ghana / Ghana
H.E. Ms Elisabeth OHENE
Minister of State for Tertiary Education
Mr. Ato ESSUMAN  
Chief Director, Ministry of Education, Science and Sports

Mr. Samuel BANNERMAN-MENSAH  
Director General, Ghana Education Service

Ms. Grace GADAGBUI  
Lecturer, University of Education, Winneba

Ms. Charity AMAMOO  
Secretary-General, Ghana National Commission for UNESCO

Mr. Dominic ABORAAH  
First Secretary, Permanent Mission, Geneva

**Grèce / Greece / Grecia**

H.E. Mr. Franciscos VERROS  
Ambassador, Permanent Representative of Greece to the United Nations Office and other International Organizations, Geneva

Ms. Melpomeni PAPAGRIGORAKI  
Director, Ministry of Education

Mr. Athanasios KOTSIONIS  
Counsellor, Permanent Mission, Geneva

Ms. Aikaterini TOURA  
Senior Officer, Ministry of Education

Ms. Lydia MONTANDON  
Intern, Permanent Mission, Geneva

**Grenade / Grenada / Granada**

H.E. Ms. Franka ALEXIS-BERNADINE  
Minister of Education

**Guatemala / Guatemala / Guatemala**

S.E. Sra. Ana ORDÓÑEZ DE MOLINA  
Ministra de Educación

Sra. María Ester ORTEGA RIVAS  
Viceministra de Educación

Sra. Angela María CHAVEZ BIETTI  
Ministro Consejero

Sr. José Ramiro MARTINEZ VILLATORO  
Subdirector de Análisis, Estadísticas e Información Educativa

Sra. Ingrid MARTINEZ GALINDO  
Primer Secretario

**Guinée / Guinea / Guinea**

S.E. M. Mohamed CAMARA  
Ambassadeur, Mission Permanente, Genève

M. Arafan Kabiné KABA  
Conseiller politique

**Guinée équatoriale / Equatorial Guinea / Guinea Ecuatorial**

S.E. Sr. Anselmo ONDÓ ESONO  
Ministro de Educación, Ciencias y Deportes, Presidente de la Comisión Nacional para la UNESCO

Sr. Lucas MBENGA OBÁ ABEME  
Secretario General de la Comisión nacional para la UNESCO

Sr. Santiago BIVIMI MANGUE  
Director y Coordinador Nacional de E.P.T.

**Guyana / Guyana / Guyana**

H.E. Ms. Desrey CAESAR FOX  
Minister of Education

**Haiti / Haiti / Haiti**

M. Raymond VALCIN  
Directeur de Cabinet du Ministère de l’Education Nationale et de la Formation Professionnelle

M. Miloody VINCENT  
Chef du service de Presse, Ministère de l’Education nationale et de la Formation Professionnelle

**Honduras / Honduras / Honduras**

S.E. Sr. Delmer URBIZO  
Embajador, Representante Permanente

Sr. Fernando Amilcar ZUNIGA GARCIA  
Agregado

Sra. María Gabriela DELGADO  
Delegada Técnica

**Hongrie / Hungary / Hungría**

Ms. Júlia SZELIVANOV  
Deputy Permanent Delegate to UNESCO

Mr. Imre RADACSI  
Researcher

**Inde / India / Índia**

H.E. Ms. D. PURANDESWARI  
Minister of State for Human Resource Development
Ms. R.P. AGRAWAL
Secretary (Higher Education), Government of India
and Secretary-General INC, UNESCO

Ms. Bhaswati MUKHERJEE
Ambassador, Permanent Representative of India to
UNESCO

Mr. Kamala VARDHANA RAO
Private Secretary to Minister of State (Higher
Education), Ministry of Human Resource

Ms. Vijay KUMAR TRIVEDI
Counsellor, Consulate General of India, Geneva

Indonésie / Indonesia / Indonesia
Mr. Ariel RACHMAN
Executive Chairman, Indonesian National
Commission for UNESCO

Mr. Harris ISKANDAR
Director for Development of Non-Formal and
Informal Education, Ministry of National
Education

Mr. Dindin WAHYUDIN
Deputy Permanent Delegate, UNESCO

Mr. Acep SOMANTRI
First Secretary, Permanent Mission, Geneva

Mr. Achsanul HABIB
First secretary, Permanent Mission, Geneva

Ms. Mahkya SUMINAR
Staff of Directorate of Social Culture and
Developing Countries, International Organization,
Department of Foreign Affairs

Ms. Hasnah GASIM
National Coordinator of ASPnet

Mr. NIZAM
Officer, Office for Higher Education, Ministry of
National Education

Iran, République islamique d’ / Iran (Islamic
Republic of) / Irán (República Islámica del)
H.E. Mr Alireza ALI-AHMADI
Minister of Education

H.E. Mr Alireza MOAIYERI
Ambassador, Permanent Representative, Permanent
Mission to the UN, Geneva

Mr. Zakaria YAZARLOU
Deputy Minister, Legal and Parliamentary Affairs,
Ministry of Education

Mr. Manouchehr FAZLI KHANI
Director General, Office of Lower Secondary
Education, Ministry of Education

Mr. Seyed Mohammad TABATABAEI
Director General, Teacher Training and Special
Education Office, Ministry of Education

Mr. Moshen SHIRAZI HAGHIGHAT
Representative of the Ministry of Science, Research
and Technology

Mr. Vahid YAGHOBI
Head of Group, Ministry of Education

Mr. Gholamreza KARIMI
Director-General, Scientific International
Cooperation, Ministry of Education

Mr. Kourosh AHMADI
First Counsellor, Permanent Mission to the UN,
Geneva

Mr. Ayoub DARVISH
Expert, Ministry of Education

Mr. Ali ALLAHYAR TORKAMAN
Deputy Director for Budget Department, Bureau for
Strategic Planning and Supervision, Office of the
President

Iraq / Iraq / Iraq
M. Ali Missad AL-IBRAHIMI
Vice-Ministre de l’Education

Mme Muna Mohamed AHMED
Directeur de l’Enseignement Général, Ministère de
l’Education

M. Hussein Mustafa ABDULRAHEEM
Directeur général de l’Education, Ministère de
l’Education, Province du Kurdistan

Mme Shler Mubaiaddin BARZINII
Expert dans le domaine de l’Education, Ministère de
l’Education, Province du Kurdistan

Mme Asema HASSANI
Directeur de l’Enseignement général, Ministère de
l’Education nationale

Ms. Ahlam AL-GAILAMI
Chargé d’Affaires, Permanent Mission of Iraq

Mr. Ban FADHLI
Third Secretary, Permanent Mission of Iraq

Italie / Italy / Italia
M. Giacomo Mario DUTTO
Directeur Général, Ministère de l’Education, de
l’Université et de la Recherche
Annex XXIII - page 128

M. Giovanni PUGLISI
Président de la Commission Nationale italienne pour l’UNESCO

Ms. Paola GIGANTE
Doctor, Head of Unit 6th, Directorate for International Affairs of Education, Ministry of Education and Research

Jamahiriya arabe libyenne / Libyan Arab Jamahiriya / Jamahiriya Arabe Libia
S.E. M. Abdalgader Mohamed AL-BAGHDADI
Secrétaire du Comité Populaire Général de l’Education (Ministre de l’Education)

M. AlMabrouk A. M. GAYED
Secrétaire Général de la Commission nationale pour l’UNESCO

M. Mousa Mohamed MOUSA
Conseiller Technique, Ministère de l’Education

Ms. Hasnia MARKUS
Minister, Chargé d’Affaires, Permanent Mission to the UN, Geneva

Mr. Abulgasem Hasan AL BADRI
Head of the People’s Committee for Educational Technology

Mr. Adel Ali TWER
Financial Advisor

M. Abduladim ELBERGALI
Conseiller, Ministère des Affaires Etrangères

M. Adel SHALTUT
Third Secretary, Permanent Mission, Geneva

Mr. Sami Ali ASHATEWI
Secretary of the Minister of General Education

Mr. Adam A. M. TARBAH
General People’s Committee for Foreign Liaisons and International Cooperation

Mr. Saad Mohamed RAHIL
Expert on Education

Japon / Japan / Japón
Mr. Sadayuki TSUCHIYA
Deputy Director-General for Policy Evaluation, Ministry of Education, Culture, Sports, Science and Technology

Mr. Masashi AKIBA
Deputy Permanent Delegate of Japan to UNESCO

Mr. Kazuya HASHIMOTO
Unit Chief, International Affairs Division, Ministry of Education, Culture, Sports, Science and Technology

Mr. Kiyoshi SAITO
First Secretary, Permanent Mission of Japan to the International Organizations in Geneva

Jordanie / Jordan / Jordania
H.E. Mr Mousa BREIZAT
Ambassador, Permanent Mission, Geneva

Ms. Duha AL-HADIDI
Managing Director of Educational Research and Development

Mr. Toujan BERMAMET
Secretary General of Jordan National Commission for UNESCO

M. Bashar ABU TALEB
Deuxième Secrétaire, Mission Permanente, Genève

M. Ghealan QUDAN
Attaché

Kazakhstan / Kazakhstan / Kazajstán
H.E. Mr Zhanseit TUIMEBAYEV
Minister of Education and Science

Mr. Amanzhol ZHANKULIYEV
Ambassador, Permanent Representative to the United Nations Office in Geneva

Mr. Sergey LYASHENKO
Assistant to the Minister of Education and Science

Mr. Zheksenbek ADILOV
Rector of Kazakh National Technical University

Mr. Akerkin ERALIYEV
Head of the Projects and Development Department, Center for International Programmes, Ministry of Education and Science

Mr. Zhibek KARAGULOV
Counsellor, Permanent Mission to the United Nations Office, Geneva

Kenya / Kenya / Kenya
H.E. Mr Samson Kegeo ONGERI
Minister of Education

H.E. Ms. Maria NZOMO
Ambassador, Permanent Representative to the UN Office, Geneva

H.E. Ms Mary Mbiro KHIMULU
Ambassador, Permanent Delegate to UNESCO, Paris
Mr. Tom Mboya OKEYO  
Ambassador, Deputy Permanent Representative to the UN Office, Geneva

Mr. Karega MUTAHI  
Permanent Secretary, Ministry of Education

Mr. George Imbanga GODIA  
Education Secretary, Ministry of Education and Member of IBE Council

Ms. Lydia NZOMO  
Director Kenya Institute of Education

Ms. Evangeline NJOKA  
Deputy Secretary General, Kenya National Commission for UNESCO

Ms. Jane THEURI  
Education Officer, Directorate of Policy and Planning, Ministry of Education

Ms. Anna KEAH  
Third Secretary, Permanent Mission, Geneva

Mr. Agapius NJAGI  
Personal Assistant to Minister

Kirghizistan / Kyrgyzstan / Kirguistán  
H.E. Ms Ishenkul BOLDZHUROV  
Minister of Education and Science, Chairperson of the Conference of the Ministers of Education of the CIS Countries

Ms. Saltanat TASHMATOV A  
First secretary, Permanent Mission

Koweit / Kuwait / Kuwait  
H.E. Mr Dharar Abdul-Razzak RAZZOOQI  
Permanent Representative to the United Nations, Geneva

H.E. Mr Abdulrazzaq Mishari AL-NAFISI  
Ambassador, Permanent Representative to UNESCO, Paris

Mr. Marzouq AL-GHUNAIM  
Kuwait-Arab Center for Educational Research

Mr. Najem AL-NAJEM  
Professor of Mechanical Engineering, Vice-President for Academic Affairs, Kuwait University

Mr. Abdulatif AL-BAIJAN  
Secretary General of the Kuwait National Commission for UNESCO

Mr. Najeeb AL-BADER  
Counsellor, Permanent Mission to the United Nations Office, Geneva

Mr. Malek ALWAZZAN  
Counsellor, Permanent Mission to the United Nations, Geneva

Ms. Samira AL SAAD  
Director of Kuwait Center for Autism, Comenius Medal Laureate

Ms. Mona AL-SALAL  
Director General of Hawally Educational Zone

Ms. Hoda Saoud AL-OMAIRI  
Supervisor, Asema Educational area, Ministry of Education and Higher Education

Mr. Fayez AL-SHAMARI  
Director of Education Affairs- Al-Jahra Educational Zone

Mr. Anwar AL-ANJARI  
Secondary School Supervisor, Capital Educational Zone

Ms. Dalal AL-HASSAN  
Supervisor, International Organization Sector, Kuwait National Commission for UNESCO

Ms. Nouf AL-FALAH  
Translator, Kuwait National Commission for UNESCO

Mr. Meteb AL-OTAIBI  
Assistant Manager, Hisham Abu Alas School, Ministry of Education

Lesotho / Lesotho / Lesotho  
Hon. Ms. Malijane N. MAQELEPO  
Assistant Minister of Education and Training

Mr. Makase NYAPHISI  
Ambassador, Permanent Delegate to UNESCO

Mr. Mothaе A. MARUPING  
Ambassador, Permanent Representative, Permanent Mission to the UN

Ms. Thuto NTSEKHE-MOKHEHLE  
Chief Inspector, Field Services

Ms. M. PHAE  
Inspector, Special Education

Mr. Mohlalefi MOLETSANE  
Alternate Permanent Delegate

Ms. Teboho TSEKO A  
Counsellor, Permanent Mission, Geneva

Lettonie / Latvia / Letonia  
H.E. Ms Tatjana KOK  
Minister of Education and Science
H.E. Mr. Janis MAZEIKIS  
Ambassador Extraordinary and Plenipotentiary to the United Nations, Geneva

Mr. Guntis VASILEVSKIS  
Director of the State Special Education Centre

Mr. Arturs SKRASHTINS  
Director of the General Education Department, Ministry of Education and Science

Ms. Ieva DREIMANE  
First Secretary, Permanent Mission to the United Nations Office, Geneva

Ms. Zenta ANSPOKA  
Doctor of Pedagogical Sciences, Riga Teacher Training and Educational Management Academy

Mr. Rolands OZOLS  
Education Programme Specialist, Latvian National Commission for UNESCO

Ms. Baiba MOLNIKA  
Education Programme Director, Latvian National Commission for UNESCO

Ms. Dita NIMANTE  
PhD Student, University of Latvia

**Luban / Lebanon / Libano**

S.E. Mme Bahia EL HARIRI  
Ministre de l’Education et de l’Enseignement Supérieur

S.E. Mme Sylvie FADLLALAH  
Ambassadeur, Délégué Permanent auprès de l’UNESCO

S.E. Mme Najila ASSAKER  
Ambassadeur, Représentant permanent auprès de l’ONU à Genève

M. Fadi YARAK  
Directeur Général du Ministère de l’Education et de l’Enseignement supérieur

Mme Leila FAYAD  
Présidente du Centre national de recherches et de développement pédagogique

Mme Roubina ABOU ZEINAB  
Directrice du Cabinet de Madame la Ministre

Mme Bouchra Bagdady ADRA  
Chargée des Relations Extérieures et de la Coopération internationale au Ministère de l’Education et de l’Enseignement Supérieur

Mme Dima AL-HASSAN  
Conseiller de la Ministre de l’Education et de l’Enseignement supérieur

**Lituania / Lithuania / Lituanie**

H.E. Mr. Danuis NUMGAUDIS  
State Secretary, Ministry of Education and Science

Ms. Loreta ZADEIKAIITE  
Head of General Education Division, Ministry of Education and Science

Ms. Teresa AIDUKIENE  
Senior Specialist of Special Education Division, Ministry of Education and Science

Ms. Jurga STRUMSKIENE  
Head of International Cooperation and European Integration Division, Ministry of Education and Science

**Luxembourg / Luxembourg / Luxemburgo**

S.E. M. Jean FEYDER  
Ambassadeur, Représentant Permanent

Mme Christine GOY  
Représentant Permanent adjoint, Mission Permanente auprès de l’Office des Nations Unies, Genève

Mme Elisabeth REISEN  
Professeur chargée de mission, Ministère de l’Education nationale et de la Formation professionnelle

**Madagascar / Madagascar / Madagascar**

S.E. Mme Stangeline RALAMBOMANANA RANDRIANARISANDY  
Ministre de l’Education Nationale

Mme Irène RABENORO  
Ambassadeur, Représentante Permanente auprès de l’UNESCO, Représentante personnelle du Président de la République auprès de la Francophonie

Mme Suzy RAJAONARIVO  
Docteur en Linguistique, Conseiller technique auprès du Ministère de l’Education Nationale

M. Harimanana RAKOTOARISOA  
Directeur de la Statistique, de la Planification et du Suivi

M. Alain Georges RANDRIANANTENAINA  
Directeur de l’alphabétisation

M. Jean-Pierre RAKOTONIRINA  
Ministre Conseiller, Mission Permanente

Mme Rosina AMADY  
Attachée, Mission Permanente, Genève
Malaisie / Malaysia / Malasia
Ms. Aminah AYOB
Vice Chancellor, Sultan Idris Education University, Malaysia
Mr. Mustaffa Mohamed ZAIN
Deputy Vice Chancellor, University Technology MARA
Mr. Salleh AMAT
Deputy Director (Training and Academic Development), University Kebangsaan
Ms. Khadijah MOHAMMAD
Principal Assistant Director, Education Planning and Research Division, Ministry of Education
Ms. Manisah MOHD ALI
Senior Lecturer, Faculty of Education, University Kebangsaan
Mr. Mohamad TAIB
Principal Assistant Director, Special Education School’s Administration Division, Ministry of Education
Mr. Shabudin SAID
Deputy Director, MARA Vocational College, Alor Gajah
Mr. Khairul Hisham ABD KADAR
Deputy Director, MARA Technical Institute, Kuching, Sarawak
Mr. Shahidani ABDULLAH
Senior Manager, Technology Portfolio Management, MIMOS
H.E. Mr Kenneth J. LUIS
Ambassador, Permanent Delegate of Malaysia to UNESCO
Ms. Siti Shamsina SHAMSUDIN
Head Assistant Director, Ministry of Education
Ms. Rosadah ABDUL MAJID
Deputy Director, Academic advancement Centre, University of Kebangsaan

Maldives / Maldives / Maldivas
Ms. Grace MILNER
Senior Planner
Mr. David MULERA
Assistant Executive Secretary, Malawi National Commission UNESCO

Maldives / Maldives / Maldivas
Mr. Ahmed DIDI
Deputy Minister

Mali / Mali / Mali
S.E. M. Amadou TOURE
Ministre des Enseignements Secondaire, Supérieur et de la Recherche Scientifique
M. Youssouf DEMBELE
Secrétaire général de la Commission Nationale Malienne pour l’UNESCO
Mme Aïssata TRAORE
Direction Nationale de l’Education de Base
M. Sekou KASSE
Premier Conseiller, Mission Permanente, Genève

Malta / Malta / Malta
Ms. Helen D’AMATO
Senior Policy Advisor, Ministry of Education, Culture, Youth and Sport
Mr. Christopher MERCIECA
Deputy Permanent Representative, Permanent Mission of Malta, Geneva
Ms. Nicole MILLER
First Secretary, Permanent Mission of Malta, Geneva

Maroc / Morocco / Marruecos
M. Youssef BELQASMI
Directeur de la Stratégie, des Statistiques et de la Planification, Secrétariat d’Etat chargé de l’Enseignement Scolaire
M. Aziz NAHYA
Directeur de la Coopération, Secrétariat d’Etat chargé de l’Enseignement Scolaire
M. Mohammadine SMAILI
Directeur de l’Évaluation, de l’Organisation de la Vie Scolaire, Secrétariat d’Etat chargé de l’Enseignement Scolaire
M. Lhoucine AÏT EL MAHIJOUB
Directeur de l’Evaluation et de la Prospective, Ministère de l’Education Nationale, de l’Enseignement Supérieur, de la Formation des Cadres
M. Hssain OUJOUR
Directeur de l’Education Non Formelle,
Secrétariat d’Etat chargé de l’Enseignement Scolaire

M. Mustapha EL BOUAZZAOUI
Conseiller, Mission Permanente, Genève

Mme Fatima SEKKAK
Chargée de la coordination de l’école marocaine associée aux clubs de jeunes auprès de l’UNESCO

Maurice / Mauritius / Mauricio
H.E. Mr Dharambeer GOKHOOL
Minister of Industry, Science and Research

Mr. Vishwakarmah MUNGUR
Minister Counsellor

Mr. Unesh SOOKNANEE
Second secretary

Ms. Reena WILFRID-RENE
Second secretary, Permanent Mission, Geneva

Mr. Hiranand Boolchand DANSINGHANI
Acting Chief Technical Officer

Mauritanie / Mauritania / Mauritania
H.E. Ms Mounina MINT ABDELLAH
Ambassador, Permanent Representative to the UN Office, Geneva

M. Djibi THIAM
Expert en Politiques Educatives

Mr. Taleb Khyar OULD ABDI SALEM
Counsellor, Permanent Mission, Geneva

M. Hiranand Boolchand DANSINGHANI
Acting Chief Technical Officer

Mexique / Mexico / México
Sr. Antonio ÁVILA DÍAZ
Director General de Operación de Servicios Educativos, Secretaria de Educación Pública

Sra. Judith Marcia ARRIETA MUNGUIA
Consejero, Misión Permanente ante los Organismos Internacionales con sede en Ginebra

Sra. Sylvia SCHMELKES DEL VALLE
Directora del Instituto de Investigaciones para el Desarrollo de la Educación, División de Humanidades y Comunicación, Universidad Iberoamericana, Comenius Medal Laureate

Sra. Beatriz HERNÁNDEZ-NARVÁEZ
Tercer Secretaria, Misión Permanente ante la UNESCO

Sra. Edith CHAVIRA CAMPOS
Coordinadora Estatal del programa de Atención a Niños Migrantes de Baja California, Secretaría de Educación Pública

Monaco / Monaco / Mónaco
S.E. M. Robert FILLON
Ambassadeur de la Principauté de Monaco,
Représentant Permanent auprès de l’Office des Nations Unies à Genève

Mme Corinne BOURDAS MAGAIL
Représentant Permanent Adjoint à la Délégation Permanente auprès de l’UNESCO

M. Alexandre JAHLAN
Troisième Secrétaire à la Mission Permanente auprès de l’Office des Nations Unies à Genève

Monténégro / Montenegro / Montenegro
Ms. Tamara MILIC
Advisor for SEN Students

Mozambique / Mozambique / Mozambique
H.E. Mr Aires Bonifacio Baptisa ALI
Minister of Education and Culture

H.E. Ms Frances RODRIGUES
Ambassador, Permanent Representative, Geneva

Ms. Cristina Daniel Matere TOMO
National Director of General Education

Mr. Elias Jaime ZIMBA
Minister Counsellor

Mr. Abel Fernandes de ASSIS
Director of the National Institute for Educational Development

Mr. Juvenal DENGO
First Secretary, Permanent Mission, Geneva

Mr. Miguel TUNGADZA
Second secretary, Permanent Mission, Geneva

Myanmar / Myanmar / Myanmar
H.E. Mr WUNNA MAUNG LWIN
Ambassador, Permanent Representative, Mission of the Union of Myanmar, Geneva

Mr. KYAW MYO HTUT
Deputy Permanent Representative, Mission of the Union of Myanmar, Geneva
Mr. WYNN THEIN
Minister Counsellor, Permanent Mission of the Union of Myanmar, Geneva

Mr. AUNG LATT
Counsellor, Permanent Mission of the Union of Myanmar, Geneva

Namibie / Namibia / Namibia
H.E. Mr Nangolo MBUMBA
Minister of Education

Ms. Hertha POMUTI
Director of the National Institute for Educational Development

Ms. Inaani Lisony KAHIKUATA
Chief Education Officer, Special Programmes and Schools

Mr. Erwin Namwira Mpasi KATEWA
Acting Rector, Rundu College of Education

Mr. Marius KUDUMO
Deputy Secretary-General, Namibia National Commission for UNESCO

Népal / Nepal / Nepal
H.E. Mr Dinesh BHATTARAI
Ambassador, Permanent Representative, Permanent Mission to the UN

Mr. Bharat Raj PAUDYAL
Minister Counsellor, Deputy Permanent Representative, Permanent Mission to the UN

Mr. Dadhi Ram BHANDARI
Attaché, Permanent Mission

Niger / Niger / Níger
S.E. M. Adani ILLO
Ambassadeur, Représentant Permanent auprès de l’ONUG

Nigéria / Nigeria / Nigeria
H.E. Ms Hajiya Aishatu JIBRIL DUKKU
Minister of State for Education

Mr. Goke ADEGOROYE
Permanent Secretary, Federal Ministry of Education

Ms. E.O. OGA
Director, Policy, Planning Management and Research Department, Federal Ministry of Education

Ms. M.Y. KATAGUM
Secretary General, Nigerian National Commission for UNESCO

Ms. O. UFOEGBUNE
Assistant Director, Nigerian National Commission for UNESCO

Ms. Nafisatu D. MUHAMMAD
Executive Secretary, National Commission for Nomadic Education

Mr. A. MODIBBO
Executive Secretary, Universal Basic Education Commission

Mr. Adedayo OLAGUNJU
Executive Secretary, National Mass Education Commission

Mr. Godswill OBIOMA
Executive Secretary, National Education Research and Development Council

Mr. A. GURAMA
Special Assistant to HME, Federal Ministry of Education

Mr. Michael OMOLEWA
Ambassador, Permanent Delegate of Nigeria to UNESCO

Mr. Juluis OKOJIE
Executive Secretary, National University Commission

Norvège / Norway / Noruega
H.E. Ms. Lisbet RUGTVET
State Secretary, Ministry of Education and Research

Mr. Dankert VEDELER
Deputy Director General

Ms. Sidsel SPARRE
Deputy Director General

Ms. Kari JACOBSEN
Senior Adviser

Mr. Halfdan FARSTAD
Senior Advisor, International Development Cooperation

Mr. Ole BRISEEID
Minister, Deputy Permanent Delegate to UNESCO
Ms. Laila FOSSUM  
Director, Head of Curriculum Department

Ms. Rita KUMAR  
Norway’s Contact Committee for Immigrants and the Authorities

Mr. Mikal KVAMSDAL  
School Student Union of Norway

Mr. Ove HELSET  
Norwegian Federation of Organisations of Disabled People

Ms. Agneta BOLINDER  
Senior Consultant, Union of Education Norway

**Nouvelle-Zélande / New Zealand / Nueva Zelanda**

Mr. Nicholas POLE  
Deputy Secretary of Special Education, Ministry of Education

**Oman / Oman / Omán**

H.E. Mr Yahya Saud AL-SULAIMI  
Minister of Education, Chairman of the Oman National Commission for UNESCO

H.E. Mr Musa Jaafar HASSAN  
Ambassador, Permanent Delegate of Oman to UNESCO

H.E. Mr Yahya Salim AL WAHAIBI  
Delegate Ambassador, Permanent Representative, Geneva

Ms. Madiha Ahmed AL SHAIBANIYA  
Secretary General of Oman National Commission for UNESCO

Ms. Sayyida Sana Hamad AL BUSAIDIYA  
Director General of Education for MUSCAT Region

Mr. Said Saleem AL-KITANI  
Deputy Permanent Delegate of Oman to UNESCO

Mr. Sultan AL SALAMI  
Coordinator of the Minister of Education

Mr. Mohamed Saud AL-RAWahi  
Counselor, Permanent Mission of the Sultanate of Oman, Geneva

**Ouganda / Uganda / Uganda**

H.E. Ms. Elisabeth Paula NAPEYOK  
Ambassador, Permanent Delegate to UNESCO

Ms. Connie Kateeba MBABAzi  
Director, National Curriculum Development Center

Mr. Badru HAJI LUBEGA WAGGWA  
Chairperson, Education Service Commission

Mr. Martin OMAGOR-LOICAN  
Commissioner for Special Needs Education, Guidance and Counselling Management

Ms. Aisha LUBEGA  
Headmistress

**Ouzbékistan / Uzbekistan / Uzbekistán**

H.E. Ms Lola TILLYAEVA  
Permanent Delegate of the Republic of Uzbekistan to UNESCO

Mr. Djamolidjin FAZYLOV  
Deputy Director

Ms. Galina SMIRNOVA  
Director of the Training Center of the Republican Public Children’s Fund «Sen Yolg’iz Emassan»

**Pakistan / Pakistan / Pakistan**

H.E. Mr Zamir AKRAM  
Ambassador, Permanent Representative of Pakistan to the UN

Ms. Tehmina JANJUA  
Deputy Permanent Representative of Pakistan to the UN

Ms. Naela QURESHI  
Deputy Permanent Delegate of Pakistan to UNESCO

Mr. Aftab A. KHOKHER  
Counsellor

Mr. Marghoob Salem BUTT  
Counsellor

Mr. Taj Muhammad QURESHI  
Deputy Educational Adviser, Ministry of Education

Mr. Muhammad MASOOD  
Protocol Officer, Permanent Mission of Pakistan, Geneva

**Panama / Panama / Panamá**

S.E. Sra Mirna DE CRESPO  
Viceministra de Educación

Sra. Xiomaira AMBULO  
Directora de Cooperación Internacional, Secretaría General de Panamá ante la UNESCO

Sr. Alejandro MENDOZA  
Consejero, Misión Permanente de Panamá ante la Oficina de las Naciones Unidas y otras Organizaciones Internacionales, Ginebra
Annex XXIII - page 135

Papouasie-Nouvelle-Guinée / Papua New Guinea / Papua Nueva Guinea
H.E. Mr Sani RAMBI
Minister for Internal Security, Acting Minister for Education and Chairman Commission for UNESCO
Mr. Joseph PAGELO
Secretary for Education
Mr. Yori YEI
Acting Secretary General- PNG National Commission for UNESCO
Mr. Burt UNGLINGA
First Secretary to the Minister
Ms. Jennifer TAMARUA
Inclusive Education Inspector, Department of Education

Paraguay / Paraguay / Paraguay
Sr. César Augusto MARTÍNEZ FARINA
Director General de Educación inclusiva

Pays-Bas / Netherlands / Países Bajos
Ms. Julie MEBES
Deputy Permanent Delegate, UNESCO, Paris
Ms. Marie-Thérèse VAN DER VELDE
Coordinator International Affairs, Foundation for Curriculum Development
Ms. Marjan ZANDBERGEN
MA Senior Policy Advisor, Ministry of Education

Pérou / Peru / Perú
Sr. Mario BUSTAMANTE
Premier Secrétaire à la Délégation du Pérou auprès de l’UNESCO

Philippines / Philippines / Filipinas
H.E. Ms Erlinda F. BASILIO
Ambassador, Permanent Representative, Permanent Mission to the UN, Geneva
H.E. Mr. Denis Y. LEPATAN
Ambassador, Deputy Permanent Representative, Permanent Mission to the UN

Ms. Maria Teresa C. LEPATAN
Minister, Permanent Mission to the UN, Geneva

Pologne / Poland / Polonia
Ms. Krystyna SZUMILAS
Secretary of State, Ministry of National Education
Ms. Anna FIRKOWSKA-MANKIEWICZ
Head of Division of General Sociology and Cross-discipline Research in the Academy of Special Education in Warsaw

Portugal / Portugal / Portugal
S.E. M. José Duarte RAMALHO ORTIGÃO
Ambassadeur, Délégué Permanent auprès de l’UNESCO
Ms. Joana BROCARDO
Director General of Education and Curricula Development
Ms. Ana GRAVITO
Adviser of H.E. the Minister of Education

Qatar / Qatar / Qatar
H.E. Ms Shaika AL-MAHMOUD
Minister of Education and Higher Education
Ms. Hamda AL-SULAITI
Assistant Director of Evaluation, Institute of the Supreme Education Council

Ms. Elzbieta MAJCHROWICZ
Deputy Director, Department for Increasing Educational Opportunities, Ministry for National Education

Mr. Jenne VAN DER VELDE
Coordinator International Affairs, Foundation for Curriculum Development
Ms. Ana Bettencourt
Higher Education Teacher
Mr. Joaquim SILVA PEREIRA
Adviser, Ministry of Education
M. José GUEDES DE SOUZA
Premier Secrétaire, Mission Permanente auprès des Nations Unies, Genève

Ms. Annette THIJS
Senior Advisor, Foundation for Curriculum Development

Ms. Maria Teresa C. LEPATAN
Minister, Permanent Mission to the UN, Geneva
Ms. Aina AL-OBAIDAN
Educational expert of the Office of H.E: Minister of Education and Higher Education

Mr. Faisal Abdulla AL-HENZAB
Counselor, Permanent Mission to the UN

Mr. Khalid Fahad AL-HAJRI
First secretary, Permanent Mission to the UN

Mr. Mansoor Abdulla AL-SULAITIN
Third Secretary, Permanent Mission to the UN

RD du Congo / DR Congo / RD del Congo

S.E. M. Maker MWANGU FAMBA
Ministre de l’Enseignement Primaire, Secondaire et Professionnel, Président de la Commission Nationale pour l’UNESCO

M. NSAMBI BOLALUETE
Secrétaire Permanent de la Commission nationale pour l’UNESCO

M. KENSEKA MUSEMVULA
Directeur de l’EPT à l’Enseignement Primaire, Secondaire et Professionnel

M. Jean Bruno MUTELA
Directeur, Ministère des Affaires Sociales

Mme Marie Josée EKWAKI MANGELA
Chef de Travaux à l’Université Pédagogique Nationale, centre d’Orientation, de Promotion et de Formation des jeunes

M. Guy MAFUTA KABONGO
Membre du Cabinet du Ministre de l’Enseignement Primaire, Secondaire et Professionnel

M. Sébastien MUTOMB MUJING
Diplomate (Ministre Conseiller), Mission Permanente, Genève

M. Kizabi MANDA
Délégué permanent adjoint auprès de l’UNESCO

RDP Lao / Lao PDR / RDP Lao

H.E. Ms. Sengdeuane LACHANTHABOUN
Vice Minister, Ministry of Education

Ms. Phouangkham SOMSANITH
Director General of Research Institute for Educational Sciences

Ms. Yangxia LEE
Director of Promotion of Education for Women-Ethnic Disable People

M. Sanexay SADETTAN
Deuxième secrétaire, Mission Permanente

Mr. Ted AKITO
Collaborator, UNESCO Associated Schools Project Network

République arabe syrienne / Syrian Arab Republic / República Arabe Siria

H.E. Mr Ali SAAD
Minister of Education

Mr. Sulieman AL-KHATEEB
Vice-Minister of Education

S.E. M. Ghassan NSEIR
Ambassadeur, Délégué Permanent auprès de l’UNESCO

Mr. Ibraheem IBRAHEEM
Director of Minister of Education’s Bureau

Mme Souheila ABBAS
Deuxième secrétaire, Mission Permanente, Genève

République centrafricaine / Central African Republic / República Centroafricana

S.E. M. Ambroise ZAWA
Ministre de l’Education Nationale

M. Augustin DONGOLA
Directeur de la Division de l’Education, des Sciences Sociales et Humaines à la Commission Nationale Centrafricaine pour l’UNESCO

République de Corée / Republic of Korea / República de Corea

Mr. Eunwoo LEE
Director General, International Cooperation Bureau, Ministry of Education, Science and Technology

Ms. Miran JANG
Deputy Director, Ministry of Education, Science and Technology

Mr. Chonhong KIM
First Secretary, Ministry of Education, Science and Technology

Ms. Jeungyun CHOI
Doctor, Korean Educational Development Institute

Ms. Mugyeong MOON
Doctor, Korean Institute of Childcare and Education

Ms. Hyou Ja LEE
Director, Korea Institute for Special Education

Ms. In Suk JOUNG
Doctor, Korea Institute for Special Education
Mr. Woojin CHO  
Chief Education Team, Korean National Commission for UNESCO

République de Moldova / Republic of Moldova / República de Moldova
H.E. Ms. Galina BULAT  
Deputy Minister
Ms. Angela CARA  
Consultant, Institute of Education Sciences

République dominicaine / Dominican Republic / República Dominicana
S.E. Sr Melanio PAREDES  
Ministro de Educación
Sra. Rita GUZMÁN  
Vice-Ministro de Educación
S.E. Sra Laura FAXAS  
Embajadora, Representante Permanente ante la UNESCO
S.E. Sr Homero Luis Hernández SÁNCHEZ  
Embajador, Representante Permanente ante Naciones Unidas
Sra. Yumari TORRES  
Ministro Consejero, Misión Permanente, Ginebra

République tchèque / Czech Republic / República Checa
H.E. Ms. Eva BARTONOVÁ  
First Deputy Minister
H.E. Mr Petr JANYSKA  
Ambassador, Permanent Mission of the Czech Republic to UNESCO
H.E. Mr Thomas HUSÁK  
Ambassador, Permanent Mission of the Czech Republic to UN in Geneva
Mr. Jindrich FRYC  
Director of Department for International Relations, Ministry of Education
Ms. Jana HAMPEJSOVÁ  
Executive for Social Inclusion, Ministry of Education
Ms. Alena SPEJCHALOVÁ  
Senior Official, Department of International Relations, Ministry of Education

Ms. Jaroslava TLÁSKALOVA  
Senior Officer, Department for International Relations, Ministry of Education
Ms. Markéta PÁNKOVÁ  
Director, Comenius Pedagogical Museum
Ms. Svatava CHOCHOLOVA  
Head of Unit, Comenius Pedagogical Museum
Ms. Michaela ANDRESOVA  
Permanent Mission to UNESCO
Mr. Jiri BLAZEK  
Second Secretary, Permanent Mission of the Czech Republic in Geneva

République-Unie de Tanzanie / United Republic of Tanzania / República Unida de Tanzania
H.E. Mr Haroun ALI SULEIMAN  
Minister of Education and Vocational Training, Zanzibar
Mr. Baraka H. LUVANDA  
First Secretary, Head of Chancery, Permanent Mission to the United Nations, Geneva
Mr. Vuai Khamis JUMA  
Director for Secondary Education, Ministry of Education and Vocational Training, Zanzibar
Ms. Elizabeth KIONDO  
Secretary General UNESCO National Commission of Tanzania
Ms. Mpaji Ali MAALIM  
Head of Inclusive Education Unit, Ministry of Education and Vocational Training, Zanzibar
Ms. Frida D. TUNGARAZA  
Special Needs Educational Coordinator, University of Dar es Salaam
Mr. Benjamin N.S KULWA  
Assistant Director for Special Education, Ministry of Education and Vocational Training
Ms. Winfrida G. RUTAINDURWA  
Head for Gender Unit, Ministry of Education and Vocational Training
Mr. Alfred I. KILASI  
Personal Assistant to the Minister, Ministry of Education and Vocational Training
Ms. Angela KATABARO  
Senior Officer, Tanzania Institute of Education

**Roumanie / Romania / Rumania**

Ms. Liliana PREOTEASA  
General Director for Pre-universitary Education

Ms. Gabriela DROC  
General Inspector

Ms. Simona CRACIUN  
Adviser for International Relations

Mme Mihaela Tania SANDU  
Inspectrice

**Royaume-Uni de Grande-Bretagne et d’Irlande du Nord / United Kingdom of Great Britain and Northern Ireland / Reino Unido de Gran Bretaña e Irlanda del Norte**

H.E. Mr. Peter LANDYMORE  
Ambassador, Permanent Delegate to UNESCO

Mr. Michael STARK  
Deputy Director, School Standards Group, Department for Children, Schools and Families

Mr. Seamus HEGARTY  
Education Committee, UK National Commission for UNESCO

Ms. Alba DE SOUZA  
Programme Specialist, UK National Commission for UNESCO

**RPD de Corée / DPR of Korea / RPD de Corea**

Mr. Chun Yong KYE  
Chargé d’Affaires, Permanent Mission to the UN, Geneva

Mr. Sung Il HAN  
Third Secretary, Permanent Mission to the UN, Geneva

**Rwanda / Rwanda / Rwanda**

S.E. Mme Daphrose GAHAKWAS  
Ministre de l’Éducation

S.E. Mme Venetia SEBUDANDI  
Ambassadeur, Représentant Permanent, Genève

M. Eliphaz BAHIZI  
Secrétaire Permanent de la Commission Nationale Rwandaise pour l’UNESCO

M. Alphonse KAYITAYIRE  
Premier Conseiller à la Mission Permanente du Rwanda à Genève, Membre de la délégation

**Saint-Marin / San Marino / San Marino**

Mme Patrizia DI LUCA  
Présidente de la Commission Nationale de Saint-Marin pour l’UNESCO

Mme Rina MELANDRI  
Proviseur des Collèges de Saint-Marin

**Sao Tomé-et-Principe / Sao Tome and Principe / Santo Tomé y Príncipe**

M. Roberto DA COSTA SCARES DE BARROS  
Technicien, Cabinet de Planification et Innovation Educative

**Sénégal / Senegal / Senegale**

S.E. M. Kalidou DIALLO  
Ministre de l’Education, chargé de l’Enseignement Préscolaire, Elémentaire et Moyen

M. Djibril Ndiaye DIOUF  
Directeur de la Planification et de la Réforme de l’Education

M. Abdou DIAO  
Directeur de l’Enseignement Elémentaire

M. Mamadou NDOYE  
Expert en Education, Lauréat Comenius

Mme Oulèye Demba DEME  
Chargée de Programme Education, Save the Children

**Serbie / Serbia / Serbia**

H.E. Mr Zarko OBRADOVIC  
Minister of Education

Ms. Kovac TINDE-CEROVIC  
Minister of Education

Mr Slobodan VUKCEVIC  
State Secretary, Ministry of Education

Ms. Vesna FILIPOVIC  
Counsellor, Permanent Mission to the UN and other International Organisations, Geneva

**Slovénie / Slovenia / Eslovania**

Ms. Slavica CERNOSA  
Acting Director, Higher Vocational and Adult Education Directorate, Ministry of Education and Sport
Ms. Tatjana JURKOVIC
Secretary, International Cooperation and European
Affairs Service, Ministry of Education and Sport

Soudan / Sudan / Sudán
H.E. Mr Hamad Mohamed IBRAHIM
Minister of General Education

Mr. Eltahir Hassan ELTAHIR
Director General for Educational Planning, Ministry of
General Education

Mr. El-Bashier Sahal Gumaa SAHAL
State Minister of Education, Gadarif State

Mr. Elamin Abdel Gadir ISMAIL
State Minister of Education, Khartoum State

Mr. Abdelatti Omer Ali ELAWAD
Director of Information Technology, National
Council of Curriculum and Educational Research, Ministry of General Education

Sri Lanka / Sri Lanka / Sri Lanka
H.E. Mr Dayan JAYATILLEKA
Ambassador, Permanent Representative of
Sri Lanka to the UN Office, Geneva

Mr. Badra WITHANAGE
Director, EFA Unit, Ministry of Education

Ms. Manorie MALLIKARATCHY
Second secretary, Permanent Mission of Sri Lanka
to the UN Office, Geneva

Mr. Ameerajwad OMER LEBBE
Counsellor

Suède / Sweden / Suecia
Ms. Eva DURHAN
Director, Ministry of Education

Mr. Carl-Peter HEDIN
Senior advisor, Swedish National Commission for
UNESCO

Ms. Merja STRÖMBERG
Deputy Director, Ministry of Education

Ms. Lina LINDBLOM
Disability Adviser

Ms. Karin NILSSON
Director of Education

Ms. Barbro ERIKSSON
Director of Education

Suisse / Switzerland / Suiza
M. Charles BEER
Conseiller d’Etat en charge du Département de
l’Instruction Publique, République et Canton de
Genève

M. Ernst ITEN
Ambassadeur, délégué permanent de la Suisse
après de l’UNESCO

M. Bernard WICHT
Responsable des Affaires Internationales,
Conférence suisse des directeurs cantonaux de
l’Instruction Publique

Mme Fabienne LAGIER
Conseillère en Education

Mme Mary-Luce FIAUX NIADA
Conseillère en Education

M. Pierre VARCHER
Membre de la Commission suisse pour l’UNESCO

Mme Jacqueline LURIN
Collaboratrice Scientifique

M. Nicolas MATHIEU
Chef Coordination UNESCO et Secrétaire Général
Adjoint de la Commission suisse pour l’UNESCO

M. Nicolas PLATTNER
Collaborateur Diplomatique

Mme Anik KOHLI
Youth Representative, Zurich

Mme Claudine DAYER FOURNET
Secrétaire adjointe, Département de l’Instruction
publique, République et canton de Genève

Suriname / Suriname / Surinamea
Mr. A. KRAMP
Vice-president, Suriname National Commission for
UNESCO, Policy Advisor

Mr. Henry ORI
Policy Advisor, Ministry of Education

Swaziland / Swaziland / Swazilandia
H.E. Mr Wilson M. NTSHANGASE
Minister of Education

H.E. Ms Thembayena A. DLAMINI
Ambassador, Permanent Representative

Mr. Patrick N. MUIR
Principal Secretary, Controlling Officer, Ministry of
Education
Ms. Cebsile P. NXUMALO  
Senior Inspector, Special Education Needs,  
Head of Special Education Unit

H.E. Mr Abdujabbor RAHMONOV  
Minister of Education

H.E. Mr Sihasak PHUANGKETKEOW  
Ambassador and Permanent Representative to the  
UN Office, Geneva

Ms. Chaiyosh IMSUWAN  
NFE Specialist on Curriculum Development,  
Office of the Non-Formal and Informal Education,  
Ministry of Education

Ms. Tatiana ABDUSHUKUROVA  
Educational Program Director

Ms. Zarrina KADYROVA  
Higher Educational Support Program

Ms. Gulchikhra KABILOVA  
Secondary Education Program Coordinator

Mr. Jamshed KHAMIDOV  
Counsellor

Mr. Nasimton HAKIMOV NASIMJON  
Second Secretary

Mr. Chaiyosh IMSUWAN  
NFE Specialist on Curriculum Development,  
Office of the Non-Formal and Informal Education,  
Ministry of Education

Ms. Orachart SUEBSITH  
Deputy Permanent Delegate

Mr. Paisal WISALAPORN  
Director, Bureau of International Cooperation,  
Ministry of Education

Mr. Pitchayaphant CHARNBHUMIDOL  
Minister Counsellor, Permanent Mission to the UN  
Office, Geneva

Mr. Duriya AMATAVIVAT  
Bureau of International Cooperation, Ministry of  
Education

Ms. Cataleya PHATOOMROS  
First Secretary, Permanent Mission to the UN  
Office, Geneva

Ms. Pattama PUNTHAWANGKUL  
Policy and Planning Analyst, Office of the Basic  
Education Commission, Ministry of Education

Ms. Siripakka DHAMABUS  
Foreign Relations Officer, Bureau of international  
Cooperation, Ministry of Education

H.E. Mr João Câncio DA COSTA FREITAS  
Minister of Education

Mr. Edmundo Da Silva SOARES VIEGAS  
Director of the Office of Scholarship, Ministry of  
Education

M. Alain DIOP  
Chargé d’affaires

M. A. Adadé Gbikpon GABA  
Administrateur Civil, Chargé d’Etudes, Ministère de  
l’Enseignement Supérieur et de la Recherche

H.E. Ms Esther LE GENDRE  
Minister of Education

H.E. Mr Dennis FRANCIS  
Ambassador, Permanent Delegate to UNESCO

Mr. Steve WILLIAMS  
Manager, Student Support Services, Ministry of  
Education
Ms. Beulah MITCHELL  
Programme Manager, Teacher Education and Teacher Professional Development Unit, Ministry of Education

Ms. Simone G. YOUNG  
First Secretary, Permanent Delegation to UNESCO

Ms. Anesa ALI  
Second Secretary, Permanent Delegation to UNESCO

Tunisie / Tunisia / Túnez

S.E. M. Hatem BEN SALEM  
Ministre de l’Education et de la Formation

M. Mohamed BEL KEFI  
Chargé d’affaires a.i., Mission Permanente, Genève

Mme Fatma TARHOUNI  
Secrétaire générale de la Commission Nationale Tunisienne pour l’UNESCO

M. Néjib AYED  
Représentant du Ministère de l’Education et de la Formation

M. Mohamed-Rached BOUSSEMA  
Professeur et Directeur général de la Rénovation universitaire

M. Anouar BEN YOUSSEF  
Conseiller auprès de la Mission

M. Belhassen MASMOUDI  
Premier secrétaire auprès de la Mission

Turquie / Turkey / Turquía

Mr. Arslan ABDUSSAMET  
Deputy Undersecretary of National Education

Ukraine / Ukraine / Ucrania

H.E. Mr Mykola MAIMESKUL  
Ambassador, Permanent Representative to the UN, Geneva

M. Andriy KASIANOV  
Second Secretary, Permanent Mission to the UN, Geneva

Uruguay / Uruguay / Uruguay

S.E. Sr Alejandro ARTUCIO RODRIGUEZ  
Ambassadeur, Représentant Permanent

Sra. Lucia TRUCILLO  
Deputy Head of Mission

Vénézuéla (République bolivarienne du) / Venezuela (Bolivarian Rep. of) / Venezuela (Rep. Bolivariana de)

S.E. Sr Héctor NAVARRO  
Ministro del Poder Popular para la Educación

Sr. Germán MUNDARAÍN HERNÁNDEZ  
Embajador Representante Permanente, Misión de la República Bolivariana de Venezuela

Sra. Jenifer GIL  
Viceministra, Ministerio del Poder Popular para la Educación

Sr. Tibisay HUNG  
Viceministra de Políticas Académicas, Ministerio del Poder Popular para la Educación Superior

Sr. Juan Arias PALACIO  
Embajador, Representante Permanente Adjunto, Misión de la República Bolivariana de Venezuela

Sra. Anna PINO PASQUIER  
Directora de la Oficina de Relaciones Internacionales, Ministerio del Poder Popular para la Educación

Sr. Edgardo Antonio RAMIREZ  
Director General de Convenios y Cooperación, Ministerio del Poder Popular para la Educación

Sra. Mariela GONZÁLEZ  
Asistente Técnica, Misión de la República Bolivariana de Venezuela

Sr. José Leonel LOBO  
Asistente Técnica, Misión de la República Bolivariana de Venezuela

Yémen / Yemen / Yemen

H.E. Mr Abdusalam AL-JOUFI  
Minister of Education

Mr. Khaled AL-AKWA  
Ambassador, Permanent Delegate to UNESCO

Mr. Ibrahim AL-ADOOFI  
Ambassador, Permanent Representative, Yemen Mission to UN, Geneva

Mr. Mohamed AL-KADASI  
Secretary General, Yemeni National Commission for UNESCO

Mr. Mansoor THABET  
Head of Technical Office, Ministry of Education
Mr. Ibrahim AL-HOTHY
Vice-Director of Educational Research and Development Center

Mr. Hamoud AL-SEYANI
Advisor to the Technical Office, Ministry of Education

Mr. Abdullah Ali ISMAEEL
General Director of Supervision

Mr. Fawaz AL-RASAS
Third secretary of Yemen Mission to UN, Geneva

Zambie / Zambia / Zambia

H.E. Mr Geoffrey LUNGWANGWA
Minister of Education

H.E. Mr Andrew MULENGA
Ambassador, Zambia Mission

Mr. Mathias DAKA
Chargé d’Affaires, Permanent Mission, Geneva

Mr. Kaulule Ronald SIAME
Acting Director, Teacher and Specialised Services

États non membres / Non-Member States / Estados no miembros

Saint-Siège / Holy See / Santa Sede

S.E. M. Silvano M. TOMASI
Archevêque, Nonce Apostolique, Observateur permanent du Saint-Siège auprès des Nations Unies à Genève

S.E. M. Francesco FOLLO
Observateur Permanent du Saint-Siège auprès de l’UNESCO

Palestine / Palestine / Palestine

H.E. Mr Ibrahim KHRAISHI
Ambassador, Permanent Observer

Mr. Ibrahim MUSA
Counsellor

Zimbabwe / Zimbabwe / Zimbabwe

H.E. Mr Stan MUDENGE
Minister of Higher and Tertiary Education

H.E. Mr Chitsaka CHIPAZIWA
Ambassador, Permanent Representative, Geneva

Mr. Mosiah MHLANGA
Secretary General for Zimbabwe National Commission for UNESCO

Mr. Francis MUNHUNDIRIPO
Counsellor, Embassy of Zimbabwe, Geneva

Mr. P.T. MAKASI
Minister’s aid

Mr. Chameso MUCHEKA
Counsellor, Permanent Mission

Ms. Petronellar NYAGURA
Counsellor

Ms. Chipo DYANDA
Dean Faculty of Education University of Zimbabwe

M. Etienne VERHACK
Secrétaire Général du Comité Européen pour l’Enseignement Catholique

Mme Francesca MERICO
Experte

Ms Shireen ZHAIROI
Assistant to the Ambassador
Experts / Experts / Expertos

Ms. Helen ABADZI
Senior Evaluation Officer, Independent Evaluation Group World Bank, USA

Mme Ines AGUERRONDO
Consultant, Training Unit, UNESCO International Institute for Educational Planning, Buenos Aires Office

Mr. Mel AINSCOW
Specialist in Inclusion, Professor, School of Education, University of Manchester

Mr. Nasser Ali AL-MOUSA
Education consultant, Ministry of Education, Saudi Arabia

Ms. Kathy BARTLETT
Co-Director, Education Programme, Aga Khan Foundation, Switzerland

Mr. Manuel BELLO
Dean of Faculty of Education, Peruvian University Cayenado Heredia, Lima, Peru

Mr. Ali BUBSHAIT
Researcher, Gulf Arab States Educational Research Centre, Bahrain

Mr. Ahlin BYLL-CATARIA
Executive Secretary, Association for the Development of Education in Africa, Tunis, Tunisia

Mr. Arquimedes CILONI
Rector, Federal University of Uberlândia, President of the National Association of Leaders of Federal Institutions of Higher Education, Uberlândia, Brazil

Mr. Alexandru CRISAN
Director, Center Education 2000+, Romania

Ms. Lani FLORIAN
Professor and Researcher, University of Aberdeen, UK

H.E. Mr Luis GALLEGOS
Ambassador of Ecuador to United States, Former Chair of the Ad Hoc Committee on the Convention on the Rights of Persons with Disabilities

Sr. Juan E. GARCÍA-HUIDOBO
Dean of the Faculty of Education, University Alberto Hurtado, Santiago de Chile, Chile

Ms. Silvina GVIRTZ
Director of the Master in Education, School of Education, University of San Andres, Buenos Aires, Argentina

Ms. Vivian HEUNG
Head, Centre for Special Needs and Studies in Inclusive Education, Hong Kong

Mr. Kenneth KING
Professor Emeritus of Comparative and International Education, University of Edinburgh, UK

Mr. Stan KUTCHER
Professor of Psychiatry, Sun Life Financial Chair in Adolescent Mental Health, Dalhousie University, Halifax, Canada

Mr. Luis Enrique LOPEZ
Coordinator, Programme of Support to the Quality of Education, German Technical Cooperation, Eschborn, Germany

H.E. Mr Don MACKAY
Ambassador Extraordinary and Plenipotentiary, Permanent Mission of New Zealand to the UN Office, Geneva

Mr. Cornelus J.W MEIJER
Director, European Agency for Development in Special Needs Education, Odense, Denmark

Ms. Gordana MILJEVIC
Senior Program Manager, Education Support Program, Open Society Institute

Mr. David MITCHELL
Inclusive Education Consultant, New Zealand

Mr. Paul MUSHI
Director, Institute of Education, Dar el Salaam, Tanzania

Ms. Denise NEWNHAM-FELLAY
Research Consultant, University of Bath, UK

Ms. Susan PETERS
Associate Professor, College of Education, Michigan State University, USA

Ms. Helen PINNOCK
Education Advisor, Save the Children, UK

Ms. Penelope PRICE
Chair, Rehabilitation International Education Commission, Australia

Ms. Diane RICHLER
President, International Inclusion, Toronto, Canada

Mr. Rumyan RUSSINOV
Deputy Director, Roma Education Fund, Hungary
Mr. Andreas SCHLEICHER
Coordinator, Organisation for Economic Co-Operation and Development, PISA

Mr. Alejandro TIANA-FERRER
Professor of Theory and History of Education, National University of Distance Learning, Madrid, Spain

Ms. Denise VAILLANT
Coordinator of the Network GTD-PREAL (Working Group about Teacher’s Professional Development in Latin America), Uruguay

Mr Vernor Muñoz VILLALOBOS
Special Rapporteur on the Right to Education

Mr. Iouri ZAGOUMENNOV
Director of the Institute of Comparative Education, Ministry of Education, Belarus

Ms. Virginia BONOAN-DANDAN
Chairperson, Committee on Economic, Social and Cultural Rights, College of Fine Arts, University of the Philippines, Quezon City, Philippines

Mr. Brian FIGAJI
Professor, Member of the Executive Board, UNESCO

H.E. Mr. José Duarte RAMALHO ORTIGÃO
Ambassador, Permanent Delegate of Portugal to UNESCO

Mr. Eibe RIEDEL
Member, Committee on Economic, Social and Cultural Rights; Professor, University of Mannheim, Germany

Ms. Samira AL SAAD
Kuwait

Ms. Laila KARAM EL-DIN
Egypt

Sr. Daniel Fernando FILMUS
Argentina

Mr. Phillip HUGHES
Australia

Ms. Onerva MAKI
Finlande

M. Mamadou NDOYE
Sénégal

Sra. Sylvia SCHMELKES DEL VALLE
México

Mr. Tirussew TEFERRA
Ethiopia

World Literature Center, Bishwo Shahitto Kendro, Bangladesh
Table ronde / Round Table

“From Theory to Practice: Young People address Ministers of Education on Policies and Ground Realities” / « De la théorie à la pratique : des jeunes s’adressent à des ministres de l’éducation sur les politiques du gouvernement et les réalités du terrain »

S.E. Sra. Eva ALMUNIA BADIA
Secretaria de Estado de Educación y Formación, España

S.E. M. Charles BEER
Conseiller d’Etat en charge du Département de l’Instruction Publique, République et Canton de Genève

H.E. Ms Naledi PANDOR
Minister of Education, South Africa

H.E. Mr. Ali SAAD
Minister of Education, Syrian Arab Republic

S.E. Sr. Raul VALLEJO CORRAL
Ministro de Educación, Ecuador

Mr. Nicholas BURNETT
Assistant Director-General for Education, UNESCO

Mr. Tim SEBASTIAN
Journalist, BBC, London, UK

Mr. Hindou Ouéarou BRAHIM
Coordinator, Association of Female Autochthonous People from Chad

Ms. Kamar EID
Student, Palestine and Lebanon

Mr. Kentaro FUKUCHI
Officer, Red Cross Society, Japan

Ms. Abir KASSEM
Project Coordinator, Community Learning Centre, Palestine and Lebanon

Mme Anik KOHLI
Member of the UN Youth Delegates, Switzerland

Mr. Victor PINEDA
Economist and Doctoral Student, University of California, USA

Ms. Natalia-Maria VLADA BUGA
President, Association of Students with Disabilities, Republic of Moldova

Autres Invités / Other guests

Mr. Abdeljalil AKKARI
Professor of Comparative Education, Faculty of Psychology and Education (FPSE), University of Geneva

Ms. Pilar ARNAIZ
Professeur, Vice-président de l’Université de Murcia, Espagne

Mr. Aleksander BAUCAL
Consultant, Open Society Institute & EUMAP

M. Jack BOND
P.A. to Richard Reiser D.E.E., UK

Ms. Rachel BURCIN
Graduate Program Coordinator, Gigapan, Carnegie Mellon University, USA

M. Paulino DAVILA BALSERA
Professeur, Université du Pays Basque, Espagne

Mr. Nathan DAY
Assistant of Victor Pineda, USA

M. Serge DJOUNGONG
Chanteur, Lausanne, Suisse
Mme Christine FELLAY  
Enseignante de musique (chorale invitée), Genève, Suisse

M. Juan María FERRERAS ORBEGOZO  
Président, Centre UNESCO de San Sebastian, Espagne

Sr. Ferran FERRER  
Profesor, España

M. Maximilien FERRILLO  
Responsable de discipline (chorale invitée), Genève, Suisse

Ms. Haya FUAD AL-OMAR  
Daughter of Samira AL SAAD, Comenius Medal Laureate

Mr. Mushirul HASSAN  
Vice-Chancellor Jawaharlal Nehru University, New Delhi, India

Ms. Carolyn HUGHES  
Wife of Mr Phillip Hughes, Comenius Medal Laureate

Ms. Jennifer HUGHES  
Daughter of Mr Phillip Hughes, Comenius Medal Laureate

Ms. Mir Asghar HUSAIN  
MBI International, Programme for Intercultural dialogue

Sra. Fabiola JARAMILLO DE GALLEGOS  
Spouse of H.E. Mr Gallegos

Mr. Muhammad Ibn JUNAID  
National Commission for Colleges of Education

Mr. Artiom KAMENEV  
Interpreter, Russia, Moscow City Department of Education

Ms. Angela KEISER  
National Advisory Board Member (Gigapan), UNESCO TST

Ms. Ora KWO  
Associate Professor, Faculty of Education, University of Hong Kong

Ms. Mary LINIGER  
Director of Educational Services, Kennedy Center Arts Management, USA

Mr. Ian MACPHERSON  
Senior Programme Manager, Education Support Programme, Open Society Institute

Mrs. Maria MATIUSCENDO  
Assistant of Natalia-Maria Vlada Buga, Republic of Moldova

Sr. Juan Ignacio MARTINEZ DE MORENTIN  
Director Ejecutivo, Centre UNESCO de San Sebastian, Espagne

Mr. Nelson MATUTE  
Mr. John MCINTYRE  
Son-in-law of Mr. Phillip Hughes, Comenius Medal Laureate

M. Patrice MEYER BISCH  
Coordinator of the Institute for ethics and Human Rights, University of Fribourg, Switzerland

Ms. Alexandra NAGORNAY  
Interpreter, Russia, Moscow city Department of Education

Ms. Ndack NDIAYE/NDOYE  
Epouse de Mamadou NDOYE, Sénégal

Mme Denise NEWNHAM  
Suisse

Ms. Akina NOGUCCI  
Attendant of Kentaro Fukuchi, Japan

Mr. Illah NOURBAKHSH  
Associate Professor of Robotics, Carnegie Mellon University

Ms. Marie NOUWOME  
Ms. Sarantsetseg OIGONLKHAGVA  
Project Coordinator, Mongolian Education Alliance

Mme Emmanuelle OTTET  
Directrice Etablissement Scolaire des Ouchets (chorale invitée), Genève, Suisse

Mme Christine PANCHAUD STICKNEY  
Director CIAO, Lausanne, Suisse

Ms. Yulia PERERVA  
Assistant to Gabriele Mazza, Council of Europe

Mr. Daniel POP  
Senior Program Manager, Education Support Program, Open Society Institute

Ms. Carmen RODRIGUEZ MAEC  
Ms. Nadezhda SAMOJLOVA  
Moscow City Department of Education, Russia
M. Carlo SANTARELLI
Secrétaire Général, Enfants du Monde

Mr. James Randy SARGENT
Senior Systems Scientist, Carnegie Mellon University, Gigapan

M. José SOTELO MARBAN
Mexique

Mme Rossana Valeria SOUZA E SILVA
Directrice des Relations Internationales, Université Fédérale de Uberlândia, Brésil

Ms. Dhammika TAW ALAMA

Ms. Laura TOMOKIYO
Project Scientist, Gigapan

Mme Aija TUNA
Program Director, International Step by Step Association

Ms. Elise WOHLBOLD
Director, Victor Pineda Foundation

Mr. Marc WATKINS
Mongolian Education Alliance, Open Society Institute

Mme Alexandra YAU
Project Consultant, Gigapan

Mme Aija TUNA
Program Director, International Step by Step Association

Ms. Elise WOHLBOLD
Director, Victor Pineda Foundation

Mr. Marc WATKINS
Mongolian Education Alliance, Open Society Institute

Mme Alexandra YAU
Project Consultant, Gigapan

Représentants d’Organisations du système des Nations Unies / Representatives of Organizations of the United Nations System / Representantes de Organizaciones del Sistema de la Naciones Unidas

Département des affaires économiques et sociales des Nations Unies / United Nations Department of Economic and Social Affairs

Mr. Sergei ZELENEV
Chief, Social Integration Branch, Division for Social Policy and Development, New York

Fonds des Nations Unies pour la population / United Nations Population Fund / Fondo de Población de las Naciones Unidas

Ms. Marija VASILEVA-BLAZEV
Project Analyst


M. Dermot CARTY
Deputy Director, Emergency Operations, Geneva

Ms. Pilar AGUILAR
Education Advisor, Capacities Building, Geneva

Mr. Sergio OSORIO
Regional Emergency Advisor, The Americas and Caribbean Regional Office, Panama

Ms. Anna Lucia D’EMILIO
Education and excluded Populations Advisor, The Americas and Caribbean Regional Office, Panama

Mr. Philippe TESTOT-FERRY
Regional Education Advisor, Central and Eastern Europe and Commonwealth of Independent States, Geneva

Mr. Asim REHMAN
Regional Emergency Specialist

Ms. Branka KOVACEVIC
Programme Specialist

Mr. Roger WRIGHT
Coordinator, Global Education Cluster

Mr. Fred SPIELBERG
Emergency Officer, Emergency Operations, Geneva

Mr. Antony SPALTON
Emergency Specialist, Recovery and Risk Reduction, Emergency Operations, Geneva

Ms. Heidi PEUGEOT
Emergency Officer, Emergency Operations, Geneva

Mr. Guillaume SIMONIAN
Emergency Officer, Emergency Operations, Geneva

Ms. Charlotte HELLETZGRUBER
Haut Commissariat des Nations Unies pour les réfugiés / Office of the United Nations High Commissioner for Refugees / Oficina del Alto Comisionado de las Naciones Unidas para los Refugiados

Ms. Eva AHLEN
Senior Education Officer

Haut-Commissariat aux droits de l’homme / Office of the High Commissioner for Human Rights / Oficina del Alto Comisionado para los Derechos Humanos

Ms. Navanethem PILLAY
United Nations High Commissioner for Human Rights

Mr. Ibrahim SALAMA
Chief, Human Rights Treaties Branch

Mr. David PAULO
Coordinator, Treaty Unit (HRC-CESCR-MWC-CERD-UPR), Human Rights Treaties Branch

Mr. Thierry DEL PRADO
Human Rights Officer

Ms. Elena IPPOLITI
Human Rights Officer

Ms. Carolin SCHLEKER
Associate Human Rights Officer

Ms. Souha YAZIGI
Consultant

Office de secours et de travaux des Nations Unies pour les réfugiés de Palestine dans le Proche-Orient / United Nations Relief and Works Agency for Palestine Refugees in the Near East / Organismo de Obras Públicas y Socorro de las Naciones Unidas para los refugiados de Palestina en el Cercano Oriente

Mr. Kabir SHAIKH
Director of Education

Ms. Elena MANCUSI MATERI
Senior Liaison Officer

Ms. Stefì ZIMMERMANN
Intern

Ms. Yasmin BURTON

Organisation des Nations Unies pour l’alimentation et l’agriculture / Food and Agriculture Organization of the United Nations / Organización de las Naciones Unidas para la Agricultura y la Alimentación

Ms. Lavinia GASPERINI
Senior Agriculture Education Officer

Organisation internationale du travail / International Labour Organization / Organización Internacional del Trabajo

Mr. Assane DIOP
Executive Director, Social Protection Sector

Mr. Patrick QUINN
Senior Technical Specialist, International programme on the Elimination of Child Labour

Mr. Bill RATTEREE
Senior Technical Specialist, Education Sector

Ms. Margherita LICATA
Technical Officer HIV & AIDS, IPEC

Ms. Snezhana BEDALLI
Child Labour and Education Specialist

Mr. Frank HAGEMANN
Chief, Policy and Research, IPEC

Ms. Maria Gabriella LAY
Programme Manager, Global Campaign to Raise Awareness on Child labour, International Programme on the Elimination of Child Labour

Ms. Jane COLOMBINI
Project Officer, International Programme on the Elimination of Child Labour

Mr. Gurchaten SANDHU
Knowledge and Communication Officer

Ms. Maja GOSOVIC
Intern, International Programme on the Elimination of Child Labour

Ms. Maria DRIFI
Intern, International Programme on the Elimination of Child Labour

Ms. Liesbeth VAN PARYS
Intern, Skills and Employability Department

Mr. Jason SIGURSON
Programme Officer, Human rights and Law, UNAIDS Secretariat

Mr. Korrey CHISHOLM
Intern, UNAIDS

Programme des Nations Unies pour le développement / United Nations Development Programme / Programa de las Naciones Unidas para el Desarrollo

Mr. Shantanu MUKHERJEE
Microeconomics Advisor, Poverty Group, New York

Stratégie internationale pour la réduction des catastrophes / International Strategy for Disaster Reduction /

Mr. Salvano BRICENO
Director

Organisations intergouvernementales / Intergovernmental Organizations / Organizaciones intergubernamentales

Agence intergouvernementale de la Francophonie / Agence intergouvernementale de la Francophonie / Agencia Intergubernamental de la Francofonía

S.E. M. Libéré BARARUNYERETSE
Ambassadeur, Représentant Permanent

Mme Cécile LEQUÉ
Conseiller, Affaires Economiques et Développement

Mme Sandra COULIBALY LEROY
Représentant Adjoint

Banque africaine de développement / African Development Bank / Banco Africano de Desarrollo

M. Thomas HURLEY
Directeur, Département du Développement Humain

Bureau de l’éducation pour les Etats du Golfe arabe / Arab Bureau of Education for the Gulf States / Oficina Árabe de Educación para los Estados del Golfo

Mr. Rabee Al-DELAIJAN
Administrator of Financial Department

Commission européenne / European Commission / Comisión Europea

Mme Laura CASSIO
Experte en inclusion sociale

Ms. Marcella DELUCA
Researcher, Joint Research Center, Center for Research on Lifelong Learning

Commonwealth Secretariat / Commonwealth Secretariat / Secretaría del Commonwealth

Mr. Henry Kaluba
Acting Director and Head of the Education Section
Ms. Fareena CHAUDHRY  
Project Officer (Education), Commonwealth  
Foundation, London

Ms. Jyotsna JHA  
Education Adviser

Conférence des ministres de l’éducation des pays ayant le français en partage / Conference of Ministers of Education of French-Speaking Countries / Conferencia de Ministros de Educación de los Países de habla Francesa

Mme Adiza HIMHA  
Secrétaire Générale

Conseil de l’Europe / Council of Europe / Consejo de Europa

Mr. Gabriele MAZZA  
Director of School, Out-of-School and Higher Education

Organisation de la Conférence islamique / Organization of the Islamic Conference / Organización de la Conferencia Islámica

M. Babacar BA  
Observateur permanent

Organisation islamique pour l’éducation, les sciences et la culture / Islamic Educational, Scientific and Cultural Organization / Organización Islámica para la Educación, la Ciencia y la Cultura

Mr. Ahmed Said OULD BAH  
Head of Cabinet

Union africaine / African Union / Unión Africana

Ms. Bhavanesha NAIDOO  
First Secretary, Permanent Delegation of the African Union in Geneva

Ms. Rita BISSOONAUTH  
Senior Policy Officer in Education

Organisations internationales non gouvernementales / International Non-governmental Organizations / Organizaciones Internacionales no gubernamentales

Alliance internationale des femmes / International Alliance of Women / 

Mme Hélène SACKSTEIN

Mme Christine BRUNEAU

Mme Monique BOUAZIZ

Mme Danièle LEVY

Association des universités arabes / Association of Arab Universities / Asociación de Universidades Árabes

Mr. Ali Hood BAABBAD  
Assistant Secretary General

Association internationale des recteurs d’universités / International Association of University Presidents / Asociación Internacional de Presidentes de Universidades

Mr. Sven CASPERSEN  
President Emeritus and IAUP Executive Committee member

Association francophone internationale des directeurs d’établissements scolaires

Ms. Denise BERGERON  
Secrétaire Générale

Association internationale des universités / International Association of Universities / Asociación Internacional de Universidades

Mme Isabelle TURMAINE  
Directrice, Centre d’information et services de Communication
Association mondiale des sciences de l’éducation / World Association for Educational Research / Asociación Mundial de Ciencias de la Educación

M. Gilles BAILLAT
Représentant officiel auprès de l’UNESCO

Association Montessori internationale / International Montessori Association / Asociación Montessori Internacional

Mr. André ROBERFROID
Président
Ms. Victoria BARRES
Unesco Liaison for Association Montessori Internationale

Bureau de l’éducation pour les Etats du Golfe arabe / Arab Bureau of Education for the Gulf States / Oficina Árabe de Educación para los Estados del Golfo

Mr. Ali ALKARNI
Director General
Mr. Ghalib ABDULLAH
Secretary

Caritas Internationalis / Caritas Internationalis / Caritas Internationalis

Ms. Francesca MERICO
Confédération syndicale mondiale de l’enseignement (Internationale de l’éducation) / World Confederation of Teachers (has merged with Education International) / Confederación Sindical Mundial de la Enseñanza (se ha fusionado con la Internacional de la Educación)

M. Armando BATCHA
Professeur de français et anglais

Fédération africaine des associations des parents d’élèves et étudiants / African Federation of Associations of Parents of Pupils and Students / Federación Africana de Asociaciones de Padres de Alumnos y Estudiantes

Mr. Martin ITOUA
Président

Fédération internationale des centres d’entraînement aux méthodes d’édication active / International Federation of Training Centres for the Promotion of Progressive Education / Federación Internacional de Centros de Capacitación en los Métodos de Educación Activa

M. Marc GENEVE
Chargé de mission Europe

Fédération internationale des femmes diplômées des universités / International Federation of University Women / Federación Internacional de Mujeres Universitarias

Mme Françoise SAUVAGE
Mme Murielle JOYE-PATRY
Mme Conchita PONCINI

Fédération internationale syndicale de l’enseignement / World Federation of Teachers’ Unions / Federación Internacional Sindical de la Enseñanza

Mr. Anil WAMANRAO DHAGE
India

Mr. Ram Singh GANDA
India

Fédération mondiale de la jeunesse démocratique / World Federation of Democratic Youth / Federación Mundial de la Juventud Democrática

Mr. Jesús Rafael Mora GONZÁLEZ
General Secretary

Fédération mondiale des associations, centres et clubs UNESCO / World Federation of UNESCO Clubs, Centres and Associations / Federación Mundial de Asociaciones, Centros y Clubs

Sr. José Ramon GONZALEZ PEREZ
Presidente FVACU, Miembro FMACU, Director Catedra UNESCO de Educación para la Paz

Forum des éducatrices africaines / Forum for African Women Educationalists / Foro de Mujeres Africanas Especialistas en Pedagogía

Ms. Codou DIAWA
Executive Director
Internationale de l’éducation / Education International / Internacional de la Educación

Ms Monique FOUILHOUX
Executive Secretary, France

M. Venca MENDES
Président du Syndic national des enseignants de Guinée-Bissau - SINAPROF

Mr. Salvador Antonio SANTOS
Responsable administratif et project, SINAPROF

Mr. Josef BREED
President, South African Teachers’ Union (SAOU)

Mr. Daniel POTGIETER
Chairman, South African Teachers’ Union (Province: Free State)

Mr. Carel CRONJE
Chairman of the South African Teachers’ Union (Province Gauteng) and professional committee

Mr. Dennis SINYOLO
Coordinator Education and Employment

Mr. Gaston DE LA HAYE
Senior Consultant

M. Hipolito MENDES
DAF de réseau de campagne de l’EPT

Mme Sanela POPOVIC
Primary school teacher, teacher of Croatian language, member of controlling board

M. Upas MENDES
Responsable de projet éducatif de base

Mouvement international ATD Quart Monde / International Movement ATD Fourth World / Movimiento Internacional ATD Cuarto Mundo

Mme Huguette REDEGELD
Vice Présidente

Mme Chantal SCHNEIDER
Membre de la délégation

Mme Marie-Claude ALLEZ
Représentante du Mouvement International ATD Quart Monde à l’UNESCO

Organisation du Baccalauréat international / International Baccalaureate Organization / Organización del Bachillerato Internacional

M. Ian HILL
Directeur Général Adjoint

Mr. Åke SÖRMAN
Deputy Regional Director

Ms. Elizabeth BROCK
Head, Policy and Research

Mr. Glynn RICHARDS
Project Manager

Organisation internationale pour le droit à l’éducation et la liberté d’enseignement / International Organization for the Development of Freedom of Education / Organización Internacional para el Desarrollo de la Libertad de Enseñanza

M. Alfred FERNANDEZ
Directeur Général

M. Jorge DIAS FERREIRA
M. Christian Abel FLEURISSON
Mme Ana Maria VEGA
Mr. Claudia NERY
Mme Danièle RENS
Mme Isabel VOIROL
Mme Silvia MONDAINI MASSARI
Mme Maria Grazia CAPUTO
Mme Pauline ALRICH
Mme Valeria ARREGUI
Mme Paola CAVADIA
Mme Eva PEREZ
Mme Kariane PEEK

Organisation mondiale du mouvement scout / World Organization of the Scout Movement / Organización Mundial del Movimiento Scout

Mr. Andres MORALES
Manager

Mr. Rodney ABSON
Unit Manager, Environment Education

Ms. Srinath TIRUMALE VENUGOPAL
Unit Manager, Education for All and Spiritual Management

Ms. Anne WHITEFORD
Executive Director, Education, Research and Development

M. Patrick GALLAUD
Conseiller Scientifique


**Summer Institute of Linguistics (SIL International) / Summer Institute of Linguistics (SIL International) / Summer Institute of Linguistics (SIL International)**

Mr. Dave PEARSON  
Permanent Representative to UNESCO

Ms. Barbara TRUDELL  
Director for Academic Affairs, Africa Area

Mme Katherine BUEHLER  
Liaison à l’UNESCO

---

**Fondations / Foundations / Fundaciones**

Centre UNESCO de Catalunya (Espagne) / UNESCO Centre of Catalonia (Spain) / Centro UNESCO de Cataluña (España)

Mr. Miquel-Angel ESSOMBA  
Director

Fondation Paul Gérin-Lajoie / Paul Gérin-Lajoie Foundation / Fondation Paul Gérin-Lajoie

M. François GERIN-LAJOIE  
Président Directeur Général

---

**Journalistes / Journalists / Periodistas**

Ms. Hedayal ABDEL NABI  
Senior Correspondant, Kuwait, Egypt

Sra. Nancy AQUIRRE  
Bolivia

Ms. Penelope FRANTZI  
Greece

M. Ahmed HAROUN  
Egypt

Ms. Maria Dolores GARCIA-AJOFRIN ROMERO-SALAZAR  
Editor, Spain

Mr. Marit FOSSE  
Norway

Ms. Maria Dolores GARCIA-AJOFRIN ROMERO-SALAZAR  
Editor, Spain

Mr. Marit FOSSE  
Norway

M. Pierre HABRAN  
Suisse

Mr. Pierre HABRAN  
Suisse

Mme Rebecca HACK  
Allemagne

Ms. Penelope FRANTZI  
Greece

Mme Rebecca HACK  
Allemagne

M. Alain DERRIPE  
Preneur de Son, Suisse

Mme Rebecca HACK  
Allemagne

Mr. Boris ENGELESON  
Suisse

Mme Rebecca HACK  
Allemagne

Mr. Ermitaz DIAB  
Suisse

Mr. Boris ENGELESON  
Suisse

Mr. Ermitaz DIAB  
Suisse

Mr. Mamadou Alpha DIALLO  
Radio Producer, UN Office, Geneva

Mr. Pierre HABRAN  
Suisse

Mme Rasha HASBINI  
Suisse

Mr. Gamil IBRAHIM  
Egypt

Mr. Carl DUTLI  
BRC International TV Productions

Mr. Gamil IBRAHIM  
Egypt

Mr. Carl DUTLI  
BRC International TV Productions
M. Mohamed INOUSSA  
Journaliste chargé des questions d’éducation, Comores

M. Massimo ISOTTA  
Journaliste TSI, Suisse

Mr. Samer JADID  
Syrian Arab Republic

M. Alain JOURDAN  
La Tribune de Genève, Suisse

Mr. Isaac KOUMESSINA  
Broadcast Journalist, Ghana

Mr. Jochen KUEPPERS  
Humanities Department, University of Cologne, Germany

Mme Laetitia LESAGE  
Suisse

Mr. Yi LIU  
Phoenix Chinese News

Mr. Guoyuan LIU  
China

Mr. Jun LIU  
Correspondent, China

Ms. Ge LIU  
China

Mr. Hao LUO  
Phoenix Chinese News

M. Daniel MILORD ALBERTINI  
Journaliste correspondant et photographe, Réseau HEM Canada

Mr. Michel MISSELI BATIONO  
Africa Link

M. Laurent MOSSU  
Correspondant, Radio France

Ms. Emilia NAZARENKO  
Ukraine

M. Elhadji NDOYE  
Sénégal

Mr. Fred Harald NILSSEN  
Reporter / Web editor, Norway

Mme Violette NIYUKURI  
Chargée de mission, Agence d’Information des Grands Lacs, Burundi

Ms. Bukola OLATUNJI  
Education Editor, Nigeria

Sra. Isabel OSINAGA MOLINA  
Bolivia

Mme Cécile PELTIER  
France

Mme Monique PERROT - LANAUD  
France

Ms. Cornia PRETORIUS  
Editor, The teacher, Mail & Guardian, South Africa

Mme Estelle RIBIER  
Membre du Comité de Rédaction, Cahiers de la Réconciliation, France

M. Denis ROUSSEAU  
Directeur Bureau AFP, Genève

M. Gilles SERINI  
Cameraman, Emirats Arabes Unis

Mme Andrea Quetzalli SOTELO SCHMELKES  
Vidéo Documentaliste, Mexique

Ms. Yomo TAGAMI  
Assistante journaliste, The Mainichi newspapers

M. Rahal TAOUSSI  
Maroc

Sra. Victoria TATTI  
Diario Clarin, Argentina

M. Patrick TCHOUWA  
Cameroun

Mme Gemma WARE  
Editorial Assistant, The Africa Report Magazine, France

Mme Teresa WEGRYN  
Correspondante, ONU

M. Jean-Noël WOUMO  
Reporter photographe, Magazine Point Afrique

Mr. Jinquan XU  
Journalist, China

Ms. Ling YANG  
China

Mr. Jingde YANG  
Agence Xinhua

Ms. Yuwei ZHANG  
China

Mr. Xin ZHANG  
China
Exposants / Exhibitors / Expositores

Exposition « Inclusion en pratique » / Exhibiton « Practising Inclusion »

Secteur privé / Private sector

Adobe Systems Inc. (USA)
Mr. David HEALTH, Director of Education, EMEA
Ms. Megan STEWART, Director, Worldwide Higher Education

Blackboard (The Netherlands)
Mr. Tim COLLIN, Vice President EMEA
Mr. Richard HORTON, Senior Director Educational Strategy
Ms. Carole LINOP, Marketing manager, Europe-Middle East-Africa

DELTALAB/COSIMI (France)
Mr. Pascal CAZENAVETTE, Export Sales Manager
Ms. Pascale COSIMI, Chairman of the Board
Ms. Patricia NAIDEAU, Export Sale Manager

Elmo Europe GmbH (Germany)
Ms. Megumi ATARASHI, Manager
Mr. Koji NOSAKA, Sales Manager
Mr. Heiko THAMM, Sales Manager

ePals (USA)
Mr. Timothy J. DISCIPIO, Founder

Fronter (Norway)
Ms. Lauren AUDITORE, Editor
Mr. Bjørne HADLAND, Chairman of the Board
Ms. Kirsti ROGNE, Communication Manager
Mr. Dag TORP, International manager of Higher Education

Lingonet Ltd. (Finland)
Ms. Katri OLDENDORFF, Managing Director
Ms. Anniina SIMULA, Sales Manager

MKFC Stockholm College (Sweden)
Mr. Fayez CHAHRSTAN
Ms. Newal CHAHRSTAN
Mr. David ESPINOSA
Mr. Thord FJELLSTROM

Ms. Emma HEDLUNG
Ms. Kalle HEDLUNG
Mr. Hamid IRAVANI
Mr. Alamdar KHAN
Mr. Olle LUNDBERG
Mr. Muhamed MOHAMUD
Ms. Marja-Riitta RITANORO
Mr. Yohannes TESFAGERGIS
Mr. Stefan WOLDEKIDAN

NComputing UK Ltd. (UK)
Mr. Frank COGGRAVE, VP Sales-EMEA
Mr. Laszlo CSERCSA, Sales Representative Eastern Europe
Mr. Jaroslow GRZELAK, Field Application Engineer - Central and Eastern Europe
Mr. Christoph NIEDZIELA, VP of Sales Central and Eastern Europe
Ms. Geraldine RIZZO, Marketing Manager

Panasonic Corporation – Corporate Overseas Solution Business Dept. (Japan)
Mr. Hiroaki HATTORI
Mr. Kazushige MORITA
Mr. Teruhiko TANAKA, Marketing Manager
Mr. Toru TSUBOSAKI, Business Development Manager- Establish Solution Business in Europe

Perkins International – Perkins School for the Blind (USA)
Mr. Steven ROTHSTEIN, President
Mr. Sergei SOROKIN, Director, International Program

SMART Technologies (Canada)
Mr. Frederic ARNEODO, Director Sales EMEA
Ms. Yvonne BIGGINS
Manager, Education business development EMEA
Mr. Guenther FRITSCH, Manager technical support and IT
Mr. Jim GRIFFITHS, Senior trade show Operation Specialist
Ms. Nancy KNOWLTON, CEO
Mr. Patrick LE LorIEUX, VP and GM of EMEA
Mr. Michael LI, Education Marketing Specialist
Mr. Khoi TRINH, Education Consultant
Ms. Anju VI SEN-SINGH, Senior Manager, Education Marketing

YOKNOWLEDGE.COM (India)
Mr. Ami GORADIA, Vice President Knowledge -Properties
Mr. Gautam GORADIA, Managing Director
Mr. Naveen SHUKLA, Vice President, Operations and Product Management

Young Digital Planet (Poland)
Ms. Katarzyna DERENDA, Managing Director
Mr. Maciej DZIOBEK, Regional Manager
Mr. Marek JURASZEK, Regional Manager
Ms. Katarzyna KATARNOWICZ, Regional Manager
Mr Rafal KUPNIEWSKI, IT Manager
Ms. Małgorzata LEAL KLINSKA, Regional Manager
Mr. Robert LORANC, International Sales Director
Mr. Piotr MROZ, Executive Director, Business Development and Strategic Partnership
Mr. Blazej PEZALA, Business Line Director - K-12 Education
Mr. Jarek PITRUS, Regional Manager
Ms. Iwona STANKIEWICZ, Product Development Manager

Organisations du système des Nations Unies et organisations intergouvernementales / United Nations Agencies and Intergovernmental Organizations

European Agency for Development in special Needs Education
Mr. Jorgen GREVE, Chairman
Mr. Cornelus J.W. MEIJER, Director
Ms. Klara SOMOGYI, Information Dissemination Assistant
Ms. Amanda WATKINS, Assistant Director, Project Implementation

International Labour Organization (ILO)
M. Christian VUARAND, Services techniques
M. Eloy ALONSO-MAESTRE, Services techniques

UNESCO Associated Schools Project (ASPNet)
Ms. Sigrid NIEDERMAYER, International Coordinator of UNESCO Associated Schools

UNESCO International Bureau of Education (IBE) & HIV and AIDS

United Nations International Strategy for Disaster Reduction System & Coalition for Global School Safety and Disaster Prevention Education (COGSS-DPE)
Ms. Aunju DOBRUSKIN, Visiting Researcher
Mr. Lorenzo GUADAGNO, Intern
Ms. Alexandra CORDTS, Editorial Intern

United Nations Population Fund (UNFPA)
Ms. Naida KUCUKALIC, Y-PEER International Coordinator
Mr. Koray Volkan SERIN, International Coordinator
Ms. Marija VASILEVA-BLAZEV, Project Analyst

United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA)
Ms. Elena MANCUSI MATERI, Senior Liaison Officer, UNRWA Representative Office, Geneva
Ms. Stefi ZIMMERMANN, Intern
Organisations non gouvernementales / Non-governmental organizations

Disability Equality in Education (DISEED) (United Kingdom)
Mr. Richard RIESER, Director

Enabling Education Network (EENET) (United Kingdom)
Ms. Susie MILES, Lecturer in Inclusive Education, University of Manchester

Handicap International
Ms. Beatrice CAMI, Fundraising & Communications Manager (UK)
M. Sophal KANG, Assistant Chef de Projet Education Inclusive (Cambodge)
Mr. Jean Michel MATHIAM, Chef de projet Education Inclusive (Sénégal)

Inclusion International
Ms. Diana ESCALLON

International Baccalaureate
Ms. Caroline REVOL, Regional Communications Manager

Leonard Cheshire Disability (United Kingdom)
Mr. Nolan QUIGLEY, International Policy and Campaigns Manager

Save the Children (United Kingdom)
Ms. Asa SJÖBERG LANGNER, Corporate Manager
Mme Tamara BABAO

Sightsavers International (United Kingdom)
Ms. Kate GOODING, Public Policy Adviser

Summer Institute of Linguistics (SIL) International (USA)
Mme. Katrine BUEHLER, Liaison à l’UNESCO
Mr. Dave PEARSON, Permanent Representative to UNESCO
Ms. Barbara TRUDELL, Director of Academic Affairs

The Consultative Group on Early Childhood Care and Development (CGECCD)
Ms. Louise ZIMANYI, Director

The Secretariat of the African Decade for Persons with Disabilities (South Africa)
Ms. Nafisa BABOO, Assistant Programme Manager, Children and Youth

Voluntary Service Overseas (VSO)
Ms. Polly KIRBY, Education Programme Development Adviser

World Vision UK
Ms. Philippa LEI, Senior Child Rights Policy Adviser
Partenariats / Partnerships

Carnegie Mellon University (CMU)
Ms Laura TOMOKIYO, Project Scientist
Ms Rachel BURCIN, Graduate Program Coordinator (Gigapan)
Mrs Alexandra YAU, Project Consultant (Gigapan)

Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH
Ms. Iris GROBENSKI, Junior Education Advisor, Sector Project Post-Primary Education

The Moscow City Department of Education
Ms. Olga LARIONOVA, Head of Moscow City Department of Education
Ms. Nadezhda SAMOJOLOVA, Moscow Institute of Open Educational
Ms. Maria TSAPENKO, Deputy Head of Pre-School and General Education Directorate

Exposition J.A. Comenius / J.A. Comenius Exhibition

Pedagogical Museum of J.A. Comenius in Prague (Czech Republic)
Dr. Markéta PANKOVA, Director
Ms. Svatava CHOCHOLOVA, Head of Unit

Publications UNESCO / UNESCO Publications

UNESCO Education Sector
UNESCO European Centre for Higher Education (CEPES)
UNESCO Institute for Information Technologies in Education (IITE)
UNESCO Institute for Lifelong Learning (UIL)
UNESCO Institute for Statistics (UIS)
UNESCO International Bureau of Education (IBE)
UNESCO International Centre for Technical and Vocational Education and Training (UNEVOC)
UNESCO International Institute for Capacity building in Africa (IICBA)
UNESCO International Institute for Educational Planning (IIEP)
UNESCO Instituto Internacional para la Educación Superior en América Latina y el Caribe (IESALC)
UNESCO Regional Bureau of Education for Latin America and the Caribbean (OREALC)
ANNEXE XXIV / ANNEX XXIV / ANEXO XXIV

Représentants de l’UNESCO et Secrétariat du BIE / UNESCO Representatives and IBE Secretariat

I. UNESCO Siège / UNESCO Headquarters

MATSUURA Koichiro,
Directeur général

Cabinet du Directeur général / Office of the Director General
FORDHAM Elizabeth,
Attaché de Cabinet

Secteurs de Programme / Programme Sectors

Education
BURNETT Nicholas, ADG/ED
CREHAN Anne-Marie, ED
SANNIKOV Alexander, ED/OE/IFE
DESPRIN Marie-France, ED/OE
TOIGO Patricia, ED/OE/KMS
WATKINS Kevin, DIR ED/OE/MRT
HEISS Julia, ED/OE/MRT
LOUPISS Leila, ED/OE/MRT
MONTJOURIDES Patrick, ED/OE/MRT
MACHADO Ana Luiza, DADG/ED/EPM
DEZTSEL Sabine, ED/EPM
BABLIARD Yasmine, ED/EPM
OBEEGADDOO Steven, DIR ED/EFA
SHAHEEN Khawala, ED/EFA
RICHMOND Mark, DIR ED/UNP
HADDAD Georges, DIR ED/HED
KING Linda, DIR p.i. ED/BAS
MOROHASHI Jun, ED/BAS
NIEDERMAYER Sigrid, ED/BAS/ASP
SALDARI Livia, ED/BAS/ASP
STOROST Ulrike, ED/BAS/ASP
SINGH Kishore, ED/BAS/RVE
MOUMNE Rolla, ED/BAS/RVE
BUCHERT Lene, ED/BAS/IQE
EKLINDH Kenneth, ED/BAS/IQE
VAN DEN BRULE Jill, ED/BAS/IQE
MACEDO Beatriz, ED/BAS/TVE
Sciences exactes et naturelles / Natural Sciences
ROUHBAN Badaoui, SC/BES/DRE
IMAMURA Takashi, SC/BES/DRE
TOVMASYAN Kristine, SC/BES/DRE
NISBET Miriam, CI/INF

Communication et Information / Communication and Information

ROUHBAN Badaoui, SC/BES/DRE
IMAMURA Takashi, SC/BES/DRE
TOVMASYAN Kristine, SC/BES/DRE

Secteurs de soutien / Support Sectors

Relations extérieures et coopération / External Relations and Cooperation
RUIZ MOLERO Mercedes, ERC/RSC/ENA

Administration
ABIDI Mokhtar, ADM/CLD/C
BESPALOV Andrei, ADM/CLD/I

Services centraux / Central Services

Bureau de l’information du public / Bureau of Public Information
WILLIAMS Susan, BPI/EPR

Département Afrique / Africa Departement
RAONIMAHARY Robertine, AFR/CEM
II. Bureaux hors Siège / Field Offices

UNESCO BANGKOK
SHAEFFER Sheldon, DIR
LINDEBERG Johan

UNESCO BEIJING
BISTA Min Bahadur

UNESCO BEYROUTH
OSMAN Abdel Moneim, DIR
IDRIS Higazi

UNESCO BRASILIA
DEFOURNY Vincent, DIR

UNESCO DAKAR
NDONG-JATTA Ann Thérèse, DIR
BUHURVANE Teeluck

UNESCO DACCA
OYASU Kiichi

UNESCO DOHA
AL HAMMAMI Hamed, DIR

UNESCO GUATEMALA
GRIGSBY Katherine, DIR

UNESCO JAKARTA
ALSAID Anwar

UNESCO KABOUL
PATRIER Marina

UNESCO KINGSTON
FONTANI Paolo

UNESCO LE CAIRE
GHOLAM Ghada
FAKHRY Mohamed

UNESCO MOSCOU
DENDEV Badarch, DIR

UNESCO NAIROBI
NKINYANGI Susan

UNESCO QUITO
MATOKO Firmin, DIR

UNESCO SANTIAGO
SEQUEIRA Jorge, DIR
BLANCO Maria Rosa

UNESCO BUREAU DE LIAISON GENEVE
TIBURCIO Luis, DIR
HOLST Kerstin
MAGUIRE Mairead

III. Instituts et Centres de l’UNESCO / UNESCO Institutes and Centres

IESALC
CARVALHO Jose Renato, DIR

IIPE/IIEP
BRAY Marc, DIR

ISU/UIS
VAN DER POL Hendrik, DIR
MOTIVANS Albert
TUNG Ko-Chih

IV. Bureau international d’éducation : Secrétariat et services d’appui / International Bureau of Education: Secretariat and Support services

Personnel régulier / Regular Staff

ACEDO Clementina, Directrice
AG MUPHTAH Elmehdhi
AMADIO Massimo
BONNET Sandrine
BORDIER Sheila

BOUASSAMI Mohammed
CAPARROS Claude
CREAMER Ruth
DELUERMOZ Brigitte
FARINA Costanza
GLAUSER Elisabeth
GEORGESCU Dakmara
HARTMANN Christian
LEROY Cyril
MASSON Nathalie
OPERTTI Renato
STREBEL Christopher
VIOLET-BOSSON Gérard

Assistants de recherche / Research Assistants

BELALCAZAR Carolina
BRADY Jayne
CAZENEUVE Claire
DE CASTRO Philippe
GEISSELER Hanspeter
LEON Alison
RUEST Matthias
VALLÉE Alexandra
YAJAHYDA Guillinta Aguilar

Stagiaires / Interns

BENZAQUEN Elsa
COMMAND Céline
DUNCOMBE Leana
HALAL Suzanne
HAN Bonnie
KIM Ji-Yeon
KIM Ji-Young
MOREIRA Magali
SUPPER Laure-Anna

Consultants et assistants / Consultants and Assistants

CAVASINO Eva, Secrétaire assistante
DECHARTRE David, Assistant
GORGA Adriana, Messages des ministres
LUISONI Pierre, Conseiller de la Directrice
POPA Simona, Publications
TRUONG Nhien, Secrétaire assistante
TRUONG Nhung, Assistante de la Directrice
VAZQUEZ Luis, Presse

Services d’appui / Support services

Appui aux expositions
(Personnel du ICWE GmbH) / Support to exhibitions (ICWE GmbH Staff)

STROMEYER Rebecca, Managing Director
KNOCHE Janina
ELLETSON Harold
HULSHOF Cecilia
ALSEN Anja Katrin
GORLMHEY William John
BLOUDANIS Eva

Photographe / Photographer
MAILLOT Grégory

Reproduction documents / Documents reproduction

 SCHMIDT Alexandre
SCHOUCHANA Guy
SCISCIO Jean-Marc
WIGET Marc

Exposition (Publications UNESCO) / Exhibition (UNESCO Publications)

VITTOZ Jean-Baptiste

Distribution des rapports nationaux / National Reports Distribution

CASTRILLON François
DOURLIACH Julien
EMERY Jean-Pierre
STANISIERE Carl

Saisie des badges / Preparation of Badges

AMIN Khadigah
BENOUARI Fawzi
DI STASI Celine
GONÇALVES Claudia
SPASIC Milos
TABOADA BARREIRO Silvia

Interprètes / Interpreters

ABDELKHALEK Nassab
ADAMS Christine
AGUILERA Maria
AL-KHUDRI Mounir
ALVAREZ DE MIRANDA Hélène
AOUD Jocelyne
ATENCIO Beatriz
BIJLEVELD Kathy
BOULAKOVSKI Dimitri
CORDOVA Gabriel
DAMERGY Fethi
DE BURLET Lucie
DEUSS Kathrin
DIMITRY Leila
DOBLE Marinette
DOUBROVINE Alexandre
DUNCOMBE Patricia
FADEEV Vivienne
FONTAUMARD Valérie
FROMMES WYLER Re’sy
GLOBA Françoise
HAMAD Salwa
Annex XXIV - page 162

JALAL Saman
KAHANE Eduardo
KORAC Marina
LEISING Rudolf
LUMBRERAS Marta
MALEH Ghassan
MARCHETTINI-JEANBART Zeina
MONNAHAN Rian
MOSS Sara
NAFRAWY Abeya
NEAL David
NGUYEN Trong Lam
OFRI KITRON Noemi
ORTIZ Miguel Ángel
PAZOS Luz
POFFET Marie Hélène
QUACH KHOURY Phuong
QUINTANA César
RAIMONDI Ana Lia
RAMIREZ-PFEIFFER Lilliana
RICHTER Dorothée Madeleine
RODRIGUEZ Cristina
ROMERO Esther
ROULET Maria Cristina
RUBINE Becky
SALAHELDIN EL SAYED Salwa
SAMARINE Michel
SAND Peter
SHAHIDI CHUBIN Nanaz
SIMON Luis
TANG Yuanyuan
TATU Evelyne
TRAN Michel
TURNER Robert
VORONINE Marina
WEEKS Kiersten
WOODWARD Marc
ZHOU Ying
ZHURAVLEV Alexandre
ZOU-PIQUILLOUD Jian

Traducteurs / Translators

ALEXEEV Valeri
FOX John
JANG Zukang
KHOURY Vladimir
LINA-FLOWERS Françoise
LUTHI Clara
WASF-MOHAREB Nancy
(dactylographe)

V. Personnel de sécurité ONU / UN Security Personnel

Lieutenant THULLIEZ George
Sergent PICHON Gaby
Caporal MARCHAT Christophe
BEN FARHAT Kamel
BENIT Mélanie
BLANC Aurore
CHEVALLET Bertrand
DA CRUZ Christophe
DEMORY Christian
DUCLOS Romuald
DUTILLieUX Peter
FORTE Fabrice
GAILLARDON Sébastien
GIRIER Jean-Marc
HAMILTON Ian
KAUFMANN Francis
KONE David
KOUKOUCHKINE Youri
LABAYE Bérengère
LAMOUR Jean-Pierre
LIZE Aurélie
MBOLI Marcelin
NABET Yves
OKOA Marcellin
PISCIONE Frédéric
SABARA Sabri
STRIDE Christophe
TIGER Patrick