The IBE strengthens its capacity-building activities for curriculum development

Workshop for curriculum specialists from Kosovo

As a contribution to educational development in South-East Europe, the IBE held an intensive training workshop for curriculum developers from Kosovo. The intention was to ensure initial training of the core team in charge of the process of curriculum renewal in Kosovo. This workshop, held at the IBE’s premises in Geneva on 1–10 December 2000, is one of the activities foreseen within the co-operation agreement between the Department of Education and Science of the United Nations Interim Administration Mission in Kosovo (UNMIK), UNICEF/Priština and the IBE, signed in September 2000. IBE support aims at contributing to the development of a methodology for implementing the curriculum development process.

Ten participants—members of the core team—attended the workshop, in addition to representa-

tives of the UNMIK Department of Education and Science and UNICEF/Priština.

The workshop consisted of four major units: (a) presentation and discussion of theoretical approaches and case studies (Argentina, Slovenia and Switzerland) in the field of curriculum development; (b) training sessions on leadership skills for curriculum development; (c) visits to schools; and (d) working sessions of the core team—assisted by tutors—on the curriculum framework and action plan for Kosovo. School visits were organized in collaboration with the Department of Public Instruction of the Canton of Geneva.

Further activities within the framework of the above-mentioned agreement include the translation into Albanian, Turkish and Serbian of four brochures in the Educational practices series and the organization of an international seminar on ‘Case studies in curriculum development: contributions to the Kosovo experience’, scheduled to take place at Priština in March 2001.

This international seminar will also provide an opportunity to systematize access to experiences of relevance to the world educational community. Further information can be obtained from: Massimo Amadio, IBE. Tel: +41.22.917.78.19; e-mail: m.amadio@ibe.unesco.org
THE INTERNATIONAL QUARTERLY REVIEW OF COMPARATIVE EDUCATION

Themes for 2001—Volume XXXI:
• No. 1, March 2001: Secondary education
• No. 2, June 2001: Constructivism in education
• No. 3, September 2001: Education for living together in the twenty-first century
• No. 4, December 2001: School autonomy and evaluation

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Internet: http://www.jean-de-lannoy.be

The Contents page of each issue of Prospects can be viewed on the IBE’s website: http://www.ibe.unesco.org

TRENDS IN CURRICULUM DEVELOPMENT

Over recent years, the International Bureau of Education has been holding a series of regional meetings for experts on educational contents and curriculum development. The IBE is also beginning to collect case studies on curriculum development and particular studies on educational contents and methods. The meeting reports contain the lectures given by international experts to stimulate the debates, national reports from each country regarding the present situation of the curriculum, a summary of the debates, and a list of participants. The following meeting reports are available:
• New Delhi, March 1999;
• Buenos Aires, September 1999;
• Beijing, March 2000;
• Libreville, October 2000 (photocopy, in French only).
These publications are available free of charge from: Publications Unit, IBE, P.O. Box 199, 1211 Geneva 20, Switzerland. They may also be consulted on the IBE’s website: http://www.ibe.unesco.org
EDUCATIONAL PRACTICES SERIES

This series of booklets has been prepared by the International Academy of Education and distributed by the International Bureau of Education (IBE) and the Academy. The booklets focus on aspects of education that appear to be universal in much formal schooling and thus seem likely to be generally applicable throughout the world. Five booklets have been produced so far in the series:

1. **Teaching** by Jere Brophy. 36 p.
2. **Parents and learning** by Sam Redding. 36 p.
3. **Effective educational practices** by Herbert J. Walberg and Susan J. Paik. 24 p.
5. **Tutoring** by Keith Topping. 36 p.

These booklets may be downloaded in their printed form from the IBE’s website, see: http://www.ibe.unesco.org. Further printed copies may be obtained free of charge from: IBE, P.O. Box 199, 1211 Geneva 20, Switzerland.

Inquiries by E-mail: j.fox@ibe.unesco.org

INNODATA MONOGRAPHS

This series of case studies of selected innovative projects and approaches in education complements INNODATA, the IBE’s databank of educational innovations available on the Internet. The monographs provide readers with more detailed information on selected innovations featuring in the databank. The case studies are written by individuals closely associated with the innovations being described. The case studies are available free of charge in printed form from; PUB, IBE, P.O. Box 199, 1211 Geneva 20, Switzerland. Both the case studies themselves and the INNODATA reports on which they are based are available on the IBE’s website at:


The titles published so far in the series are as follows

4. **Haque, Riffat; Batool, Syeda Najeefa.** *Climbing the ladder: a case study of the Women’s Secondary Education Programme of Allama Iqbal Open University, Pakistan.* 32 p.
5. **Amaro, Gertrudes.** *Curriculum innovation in Portugal: the Área Escola—an arena for cross-curricular activities and curriculum development.* 56 p.

Further information on this series is available by E-mail from: j.byrion@ibe.unesco.org
From 23 to 28 October 2000 a seminar/workshop took place in Libreville, Gabon, on the theme of: ‘The policy of curriculum renewal, the process of curriculum development, local realities and the challenges of the twenty-first century’. This regional seminar was aimed at capacity building for the French-speaking countries of Sub-Saharan Africa.

The seminar resulted in highlighting two important requirements:

- The need to establish a list of the problems besetting the education systems in the participating Member States;
- The need to identify various existing solutions launched through reform policies to combat these problems.

Organized jointly by the Ministry of National Education of Gabon and the International Bureau of Education, the workshop brought together fifty participants, all of them curriculum experts, from nine countries: Benin, Burkina Faso, Central African Republic, Chad, Congo, Gabon, Mali, Senegal and Togo. Each participating country described the present situation with regard to the reform of its education system and curriculum development.

To initiate the discussions, four thematic lectures were delivered on the following themes:

- Educational policies and curriculum reform by Mohamed Radi;
- Linking educational policies, curricula and textbooks: teaching universal values by John Aglo;
- The relationship between the use of national languages and renewing national cultures by José Marin;
- The present situation of curriculum development by Souleymane N’Diaye.

The discussions that followed concentrated on identifying the needs for curriculum reform in these countries. The meeting contributed to reinforcing networking in the field of curriculum development and therefore to improving the quality of education systems in the region.

A final report of the meeting is in preparation in French and will be published at the beginning of 2001 (see page 2).

Further information is available from: John Aglo, IBE; telephone: +41.22.917.78.20; fax: +41.22.917.78.01; E-mail: john.aglo@ibe.unesco.org

BANGKOK, THAILAND: Capacity

From 12 to 16 December 2000, a sub-regional seminar for curriculum specialists from the countries of East and South-East Asia took place in Bangkok.

The seminar sought to promote dialogue and strengthen competencies related to a systematic process of curriculum reform, and to formulate regional guidelines for curriculum analysis and improvement. The main concern was how to tackle the challenge of turning the four pillars of the Delors report into reality, especially the meaning of a competence-oriented curriculum and the way of improving cross competencies in curriculum development teams, such
As communication and negotiation. The meeting was organized by the IBE and the UNESCO Principal Regional Office for Asia and the Pacific (PROAP), with the support of the Thai Ministry of Education. The following countries were represented: Cambodia, China, Indonesia, Japan, Lao PDR, Malaysia, Mongolia, Philippines, Republic of Korea, Thailand and Viet Nam.

A final report of the meeting will be published in 2001. Further information can be obtained from: Isabel Byron, IBE; telephone: +41.22.917.78.48; Fax: +41.22.917.78.01; E-mail: i.byron@ibe.unesco.org

MALDONADO, URUGUAY: The training of trainers

From 31 July to 2 August 2000, the second international seminar of curriculum experts in the Latin American Group of the IBE's network took place in Maldonado, Uruguay. The theme of the meeting was: ‘The training of trainers for young people in the twenty-first century: challenges, experiments and proposals for their pre-service and in-service training’.

The meeting discussed training procedures that would bridge the gap between out-of-date training models using obsolete curricula and the challenges of present-day curricula. The meeting was arranged under four headings:

- A review of the challenges facing secondary education;
- Current attempts at reform;
- Four transversal skills required of every secondary teacher, beyond the subject they were trained to teach;
- Suggestions for regional co-operation.

The meeting was held at the Centro Regional de Formación de Profesores del Este (CERP) of Maldonado. This CERP is one of six such innovative institutions in Uruguay. These institutions were founded to reduce the shortfall in the supply of secondary education teachers by providing special grants to attract young students of Uruguayan nationality to participate in concentrated training programmes. Some 200 teachers and students from the Maldonado CERP were able to participate in the expert seminar. In this way the IBE’s activity has contributed to the training of the educational community.

The issues discussed during the seminar were focused on the secondary education curriculum, teacher-training policies, teacher qualifications and the possibilities of regional co-operation, particularly within the sphere of MERCOSUR.

The meeting was organized by the IBE and the Administración Nacional de Educación Pública (ANEP) of Uruguay and brought together curriculum experts and teacher trainers, at both governmental and university level, from Argentina, Brazil, Chile, Mexico and Uruguay. A final report will be issued in 2001 by the IBE in Spanish and English. Further information can be obtained from: Paula Scaliter, IIPE-Buenos Aires, Aguero 2071, 1425 Buenos Aires, Argentina. Telephone: +54.11.48.06.93.66 Fax: +54.11.48.06.94.58 E-mail: p.scaliter@iiipe-buenosaires.org.ar

Further information is available from Pierre Mondon, Executive Officer of IBE/MED Network, IIEP, 7–9, rue Eugène-Delacroix, 75016 Paris, France; telephone: +33 1 45.03.77.94; fax: +33.1.45.72.87.81; E-mail: p.mondon@iiep.unesco.org
ICET WORLD ASSEMBLY
23-27 JULY 2001,
SANTIAGO, CHILE

ICET and the host of the 2001 World Assembly, Mariana Aylwin, Minister of Education, Santiago, Chile, cordially invite the world’s teacher education community to join the forty-sixth ICET World Assembly in Santiago, Chile, 23-27 July 2001, on the theme of:

TEACHER EDUCATION AND THE CHALLENGES OF CHANGE: ALTERNATIVES AND INNOVATIONS

The theme focuses on the major challenges facing teacher education in all countries, even though their specificity varies in each context.

Within the framework of the World Assembly Theme, plenary and concurrent sessions will focus on the five topics below. Those submitting concurrent session papers are requested to write about research studies and programmes addressing one of these topics:

1. Quality assurance in teacher education;
2. Teacher education and teacher professional development in rural and urban poor contexts;
3. Teachers and the demands of the new information society;
4. Teacher participation in educational reforms;
5. Teacher education and social issues (drugs, school violence, values, AIDS and other).

ICET invites research-based papers to be considered for acceptance and inclusion in the programme for the 2001 World Assembly. The language of the Assembly is English, but there will be simultaneous translation from Spanish to English and vice-versa in the case of keynote presentations, and 10% of papers will be accepted in Spanish and presented in that language. Abstracts should be no longer than 200 words. Authors will be informed of acceptance by April 1, 2001.

Further details on submissions may be obtained from: Beatrice Avalos, ICET, Programa de Fortalecimiento de la Formación Docente, Avda. Bulnes, 107, Of. 85, Santiago, Chile; Fax (+56-2) 696 3545
E-mail: bavalos@chilesat.net

INNODATA BRIEFING–22

Finland: Peer counselling

This school programme, which has existed since 1972, began as a preventive programme against drug abuse. It is an example of pupils actively developing attitudes and competencies for ‘living together’ within the school environment. The aim is to promote a sense of responsibility and reinforce citizenship skills among pupils by providing them with the possibility of influencing their community. It is intended in this way to foster positive self-development and self-identity and promote tolerance, caring and sharing. In the scheme, which emphasizes democracy and human rights education, older students—acting as ‘big sisters and brothers’—are assigned to newcomers and visitors, as well as to younger pupils in lower classes. The peer counsellor, usually chosen by classmates, is a pupil aged between 14 and 18 who is interested in social activities. Peer counsellors give information and hold open discussions on important topics at school, at parents’ evenings and among friends. Topics include violence, substance abuse and understanding different cultures. Counsellors also organize festivals and parties, play games and go on expeditions with the assigned younger ‘godchildren’. They act as mediators between different pupils, between teachers and students, and more generally between young and adults. The Mannheim League for Children’s Welfare, a local non-governmental organization, is responsible for the programme. The League annually finances and organizes several courses for educators who are responsible for the training of peer counsellors. The league has edited learning materials on how to be a good tutor, intended for educators as well as for pupils. Participating schools mainly finance their own activities. Thousands of teachers and students in Finland have participated in the project so far. Peer counsellors have found their role to be meaningful and rewarding while teachers have expressed support for the programme.

For more information contact: Ms. Marjatta Jakobson, Mannheim League for Children’s Welfare (Mannheimer Lastensuojelullitto ry.), Ruusulankatu 10, 00260 Helsinki, Tel.: 3580-34811500, Fax: 3580-34811429, E-Mail: etunimi.sukunimi@mll.fi.
DATABASE: EXPERTS ON CURRICULUM DEVELOPMENT

With the September 2000 issue of this newsletter INNOVATION we distributed a form inviting experts who can contribute to curriculum development to send us details about themselves. The purpose of the form was to receive information for setting up a database of expertise that the IBE could call upon when carrying out its activities in the domain of educational contents and curriculum renewal, as well as to increase the IBE's capacity to act as a clearinghouse for ministries of education, international agencies, non-governmental organizations and educational institutions.

To date, the IBE has already received almost 1,000 replies, of which 600 have already been entered into this database—called CURRICULUM EXPERTISE. The database will be available for demonstration for the first time at the forty-seventh session of the Council of the International Bureau of Education to be held in Geneva in January 2001.

Readers who wish to be included on this database but who have not yet submitted the form should do so without delay. Further copies of the form can be requested from: Jeannine Thomas, IBE, P.O. Box 199, 1211 Geneva 20, Switzerland. Tel: +41.22.917.78.43. E-mail: j.thomas@ibe.unesco.org

Please provide us with your fax number in order that we can send you the form in this way.

THE IBE’S FIRST VIDEOCONFERENCE

On 17 November 2000, the IBE organized a live videoconference from the Palais des Nations, Geneva. Participants included more than eighty teachers from the town of Campana, Argentina, educational administrators from the province of Buenos Aires and some Swiss experts. Representatives of the Technological University of Buenos Aires, who were responsible for technical arrangements at the Argentinean end, also participated.

For almost one-and-a-half hours, participants discussed a theme proposed by the IBE, ‘Networking and collective expertise’. First, a video lasting a few minutes was presented to the teachers based on a networking project carried out in the Swiss canton of Grisons (two Italian-speaking valleys). This project, called Progetto Poschiavo, has been going on for some five years conducted by the Swiss Educational Institute for Vocational Training situated in Lugano (canton of Tessin).

Following the audiovisual presentations, Professors Daniel Peraya (educational technology) and Jean-François L’Haire (computer science) of the University of Geneva spoke about their experiences of networking. Both of them linked the use of new technologies with teaching and teamwork. Mr Peraya threw further light on the Progetto Poschiavo on which he had been directly involved. The presentations were followed by questions. The IBE is prepared to organize further videoconferences on these and other issues to give accessibility to projects and expertise all over the world.

During the videoconference from left to right: Geneviève Emond (IBE), Cecilia Braslavsky (Director, IBE), Jean-François L’Haire and Daniel Peraya (both University of Geneva).
**PREPARATORY WORK FOR THE ICE**

As a contribution to preparations for the forty-sixth session of the International Conference on Education (ICE, see opposite), the IBE is continuing to hold a series of regional and sub-regional meetings. The purpose is to involve curriculum specialists in the organization of the Conference and particularly to benefit from their contribution to enrich the debates. Regional meetings have already taken place in Asia (Bangkok, see page 4), in West Africa (Libreville, page 4), in Latin America (Maldonado, page 5) and the Mediterranean (Madrid, page 4). Forthcoming meetings are described below. Details about meetings for Eastern Europe, the Nordic Countries and East Africa will be announced shortly.

**Meeting of the Gulf States**

The IBE and the Omani National Commission for UNESCO are organizing, with the support of the Omani Ministry of Education, a sub-regional seminar for curriculum specialists of the six Gulf region countries (Bahrain, Kuwait, Oman, Qatar, Saudi Arabia and United Arab Emirates). The Arab Bureau of Education for the Gulf States (ABEGS), the UNESCO Doha Office in Qatar and the UNESCO Beirut Office in Lebanon will also participate. The seminar will focus on curriculum reforms intended to prepare the education systems of the region to respond to the challenges of the twenty-first century; particularly the content, values and practices of ‘learning to live together’. The seminar will be held in Muscat (Oman) from 17 to 20 February 2001. Further information: j.thomas@ibe.unesco.org

**Meeting of the Caribbean States**

The IBE is also planning to hold a sub-regional seminar for curriculum specialists from the Caribbean region in Havana, Cuba, from 26 February to 1 March 2001. This meeting will be organized jointly with the Government of Cuba, and will benefit from the contribution of UNESCO’s offices in Jamaica and Barbados. The seminar will focus on curriculum reforms in the field of citizenship education and education for a culture of peace. Further information: i.byron@ibe.unesco.org

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**Forty-sixth session of the INTERNATIONAL CONFERENCE ON EDUCATION: EDUCATIONAL CONTENT AND LEARNING STRATEGIES FOR LIVING TOGETHER IN THE TWENTY-FIRST CENTURY: PROBLEMS AND SOLUTIONS, Geneva, 5-7 September 2001**

In a message sent to its partners, the IBE hoped that 2001 would be a ‘year of peace … towards a more humane world, under the emblem of “living together better”, the advance of education and the strengthening of our collaboration’.

The forty-sixth session of the ICE represents a unique occasion to put these wishes into practice and we hope that this first UNESCO event in the field of education in the new millennium will be a total success, thanks to your collaboration. Over recent months, lively consultation between the numerous partners has enabled us to specify the various discussion themes for the plenary sessions and the workshops. These will be finalized by the IBE Council in January 2000. The next issue of INNOVATION will give a detailed presentation of the forty-sixth session, but we wish to inform you already of progress in our thinking since issue no. 103, June 2000.

**General overview of the ICE**

- **Opening ceremony (Plenary):** ‘One world, one future: education and the challenge of humanizing globalization’.
- **Workshops within Discussion Unit I:** ‘Quality education for all: living together, democracy and social cohesion’.
  - **Workshop 1:** Citizenship education: learning at school and in society.
  - **Workshop 2:** Social exclusion and violence: education for social cohesion.
- **Workshop 3:** Shared values, cultural diversity and education: what to learn and how?
- **Workshops within Discussion Unit II:** ‘Quality education for all: knowledge, technology and the future of the school’.
  - **Workshop 4:** Language(s) teaching and learning strategies for understanding and communication.
  - **Workshop 5:** Scientific progress and science teaching: basic knowledge, interdisciplinarity and ethical issues.
- **Workshop 6:** Narrowing the gap between the information rich and the information poor: new technologies and the future of the school.
- **Plenary sessions** summing up the workshops.
- **Ceremony to award the Comenius Medal.**
- **General Plenary session:** ‘An agenda and a methodology to increase dialogue and to mobilize resources in favour of quality education for all for living together in the twenty-first century’.
- **Closing ceremony.**

**Preparatory activities**

The search for intellectual and financial partners, as well as the preparation of reference and discussion documents, continues. National reports containing ‘best practices’ and innovative experiences represent an important source of information and the deadline for their reception at the IBE is 1 April 2001. At the regional and sub-regional levels, the debate will benefit from the contribution of networks.

**Do you wish to be involved?**

Several opportunities are open to you:
- to make an intellectual contribution to preparatory activities either by presenting an example of ‘best practices’ or by participating in the Internet forum.
- on the proposal of politicians and experts you may be invited to participate in discussion panels during plenary sessions and workshops.
- to be present at the ICE itself, either as an official delegate of your government or as an observer from an NGO. The official invitations will be sent to Member States in the coming weeks.

You may contact us by post (address, page 1), by fax (+41.22.917.78.01) or by e-mail:
- For the Conference itself: conference@ibe.unesco.org
- To participate in the Internet Forum: icenetforum@ibe.unesco.org
- For national reports and ‘best practices’: m.amadio@ibe.unesco.org
- For the Comenius Medal: n.sikorsky@ibe.unesco.org

Up-to-date information on the IBE’s Internet site:
http://www.ibe.unesco.org

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