

Educational



INNOVATION

INTERNATIONAL BUREAU OF EDUCATION
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and Information

THE ORGANIZATION AND CLASSIFICATION OF SCHOOL-BASED LEARNING EXPERIENCES

The International Bureau of Education organized a meeting in Geneva on 22–24 May 2002 on the above-mentioned theme. The purpose was to discuss with interested researchers and institutions issues related to:

- data collection and analysis of official intended and implemented curricula, also in the light of the Dakar goals for Education for All;
- curriculum development processes and the development of supplementary indicators of curricular structures;
- the definition of an agenda of curriculum-related research activities to be carried out in the short, medium and long terms;
- foreseen products and publications; and
- collaborative initiatives that could be launched in co-operation with research teams from different institutions and regions.

Apart from IBE staff involved in curriculum-related activities, the meeting was attended by: John Meyer (Stanford University, United States of America); Aaron Benavot and Nura Resh (Hebrew University of Jerusalem, Israel); Silvina Gvirtz (University of San Andrés, Argentina); Rodrigo Fabrega-Lacoa (Penn State University, United States of America); Shigeo Yoshikawa (National Institute for Educational Policy Research, Ministry of Education, Japan); and Marew Zewdie (UNESCO's International Institute for Capacity Building in Africa, Addis Ababa, Ethiopia).

Following two presentations, one on the cross-national curriculum research project carried out at Stanford in the 1980s–early 1990s (see the box prepared by Aaron Benavot, pages 4–5) and the other one focusing on the 2002 curriculum data set which is being established within the framework of the IBE programme 'Resource bank–Observatory of educational trends' (see below), during the debates the participants addressed three main topics:

- the use of relevant information and research results in the decision-making process concerning the curriculum;
- issues and problems related to collecting, coding, standardizing and analysing curriculum information; and
- prospects for collaboration with regard to curriculum-related research activities.

One of the main results of the discussions has been the definition of an agenda of research activities that could be carried out in the coming years. In this connection, four major research areas have been identified: (a) comparative analyses of official intended curricula; (b) exploratory studies of national curricula in relation to the Dakar EFA goals, and in particular Goal 6 ('Improve all aspects of the quality of education and ensure excellence of all so that recognized and measurable learning outcomes are achieved by all, especially literacy, numeracy and essential life skills', Dakar Framework for Action, 2000); (c) the curriculum development process and the development of supplementary indicators of curricular structures and processes; and (d) the implemented curriculum and the curriculum implementation process.

More specifically, for the period 2002–2003, analyses of official intended curricula will be carried out mainly for primary and lower secondary education, and would consider:

- detailed school subjects and educational contents listed in national timetables;
- general content areas or categories of educational knowledge;
- curricular emphases, i.e. percentage of total time devoted to school subjects or general content areas;
- intended instructional time (in annual hours) devoted to teaching subjects or content areas.

For primary education, recent data would be compared with curricular data for the 1980s (see J. Meyer *et al.*, *School knowledge for the masses: world models and national primary curricular categories in the twentieth century*, Washington, DC; London: Falmer Press, 1992). For the lower secondary level, comparative sources with curricular information for earlier periods would be identified and coded.

Analyses would also consider additional ways to characterize school timetables, such as: the degree of detail and specificity of timetables; the degree to which educational knowledge is organized in academic disciplines or according to emerging interdisciplinary fields of study; the degree to which timetables make provisions for options for schools, electives for pupils and subject choices; etc.

As the work proceeds, the IBE will make information available to all those interested through different media, including its website: www.ibe.unesco.org. The IBE is obviously ready to receive feedback from readers and researchers on this information and on the research agenda outlined above (see the end of this article).

The curriculum data set

As far as the IBE's 2002 curriculum data set is concerned, it is important to recall that since the 1950s the IBE has been collecting and disseminating—although not on a systematic basis—official information on teaching subjects and the amount of time allocated to each of them, usually presented in the form of lesson timetables or guidelines. One example is the publication *Preparation and issuing of the primary school curriculum* (Paris-Geneva, IBE: UNESCO, 1958), which included ninety-five primary education timetables from about sixty countries (see also: R. Dottrens, *The primary school curriculum*, Paris: UNESCO, 1962).

Traditionally, the two principal sources of such information have been: (i) the 'National Reports on the Development of Education' presented by UNESCO Member States at the sessions of the International Conference on Education (the forty-sixth ICE took place in Geneva in September 2001); and (ii) the replies to thematic questionnaires addressed to the ministries of education, mainly in connection with the ICE sessions.

In recent years, the IBE has undertaken the preparation of profiles of national education systems—based on the national reports as well as other information sources—which are made available through the CD-ROM *World*



data on education. Within this framework, an effort has been made in order to collect and systematize on a permanent basis data on curricular timetables for school education worldwide (M. Amadio, Instructional time and teaching subjects during the first four years of primary education. In: *Educational innovation and information* (Geneva, IBE), No. 96, 1998, p. 1–7; IBE, *World data on education: a guide to the structure of national education systems*, Paris-Geneva, IBE:UNESCO, 2000).

Curriculum-related information included in the 2002 data set is drawn from official documents specifying the curricular policy in public schools—i.e. the official intended curriculum—which does not necessarily coincide with the actual implemented curriculum at the school level. The main sources that are being used are: (i) the fourth edition of *World data on*

education (Geneva: IBE, 2001); (ii) the 2001 series of the national reports; and (iii) various recent documents and reports published by ministries of education or national curriculum agencies, departments and units.

In particular, the data set concentrates on those aspects of the official intended curriculum that are usually organized in the form of curricular or lesson timetables. Broadly speaking, a lesson timetable is 'a schematic plan listing the subjects to be taught at each grade level and the mandated number of weekly "periods" or instructional hours for each subject' (D. Kamens, J. Meyer & A. Benavot, Worldwide patterns in academic secondary education curricula, *Comparative education review* (Chicago, IL), vol. 40 no. 2, May 1996, p. 121–22). The most common example of a lesson timetable is shown in Table 1.

TABLE 1: Bahrain. Basic education: weekly lesson timetable

Subject	Number of weekly periods in each grade								
	First cycle			Second cycle			Third cycle		
	I	II	III	IV	V	VI	VII	VIII	IX
Islamic education	3	3	3	2	2	2	2	2	2
Arabic language	9	9	8	7	7	7	6	6	6
English language	–	–	2	5	5	5	5	5	5
Mathematics	5	5	5	5	5	5	5	5	5
Science and technology	2	2	2	3	3	3	4	4	4
Social studies	1	1	2	2	2	2	3	3	3
Family-life education	–	–	–	1	1	1	–	–	–
Art education	2	2	2	2	2	2	–	–	–
Practical studies (includes home economics, art education and practical studies)	–	–	–	–	–	–	3	3	3
Physical education	2	2	2	2	2	2	2	2	2
Songs and music	1	1	1	1	1	1	–	–	–
Total weekly periods	25	25	27	30	30	30	30	30	30

Note: Each teaching period lasts fifty minutes.

TABLE 2. Hungary. First cycle of primary education: teaching subjects and suggested time allocation as defined in the Framework Curriculum (2000)

Subject	Annual number of teaching periods in each grade			
	I	II	III	IV
Hungarian language and literature	296	296	296	259
Foreign language	–	–	–	111
Mathematics	148	148	148	111
Environmental studies	37	37	74	74
Music	37	37	74	56
Drawing and visual arts	56	55	74	55
Technology and 'Way of life'	37	37	37	37
Physical education and sports	92	92	92	92
Total prescribed annual periods	703	702	795	795
Elective subjects	37	38	37	37
Total compulsory annual periods	740	740	832	832

Note: Each teaching period lasts forty-five minutes.

In some other cases, the number of teaching periods (or lessons, or 'hours') is prescribed on a yearly basis, or is specified as the total number of lessons available over a certain number of years (i.e. the duration of an educational stage or programme). In addition, the data set also includes official timetables which are often promulgated or presented as suggestions, recommendations, guidelines, frameworks, examples, indicative time allocations, 'typical' cases, etc. The example of Hungary is presented in Table 2.

An effort is also made in order to collect and systematize information that is as accurate as possible concerning: (i) the number of teaching periods (or lessons, or 'hours') to be

allocated to each subject in each grade; (ii) the average duration of 'periods', expressed in minutes (the range being from a minimum of twenty to a maximum of ninety minutes); and (iii) the average duration of the school year, expressed in number of working days or weeks (usually 180 days or thirty-six five-day weeks).

For analysis and comparative purposes, it is important to bear in mind that information on 'instructional time' included in the 2002 curriculum data set refers to the amount of overall school time that should be devoted to the teaching of particular subjects or subject areas, as reflected in official curricular or lesson timetables—i.e. *intended* time to be spent on academic instruction.

It should also be noted that there are variations in terms of what is considered as 'time for instruction'. For example, 'Japanese teachers view all of their time with students as instructional. The lunch and clean-up drills are important times for instilling social and cultural values in children' (N. Adelman, *Trying to beat the clock: uses of teacher professional time in three countries*. Report prepared for the United States Department of Education, Office of Policy and Planning. Washington, DC: 1998, p. 28). In addition, not all the time that teachers spent with students—or that students spent in school—is devoted to academic instruction (see M. Perie, D. Baker & S. Bobbitt, *Time spent teaching core academic subjects in elementary schools: comparisons across community, school, teacher, and student characteristics*, Washington, DC: National Center for Education Statistics, 1997; C. Kodron, *Le temps pour l'école en Europe : enjeux et difficultés de la comparaison*. In: Compère, M.-M., ed. *Histoire du temps scolaire en Europe*, p. 357–82. Paris: Institut national de recherche pédagogique, 1997).

It can be anticipated that actual instructional time may considerably differ from official prescriptions or recommendations. For example, in various countries—Peru, Paraguay, Cambodia among others—it has been observed that students tend to receive less than the prescribed amount of hours of instruction due to a variety of reasons (teachers' strikes, time spent on administrative tasks, etc.).



TABLE 3. Total number of teaching hours during the first nine years of formal education

Canada (Quebec)	8,892
Indonesia	8,835
Egypt	8,645
Ghana	8,438
Mexico	8,300
Malaysia	8,265
Burundi	8,180
Chile	8,160
Lebanon	8,010
Spain	7,945
Belarus (max.)	7,650
Switzerland (Geneva)	7,613
Brazil (average)	7,300
Slovenia	7,239
Iraq	7,128
Greece	7,035
Niger	6,885
Cuba	6,503
Cape Verde	6,484
Republic of Korea	6,477
Libyan Arab Jamahiriya	6,416
Norway	6,299
Albania	5,635
Azerbaijan	5,510
Viet Nam	4,862

Source: IBE's 2002 curriculum data set (draft).

In any event, preliminary analyses of information already included in the data set suggest that the amount of (intended) time to be spent on academic instruction during the first nine years of school education—a time span which often coincides with the duration of compulsory basic education programmes—varies considerably across countries, as shown in Table 3.

Curricular timetables can be structured in many ways, the most common pattern being a list of teaching subjects jointly with the prescribed or recommended amount of weekly time to be allocated to each of them over a certain number of years of school education. Usually—but not always—the number of teaching subjects (and periods of instruction)

THE CROSS-NATIONAL CURRICULUM PROJECT AT STANFORD UNIVERSITY

In the early 1980s a group of scholars located at Stanford University (John Meyer, Aaron Benavot, David Kamens, Suk Ying Wong and Yun Kyun Cha) began to investigate cross-national patterns and longitudinal trends in the organization of official school curricula, at both the primary and upper secondary levels (Meyer et al., 1992). In general, they found that the basic categories (i.e. school subjects) and means (i.e. official weekly timetables) by which countries organize the educational knowledge they intend to transmit to young people are quite standardized. Despite the relative availability of such curricular information—e.g. in both governmental and scholarly reports in the late nineteenth and early twentieth centuries—only one major cross-national study of primary and secondary curricula (sponsored by UNESCO) had been published prior to the 1980s (Dottrens, 1962; IBE, 1958, see page 2 above).

Below are several key findings that emerged from the Stanford study of official school curricula:

- At the primary level, most educational knowledge is organized in six subject areas that are nearly universally taught: language, mathematics, natural science, 'social sciences' (i.e. history and geography or social studies), aesthetic education (i.e. art, music, dance, or handicrafts) and physical education. These school subjects represent the core curriculum of primary education and typically receive about 80–90% of all instructional time during the first six years of compulsory schooling. Several other subjects—religious or moral education, health education, practical skills or vocational education—are taught in many national school systems, but their limited curricular presence is more contingent on historical or cultural conditions.
- Among the set of core subjects noted above, most countries place special emphasis on language education and mathematics in primary curricula. On average, a third of all instructional time in primary schools is devoted to language instruction (about 25% to national or, in some cases, local languages, and 8% to official or foreign languages). Mathematics is allocated about one-fifth of total instructional time. The mean instructional time devoted to the arts, natural science, physical education and the 'social sciences' is at, or just below, 10% for each subject area.
- These curricular structures have remained remarkably stable during the twentieth century and there are clear indications of increasing standardization and homogenization. In addition, certain longitudinal trends have been discovered: for example, the proportion of instructional time devoted to 'modern' subjects, such as mathematics, natural sciences and foreign languages, has increased (see Kamens & Benavot, 1991; Cha, 1991; McEneaney, 1998); and the teaching of history, geography and civics as separate subjects has been reduced in favour of 'social studies', an interdisciplinary subject (Wong, 1991).
- While the structural organization of primary school curricula has remained fairly stable, the specific contents of school subjects have experienced dramatic shifts towards, among other things, greater individualism, child-centrism and a more rationalized polity and natural environment (see McEneaney & Meyer, 2000). In particular, transnational elements have become more pervasive in history and social studies (Frank et al., 2000) and civics instruction has increasingly shifted its focus to the 'post-national citizen' actively involved in world affairs (Rauner, 1998).
- National measures of industrialization or economic development are weakly related to national curricular emphases. There are, however, interesting regional variations: for example, a greater emphasis on language education in sub-Saharan Africa, much less in Latin America; slightly more mathematics in Eastern Europe and the Caribbean; more natural and social sciences in Latin America; more religious education in the Middle East and North Africa; and more aesthetic and physical education in OECD countries.
- At the upper secondary level, classical programmes and tracks and the study of classical languages have declined in all world regions since the 1930s. The one region in which they are still relatively prominent, though still in decline, is Europe. On the other hand, comprehensive programmes

and specialized mathematics and science curricula have grown in most world regions (Kamens, Meyer & Benavot, 1996).

- The organization of academically oriented upper secondary education increasingly follows one of two modes: the first is a comprehensive school programme involving some course selection by students; the second is a framework in which students are channelled into specialized programmes of study (e.g. mathematics and science, humanities, law) emphasizing distinctive substantive content. The latter mode typically occurs in systems where classical programmes were once strong.

Overall, the comparative study of official school curricula illustrates not only the converging aims of national political stakeholders, but also the impact of international organizations, professional elites and academic experts on the formal organization of curricular contents. Official statements of subjects to be taught and time emphases, mainly at the primary level and, to a lesser degree, at the upper secondary level, are increasingly standardized world-wide. To be sure, countries still vary considerably in the topics, themes and pedagogical practices that are featured in the teaching of these school subjects. Nevertheless, the main outlines of the school curriculum appear to have become increasingly similar in much of the world (see McEneaney & Meyer, 2000).

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increases in higher grades, which determines variations in terms of time distribution among subjects depending on the year of school education considered.

In some timetables, subjects are grouped under broad categories—development or learning areas, learning programmes, key learning areas, etc. When a certain degree of curricular flexibility is allowed, a differentiation is made between core and other subjects (or locally-determined options).

In some cases, a pre-disciplinary or an integrated approach is applied in the first years of schooling, which is reflected in the timetables as an overall time allocation to different subjects or using such subject labels as 'general studies', 'understanding the environment', 'discovering the world', 'science and social studies', etc.

Finally, it is important to take into account that not all the subjects or subject areas are necessarily included in curricular timetables. Extracurricular activities, and in particular cross-curricular themes, may involve the teaching of specific knowledge content. Some examples are: environmental education, population/family-life education, HIV/AIDS education, pre-vocational skills, computer awareness and similar areas in Botswana ('to be integrated and infused into the core and the optional subjects'); human rights education and environmental education treated as cross-curricular areas in South Africa; population education, health education, and environmental awareness considered as main cross-curricular themes which are integrated throughout the curriculum in Namibia; and ICTs in Ireland (integrated into the teaching and learning process).

For further information on or contributions to this project, please contact: m.amadio@ibe.unesco.org or write to the IBE's address given on page 1.

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THE FOURTEENTH INTERNATIONAL AIDS CONFERENCE, BARCELONA

The International Bureau of Education was present for the first time at the International AIDS Conference. This year the Conference was held in Barcelona, Spain, with more than 12,000 participants, coming from all continents, and presenting up-to-date information and research on: care, treatment, prevention, basic sciences,

social sciences and the state of the art in relation to the AIDS epidemic. The conference site (www.aids2002.org) provides access to the various themes and abstracts.

The IBE Director, **Cecilia Braslavsky**, headed the IBE team in Barcelona, and was also part of UNESCO's delegation to the conference. She presented a poster entitled: 'Religions and school AIDS education: a diversity of approaches', which was accepted for presentation by the conference scientific committee. The poster, based on papers published in the June 2002

issue of *PROSPECTS*, UNESCO's review on comparative education, offered insights into several aspects of education for HIV/AIDS prevention as viewed by three monotheistic religions: Christianity, Islam and Judaism.

IBE consultant, **Inon Schenker**, participated in and helped facilitate a skills' building workshop organized during the conference by the World Health Organization, UNICEF, Education International, the United States Centers for Disease Control, UNESCO and The World Bank. During this workshop, participants coming from various countries assessed challenges concerning the acceptability of school-based HIV/AIDS education and the identification of convincing arguments to address these challenges. The English and French workshops held during the conference hosted both close to 150 participants.

A GLOBAL CONTENT BANK ON EDUCATION FOR HIV/AIDS PREVENTION

The International Bureau of Education (IBE), a UNESCO institute based in Geneva, specializes in the contents and methods of education. In recognition of the vital need of educators for better access to relevant and timely information and materials on effective ways to teach and learn about the HIV/AIDS epidemic in formal education systems, the IBE has been requested to establish a clearinghouse on education for HIV/AIDS prevention. With support from UNAIDS, the Global Content Bank on Education for HIV/AIDS Prevention (GCBEH) is to serve as a key resource for curriculum developers, policy-makers, researchers and other professionals working on schools, AIDS and education.

This project is an integral part of UNESCO's co-ordinated response to combating the HIV/AIDS epidemic by focusing on preventive education. It supports the implementation of the Framework for Action elaborated by the UNAIDS Inter-Agency Working Group (IAWG) on Schools, AIDS and Education, and the goals endorsed by the participants of the United Nations General Assembly Special Session on AIDS (June 2001).

As a service to educators from around the world, GCBEH is geared towards providing a website featuring a range of materials and pertinent up-to-date information on HIV/AIDS for primary and secondary education needs, as well as teacher training institutions. Materials include:

- Descriptions/case studies of good practice in HIV/AIDS preventive education;
- Policy documents on education for HIV/AIDS prevention in schools;
- Curricula for use in schools, in teacher education institutes and by parents;
- Teaching aids (including a range of media formats);
- Research papers, books and conference proceedings related to the planning, implementation and evaluation of HIV/AIDS preventive education;
- Web links to relevant sites (institutions, databases, meetings, documents).

Materials received will be recorded, catalogued and included on the IBE's Internet site. Using criteria developed by experts, selected materials and documents will be included in a 'promising approaches' section. Details will be provided for obtaining materials not available online.

GCBEH is developed in close collaboration with national and international agencies (governmental and non-governmental) working in HIV/AIDS preventive education. Emphasis is on information-sharing on a global scale for empowering educators and learners in the on-going fight against HIV/AIDS. Particular focus is on the needs of countries in Africa, Asia, the Middle East, Eastern Europe, and Latin America and the Caribbean.

GCBEH is a major initial activity of the newly established IBE Cross-cutting HIV/AIDS Project. For more information, please contact: Ms Isabel Byron, Assistant Programme Specialist, IBE HIV/AIDS Project, C.P. 199, 1211 Geneva 20, Switzerland. Tel: +41.22.917.78.22. Fax: +41.22.917.78.01. E-mail: ibeids@ibe.unesco.org. Internet: www.ibe.unesco.org

Innovative publications on HIV prevention

In close collaboration between the publications' department and the IBE's Cross-cutting HIV/AIDS Project and under very tight deadlines, several publications were produced for and distributed at the Conference. These included:

- *Educational INNOVATION and information, no. 110*—the IBE's newsletter in English and French.
- *Educational practices, no. 9*—in English. The theme of the booklet is: 'Preventing HIV/AIDS in schools'.
- *PROSPECTS*, UNESCO's quarterly review of comparative education—In English. This June issue of the review was devoted to 'Education for HIV/AIDS prevention'. It is the first issue of *PROSPECTS* published under a new agreement between IBE and Kluwer Academic Publishers.
- *INNODATA Monograph no. 13*—in Spanish. This monograph was devoted to the evaluation of an education project on HIV/AIDS prevention from Barcelona entitled: 'SIDA Saber Ayuda'.

All the publications were well disseminated in Barcelona. A major area for their dissemination was the

UNESCO display area within the UNAIDS booth at the exhibition area of the conference, where hundreds of participants visited daily. Also, with the assistance of an IBE intern, Ms Youngmi Lee, the publications were also placed in the display areas of all sessions relating to HIV/AIDS and education at the conference site.

AIDS education in Brazil—video: In collaboration with UNESCO Brazil, the IBE has produced a 12-minute video on formal school education for HIV/AIDS prevention in Brazil (see page 8). Focusing on the story of one teacher working in Rio de Janeiro, the film revealed the barriers as well as the successes in bringing information and skills on HIV/AIDS prevention to pupils in Brazil. The video was constantly shown at the UNAIDS multi-media corner at the exhibit booth.

An IBE Experts' meeting

During the International AIDS Conference in Barcelona, the IBE held an informal consultation on: 'Developing criteria for appraisal of curricula on education for HIV/AIDS education in formal education systems', on 11-12 July.

The contributions of the experts participating provided the IBE with important and valuable feedback on the initiation of the Global Content Bank on Education for HIV/AIDS Prevention (GCBEH—see box), its scope and functions. Based on these suggestions, the IBE Cross-cutting Project is now focusing the efforts of the GCBEH on:

- Policy documents;
- Curriculum plans for formal education;
- Educational kits/packages;
- Teaching aids;
- Research papers;
- Web sites on education for HIV/AIDS prevention.

The meeting in Barcelona was also a very useful opportunity to exchange views and ideas on the various options for developing different criteria for appraisal of curriculum plans, teaching and learning materials, as well as policy documents.

A MESSAGE FROM KOICHIRO MATSUURA, DIRECTOR-GENERAL OF UNESCO, ON INTERNATIONAL YOUTH DAY—12 AUGUST 2002

Today is the third time we celebrate International Youth Day since its proclamation by the United Nations General Assembly on 17 December 1999 in resolution 54/120.

Youth has received special attention in UNESCO's programmes for a number of years. Last November, the Organization's Member States decided that young people's needs and visions must be mainstreamed throughout all programmes. The goal is not simply to ensure that young people are not subject to social exclusion but, beyond that, to empower them to participate fully in the design and shaping of the emerging information societies.

An area where young people's full involvement and participation is crucial is the struggle against the HIV/AIDS pandemic—in particular against the associated stigma and discrimination, which are major obstacles to effective prevention and care. UNESCO's contribution to the fight against HIV/AIDS concentrates on integrating preventive education into the global development agenda and national policies, adapting preventive education to the diversity of needs and contexts, encouraging responsible behaviour and reducing vulnerability.

Currently, one in two new human immunodeficiency virus (HIV) infections occurs in young people aged 15 to 24 years, and some 6,500 young people are infected each day. We have evidence that young people are more receptive to education and prevention messages than adults and will adapt attitudes and behaviour accordingly. UNESCO's strategy is founded on the conviction that prevention—i.e. changing behaviour by providing knowledge, fostering attitudes and conferring skills through culturally sensitive and effective communication—is not only the most economical but also the most potent response.

It was for this reason that UNESCO decided to launch the World AIDS Campaign—WAC 2002-2003 on 12 August. By initiating the campaign on International Youth Day, we wish to raise awareness among youth and put young people's rights and concerns at the center of HIV/AIDS prevention. UNESCO also strives to mobilize young people and their organizations all over the world to engage actively in the WAC 2002-2003 under the slogan: 'Live and let live'.

For its part, the United Nations has chosen for this year's observance of International Youth Day the overarching theme 'Now and for the future: youth action for sustainable development'. The focus is in this way placed on the World Summit on Sustainable Development to be held in Johannesburg from 26 August to 4 September 2002. This ties in with the main lines of UNESCO's World AIDS Campaign, which is based on the recognition that HIV/AIDS is a severe threat to sustainable development and that youth are one of the groups most vulnerable to HIV infection. UNESCO highlighted 'Educating for sustainability' as the first of six areas of particular relevance for its contribution to the World Summit on Sustainable Development. We consider education at all levels and in all its forms as a vital tool for addressing virtually all global problems relevant for sustainable development, not least HIV/AIDS.

Only in partnership with young people can we meet the demanding United Nations Millennium Development Goal of halting, and beginning to reverse, the spread of HIV/AIDS by 2015. In this, as in all the other major challenges facing our societies, youth is a pivotal actor. It can - and must - make a contribution, and we must empower it to do so.



Twelfth World Congress

The thirtieth meeting of the WCCES Executive Committee was held in London during the twentieth Conference of the Comparative Education Society in Europe (CESE), 2002. Among the issues discussed was the venue for the twelfth World Congress of Comparative Education Societies. Members elected Cuba as the host society, and the congress will be held in Havana towards the end of 2004. More information about the organization of the conference will be made public as soon as possible.

CESE Conference

The CESE conference, 'Towards the end of educational systems? Europe in a world perspective', was held at the Institute of Education, University of London, 15–19 July 2002. Working groups focused on specific topics, such as the changing role of education, the reconstruction of education systems in the expanded Europe, and new pedagogies.

SACHES Research Award and Publications Scheme, 2003

The Southern African Comparative and History of Education Society (SACHES) offers a research award of Rand15,000 for researchers into comparative and history of education. The closing date for applications is 30 March 2003. For further information, contact Sheldon Weeks by e-mail: gudrun@info.bw

Forthcoming conferences

- Southern African Comparative and History of Education Society Conference, 'Learning from one another—Educational change, reform, policy formulation and implementation in Southern Africa', 30 October–1 November 2002, Gauteng, South Africa.
- Sociedad Española de Educación Comparada Biennial Congress, 'Educación obligatoria en Europa y Latino América: situación actual y perspectivas del futuro', 20–23 November 2002, Salamanca, Spain.
- Australian and New Zealand Comparative and International Education Society Conference, 'Internationalizing education in the Asia-Pacific Region: critical reflections, critical times', 6–8 December 2002, University of New England, Armidale, New South Wales, Australia.

For more details, please visit the WCCES website:

<http://www.hku.hk/cerc/wcces>

NIGERIA: NATIONAL WORKSHOP ON EDUCATION FOR HIV/AIDS PREVENTION, ABUJA, 10-13 JUNE 2002

More than 200 participants drawn from all stakeholders in education in Nigeria and members of the civil societies assembled at the Merit House in Abuja for a four-day national workshop (10–13 June 2002) on Education for HIV/AIDS Prevention in Nigeria. IBE was represented by Inon Schenker, Senior HIV/AIDS Prevention Specialist, who assisted in the planning of the workshop and in presenting a paper on: 'Global Initiatives in Education for HIV/AIDS Prevention'.

The workshop was co-sponsored by UNAIDS, UNESCO and the Nigerian Federal Ministry of Education, and was declared open by the President of Nigeria, Chief Olusegun Obasanjo, under the chairmanship of the Minister of Women Affairs and Youth Development, Hajja Aisha Ismail, while the Minister of Education, Babalola Borishade, delivered the keynote address.

The workshop identified during interactive discussion in plenary and small groups issues that are critical to the planning and implementation of preventive education in Nigeria.

As a result of the needs' assessment conducted by the workshop participants, and the presentations, the workshop participants recommended a number of measures to raise awareness about HIV/AIDS in the country.

Contact: Rashid Aderinoye at UNESCO, Abuja.

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**BRAZIL: Telecongresso**

In the context of follow-up to the forty-sixth session of the International Conference on Education (ICE, Geneva, September 2001), the IBE participated in a major event in Brazil. This event was the *II Telecongresso de Educação de Jovens y Adultos* (the second Telecongresso for the Education of Young People and Adults). This activity was organized by the Brazilian Serviço Social de Indústria (SESI), the University of Brasilia and UNESCO's Brasilia Office.

The Congress was held simultaneously in more than 200 focal points in Brazil and one focal point in Geneva using new information technologies. The 'II Telecongresso' counted more than 15,000 participants and can be considered as an example of wide-scale promotion of educational innovations, best practices and policy dialogue that should be analysed for transfer to other countries, especially E-9 countries.

The link to the focal point in Geneva took the form of a video-conference with Brasilia. This was arranged in collaboration with the Summer University for Human Rights and the Right to Education organized by the International Organization for the Development of the Freedom of Education (OIDEL), and took place on 16 August 2002. The IBE organized this event at the Palais des Nations, Geneva, Switzerland, as a round-table on the theme: 'Learning to live together: creating respect for pluralism, mutual understanding and peace', which also falls within the context of follow-up to the forty-sixth session of the ICE.

In collaboration with the IBE, UNESCO Brazil has produced a book in Portuguese: *Aprender a viver juntos: educação para a integração na diversidade*. The six chapters of this book were mainly drawn from issues of the review *PROSPECTS* published at the time of the ICE.

Two videotapes, produced for showing during the Telecongresso, can also be ordered for US\$16 from the IBE (see address page 1). The themes of these videotapes were: the prevention of AIDS in schools in Rio de Janeiro; and constructing partnerships to combat illiteracy, sponsored by Alfabetização Solidária, which had received the Comenius Medal during the ICE.

For further information about the Telecongresso, see:

—www.informacao.srv.br/telecongresso2/abertura.php