

## **ANALYSIS AND INNOVATION IN THE CURRICULUM OF EDUCATION FOR ALL IN SUB-SAHARAN AFRICA AND POVERTY ALLEVIATION**

### **REPORT on the 5<sup>th</sup> international UNESCO-IBE seminar**

#### **Curricular innovation and poverty alleviation: the critical role of schools, teachers and the community in implementing the curriculum**

Mauritius 18-23 June 2007

Organised by UNESCO-IBE and the Ministry of Education and Human Resources of the  
Republic of Mauritius

**Ana Benavente, with the contribution of Christine Panchaud**

- 
- 1. Introduction**
  - 2. Decisive advances**
  - 3. Education for peace and poverty alleviation**
  - 4. Poverty alleviation and inclusive education: introductory debate on the  
48<sup>th</sup> International Conference on Education**
  - 5. Seminar evaluation, messages to be emphasised**
  - 6. Concluding remarks**
  - 7. Abbreviations**
  - 8. Annexes**
-



# 1 Introduction

This report goes into some detail not only to give a full account of the topics discussed and the work carried out during the seminar, together with the evaluation and proposals for the future, but also to provide a basic tool containing all the documents used for record and future reference.

This 5<sup>th</sup> seminar marked a turning-point in the project from which it is now possible to work out more global proposals and share and reflect on practices in the field with other groups and educational communities.

The programme was completed as planned. (Annex 1) The nine countries participating in the project were all present with teams of 2 to 4 members, together with the team from IBE and two other consultants who have joined the project.

The participation of the UNESCO representatives from Windhoek, Bamako and the TED/ED-TTISA in Madagascar, as well as that of a representative from the Spanish Ministry of Education and Science, was extremely enriching. (Annex 2, list of participants)

The seminar was opened by the Honourable Minister of Education and Human Resources for Mauritius, Mr Dharambeer Gokhool. (See Annex 3, the text of his speech) It was closed by the Permanent Secretary for the Ministry of Education and Human Resources for Mauritius and Ms Christine Panchaud. (Annex 4, opening and closing speeches)

Given the experience in the work already acquired by the teams, the **Terms of Reference** proposed in preparation for the seminar (Annex 5) included a critical analysis of two working documents (Annexes 6 and 7) together with a list of 6 topics as a framework for discussion during the seminar, namely:

1. the role of teachers in poverty alleviation
2. what pre-service and in-service training is needed to take this role up successfully
3. management solutions that give the teachers the necessary support in their work
4. examples of schools that have been successfully organised to make better use of available resources
5. poverty alleviation and education for peace
6. follow-up assignments.

Examples of ‘good practices’ and the consequences on action to be taken of ‘what we know and what we do’ were included in all of these topics.

The teams had prepared themselves well for the seminar. As a result, the seminar went off very smoothly in an atmosphere of full confidence and a spirit of constructive criticism and open-mindedness, and with the presentations, discussions and proposals, in both the working groups and plenary sessions, showing a wealth of reflection.

The welcome extended by the authorities and colleagues in Mauritius gave invaluable support to our stay and work, for which we are most grateful.

3/18

## 2 Decisive advances

**Three types of decisive advances** were noted during this 5<sup>th</sup> seminar:

1. the work processes used, types of analysis and suggestions made by the participants
2. the inclusion of the issue concerning pre-service and in-service training for teachers and their role in building a school that can help fight against poverty by catering for all children (Education for All, EFA)
3. the working out of a ‘road map for action’ and the presentation in a systematic and well thought-out manner of proposals on the various aspects of developing EFA and a school to fight against poverty and foster peace.

### 2.1 Advances in the work processes used, types of analysis and suggestions made by the participants

#### 2.1.1 *Analysing good practices*

Starting with the **good practices** that are found in all the countries, the participants were able to share in a realistic manner their growing awareness that nothing is totally impossible in developing EFA and of the positive role that school can play in the fight against poverty and the building of peace.

When they started on this process of reflection, the participants tended to identify more the **barriers** present in the social and educational contexts. Now they talk in terms of the **challenges**. They have learned to move away from the habits and fatalism of a uniform, centralised, ‘one-size-fits-all’ school and work towards innovative solutions.

The attention thus given to good practices through studying their diversity and the social, administrative and pedagogical factors needed for their success became the focal point for the efforts for positive change.

The working document *Good practices: the exception that proves the rule or the beacon that lights the way*, prepared by Ana Benavente (Annex 6) provided the framework for several successive discussions in groups and plenary sessions.

Five working groups were set up based on two criteria, namely, individual priority interests and the participation of as many countries as possible in each group. The groups, once set up, were not changed again to allow the analysis to deepen as the days and successive working sessions went by. This process allowed a detailed analysis of 5 good practices present in the participating countries that were considered useful in the fight against poverty. All of these 5 good practices had been the subject of a presentation or a site visit in earlier stages of the project:

1. the local or flexible curriculum: Mozambique (site visit in October 2006)
2. the bilingual education stream: Burkina Faso (site visit in March 2006)
3. pre-professional education: Mauritius (presentation in June 2005)

4. Access to education for school drop-outs: Rwanda (presentation in June 2005)
5. Teacher training in rural areas (ADPP): Angola (presentation in June 2005)

The tool for analysing good practices, prepared by Ana Benevente, was used as a guideline for the group sessions and was thus strengthened. The analysis and sharing of findings from the group discussions were made in several stages in the following order:

- good practices to fight against poverty, their functions and status
- the minimum conditions for success of good practices
- the implications concerning the role and training of teachers
- the barriers and how to overcome them: what are the consequences for action and at what level of reality?
- What grey areas can be identified and made clearer?

As was often noted during the site visits focussing on ‘good practices’, the latter tend to bring into question the traditional school. They can in fact act as a lever for innovation and are an efficient tool for making the change towards an inclusive school that is for everyone, with diverse means and practices, but coherent in its objectives and linking the development of EFA with poverty alleviation and the fostering of peace.

**The overall conclusion was that in all the countries, even the most destitute, ‘good practices’ exist. They constitute a rich resource that should not be ignored as they show potential ways forward by emphasising the challenges and strategies to overcome the hurdles that are too often seen to be barriers and stumbling blocks in the way of action.**

### ***2.1.2 Two concrete examples of good practices***

The analyses carried out during this 5<sup>th</sup> seminar were greatly enhanced by the presentation and discussions of two new examples of good practices. The first one was the presentation ***The school as a centre for health care and support*** made by Ms Lynn van der Elst, Director of the Media in Education Trust (MiET), an NGO working in partnership with the Ministry of Education for South Africa. (Annex 8) It is a project that forms part of the strategy worked out by the South African Ministry of Education to guarantee access to quality education for those learners living in the most under-privileged rural areas affected by HIV-AIDS by building ‘inclusive schools that are the children’s friends’.

The approach thus presented clearly stated the issue of sharing ‘good practices’. Their widespread use cannot be built on a unique model, but **on the development of conditions and strategies that enable the achievement of similar objectives in very different contexts**. This presentation emphasised the importance of the role played by teachers, an issue that will be discussed in greater detail in the second point concerning the ‘decisive advances’.

The second example was the **visit to two ZEP schools** (priority zones for education) (Annex 9), as was done in each seminar. The analysis of ‘good practices’ in action and the discussions with political, administrative and educational representatives, as well as with those actually involved in the practice, allowed the participants to go back to the challenges and the contradictions that concrete solutions to remove exclusion bring to light every time.

5/18

## 2.2 The role of the teachers, pre-service and in-service training

The second decisive advance concerns the inclusion of the issue of the pre-service and in-service training of teachers and their role in building a school that can contribute to the fight against poverty and the building of peace, and allows access to all children (EFA).

During the discussions, site visits and presentations of real-life situations, constant references were made to the teachers and their decisive role as ‘gate-keepers’, that is as actors holding the key to the learning methods used in class, as well as their pivotal role in organising the schools and building their education projects, in particular in the relations between the school authorities and the local communities.

The connection between the curriculum and the training of teachers, that everyone considers to be both necessary and pivotal, is, however, difficult to put into place, mainly because teacher training is usually the responsibility of teacher training colleges, tertiary institutions and universities, none of which are directly attached to their country’s Ministry of Education. This difficulty in putting such a connection into place has been noticed on several occasions, during the discussions on and the implementation of initiatives in favour of political dialogue within the countries.

It was, therefore, important to get to know the situation within the countries participating in the project better. This was why for this seminar most of the country teams had a person in charge of pre-service and/or in-service teacher training. A person acting as focal point for the Teacher Training Initiative for sub-Saharan Africa (TTISSA) in Madagascar was also invited and has since participated in the work on this project in a very enriching way.

A presentation entitled *‘What type of teacher training is needed for a school that brings together quality and equity within the framework of the fight against poverty and education for peace?’* prepared by Ana Benavente (Annex 10) was the starting-point for the discussion.

The participants were thus able to become more acquainted with the problems and solutions that are already present in the field. **The participants went beyond the descriptions of the individual national situations to consider the scope, content and methodology to be used for pre-service and in-service teacher training with respect to the needs of EFA and a school that is relevant for all children and young people.**

Each country also presented a summary of its reflection on the roles of the teachers (What should they be capable of doing? How should they be trained?) at different levels: within the framework of the fight against poverty, the building of peace and the implementation of ‘Good Practices’.

The contributions that were worked out and systematised during the seminar will be published as a collective text on teacher training. However, the following aspects, which emerged in a more or less consensual manner, can already be noted:

- the importance of studying ‘good practices’ as part of the training of teachers
- the need to work from real-life situations to link the training with actual practice, starting from a basic knowledge in social sciences and educational theory
- the diversification of teaching aids and school activities
- the role of quality teaching tools that have been produced and tested in real-life situations
- learning how to work in teams
- training in dialogue and cooperation (mutual learning).

**Including this issue in the work for the project marked a turning-point in that those in charge of teacher training were able to be less concentrated on themselves, share their work with other actors in the school context and open the way to reflection that enhances the proposals for concrete and structured action in each country, for a school that is working against poverty and in favour of peace.**

### **2.3 Road map for action in favour of an inclusive system of education**

The third advance made in the project is the possibility of working out a road map for action and of presenting in a systematic and reasoned manner the proposals concerning the different aspects in building up EFA and a school that fights against poverty and teaches how to live in peace.

This road map for action has been built up through a collective effort over time, starting with a method for systematising data proposed by Ana Benavente (Annex 10).

This tool has been worked out since the Maputo seminar in 2006 and has been enhanced by the participants’ suggestions.

Starting with ‘5 levels of action and 3 proposals for each of these levels (5x3), the participants worked out with a ‘road map’ that has at least seven levels of action and several proposals for each level:

- |           |   |
|-----------|---|
| Level I   | Cross-cutting   |
| Level II  | National and international level  |
| Level III | The education authorities (central, regional and local)                                       |
| Level IV  | The schools   |
| Level V   | Pre-service and in-service training of the teacher and school administrators                  |
| VI        | Local communities and families  |
| VII       | The teacher and other actors in education as citizens and professionals in their daily lives. |

This tool was reinforced during the discussions in the working groups and plenary sessions.

**The realisation, which was felt and assumed by the participants, that there was enough information to work out a road map for action and that it was now time to share the results with a wider public and other educational communities in other contexts was one of the decisive turning-points of the project.**

**It was thus possible to draw up the outcomes of the work done by organising them around the publications and initiatives of UNESCO-IBE (See section 5.3 of this report of the work to be done).**

### **3 Education for peace and the fight against poverty**

The dimension ‘Living together in peace’ was a theme that cut across all the discussions in the seminar. However, a session was specifically devoted to the links between the fight against poverty and education for peace, in order to systematise the questions and issues to be given priority in the next stages of the project in the eyes of the participants. The main ones are listed below:

- Translating the teaching of values into learning competencies is difficult to achieve, but it must be in any case cross-disciplinary and come out from the school, both the place and the institution, as the only reference framework. The approach should be multi-sectoral in which culture should have a major role.
- The national level should be involved and the legislative framework should clearly state the need for such education and the means to achieve it in the education sector as a whole and in the school context in particular (example of Burundi).
- The connection between the local level (customs, tradition and culture) and the global level (universal values, human rights, etc) must be clearly thought out and translated into teaching and learning.
- Examples of good practices should be analysed with the tools prepared by the group (the approach ‘the school as the children’s friend’ is present in one form or another in most of the participating countries).
- Making school (and society as a whole) safe with the help of the communities, in particular for young girls (throughout the world), but also for all vulnerable persons (including the teachers and parents) in post-conflict situations, or extreme poverty or when very diverse communities have to live together, should also form part of the educational policies, strategies and practices.
- Examples of good practices for interim solutions that enable a response in an emergency, until the curriculum is able to do so were also mentioned.

**To conclude, all the participants agreed that the fight against poverty and education for peace should go hand in hand and are in fact two sides of the same reality for which the school should adopt a cross-disciplinary approach.**



#### **4 The fight against poverty and inclusive education: discussion on the 48<sup>th</sup> International Conference on Education (ICE)**

The IBE is responsible for organising on behalf of UNESCO the International Conference on Education (ICE) (Annex 11). The proposed theme for the 2008 session, “*Integrative Education: the way forward*”, is directly linked to the issues discussed in this project. The topics proposed for discussion at the Conference are as follows:

- (i) Integrative education: approaches, orientations and content (have a better understanding of the theory and practice of integrative education)
- (ii) Integrative education: public sector policies (show the role of government in the development and implementation)
- (iii) Integrative education: systems, links and transitions (create education systems that offer opportunities for lifelong learning)
- (iv) Integrative education: learners and teachers (foster a learning environment in which the teachers have the tools to respond to the various expectations and needs of the learners).

The discussion is now open concerning the eventual contribution of this group to the preparation and running of the Conference.

With respect to the proposed discussion topics, the participants felt that, for the moment at least, they are defined in terms that remain too general and abstract and so do not make the link with the reality of the schools and education in the field.

These topics must be made more precise or linked to problems in a more concrete manner to avoid hotchpotch discussions.

The group proposed that the IBE reformulate the priority problem situations, starting with the conditions for setting up inclusive education in sub-Saharan Africa to decide under which topic these issues can be debated. The main issues to be discussed at the ICE are, according to the participants:

- the conditions needed for the implementation of inclusive education, namely: the training of teachers, the material conditions, the working conditions)
- the financing and content of the education
- poverty and inequality, which must be at the centre of the topics discussed
- the partners at all levels, that is the 7 levels of the road map discussed during this seminar
- the approach that must be intersectoral if one really wants to achieve inclusion, which is not yet apparent in the proposed topics. (*Has the IBE thought of inviting representatives from the health sector, social security and culture?*)

**The group insisted that the fight against poverty be clearly included and discussed at the ICE. It was also suggested that this group help organise on the topics of the ICE (the I or IV) and that this issue be included in the 2008 work plan of the project.**

## 5 Evaluation, the messages to be emphasised and the prospects for work

### 5.1 Seminar evaluation

During the seminar, as with the previous ones, several types of evaluation were carried out: continuous monitoring, evaluation of the work methods used by the group between seminars and a final evaluation that included the messages to be emphasised at this point in the common reflection and an evaluation of prospects in the form of a common undertaking for a short and medium term work plan.

**The continuous monitoring** gave all the participants in turn the opportunity to evaluate the ‘strong and weak points’ of the work carried out each day.

The strong points concerned the quality of the leadership and the content of the seminar, that is, the quality of the presentations, materials prepared and discussions, the rich experience gained through the site visit, the climate of mutual confidence and respect among the participants that fostered more freedom, openness and creativity in the discussions, the good integration of the newcomers into the group. All these factors helped the work of the group to progress in a rewarding manner. The weak points concerned how the time was managed throughout the seminar. As always, there was not enough time available for the participants to share ideas and experiences as fully as they would have liked.

**The evaluation of work methods** comprised several aspects:

- **The forum of the community of practice**, set up during the seminar in Maputo in October 2006, has not functioned satisfactorily. The participants gave several reasons for this: lack of time, the platform being too complicated and so difficult to log on, cost and problems with the internet connection (for example, no electricity). Moreover, only two participants have had successful experiences previously in this field, in spite of numerous attempts and participations.
- Following a proposal from the Mauritius team, Jorge (the focal point for the Community of Practice), Elmehdi and Om Varma will try another solution, using a platform hosted by the Mauritius Institute of Education, which is simpler and more user-friendly. The IBE proposed that this platform could be used to continue the discussion on the 48<sup>th</sup> ICE and education for ‘living together in harmony’. (See the work plan given in Section 5.3)
- It was then proposed, as had been discussed previously, to set up a virtual library on the IBE web-site of all the key documents relating to the project, with access restricted to the members of the group.
- **The work carried out** in preparation for and during the seminar, as well as for the follow up was of very good quality. This time, instead of writing and formally presenting a country report, the teams had been asked to make a preliminary study of the questions and key issues to be brought up by the participants as the seminar proceeded. This approach, coupled with the group discussions in successive sessions

10/18

that were linked to the presence of new external experts from Madagascar, South Africa and Spain, worked well and enabled deeper and innovative reflection.

- **The formal evaluation** also showed the satisfaction with the quality and usefulness of the discussions and the good running of the seminar in terms of conception, preparation, knowledge gained from the experts and leadership. (Annex 12)

## 5.2 The messages to be emphasised

The results obtained from the seminar are difficult to measure but are expressed in very concrete fashion in a summary entitled 'The messages to be emphasised' that the participants decided to draw up, discuss and approve and that takes stock of the present situation of the project. In fact, before drawing up the work plan for the end of this year (2007) and the prospects for 2008-2009, the participants felt the need to systematise the conclusions of the work so far and the progress made during this seminar. These messages were first proposed to the participants by the IBE team. They were then enriched by a variety of suggestions, all of which are expressed in the text below.

### Messages to be emphasised: Mauritius, 2007

The participants at the 5<sup>th</sup> international UNESCO-IBE seminar entitled *Curricular innovation and poverty alleviation: the critical role of schools, teachers and the community in implementing the curriculum*, underline, as a result of their work, the following messages:

1. The building up of EFA is a process for which the positive outcome requires specific political, economic, social, institutional and pedagogical conditions. It is faced with many obstacles and requires strategies to overcome them to be worked out. This is the only way for countries to find solutions to fit their contexts for a school that includes all children and young people.

In the course of our work, we have focussed on the role of the school in the fight against poverty and the building of peace. We have shared our knowledge, thoughts and above all good practices in the field, which exist in most of the 9 participating countries. These good practices show that EFA is a challenge that can be taken up, provided that one goes beyond the traditional frameworks for reference and action for a school that we have inherited and that does not meet everyone's needs.

2. We consider that a school capable of contributing, along with other sectors and partners in the civil society, in the fight against poverty, against inequalities of all kinds and exclusion, is the backbone of an initiative able to achieve the goals of EFA and the Millennium Development Goals. By taking into account the scenarios for the school of tomorrow (OECD), prefigured in the current education policies, visions and practices, we consider that the study of good practices is a decisive means to build a school for all.
3. The ongoing work carried out within the framework of this project has enabled us to be much clearer about the positive strategies for building a school as one of the key factors in the fight against poverty and inequality and for peace.

11/18

These strategies require a shared vision of the school, an ongoing structured political dialogue and partnerships at all levels of society. They also need the integration in a flexible curriculum of new contents and activities already present in the good practices, which will link up theory with practice, the values of the local environment with universal values, as well as the social and cultural dimensions of life.

An administrative system that supports the schools, education management built around differentiated practices, and the reorganisation of the pre-service and in-service training for teachers that takes into account the needs of the teachers and learners, their sometimes very harsh reality, their diversity and the local resources that are often neglected are all conditions needed for these strategies to succeed.

4. 'Learning to live together', going beyond conflict and building peace are among the major issues for a school for all, without exclusion, through integrative education, capable of achieving the respect of human rights and citizenship for all, to promote the values of solidarity, cooperation and responsibility, through the building up of significant educational and cultural knowledge and practices that are open to universality. In particular in post-conflict societies questions concerning identity with the undeniable need to find one's roots and sense of belonging arise. In an increasingly global world, we must be clear about the needs of this category of persons and groups, at the level of each country, local community and individual.

Education can play a major role in the balance between the local and global dimensions and in the prevention of conflicts that often arise from issues concerning 'differences' and inequalities.

5. Our approach of joint training and sharing focussed on real-life changes in the schools in our countries is a means that enables, with structural support and monitoring from IBE-UNESCO, other partners and funding agencies, the construction of a school for all, the central aim for the achievement of EFA. Our exchanges within the framework of the Community of Practice (COP) set up by the participants in the project must continue, however with a revised support framework.

The road map for action, this shared summary and the follow-up planned for our work, which should enable us to make known the good practices, together with our thoughts and suggestions to a much wider public, will strengthen our relations with our partners. They will also enable us to play an advocacy role with national and international institutions and obtain positive outcomes from our respective Ministries.

6. We have reached the stage in our work of study and sharing where we can set down formally what we have learned in the shape of materials for training, publication and opportunities for sharing that go beyond the 9 countries involved in the project and Africa itself.

Setting up new partnerships and links with national and international initiatives and associations working in the field of EFA, integrative education and peace can be undertaken. The ADEA Biennial Conference, the work of TTISSA, the UNESCO General

12/18

Conference in October 2007 and the next UNESCO-IBE ICE in 2008 are the most immediate examples.

These messages to be emphasised, together with the road map for action, are the documents which will be used to orient the next phase of our work.

We end with our sincere thanks to our Mauritian hosts.

(Text discussed and enriched in plenary session, and approved unanimously)

### **5.3 The follow-up: plan for 2007 and prospects for 2008-2009**

The follow-up is demanding and concerns all the participants. In addition to the national tasks and initiatives, the participants agreed on the plan of work to be carried out within the group in 2007 and 2008-2009.

#### **5.3.1 Plan for 2007**

The participants decided, as their immediate task, to work together on the December 2007 issue of the magazine *Perspectives* published by the IBE, with 3 in-depth articles that will be written under the editorship of Ana Benavente and the IBE, namely “Good Practices”, “The Road Map for Action” and “The Critical Role of Teachers” and the writing-up, by the country participants, of 5 case studies on good practices observed in the participating countries (July to September for the writing of the articles).

The IBE has worked out a preliminary draft plan for this special issue of *Perspectives* entitled “*The fight against poverty and inclusive education: how to transform schooling in sub-Saharan Africa*” and a framework for the writing-up of the case studies on good practices. (Annex 13)

A second activity has been identified to share the results obtained from this project and discuss their implications for the follow-up (last quarter of 2007). It concerns organising, in collaboration with the Spanish government, in particular the Ministry of Education and Science (MEC), a 2-day forum that will bring together all the partners in the project at the MEC, the representatives of the Swiss development agency, the DDC, the consultant from South Africa, some of the participants from the countries in the project, if possible, the IBE team and the UNESCO partners.

Moreover, the participants want a follow-up and work to continue on the topics listed below:

1. Discussion on the 48<sup>th</sup> ICE to ensure that the critical aspects of the fight against poverty and education for peace are included and that the discussions at the ICE are directly linked to the real situation in the schools: work to be done at a distance
2. Systematisation of the studies of the ‘education for living together in harmony’: work to be done at a distance and at the IBE

3. Mobilisation of the Ministers from the participating countries so that the reflection coming from this project is passed on during the UNESCO General Conference in October 2007.
4. Organisation of activities and visits by the IBE in the participating countries and fixing a calendar: to be done by the beginning of September, if possible.

Preliminary discussions were held in Mauritius with the teams from Angola, Burundi, Mauritius, Mozambique and Rwanda. The discussions with the teams from Burkina Faso, Mali and Niger have still to be held, with the participation of the representative of the UNESCO office in Bamako who is following the project closely.

5. Preliminary work on the conception of the next seminar for this project to be held in February 2008
6. Continued search for funds to consolidate the project.

### **5.3.2 Plan for 2008-2009**

The prospects for the next two years were also discussed and organised under the following four main areas:

1. Prepare the contributions for the ADEA Biennial Conference ( first quarter of 2008) and the 48<sup>th</sup> ICE (last quarter of 2008), or other regional or international conferences
2. Start the discussion with other regions, in particular Latin America
3. Prepare training modules based on the work carried out up till now to make easier the sharing and training of staff in education in the nine participating countries and beyond
4. Enrich the work on good practices, particularly the grey areas, of which the complete list has still to be finished.

## **6 Concluding remarks**

We cannot end this report without mentioning once again the abundance of formal and informal exchanges between participants. The breaks were often occasions in which to share experiences and projects, discussions on education for all and its role in the fight against poverty and in fostering peace. Moreover, the working documents, other texts (books, national and international documents) were circulated by both the IBE team and the participants themselves.

The good integration of the new participants is also a positive factor to be noted. With each seminar, all the participants, including those from UNESCO, show an increased ability to go

14/18



beyond focussing on problems and difficulties and consider problems in terms of challenges and solutions in a creative and innovative manner.

It has also been confirmed that the exchanges started during the seminars on this project have led to concrete actions using the work done in the seminars or the continued targeted collaboration between the participating countries. A systematic inventory has not been made, but the following examples have been reported:

- Two countries have used the tool to analyse the set curriculum for basic education, which was worked out in the first quarter of 2005, either to adapt it for the analysis and reform of the curriculum for secondary education (Mozambique), or to train curriculum specialists as part of the ongoing reform of the curriculum for basic education (Niger).
- Following the site visit on the bilingual education stream in Burkina Faso (March 2006), several countries have improved their approach to the issues of the use and teaching of languages in a multilingual context. One country, Mozambique, that was unable to attend the seminar in March 2006, organised a study tour to Burkina Faso, following this visit.
- Mozambique has also used the contributions obtained from the approach based on political dialogue to carry out educational reform to enhance a national forum on the reform in general secondary education held in June 2006 in which the IBE took an active part.
- After the seminar in Maputo (October 2006) and following the work done on the factors of exclusion of underprivileged children and possible solutions, targeted changes considerably improved access to education for certain groups of learners, for example the pygmies in the Congo, without resorting to ambitious reforms.
- A few days after the latest seminar in Mauritius, the Burundi team asked for more information about the approach adopted by Angola for the training of teachers in rural areas to get ideas for the discussions in hand with the Ministry of Education in Burundi on the training of teachers.

We realise that this brief overview does not do justice to all the participating countries and that a more systematic evaluation must be carried out to measure the impact in the individual countries of the work undertaken during this project. Nevertheless, these examples are a tangible sign of the progressive development of a lively, dynamic and independent network of shared learning among the participants of the project and the capacity acquired by the teams to apply what has been learned from the project to specific concrete situations in their respective countries.

Finally, this 5<sup>th</sup> seminar has shown the decisive advances in the work of the project, that is now consolidated and able to open up to other partners and types of intervention and

collaboration and lead to the development of tools that are useful beyond this project and Africa.

We wish to thank once again all of the participants who have spared no effort in their involvement. We are also very grateful to our Mauritian hosts for their very professional organisation of this seminar.

Ana Benavente and Christine Panchaud  
July-August 2007



## 7 Abbreviations

ADEA	Association for the Development of Education in Africa
ADPP	Ajuda de Desenvolvimento de Povo par Povo – Aid for the Development of the People by the People
IBE	International Bureau of Education
ICE	International Conference on Education
COP	Community of Practice
EFA	Education for All
MEC	Ministerio de Educación y Ciencia – Ministry of Education and Science (Spain)
MiET	Media in Education Trust
OECD	Organisation for Economic Cooperation and Development
NGO	Non-Governmental Organisation
TED/ED	Section for Teacher Education/Education Sector, (UNESCO)
TTISSA	Teacher Training Initiative for sub-Saharan Africa (2006-2015) (UNESCO)
ZEP	Zone d’éducation prioritaire – priority education zone (Mauritius)

## 8 List of Annexes

The report and all the annexes are available on the IBE web-site:

<http://www.ibe.unesco.org>

<b>Annex 1</b>	Programme of 5 <sup>th</sup> Seminar
<b>Annex 2</b>	List of participants
<b>Annex 3</b>	Opening speech by the Honourable Minister of Education and Human Resources of Mauritius
<b>Annex 4</b>	Opening and closing speeches by Ms Christine Panchaud, Project Coordinator, UNESCO-IBE
<b>Annex 5</b>	Terms of reference proposed by the IBE to the country teams to prepare the seminar
<b>Annex 6</b>	Text entitled “Good practices: the exception that proves the rule or the beacon that lights the way”, working document, by Ms Ana Benavente
<b>Annex 7</b>	Text entitled “Road map for action”, collective document coordinated by Ms Ana Benavente, based on the work carried out in 2006 at Maputo
<b>Annex 8</b>	Presentation by Ms Lynn van de Elst, MiET Africa, on “The school as a centre for health care and support”
<b>Annex 9</b>	Texts prepared by the Mauritius team on the ZEP schools, site visit
<b>Annex 10</b>	Presentation by Ms Ana Benavente entitled “What kind of training for teachers in a school that brings together quality and equity, within the framework of the fight against poverty and education for peace?”, working document
<b>Annex 11</b>	Short presentation by the IBE of the 48 <sup>th</sup> International Conference on Education (ICE)
<b>Annex 12</b>	Summary of the formal evaluation of the seminar
<b>Annex 13</b>	Plan of the December 2007 issue of the magazine Perspectives and framework for the writing-up of the case studies on good practices