

Final report

**International Conference
on Education
47th session**

**Geneva
8 – 11 September 2004**

**UNESCO
International
Bureau of
Education**

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AGENDA

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PART I

PROCEEDINGS OF THE CONFERENCE

A. Opening ceremony

1. The 47th session of the International Conference on Education (ICE), convened by the Director-General of UNESCO in accordance with 32 C/Resolution 3, adopted by the General Conference at its 32nd session, was held at the International Conference Centre, Geneva, from 8 to 11 September 2004 on the theme “Quality education for all young people: Challenges, trends and priorities”.
2. More than 1,000 participants, including approximately 100 ministers and deputy ministers of education from 137 Member States of UNESCO, took part in the debates, alongside the representatives of 14 intergovernmental organizations and 21 non-governmental organizations and foundations; some 15 girls and boys from Brazil, Rwanda, Senegal and Uganda were also associated with the Conference. The list of participants is given in Annex XXI.
3. The participants were greeted at the entrance to the conference room by a group of young Brazilians giving a capoeira performance. The opening ceremony of the Conference began and ended with a magnificent musical performance by H.E. Mr Miguel Angel Estrella, world-renowned pianist and Permanent Delegate of Argentina to UNESCO, who played two pieces, the first by Isaac Albeniz and the second by Johannes Brahms.
4. Following a short video presentation of messages from young people around the world on the theme of the quality of education, the session was officially opened by H.E. Mr Fabian Osuji, Minister of Education and Head of the Delegation of Nigeria, the country which had assumed the presidency of the 46th session. Mr Osuji’s opening remarks are reproduced in Annex I.
5. The President gave the floor to Mr Koïchiro Matsuura, Director-General of UNESCO. The Director-General’s address appears in Annex II.
6. The President then called upon Mr Charles Beer, State Counsellor, Chairperson of the Department of Public Education of the Republic and Canton of Geneva and Head of the Swiss Delegation, to address the Conference. Mr Beer’s address is reproduced in Annex III.
7. The President then gave the floor to Mr Pedro Nsinguí Barros, President of the Council of the International Bureau of Education, who presented the Council’s recommendations concerning the composition of the Bureau of the Conference. The Conference accepted those recommendations.
8. Upon the proposal of Electoral Group IV (Asia-Pacific), the Conference elected by acclamation H.E. Mr Arjun Singh, Minister of Human Resources Development of India, as President of the 47th ICE session. Mr Singh’s opening address is contained in Annex IV.
9. The President introduced the provisional agenda (ED/BIE/CONFINTED 47/1), which was adopted. It appears at the beginning of this report.
10. The President of the IBE Council presented the Council’s proposals, approved by the Director-General of UNESCO, for the revision of the Rules of Procedure of the ICE with a view to harmonizing them with developments since 1970, the date of their last revision. The Conference approved the revised Rules of Procedure (ED/BIE/CONFINTED 47/Inf 2).

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

H.E. Ms Mady Delvaux-Stehres (Luxembourg);
H.E. Mr Aristóbulo Istúriz Almeida (Venezuela);
H.E. Ms Rosalie Kama-Niamayoua (Republic of the Congo);
H.E. Mr Lucka Lorber (Slovenia);
Mr Rob McIntosh (New Zealand);
H.E. Mr Juris Radzevics (Latvia);
H.E. Mr Haja Nirina Razafinjatovo (Madagascar);
H.E. Dr Ali Sa'ad (Syrian Arab Republic);
H.E. Dr Reyes S. Tamez Guerra (Mexico);
H.E. Mr Andrew Thomson (Canada).

Mr Abdallah Bibtana (Libyan Arab Jamahiriya), proposed by Electoral Group Vb (Arab States), was then elected Rapporteur of the Conference by acclamation.

12. The Conference also endorsed the IBE Council's proposal that Mr Pedro Nsingu Barros, President of the Council, should preside over the drafting group. The Conference agreed that the drafting group should be composed, first, of members of the Council's working group set up to assist IBE in making preparations for ICE and, secondly, of six members (one per electoral group) elected by the Conference. The drafting group therefore brought together the representatives of the following Member States: Electoral Group I – Norway and Portugal; Electoral Group II – Bosnia and Herzegovina and Slovakia; Electoral Group III – Argentina and Mexico; Electoral Group IV – Japan and Myanmar; Electoral Group Va – Senegal and Zimbabwe; Electoral Group Vb – Jordan and Lebanon. The Conference also adopted the Council's proposal to open the work of the drafting group to a maximum of two observers per electoral group.

13. At the invitation of the President, Ms Cecilia Braslavsky, Director of IBE, commented on document ED/BIE/CONFINTED 47/2 "Proposed organization of the work of the Conference", which was adopted.

B. Organization of work – Methodology

14. In view of the very positive experience of the 46th session and at the request of the Executive Board and of the General Conference (32nd session) of UNESCO, the organization of the 47th session was designed to foster a genuine dialogue among the participants. Consequently, the proceedings took place as follows:

- an introductory debate;
- two series of two parallel workshops, followed by a plenary summing-up meeting;
- a concluding debate;
- a closing meeting.

15. As regards methodology, the two debates and four parallel workshops were held in the form of panel discussions, with the keynote speakers representing various education partners (ministers, senior civil servants, researchers, experts and representatives of intergovernmental or non-governmental organizations) and the various regions of the world. The list of speakers during the

two debates is provided in Annex XVII and that of speakers during the workshops in Annex XVIII. The workshop reports are reproduced in Annex XVI.

16. As during the previous session, the 47th session of the ICE was marked by the substantial use of audiovisual devices and information and communication technologies: an introductory video document at the opening and closing meetings; video documents on good practices to introduce each of the workshops; summaries of the proceedings accessible daily on the Internet, and so forth.

17. The preparatory activities contributing to the success of the session included: the 125 messages received from ministers, published in printed form, exhibited during the ICE and available on the website; the more than 1,000 messages from young people on the themes of the conference, collected through the UNESCO Associated Schools Network and presented in an exhibition; national reports on the development of education, submitted by 124 Member States. The preparatory work and the working documents were enhanced by two consultations, the first in March during the meeting of the inter-agency consultative group on the prevention of HIV/AIDS and the second, in June 2004, in the framework of the Interagency Consultative Group on Secondary Education Reform and Youth Affairs. A special issue of *Prospects*, UNESCO's quarterly review of comparative education, was published on the theme "Policy dialogue and education" and distributed in English, French and Spanish; a special issue of *Innovation* was published and a poster produced in April 2004 to publicize the Conference.

18. The organization of the Conference was made possible by many partnerships in the form of intellectual and/or financial contributions from governments, ministries of education, the UNESCO National Commissions, research and training centres in a number of countries (Argentina, Czech Republic, Finland, Japan, Kuwait, Mexico, Norway, Spain, Switzerland, United Arab Emirates), the Organization of Ibero-American States for Education, Science and Culture, UNICEF, Education International.

19. The organization and smooth running of the Conference, in particular the plenary meetings, workshops and side-meetings, was also made possible through the active commitment and support of various UNESCO units (Education Sector, UNESCO institutes, central services, regional offices and other Secretariat services), which cooperated closely in organizing the 47th ICE session. The members of the Secretariat are listed in Annex XXI.

C. Celebration of International Literacy Day

20. The opening ceremony of the Conference, on 8 September, provided UNESCO with the opportunity to celebrate International Literacy Day officially. The ceremony, chaired by Mr Koïchiro Matsuura, Director-General, and introduced by Ms Aicha Bah Diallo, Assistant Director-General for Education, a.i., was the occasion for the ICE participants to be reminded once again of the importance of literacy and of its progress worldwide, through video documents and the testimony of trainers and pupils. An exhibition on the theme "Literacy: a source of freedom" was also on display during the entire ICE session. Mr Matsuura's address at the ceremony is reproduced in Annex VI.

21. During the celebration of International Literacy Day, the Director-General formally awarded the 2004 literacy prizes. The International Reading Association Literacy Award, created in 1979, was awarded, with a prize of \$15,000, to the Mauritian non-governmental organization L'Edikasyon pu travayer. The two King Sejong Literacy Prizes, created in 1989 by the Government of the Republic of Korea, were awarded, each with a prize of \$15,000, to Alfabetização Solidária (AlfaSol, Brazil) and the Group responsible for literacy in the province of Qinghai (China).

D. Closing ceremony

22. Before the video document that had opened the 47th ICE session, the participants saw a “hip-hop” dance performance presented by two young members of the Flip Flap Rock Club, French champions in that field.

23. H.E. Ms Rosalie Kama-Niamayoua, Minister of Education of the Republic of the Congo and Vice-President of the 47th ICE session, then officially opened the last meeting by giving the floor to the young Africans and Brazilians present during the Conference, who addressed a message to it which is reproduced in Annex VII.

24. The President then gave the floor to Mr Abdallah Bibtana (Libyan Arab Jamahiriya) for the presentation of his oral report, which is contained in Part IIA of this report. The Conference adopted the general report by acclamation.

25. The President then asked Mr Pedro Nsingu Barros, President of the IBE Council and Chairperson of the drafting group, to present the draft “Message from the 47th session of the UNESCO International Conference on Education and proposed priorities for action to improve the quality of education of all young people”. The President of the Council informed the Conference of the suggestion of the Bureau of the 47th ICE session, meeting jointly with the Steering Committee of the IBE Council, that some minor amendments be made to the draft text distributed. The Conference accepted those amendments and the final document of the 47th ICE session (ED/BIE/CONFINTED/47/6) was adopted by acclamation. That document is reproduced in Part II B of this report. At the request of the Group of Arab States, the President of the IBE Council read out an information note concerning the interpretation of one of the paragraphs of the document adopted.¹ The President then gave the floor to the Head of the Israeli Delegation.²

26. After a brief suspension of the work in order to welcome Her Highness the Princess Mozah Bint Nasser Al-Misnad, First Lady of Qatar, UNESCO Special Envoy for Basic and Higher Education, H.E. Mr Arjun Singh, President of the 47th ICE session, officially opened the closing ceremony of the Conference.

27. Ms Cecilia Braslavsky, Director of IBE, addressed the Conference, expressing her thanks to all those who had contributed to the success of the session. The address is reproduced in Annex VIII.

28. The President gave the floor to Mr Charles Beer, State Counsellor, Chairperson of the Department of Public Education of the Republic and Canton of Geneva and Head of the Swiss Delegation. Mr Beer’s address is reproduced in Annex IX.

29. The President invited Mr Koïchiro Matsuura, Director-General of UNESCO, to give his closing address. It is reproduced in Annex X.

30. Her Highness the Princess Mozah Bint Nasser Al-Misnad then addressed the Conference. Her address is reproduced in Annex XI.

¹ The Arab Group informed the International Conference on Education that it interpreted the term “violence” contained in paragraph 2(3) of the Message as including any and all form(s) of occupation and terrorism. The Arab Group also invited the Conference and the participants to refer to paragraph 6 of “Conclusions and proposals for action arising from the 46th session of the ICE”.

² While not wishing to call into doubt the adoption of the document, the representative of Israel expressed his surprise at the calling into question, after the adoption of a text, of a hard-won consensus within the drafting group, and he firmly disapproved of giving the issue a political slant, which he regarded as out of place at that type of conference.

31. The President gave a brief address before a final “hip-hop” performance and the announcement of the official closing of the 47th ICE session. Mr Singh’s statement is reproduced in Annex XII.

E. Award of the Comenius Medal

32. On the evening of Friday 10 September, the Comenius Medal was awarded by H.E. Ms Petra Buzková, Minister of Education, Youth and Sport of the Czech Republic, and Ms Françoise Rivière, Assistant Director-General in the Office of the Director-General, to seven educators and two projects selected by the jury chaired by Mr Pedro Nsingui Barros, President of the IBE Council, whose choices had been endorsed by the Director-General of UNESCO. The statements by Mr Nsingui Barros, Ms Rivière and H.E. Ms Buzková are reproduced in Annexes XIII, XIV and XV. The Comenius Medal is awarded for outstanding achievements in the fields of research and educational innovation and for the particularly noteworthy involvement of educators who have contributed significantly to the development and renewal of education. The 2004 prizewinners are:

Ms Mary Hatwood Futrell (United States of America);
Mr Jean Elie Larrieux (Haiti);
Ms Meilė Lukšienė (Lithuania);
Mr Munther Wasef Masri (Jordan);
Ms Munawar S. Mirza (Pakistan);
Mr Amédée Joseph Alexis Odunlami (Benin);
Mr Ernesto Schiefelbein (Chile);
The “Cellule Tutorat” of the Free University of Brussels (Belgium);
The Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ)

F. Side-meetings

33. In addition to the work of the Conference itself, the following meetings were held:

- (a) Sunday 5, Monday 6 and Tuesday 7 September: international research seminar on “Secondary education at the global level: assessment and outlook”, held at the Château de Bogis-Bossey and organized by the IBE, the University of Geneva (FPSE) and the Educational Research Department (SRED) of the Canton of Geneva;
- (b) Tuesday 7 September: international high-level seminar on HIV/AIDS preventive education (Varembé Conference Centre);
- (c) Tuesday evening 7 September: cultural evening at the Varembé Conference Centre, attended by young people from Africa, Brazil and Geneva, their escorts and teachers, and participants in the Bogis-Bossey seminar;
- (d) Wednesday 8 September: consultation of the ministers of the Group of Arab States (Vb);
- (e) Thursday, 9 September: meeting of the IBE with the ministers of the Arab Bureau of Education for the Gulf States (ABEGS);
- (f) Thursday 9 September: consultation of CONFEMEN ministers;
- (g) Friday 10 September: ministerial consultation on the expansion of good practices in the education of girls;

- (h) Friday 10 September: meeting of the working group for Euro-Arab dialogue;
- (i) Saturday 11 September: information meeting on the United Nations Decade of Education for Sustainable Development (2005-2014);
- (j) lastly, as is customary, the IBE Council held the two parts of its 52nd session immediately before the opening and immediately following the end of the work of the Conference.

34. The Conference also enabled the Director-General of UNESCO, the Assistant Director-General in the Office of the Director-General, the Assistant Director-General for Education, a.i., and the Director of the IBE to hold many bilateral talks and informal discussions with ministers, delegates and representatives of intergovernmental organizations and NGOs.

35. In addition, the participants in ICE had the opportunity to visit several exhibits held during the Conference. One of them was a display, organized by the UNESCO Associated Schools Project, of “Young people’s messages” relating to the ICE themes. “Imagine”, an exhibit of photographs by children and young people as part of a project sponsored by the German Agency for Technical Cooperation (GTZ) and made available free of charge to the IBE by that organization, was very successful, as was the exhibit made available by the Comenius Museum in Prague and devoted to the great Czech educator. The Messages of the Ministers were also on display. Lastly, many publications were displayed and distributed by UNESCO, IBE, the other institutes and several of their partners. The principal documents directly related to the ICE are listed in Annex XIX.

PART II

DOCUMENTS ISSUED BY THE CONFERENCE

A. GENERAL REPORT OF THE FORTY-SEVENTH SESSION OF THE INTERNATIONAL CONFERENCE ON EDUCATION (ICE), submitted by Mr Abdallah Bibtana (Libyan Arab Jamahiriya)

Your Excellency President of the Conference,
Your Excellency Director-General of Unesco,
Your Excellency President of the IBE Council,
Excellencies, Ladies and Gentlemen,

Allow me to present to you the Oral report of the 47th session of the International Conference on Education. This report will be included in the final report to be sent to you later.

My predecessors used to mention at the outset of their reports the difficulties, agonies and stress, which they encountered in preparing the oral reports of the previous conferences. For me all these have been eased by the honour you bestowed on me to be the Rapporteur-General of this 47th session of ICE. I therefore found the task to be satisfying and challenging.

The difficulty does not stem from the physical effort but from the mental and intellectual effort to be able to make an honest and clear summary of such rich and highly diversified views, discussions and debates.

The theme selected for this highly distinguished world education conference "Quality Education for All Young People: Challenges, Trends and Priorities" is not only timely but very appropriate and relevant, taking into consideration the social, economical, political and cultural transformations taking place on the global scene. However, from my 23 years of experience with UNESCO, I must say that this theme is old and new. This has been confirmed by the Director-General of UNESCO in his opening speech. During the last 50 years or so, particularly in developing countries, there has been a preoccupation with the issue of quantity, which has not yet been resolved. However, the issue of quality kept looming over us as well, but was never tackled in comprehensive and rational ways.

During this conference, we heard an overwhelming consensus that it is about time to make a transition, during which, while working on access and going from basic to secondary education, the quality of education must be a given certain level of priority in order to respond to certain internal and external challenges. I will address some of these challenges in the next part of this report.

It has been made clear during this conference that broadening access for young people and youth to education beyond elementary and basic education is not only important for economic growth, eradication of poverty, achieving equality and reducing social exclusion, but becomes highly important for eradication of extremism and violence which are the main causes of social instability and tension.

During the debates and discussions, it seemed to me that the theme of quality has been addressed while a number of tensions have appeared and still require reconciliation. Due to time limitation, only a few of these can be mentioned. We have heard about the tension between local and global priorities. Another is education as human capital versus education as a human right. Furthermore, what schools offer and what society needs. We also heard about the tension between achieving quality education and financial constraints. All of these tensions, among others, must be reconciled.

Although I described these as tensions, I can also describe them as competing priorities that must be addressed. A rational balance between them must be achieved in order for our quest to obtain the goal of quality education for all young people to be successful.

I think what has been said so far is enough as introductory remarks.

For the next part, I have decided that for this report to be focused and easy to follow it will be divided into three subparts which will be devoted to highlighting important debates on challenges, trends and priorities. I'll do my best to summarize debates during the plenary sessions, as the reports of the workshops have already been presented to you.

The Challenges of Educating for All Young People to Bring About Globalization with a Human Face

It has been confirmed by various speakers that globalization is like a tidal wave which cannot be resisted or ignored. The trends of this phenomenon are having an impact on all social sectors, particularly education. It has created new world realities and we must adjust our social, cultural, economic and political systems in order to cope with its challenges.

During the debates, we heard that globalization is still far from acquiring a human face while inequalities and gaps in many aspects – wealth, knowledge, ICT, finance etc. – continue to persist.

Globalization has given rise to a global knowledge economy where knowledge becomes the main driving force behind economic growth. This constitutes a challenge for the education systems and has direct implication on the quality of education we should provide for our youth. The education system cannot develop the competitive advantage for the youth or nation without creating the capacities and developing knowledge with a view to enhancing human productivity.

While globalization can expand work opportunities for youth and young people, help in eradicating poverty and reducing exclusion, it could do the opposite if the quality of education and training is not up to certain global standards.

The impact of globalization on cultural contexts, where education and school exists, is being sensed and felt. We can see a tension being created between traditionality and modernity. The role of education in finding approaches to reconcile the two aspects is very important. This remains an important challenge for educational authorities and policy-makers and perhaps needs special meetings or conferences to deal with it.

Although globalization has been, to a large extent, the center of most of the conference's debates, other challenges have been raised by a number of speakers. To give examples, there was mention of wars and armed conflicts, inflation in foreign debt, the possible shrinking role of the state, epidemics and diseases such as HIV/AIDS, illiteracy, unavailability of the competent and qualified teachers and unavailability of clear visions about the educational needs of youth and young people. This raised questions about the content of education and the competences which young people need to acquire and all of these constitute direct challenges to achieving sustainable development.

One speaker referred to previous declarations and action plans, objectives and goals, which have not yet been attained. The same speaker called upon us to perhaps adopt new and innovative approaches to attain the stated goals of achieving quality education for all young people.

Although we are all aware that challenges are not necessarily common to all countries or different regions of the world, their diversity has been sounded by various interventions that identified

challenges must be faced on national basis according to their intensity and impact. However, these efforts must be supported by global campaigns and strategies.

This stands true, when we recall commitments made by the international community during the Dakar Forum on Education for All. We can also recall commitments made in the Millennium Development Declaration, particularly those goals relevant to education, poverty, equality and health. As we all know, most of these goals remain off track for meeting the target of 2015.

It has been mentioned by some speakers that the diversity of challenges confronting us in achieving quality education for all young people must not be the responsibility of the education systems alone, but of all sub-sectors and institutions. One speaker said that we cannot expect education to solve all problems. That is why we need to adopt comprehensive, interdisciplinary, intersectoral and holistic approaches as Mr Matsuura, the Director-General put it in his opening speech, in dealing with issues relevant to quality education.

One important challenge, which has not been discussed, is the possible negative and positive impact of the General Agreement on Trade in Services (GATS) being negotiated within the framework of WTO. The possible impact of trans-border providers on national systems must be assessed. This perhaps needs a special conference to deal with the issue.

I don't think that my presentation of challenge is neither comprehensive nor all inclusive, I can dwell more but due to time limitation, I will move to the next part and try to summarize the most important trends highlighted in the debates. I will be very concise and short.

Trends in Education and the Quality of Education for Young People

Many interesting trends have been highlighted by the delegates.

A number of countries have indicated significant expansion in the access of girls to education. In these countries, enrolment of girls has surpassed those of boys. This is, of course, a commendable trend, but one delegate said it is not only the quantity which counts, but equally important is the quality.

One important event that took place during this conference was the meeting of ministers and delegates from 14 African countries to reaffirm their strong commitment to ensuring gender equity. They emphasized the importance of addressing the education of girls in a more overall development context, with a strong partnership from the whole society and development agencies.

In spite of this, a large number of countries are still preoccupied with achieving broader access to basic education and efforts in expanding quality secondary education has been either slow or has not been a high priority.

There has been a convergence of opinions and national practices that quality education for all young people is not only important for economic development, but also for human rights, social cohesion, social stability and overall social change and transformation.

From various interventions, it has been made clear that investment of ICT in improving access and quality of education is increasing.

An interesting trend lays in the importance given by most countries for the training and the preparation of qualified teachers as a core for quality education and overall reform. This is coupled with intensified efforts in reforming curricula, contents and methods of education, this being done in spite of financial constraints.

A number of successful experiences in adopting multicultural, multi-ethnic and multilingual education have been mentioned.

Many interesting trends have been cited by various speakers which range from recognition of the importance of quality education for sustainable development, acquiring competitive advantages in globalized economies, definition of competencies and facing the negative consequences of globalization. All of these aspects have been reflected in national education policies in a good number of countries.

Another crucial trend, which has been mentioned by a number of delegates from developing countries, is the extreme financial constraint under which education reform is being undertaken. This trend continues to persist, due to foreign debt and the shrinking of bilateral and multilateral aid.

As you can see, not all trends are positive and some negative trends remain with us which perhaps require international partnership.

Priorities

Mr President, although the next part of the report will put before you proposals for action and priorities, I would like to highlight a number of priorities which I consider to be highly important and crucial for helping us in our quest to achieve high quality education for all young people.

Firstly, it seems to me important for us to develop a clear vision and definition of the present and future educational needs of all young people. Without this, no effective policies and strategies can be formulated.

Secondly, we need to also have a precise definition of what is good quality education for which people and for what contexts. What knowledge and competencies are important within the context of the globalized world?

Thirdly, we must gather empirical and scientific evidence of whether traditional structures will be receptive to the reform of education or if they need to change as well.

Fourthly, we need to rethink the traditional approaches we have adopted to achieve improvement and reform of our education system. Why have some or many of these approaches failed to work?

Fifthly, in adopting global action plans which are intended to help achieve country-specific policy reforms, we must give importance to elements of flexibility and adoptability to various sociocultural contexts.

And finally, it is apparently clear that no single ministry, institution or organization will be able to achieve the objective of quality education for all, therefore a high priority must be given to building stronger national, regional and global partnerships through which commitments can be made and respected.

I hope that I have been able to meet your expectations and my congratulations for a highly successful conference. Thank you for your attention,

Abdalla Bibtana

B. MESSAGE FROM THE 47th SESSION OF THE INTERNATIONAL CONFERENCE ON EDUCATION AND PROPOSED PRIORITIES FOR ACTION TO IMPROVE THE QUALITY OF EDUCATION FOR ALL YOUNG PEOPLE

Meeting at the 47th session of the UNESCO International Conference on Education (Geneva, 8 September 2004), we, the Ministers of Education, heads of delegation and delegates from 137 Member States have, alongside representatives of 14 intergovernmental organizations, 21 NGOs and foundations, taken part in rich, frank and open debates on the theme “Quality Education for all Young People: Challenges, trends and priorities”. The youth attending the Conference expressed their desire for an education that responds to their expectations and expressed the high hopes that they place in this important event. This theme allowed us to share our concerns and difficulties, to jointly seek perspectives for solutions, to reaffirm our hopes and to reinforce international dialogue on educational policies. Education for All (EFA) goals were at the centre of our efforts and of the commitments made by the international community in Jomtien, Dakar and within the essence reflected in the Millennium Development Declaration and those of the United Nations Decade of Education for Sustainable Development and the International Literacy Decade, to improve the quality of education for all young people. It has become increasingly clear in all parts of the world that basic education can no longer be limited to primary education.

Message

1. Promoting quality education and training for all young people between the ages of 12 and 18/20 is essential to securing a better future and constitutes an essential mechanism for combating social exclusion at the local, national and global levels. As both a basic right and a public good, this education must respond to the needs and interests of all young people with a view to ensuring the realization of their full potential, their successful integration in the world of work, as well as their capacity to participate in active life and as responsible citizens.

2. In particular, this Conference has allowed us to agree at an international level on several fundamental aspects relative to the construction and reinforcement of our educational policies. There appears to be a need to:

- recognize that while all countries, both in the North and the South, are confronted with difficulties, the situation of the education of youth is particularly dramatic in many developing countries where education systems appear to continue to be insufficiently adapted to the needs both of young people themselves, as well as those of society at large;
- help young people confront an increasingly complex world characterized, in particular, by the challenges of humanizing globalization, by the important role of information and knowledge as factors of production and of development, by the increasing scale of population movements, by the marginalization of many social groups, as well as by the exacerbation of inequalities and poverty both among and within countries;
- continue improving, in more practical and efficient ways, young girls’ access to and participation in education;
- ensure that all young people acquire the competencies required for personal autonomy and for citizenship, to enter the world of work and social life, with a view to respecting their identity, openness to the world and social and cultural diversity;

- reinforce – through education for active and responsible citizenship – the willingness and the capacity to live together and to build peace in a world characterized by inter-state and internal armed conflicts and by the emergence of all forms of violence and war;
- reaffirm the central role of teachers and trainers and to reinforce their professionalism both through their heightening status, as well as through pre- and in-service training, with a view to better preparing them to handle the new demands placed upon them by young people and society at large.

3. In many countries education systems, often inherited from the past, are no longer able to respond to the challenges that they are confronted with. New, broader and diversified pathways need to be defined. It is becoming increasingly clear that improving the quality of education for all young people can no longer be ensured by the public authorities, teachers and formal education systems alone. Education is the affair of all.

4. Through this Conference, we reaffirm the crucial importance of education for our national development policies. We are consequently making an appeal for the mobilization of all partners, in order to enable ourselves to respond to the immense challenges of the education of young people, globalization with a human face and sustainable development of our societies and of the planet as a whole. Only through new efficient alliances and partnerships can we find diversified and adapted solutions to respond to the present and future needs of young people and to improve the quality of their education. These alliances must be built and reinforced within States themselves, as well as between governments, civil society, the economic sector, the media and youth themselves. They must also be reinforced between all development partners at the regional and international levels, so that the commitments undertaken by the international community supporting improvements in the quality of education may be met.

5. We also express our hope that the Conclusions and Proposed Priorities for Action that we adopted unanimously on 11 September 2004 may become an effective source of information for our educational policies and serve to improve in an effective and sustainable way the quality of education for all young people across the world for peace, justice and sustainable development.

Challenges

6. Sheer numbers: At present, half the world's population is under age 25. The world has the largest generation of young people ever. More than 1 billion people are between the age of 12 and 20. In 2020, 87 % of young people in the world will live in developing countries, where today they are already the majority. Developed countries will be faced with the demographic challenge of an ever-ageing population.

7. Greater access and opportunities: The number of young people completing primary school is constantly rising. The number of enrolments at secondary school level in the world has multiplied tenfold over the last 50 years. While secondary school enrolments on a global level increased from 56 % to 77.5 % in the last decade, this masks the reality that millions of young people, particularly in the South, who finish primary school are still denied the opportunities to make a living or to continue their education. Furthermore, many do not even complete primary education. Females are particularly affected.

8. Improved quality of education for the twenty-first century: Too many young people do not have the opportunity to acquire the necessary knowledge, attitudes and values for life in the twenty-first century. There is a demand for education to be relevant to the modern world and to create

learners for life. Therefore, the quality of education for this age group is now at the heart of national and international concerns.

9. Gender equality: In most parts of the world, there are unacceptable gender differences in access, opportunities, retention and learning outcomes. This reflects the inability of many education systems to be gender-responsive.

10. Competencies for life: Currently, education systems do not provide young people opportunities to obtain and strengthen the complex set of competencies for life, including technical and vocational education. Many of these competencies are essential for addressing modern problems such as HIV/AIDS and other pandemic diseases, exiting and entering the labour force and social and political indifference. Lack of technical and vocational education and training, including entrepreneurship and training for creativity, hampers employability.

11. Social inclusion: In a world that is increasingly becoming closer due to globalization and information and communication technologies, exclusion is on the increase. Factors such as poverty, gender, ability, origin, language, culture and various kinds of discrimination can impinge on effective learning.

12. Conducive conditions for teachers: Teachers and trainers in many parts of the world lack sufficient training, resources, support, materials and conducive conditions of service. As a result they cannot be effective in facilitating the learning of young people.

13. Anticipating the future: Today's rapidly changing and unpredictable world has rendered current educational offer less appropriate.

14. Resource allocation: In many countries the educational needs of young people are not always a priority, mainly due to economic and social reasons. Therefore, not enough resources are allocated to this important age group, neither by the countries nor by the donor community as a whole.

15. Alliances and partnerships: Effective alliances for quality education for young people are not sufficiently mobilized among students, teachers, parents, local communities, civil society, media, economic enterprises, the global community and other stakeholders. Particularly, young people are in many instances not given enough opportunities to be active partners in the development and conduct of their education.

16. Peace, sustainable development and social justice: Young people must have the access to quality education and training in order to enhance their ability to be actors for sustainable development and a peaceful and just world. Education must reflect the nature of cultures and languages, the value of the individual in relation to the larger context, and the importance of living in a way that promotes equality in the present and fosters a non-violent and sustainable future.

Priority actions

17. Develop a comprehensive strategy. In order to attain development, peace and justice at the global level it is essential to conduct a comprehensive strategy ensuring that the learning needs of all young people are met through equitable access to appropriate learning and life skills and training programmes. All the aspects of the quality of education must be included.

18. Increase access and equity for all young people. New approaches to education, involving organizational and pedagogical creative methods and the use of ICT have to be constructed to increase access and retention. It is important to recognize the correlation between formal and non-

formal learning. Governments are encouraged to implement systems for validation of non-formal learning.

19. Improve the way of innovating and creating. Governments, teachers and trainers and all other stakeholders should promote renewed national goals, focusing on the relevance of education in the twenty-first century. Reinforcement, evaluation, innovation, diversification and reform of existing educational delivery, and of their pertinence to each context, particularly those of poverty and countries coming out of strife should also be borne in mind.

20. Take affirmative action to compensate gender imbalance. In many instances it will be necessary to take concerted affirmative actions to compensate for historical and new inequalities. A great deal of research, knowledge and good experiences exist, and this must be taken into account as a matter of urgency to universalize gender equality at national, regional and global levels.

21. Put in place strategies to focus on competencies for life. In order to learn to solve problems and act, competencies have to be better defined, to assist with preventing HIV/AIDS, enhancing employability and active citizenship. Proven practices include conflict-resolution, peace-building and intensive reading and writing of meaningful materials.

22. Focus on the most prevalent reasons for exclusion. It is imperative to act on the identified reasons for exclusion from learning.

23. Recognize the importance of teachers and trainers. Improved possibilities for in-service teacher education are needed. Moreover, working conditions, career paths and wages that make teaching attractive must be secured to reinforce teachers' status in society. Good management is needed to support teachers.

24. Use the available knowledge and promote research. When developing educational policies knowledge predictions and alternatives trends for the future have to be taken into account, conscious choices have to be made.

25. Improve the use of resources. Governments and civil society are encouraged to find creative and new mechanisms for financing quality education for all young people (for example, exploring the possibilities of converting debt services into investment in education). This should go hand in hand with a greater capacity for innovation and transformation.

26. Promote alliances and partnerships at all levels. Incentives and appropriate legislation would help the effective functioning of better partnerships. Governments are encouraged to continue involving such stakeholders as students, teachers, parents, NGOs, media, social partners, including teachers unions, and other decision-makers. A cross-sectoral approach is desirable. The role of UNESCO as a leading agency to enhance quality education for all young people is essential.

27. Educate for sustainable development, peace and social justice. Strong efforts are needed to ensure effective educational strategies, policies and practices for quality education for young people. The United Nations Decade for Education for Sustainable Development and the United Nations Literacy Decade should provide a great opportunity to strengthen efforts in this area.

THE ROLE OF UNESCO AND ITS SPECIALIZED INSTITUTES

28. This document, deriving from the works of the forty-seventh session of the International Conference on Education, will be taken into consideration in order to enrich the reflection and to reinforce, in the short, medium and long terms, the programme of action of UNESCO, the

International Bureau of Education and the other specialized institutes with a view to improving the quality of education of all young people.

Annex I**Opening speech by H.E. Mr Fabian Osuji
Minister of Education of Nigeria**

Your Excellencies, fellow Ministers of Education,
Chairman and members of the Council of IBE,
Your Excellency, Chairman of the Executive Board of UNESCO,
Mr Director-General of UNESCO,
Madam Director of IBE,
Your Excellencies, members of the diplomatic corps,
Distinguished Representatives of the International and Non-Governmental Organizations,
Distinguished Delegates,
Ladies and Gentlemen,

When, three years ago, the international community as constituted in the International Conference on Education, decided to accept Nigeria as the President of its forty-sixth session, it did my predecessor, Professor Abraham Babalola Borishade, a singular honour, which was extended to my country Nigeria and to the African Group of Member States, which had kindly and generously presented Nigeria as its candidate for the Presidency.

As we embark on the work of this session, the forty-seventh session, and as I prepare to pass on the mantle of Presidency to our newly chosen President, please allow me, to express once again, our profound gratitude for the honour you did Nigeria; an honour which we accepted with pride and whose duties we have faced with humility, counting on the support of all of you. Both you, Member States all, and the Secretariat under the leadership of its Director – Ms Cecilia Braslavsky, have given that support unstintingly. So if we have been able to achieve any success in the performance of our duties, that success has been due in no small measure to our cooperative and combined effort in striving to achieve, together, the set goal of our Conference.

In the last three years, both the Secretariat and Member States have been engaged in putting into action the many thoughts, ideas, plans and projects which emerged as the fruits of the rich, creative and all pervading deliberation on the most important theme of “Education for all, for learning to live together” which the General Conference of UNESCO, at its 30th session, had commended to us for our deliberation. The timeliness of that subject was more than emphasized by our discussions at that Session and the results of our work have been sources of inspiration for us, not only in our present work, but also in the planning of our future activities in the field of education.

Thoughts on the 46th session

Our programmes in the most recent past, in line with decisions taken at our last session in 2001, have focused on the main theme of “learning to live together”. In implementing the proposed programmes, strategies were planned based on activities directed towards contributing to strengthening capacity-building in Member States, especially for the development of relevant and appropriate curricula, and for the renewal of educational content in general. A broad information platform is being developed for educational curricula, textbooks and teaching and learning methods. The training of teachers and the quality of their status have also been carefully scrutinized for positive action. Efforts are also being made for the analysis of curriculum development methodologies and innovative practices. Special attention has thus been given to the development of practical skills for the improvement of the quality of life and the building of a knowledge society.

I have no doubt that individual national action in response to the results of our 46th session will be appropriately and abundantly reflected in our national reports which we all look forward to receiving and studying. For us in Nigeria, the exercise of the presentation of national reports at our session, is one which we value greatly. The sharing of experience should be considered as one of the most important reasons for this our periodic gathering: an occasion for presenting views, exchanging opinions and sharing experiences. Nothing can replace this global exercise of coming together to consider the issues in education that concerns us as individual nations and globally as citizens of the world.

As we cast our minds to the past, we should reflect and act on the extent to which we have been successful in implementing the decisions of our last session.

THE FORTY-SEVENTH SESSION

Madam Director of IBE,
Distinguished Delegates,
Ladies and Gentlemen,

If the theme of our last session dealt with issues that concerns both the present and the future of education and society, the theme of our present session, the 47th session, concerns the most important element of our future in every sense of the word: Our youth. Our theme is “Quality Education for all Young People: Challenges, trends and priorities”.

It is unnecessary for us to pontificate on the importance of any positive and forward-looking undertaking in favour of our youth. Such actions are the only insurance we can have for a future full of hope and promise. Our theme for this session is therefore a most eloquent follow-up to what we dealt with three years ago. We agree that one of the most important aims of education today is to create a citizenry made up of persons fully developed and capable of working creatively, productively and in harmony within the society and with other citizens of the world at large: in other words, living together. Therefore for us in Nigeria, and I am certain this is true for most Member States, we consider the education of the young as an investment of prime importance. Hence our preoccupation with the content of that education, the guiding principle for the planning of that education and most important of all, the relevance of that education for the future of the young and hence the future of our societies.

We look forward to a healthy discussion of the question of “Quality Education for All Young People” at this session and we promise to make our contributions to the deliberation at all levels of our work.

Annex II

Address by Mr Koïchiro Matsuura, Director-General of UNESCO

Mr President,
Honourable Ministers of Education,
Honourable Heads of Delegations,
Ladies and Gentlemen,

I am delighted to welcome you all to the 47th session of the International Conference on Education (ICE). Let me immediately congratulate you, Mr President, for your excellent work and for the inspiring opening address you have just given. Let me also thank our hosts for the hospitality for which we are always grateful and which we never take for granted. The support of the Swiss Federal authorities and the authorities of the Republic and Canton of Geneva is greatly appreciated by UNESCO, not only in relation to the ICE but also, of course, because of the presence of the International Bureau of Education (IBE), which is based here in Geneva. It is a pleasure to be back once again.

I would also like to join with the President of the Conference in thanking Mr Miguel Angel Estrella for his marvellous performance. Mr Estrella, please note, is not only a UNESCO Goodwill Ambassador, but also Argentina's Ambassador to UNESCO.

The ICE is a special occasion because it brings together, as does no other international forum, the world's Ministers of Education. Thank you all for coming for what promises to be a most stimulating meeting. I say this not only because the theme is especially interesting but also because we have gathered here many of the foremost educational decision-makers in the world. While it has all the trappings of a public occasion, the Conference is also an opportunity to share experiences and ideas in a relaxed and open way, in the company of your peers.

At the same time, part of the stimulus of the Conference comes from the presence of others – from the world of academic teaching and research, from the circuits of international cooperation including United Nations agencies, and from civil society. You are all most welcome.

It is customary to thank all those who have contributed to the preparations for ICE through the provision of essential support. Let me therefore thank the governments of Argentina, Finland, Japan, Kuwait, Mexico, Norway, Spain and the United Arab Emirates, and also UNICEF, the Organization of Ibero-American States and Education International. Many other partners have directly contributed to the organization of different activities, which help to make the ICE such a unique event. Unfortunately, my speaking time is not unlimited and therefore I am unable to thank each of you individually. Last, but not least, I would like, through you, to express my sincere appreciation to all those who are not present in this hall, but whose hard work has enabled us to be here.

Finally, let me thank the IBE Council and its members and, most particularly, its Chairperson, Mr Pedro Nsinguí Barros, for all the efforts they have made in order to make this event a success.

Honourable Ministers,
Excellencies,
Ladies and Gentlemen,

The selection of the theme of this Conference was made at the 32nd session of the General Conference of UNESCO almost two years ago. That theme – “Quality Education for All Young People: Challenges, trends and priorities” – was well chosen by virtue of its relevance and importance to all countries. One way or another, it is a theme that crosses your desks every working day.

The question of quality education has been no stranger to UNESCO’s debates and activities over the course of many years, but it has undoubtedly acquired a higher salience lately. At the World Education Forum in Dakar, Senegal, in April 2000, UNESCO was a prominent advocate for a commitment by countries to *quality* basic education for all. Since then, there has been an extended process of consultation aimed at identifying those issues and questions that are central to the debate on quality education at this time and that are at the core of UNESCO’s approach.

I have been at pains to take this debate into the heart of the Organization as a whole, including our governing bodies. This is why it was the subject of a thematic debate at a particular session of the Executive Board and at a Ministerial Round Table held during the 32nd session of the General Conference. The Round Table was widely acknowledged as a successful occasion on several levels. The issues surrounding quality education have also been raised at regional meetings of Ministers and National Commissions.

After this ICE, the subject will receive further attention at the next meeting of the High-Level Group on Education for All (EFA), to be held in Brazil in November, and the EFA Global Monitoring Report 2005 also makes quality education its special thematic focus. There can be no doubt that quality education is a priority for UNESCO.

This fact is confirmed by the prominent place taken up by quality education in the strategic review of EFA that has just been conducted at the request of our Executive Board. One of the key outcomes of the strategic review is the clear re-affirmation of the centrality and priority of EFA in the work of UNESCO. And within that perspective, the promotion of quality basic education for all is strongly re-affirmed as an ongoing priority of UNESCO precisely because it is the foundation on which all subsequent education, training and learning are built.

The strategic review has helped us to clarify our essential tasks in the period ahead as far as quality basic education is concerned. First, UNESCO will configure its overall approach to quality education in holistic terms, whereby “quality” is seen both comprehensively in the spirit of Dakar and the Delors Report, and as a dimension of all education systems, institutions and processes. A major challenge will be to operationalize the notion of a holistic approach, to show its practical effects and real benefits.

Second, UNESCO will provide a framework for harmonizing other partners’ contributions to achieving the goal of quality basic education for all. We are under no illusion that we can do everything but an important function that UNESCO should increasingly perform is to provide a framework that other actors will find useful for purposes of orientation and integration. Helping things make sense and fit together – conceptually, strategically and operationally – is an ambitious undertaking but UNESCO must do more to play this role of facilitator.

Third, UNESCO will make its own substantive and concrete contributions. The strategic review has confirmed that UNESCO has several key aspects of “quality” in view when it comes to

focused action – renewing curricula; developing educational content and materials; transmitting universal values; monitoring learning achievement; and encouraging both education for sustainable development and the equitable provision of quality basic education. These are areas in which we shall seek to work even more closely with Member States.

In effect, in light of the strategic review, the question of “quality” will be a key dimension of UNESCO’s action in the field of education in coming years. There is, of course, considerable continuity in our work in this area but we are also acutely aware that the “quality education debate” does not stand still but is dynamic and changing. Indeed, one important outcome of the strategic review is a clear recognition that UNESCO must do more to play a leading and creative role in policy dialogue and debate – and “quality” will be a major theme in this regard.

As part of the strategic review process, I have identified three vital areas where UNESCO will build strong initiatives which will have real impact at the country level. These programmatic emphases and niches are focused on literacy (within the context of the United Nations Literacy Decade); on HIV/AIDS, particularly the already-announced Global Initiative to Expand Prevention Education against HIV/AIDS; and on teacher training in sub-Saharan Africa. In each of these areas, the issue of quality will be central.

For example, in regard to the teacher training initiative, the close linkage between teachers and quality education is one that all of you will understand. Having enough qualified teachers is essential for raising and maintaining quality and for delivering a sound education to young people. We shall be focusing on the particularly severe problems concerning the shortage of qualified teachers in sub-Saharan Africa but, more generally, all of our work on teachers everywhere is connected with quality improvement. I cannot fail to note, of course, that the role of teachers vis-à-vis quality education is the theme of one of the workshops in this Conference.

Mr President,
Ladies and Gentlemen,

I have briefly described how, in concrete terms, UNESCO has been handling the question of quality education in the context of EFA. But let me now reflect on the theme of this conference – Quality education for all young people: challenges, trends and priorities – in broader context in order to give you some orientation for the next three days of discussion and exchange.

For UNESCO, quality is an aspect of the whole as well as of the parts. This requires taking account of the overall context within which the debate over quality is taking place. That debate cannot and must not be insulated from the real world and its problems such as gender inequality and social exclusion. That which affects quality is, by definition, part of the quality debate. I believe that the agenda of this conference reflects this understanding very well.

I will not rehearse here all the different strands of argument that you will engage with in the next few days. But allow me to draw your attention to a number of features of the debate that I think are of particular importance and interest, especially regarding our special focus on young people.

For example, I have the sense that a subtle paradigm shift is taking place. The emphasis on quality is increasingly centred on *learning* so that individuals and groups are able constantly to adapt and adjust to change during their lifetimes as a function of a good education. There is a shift from teaching to learning, even though the teacher remains one of the pillars of quality education. As part of this shift, the focus on the learner as the centre of the educational process requires us to give serious consideration to the particular character of young people as learners.

This character, of course, is by no means uniform but, perhaps more than any other age-group, youth is a social category which attracts quite varied perceptions. Here I am talking not only of the self-perceptions of young people but also how they are perceived by adults and the established institutions of society. The question of quality will be addressed differently when young people are seen as threats to society and culture as compared with being seen as the bright hope of the future. Are education and training to be imposed on young people as a way to curtail and neutralize their dangerous tendencies, or are education and training to be designed as opportunities focused on young people's self-perceived needs and shaped by young people themselves?

Another example is the way in which growing up in a globalizing world is changing young people's expectations. In ways that previous generations could have had little inkling of, today's young people are "connected" in global circuits of communication and exchange. But some are more "connected" than others, which pulls our attention towards the imbalances and inequalities affecting the life-chances of young people. Issues of inclusion and exclusion are involved, as are questions of values and lifestyles as well as problems of empowerment and belonging. To some extent, discussion of these matters is conducted through the medium of "life-skills", which is increasingly seen to be a far from simple subject. Life itself is becoming increasingly complex and, consequently, the skills needed to manage one's life, happily and autonomously, are difficult to foresee and define.

The questions are global in another sense too, in that young people are today experiencing physical and virtual international mobility as never before, and the signs are that it will increase in the future. In a world of globally interconnected economies and web-societies, moving beyond borders is becoming a common feature of life for young people, but are they being equipped to meet the challenges of life in this new context? And in our "connected" world, who is responsible for providing a quality education for young people, especially when expectations of international mobility are growing?

Whatever the case may be regarding such issues, UNESCO is focused on the commonalities in the processes of education so that young people, wherever they may be, learn how to cope with change, learn how to contribute, learn how to live together and learn how to adapt to new conditions and participate in the process of creating a better world. At the same time, we are searching for ways through which education can help to give them a sense of identity in the midst of cultural, religious and aesthetic diversity.

These are some of the issues that the debate over quality education must address today. It is not, therefore, something that can be only treated in terms of inputs (buildings, resources, budgets, etc.) or in terms of outputs narrowly conceived as examination results and certificates. It is a debate about the relevance of education to conditions of perpetual change and about the need to provide education so that young people can deal with uncertainty, physical and virtual mobility, sustainable development and the myriad of existing cultures, values and lifestyles.

UNESCO's efforts will be focused on supporting Member States so that they may reinforce their own capacity to define education policies for a quality education for all – children, young people and adults, girls and women – a quality education that fosters learning throughout life. At the same time, UNESCO recognizes the need for global actions because the problems are global in character or origin. The quest to humanize the globalization process lies behind this need for appropriate actions and strategies, at the local, national and global levels. And these actions will involve issues of curriculum renewal, fresh approaches to teacher training, flexible methodologies of learning and the devising of national education policies that allow mobility and interchange.

Honourable Ministers,
Excellencies,
Ladies and Gentlemen,

Quality is not just about academic knowledge and achievements, important though they may be. It is clear that the modern world is demanding much more of education – it is counting on education systems to build the foundations of a better world, one based on universal values of peace and equality.

The 47th session of the International Conference on Education will provide, I am sure, a range of lessons learnt concerning best policies and good practices to work towards this. The conference is an opportunity to exchange ideas and experiences and to reach, where possible, a consensus on the most useful and valuable ways forward.

It remains for me to wish that this ICE provides all of you with new thoughts and reflections so that, when you return home, you are full of renewed energy for meeting the challenges ahead.

Thank you.

Annex III

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

Mr President,
Excellencies,
Honourable Ministers,
Distinguished Heads of Delegation,
Mr Director-General of UNESCO,
Madam Director of the IBE,
Ladies and gentlemen representing teachers, parents, the world of science and civil society as a whole,
Dear friends and conference guests,

On behalf of the Swiss Confederation and the Canton of Geneva, I wish to welcome you to Geneva. It is both a pleasure and a great honour for me to be able to welcome you here and to thank you very sincerely for having made the journey, sometimes from afar, to Geneva in order to come to discuss education and its future.

Geneva, the seat of the International Bureau of Education, the centre of activity where Jean Piaget chose to carry out his most important work, is thus honoured and ready once again to fulfil its vocation as host and venue open to all those working to improve the standards of life of the inhabitants of our world.

During the four days of the Conference, we shall have the occasion to become more fully acquainted, whether in the various discussion workshops or more informally during the events organized in conjunction with the ICE. In this regard, allow me now to invite you all to the reception offered by the Swiss delegation this evening at the Noga Hilton Hotel.

I indeed believe that personal contacts are of paramount importance for the success of this Conference. In this respect, I wish to congratulate the IBE Secretariat on so organizing the work as to permit and facilitate such contacts. I think it would be very difficult to begin an international dialogue and an exchange of experiences on educational policies without knowing one another, if only a little.

This 47th ICE session is devoted to the education of young people, i.e. post-compulsory education, whether in establishments or in enterprises. Ensuring quality and the access of all to education is a major challenge. In this context, I should like to outline the three main objectives that I wish to assign to this Conference.

First, I am mindful that this 47th session of the International Conference on Education is consistent with the far-reaching goal set by UNESCO to achieve education for all by 2015. Education for all: for girls and boys regardless of culture, language or religion.

I believe that we must remain humble before the sheer magnitude of this goal. The ICE cannot alone seek to resolve such an extensive programme; it is but one of the stones in a vast edifice being erected worldwide. We should therefore be extremely demanding with regard to our work, turning it to good account while being aware that the stone we are contributing to this edifice must be very carefully hewn.

Secondly, I am of the opinion that one of the ICE's key roles is to promote policy dialogue and should, as such, be a "space of dialogue". This is no ready-made phrase but a matter of priority for IBE's programme: to foster, facilitate, promote and supervise the comparison of education systems and the solutions adopted; to compare innovative ideas and avant-garde projects; and to seek convergence between the needs expressed, while recognizing and respecting the difference in the approaches adopted. This dialogue must not be in one direction – from the North to the South, to put it plainly. In the last decades of the twentieth century, Europe became a veritable land of immigration, which will intensify over the coming years. This continent is host to more and more young people of different cultures and training. Thus, the policy dialogue must also be conducted in the other direction – from the South to the North. It is in the interests of all.

Thirdly, when we speak of quality education for all young people, the social and family context should not be forgotten. Even the best school can never do everything on its own. It must be able to count on parents, whose educational role is too often underestimated or overlooked. It must also be able to count on the public institutions responsible for social and family policies. Education is a common challenge for all social and political actors in every country. We should not leave the school on its own overburdened with tasks that it cannot assume unaided.

So there are my three objectives. I am sure that we will achieve them together.

I should like here to congratulate the IBE's Director and collaborators on all the preparatory work for the Conference and also on the quality of the documents provided us. They give us valuable background information for reflection in the run-up to our discussions. We are therefore invited to compare our ideas and assume our responsibilities.

We consequently thank the International Bureau of Education, which has succeeded in organizing our work so as to facilitate the discussions and more relaxed occasions intended to strengthen our ties with education officials worldwide.

I thank you for your attention and wish you very profitable exchanges.

Annex IV

**Opening address by H.E. Mr Arjun Singh,
Minister of Human Resources Development, Government of India,
and President of the 47th session of the International Conference on Education**

Honourable Ministers,
Director General, UNESCO,
Distinguished Heads of Delegations,
Director of the IBE,
Distinguished Delegates,
Ladies and Gentlemen,

It is indeed a great privilege for the Asia Pacific Group, for my country, India, and for me, personally, to be given this opportunity to chair the 47th session of the International Conference on Education of UNESCO; we are grateful for this honour.

I take this opportunity to pay a tribute to the outgoing President of the 46th session, His Excellency Mr Abraham B. Borishade, Minister of Education of Nigeria, for his devotion and commitment in guiding the last session of the ICE to a successful conclusion. Mr President, please accept our thanks for the exemplary manner in which the work of the session was achieved. I am sure that with your cooperation and support, our deliberations and the result therefrom will live up to the high expectations from this Conference.

As a person returning to the helm of affairs in the Ministry of Human Resources Development in my home country after a period of over a decade, and as a keen follower of developments in the field of education and human resources development, I cannot help experiencing a feeling of some disappointment despite some major gains in several countries. A large part of the world still continues to face the scourges of illiteracy, poverty and a struggle to empower its people to lead a life of quality, with human dignity. The problems that confronted us in the last decade may have somewhat abated but there is nevertheless serious unfinished work in the field of education, which is the key to all round growth and development, as well as perhaps the peaceful coexistence of all mankind.

It is indeed very apt and timely for this session of the ICE to be devoted to “Quality Education for all Young People – Challenges, Trends and Priorities” as this is of paramount concern for countries all over the world. The ICE serves as an ideal forum to review the action taken since the Ministerial Round Table on Quality Education held during the last General Conference of UNESCO and to see how far we, the Member States, have actually been successful in translating into programmes and projects, the recommendations made in the communiqué issued on that occasion.

Dear Colleagues, the Conference will appropriately discuss the needs of the most critical age group in any country, the children and youth of today, who will go on to become the citizens of tomorrow in their respective countries. For, verily, today’s dream and fears of our youth will shape the contours of our world tomorrow. There is a paramount need to ensure that systems and mechanisms are put in place that allow young women and men to acquire knowledge, become open-minded, progressive and discriminating, imbued with the right qualities of head and heart, that can build the ideal adult of the future.

In the race to acquire knowledge and skills in today's networked, interlinked and globalized world, with ICTs and the Internet unleashing the vast potential that must and can be used for the common good, and where the media and communication facilities serve as potent means of wielding influence, the wise words of the Father of our Nation, Mahatma Gandhi, are well worth remembering. Exhorting us to be open to all influences, but to stay rooted in our culture and its heritage, he said "... I want the cultures of all the lands to be blown about in my house as freely as possible. But I refuse to be blown off my feet by any".

Every Member State is, no doubt, engaged in doing so in its own manner to see how best it can enable its children to inculcate the right mix of skills, relevant knowledge, attitudinal development and life skills. We, too, are busy trying to work out a holistic solution along with an attempt to set up institutional arrangements so that our educational contexts, processes and systems remain relevant and empower our youth to face the challenges of the future.

While it is our duty to ensure that our children imbibe the best knowledge from the formal system, society at large and the media, we also need to see that they are protected from divisive ideologies and negative influences. In the present day world, under the shadow of terrorism, with new forms of ignorance, prejudice, tension and discrimination rearing their heads menacingly, the clarion call of UNESCO's founding fathers that "... it is in the minds of men that we have to build the defences of peace" seems to acquire greater salience and become even more relevant with each passing day.

The organizers again deserve our compliments for choosing the workshop topics with great sensitivity as these address the truly important aspects linked to quality education. Each of these, namely gender education, social inclusion, building competences for life, and the key role of teachers, deserve our full attention and concerted actions in order that we may be successful in providing education of good quality for all sections of society in a truly inclusive manner and in such a way that will help the learners acquire the necessary knowledge, values and empowerment for leading a fulfilled life.

Distinguished delegates, we are gathered here today to fashion plans for pooling our intellectual resources and sharing experiences and best practices, to move our societies towards the attainment of the goal of Quality Education for All, an education that will enable each one of us to meet the challenges of this century in a more purposeful manner. I am sure that, together, we will be successful in reaching the objectives set out for this session. With these words, I wish you all success in your deliberations at the 47th session of the International Conference on Education.

Annex V
Presentation of the work of the Conference
by Ms Cecilia Braslavsky, Director of the IBE

Your Excellencies,
Distinguished Ministers,
Distinguished Heads of Delegation,
Mr Director-General of UNESCO,
Mr President of the Council of the International Bureau of Education,

On behalf of all my Secretariat colleagues, I want to associate myself with the words of welcome and thanks conveyed by the Director-General to the 47th session of the International Conference on Education, on the theme of “Quality education for all young people: Challenges, trends and priorities”. I have the honour to explain to you briefly how this truly singular event is to be organized.

The proceedings begin with the introductory debate on “Responding to the educational needs of the young to bring about globalization with a human face”. This first plenary will be chaired by the Minister of Education of India and two keynote speakers are invited: Ms Ruth Kagia, of the World Bank, and Mr Francisco Ramírez, a professor at Stanford University, who was born in the Philippines. Following this, six Ministers of Education, one from each geographical region, are to speak, having been invited by the Director-General once the first registrations for this 47th ICE session had arrived. Their statements will be the prelude to an exchange of experiences in which we invite you to participate actively. At the close of that debate, the Director-General of UNESCO will lead the celebrations marking International Literacy Day.

In the afternoon, the first two workshops will take place, one on quality education and gender equality and the other on quality education and social inclusion. Each workshop is organized around two simultaneous discussion panels. This means that this afternoon, and tomorrow afternoon as well, four meetings will be held at the same time, two for each specific theme. The division of the workshops gives each delegate more opportunity to speak and so makes for greater fluidity in the proceedings.

Tomorrow morning the first evaluation plenary will be held for the purpose of presenting the previous day’s work.

At 3 p.m. the two remaining workshops will take place, one on quality education and competencies for life and the other on quality education and the key role of teachers. Their format is the same as for the first two workshops. In the morning of 10 September the evaluation plenary for Workshops 3 and 4 will be held.

A special meeting on “Promoting partnerships for the right to a quality education for all young people” is planned for Friday afternoon. This will be followed the same evening by the award ceremony for the Comenius Medal.

On Saturday morning the Rapporteur will present the Report to the final plenary with the outcomes of the 47th session of the International Conference on Education. The text, prepared in the course of these days by the drafting group, will be submitted to the plenary for approval.

As you know, perhaps better than the Secretariat, the International Conference on Education is yours. The quality of the work done in the next four days depends on active participation through the promotion of frank and productive policy dialogue on educational policies and the state of

education in the world. We invite you to make use of your statements in order to share your extensive experience but also the difficulties encountered by each of you in your working routine. Each delegation has seven opportunities to take the floor. Registration lists will be open at the entrances to each meeting. We thus hope that you will be able to find the similarities and singularities of each context and to contemplate alternatives for achieving the common goal of a quality education for all young people.

We in the Secretariat are at your entire disposal for assistance in optimizing the proceedings. Do not hesitate to contact us for anything at all that you may require in this respect.

I wish you every success in your work.

Thank you for coming.

Annex VI**Address by Mr Koïchiro Matsuura, Director-General
of the United Nations Educational, Scientific and Cultural Organization (UNESCO)
on the occasion of International Literacy Day 2004**

Distinguished Ministers of Education,
Distinguished Heads of Delegations,
Distinguished prizewinners,
Ladies and Gentlemen,

For nearly 40 years, 8 September has been celebrated as International Literacy Day. Since last year, when the United Nations Literacy Decade was launched in New York in the presence of the President of Mongolia, United Nations Secretary-General Kofi Annan and First Lady Laura Bush, International Literacy Day has been endowed with additional significance as we seek to galvanize our collective commitment and mobilize our best efforts to ensure that illiteracy is banished from our world.

This will be far from easy, of course. For one thing, there is the sheer scale of the task. Despite many efforts around the world, the current estimate is that there are over 860 million adults who are illiterate and their numbers are added to by the over 100 million school-age children who are out-of-school.

It will not be easy also because the nature of the task is changing. In our complex and fast-changing world, it is not enough to simply read and write and use numbers. Literacy today is more demanding and encompasses more skills and aptitudes than before. Just think of computers and the information and communication technologies that are redefining how we communicate, how we work and how we live.

It will not be easy because we now cannot deny what many employers have long known, namely, that children, young people and adults are leaving educational institutions and programmes without having mastered the fundamentals of literacy and therefore without making literacy a secure possession.

This is one reason why I am pleased we are celebrating International Literacy Day at this gathering of Ministers of Education. After all, when children and young people leave the schools under your ultimate authority and they have no firm command of basic literacy skills, then questions can be legitimately raised about what is happening in those schools. And when young people gain qualifications and seek to enter employment and it turns out that they cannot perform simple literacy or numeracy tasks, both parents and employers, not to mention the young people themselves, have the right to ask the following question: what happened to the right to a decent education, to a basic education of quality?

And when education does not deliver what it promises to those who receive it, consider what this signifies for those who have no access to schooling or drop out. How far removed are they from any real chance to participate fully in society and to contribute to improving their lives and helping their families and communities?

And when lack of access and poor quality are exacerbated by injustice, what chance is there for the disadvantaged to overcome the obstacles they face through education? This year, International Literacy Day has the theme of “literacy and gender” in order to highlight the particular needs of those, especially women and girls, who are denied vital educational opportunities. Think of

it: there are over 500 million women today who are illiterate. Think of the waste this represents. Think of the difference it would make to the women themselves, their children and their families if they could enjoy the benefits of literacy.

Ladies and Gentlemen,

Literacy is in many ways the poor cousin within the Education for All (EFA) family. I am thinking mainly of adult literacy and non-formal education programmes, which are not sufficient to meet the needs of all those lacking essential literacy and numeracy skills. But I am also thinking of literacy within primary schooling and how important it is that fundamental competencies are effectively acquired and utilized. It is necessary to stop the flow of new illiterate young people into the large reservoir of illiterate adults. This means we must ensure that all children do go to school, everywhere. And it means that, while they are in school, they receive an education of sufficient quality that they are empowered to meet the world with confidence and with the essential personal resources and competencies that they need.

Ladies and Gentlemen,

Today, we will give you grounds for hope. The prizewinners, as individuals and as representatives of their institutions and countries, are evidence that we can make a difference and that we are not incapable of having an effect on our societies and our education systems. Through them, we celebrate the efforts of the millions of literacy tutors, volunteers, extension agents, community workers and teachers who show that illiteracy is not destiny. It used to be said that the poor are always with us. I do not accept this, nor do I accept that the illiterate are always with us. We can and must do as much as we can to address this matter.

For its part, UNESCO is not only continuing its technical work in the field of literacy but we are generating a new literacy initiative that will focus on those countries with the highest literacy rates and those with ten million or more illiterates. An initial consultation will be held shortly in Paris with the Permanent Delegations of the countries which fall into one or both of these categories. Within the framework of the ongoing global United Nations Literacy Decade and with particular regard to the Dakar literacy goal, UNESCO plans to launch in 2005 an adult Literacy Initiative for the Excluded (LIFE), with special emphasis on women. There is abundant evidence pointing to the catalytic role of women's literacy, not least for helping their children's development from early childhood onwards.

The LIFE project is conceived as a framework which will accommodate a range of contributions and will also complement other ongoing initiatives such as the World Bank-led Fast-Track Initiative, the UNICEF-led United Nations Girls' Education Initiative (UNGEI) and the Millennium Development Goals (MDGs) agenda.

We shall be calling on all of our partners to help us in this work because it will require increased resources and greater commitment. Already we are receiving expressions of interest from several countries, including the USA and China. In this regard, I am very pleased to inform you that the USA is showing interest in helping UNESCO with its work in literacy, with a particular focus on mothers and their young children. This contribution will help make the initiative both operational and concrete. Let me take this opportunity to invite other countries to support us in this important endeavour.

In addition, UNESCO is seeking to mobilize further action and increased partnership through our role as the international coordinator for the United Nations Literacy Decade. This is truly an exercise in partnership but we do need some partners to take greater interest in the literacy

challenge and to recognize how much it interlinks with the rest of the EFA agenda and with the MDG process. We are particularly keen to develop stronger links between the Literacy Decade, EFA and the forthcoming United Nations Decade of Education for Sustainable Development, about which you will hear more later in the conference.

These interconnections show that “development”, democracy and literacy are intimately linked. And I would add “peace” to this equation because we cannot expect to build a secure, just and stable world in which millions of people are denied the opportunity to participate and contribute. Literacy is an essential tool for engaging with this challenge.

To make the world free of illiteracy is actually a possibility. There are resources enough to do the job but we must find the commitment and the will that are necessary for releasing those resources and putting them to work.

Ladies and Gentlemen,

International Literacy Day is, above all, a day of celebration. Today, we celebrate the success of those who, against all odds, have learned as adults to read and write and to use literacy to acquire more knowledge and skills to move forward in life. Above all, they discover and create the human dignity inside each of them. I salute these brave women and men and wish them more courage to continue on their path of lifelong learning.

Thank you.

Annex VII

Message of the Youth to the Ministers of Education

Reaffirming that education is a right of all and not only the privilege of a few;

Knowing that the education process promotes and stimulates the humanization of the individual;

Considering that Education should be always linked to the social reality, that it is consequently affected by its problems and that it has a great potential to solve them;

Understanding that the bases of Quality Education are access, retention and performance;

We, the youth of different countries assembled at the 47th session of the International Conference on Education, held in Geneva from 8 to 11 September 2004, call on the Ministers of Education of the world to establish the achievement of Quality Education for All as a priority policy by adopting the following resolutions:

- (1) To provide poor students with means to have access to education, to keep on studying and to have a good performance at school, since a condition for the achievement of Quality Education is the inclusion of all children and youth, especially by eliminating gender disparities;
- (2) To assure a sufficient number of teachers in the education system, observing that those teachers shall be well trained and adequately paid;
- (3) To revise the content of the courses that are taught, in order to make them:
 - (a) more useful for the lives of the youth;
 - (b) more linked to our cultural and social realities;
 - (c) up-to-date with the new information and communication technologies;
 - (d) a source of encouragement for us to become active citizens;
- (4) To establish teaching practices that allow a greater interaction between the teacher and the student, so as to assure a constant monitoring of the teaching/learning process in order to quickly identify problems and to support students that may face difficulties;
- (5) To avoid an excessive number of students per class, so as to guarantee that the teacher can provide quality teaching and that the students can develop quality learning;
- (6) To focus on the learning process of each and every student, hence replacing the traditional focus on the teaching process and making teaching practices more dynamic;
- (7) To raise awareness on the importance of education for all and to publicize the stories of people who have overcome social exclusion by becoming educated;
- (8) To develop initiatives that increase the value that society attributes to the teacher and the teaching career;

- (9) To promote the exchange of experiences among countries, so that they can share the policies and actions that have been successful in achieving Quality Education;
- (10) To further the support given by developed countries to developing ones, in order to provide the latter with the means to achieve Quality Education;
- (11) To enhance preventive education and to mobilize more funds in order to fight the pandemic of HIV/AIDS among youth;
- (12) To give priority to education over military spending when allocating public financial resources;
- (13) To expand and improve the teaching of foreign languages, so that young people from all over the world can communicate among themselves and exchange ideas to build a peaceful world;
- (14) To establish mechanisms for the participation of the youth in the policy-making processes, therefore guaranteeing that they be heard by the institutions that work with education.

Dear Ministers, we fully hope and expect that all the above be taken into consideration and put in practice, so that the next International Conference on Education may have even more to celebrate.

Annex VIII

Expression of thanks by the Secretary-General Ms Cecilia Braslavsky

Your Highness, the Princess of Qatar,
Mr President of the 47th session of the ICE and distinguished Vice-Presidents,
Mr Director-General,
Distinguished Ministers,
Distinguished Heads of Delegation,
Distinguished Delegates,
Distinguished Representatives of International Organizations,
Distinguished Representatives of Non-Governmental Organizations,
Distinguished Guests,
Ladies and Gentlemen,

As Secretary-General of the 47th session of the UNESCO International Conference on Education, I am honoured to take this opportunity of saying a few words of thanks.

First, I thank the UNESCO General Conference, which at its 31st session, in October 2001, entrusted the International Bureau of Education of UNESCO with the task of organizing this Conference on the theme: “Quality education for all young people: Challenges, trends and priorities”.

I also thank UNESCO’s Executive Board, which at its April 2003 session approved the bases that provided the conditions for us to begin to dream of organizing this session of the most traditional international conference in the field of education.

Many thanks to the Member States of UNESCO not only for their trust, which is a matter of pride for us, but also for their active cooperation in this task. I should like particularly to thank the countries making up the Council of the International Bureau of Education and the members of the working group responsible for management support for the staging of this Conference. I am thinking in particular of Angola, which, represented by Mr Pedro Nsigui Barros, has since January 2004 been chairing the Council of our institution. My thanks also go to Mr Aziz Hasbi, of Morocco, who preceded him in the 2002-2003 biennium, which saw the start of the preparatory work.

I extend my sincerest thanks to Ms Aicha Bah Diallo, UNESCO’s Assistant Director-General, a.i., in charge of the Education Sector, and to all other colleagues of the various divisions of the Education Sector for their support. Their contributions and those of the sister institutions were critically important when it came to preparing the working documents and organizing the debates. I thank the Office of the Director-General and especially the Assistant Director-General, Executive Director of the Office, Ms Françoise Rivière, for her constant presence. My thanks also go to the UNESCO field offices, which in a great variety of ways contributed to bringing us all together here today. Many thanks as well to our General Services, responsible as they are for the infrastructure we need to ensure that the proceedings go smoothly; and my thanks go to the interpreters, who are essential in this kind of event, and to the press for helping us to disseminate and expand the debate.

To all the Ministers of Education present, thank you for promoting a frank and productive dialogue throughout these last four days. As I said at the opening, the International Conference on Education is yours.

I also wish to thank all the Member States here represented by their delegations, in particular the countries chosen to make up the drafting group. The conclusions of this Conference, adopted unanimously, reflect the quality of the hard work you have done throughout these days.

My sincerest thanks go to the Swiss authorities and those of the Republic and Canton of Geneva for their generous welcome in this international city, and for their sustained support in finding creative solutions in some instances when we really thought that it might not be possible to stage this Conference.

I also wish to thank the UNESCO Goodwill Ambassadors, whose presence has lent distinction to this event. I refer to Her Highness the Princess of Qatar, Sheikha Mozah Bint Nasser Al-Misnad, and to the Ambassador of Argentina to UNESCO, Mr Miguel Angel Estrella.

Finally but no less importantly, I thank the colleagues of the International Bureau of Education, who in one and the same year had to assume such challenges as the organizing of this 47th ICE session, the internal reform process and the launch of a new programme of research and action on education in the fight against poverty in sub-Saharan Africa, with the invaluable support of the Government of Spain. Without the defiance but at the same time the understanding and day-to-day support of our Director-General, Mr Koïchiro Matsuura, nothing of this would have been possible.

At the close of this ceremony, the IBE Council will meet to evaluate the organization of the 47th session of the International Conference on Education. As of now we assume responsibility for any shortcomings, hoping for your indulgence. I for myself have no doubt at all that the credit for all the successes of this ICE session is entirely yours.

Once more, thank you for having been with us.

Annex IX**Closing address of H.E. Charles Beer,
State Counsellor, Head of the Swiss Delegation**

Mr President,
Your Highness,
Excellencies,
Ministers,
Heads of Delegations,
Director-General of UNESCO,
Director of the International Bureau of Education,
Representatives of teachers, parents, science and all civil society,
Friends,

Well, all good things have to come to an end. And that applies no less to the 47th session of the International Conference on Education, which is drawing to a close today. We have spent almost a week together and I think I am speaking for us all when I say that it has been a meaningful, constructive and stimulating experience.

Comparing ideas, experiences and different points of view was not confined to a series of unanswered monologues. On the contrary, it led to a genuine debate and constructive dialogue, and for that I am most gratified.

We owe this success primarily to UNESCO and its Director-General, Mr Matsuura, but also and above all to the International Bureau of Education, its Director, Ms Cecilia Braslavsky, Mr Pierre Luisoni and their entire team. I would like to extend my warmest, personal congratulations to them for the splendid work they have accomplished. The organization and management of this kind of conference is indeed no easy matter.

As this 47th session draws to its end, allow me to connect our work this week with the work of the previous session. At the 46th session of the International Conference on Education, which ended on 8 September 2001 – three days before the tragic events of 11 September – we met to debate the theme “learning to live together”. Three years on, we can see how topical the subject still is and that it is one of the main components of education for all.

The 47th session has thus continued the work started in 2001 by looking in particular at the decisive issue of social inclusion, a key challenge for schools as such but also for our now multicultural societies. In this respect, if inclusion promotes civil peace and if it comes through education, I would like to refer to the proposals made by several States about the almost organic link between education policies and debt servicing, which puts such a strain on the budget of many countries.

This is because inclusion without education is not possible, and wanting to educate without having the means to do so is mostly wishful thinking. Accordingly, how can we channel the financial resources allocated to debt servicing towards the development of education systems? Should we envisage the creation of a Fund to that end under the auspices of UNESCO? I think that these proposals warrant close consideration.

So, as we prepare to launch the United Nations Decade of Education for Sustainable Development, its programme would be lacking if we neglected the challenge of social inclusion as a

factor of harmony and cohesion, if we confined education for sustainable development to mere respect for the natural environment, omitting the human dimension and overlooking society!

To conclude, and before we all go our separate ways, I would like to tell you that Switzerland and Geneva have been honoured and happy to welcome you here for a week that was all too short. Our wishes for a safe journey, renewed courage and success in your future undertakings go with you and we look forward to seeing you again at the next session of the International Conference on Education, here in Geneva.

Annex X**Closing address of Mr Koïchiro Matsuura,
Director-General of UNESCO**

Your Highness,
Mr President,
Ministers of Education,
Heads of Delegations,
Ladies and Gentlemen,

Let me begin by welcoming Her Highness Sheikha Mozah Bint Nasser Al-Misnad to this closing session of the Conference. We are deeply honoured by her presence. Her Highness is the UNESCO Special Envoy for Basic and Higher Education, in which capacity she is a marvellous ambassador on behalf of the education of children and young people around the world. I am delighted, therefore, that she has found space within her busy schedule to be with us today. As the head of the Qatar Foundation, she is a major benefactor of education not only in her own country but also further afield. I am sure we are all looking forward to her special address.

Allow me to thank all of you for your active and constructive participation in this Conference. As is shown by the Rapporteur's oral report and by the final document presented by the President of the Council of IBE, this 47th session of the ICE has succeeded in addressing some of the most important and pressing educational issues of our time.

As I stated in my opening remarks, this Conference occurs within a sustained process of engagement with the question of quality education. The outcome of this process will not be some final resolution of this matter but something more attainable. My hope is that two main benefits will emerge: first, a growing international consensus on the importance of addressing quality education issues seriously, urgently and, as much as possible, collaboratively; and, second, a deepening of the debate in such a way that our educational policies, programmes and actions are adequate to the challenges we face.

There has been much discussion of those challenges, which arise within education systems and schools as well as within the broader context that shapes our educational endeavours. The theme of "humanizing globalization" has provided the main framework of the debate. I was struck by a phrase in Dr Peter Piot's address to the preparatory seminar on HIV/AIDS and quality education on the eve of this Conference. Referring to the spread of the epidemic, he said that "AIDS has entered its globalization phase". Sadly, increasing numbers of young people are victims of this global epidemic, and this has major implications for education. In particular, it means that prevention education against HIV/AIDS must be part of our efforts regarding quality education.

This example points to the fact that, whatever else globalization may mean, it signifies that our lives are unavoidably interconnected, as are our problems. This adds complexity to everything we do, and the challenge of quality education is no exception. Many of you have noted that, while everyone wants the quality of education to improve, we often have quite different things in mind. However, I believe that within this multiplicity of meanings there is a growing recognition that "quality" cannot be addressed only in terms of inputs and outputs as these are customarily understood. Instead, the debate leads us towards recognizing the vital linkage between the quality of education and its relevance.

An education that is perceived and experienced by young people as irrelevant to their needs and interests cannot be an education of quality, certainly not in this day and age when other modalities of learning are increasingly available and are often more engaging and more enjoyable. An education that leaves young people alienated from the challenges and pleasures of learning, or places them in an environment of exclusion, rejection, violence and discrimination, cannot be an education of quality. Nor can an education that leaves young people bewildered, confused and perplexed in their attitudes and beliefs.

In a world in rapid flux, young people need to learn how to adapt to change, how to cope with uncertainty and how to create coherence in the midst of diversity. This should not involve a retreat into a mindset of absolute certainties and a narrow outlook on life. Instead, the priority challenge of quality education today, I believe, is to assist young people to acquire the attitudes and competencies of what might be called “the democratic mind”. There is room in such a mind for stable and enduring values such as tolerance, solidarity, mutual understanding and respect for human rights. At the same time, such a mind needs to be flexible and adaptable, capable of analysing and understanding different perspectives but also able to build and rebuild a coherent outlook.

Such mindsets cannot be generated by traditional approaches focused on academic content and rigid teaching methods. Attention therefore has to be placed on how teachers are trained not only in terms of subject specialisms and related pedagogies but also in terms of developing capacities to engender “the democratic mind” in their students. In turn, young people need to apply such a mind within the classroom and within the school in practical ways, and this has implications for how schools are run with and for young people.

Ministers,
Heads of Delegations,
Ladies and Gentlemen,

I am very happy to note that you have had good debates in plenary sessions and in the workshops. There is a clear and shared understanding that basic education embraces not only primary education but also part of secondary education as well as a range of non-formal education endeavours. In addition, there is a growing recognition that the quality education debate must integrate all types and levels of education, building on the foundation of quality basic education for all. And there is a widely held perception that what counts as “quality education” cannot be divorced from the fundamental problems facing the world, notably those pertaining to peace, sustainable development and respect for basic rights and human dignity everywhere.

In addition to the formal sessions, I also hope that the Conference has provided you with opportunities to interact with your counterparts from other countries to discuss matters of mutual interest and concern. The ICE is a valuable occasion for Ministers and Vice-Ministers to hold bilateral and group discussions. I have done so myself and I have found them very useful.

I should inform you that I am reflecting upon how best to articulate the main events where UNESCO brings together the world’s Ministers of Education in common concourse, namely, the General Conference, Ministerial Round Tables and the ICE. My deliberations, of course, have implications for the periodicity of the ICE as well as for the choice of theme. Please note, by the way, that the overarching theme I have chosen for the next session of the UNESCO General Conference in autumn 2005 is Education for All; it will be a timely moment to look at the fulfilment of the EFA agenda to date, including quality education.

Ladies and Gentlemen,

Thanks are due. I would like to take this opportunity to thank those organizations that worked hand-in-hand with UNESCO and particularly the IBE on the workshops; their support and collaboration have been invaluable. My thanks go to UNICEF in regard to the workshop on “Quality Education and Gender Equality”; to the Organization of Ibero-American States concerning the workshop on “Quality Education and Social Exclusion”; to the Ministry of Education and Research of Norway for the workshop on “Quality Education and Competencies in Life”; and to Education International regarding the workshop on “Quality Education and the Key Role of Teachers”. The themes of these workshops testify to the concern for relevance so as to show how the question of quality intersects with other issues and problems.

Let me thank the outgoing President, the Minister of Education of Nigeria, for all his sterling efforts and the new President of the Conference, the Minister of Human Resources Development of the Government of India, not only for agreeing so graciously to chair this meeting but also for providing such an interesting and pertinent address when he spoke at the opening session.

Let me again express my sincere appreciation to the Swiss federal authorities and the authorities of the Republic and Canton of Geneva for their support and for the warm welcome given to the Conference and its participants.

I would like to thank the IBE Council and its members for the conscientious efforts that have gone into the preparation and organization of this Conference. My particular thanks go to the President of the IBE Council, Mr Pedro Nsinguí Barros, for all his work, not least in chairing the drafting committee.

Let me also thank the Vice-Chairpersons of the Conference and the Rapporteur for their conscientious and valuable efforts. Particular thanks are due, furthermore, to the interpreters, who have done a marvellous job during the past few days; your skills, professionalism and patience are much appreciated by us all.

It is a particular pleasure to thank UNESCO itself in the shape of its Secretariat, from Headquarters and field offices and from the Geneva Liaison Office. Very special thanks, of course, must be accorded to the staff of the IBE led by its Director, Ms Cecilia Braslavsky. We are all indebted to your great efforts, that have been sustained over many months of preparation. It has been a massive task and we thank you all very much.

Your Highness,
Ministers,
Heads of Delegations,
Ladies and Gentlemen,

It remains for me to thank all of you for coming to this 47th session of the International Conference on Education and to express the hope that you have found it useful, stimulating and enjoyable.

I wish you all a safe journey home.

Thank you.

Annex XI

**Closing address of Her Highness Sheikha Mozah Bint Nasser Al-Misnad,
First Lady of Qatar,
UNESCO Special Envoy for Basic and Higher Education**

Ladies and Gentlemen,

It is an honour to be in Geneva this morning at the closing session of the International Conference on Education. The topics discussed here over the past few days have raised some very critical issues facing the global community.

Today we place great faith in the power of education to prepare world citizens for a peaceful and cooperative future – and to prepare citizens of our individual nations for the cultural transformation that results from globalization. As we come together, it is education that will help us establish a dialogue, build relationships and, ultimately, work cooperatively to find solutions to the problems facing the world today.

Honourable Audience,

From our discussions here in Geneva, it is clear that quality education involves all sectors of society, not merely the education sector, and that quality education institutions can only arise out of a culture of quality. This culture of quality needs to be rooted firmly in the values, beliefs and behaviours of our citizens. It is futile to try to adopt education systems without understanding the culture of quality which generates them.

Ladies and Gentlemen,

Across the Arab world, we have come to realize that our capabilities far exceed our current performance. We have vast potential but have fallen behind the learning curve. Unfortunately, this leads some to look for a quick fix: more computers in classrooms, and more sophisticated technology. Yet it is not the technology itself that is the key – the truly critical element is to be educated to use it appropriately and understand its value. It is becoming more and more obvious that information itself is not knowledge, to paraphrase Albert Einstein.

Honourable Audience,

It is also important to highlight here that we cannot really speak of quality in any real sense without noting that, in many countries, the literacy rate is still close to 50%. With the widening gap between wealthy and developing nations, we need to confront the issue of world literacy before we can engage in productive activity.

We must emphasize that the culture of quality must be globally understood and pursued. And the goals of a culture of quality must be international. Robert Frost once said: “Education is the ability to listen to almost anything without losing your temper or your self-confidence”. It is only when we learn to tolerate and respect our differences that we can explore our similarities. And people need to have self-confidence in their own beliefs and capabilities to harbour cooperativeness and openness. Respect for others comes from self-respect. Only then can we expand the borders of our minds beyond the borders of our countries.

Honourable Audience,

As I speak to you today, on September 11, somewhere in our collective memories we are haunted by the tragic events of three years ago. The actions of 9-11 were the result of intolerance and ignorance and painfully illustrate the urgent mission of each and every nation to educate its citizens. The world community is comprised of people of all cultures, all colours and all beliefs, and yet there is much we share in common. Through education, we must teach our citizens that it is possible and even essential to come together in an attempt to try to understand each other – and moreover, that we can do so without sacrificing our individual values and identities.

As leaders and educators, one of the biggest challenges we face today is to ensure that education is not interrupted by instability and war. In the Arab world we are well acquainted with the destructive impact of conflict on our social structure and services, including our education system. The 2003 Arab Human Development Report noted that three fourths of Palestinians are now living in poverty as measured at an income of under \$2 per day. The devastation that Iraq has suffered over the past 30 years has seen over three million Iraqis, most of them highly educated, immigrate to other countries. UNESCO's own experience reveals similar setbacks. Over a year ago we set up the International Fund for Iraqi Higher Education. Though we had great hopes of making a positive contribution, the unfortunate reality is that very little progress has been made due to instabilities there. Thus, while we have the will, we have not been able to effect any real change in terms of bringing a quality education system to Iraq.

Ladies and Gentlemen,

The global community must assume more responsibility in taking quick and firm action to deal with the educational implications of such tragedies that fuel the cycle of violence. We have already witnessed the ramifications of intolerance and many feel helpless in the face of these vicious acts. We must counteract this helplessness by taking a firm stand in supporting an international culture of quality that ensures quality education. And we cannot fail in this mission for there is simply too much at stake. We must not allow ignorance and intolerance to prevail. The time for discourse and definitions is past – action is required.

We need to approve and enforce a resolution to insulate educational endeavours from war and natural disasters. Also, we need to take on real responsibility for narrowing the knowledge gap between wealthy and developing nations, and commit ourselves to the eradication of illiteracy. And further, we need to establish a viable international network of families, educators and business leaders to implement the programmes necessary to establish a culture of quality where the world's youth can obtain the life competencies necessary for the twenty-first century.

Honourable Audience,

When we speak about quality education, we are really speaking about how we, as a global community, can provide a quality life for our citizens. We are speaking about building a better world.

We must make time to continue this dialogue but the time for actions must not be delayed.

Thank you.

Annex XII**Closing address of H.E. Mr Arjun Singh,
President of the 47th session of the International Conference on Education**

Your Highness,
Honourable Ministers,
Honourable Minister of Education of Switzerland,
Honourable Director-General of UNESCO,
Distinguished Delegates,
Ladies and Gentlemen,

It is indeed a pleasure to preside over the successful conclusion of this 47th session of the UNESCO International Conference on Education. I am most grateful for the honour accorded to the the Asia and the Pacific Group, my country India, and to me for providing an opportunity to chair these meaningful discussions in a spirit of comradely and common concern for the youth of the world. The views expressed reflected a rich diversity of cultures and the discussions took place in an open and constructive manner. Notwithstanding this, the near unanimity among the participants was evident whether in the plenary debates or in the workshops.

The experiment of holding two sessions in parallel in order to allow for maximum participation and opportunities for interventions worked very well. The IBE and UNESCO deserve our congratulations for the choice of lead documents, discussions and panellists and the extremely relevant topics of the workshops.

High Quality Education for Young People will remain a distant dream unless it is equally accessible to all social groups. The workshops on quality education and gender equality have made very sound and practical recommendations. There should be no doubt in anyone's mind that the war against poverty and for sustainable development will ultimately be won on the battleground of women's education and empowerment. Let the 47th Conference give a clarion call to all countries to attain the goals of gender parity well ahead of the time frame set at Dakar and to see this lead work towards that end.

I need hardly label the crucial role of teachers in the process of quality education. It is a matter of satisfaction that the workshops, which deliberated on their key role, dealt not merely with pedagogy, but also issues relating to their status, working conditions, morale and accountability. It was inspiring to learn that in Japan teachers' emoluments are kept one notch higher than those of their counterparts in other services and professions, and it is my hope that more and more countries will be able to follow this very, very noble example. At the same time, teacher accountability is a major issue and should, above all, come about through internal regulation by their own professional bodies adopting and implementing a code of professional ethics.

The workshops on Quality Education and Social Inclusion underscored the need for creating conditions wherein every stakeholder gets a feeling of ownership and also stresses greater public, private and NGO participation. The goals of EFA cannot be achieved without efforts involving the formal, informal and non-formal methods of imparting education.

The workshop on Quality Education and Competencies for Life reiterated the need to impart the skills required by industry and society. New market and employment oriented courses ought to be introduced along with the sunset clause for the relatively outdated skills and courses. The role of value-based vocational education and training was highlighted as necessary in order to provide a

viable streaming of students who otherwise continue to aspire for and acquire higher education without suitable job opportunities.

The Conference thoughtfully provided many opportunities for interaction and building relationships among countries whether in groups or bilateral. We look forward to more such opportunities, which are extremely enriching and very useful in addressing critical issues away from our workplaces.

The interventions by the honourable Ministers and the Heads of Delegations during the Conference transcended the formal, made us aware of the countries current situations and provided a glimpse of the best of what is being taught about education. The plenary meetings were certainly an educative experience for all of us. Many participants, especially my colleagues from the developing countries, talked of the scarcity of resources and the need for greater flow of assistance from the developed world and donor agencies. Greater initiatives in this regard would be essential to enable the fulfilment of the ambitious targets we have set out for ourselves.

As we come to the end of the 47th session of this Conference we must give full credit to UNESCO and the IBE and their staff for conducting this Conference in an impeccable manner. I would like to add a special word of thanks to all the vice-chairpersons who lightened my burden considerably.

Excellencies and Distinguished Delegates, as we take our leave under the shadow of events across the world, which have not even spared our children, we need to stand together, address the issues that underline each such event and as so eloquently expressed by W.H. Auden around this time 45 years ago and I quote:

Though *“Beleaguered by the same
Negation and despair,
Show an affirming flame”*.

– Unquote –.

With these words I thank all of you.

Annex XIII

**Address by Mr Pedro M. Nsingui Barros,
President of the IBE Council,
on the occasion of the 2004 Comenius Medal award ceremony**

Mr President,
Honourable Ministers,
Distinguished Delegates, Representatives and Observers,
Dear Laureates,
Ladies and Gentlemen,
Dear Friends,

I had the privilege, as President of the IBE Council, to preside over the deliberations of the jury for the 2004 Comenius Medal. The task was both challenging and very difficult because, this year, 87 candidates were in contention and the jury was confronted with sometimes painful choices, given the quality of the entries. I should like here sincerely to thank my colleagues on the jury for their excellent work.

Before presenting to you, in a few minutes, each of the nine 2004 prizewinners, I here and now extend my congratulations to them and express our admiration for the quality of their commitment in the service of education.

We are gathered this evening to remember Jan Amos Komensky (Comenius), admittedly a man of the past since he was born more than 400 years ago, but also a man of the present and the future since he was both a brilliant educator in his time and a visionary who can still and must guide our reflection and our action at the dawn of this twenty-first century.

Comenius can be considered the source of inspiration for many modern educational reforms. The reading of his *Greeting to the Reader* of his *Great Didactic* announces his utopian project of an education for all seen as “the whole art of teaching all things to all men, and indeed of teaching them with certainty, so that the result cannot fail to follow; further of teaching them pleasantly, that is to say, without annoyance or aversion on the part of teacher or pupil, but rather with the greatest enjoyment for both; further of teaching them thoroughly, not superficially and showily, but in such a manner as to lead to true knowledge, to gentle morals, and to the deepest piety”.

Admittedly a utopian project (we are in the sixteenth century), but in it Comenius had already expressed his astonishingly prophetic and modern views on education, which, in fact, should not be envisaged as “merely the training of the child at school or in the home; it is a process affecting man’s whole life and the countless social adjustments he must make”.

We would obviously have wished Comenius to be present at this 47th ICE session because he would undoubtedly have made very relevant contributions to our debates and our workshops.

- On gender equality in education, for example, he would have advocated an entirely identical education for boys and girls in accordance with his “pansophic” principle that “everything must be taught to everyone”. In his *Great Didactic*, he wrote as follows:

“Nor can any good reason be given why the weaker sex should be altogether excluded from the pursuit of knowledge (whether in Latin or in their mother-tongue) [...]. They are endowed with equal sharpness of mind and capacity for knowledge (often with more than the opposite sex) and they are able to attain the highest positions, since they have often been

called by [...] to rule over nations [...] to the study of medicine and of other things which benefit the human race [...]. Why, therefore, should we admit them to the alphabet, and afterwards drive them away from books?”

- On the question of social integration, Comenius would have defended the urgent necessity to cultivate all intellects. For “the slower and the weaker the disposition of any man, the more he needs assistance. Nor can any man be found whose intellect is so weak that it cannot be improved by culture”. He would also have supported the need for the democratization of education. “The children of the rich and the nobles, or those holding public office, are not alone born to such positions, and should not alone have access to schools, others being excluded as if there were nothing to be hoped from them. The spirit bloweth where and when it will”. Comenius would therefore have defended his universalistic project for a single school system, entailing the obligation for all privileged social classes to promote education for all young people.

- On the question of life skills, he would undoubtedly have affirmed the primacy of action: “Craftsmen do not hold their apprentices down to theories; they put them to work without delay so that they may learn to forge metal by forging, to carve by carving, to paint by painting, to leap by leaping. Therefore in schools let the pupils learn to write by writing, to speak by speaking, to sing by singing, to reason by reasoning, etc. Thus, by good practice, all will feel at last the truth of the proverb: *Fabricando fabricamur*”. While this affirmation remains somewhat radical, inoperable and even for some a general principle, it shows the place that he wished to accord to skills.

He would also have risen up against verbalism or pseudo-knowledge associated with mere words, as distinct from the real knowledge created by the action of the pupil upon the objects of his study: “Languages are learned in schools before the sciences, since the intellect is detained for some years over the study of languages, and only then allowed to proceed to sciences, mathematics, physics, etc.” In that connection, Comenius was greatly criticized by his opponents for a concept of education that they deemed too anti-intellectualistic.

- Lastly, on the role of teachers, Comenius would have proposed, as he did during his epoch, to change teaching methods radically: “Serene and affectionate [the teacher] will treat his pupils with gentleness and paternal indulgence, with firmness but without severity, and he will have a kind word of encouragement for each of them. Through his pleasing personality, he will earn the trust and esteem of the pupils; accordingly, spiritual communion between the teacher and pupil can be achieved.” He therefore stressed the irreplaceable role of the human quality and personality of the teacher in transforming the school “into a place of joy and happiness” where those involved in education are the teacher, the pupils and the parents, who would collaborate harmoniously in a quest to adapt the entire education system to the personality of the pupil, regardless of age and level.

Thus, Comenius would have certainly been very happy to be in our midst at this Conference and would have greatly shared our concerns about the education of young people and its vital importance for the future of humanity as a whole.

In concluding, I invite all of you to visit, at level -1 of the International Conference Centre in Geneva, the exhibition presented by the Comenius Museum of Prague and I thank you for your kind attention.

Annex XIV

**Address by Ms Françoise Rivière,
Assistant Director-General, Office of the Director-General,
of the United Nations Educational, Scientific and Cultural Organization (UNESCO)
on the occasion of the Award of the Comenius Medal**

Mr President,
Ladies and Gentlemen,

On behalf of the Director-General of UNESCO, Mr Koïchiro Matsuura, I am honoured to address you at this Award Ceremony for the Comenius Medal.

Rightly, Comenius is known and revered as the “father” or “grandfather” of modern education. Comenius was not only a pioneer of modern educational methods but he also had a holistic vision of education. His educational philosophy, called pansophism or universal knowledge, aimed at bringing about worldwide understanding and peace. Although it was developed in the mid-seventeenth century, his educational philosophy is recognizably modern, especially for its understanding of learning as an unfolding natural process and for its empirical focus on how children actually learn. Thus, his ideas remain relevant today and are, indeed, a source of continuing refreshment.

It is therefore quite fitting that we are bestowing medals inspired by Comenius at a conference dedicated to exploring the theory and practice of quality education today. As the Director-General has stressed, our task at this gathering is to define and promote a “renewed vision of quality education” for all young people. This is a complex and difficult challenge because the question of quality cannot be separated from the serious problems facing education systems and institutions everywhere – problems such as youth unemployment; poverty and other forms of disadvantage and exclusion; intolerance towards cultural and ethnic diversity; insecurity; bad governance; wasteful and damaging uses of natural resources; violence against girls and women; and limited opportunities for democratic participation and effective citizenship.

Some of these issues have been examined by this Conference. My hope is that, in follow-up to this meeting, processes of reflection will be developed at the national level, processes that take place with the active and creative participation of young people. We need their insights, their perspectives and their experiences in order to reinvigorate our collective understanding of the challenges before us.

At the same time, it is clear that a “renewed vision” cannot be achieved without the strong commitment of the world’s education leaders or without the recognition of quality as a major issue on the education policy agendas of all Ministers of Education. Moreover, that “renewed vision” requires the intellectual commitment and professional dedication of the entire educational community made up of individuals and organizations. This community includes those we are recognizing at this moment: the Comenius Laureates. We believe that your excellence and outstanding work are vital to the task of building new utopias and generating visions of a better future in which humankind can realize its potential.

Ladies and Gentlemen,

I should like to thank Mr Pedro Nsinguí Barros who, in his capacity as President of the Council of the International Bureau of Education, chaired the jury appointed to evaluate and select

candidates for the Comenius Medal. I know it has not been an easy task in view of the very high and diverse quality of the proposed candidates.

May I also warmly thank the Ministry of Education, Youth and Sport of the Czech Republic, which offered UNESCO the opportunity to establish the Medal – as a joint undertaking.

Lastly, I wish to congratulate all the candidates and tell them how they inspire us to face the big challenges ahead. Your example is an inspiration to us all. On behalf of the Director-General of UNESCO, it is a great honour to award them the Comenius Medal.

Thank you for your attention.

Annex XV

**Speech by H.E. Ms Petra Buzková,
Minister of Education, Youth and Sports of the Czech Republic
on the occasion of the Award of the Comenius Medal**

Mr Chairman,
Distinguished Colleagues,
Ladies and Gentlemen,

I am deeply honoured to represent the Czech Republic on such an important occasion, to take part in the ceremony of awarding the Jan Amos Comenius Medal, joint medal of the Director-General of UNESCO and the Minister of Education, Youth and Sport of the Czech Republic. Personally I am very happy to meet the award winners. Their work and results, these are in fact the main reasons for our meeting today. I believe we will have enough time later for congratulations; but now, please accept from me an expression of respect and admiration. I think the medals could hardly have found better recipients. I am glad that the medal holders have accepted my invitation to visit the Czech Republic and will spend next week in the land of Comenius.

Jan Amos Comenius was one of the greatest sons of the country I have the honour of representing here. There is no doubt that Comenius felt very strongly about his relation to his motherland and nation. From European history we know too many examples of how destructive and distorted such love can be. But this was not at all the case of Comenius. I hope it will not be too audacious if I say that his deep feeling for his native country would have been well-matched with modern Europeanism and world citizenship, which are, it appears, the only firm guarantee of peace and prosperity on our continent and the world.

Modern Europeanism, world citizenship and the society based on education are indivisible values. But an educated society is needed by all nations of the world. Comenius stressed the methods and quality of education, which is the basis for growth and creation of values. Comenius himself thought and wrote in this manner. He was concerned with, I quote: “raising the cultural standard of all nations”. For this reason, too, I consider it very appropriate that the Jan Amos Comenius Medal is an international prize. Comenius was a Czech, perhaps also a European, but most certainly and in the first place, he was a humanist.

I wish you, distinguished colleagues, laureates of the Comenius Medal, to take the inspiration from his work and life and to safeguard the principle to which our Conference was committed – the right to a quality education for all people.

Annex XVI

Workshop Reports¹

Workshop 1A: Quality Education and Gender Equality

Rapporteur: Ms Maria Zulema Vélez (Colombia)

Assistant: Mr Luis Manuel Tiburcio (UNESCO-Guatemala)

Workshop 1A was moderated by Ms Carol Watson, Senior Adviser, UNICEF Education Section, who was assisted by Ms Lene Buchert, an official of UNESCO's Education Sector.

Panellists invited: Two of the panellists invited represented their governments and two worked for non-governmental organizations in the sector. They are:

- Ms Mona Moutaman Imadiddin, Director-General of Research and Development in the Jordanian Ministry of Education;
- Ms Marta Lafuente, Deputy Minister of Education of Paraguay;
- Ms Salome Anyoti, of the Forum for African Women Educationalists (FAWE), Tanzania;
- Mr Chokri Memni, education researcher and specialist of the CREDIF Foundation, Tunisia.

The document “Quality Education and Gender Equality” was the reference material for the debate. It had been prepared by UNICEF and previously distributed to participants.

The video “School Project for Girls of FAWE” was shown. This concerns a FAWE initiative in Rwanda seeking to encourage the education of secondary pupils in a girls’ boarding school through holistic contact. It emphasizes scientific and technological education, together with language learning and the development of skills.

Reactions from the panellists were heard, followed by a synopsis of points by Ms Watson. The main aspects highlighted by the panellists were:

- The importance of optimizing alternative approaches to learning, such as the play conversation and exchange of ideas;
- The importance in preparing curricula of subjectivity considerations;
- The desire of children to learn and their right to education: sufficient reasons for prompting governments to invest in human capital;
- The importance of participation of the various members of the community (young pupils and students, parents, media, donors, etc.) in the establishment of educational policies and decision-making;

¹ The document gathered here do not constitute “written reports” in the usual sense of the term. They are simply texts prepared at very short notice by the rapporteurs for the presentation of their oral reports at the plenary summing-up meetings for the workshops. Hence they have not been refined by their authors stylistically and/or linguistically.

- Parity as an element and indicator of secondary education policy, seen as a link for lifelong education;
- The challenge facing governments in situations of scarce resources;
- The need to address barriers to equitable access with educational approaches not conflicting with local cultures;
- The interlinkage between the three levels of education and the need for secondary school education to respond to the modern needs of women;
- A reduction of inequalities in order to achieve quality goals.

The debate opened and participants in the plenary spoke of their concerns. Representatives of 29 countries, several of them Ministers of Education, amplified the discussion. The panellists then made short presentations and replied to the concerns raised. The panellists and participants thanked the staff of the International Bureau of Education and the representatives of UNICEF for the excellent quality of the document and the video, the workshop's raw material.

The main topic of discussion was centred on the three points to do with the quality of young people's education, regardless of gender:

1. How to advance beyond access to education;
2. How to ensure that pupils stay on at school;
3. How to influence quality learning.

I present the statements divided into two major sections, one concerned with policies and the other with strategies.

Among gender **policies in education**, the following were identified:

1. The design of a framework permitting a "culture of equality", namely a policy framework or system with high government commitment that is mindful of the goals of gender equity;
2. The design of government policies guaranteeing the protection and promotion of human rights;
3. Capacity-building of teachers in human rights matters, gender topics and, in general, the vulnerability of societies;
4. A permanent quest for local, national and international cooperation, through resources and exchanges of experience and best practices;
5. Focusing on development of the human rights of women;
6. A cross-sectoral focus in the preparation and implementation of policies;
7. The establishment of a state policy to combat poverty as the main threat to the education system.
8. Removal of the costs linked to education.

Among the **strategies** identified by the group to achieve good quality in education, the following are highlighted:

1. Establish strategies leading to a reduction of poverty and social and economic inequalities. In situations of high poverty the minimum infrastructure for offering education is lacking;
2. Identify what causes young people to drop out of school. Several participants pointed to poverty and cultural traditions as the main causes of drop-out, chiefly of young people in secondary education;
3. Involve the media in combating stereotypes and in improving the image of women and the appropriate part they play in society;
4. Establish culturally relevant strategies regarding gender issues, for both girls and boys;
5. Consider the conditions in which multilingualism obtains, respecting differences and cultural diversity;
6. Identify specific educational strategies for pupils in urban and in rural areas;
7. Identify special strategies for vulnerable communities, with such problems as HIV/AIDS and other pandemics affecting the very structure of their societies;
8. Identify obstacles to the application of approved educational policies and laws;
9. Attune societies to acceptance of the birth of girls, and to the importance of education. Education prepares women to be good mothers, wives and members of society;
10. Carry out strategies seeking to improve the quality of education. The aspects identified include:
 - Psychosocial aspects;
 - Breaking of stereotypes;
 - Preparation of gender-sensitive material;
 - Strengthening of teacher training;
 - Inclusion in curricula of themes to do with tolerance and respect for diversity;
 - Use of information technologies in education;
11. Take advantage of the impetus of 2005 – Year of Millennium Goals and the elimination of gender disparity in education – to engage in collective action enabling education policies to be transformed into the genuine realization of practical actions.

Thank you very much.

WORKSHOP 1B: Quality Education and Gender Equality

Rapporteur: Mr Dr Simon A. Clarke (Jamaica)

Assistant Rapporteur: Ms Sonia Bahri (ED/STV/GSE)

The session began with a film, which tells the story of a Ugandan girl who was brought back to school with the assistance of the UNICEF Girls Education Movement (GEM), which was introduced by the Forum for African Women Educationalists (FAWE).

Moderator: Ms Therese Ndong Jatta (DIR/ED/BAS)

Assistant Moderator: Ms Isabel Byron (International Bureau of Education)

The workshop presenters and resource persons were:

- Honorable Andrew Thompson, Minister of Learning, Saskatchewan, Canada;
- Honorable Namirembe Geraldine Bitamayire, Minister of Education and Youth, Uganda;
- Professor Ernesto Schiefelbein of Chile, Comenius Laureate;
- Ms Golnar Mehran, expert from Iran.

The statements made by the presenters are summarized as follows:

1. Canada has a decentralized system of education. Each provincial jurisdiction is autonomous and is responsible for the development and implementation of educational policy. Educational achievement indicators show that girls are ahead of boys. In Canada gender equality is supported by law and access is guaranteed to all, regardless of age, gender, religion, race or ability.
2. The concept of quality in education is dynamic and needs to be adapted to the ongoing social, economic, cultural and political realities. With grass-roots participation and in particular with the involvement of the girls themselves, the challenge of quality can be met.
3. Traditional societies in developing countries perceive quality education as access to schooling and to related activities. For modern societies the emphasis is on educational outcomes, as a strategy to prepare learners for the demands and opportunities of globalization.
4. Quality education does not exist in a vacuum. Consideration of social, economic, political, cultural, historical and geographical diversities within and between nations is a crucial determinant of quality in a given society.
5. Gender stereotypical roles are key determinants of the level of access to education by male and female learners. Policy interventions should therefore address quality and gender equality taking into account the level of education of the country and the extent of cultural resistance to gender. In considering culture, care should be taken not to compromise standards.
6. The challenge is to give both men and women quality education by establishing national and international mechanisms that blend traditional perceptions with modern and internationally accepted models of quality without destabilizing the norms and traditions of the society.

7. Quality education from the gender perspective should not only target the acquisition of knowledge and skills. It should also empower both men and women to develop the skills of living together in harmony and peace and in an atmosphere that respects human rights.
8. To achieve quality, there is need for strategic planning that is sensitive to the context of gender issues and to available resources.
9. Research indicates that every girl in Latin America is enrolled in basic education. But after six years of schooling one half of these remain below acceptable levels of reading and comprehension. There is little awareness of the problem since the media and the general public do not read research reports. These poor results are attributed to the lack of competence of new graduates of Teachers Colleges and the fact that the best teachers are usually assigned to the higher grades.
10. Placing the best teachers in the lower grades would make a difference.
11. Gender equity is an indicator of quality education. Quality and gender equity are dialectically connected.
12. Education is not complete if it focuses on content only. The process of education is also very important. The process of education should include the inculcation of self-esteem, self-confidence and other personal attributes that will remain with the student long after the content is forgotten. A balance between the cognitive and the affective must be found.
13. Quality education is empowering both in the private and public domains and should be gender sensitive from the earliest years.

Following the presentations of the panellists, a rich debate followed with interventions from 14 countries and three NGOs. In addition to these, there were interventions from three students from the Netherlands, Norway and Uganda.

The points made during the general debate are summarized as follows:

1. Political will is required to provide the context for quality education and gender equity. A number of countries have made constitutional and/or legal provisions and established policies that guarantee the social inclusion of those who were previously excluded and deprived. An effort is being made in some countries to abolish the segregation of boys and girls into separate schools. Co-education is being introduced within the context of free and compulsory education. Efforts are also being made to remove the discrimination in the choice of vocational subjects. In one country, Home Economics is available to all girls and boys. Equality in schools leads to equality in the wider society.
2. Comenius, 400 years ago, advocated equal education for girls and boys. Today, we are still debating the issue.

Although efforts are being made to eradicate gender discrimination, some countries are constrained by social, economic and political factors over which they have little control. The large influx into one country of refugees fleeing hostilities in neighbouring states has put great strain on their education system. In that situation 52% of the students are girls. What is needed in that situation is urgent external help in the training of more teachers and in the provision of additional educational facilities and materials.

3. The perception of parents and their participation in the education of their children is important to gender equality. In establishing free and compulsory education, the law has placed the focus of attendance on parents. This has caused significant increases in access and attendance.
4. Empowerment goes beyond the classroom. There is a role for sports, drama, and cultural activities.
5. Greater advocacy is needed, if gender equality is to be achieved in the shortest possible time.
6. How we package educational programmes is important. Girls and boys not only learn differently, but they also learn for different reasons. Relevance is therefore important. We need to monitor and to make sure that planned outcomes are achieved. It is important to ask the youth for their opinions especially on matters that concern their well-being.
7. The issue of gender equality is sensitive. Rather than just focusing on girls, we need to have a more holistic approach to gender, which involves the considerations of the needs of both girls and boys. Poverty, HIV/AIDS and cultural barriers are often responsible for girls' exclusion. Non-formal education and peer education can be an appropriate way to reach girls.
8. The role of teachers is key. We must ensure that we get the best teachers who represent the cultural spectrum of the society from which the children come. The education system must be child-centred. Although the rights of children are often enshrined in legislation, the majority of children are incapable of ensuring the respect of these rights. They must be taught what these rights are and must have advocates on their behalf.
9. It is not the Ministry of Education alone that has the responsibility for ensuring quality education and gender equality. All sectors of government and the society must be involved.

In conclusion, we must move away from the gender stereotypes and the male paradigm by packaging and balancing programmes that are equally applicable to the needs of both girls and boys. We must focus our efforts more on implementation, always remembering that what we do must be learner-centred.

Summary

Key issues discussed and main messages to bring to plenary:

- (1) Poverty, HIV/AIDS and cultural barriers are responsible for girls' exclusion or drop-out. The relevance of content of education at secondary level was also considered as an issue by a young participant from Uganda.
- (2) The aim of education for both girls and boys should be the "autonomization" (autonomy).
- (3) **The issue of teachers**
 - a) Quality teachers
 - b) A growing number of female teachers could help female students to adopt positive attitudes towards studies and career development.
 - c) In some countries, too many female teachers can be a problem for boys.

- (4) **Strategies for girls' education** must be targeted because of the different contexts/cultural, social, economical, etc.
- (5) **More research is needed** to better understand the reasons for obstacles of girls' education. For example, to know why women are under-represented in the field of research.
- (6) And higher education – Results of research will help adopt policies.
- (7) Non-formal education and peer education could be an appropriate way to reach girls.
- (8) Policies toward girls' education is sometimes different from practice.

WORKSHOP 2A: Quality Education and Social Inclusion

Rapporteur: Mr Miquel Martínez (Spain)

Assistant Rapporteur: Ms Maria-Dulce Borges de Almeida

Workshop 2A was moderated by Dr Reyes Silvestre Tamez Guerra, Public Education Secretary (Mexico), who was assisted by Mr Massimo Amadio, IBE.

Panellists invited:

- Ms María Adriana Hornkohl, Deputy Minister of Education, Chile
- Professor Pierre Kita, Democratic Republic of the Congo
- Professor Russell Bishop, New Zealand
- Mr Ahmed Medhoune, Belgium

Considerations put forward

1. On the concept of exclusion

- 1.1 Two risks of exclusion were aired. The first was lack of the necessary skills for good results in one's working and social life. The second, more instrumental in character, concerns the lack of essential knowledge for understanding the complexity around us and learning autonomy, coupled with socialization and personal and collective responsibility. What was highlighted in this respect was the high potential for exclusion in the information and communication technologies, since they generate not only a real digital divide between nations but also a digital gap within countries.
- 1.2 **It was considered necessary to address the risks of exclusion by means of an integral approach presupposing special and joint attention with respect to poverty, nutrition, health and education.**
- 1.3 There was emphasis, as pointed to in the basic workshop document prepared by the Organization of Ibero-American States for Education, Science and Culture (OEI), on enlarging the concept of exclusion and viewing social vulnerability as a determining factor in exclusion, which may affect any population sector and relates the avoidance of social exclusion with the learning of cognitive, cultural, affective and ethical skills on the part of the individual.
- 1.4 It was argued that through education, and especially school education, there was an urgent need for self-confidence to be generated in individuals from the most vulnerable population groups and specifically the immigrant population, or from cultures and communities whose identity is sometimes overlooked.
- 1.5 The right and value of learning one's own language was emphasized, as was the value of linguistic diversity and the disappearance of linguistic prejudices in order to educate for the sake of greater social cohesion and inclusion.

2. On schools and other agents of education

- 2.1 Mention was made of the contradiction between the values conveyed by schools and those that society proposes, especially via the media. The school is not the only agent of education in values and for social inclusion. Society, the family and the media are agents of ethical learning and also of the learning of countervalue. **What is needed is an alliance with the media and their producers to encourage their self-regulation, and even regulation, depending on the necessary values training for the construction of inclusive citizenship based on responsibility, equity and human dignity.**
- 2.2 **Consideration went to the need to promote public policies concerning early childhood and the family that give rise to suitable conditions ensuring that schooling starts in a situation of the greatest possible equity.** Mention was made of the desirability of bringing education to bear on the training of parents, particularly in its moral and civic dimensions, and of making widely known the experiences of parents' schools in this respect.
- 2.3 Also brought up were various experiences and good practices as alternatives to the conventional model of secondary education that seek to: avoid school drop-outs; guarantee education for those who have not attended school; offer a second chance; achieve the enrolment of girls in areas where their contribution to production and the family's upkeep is necessary; and offer education to nomadic communities. Emphasis was also laid on the need to recreate educational models according to the context and the conditions of life of the children and youth of the place in question.
- 2.4 The importance was highlighted of the processes of the participation of young people in decision-making and their involvement in shared projects and in the problems of the community, as a medium and factor of training in values for tolerant, mutually supportive and responsible citizenship, and for social inclusion.

3. On funding

It was observed in various manners that the central, though not only, problem in most countries with problems of social exclusion was one of funding. The budgets of education ministries, it was stated, were quite inadequate for resolving the matter. The problems of coverage and universal provision continue. Despite considerable investment, the needs are much greater. Affirmative action and alliances are required that generate equity in the conditions in which each country addresses the issue.

4. On teachers

Constant consideration was given to the need to review the content and models of training for teachers, both in the initial phase and in the continuing and permanent phase undergone in their workplaces. The desirability was highlighted of offering teachers support systems based on evidence and good practices that foster improvement of their own teaching, and of providing opportunities for reflection on their tasks in the presence of third parties.

One matter highlighted was the need for more training of teachers in moral and ethical issues and in how to address their task in relation to the diversity of families and contexts to which their pupils belong.

Emphasis was laid on the need to intensify the training of teachers in skills enabling information and communication technologies (ICTs) to be fully used at school and in classroom learning.

5. On the school model

The school and in particular the dynamics of the classroom and the involvement of the school in the community were considered to be key factors in an inclusive education and for social inclusion. A greater autonomy of the school to permit deeper integration in the community and an attention that is respectful of and dependent on the needs of each pupil in a heterogeneous and plural learning space are characteristics that can help avoid vulnerability and social exclusion.

The institutional climate of the school and relations among peers and between teachers and pupils are spaces for the learning of values and countervalues that teachers must be able to regulate adequately in order to advance towards a model and reality of inclusive schooling making for social inclusion.

Proposals formulated

- 1. Implement economically viable solutions to connect rural or isolated schools to the Internet, making use of international alliances that reduce connection costs by including a maximum number of schools, community centres, and social and health services.**
- 2. Promote a coordinated effort between the hardware and software industries to develop low-cost technology and resources for education.**
- 3. Increase research in contexts of generalized poverty or vulnerability in order to make new media and their content genuine resources for an inclusive and better quality education.**
- 4. Advance towards a model education system that provides confidence and intensifies with affirmative action an education which is public, free, integrative and non-denominational, guarantees the learning of democratic values and, at the same time, achieves the commitment of all schools regarding educational projects. These are seen as needing to be involved in the community and to demonstrate in their learning content, practices and day-to-day scenarios that the schools are truly inclusive, avoid producing exclusive subjects and seek, through their formal and non-formal learning opportunities, the education of their pupils in democratic values while promoting social inclusion.**
- 5. Incorporate in school education knowledge of history and the reality of immigration and on the subject of religious phenomena and events such as may facilitate learning how better to live together in intercultural and plural societies with an outlook that does not point up differences but makes for dialogue and inclusion.**
- 6. Review the content, methods and skills to be acquired by educators and teachers in infant, primary and secondary education in order that they may carry out their duties to good effect in the area of traditional school education, in that of procedural, attitudinal, ethical and moral instruction, and in the treatment of diversity and due regard for the characteristics of the community in which they work. A climate has to be generated that makes the teaching profession attractive among better educated young people completing their secondary studies.**
- 7. Examine the question of the resources that countries have to earmark for debt payments with a view to setting aside a percentage to establish a fund guaranteeing the right of all to education and, in particular, literacy instruction, nutrition, health and early childhood and secondary education.**

WORKSHOP 2B: Quality Education and Social Inclusion

Rapporteur: Ms Suzy Halimi (France)

Assistant Rapporteur: Mr Richard Halperin (UNESCO)

After the screening of a particularly relevant video documentary, produced by Colombia, on the theme “Young peace-builders”, the workshop took place from 3 p.m. to 5.30 p.m. There were four panellists on the stage, followed by ministers and other delegations. There ensued a very substantial, multifaceted debate.

Moderator: Ms Mary Joy Pigozzi, DIR/ED/PEQ (UNESCO)

Assistant Moderator: Mr Sobhi Tawil (IBE)

Keynote speakers on the panel:

- H.E. Mr Juris Radzevics, Minister of Education and Science (Latvia)
- Mr Alejandro Tiana Ferrer, Secretary-General for Education and Science (Spain)
- Mr Francisco Piñón, Secretary-General of the Organization of Ibero-American States for Education, Science and Culture
- Mr Monji Bousnina, Director-General of the Arab League Educational, Cultural and Scientific Organization (ALECSO).

I cannot possibly do justice to all the speakers in the 10 minutes allotted to this report. I will at least try to identify the main ideas, expressed on several occasions, and attempt to organize them according to three main themes:

- Why are we debating the sources of the problem?
- How can education promote social cohesion?
- What kind of education? What is quality education in the service of social cohesion?

A. To the sources of the problem – the reason for the debate

- (1) Globalization: source of wealth, cooperation but also of international competition.
- (2) Economic competition is a source of social segregation: some benefit from progress and others are left by the wayside.
- (3) The lines of the social rift are becoming more marked within countries and internationally. The digital divide is just a recent example, symptomatic of the times.
- (4) Extreme poverty has not been eliminated. The poor, children out of school, child soldiers and others are all outside the social mainstream, living on the margins.
- (5) Such marginalization and exclusion are sources of violence and insecurity, representing a threat to our societies.

- (6) Learners are detached from their environment, as there is a conflict between messages from school and messages from the media, leading to the loss of a frame of reference and questioning of values. Alternative globalization is one aspect of that questioning.

To varying degrees, these problems exist in every country; they are at the core of the concerns of ministers, hence the wish to exchange experiences and learn from each other.

It seems to everybody that the fundamental mission of education is to restore social cohesion – how?

B. How can education work towards “smooth inclusion”?

In Lisbon, in 2000, the ministers of the European Union declared that education would ensure social cohesion, since it would shape the young men and women who would make the world of tomorrow.

- (1) Increasing equal opportunities by opening up access to knowledge to a growing number of young people and the not-so-young.
- Jomtien and then Dakar set the deadline of 2015 for the goal of basic education for all.
 - Most ministers who spoke aimed higher: the need to extend to the greatest number possible the benefits of secondary education as well.
 - Lifelong learning. Education is a continuity; each individual has the right to train at adult age. Everybody must have a second chance.
 - Validating the achievements of non-formal education also enables adults trained in the school of life to rejoin the ranks of students in formal education.
- (2) Trying to do something about the most fragile communities.
- People with disabilities, children of travelling communities, cultural and social minorities, girls still in many countries, especially in rural environments, refugees, displaced people and Rom. Several personal accounts were given of efforts made in various places to bring them into schools, so as not to leave them marginalized and excluded.
- (3) Teaching young people to **live together**.
- To look for the other in their diversity.
 - Dialogue is important but is not enough – we talked about the interaction of cultures, a dialectic of coming and going between internal and external exclusion.
 - Shaping the citizens of tomorrow – it is impossible to build a world without others.
- (4) “Taking charge of proximity” – education by itself can achieve nothing. Education for social cohesion depends on close cooperation involving political elements (ministers), cultural elements (religious leaders) and civil society.

This networking of partnerships is hoped for nationally between the schools of a region or country and internationally (Associated Schools).

- (5) Proposal to set up an international fund encouraged by UNESCO to help the poorest children and countries.

C. What kind of education can achieve these goals?

Need to define quality education in the service of social cohesion.

(1) Content/knowledge.

- Redefining the academic programmes of formal education; literacy; a firm knowledge base enabling young people to enter working life, without forgetting education about the environment and sustainable development.
- Going beyond basic education – aiming at mass secondary education where it has not yet been achieved.
- Forming citizens.
- Making young people the actors of their own future.
- Involving them in collective projects.
- Teaching them participation and the role of dialogue.

(2) Differentiated education.

- Above all in fragile communities, with high drop-out rates, failure has to be combated.
- Here the notion of equity replaces that of equality, since treating all children in the same way in the same mould leads to new inequalities. More must therefore go to those who have least. This affirmative action allows the inclusion of the most underprivileged. For them, traditional care is not enough.
- Giving the same aspects of quality teaching to public education and private education, especially if it is profit-making. Free schooling is fine, but classes of 90 pupils will not help each one to success.
- Different paths – being able to follow pupils at their own pace, adapting an evaluation to the individual paths, taking into account progress made, the efforts of each and not just an end result.
- * Making school a neutral space where each can develop freely with due regard for their own identity and that of others, but avoiding displays of communitarianism and “us and them” attitudes.

(3) Quality teachers.

- The role of the teacher is fundamental. However, many teachers are not trained to cope with the new challenges of the modern world.
- Rethinking their training at the highest level of skills (higher education training), organizing ongoing training because for them, too, teaching is lifelong learning, applying the foregoing to heads of institutions as well (cf. Workshop 4 on teachers).

In conclusion:

There are challenges and considerable dangers for the future of democratic societies.

There is a need for dynamism, open approaches and new ideas.

Much remains to be done owing to the ingrained bias of social determinism. School problems are still overwhelmingly linked to the family and social context of learners.

However, there is increasing awareness and it is a message of trust and optimism that came out of this workshop, where it was said that we are “on the path of hope”.

Workshop 3A: Quality Education and Competencies for Life

Rapporteur: Ms Lubov Draganova (Bulgaria)

Assistant Rapporteur: Ms Dakmara Georgescu (IBE)

Introduction

Workshop 3A on the theme “Quality education and competencies for life” was moderated by Mr Wataru Iwamoto, Director of UNESCO’s Division of Secondary, Technical and Vocational Education, assisted by Ms Sonia Bahri, also from UNESCO.

The main speakers were H.E. Mr Osman Farruk, Minister of Education of Bangladesh, H.E. Mr John Mutorwa, Minister of Basic Education, Culture and Sport of Namibia, Professor Radu-Mircea Damian, Minister of State for Education of Romania and Professor Fernando José de Almeida of the University of São Paulo.

Thanks to the skilful moderator, Mr Iwamoto, the debates in the workshop were interactive and the very image of what we, as educators, would like to see in our schools and communities.

More than 30 statements were made by ministers, ministers of state, ambassadors, professors and experts from different regions of the world.

We watched a video presenting Finland’s experience of education for skills based on participation, equal opportunities and making pupils responsible for managing conflicts themselves through discussion, and looking at the experience of having a mentor in each class, a sort of ombudsman or mediator to resolve conflicts. Indeed, the whole film aroused keen interest. The immediate reaction of the speakers was unanimous. The model of Finland is a good practice for participatory and creative education. Life is good in Finnish schools and young people are happy to go to them. Such was the conclusion of many speakers but the film also raised several questions:

- How can competencies be evaluated in practice?
- What is the methodology for class work?
- When, and at what level of education, does this practice start and stop in Finland? What about “application” and “assessment”? Is the teacher not less visible in the process of learning for life?
- What would the role of the teacher be?
- Are the programmes flexible enough for pupils’ proposals to be taken up and integrated without change?
- What kind of training is needed for teachers so that they can respond appropriately to the requirements of young people and real life?

The workshop expressed a strong desire to hear our colleagues of Finland, which would enhance our discussions today.

- (1) Some major themes for thought emerged from yesterday’s productive debate, which emphasized highly varied experiences:

We do not have the task of finding a definition. The relevance of the content of education in competencies for life, and what that entails is needed changes in traditional curricula.

Given the needs and values of young people, the balance between academic and practical education, teamwork, learning about difference, non-violent conflict settlement and the overhauling of textbooks is a major theme.

- (2) Interaction between the various social actors: schools, communities, families, religions, the media and decision-makers.
- (3) Developing human resources and apposite programmes of initial and subsequent training for teachers and educational staff to cope with real-life situations.
- (4) Forming sustainable skills so as to ensure success for all by adopting the necessary measures and respecting identities.
- (5) Evaluating and validating competencies for life using precise criteria (along the lines of the OECD Programme for International Student Assessment, PISA).
- (6) Elaborating a system of horizontal mobility to forestall social rifts, the marginalization of young people and school failure.
- (7) Ensuring generic skills, forming autonomous, critical and creative thinking in young people, teaching them to communicate to live together and manage crisis situations in specific contexts.
- (8) Promoting education for democratic citizenship involves an approach far wider than civic education. European Year of Citizenship through Education, 2005, proclaimed by the Council of Europe, is an opportunity to launch a dialogue that is not solely European but cuts across regions on cultural and linguistic diversity, intercultural understanding, and how to be a good citizen in the twenty-first century.
- (9) Preparing young people for the world of work/labour market. How preparation “for life” is strongly linked to preparation for the world of work (not just for the labour market). This means that young people have to develop skills to ensure that the values of public and professional life converge.
- (10) Not to “absolutize” quality education as it is not incompatible with quantity, which means that education must be ensured for all by forming survival skills, a critical operation for many countries.
- (11) Forming skills in information and communication technologies.

In conclusion, a few key messages may be formulated:

- Competencies or skills are not an end in themselves but the idea is the promotion of peace, solidarity, respect for others and giving equal opportunities to young people to face up to challenges and opportunities globally.
- The quality of education in different national contexts has many dimensions. There is no single solution but there are generic competencies common to all, as shown by the Paolo Freire method.

- Expanding and activating internal cooperation with the aim of exchanging rewarding experiences, and finding ways of financially assisting the efforts of developing countries to ensure quality education and form competencies for life for all wherever they may be.
- Promoting interaction between the private and public sectors to ensure not only quality education but also quality of life.
- Diversifying programmes to prevent school failure, providing as many opportunities as possible and establishing a close link between education and the economy so as not to exclude from real life those from different backgrounds.
- Extending firm commitments of governments to education for democracy. Such competence is very important for the framing of education policies in every country in the world and defining priorities and directions of action.

I would like to end by emphasizing that the debates in Workshop 3A were constructive, looking to the future of our societies. They were marked by hope, with no defeatism, and a full awareness of the priority of education, as schools are life itself and training for life starts there. At the same time, we must not forfeit the realistic approach in the classroom or always expect the absolute maximum of schools.

WORKSHOP 3B: Quality Education and Competencies for Life

Rapporteur: Mr Sobhi Tawil (IBE)

The workshop devoted to the important and difficult issue of quality education and competencies for life was moderated by Mr Ole Briseid, Deputy Permanent Delegate of Norway to UNESCO. He was assisted in this role by Ms Christine Panchaud of the International Bureau of Education.

Mr Briseid briefly introduced the session by recalling the rationales, which are informing the shift from knowledge- and skills-based approaches, to competency-based approaches in the education and training of youth. These rationales derive from the recognition of the increasingly interconnected facets of social change we so often qualify as globalization, and they include the rapid development of ICTs, the intensification of patterns of migration, the dramatic spread of the HIV/AIDS pandemic, the increased incidence and changing nature of armed conflict, environmental degradation, and the exacerbation of inequalities both across and within societies.

The moderator also proposed a framework for the discussion organized around three main clusters of questions related to content, methodology, and assessment:

- (1) What are basic competencies for life? Is it possible to agree on an international set of generic basic competencies?
- (2) How are such competencies to be developed? What teaching and learning methodologies do they imply? What type of curriculum? What profile of teachers is required? Are conventional approaches to schooling an adequate model?

And finally,

- (3) How do we assess these competencies? What evaluation methods are to be used?

The introductory video based on the Finnish model of the comprehensive school provided an initial illustration of possible responses to the first two questions. The video illustrated very vividly the increasingly participative and inquiry-based teaching and learning methods used, including cooperative teaching, mentoring, peer learning and mediation in view of developing skills of cooperation and communication, as well as competencies related to environmental protection, natural resource conservation and interpersonal conflict prevention.

This was followed by brief presentations by the three panellists:

- (1) The Minister of Education of Guatemala, Her Excellency, Maria del Carmen Aceña.
- (2) Professor Amédée Joseph Alexis Odulami of Benin
- (3) Professor Marc Bray, President of the World Council of Comparative Education Societies (WCCES).

The three panellists provided crucial insight for the debate that was to follow by highlighting the importance of local context in defining the content and methods associated with the development of competencies for life. Attention was drawn to the limits, as well as to the challenges of comparative perspectives when exploring issues such as the quality of formal education, the definition and selection of competencies, or approaches and methods for developing and assessing them.

1. Basic competencies for life

In attempting to identify basic competencies for life, we had an enriching and at times frustrating session. The discussion touched upon the generic components of basic education defined in terms of literacy, numeracy and life skills, referring to a range of skills including communication, cooperation, negotiation, as well as livelihood and entrepreneurship skills. We mentioned creativity and “taste for life”. We also discussed skills related to learning to learn, and learning to reflect upon the future, to competencies defined in terms of the ability to act autonomously, to use technologies interactively and to interact in heterogeneous groups. Finally, a number of participants stressed the importance of competencies related to the ethical dimension of education and training, or of “learning to be”.

The initial attempt to agree upon a generic set of competencies, and to try to establish a repertoire of competencies highlighted three essential issues:

- The *conceptual confusion* that often surrounds discussion on competencies. The repertoire of “competencies for life” that we attempted was in actual fact a listing of skills, abilities, values, attitudes, as well as competencies. Distinctions could be established between (i) values that orient our attitudes and behaviours; (ii) practical skills related to a range of technical applications; and (iii) the broader term of competencies. Competencies were ultimately defined in terms of the ability to mobilize specific knowledge and skills in a given situation in order to resolve a specific problem: in essence, “knowing how to act”.
- The crucial *importance of local conditions*. If competencies are to be defined in terms of problem resolution in given situations, the local context is crucial to the definition of what these competencies may be. A range of examples illustrated this diversity of contexts. To cite but those presented by the panel, we heard about the challenges in the acquisition of basic literacy skills when access to, and participation in, schooling remains problematic, or when there is an inadequate supply of basic resources such as books and other reading materials. It also included the challenge of developing vocational skills and competencies through the traditional model of general secondary education when an estimated 95% of the active population is engaged in the informal sector of the economy.
- The *tensions* between:
 - local conditions and international realities;
 - the need to define context-specific competencies and the desire to establish international standards;
 - competencies required for national development and cohesion and globalization and the challenges of ensuring and maintaining a balance between these.
- Given these considerations, it was thought important to *avoid reinventing the wheel*. The work of the Delors Commission and the four pillars of learning that it defined are still relevant guides for dealing with these challenges. Furthermore, it was recalled that there are numerous examples of grass-roots initiatives, pilot projects and local capacities that can be built on.

2. Developing basic competencies

The paradigm shift from a traditional knowledge-based approach, to a skills-based and ultimately, an integrated competency-based approach, reflects a shift from an educational paradigm that is turned towards the past to one that is oriented towards the present and the future. This orientation towards a present that is volatile and ever changing, and a future that is invisible and unpredictable has a number of implications for how competencies for life may be best developed. In insisting on the development of competencies for life, it is crucial to stress:

- That *knowledge is integrated in social life*. A number of competencies therefore need to be developed through productive activities, social work, volunteering, community involvement and project-based learning.
- The *limits of formal education*. Not all competencies can be acquired through schooling. It would thus be important to stress the link, not only between formal and non-formal educational opportunities, but also between formal education and the competencies that may be acquired through informal learning experiences. To focus solely on formal education for the development of competencies for life places unrealistic demands on the formal education system.
- Similarly, *curriculum cannot do everything*. Consequently, co-curricular activities are of paramount importance in developing a number of competencies.
- In developing competencies among learners, it is essential to also consider what *competencies teachers require* to ensure that appropriate environment and opportunities are provided for learners. The crucial role of teachers and trainers as role models was highlighted. Just as youth are to be placed at the centre of the learning process, so too should teachers be placed at the centre of social concerns.
- *School as learning organization*. Teachers need to be more fully integrated as partners in the management of schooling and of learning. As learning organizations, schools need to build their capacity, building an awareness of their strengths and weaknesses as learning environments. An awareness and understanding of these critical social issues, and adequate preparation in how to deal with them in education is an essential element of teacher training.

3. Assessment

- If competencies are defined as the ability to mobilize appropriate knowledge, values, skills, and if assessment is seen as part of the learning process, then the assessment of the degree to which competencies are being developed needs to be undertaken in real-life situations. It follows from this that there is a *role for the community in assessing certain life skills*. This is particularly true for social and civic competencies.
- The greater mobility that characterizes the global system that we live in nevertheless requires some form of accreditation. There is therefore a resulting *tension* between grading systems and the *need for certification* and the *process of formative evaluation* undertaken in specific problem situations.
- If we accept that numerous competencies may be acquired through informal learning experiences, there is a consequent need to seriously consider the issue of the *recognition and accreditation* of competencies acquired through informal learning experiences.

- Finally, we would need to *move away from the notion of “failure”* in learning. In order to do so, new level descriptors of skill scores rather than traditional learning schemes need to be developed in each context. These descriptors would be based on definitions of profiles of learners in their transition from both one level of learning to another, as well as from a given learning cycle to the world of work. This is an open area of research.

WORKSHOP 4A: Quality Education and the Key Role of Teachers

Rapporteur: Mr Du Yue (China)

Assistant: Ms Isabel Byron (IBE)

The round table was moderated by Mr Georges Haddad, Director of the Higher Education Division of UNESCO, assisted by Mr Massimo Amadio, of IBE.

Panellists were Her Excellency, Ms Rosalie Kama-Niamayoua, Minister of National Education of the Republic of the Congo, His Excellency, Mr Khaled Toukan, Minister of Education of Jordan, Mr Elie Jouen, Assistant Secretary-General of Education International, and Mr Daniel Maximo Pinkasz, of the Latin American Faculty of Social Sciences (FLACSO), Argentina.

The round table began with a video produced jointly by the Ministry of Education of Jordan and the IBE, portraying the Ministry's efforts in teacher training and professional development to meet the needs of education in the twenty-first century, particularly in the area of new technologies. The film was highly appreciated by the participants who congratulated the Government of Jordan for its innovative efforts in teacher education. As summed up afterwards by the panellists, the video showed the importance of encouraging the teacher to be a constant learner ready to adapt to new situations. The film offered an optimistic view of the new role of the teacher, showing that teachers do not necessarily resist change if time is taken to provide relevant training and convince them of the advantages of change. The video underlined that teachers are the pillars of reform and showed the attraction and importance of the new technologies for education in today's world, which if properly used can enhance educational quality. However, it should be recognized that the introduction of new technologies into teaching is a tremendous cultural change and considerable efforts are needed to make a success of this innovation.

Presentations of panellists

Panellists were concerned to define the concept of quality before exploring its relation to the role of teachers. Quality is seen as a complex and ambiguous term and it was felt important to arrive at some clarity of definition in such a debate. It is ultimately to be judged by the impact of education on the student, and the teacher is perhaps the key player in determining student outcomes. Quality cannot be measured narrowly in terms of student performance or outputs but in terms of inputs, what and how students are taught (the content and process of education), which largely determines that performance. It is thus integral to the conception and design of the national curriculum and the values and ideas which this carries. The search for quality is a permanent quest and the way it is conceptualized changes with time. Quality should be seen as a goal for all students, not for a privileged few. It can only be arrived at through broad social partnerships and dialogue. Criteria for quality include school access and infrastructure and environment, student-teacher ratio, teaching learning resources, adequate learning time, adaptation of the curriculum to current social environments and needs (HIV/AIDS, other health challenges, environmental issues, family life, among others), student health and home/family environment, parent attitudes, as well as all issues related to teacher recruitment, treatment, training and retraining.

The fundamental dialectic between the competence of teachers and the concept of quality was recognized by all panellists. Situations around the world range from those where there are huge numbers of untrained teachers and no adequate training system to those where there is a professional body of teachers and where the concerns are to further improve teacher professionalism. Thus, concerns and priorities of countries vary considerably between the North and the South. Nevertheless, the primordial role of the teacher in ensuring quality education is

universally acknowledged. The need to revalue the teachers' role in society was underlined. Teacher training, teaching conditions and teacher motivation were thus pinpointed as key contributors to achieving educational quality. The argument for relevant and adequate teacher education and professional development was underlined by a call for teaching to be recognized as a profession in its own right which merits sufficient investment by government and aid donors. At present this is not the case. Teacher education must form an integral part of educational planning strategies. Innovative approaches to teacher education must be shared. Teachers from developing countries struggling with debt repayments retain the right to training opportunities and innovative measures must be found in response to this dilemma.

Teachers' working conditions are directly related to teacher motivation and ultimately to teachers' performance. Very low salaries and poor working conditions, and also school violence, are all likely to have a direct negative impact on teacher performance.

The changing role of the teacher was emphasized and directly related to the importance of appropriate training in order to meet current social realities and needs. Training must go way beyond academic teaching. Teachers are called upon to be animators, mediators, and social workers. As professionals, teachers should be allowed some degree of flexibility and freedom to reshape their roles. This points to the need for less rigid and more innovative curricula, for teacher participation both in curriculum design and in the design of their own training. Furthermore teachers should be encouraged to learn for their own enjoyment and personal development.

While it was felt that there is need for an accountability system for teachers, it was acknowledged that any such system must take account of the prevailing conditions in which teachers work, whether in terms of physical conditions or professional liberty. Teachers cannot be made accountable in situations where governments do not show responsibility towards them.

Finally, the importance of the role of teacher associations and trade unions increasing teacher professionalism and empowerment was acknowledged.

Statements by participants

A total of 22 statements led to a rich and lively discussion. There were statements by seven ministers or heads of delegations, 13 other delegates, including a student representative from Norway and two non-governmental organizations. These statements reiterated many of the points made by the panellists, as well as adding others. The central concerns related to:

- (1) An acknowledgement of the overall importance of teacher education which contrasts with the existing reality of most developing countries where provisions for training are highly inadequate and have been deteriorating over the last decade or more. In Benin, for example, three quarters of teachers remain untrained. A number of African countries as well as the NGO, Education International, denounced present structural adjustment policies that demand a halt to or severe reduction in teacher training, reduced recruitment of teachers or recruitment of voluntary or contractual teachers. These measures have led to a worsening situation in these countries while at the same time demands are being made to increase both access and quality in education. A passionate call was made for a more humane and rational approach by the international educational community, with UNESCO being congratulated for its more humanist approach.
- (2) The poor salaries paid to teachers in most developing countries that lead to their lack of motivation and their need to seek additional employment. South Africa referred to the growing problem in developing countries of "teacher poaching" by developed countries,

where trained teachers are lured abroad by the offer of better salaries and working conditions. In contrast, Japan reported on its highly commendable efforts to give full value to the teaching profession by providing salaries 5% higher than those offered to other civil servants and good training opportunities. Palestine however, pointed out that in a recent survey of its teachers, respect and freedom in their profession were cited by them as the most important factor affecting their motivation, rather than salaries.

- (3) Poor physical conditions under which teachers work in many countries, including huge class sizes, double shifts and multi-grade classes, which also affects motivation.
- (4) The changing nature of education and society which demands that teachers take on diverse new roles such as researchers, guides and motivators, life skills and health educators. Teachers need a grounding in human rights and social responsibility and training as reflexive practitioners. They should be good role models in terms of the ethics and values they transmit to their students. They need to learn to develop democratic relationships with their students while maintaining a leadership role.

Nevertheless, many countries are making valiant efforts in the face of economic hardships to improve situations for their teachers. Morocco for instance, has introduced a series of measures to improve teachers' living and working conditions including in the areas of housing and insurance. Rwanda has established teacher-training institutions for primary education in each province and is attempting to invest in new technologies.

In training, the important resource of experienced teachers must be drawn upon. While it was agreed that appraisal of teachers was vital, it was pointed out this should not be done as a form of menace or punishment but a form of encouragement where teachers may be shown their strengths and allowed to discuss their areas of weakness.

Finally, from the student perspective, the student from Norway suggested that for teachers to improve the quality of their performance, they must see their students as individuals and must constantly listen to and respect their needs. She called for increased cooperation and collaboration both among teachers, and among teachers and their students.

In the face of existing difficulties it was pointed out that although the existence of trained teachers in schools was essential, it was important to recognize the value of educators other than teachers who could bring much of value to children's education.

The debate was summed up by an acknowledgment that despite their vital importance, teachers cannot be seen as the answer to, neither the cause of, all educational problems.

WORKSHOP 4B: Quality education and the key role of teachers

Rapporteur: Mr Jean-Jacques Randriafamantanantsoa (Madagascar)

Assistant Rapporteur: Ms Maria-Dulce Borges de Almeida (UNESCO)

Excellencies, Ladies and Gentlemen,

Workshop 4B was moderated by Mr William Ratteree of the International Labour Organization (ILO). He was assisted as moderator by Mr Richard Halperin of UNESCO.

The four panellists were:

H.E. Mr Moustapha Sourang, Minister of Education, Senegal

Dr (Ms) Tara De Mel, Secretary, Ministry of Education, Sri Lanka

Mr Guntars Catlaks, Education International

Mr Matthis Behrens, Director, Institut romand de recherches et de documentation pédagogique (IRDP), Neuchâtel (Switzerland).

There were 16 statements by ministers, delegates and representatives of NGOs.

The session started with the screening of a video entitled “Teachers in training to learn how to live together”, produced by the National Institute of Education in Sri Lanka and the German Agency for Technical Cooperation (GTZ). Its aim is to encourage peace through education, using future teachers in initial training.

The main points to emerge from the workshops were the following:

There is a close relationship between quality education and quality teachers. Education must work as a partnership, so that there is social dialogue between government, local authorities, schools, teachers and unions. Account must also be taken of the realities on the ground in any planning of educational reform.

The presentation of the four panellists and the debates with the participants during the workshop were grouped according to the four sub-themes of the working document.

First: Teaching: a demanding and constantly evolving profession

Teachers must have basic skills. However, in their training for and exercise of the profession, they must be open to other fields to respond to new needs, such as: education for peace and solidarity (the example of the video), HIV/AIDS, information and communication technologies (ICTs), mediation of social conflict, gender balance, cultural diversity, human rights, democracy and life skills.

Second: Recruiting quality teachers

In order to have qualified teachers, governments must make a considerable recruitment effort by improving pay and incentives, especially for teachers in rural and underprivileged areas. Any recruitment system based on short training and lower pay (voluntary or contractual) so as to make up for teacher shortages should provide for public service career prospects.

This is all important but a balance must be found between the capacity to make do with national resources and the need to act.

Nevertheless, many countries could very well increase the proportion of the budget given over to education according to needs (Senegal sets aside 40% of its budget for education and intends eventually to increase that share to 50%).

In addition to the material advantages, social recognition of the irreplaceable role of the teacher is an incentive enabling governments to retain qualified, motivated teachers. Moreover, the existence of a career plan can be a driving force in recruitment and retention.

The departure of many qualified teachers through proactive recruitment to reduce the shortage in developed countries (teacher poaching) is an enormous loss for the countries that have trained them. (It is globalization and the law of the market.) This practice has been the subject of a protocol prepared by the Commonwealth to try to regulate cross-border recruitment.

Third: Initial and continuing training for teachers

It is important to have basic initial training. However, more emphasis should be placed on continuing training while keeping a balance between the two. The first sub-theme, Teaching: a demanding and constantly evolving profession, showed us that teachers need lifelong training. New skills are required by that evolution; hence the importance of continuing training. One of the participants said: “We do not learn for school; we learn for life.”

By way of example, participants raised the following points:

- Training teachers to take part in school projects and to manage crises;
- Training makes it possible to strengthen working capacities and thus develop the confidence of teachers (distance training, use of information and communication technologies);
- Developing the learning of dialogue, autonomy, assessment and self-assessment with the assistance of tools and indicators that also take account of the learning process in all its aspects.

Fourth: Accompanying and supporting teachers

Concerning this sub-theme, there is a need to:

- Strengthen the capacity of teachers to take part in school management;
- Work to strengthen respect and trust between those involved in schools (heads, teachers, pupils and parents);
- Develop and/or increase the professional liberty and autonomy of teachers in a balanced way and in line with national education policy.

The following conclusion is obvious and sobering. We cannot achieve quality education unless these four points are taken into account by those responsible locally and nationally for education. We must strengthen respect for the professional liberty of teachers, as a key element in giving them more responsibilities and improving the quality of their work.

Thank you.

ANNEX XVII

**LISTE DES INTERVENANTS DANS LES DEBATS
LIST OF PRINCIPAL SPEAKERS AT THE DEBATES
LISTA DE PARTICIPANTES EN LOS DEBATES**

**DÉBAT INTRODUCTIF / INTRODUCTORY DEBATE / DEBATE
DE INTRODUCCIÓN**

Répondre aux besoins éducatifs des jeunes pour une mondialisation à visage humain/Responding to the educational needs of the young to bring about globalization with a human face/Responder a las necesidades de los jóvenes en materia de educación para alcanzar una mundialización con cara humana

Modérateur / Moderator / Moderador

- S. Exc. Mme Rosalie KAMA-NIAMAYOYA
Ministre de l'Education nationale
République du CONGO

Assistant / Assistant / Asistente

- M. Firmin Edouard MATOKO
Directeur du Bureau de l'UNESCO à Bamako

Intervenants / Principal speakers / Participantes

- Mrs Ruth KAGIA, Director of Education for Human Development Network, World Bank
- Mr Francisco RAMIREZ, Professor of Education, University of Stanford

Du fait de la célébration de la Journée internationale de l'alphabétisation, le Débat introductif a dû être raccourci. Ainsi, seul un ministre par groupe électoral aura la possibilité de s'exprimer durant ce débat.

Because of the celebration of the International Literacy Day, the Introductory debate had to be shortened. Consequently, only a minister by electoral group will have the possibility to express himself during this debate.

Debido a la celebración del Día Internacional de la Alfabetización, el Debate de Introducción a sido reducido. Por lo tanto, solamente un Ministro por Grupo electoral tendrá la posibilidad de expresarse durante este debate.

**INTERVENTIONS DES MINISTRES / MINISTER'S STATEMENTS /
INTERVENCIONES DE LOS MINISTROS**

Groupe électoral I/Electoral Group I/Grupo Electoral I:	LUXEMBOURG
Groupe électoral II/Electoral Group II/Grupo Electoral II:	BULGARIE
Groupe électoral III/Electoral Group III/Grupo Electoral III:	THAILANDE
Groupe électoral IV/Electoral Group IV/Grupo Electoral IV:	ARGENTINE
Groupe électoral Va/Electoral Group Va/Grupo Electoral Va:	ETHIOPIE
Groupe électoral Vb/Electoral Group Vb/Grupo Electoral Vb:	QATAR

DEBAT FINAL / FINAL DEBATE / DEBATE FINAL

**Promouvoir les partenariats pour le droit à une éducation de qualité pour tous les jeunes /
Promoting partnerships for the right to a quality education for all young people/
Promover las asociaciones en pro del derecho a una educación de calidad para todos los jóvenes**

Animateur/ Moderator/ Moderador

- Hon. Mr Andrew THOMSON
Minister of Learning
Saskatchewan
CANADA

Assistant

- M. Firmin Edouard MATOKO
Directeur du Bureau de l' UNESCO à Bamako

Intervenants/ Principal speakers/ Participantes

- Prof. Carlos Augusto ABICALIL,
Député au Parlement national
BRESIL
- Mrs Mary HATWOOD FUTRELL
Former-President
Internationale de l' Education/Education International (EI/IE)
- Mrs Jana HUTTOVA
Director, Education Support Programme
OPEN SOCIETY INSTITUTE
- M. Bruno MASIER
President
WORLD TRADE POINT FEDERATION
- M. Martin ITOUA
Président de la Fédération africaine des Parents d'élèves (FAPE)

ANNEX XVIII

LISTE DES INTERVENANTS DANS LES ATELIERS LIST OF PRINCIPAL SPEAKERS AT THE WORKSHOPS LISTA DE PARTICIPANTES EN LOS TALLERES

ATELIER 1 A / WORKSHOP 1 A / TALLER 1 A

Qualité de l'éducation et égalité des sexes / Quality Education and gender equality / Calidad de la educación e igualdad de género

Modérateur / Moderator/ Moderador

- Ms Carol WATSON
Senior Adviser, Education Section,
UNICEF

Assistante-modérateur / Moderator Assistant / Asistente Moderador

- Ms Lene BUCHERT
ED/BAS/PE

Intervenants / Principal speakers / Participantes

- Mrs Mona Moutaman IMADIDDIN,
Director General of Research and Development
Ministry of Education
JORDAN
- Sra Marta LAFUENTE
Vice-Ministra de Educación
PARAGUAY
- Mrs Salome ANYOTI
Forum for African Women Educationists
(FAWE) TANZANIA
- M. Chokri MEMNI
CREDIF
Tunis

Rapporteur/Rapporteur/Relator

- Sra Maria Zulema VELEZ
COLOMBIE

Assistant Rapporteur / Rapporteur assistant / Asistente Relator

- M. Luis Manuel TIBURCIO
UNESCO GUATEMALA

ATELIER 1 B / WORKSHOP 1 B / TALLER 1 B

**Qualité de l'éducation et égalité des sexes / Quality Education and gender equality /
Calidad de la educación e igualdad de género**

Modérateur / Moderator/ Moderador

- Ms Therese NDONG JATTA
DIR/ED/BAS
UNESCO

Assistante modérateur / Moderator assistant / Asistente Moderador

- Ms Isabel BYRON
IBE-UNESCO

Intervenants/ Principal speakers/ Participantes

- Hon. Mr Andrew THOMSON
Minister of Learning
Saskatchewan
CANADA
- H.E. Mrs Namirembe Geraldine BITAMAZIRE
Minister of Education and Sports
UGANDA
- Sr. Ernesto SCHIEFELBEIN
CHILE
Lauréat COMENIUS
- Ms Golnar MEHRAN
Expert
IRAN

Rapporteur/ Rapporteur/ Relator

- M. Simon CLARKE
JAMAIQUE

Assistante Rapporteur / Rapporteur assistant / Asistente Relator

- Mme Sonia BAHRI
UNESCO

ATELIER 2 A / WORKSHOP 2 A / TALLER 2 A

**Qualité de l'éducation et inclusion sociale / Quality Education and social inclusion /
Calidad de la educación e inclusión social**

Modérateur / Moderator / Moderador

- Dr. Reyes Silvestre TAMEZ GUERRA
Secretario de Educación Pública
MEXICO

Assistant Modérateur / Moderator assistant / Asistente Moderador

- M. Massimo AMADIO
BIE-UNESCO

Intervenants / Principal speakers / Participantes

- Sra María Adriana HORNKOHL
Vice-Ministra de Educación
CHILE
- Prof. Pierre KITA
Historien
REPUBLIQUE DEMOCRATIQUE DU CONGO
- Prof. Russel BISHOP
Programme Officer of the National
Commission of NEW-ZEALAND
- M. Ahmed MEDHOUNE
« Cellule Tutorat » de l'Université Libre de Bruxelles (Belgique).
Lauréat COMENIUS

Rapporteur / Rapporteur/ Relator

- M. D. Miquel MARTINEZ MARTIN
ESPAGNE

Assistant-Rapporteur Rapporteur Assistant / Asistente Relator

- Mme Maria-Dulce BORGES-DE ALMEIDA
UNESCO

ATELIER 2 B / WORKSHOP 2 B / TALLER 2 B

**Qualité de l'éducation et inclusion sociale / Quality Education and social inclusion /
Calidad de la educación e inclusión social**

Modérateur / Moderator / Moderador

- Mrs Mary Joy PIGOZZI
DIR/ED/PEQ
UNESCO

Assistant modérateur / Moderator assistant / Asistente Moderador

- M. Sohbi TAWIL
BIE-UNESCO

Intervenants / Principal speakers / Participantes

- H.E. Mr Juris RADZEVICS
Minister of Education and Science
LATVIA
- Sr Alejandro TIANA FERRER
Secretario General de Educación y Ciencia
ESPAÑA
- Sr Francisco PIÑON
Secretario general de la OEI
MADRID (España)
- M. Mongi BOUSNINA
Directeur Général de l'Organisation arabe pour l'éducation, la culture et les sciences (ALECSO)
TUNISIE

Rapporteur / Rapporteur / Relator

- Mme Suzy HALIMI
FRANCE

Assistant-Rapporteur / Assistant Rapporteur / Asistente Relator

- M. Richard HALPERIN
UNESCO

ATELIER 3 A / WORKSHOP 3 A / TALLER 3 A

**Qualité de l'éducation et compétences pour la vie / Quality Education and competences for life /
Calidad de la educación y competencias para la vida**

Modérateur / Moderator/ Moderador

- Mr Wataru IWAMOTO
DIR/ED/STV
UNESCO

Assistant modérateur / Moderator assistant / Asistente Moderador

- Mme Sonia BAHRI
ED/STV/GSE
UNESCO

Intervenants / Principal speakers / Participantes

- H.E. Mr Osman FARRUK
Minister for Education
BANGLADESH
- H.E. Mr John MUTORWA
Minister of Basic Education, Sports and Culture
NAMIBIA
- Prof. Dr. Radu-Mircea DAMIAN
Secrétaire d'Etat
ROUMANIE
- Prof. Fernando José DE ALMEIDA
Université de Sao Paulo
BRESIL

Rapporteur / Rapporteur / Relator

- Mme Lubov DRAGANOVA
BULGARIE

Assistant-Rapporteur / Assistant Rapporteur / Asistente Relator

- Mme Dakmara Georgescu
BIE-UNESCO

ATELIER 3 B / WORKSHOP 3 B / TALLER 3 B

**Qualité de l'éducation et compétences pour la vie / Quality Education and competences for life /
Calidad de la educación y competencias para la vida**

Modérateur / Moderator / Moderador

- Mr Ole BRISEID
Deputy Permanent Delegate by the UNESCO
NORWAY

Assistant modérateur / Moderator assistant / Asistente Moderador

- Mme Christine PANCHAUD
BIE-UNESCO

Intervenants / Principal speakers / Participantes

- S. Exc. Sra Ing. Maria DEL CARMEN ACEJA
Ministra de Educación
GUATEMALA
- M. Amadée Joseph Alexis ODUNLAMI
BENIN
Lauréat COMENIUS
- M. Mark BRAY
Président du World Council of Comparative Education Societies (WCCES)
Hong Kong / RAS de Chine

Rapporteur / Rapporteur / Relator

- M Sobhi TAWIL
BIE-UNESCO

ATELIER 4 A / WORKSHOP 4 A / TALLER 4 A

**Qualité de l'éducation et rôle clé des enseignants / Quality Education and the Key Role of Teachers /
Calidad de la educación y papel clave de los docentes**

Modérateur / Moderator/ Moderador

- M. Georges HADDAD
DIR/ED/HED
UNESCO

Assistant modérateur / Moderator assistant / Asistente Moderador

- M. Massimo AMADIO
BIE-UNESCO

Intervenants/ Principal speakers/ Participantes

- S. Exc. Mme Rosalie KAMA-NIAMAYOYA
Ministre de l'Education nationale
République du CONGO
- H.E. Mr Khaled TOUKAN
Minister of Education
JORDANIE
- M. Elie JOUEN
Secrétaire général-adjoint
Education International/Internationale de l'Education
- Sr Daniel Maximo PINKASZ
Facultad Latinoamericana de Ciencias Sociales
Buenos Aires
ARGENTINE

Rapporteur / Rapporteur/ Relator

- Mr Du YUE
CHINE

Assistant-Rapporteur /Asistant Rapporteur / Asistente Relator

- Ms Isabel BYRON
BIE-UNESCO

ATELIER 4 B / WORKSHOP 4 B / TALLER 4 B

**Qualité de l'éducation et rôle clé des enseignants / Quality Education and the Key Role of Teachers /
Calidad de la educación y papel clave de los docentes**

Modérateur / Moderator / Moderador

- M. William RATTEREE
Senior Programme Officer
ILO/OIT

Assistant modérateur / Moderator assistant / Asistente Moderador

- M. Richard HALPERIN
UNESCO

Intervenants / Principal speakers / Participantes

- S.E. M. Moustapha SOURANG
Ministre de l'Education nationale
SENEGAL
- Mrs Dr. Tara DE MEL
Secretary Ministry of Education
SRI LANKA
- M. Guntars CATLAKE
Education International/Internationale de l'Education
- M. Matthias BEHRENS
Directeur de l'Institut romand de recherches et de documentation pédagogiques (IRDP)
Neuchâtel (SUISSE)

Rapporteur / Rapporteur/ Relator

- M. Jean-Jacques RANDRIAFAMANTANANTSOA
MADAGASCAR

Assistant-Rapporteur /Asistant Rapporteur / Asistente Relator

- Mme Maria-Dulce BORGES-DE ALMEIDA
UNESCO

ANNEX XIX

List of documents distributed during the session

Working documents

ED/BIE/CONFINTED 47/1	Provisional Agenda
ED/BIE/CONFINTED 47/2	Draft Organization of the Work for the Conference
ED/BIE/CONFINTED 47/3	Reference Document on: “Quality education for all young people: Challenges, trends and priorities”
ED/BIE/CONFINTED 47/4	Document to assist the discussions during the four workshops
ED/BIE/CONFINTED 47/5	General Presentation of the 47th session of ICE (Special edition of Educational Innovation and Information)
ED/BIE/CONFINTED 47/6	Draft Final Document (available on 11 September, at 9 a.m.)

Information documents

ED/BIE/CONFINTED 47/Inf.1	Document supplementing the Reference Document
ED/BIE/CONFINTED 47/Inf.2	Revised Rules of Procedure of the International Conference on Education (ICE)
ED/BIE/CONFINTED 47/Inf.3	Provisional List of Participants

The “Messages from Ministers of Education”, a guide for delegates and an evaluation questionnaire on the Conference were distributed to participants. In addition, many statements by ministers and delegates were made available at the request of their authors.

National reports presented at the 47th session of the International Conference on Education

A total of 126 national reports were submitted by the following countries:

Afghanistan, Algeria, Angola, Argentina, Australia, Austria, Azerbaidjan, Bahrain, Bangladesh, Belarus, Belgium (Flemish community and French community), Benin, Bhutan, Bosnia and Herzegovina, Botswana, Brazil, Bulgaria, Burkina Faso, Cambodia, Cameroon, Canada, Central African Republic, Chad, Chile, China, Colombia, Congo, Congo, People’s Democratic Republic of the, Costa Rica, Cuba, Cyprus, Czech Republic, Denmark, Ecuador, Egypt, Estonia, Ethiopia, Montenegro and Serbia, Finland, France, Germany, Ghana, Greece, Guatemala, Guinea, Guyana, Haiti, Honduras, India, Indonesia, Iran, Islamic Republic of, Iraq, Israel, Italy, Jamaica, Japan, Jordan, Kazakhstan, Kenya, Korea, Democratic People’s Republic, Korea, Republic of, Kuwait, Latvia, Lebanon, Lesotho, Libyan Arab Jamahiriya, Luxembourg, Macedonia, The former Yugoslav Republic of, Madagascar, Malaysia, Malawi, Mali, Mauritania, Mauritius, Mexico, Moldova, Morocco, Myanmar, Namibia, Nepal, Netherlands, New Zealand, Nicaragua, Niger, Nigeria, Norway, Oman, Pakistan, Paraguay, Peru, Portugal, Qatar, Romania, Russian Federation, Rwanda, Saudi Arabia, Senegal, Seychelles, Sierra Leone, Slovakia, Slovenia, South Africa, Spain, Sri Lanka, Sudan, Suriname, Swaziland, Sweden, Switzerland, Syrian Arab Republic, Tanzania, United Republic of, Thailand, Togo, Trinidad and Tobago, Tunisia, Turkey, Uganda, Ukraine,

United Arab Emirates, United Kingdom, United States of America, Uzbekistan, Venezuela, Yemen, Zimbabwe.

Other documents prepared by IBE in direct relation to the Conference

- (a) WORLD DATA ON EDUCATION 2003: fifth edition of the CD-ROM containing data on 160 education systems;
- (b) PROSPECTS No. 130: Edition of UNESCO's quarterly review of comparative education, on the theme: "Political dialogue and education", in English, French and Spanish;
- (c) VIDEO CASSETTE of introductory documents to the Conference and the workshops;
- (d) GLOBAL CURRICULUM BANK FOR HIV/AIDS PREVENTIVE EDUCATION: CD-ROM, Version 1, 2004;
- (e) LEARNING TO LIVE TOGETHER: Good practices at school: CD-ROM containing a selection from the Related data bank.

ANNEX XX

Liste des participants/List of participants/Lista de los participantes**ETATS MEMBRES / MEMBER STATES / ESTADOS MIEMBROS*****Afghanistan***

Dr. Sharif FAYEZ
Minister of Higher Education
(Head of Delegation)

H.E. Mr. Sayed Husain Ishraq HUSAINI
Deputy Minister of Education

H.E. Mr. Mohammad Zahir AZIZ
Ambassador and Permanent Delegate of
Afghanistan to UNESCO and ISESCO

Afrique du sud/South Africa/Africa del Sur

H.E. Mr. Mohamed Enver SURTY
Deputy Minister of Education
(Head of Delegation)

Mr. Thamsanqa D. MSELEKU
Director General of Education

Mrs. Palesa Thembekile TYOBEKA
Deputy Director-General: Quality Promotion &
Development

Mr. Ghaleeb JEPPIE
Chief Director: International Relations

Mrs. Carol DELIWE
Director: Policy Support

Dr. Glaudine J. MTSHALI
Ambassador to the UN and WTO in Geneva

Ms. Fiola HOOSEN
Second Secretary, Permanent Mission of South
Africa to the UN

Algérie/Algeria/Argelia

M. Abdelkrim TEBOUNE
Conseiller du Ministre de l'Education Nationale
(Chef de Délégation)

S.E. M. Mohamed Salah DEMBRI
Ambassadeur Représentant Permanent de la
Délégation Permanente de l'Algérie auprès de
l'UNESCO

M. Boualem SEDKI
Ministre Plénipotentiaire, Mission Permanente de
l'Algérie auprès des Nations Unies à Genève

M. Baghdad LAKHDAR
Chargé d'Etudes et de Synthèses, Ministère de
l'Education Nationale

M. Makhoul BOUMAARAF
Chargé d'Etudes et de Synthèses, Ministère de
l'Education Nationale

Mr. Boumediene MAHI
Secrétaire Diplomatique Mission permanente de
l'Algérie auprès des Nations Unies à
Genève

M. Noureddine TOUALBI
Représentant de l'Algérie au Conseil Exécutif de
l'ALECSO

Allemagne/Germany/Alemania

Mr. Günther PORTUNE
State Secretary, Federal Ministry of Education of
Saxony, Standing Conference of Ministers of
Education of the Laender in the FRG
(Head of Delegation)

Dr. Reinhild OTTE
Standing Conference of Ministers of Education of
the Laender in the FRG

Mr. Klaus METSCHER
Minister, Deputy Head of the Permanent Mission
of the Federal Republic of Germany

Dr. Barbara MALINA
Delegate, German UNESCO Commission

Mme Beate BIDENBACH
Third Secretary

Dr. Hans-Heiner RUDOLPH
Adviser, German Agency for Technical
Cooperation
(GTZ)

Dr. Birgitta RYBERG
Secretariat of the Standing Conference of
Ministers of Education of the Laender in the
FRG

Dr. Traugott SCHÖFTHALER
Secretary-General, German UNESCO
Commission

Mme Saskia SEEGER
Attaché, Permanent Mission of the FRG to the
UN in Geneva

Dr. Ingo VON VOSS
Counsellor, Permanent Mission of the FRG

Andorre/Andorra

M. Xavier TROTA
Troisième Secrétaire de la Mission Permanente
d'Andorre auprès des Nations Unies à Genève
(Chef de Délégation)

Angola

S.E. Sr. António BURITY DA SILVA NETO
Ministre de l'Education
(Chef de Délégation)

S.E. M. David Jorge Marcelino SANGUENDE
Ambassadeur de l'Angola auprès de l'UNESCO

S.E. M. Pedro Massala NSINGUI-BARROS
Ministre Conseiller de la Délégation Permanente
de l'Angola auprès de l'UNESCO et Président du
Conseil du BIE

M. Manuel KAVUNGO MAYIMONA
Conseiller du Ministre de l'Education chargé des
relations avec les Organisations Internationales

M. Justino JERÓNIMO
Directeur de l'Institut National de Formation des
Cadres du Ministère de l'Education

M. Adão G. F. DO NASCIMENTO
Conseiller du Vice-Ministre chargé de la Réforme
Educative

Arabie saoudite/Saudi Arabia/Arabia Saudí

H.E. Mr. Ibrahim Abdul Aziz AL SHEDDI
Deputy Minister of Education for Cultural Affairs
(Head of Delegation)

Prof. Dr. Fida Fouad AL ADEL
Permanent Delegate of the Kingdom of Saudi
Arabia to UNESCO

Dr. Ali Saleh Saeed AL KHABTI
Assistant Deputy Minister of Education for
Educational Development

Dr. Abdul Rahman Ibrahim AL MUDAIRES
Director-General of the Educational Directorate in
Al Ahsaa Governorate

Dr. Saleh Abdulrahman AL SUHAIBANI
Professor, Consultant in the Ministry of Higher
Education

Mr. Abdallah Ali M. ABUALAMAH
Director General of Comprehensive Evaluation of
School in the Ministry of Education

M. Abdelfattah ABDALLA
Delegate, Permanent Delegation of Saudi Arabia
to UNESCO

Argentine/Argentina

S.E. Sr. Daniel Fernando FILMUS
Ministro de Educación, Ciencia y Tecnología
(Jefe de Delegación)

S.E. Sr. Miguel Angel ESTRELLA
Embajador, Delegado Permanente de la
Delegación Permanente de Argentina ante la
UNESCO

Prof. Mario Nestor OPORTO
Director General de Cultura y Educación de la
Provincia de Buenos Aires

Sr. Jaime Sergio CERDA
Ministro de la Misión Permanente ante los
Organismos Internacionales de Naciones Unidas

Sr. Ignacio Xavier HERNAIZ
Jefe de Unidad Programas Especiales, Ministerio
de Educación, Ciencia y Tecnología

Sr. Luis María SOBRON
Secretario, Delegación Argentina ante la
UNESCO

Sr. Alfredo Vicente CHIARADIA
Embajador, Representante permanente de la
Misión Permanente de Argentina en Ginebra

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