It is not surprising that a University in Bratislava is named after him: every land commemorates its famous countrymen. It is understandable that the European Community chose his name for a programme on cooperation on school education as a reminder of Europe's rich educational heritage. Indeed, he was a real European: born in Moravia, now part of the Czech Republic, he was educated at Heidelberg University in Germany. Later in his life he settled in Poland and then travelled to England, Sweden and Hungary to work on the reforms of school systems. But why would a modern scholar in the Republic of Korea be attracted to Comenius' writings to the point of translating them into Korean and trying to spread his thoughts throughout Asia?

There must be something in Comenius' teaching that inspires people worldwide several centuries after his death. What is it?

In one of the best biographies of Comenius, a Swiss scholar, Jean Piaget, wrote: ‘Nothing is easier, or more dangerous, than to treat an author of 300 years ago as modern and claim to find in him the origins of contemporary or recent trends of thought.’ Piaget might be right, and yet the central principle of Comenius' educational theory proclaiming universal and equal access to quality education has lost nothing of its actuality and is developed today through the Education for All movement led by UNESCO.

THE COMENIUS MEDAL

The Comenius Medal, one of UNESCO’s most prestigious awards, was created by the Ministry of National Education, Youth and Sport of the Czech Republic and the Director-General of UNESCO in 1992, on the occasion of the 400th anniversary of the birth of the great thinker. It was intended to reward outstanding achievements in the fields of educational research and innovation. As of this year, the Statutes of the Medal were slightly modified to give a possibility to honour individuals who have demonstrated exceptional examples of personal devotion to education and the ideals of UNESCO throughout an important part of their lives. (Please see the full text of the Statutes below and the enclosed Candidature form). The sixth award ceremony will take place during the forty-seventh session of the International Conference on Education which will be held in Geneva from 8 to 11 September 2004 on the theme ‘Quality Education for All Young People: Challenges, Trends and Priorities’. The deadline for submitting candidatures is set at 31 March 2004. The laureates will be invited to take part in an academic visit to the Czech Republic.

STATUTES FOR THE COMENIUS MEDAL AWARDED IN RECOGNITION OF OUTSTANDING ACHIEVEMENTS IN THE FIELDS OF EDUCATIONAL RESEARCH AND INNOVATION

General provisions

1. The Jan Amos Comenius Medal, created jointly by the Ministry of National Education, Youth and Sport of the Czech Republic and the Director-General of UNESCO, in 1992, on the occasion of the 400th anniversary of the birth of Jan Amos Comenius, is intended to reward outstanding achievements carried out in the fields of educational research and innovation and exceptional examples of personal devotion to education and the ideals of UNESCO demonstrated throughout an important part of one’s life. As well as commemorating the spiritual heritage of Jan Amos Comenius, its principal aim is to promote and encourage new initiatives making a significant contribution to the development and renewal of education.

2. The Jan Amos Comenius Medal will be awarded during sessions of the International Conference on Education (ICE) or during any other of UNESCO’s important conferences concerning education, by the Director-General of UNESCO to not more than ten laureates coming from the five regions of the world (Africa, the Arab States, Asia, Europe, and Latin America and the Caribbean).

The Medal, together with a diploma, will be awarded to

3. individuals (teachers, researchers, directors of educational projects) or to groups of educators or researchers. Neither staff members of UNESCO, nor the staff of the Ministry of National Education, Youth and Sport of the Czech Republic will be eligible.

The Medal will be awarded preferably to individuals and groups who have not so far received other awards.

In awarding the Medal, priority will be granted, once

4. other conditions have been met, to candidates who have distinguished themselves by innovations or outstanding personal involvement in fields related to the theme of that session of the ICE or another UNESCO’s Conference during which the ceremony will take place.

The Medal is an honorary award and does not involve any financial remuneration.

The Jan Amos Comenius Medal will be struck by the

5. Czech authorities and made available to the IBE before each award ceremony.

Selection of laureates

7. The selection of the laureates will be made by a jury consisting of the President of the IBE Council, the Director of the IBE, a representative of UNESCO’s Education Sector and a representative of the Ministry of National Education, Youth and Sport of the Czech Republic. The decisions of this jury concerning the choice of laureates will be submitted to the Director-General of UNESCO for approval.

8. The candidates will be submitted to the Director of the IBE by UNESCO Headquarters, the Organization’s field offices, the other educational institutes, National Commissions for UNESCO, Ministries of Education and appropriate non-governmental organizations. Candidates’ files should contain a description of the research or the innovation recommended for the award (a maximum of three pages), as well as an evaluation prepared by the institution submitting the candidature. The candidates’ names and their files should be submitted to the Director of the IBE at the latest three months before the opening of the Conference.

Awarding of the medal

9. After approval by the Director-General, the Director of the IBE will inform the laureates of the Jury’s decision and will invite them to attend the ceremony.

The list of laureates, as well as a brief description of the research or innovation being recognized, will be distributed to Member States, non-governmental organizations and other bodies concerned, as well as to the media. Member States may wish to invite the laureates to form part of their delegations to the ICE or another UNESCO conference during which the Comenius Medal will be awarded.

10. The award ceremony will form an integral part of the ICE or another UNESCO conference. It may take place during a plenary session, in the presence of heads of delegations, or during a special ceremony.

11. If a laureate is unable to attend the ceremony, her/his Medal may be given to a representative of the country concerned (the delegation at the conference, the permanent mission in Paris or in Geneva) or sent to the regional or sub-regional office of UNESCO in order to be presented there.
Jan Amos Komenský stands out in the Czech history as a personality of great prominence. It would be difficult to find another figure of whom the Czech people feel more proud. Despite the many adversities of fate, he managed to accomplish outstanding works, leaving behind a most remarkable legacy to future generations. His works appear as vivid and inspiring today as centuries ago. It was indeed his bravery and nobleness that helped him endure some of the worst ordeals a human being may suffer in life that deserve our deepest admiration.

Perhaps because his humanism was submitted to a most severe trial, the works he left behind are so profound and truthful. They are therefore perceived as a real cultural and spiritual treasure, a priceless legacy not only to our country but also to the rest of the world.

It is self-evident that the award of the Comenius medal signifies a great distinction for any educator. Obviously, in my position of the Minister of Education of the Czech Republic I am immensely pleased that the tradition of the Comenius medal award exists and I am ready to do my best to make it retain the worldwide prestige it enjoys today also in future. I believe that the winners honour this award as one of the most significant moments of their professional career. I trust they are proud of having their names associated with that of Jan Amos Komenský.

Petra Buzková
How You Learn and What You Learn

Mary Joy Pigozzi, Director
Division for the Promotion of Quality Education, UNESCO

The sixth goal of the Dakar Framework on Education for All (2000) is clear. Every learner has the right to a quality basic education. The access dimension of the right to education has been well understood, although its implementation remains an unachieved goal for almost 1 billion illiterates in the world today. Unfortunately, the magnitude of the world’s inability to address the issue of educational access has masked, until recently, the equally enormous challenge of content and methods as part of the right to education.

A. The relationships between access and quality

There is a common misunderstanding that access to education must always precede attention to quality. This is not, in fact, the case. There is evidence from the field that, in some cases, learners are not taking advantage of school places even when they are available, and in other cases, learners drop out when what they are learning is not relevant to their current or future needs. The following points are now clear, however:

• educational access and quality are distinct concepts;
• these two concepts are intricately linked, especially when supply and demand are considered; and
• while quality is impossible without access, access without quality is often mean-spirited to those for whom access is made possible.

In the final analysis, our interest is in the outcomes from education—in learning achievement. Thus, access is critical, but not very meaningful without evidence of learning. The complex interplay between access and quality is fairly well covered in the literature, so this will not be discussed here. The point is that both content and processes (or methodology) are an important component of the right to education.

B. Why is there a right to a ‘quality’ education?

This is an important question, but one that is often overlooked because of the earlier focus on quantitative achievements rather than on learning achievement. As acknowledged by over 120 ministers of education at a recent meeting: ‘we live in an unequal world—a world where disparities make the possibility of equal opportunity for all to participate in a quality education a dream that is currently unattainable for many.’ Thus, the focus on access at the expense of quality has meant that even for those who have had the opportunity to participate in education, the playing field has not been level. Those participating in good education systems benefit far more than those who are restricted to poor systems, frequently those that are relatively under-resourced. The obvious conclusion from this is that what the education system offers is crucially important. As a consequence, a commitment to the universality of the right to education, and a reading of the different legal instruments that address this topic, must include a commitment to a quality education, as underscored in the Dakar Framework for Action. The important question, and one that was addressed by the Ministers of Education in October 2003, is what is meant by a quality education.

C. Content and processes as part of a quality education

Quality education has many dimensions. The understanding of what constitutes a quality education is evolving. The conventional definition remains important to understanding quality education. It includes literacy, numeracy, life-skills, and is linked directly to such critical components as teachers, content, methodologies, curriculum, examination systems, policy, planning, and management and administration. Basic academic skills remain essential.

There is a demand, however, for education to reflect upon its relevance to the modern world. While in the past, much of the emphasis on education related to cognitive understanding and development, now there is a need to also address the social and other dimensions of learning. Education is expected to make a contribution to addressing sustainable human development, peace and security, and the quality of life at individual, family, societal and global levels.

At a practical level, UNESCO is concerned about six key dimensions of quality education from a rights perspective. These are noted below.

1. Seek out learners. Quality education is one that seeks out learners and assists them to learn using a wide range of modalities, recognizing that learning is linked to experience, language and cultural practices, gifts, traits, the external environment and interests. We learn in different ways, each emphasizing different senses and abilities. A quality education is one that welcomes the learner and can adapt to meet learning needs. It is inclusive. Thus, a quality education strives to ensure that all learners, regardless of sex, language, religion, and ethnicity, for example, are reached—that they have the possibility of participating in and learning from organized learning activities.

And, within the learning experience there are several components that affect quality: the learner, content, processes and environment.

2. What the learner brings. What the learner brings to her or his own learning and to that of a group is extremely important. It can vary from work skills, to traumatic experiences, to excellent early childhood development opportunities, to illness or hunger, for example. These variations in student characteristics must be taken into account.

3. Content. Educational content is well understood as a component of quality, but this needs to be re-examined in light of the changes that have occurred in the world, and information technologies and globalization processes that have brought societies closer together in some ways.

4. Processes. The processes of education are a frequently overlooked aspect of quality. How learners are enabled to frame and solve problems, different learners in the same group are treated, teachers and administrators are treated and behave, and families and communities are engaged in education are all processes that affect the quality of education. Quality educational processes require well-trained teachers able to use learner-centred teaching and learning methods, and life-skills approaches. But, the term ‘learner-centred’ must be reconstructed to address issues of disparity and discrimination, and the different perspectives and experiences that learners bring to the learning environment.

5. Learning environment. Evidence is mounting that the learning environment must also be considered part of educational quality. There must be adequate hygiene and sanitation facilities, and, if possible, health and nutrition services in the vicinity. School policies and their implementation must promote physical and mental health, safety, and security. While the physical environment is better understood, the psycho-social one, which is at least as important, deserves serious attention so that practices such as gender discrimination, bullying, corporal punishment and forced work are eliminated.

6. Enabling environment. The importance of an enabling environment that is rights-based. Quality education must be offered within a managerial and administrative system that also supports effective learning. This presupposes a system that is well managed, with transparent processes guided by the implementation of good policies and an appropriate legislative framework. It also requires sufficient resources, recognizing the full range that can be brought to bear in support of education.

D. Educational content and processes in practice

On a day-to-day basis educational content and processes are a result of the curriculum, both intended and unintended, and the ways in which the learning/teaching...
LEARN ARE BOTH ESSENTIAL FOR EFA

process occurs. Thus, content and processes are directly tied to curriculum and, sometimes, syllabuses; the textbooks and other learning materials that are used to convey the curriculum; the ways teachers teach; and the environments in which organized learning takes place.

1. Content. Content is one of the more conventionally accepted elements of quality education. It is clear, however, that this needs to be rethought somewhat because much of what is taught worldwide is no longer relevant to learners. There is a need for relevant curricula and materials for literacy, numeracy, and "facts and skills for life", which include education on rights, gender equality, health, nutrition, HIV/AIDS, peace, and respect for and appreciation of diversity. In particular, it is the skills for life and the commitment to gender equality that can make a long-term difference with regard to lifetime achievements. For it is the skills for life, self-confidence and good decision-making, for example, that will enable learners in good stead to use the other knowledge and competencies gained from a basic education. While most content needs to be strengthened, the tendency toward male bias in curricula and materials means that girls are often doubly disadvantaged. Culture has particular and valuable contributions to make to the content of education. It plays a major role in shaping the perspectives of how problems are articulated and their solutions sought. At the same time, an understanding of different cultures and their contributions, as well as the concept of multiculturalism itself, are important contributions themselves to the content of education. Of particular importance here is the tension, which should be a healthy one, between the common elements in content, regardless of where a learner resides, that will equip women and men, boys and girls, to be both "fully participating members of their own communities and also citizens of the world" and those aspects of learning that assist us to form and understand our individual and social identities. In addition to essential academic knowledge, which have been referred to above, there are basic knowledge, values, competencies, and behaviours that all learners should have the opportunity to gain so that they can participate in and contribute to a globalizing world. At the same time, educational content must take into account the diversity that manifests itself in our world and that expresses itself in many different forms, including language, culture, spirituality and beliefs.

2. Processes. There is sufficient evidence from educational research to know that students learn from both what is intended by the curriculum and the teacher/facilitator, as well as from aspects of their educational experience that are not intentionally part of the curriculum or learning experience. Students who are expected to obey the teacher's authority and not ask any questions tend to learn to accept what they are told by authority figures and not practise, for example, ways of solving problems on their own. Students who see and/or experience disrespect or violence in their learning environment understand that these are acceptable behaviours and learn how to practise them. Within the same classroom girls and boys, or rich and poor students, often have very different and inequitable learning experiences. This is due to the different identities and, therefore, interpretations of shared experiences, as well as due to different treatments that are given to different students. For example, harassment of those who are 'different' is common. In particular, classroom processes are very susceptible to unintended gender discrimination, such as teachers calling on boys more than on girls to answer questions, or assigning science to boys and arts to girls. These practices reinforce negative gender relations and discriminate in early learning practices, for example. Bias in classroom practices conveys a curriculum unsuited to all learners are not equal; that some learners should always receive differential treatment, good or bad, on the basis of human characteristics or attributes. Both teachers and other learners can be the ones that reinforce inequality in a learning environment. This lack of equality is counter to quality education based on human rights. By the same token, teachers who do not value other cultures, that do not accept the perspectives that present themselves as a result of culture, or that tend to overlook or undervalue learners that represent different cultural backgrounds foster learning processes that are not conducive to achievement by all. A quality education does not do this.

E. Implications for learning materials and teacher education

The implications of the above are enormous if education systems really are to provide quality education for all. The implications reach through all aspects of education systems, but there are five areas where changes can have an immediate impact.

1. Improve the curriculum. Curricula must be updated and made relevant to the world in which we find ourselves today. They must address both the local and the global, to enable learners to live in their own communities and contribute to a world undergoing globalization.

2. Change the content of learning materials. It has become evident that many textbooks and other learning materials contain incorrect information or biases that must be eliminated so as not to give learners a false basis on which to continue learning and on which they will interpret and live their lives.

3. Teach learners to recognize bias and to respect diversity. Simply improving the learning materials provided is insufficient, however, as there are many sources of learning that are found outside of organized education, whether formal or non-formal. These sources include families and communities, other institutions and the media. It is essential that learners be taught to look for, understand and respect different perspectives, and that they be able to recognize and understand bias when they are presented with it.

4. Recognize that teachers themselves are part of the curriculum. Teachers need to understand that they are, in some ways, part of the curriculum and as such they are role models for the life-skills, values and behaviours that are expected outcomes of a quality education. The rest of us—either in or users of the education system—must understand the expectations we have of teachers and equip them and reward them accordingly.

5. Improve teacher education. Teacher education, both pre- and in-service needs to take into account the fast changing world of the twenty-first century. Over the span of a teacher's career there will be many things that teachers have to learn in order to understand what their students bring into learning environments, and how they view and analyse the world in which they live. This perhaps argues for greater attention to on-going teacher development through in-service options. More than this, it is necessary to ensure sustainable change, but if we do not pay attention to the content and processes of education, we shall not achieve a quality education for all.

NOTES

1. The Dakar Framework for Action is consistent with other international declarations, recommendations, and conventions that all affirm a global commitment on the universality of the right to a quality education.

2. As important, as well, but not addressed in this article, are questions related to the legislative framework relating to education in many countries.

3. Round Table of Ministers of Education on Quality Education, 3-4 October 2003, held during the 32nd UNESCO General Conference.

4. See UNICEF working paper on quality education

THE SIGNIFICANCE OF COMENIUS TO MY LIFE AND RESEARCH

Dr. Prof. Lee Sook Jong
(Kangnam University, Seoul, Republic of Korea)

It was an honour for me to receive the Comenius Medal from the Assistant Director-General of UNESCO in Geneva on 6 September 2001, during the forty-sixth session of the International Conference on Education (ICE). In addition to commemorating the spiritual heritage of Comenius, its principle aim is to promote and encourage new initiatives making a significant contribution to the development and renewal of education.

I have devoted most of my long career as a professor to the study of Comenius’ thought and its introduction in the Republic of Korea, both in general education and in Christian education. To obtain my doctorate degree in Christian education, I wrote my dissertation on ‘The Relationship of John Amos Comenius’ Theology to His Educational Ideas.’ After that I also wrote my own book in Korean, The educational thought of Comenius (1996), and then translated into Korean two major works by Comenius: The analytical didactics and The way of light, as well as several publications and articles on the subject. I have been invited to major lectures on Comenius in many countries of the world and have played a pioneering role in introducing the ideas of Comenius into the Republic of Korea and hence into Asia.

At the award ceremony in 2001, I made a speech on behalf of the eight laureates before all the delegates gathered at the ICE. I suggested then that two axes of Comenius’ thought were ‘pansophy’ or universal wisdom and ‘pampeadia’ or universal education. The first concerned the nourishing of three major faculties of a human being: intellectual, moral, religious or spiritual in order to arrive at a higher level of humanity. In the mind of Comenius, the synthesis or unity of all knowledge was to serve to remove the fragmentation and scattering of human knowledge, and to combat the one-sided specialization of its branches. Comenius thought that while fragmented or one-sided knowledge would worsen the conflicts, struggles and wars taking place in human societies, the pansophic scheme could help integrate general education for the sake of political peace, and the religious, racial and cultural unity of the world.

Second, his vision of universal education clearly demanded that all people—including women, the handicapped and the poor—would be educated in the formal school system. Comenius seems to aim at all knowledge essential for a decent and free human life. This idea of universal education was supported by a well-structured system of goals, contents and methods of his new education, at the basis of which lay the belief that every individual is capable of being educated with a chance to developing his or her humanity as an integral part of the harmonious universe. Comenius was always open to fresh ideas, some of which were to have a decisive influence on the development of our modern technological society. Firstly, based on the conviction that both science and faith are the doings of the same Creator, he came to the conclusion that modern society should embrace both scientific thought and religious faith. In this sense, he anticipated the danger of an emerging conflict resulting from the imagined antagonism between science and religion. Secondly, Comenius suggested that there should be only one truth for the whole world and for the preservation of the world’s peace. He felt that, since throughout the history of mankind many wars have been inspired and justified for religious reasons, the multiple sects and denominations of the world religions should be unified into one homogenous, ecumenical movement. Thirdly, he promoted the idea of universal and equal access to a quality and interdisciplinary education for all people.

As a theologian and educational scholar, I have been very attracted to the teaching of Comenius, and concerned with the introduction of his ideas and works into the academic world of my country. On 20 June 2003 I established the Korean-Czech Comenius Society to conduct research on his writings and translate his books more systematically with the aid of other scholars in Korea and overseas. Together with the newly established Research Institute for Comenius, this society will not only disseminate the ideas of this great educator, but will also promote exchanges between the modern thinkers of the Czech Republic and the Republic of Korea.
COSTA RICA: INTERNATIONAL SEMINAR ON: CURRICULUM REFORM IN CENTRAL AMERICA, SAN JOSÉ, 5–7 NOVEMBER 2003

During the last three decades many countries in the world have been affected by armed and political conflicts and social turmoil. Four of them are located in Central America: El Salvador, Guatemala, Honduras and Nicaragua. All of them have now committed themselves to peace agreements. Almost 30 million Central Americans—the approximate population of these four countries—are building new infrastructures to consolidate their rights through major changes in the national curricula.

On 5 November 2003, UNESCO’s Office for Central America, in co-operation with the IBE-UNESCO, opened the international seminar: ‘Curriculum Reform in Central America: Successes, Problems and Perspectives’, with the participation of forty specialists from the region. The seminar was inaugurated by the Costa Rican Vice-Minister of Education, Wilfrido Blanco; the Director of UNESCO’s International Bureau of Education, Cecilia Braslavsky, and the Director of UNESCO’s Office for Central America, Arvelio García Rivas.

The central themes of the meeting were the challenges to curriculum reform posed by the improvement of social cohesion in multicultural societies, specially those ones affected by conflicts. There was a particular focus on the role of teacher training in the process of the design and implementation of curriculum reform, as well as in the identification of training, information exchange and research needs in the region.

Within the framework of the seminar, a group of academic activities were held in the major universities of the country, the National University (UNA) and the University of Costa Rica (UCR) where more than 150 professors and doctoral students of education attended lectures given by Cecilia Braslavsky and Laura Fumagalli (IBE) and commented by Arvelio García Rivas (UNESCO-Costa Rica). The presentations were focused on topics such as: ‘A new educational paradigm for Latin America’; ‘The role of teachers in the process of curriculum reform’; and ‘Constructing alternative curricula for the education of ethnic groups’.

The meeting concluded on 7 November and stressed the importance of undertaking more pro-active action in order to involve the participation of civil society in the preparation of curriculum based on equity and justice. The meeting also pointed out the need to modify the existing teacher-training process, and to raise awareness of these reforms by involving the political partners and the international community in the development of the quality of education. The UNESCO office for Central America and the IBE will be publishing all these results, both electronically and in print form, as part of the constructive regional seminar report series initiated worldwide in 1998 by UNESCO: IBE.

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BRAZIL/ARGENTINA: EDUCATIONAL DEVELOPMENT

The Ministries of Education and the Ministries of Science and Technology from both Brazil and Argentina, together with UNESCO Brazil and with the support of the IBE-Geneva and the IIEP-Buenos Aires, organized the seminar ‘Education, Science and Technology: strategies of development’, on the 22 and 23 September 2003 in Brasilia, and on the 25 and 26 September in Buenos Aires.

The targeted audience for the seminar was policy makers and stakeholders from both countries. This included ministers of education from Brazil and Argentina and the Brazilian minister of Science and Technology, and researchers and scholars from Finland, Ireland, Malaysia, the Republic of Korea, Spain and the United Kingdom.

The main objective of the seminar was to discuss the most relevant and challenging problems of educational development in Brazil and Argentina. The presenters were researchers from countries that have recently undertaken major educational reforms and have, therefore, successful experiences and ‘good practices’ to report. The presence of policy makers and stakeholders from each country animated the debate, which emphasized the use of science and technology as a tool for educational development.

The seminar was enriched with experiences and ‘good practices’, such as those from Spain, where the emphasis on equity and quality determined the processes of educational change, and from Finland, with its successful educational programme. These made up some of the themes that oriented and stimulated discussions at the seminar.

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Some 250,000 people were killed in Bosnia and Herzegovina (BiH) in the period 1992–95 because of ethnic and religious legitimated conflicts. How can we contribute to heal the wounds of all that? Education has a major role to play and the new peace-building messages and competences must be integrated into the new curricula, put together by a well-supported local team according to the most relevant world standards.

At the request of the local authorities and at the initiative of the UNESCO Field Office in Sarajevo, IBE-UNESCO is co-operating to achieve these goals through a capacity-building project funded by the Government of Japan through its Funds-in-Trust held by UNESCO.

The project was designed with a view to meeting the training needs of both ‘curriculum managers’ and ‘subject experts’. Accordingly, the project has two phases:

- Phase 1 (for curriculum managers) is to consist of two seminars for eighteen participants and is to be completed by the end of 2003.
- Phase 2 (for subject experts) is to consist of three seminars and is to be completed by May 2004.

A two-day preparatory workshop was conducted in Sarajevo on 25-26 September 2003. At this workshop, the participants undertook a training needs (self-) analysis, and considered the relevance of a number of modules and contents proposed for the programme. Particular priority was placed on an exploration of the nature of the Swiss model of a curriculum and curriculum development.

During the first seminar in Geneva (20-24 October 2003), the participants explored issues in general curriculum development and management of curriculum processes through four training modules: (1) Global and European trends in curriculum development and their relevance to BiH (including case studies in curriculum development from Romania and Lebanon); (2) Case study in curriculum development: Switzerland, including school visits; (3) Curriculum terminology: clarifying and defining terms; (4) Curriculum processes: the curriculum development cycle. According to the results of an evaluation carried out after the first seminar in Geneva, out of eighteen participants, seventeen of them considered that the seminar approach was highly successful in analysing international challenges and good practices relevant to the situation in BiH, and all participants acknowledged that the seminar had increased their understanding tremendously about curriculum issues in the global and European context. All of them also consider that the seminar helped them develop a common vision for a future curriculum and curriculum development processes in BiH.

According to the participants’ opinions, the project responded to the concrete needs of BiH curriculum developers and decision-makers. As many of them stated, the project is one of the most important professional experiences they have been involved in over recent years. Participants are also interested in continuing to work as a professional group after the project’s formal end and to find ways of ensuring sustainability in the process of professional curriculum development in BiH. In Phase 1, two training manuals have been developed, based on inputs from international and local experts, which will serve further training and be disseminated in BiH. In addition to professional gains in mastering modern curriculum development processes, the project is also contributing to the reinforcement of communication and co-operation skills, and is promoting valuable experiences about living together peacefully: this is achieved through re-discovering dialogue and co-operation among educational specialists in a post-conflict society and promoting values and practices of tolerance, mutual respect and solidarity.