Jan Amos Comenius (1592-1670), writer, educator and humanist.

Upon his return to Moravia, he served as a schoolmaster and later as the church pastor at Fulnek. The start of the Thirty Years’ War was the beginning of all his misfortunes and obliged him to flee his homeland. In 1628 Comenius settled in Leszno, Poland, where he wrote his first books calling for the reform of the education system: *The great didactic*, *The school of infancy*, and *The gate to languages unlocked*. These books earned him a reputation in other countries and he was invited first to England, and then to Sweden and Hungary to reform school systems.

Comenius is best known for his contributions to teaching techniques. Persuaded that education is not limited to the action of school and family but is part of general social life, he believed that teachers should understand how a child’s mind develops and learns. He was convinced that all children, without regard to gender or social class, should attend school and receive the same education so as to understand and accept the civilization in which they live. Comenius was among the first to teach classical languages by use of parallel passages of ancient and modern texts; and his *Visible world in pictures* (1658) is believed to be the first illustrated textbook for children.

To use the words of Jean Piaget, ‘Comenius was the first to conceive the full-scale science of education’. His educational objective can be summed up in the axiom on the title page of *The great didactic*, ‘teaching thoroughly all things to all men’. He is also considered to be the first educator to have put forward the concept of international education. His ideas on education for everyone and for all peoples, and on the international organization of public education make him a forerunner of many modern institutions and trends of thought. Comenius’ efforts on behalf of universal education earned him the title of ‘Teacher of Nations’.

1 For a description of the life and work of Jan Amos Comenius written by Jean Piaget, see Prospects, vol. XXIII, No. 1-2, 1993, p. 173-96. The same profile can now be consulted on the IBE’s Internet site at: http://www.ibe.unesco.org
LAUREATES OF THE JAN AMOS COMENIUS MEDAL

1993
- Mr Aliu Babatunde Fafunwa (Nigeria)
- Mrs Nadia Jamal-al-Dine (Egypt)
- Mrs Chitra Naik (India)
- Mr Torsten Husén (Sweden)
- Mr German Rama (Uruguay)
- Foundation for Education with Production–FEP (South Africa)
- Arab Bureau of Education for the Gulf States–ABEGS (Saudi Arabia)
- Asian Cultural Centre for UNESCO–ACCU (Tokyo, Japan)
- École instrument de paix–EIP (Geneva, Switzerland)
- Red Latinoamericana de Información y Documentación en Educación–REDUC (Santiago de Chile, Chile)

1994
- Mr Paolo Freire (Brazil)
- Mr Petr Pitha (Czech Republic)
- Mrs Lourdes R. Quisumbing (Philippines)
- Centro de Estudios Educativos–CEE (Mexico)
- Forum of African Women Educationalists–FAWE (Nairobi, Kenya)
- Higher Colleges of Technology System–HCT (United Arab Emirates)
- Korean Educational Development Institute–KEDI (Republic of Korea)
- South Australian Aboriginal Education Unit, Department of Education and Children Services (Australia)

1996
- Mr Yaacov Agam (Israel)
- Mr Mohamed Charfi (Tunisia)
- Mr José Ramón Gonzalez Pérez (Venezuela)
- Mrs Ruth Lerner de Almea (Venezuela)
- Mrs Ruth Olive Limerick (Antigua and Barbuda)
- Mr Samuel Roller (Switzerland)
- Mr Maitland Stobart (United Kingdom)
- Mr Xu Bailun (China)
- Secondary Science Team, Curriculum Development Unit (Zimbabwe)

THE COMENIUS MEDAL

This issue of Educational INNOVATION and information is devoted to the winners of the Comenius Medal, one of UNESCO’s most prestigious awards. It is intended to acknowledge the work of those educators who have made a significant contribution to the development or renewal of education. More precisely, it is designed to reward outstanding achievements in the fields of educational research and innovation.

The Ministry of National Education, Youth and Sport of the Czech Republic and UNESCO established the Jan Amos Comenius Medal in 1992 on the occasion of the 400th anniversary of the birth of the great educator.

The medal is awarded every two years to no more than ten laureates during sessions of important UNESCO conferences on education: to individual educators (researchers, teachers, directors of educational projects); or to groups of educators (research teams, curriculum development units, etc.). Candidates are identified through the National Commissions for UNESCO and appropriate non-governmental organizations, as well as through UNESCO’s regional offices and its other specialized educational institutes.

During the first four award ceremonies, a total of some fifty educators received the medal or were granted an honourable mention. While pursuing its mission as an international centre for the content of education, the IBE—which is responsible for the administrative procedures—deemed it important to introduce our readers to the innovative ideas and achievements of the Comenius laureates, and in this way to pay tribute to the entire body of teachers.

THE MOST RECENT AWARDS–1998

- Mrs Cecilia Braslavsky (Argentina)
- Mr Ladislav Cerych (Czech Republic)
- Mr Burton R. Clark (United States of America)
- Mr Naguib Abu Haydar (Lebanon)
- Mrs Lydia Makhubu (Swaziland)
- Mrs Shaheen Attiqur Rahman (Pakistan)
- Mr René Rémond (France)
- Mr Ulrich Teichler (Germany)
- Mr Prawase Wasiri (Thailand)
- Committee Responsible for the Strategy of Using National Languages and Convergent Pedagogy, National Institute of Education (Mali)

Honourable mentions

- Mr Derek Bok (United States of America)
- Mr Jorge Brovetto (Uruguay)
- Mr Francisco Gonzalez Montes (Spain)
- Mr Ferdos Hajian Pashakolace (Islamic Republic of Iran)
- Mrs Palmira Jucevičienė (Lithuania)
- Mr A. A. Krasnovsky (Russian Federation)—Posthumous award
- Mr Quincy Lettsome (British Virgin Islands)
- Mr Darcy Ribeiro (Brazil)—Posthumous award
- College of Science, Faculty of Science, University of Witwatersrand (South Africa)
- Una Empresa Docente, University of the Andes (Colombia)
MALI
Committee Responsible for the Strategy of Using National Languages and Convergent Pedagogy

Convergent pedagogy is a major innovation in the contemporary education system of Mali. The essence consists of the simultaneous use of mother-tongues and French (the official language) in the first stage of basic education. The local language is used as a vehicle of instruction during the first two years of schooling, with French introduced as a second language. For the third and fourth school years, both languages are used to an equal extent. From the fifth year onwards, French becomes the language of instruction, whereas the mother-tongue continues to be studied as a separate subject, and continues to be so throughout the remainder of schooling. This pedagogy is based on the assumption that initial education in a child’s mother-tongue facilitates enormously intellectual “take off” and contributes to the success of subsequent learning.

Convergent pedagogy implies the promotion of active educational techniques and methods. It encourages teaching disciplines new to the Malian curriculum, such as dialogue, oral and written expression, story-telling, rapid and functional reading, and techniques of self-expression and communication.

Convergent pedagogy was first tested in two schools in Ségué in 1987 and 1993. Internal and external evaluations provided very positive results. In particular, pupils following convergent pedagogy had a higher performance than those using ‘classical’ methods, and children in experimental schools were better adapted to their socio-cultural milieu. These results were very important for Mali, a country with many national languages and a high rate of school failure. The Ministry of Basic Education felt encouraged to introduce this innovation into other schools and to involve other national languages. In 1994, the Committee on National Languages and Convergent Pedagogy was established.

In the 1994/95 academic year, the Committee opened sixty-seven schools throughout the country with teaching conducted in three languages (Bamanankan, Fulfulde and Songhay). By 1998, 244 schools were using convergent pedagogy, and the number of languages had increased to six. During the 1998/99 school year, sixty-eight more schools became involved in the process and instruction is now conducted in eight out of eleven national languages.

The main task of the Committee is the preparation of teaching materials in national languages and the training of teachers and headmasters and of educational advisers dealing with the methodology.

The Committee established the terms of reference for textbooks that are written during annual workshops, bringing together researchers, linguists, teachers and educational advisers. Since the Committee’s establishment, twenty-nine such textbooks and other teaching materials have been prepared. In addition, during the same period the Committee has participated in the training of over 1,000 teachers specialized in national languages and convergent pedagogy. In 1998/99 alone, 383 schoolteachers started to be trained in this method.

Thanks to this new method of teaching, positive changes have been observed in children’s behaviour. The priority granted to teamwork would seem to have boosted their confidence. It has been noted that these children have a greater desire to learn, a more profound sense of responsibility and of co-operation, a better understanding of themselves and of others. They have developed intuition and creativity, a capacity to put forward hypotheses and to go beyond their present experience. They have a positive attitude towards errors, openness and receptivity. Behavioural changes have also occurred at the family level: children no longer hesitate to share their opinions and to propose to their elders solutions to various problems that may arise in the family or community.

At the same time, encouraging changes have been observed in the attitude of the teachers: from being an imposed duty, teaching using the convergent pedagogy methods has become a real pleasure due to a mutual understanding reached between themselves and their pupils.

The combined use of local languages and French constitutes one of the key elements of the government’s ten-year plan for the development of education.

Contact address:
Comité chargé des stratégies d’utilisation des langues nationales et de la pédagogie convergente,
Institut pédagogique national, B.P. 1583, Bamako, Mali.
Fax: (223) 22.27.56

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SPAIN
Francisco González Montes

Francisco González Montes lives and works in his native Cantabria, in the north of Spain. He occupies the post of Director of Studies at the Pancho Cossio public college, in the small town of Sierrapando.

A teacher of geography and history by training, Mr González Montes is an artist by vocation. It was his passion for visual art that led him to introduce subjects like ‘visual-plastic education’ and ‘pre-technology (craft and design)’ at the secondary level, in parallel with the regular classes. He was the originator of materials that are now used not only in his own school, but also in many other schools in the region.

His desire to assist children to better absorb the content of the school programme and at the same time to learn to value and respect the cultural and artistic heritage of their country motivated him to develop a series of multidisciplinary projects, two of which have been widely recognized.

The first one of them, the ‘Altamira Project’, began in 1992 with the construction of a replica of the Altamira Caves located 6 km away from the school. The paintings from these and other Spanish and European caves were reproduced on the ceiling and walls of a classroom. In the same classroom, a museum of pre-history was also created in which the pupils made replicas of ancient objects: wooden wheels, fossils, necklaces, ornaments, clothing, tools, pottery and many other artefacts. In the following years, Francisco González Montes wrote and illustrated stories about these remote times, and his texts were subsequently transformed into lesson units used at different levels of primary and secondary schooling.

The ‘Arches Project’ consists of constructing seven arches and vaults which represent seven architectural styles from various historical periods and different cultures: from a dolmen, built by prehistoric man, to ‘the arch of the future’. This project involves pupils in studying the history of mankind and art in a condensed and unusual form, develops their creative and artistic capabilities, and introduces them to various technologies and the use of natural materials, such as stone, wood and clay.

This non-traditional, multidisciplinary method of teaching, combining history, geography, craft and design, contributes to reinforcing the pupils’ interest in learning. It proved to be particularly effective in such areas as, for example, Torrelavega, with its low level of economic development and populated by a significant number of ethnic and religious minorities. Clear evidence of the success of this method is a significant reduction in the number of pupils who have failed at school.

Contact address:
C/o Julian Ceballos, 37, 2B, 39300 Torrelavega, Spain.

ISLAMIC REPUBLIC OF IRAN
Ferdoes Hajian Pashakolace

Ferdoes Hajian Pashakolace received an Honourable Mention at the Comenius Medal award ceremony in recognition of his achievement in creating a method of language teaching using poems, songs, drama and puppets. This method, entitled ‘The Township of Alphabet’, is aimed at children and adult illiterates and pays special attention to the learners’ socio-economic environment.

The youngest laureate at the Comenius ceremony in 1998, Ferdoes Hajian Pashakolace was born in 1963 in the Mazandaran Province of Iran. He holds a primary school teaching diploma and a Master’s degree in directing and acting from the College of Art of Tehran University. This dual background has certainly been put to good use in developing his method.

His ‘Township of Alphabet’ is an imaginary town where letters of the Farsi (Persian) alphabet are introduced one by one through the use of poetry, songs and charades. Mr Pashakolace first tried his method on children in remote villages where only 5% of the population were literate and on pupils of the Shahed schools, establishments specially created for children whose fathers had died in war.

His original method was oriented principally towards primary schoolchildren. One can imagine the joy and excitement of a young child who comes into a classroom and discovers that the educational materials include–apart from a textbook, an alphabet chart and a blackboard—a pet duck who will assist him/her in mastering the difficulties of the Farsi language. This creates a relaxed and pleasant atmosphere in the class, stimulates the curiosity of the children and helps them to concentrate on the
subject of the lesson. They hear the sounds of the Farsi letters in poems and songs or in the noises made by animals, and learn to associate these sounds with the written characters.

Mr Pashakolace quickly became famous—the news of his exciting teaching method spread from village to village until it reached the Mazandaran province’s studios of Islamic Republic of Iran Broadcasting (IRIB). He was invited to demonstrate his method for teaching first graders through a TV programme, so that not only the children but also illiterate adults could benefit from it. Very soon it became compulsive viewing to watch the broadcast of ‘Uncle Fardos’s’ weekly class on Friday morning.

Finally, he was invited to Tehran to give a series of courses for primary school-teachers on the use of his method. More than 20,000 teachers have now attended his courses over the years.

His illustrated book The township of alphabet was published in Tehran in 1990 and has been reprinted nineteen times since then. One could say without exaggeration that all primary school language teachers in Iran are familiar with his method.

Mr Pashakolace has also served as a primary education expert at the Tehran Department of Education and Training. He is the author of over thirty books, most of which relate to teaching children under the age of 6, while others deal with the teaching of particular difficulties of Farsi.

In parallel with his numerous teaching activities, Fardos Pashakolace has continued his own education and obtained a Master’s degree in education. He hopes that now, enriched by experience, he will be able to devote himself to creating new methods of teaching at the primary school level, which remains for him ‘the cornerstone of all educational courses at all phases of human education’.

Contact address:
97 South Shiraz, Molasadra Ave., Tehran 14358, Iran.
Fax: (9821) 8048969, (9821) 8041242.

Disguised as ‘Uncle Rajab’, a popular folklore character, Fardos Hajian Pashakolace teaches Farsi.

PAKISTAN
Shaheen Attiqur Rahman

A graduate in administration from the University of the Punjab, Lahore, Ms Attiqur Rahman has led an extremely active career. After beginning in 1975 as a District High Court lawyer, by 1985 she was appointed Provincial Minister of Social Welfare. In the meantime and in parallel, she had assumed numerous assignments, varying from the position of Chairperson of Women’s Prison/Jails Committee to that of Chairperson of Punjab Red Crescent Society. The list of Ms Rahman’s achievements runs long.

She used the experience of belonging to the upper echelons of Pakistani society to ‘have an overview’ and to fully understand the gravity of problems faced by its lowest socio-economic classes, in particular, the abysmal and unfortunate situation of the illiterate of the country, especially women and girls. She realized that the way towards a decent human life lay through education and, first of all, through literacy.

She then took a decision. She gave up a promising political career to devote herself entirely to the social uplift of the neglected sections of society in remote rural areas of her native Punjab. The desire for education in these underprivileged areas was productively harnessed by Shaheen Attiqur Rahman to mobilize communities into action.

Shaheen Attiqur Rahman surrounded by a group of teachers and adult learners.
Where are the British Virgin Islands?

Together with a group of like-minded persons, she created a non-governmental, non-profit organization called Bunyad Literacy Community Council (BLCC). Bunyad aims at strengthening the social development process in rural communities through multi-sectoral programmes targeting the poorest of the poor and underprivileged sections of society. Under its auspices she was able to unite thousands of teachers, volunteers, parents and representatives of marginalized communities who all joined forces to promote the cause of literacy and education.

In the past two years, the activities of BLCC developed mainly along four axes: non-formal basic education; combating child labour; women's empowerment; and a social action programme.

Concerned by the fact that nearly 40% of women in rural areas can read the Quran but are otherwise illiterate, Bunyad developed a primer (Quida) which helps them to learn to read and write in Urdu very quickly—in just ten months—since the written script is identical. This method proved to be very successful, having been tested on over 1,000 adult rural women. Ms Rahman is a living example of reaching the unreached as Bunyad has expanded to cover schools in 850 villages. According to estimates, she has been personally involved in making nearly 75,000 women and girls literate.

A special effort is currently being made in co-operation with the provincial government to increase enrolment and decrease dropout in rural schools in the quest for universal primary education. Some 160 villages were selected at random for this experiment and the first results are very promising.

To use Ms Rahman's own words, 'Bunyad is determined to break the lethargy of illiteracy and bring Pakistan into a literate society—education for all, soon.'

Contact address:
E-105/A-9, Gulgusht Colony,
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Lahore Cantt., Pakistan.
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BRITISH VIRGIN ISLANDS
Quincy F.V. Lettsome

Quincy Lettsome's entire life has been devoted to education, both to learning and teaching, and could be graphically presented as two parallels of self-improvement.

As a learner, he has come a long way from the Methodist elementary school in his native community of Tortola to earning a Ph.D. degree from the University of Hull, United Kingdom.

As a teacher, he moved from his first job of an assistant teacher at the Road Town elementary school, to his current position of Deputy Chief Education Officer with responsibility for curriculum development at the Department of Education and Culture.

Curriculum development has always been the focus of his attention, in particular the relevance of the curriculum to the students' particular needs and the milieu in which they live. Upon his appointment as principal to the Cane Garden Bay Methodist primary school, for example, his attention was drawn to the intense interest shown by students towards local history and he tried to provide them with the maximum of information on this subject. While serving as head of the Geography Department at the British Virgin Islands High School, he introduced beach studies. This was indeed relevant since most students live within walking distance of the beach. Sports education has been enhanced under his leadership and today many members of the community can attest to the benefits they derived from being involved in sports during their primary school years.

In parallel, it was his concern about the relevance of the curriculum that encouraged him to start a research project which started in 1966 and terminated in 1991 with the award of his Ph.D.

Dr Lettsome has always been conscious of the fact that no matter how relevant the curriculum might be, it would not be properly delivered if teachers were not familiar with it and sufficiently qualified. In his capacity as President of the B.V.I. Teachers' Union—a position he has occupied on and off for some eighteen years—he has been one of the driving forces that kept the union in existence and has been instrumental in bringing about many positive changes. One of his most prominent achievements was the establishment of the Hull University Programme in the B.V.I., whereby many teachers could acquire teacher-training certificate and bachelor of education degrees without having to leave their homes and families.

His other achievements include the granting of study leave as a right, organization of the annual 'Education Week', introduction of inter-school general knowledge quizzes and the establishment of a Teaching Service Commission whose function is to deal with the recruitment of teachers and react to their concerns.
The IBE Council met from 27 to 29 January 1999. It approved the draft general programme and budget of the IBE for 2000 and 2001. The Council unanimously supported the new orientation of the IBE as an international centre for the content of education based on its framework programme ‘The adaptation of content to the challenges of the twenty-first century’. It underlined the importance of this mission on the eve of a new century and pointed out the unique role that the IBE is called upon to play. The Council welcomed the activities already launched by the IBE in this direction, in particular a series of regional workshops for decision-makers and specialists on curriculum development. The first such workshop, for the Mediterranean region, took place in Geneva last September (see Innovation n° 97, December 1998) and produced positive results. The next one, for the countries of South and Southeast Asia, will be held in New Delhi in March 1999, generously hosted by the Government of India. Similar courses for other regions and sub-regions are envisaged. Anyone wishing to obtain further information about these courses should get in contact with:

Isabel Byron, IBE, P.O. Box 199, 1211 Geneva 20, Switzerland, tel: (41 22) 917.78.48, fax (41 22) 917.78.01, e-mail: i.byron@ibe.unesco.org

The International Bureau of Education (IBE) publishes its quarterly newsletter The International Bureau of Education (ICE), to be organized in 2001. The delegates reached a consensus on three key ideas that should be reflected in the theme of the conference: ‘learning’, ‘learning to live together’, and ‘content’.

The Council decided to launch a new series of national reports on the development of education taking into account the replies of Member States of UNESCO to the IBE questionnaire on this subject and the relevant opinions expressed by Members of the Council during the debate.

Further information on the ICE can be obtained from:

Victor Adamets, IBE, P.O. Box 199, 1211 Geneva 20, Switzerland, tel: (41 22) 917.78.23, fax (41 22) 917.78.01, e-mail: v.adamets@ibe.unesco.org

One of the main tasks of the IBE in 1999 and beyond is to assist Member States of UNESCO in carrying out the reform of educational content. In this respect, the particular needs of developing countries in mastering methods of implementing such reforms should be borne in mind. Special efforts should also be made to boost the reform of education in rural areas. It was recommended to better use the experience of non-governmental organizations and other potential partners in such subject areas as human rights, civics, foreign languages and environmental education, as well as to benefit from the intellectual and structural resources of Member States.

The Council also examined proposals concerning the forty-sixth session of the International Conference on Education (ICE), to be organized in 2001. The delegates reached a consensus on three key ideas that should be reflected in the theme of the conference: ‘learning’, ‘learning to live together’, and ‘content’.

The evaluation of educational systems took place in Geneva last September (see Innovation n° 97, December 1998) and produced positive results. The Council also examined proposals concerning the forty-sixth session of the International Conference on Education (ICE), to be organized in 2001. The delegates reached a consensus on three key ideas that should be reflected in the theme of the conference: ‘learning’, ‘learning to live together’, and ‘content’.

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The text of this issue of Educational INNOVATION and information has been written by Nadia Khr omchenko and Victor Adamets.

Chief editor: John Fox
Assistant: Brigitte Deluermoz

Leo Fernig, C.B.E.
1915–1999

We regret to announce the death of Leo Fernig, former Director of the International Bureau of Education from 1970 to 1976. Leo Fernig joined UNESCO in 1948 and eventually rose to the position of Assistant Director-General. The international community and the staff of UNESCO and the IBE will remember him as a formidable linguist, as a leader of innovative educational endeavours, but above all as a personality who, through his words and his deeds, was the very incarnation of humanistic values.
Eleventh World Congress
to be held in
the Republic of Korea
in July 2001

The World Council of Comparative Education Societies (WCCES) announces an early invitation to comparative education researchers, international education development specialists, educators, and policy-makers to attend the eleventh World Congress of Comparative Education. The general theme of the Congress, which will be held at the Korean National University of Education in Choongbuk, Republic of Korea, 2–6 July 2001, is ‘Education for the Twenty-first Century’. The Korean Comparative Education Society (KCES) will host the Congress on behalf of the WCCES. For details about proposal procedures, registration or accommodation, contact: Namgi Park (Kwangju National University of Education, Kwangju, 500-703, Republic of Korea; (82-62) 520-4200; Fax: (82-62) 524-6022; E-mail: ngpark@www.kwangju-e.ac.kr) or Byung-Jin Lee (Korean National University of Education, Kangnae-myun, Choengwon-kun, Choongbuk, Republic of Korea; Tel: (82-431) 220-3413; Fax: (82-431) 232-7174; E-mail: leebj@cc.knu.ac.kr).

The Comparative Education Society in Europe (CESE), in collaboration with its Italian Section (SICESE), will be holding the nineteenth European Congress of Comparative Education at the University of Bologna between 3 and 7 September 2000. Further information is available from: Conference Secretariat, Dipartimento di Scienze dell’Educazione, Via Zamboni 34, 40126 Bologna, Italy; tel.: (39) 051.25.84.42; fax.: (39) 051.22.88.47 (include the ‘0’); e-mail: case-org@scform.unibo.it Internet: www.unibo.it/CESE-conference

Please send any news or other information about (or of interest to) the WCCES or its member comparative education organizations to the editor of WCCES news, Mark Ginsburg, IISE, University of Pittsburgh, 5K01 Forbes Quadrangle, Pittsburgh, PA 15260, United States of America; Fax: (1-412) 624.26.09; e-mail: iiise@vms.cis.pitt.edu

This 48-page brochure is addressed to field practitioners and specialists (as well as non-specialists) who have to set up schools in crisis situations, especially for refugee children fleeing civil strife and war. A limited number of copies are available free of charge from the Publications Unit, IBE, P.O. Box 199, 1211 Geneva 20, Switzerland.

INNODATA MONOGRAPHS

The monograph describes how an indigenous system of examinations at the secondary and post-secondary school levels was set up in Malta. Details are provided of this end-of-cycle assessment system, and its impact on teaching and learning.

Cognitive Acceleration through Science Education (CASE) aims to improve children’s thinking processes by accelerating progress towards higher-order thinking skills. It is now widely applied to pupils aged 11 to 14 years in the United Kingdom.

Systems of Knowledge intends to give depth and breadth to ‘A’-level studies at the same time as making students more adaptable, flexible and broadly educated. It implies the transferability of intellectual skills, and the ability to analyse and argue logically.

Copies of these brochures are available free of charge from: Publications Unit, IBE, P.O. Box 199, 1211 Geneva 20, Switzerland. They can also be downloaded from the IBE’s Web Site at: http://www.ibe.unesco.org