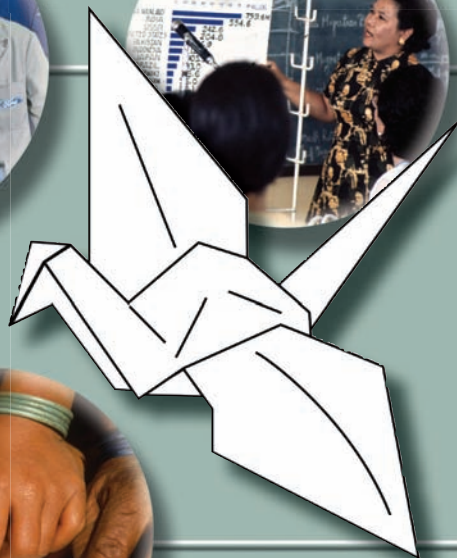
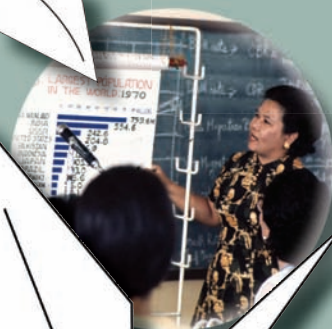

QUALITY EDUCATION FOR ALL YOUNG PEOPLE



47th International Conference on Education
of UNESCO, Geneva, 8-11 September 2004



QUALITY EDUCATION
FOR ALL YOUNG PEOPLE

Reflections and contributions
emerging from the

47th INTERNATIONAL
CONFERENCE ON EDUCATION
OF UNESCO

GENEVA, 8-11 SEPTEMBER 2004



INTERNATIONAL
BUREAU OF
EDUCATION



"Quality education for all young people – Reflections and contributions emerging from the 47th International Conference on Education of UNESCO, Geneva, 8-11 September 2004" is a collective work, prepared under the responsibility of Pierre Luisoni, Interim Director of the IBE and Co-ordinator of the ICE, with the collaboration of Myriam Zitterbart, Research Assistant, Massimo Amadio, Programme Specialist and Brigitte Deluermoz, Editorial Assistant.

The IBE has also published a CD-ROM and two DVDs (or VHS cassettes). The CD-ROM contains all the ICE documents as well as the Messages from the Ministers, the Messages from the Young people and the 126 National Reports. The first DVD contains the introductory ICE video, as well as the inaugural workshop videos. The second presents a report on the 47th ICE, the International Literacy Day celebration and the Comenius Medal presentation ceremony. These can be ordered from the IBE, C.P. 199, 1211 Geneva 20, Switzerland (fax: 41 22 917 78 01; e-mail: c.stenborg@ibe.unesco.org).

This work is also published in French and Spanish.

The names employed in this publication and the presentation of the data it contains do not imply any stand by the UNESCO Secretariat on the legal status of countries, territories, cities or zones, or their authorities, nor the layout of their borders or limits.

Unless otherwise mentioned, UNESCO holds the copyright to all the photographs.

Cover graphics: Christin Grünfeld
Model graphics: Joyce Taubé

TABLE OF CONTENTS

	Acknowledgements	6
	Presentation	8
Chapter I	An overall view of the problems	11
	Ten observations and thoughts	14
Chapter II	The education of young people in the context of globalization	21
	Responding to the educational needs	22
	Economic challenges and educational challenges	23
	Cultural and social challenges and education of young people	28
	The challenge of building young people's identity	32
	Political modernization: the globalization of the image of the State as educator	38
	Globalization and sustainable development	40
Chapter III	Ways to achieve better quality education for young people	45
	Trends in education and the quality of education for young people	46
	The preoccupation with quality	47
	Acknowledgement of educational needs as a motivation for change	52
	Raising the level of educational attainment and competitiveness	55
	Assessing learning achievement and international comparison	58
	Reconsideration of financial investments in education	60
	From national sovereignty to new international systems of governance?	63
	Six pointers to progress	65

Chapter IV	Four components of a quality education for all young people	83
	Quality education and gender equality	85
	Quality education and social inclusion	94
	Quality education and competencies for life	105
	Quality education and the key role of teachers	115
Chapter V	The international consensus emerging from the 47 th session of the ICE	125
	MESSAGE from the 47 th session of the UNESCO International Conference on Education and proposed priorities for action to improve the quality of education of all young people	126
	MESSAGE from young people	133
Postface	Some final reflections – The IBE takes another look at the conclusions of the ICE	135
	Challenges and priorities for action	135
	Ministers and Youth: convergent opinions	136
	The quality of education: some decisive factors	138
Annex 1:	Composition of the Secretariat of the 47 th session of the ICE	144
Annex 2:	Principal Speakers at the two main debates and the workshops	
	Introductory debate	145
	Final debate	146
	Workshop 1A	147
	Workshop 1B	148
	Workshop 2A	149
	Workshop 2B	150
	Workshop 3A	151
	Workshop 3B	152
	Workshop 4A	153
	Workshop 4B	154
	Bibliography	155



Our inherited models of secondary schooling tend to be elitist, hierarchical and exclusive in character, features which may have been attenuated but were not fundamentally challenged by the greater access to secondary education that has occurred in many countries in recent decades.

The need for deep and systematic reflection on these and related matters is imperative today. The need to devise appropriate and viable alternatives for educating young people is also essential. The debate on quality education provides an opportunity to think afresh about how and why current approaches are failing so many of our young people. It is clear that universalizing the kinds of secondary education devised two centuries ago will not solve the problems facing countries of both the 'North' and the 'South'. More needs to be done to develop national alternatives but, in this era of accelerating globalization, these alternatives should be relevant to the wider world as well as to local circumstances. This is important to recognize since the disproportionate numbers of young people in the 'South' and the shortages of educated young people in the 'North' will stimulate greater international mobility in the future.

A handwritten signature in black ink, which appears to read "K. Matsuura". The signature is written in a cursive, flowing style.

Koichiro Matsuura
Directeur-General of UNESCO



ACKNOWLEDGEMENTS

As the preparation of this work draws to a close, my thoughts of deep gratitude obviously turn first and foremost to Cecilia Braslavsky, Director of the IBE, who unfortunately passed away on 1 June 2005, after a seven-month battle with a terrible cancer, waged with exemplary courage. Mrs. Braslavsky put all her energy into the 47th ICE, together with her wealth of professional skills, her experience and her generosity and she was justly very proud of the success of this event. Until the last days of her life, she devoted her attention to the preparation of this book, the majority of the texts of which bear the mark of her reflections, her vision, her convictions and her commitment. Thus it is that this publication is dedicated in grateful tribute to her.

My warmest thanks also go to all those who worked for the success of the 47th ICE:

- to the Intergovernmental Council of the International Bureau of Education, to its Chairman since January 2004, **Mr. Pedro Nsingui Barros** (Angola) and to his predecessor, **Mr. Aziz Hasbi** (Morocco), as well as to all the members of the Council but especially those of its Working Group for the preparation of the ICE. I also thank the members of the IBE Council who assumed the task of rapporteur in the various workshops;
- to the Member States, organizations or institutions which made intellectual and/or financial contributions to us: Argentina, the Czech Republic, Finland, Japan, Kuwait, Mexico, Norway, Spain, the United Arab Emirates, the Organization of Ibero-American States, UNICEF and the Education International;
- to the host country, Switzerland, and in particular to **Mr. Charles Beer**, Minister of Education of the Republic and Canton of Geneva, Head of the Swiss delegation to the ICE; to the Administration of the Swiss Agency for Development and Co-operation (SDC) of the Federal Department of Foreign Affairs and to the Geneva Government Mutual Aid Fund for their financial support which enabled several representatives from the least advanced countries to take part in the Conference;
- to the Chairman of the 47th session, **H.E. Mr. Arjun Singh**, Minister of Human Resources Development of India and to the outgoing Chairman, **H.E. Mr. Fabian Osuji**, Minister of Education of Nigeria; to the ICE secretariat and

to all the Ministers and Heads of Delegations and to all the participants from all over the world who exchanged their experiences, shared their practices, their concerns and their hopes and thus contributed to the greater richness of the debates;

- to the General Rapporteur, **Mr. Abdallah Bibtana** (Libyan Arab Jamahiriya); to the principal speakers, workshop moderators and rapporteurs, a list of whom appears as an annex;
- to the Director-General of UNESCO, **Mr. Koïchiro Matsuura**, for his presence at the Conference and the constant support he afforded the IBE in the preparation of the ICE;
- to the interim Deputy Director-General of UNESCO for education, **Mrs. Aïcha Bah Diallo**, for her commitment at our side and the invaluable support she afforded us by making available to us a qualified team of colleagues from Head Office who performed a whole range of tasks with professionalism and team spirit. I also wish to thank our colleagues from the Head Office central services who assumed much of the organizational and logistic work (interpretation, translation, secretariat, room management, Press relations, etc.);
- to all my colleagues from the IBE, who worked tirelessly for many months, with generosity, competence and enthusiasm to make this ICE a success from every point of view.

My special thanks also go to **Mrs. Ana Benavente**, **Mr. Abdeljalil Akkari** and **Mr. Walo Hutmacher** for their great contributions to the preparation of the reference document of the Conference; to our Geneva counterparts, to our colleagues of the Faculty of Psychology and Educational Sciences of Geneva University: **Mrs. Soledad Perez** (deceased in December 2004) and **Mr. Charles Magnin**, and to the Director of the Geneva Educational Research Service, **Mr. Norberto Bottani**, with whom we were able to share and delve further into our reflections and hold a high-level international seminar on the subject of "Secondary Education worldwide: assessment and prospects" on the eve of the ICE.

My thanks go finally to my IBE colleagues – Massimo Amadio, programme specialist, Myriam Zitterbart, research assistant and Brigitte Deluermoz, editorial assistant – who were more directly involved in the production of this publication. I hope that it will reach and interest a wide audience of educational specialists and will help them to continue their reflection and to enrich their activities in favour of quality education for all young people.

Pierre Luisoni
Interim Director of the IBE
Co-ordinator of the 47th ICE

PRESENTATION

After the 46th session of the International Conference on Education (ICE), the UNESCO International Bureau of Education (IBE) had the possibility of publishing a work intended to broadly disseminate both the preparatory work and the principal results emerging from that Conference. That met the often expressed demand that we emerge from the "confidentiality" generally associated with international conferences, which concern only a limited number of people and whose results most of the time remain confined within ministries and their administrations. The interest expressed with regard to the publication of a work on the 46th ICE and the success with which it was met encouraged us to repeat the experience, in the same spirit.

The ICE remains the only regular meeting place for all Ministers of Education from around the world and thus constitutes a single international forum for high-level discussion of educational challenges and their implications for educational policies. The 47th session, which was held in Geneva from 8 to 11 September 2004, was a great success, in terms both of participation and of the dynamics and quality of the debates. It was attended by more than 1100 participants from 142 countries, including 102 Ministers/Vice-Ministers/Secretaries of State, as well as representatives of 25 intergovernmental organizations and 25 NGOs. For the first time in its history, the ICE received a group of 14 young Africans and Brazilians who took part in the work and addressed a Message to the Ministers at the close of the Conference. In addition, 126 countries sent a national report; 125 Ministers addressed a "Message" and more than 1000 young people responded to the invitation of the Associated Schools Network of UNESCO (ASPNET) to give their opinions on what they understood by "a quality education".

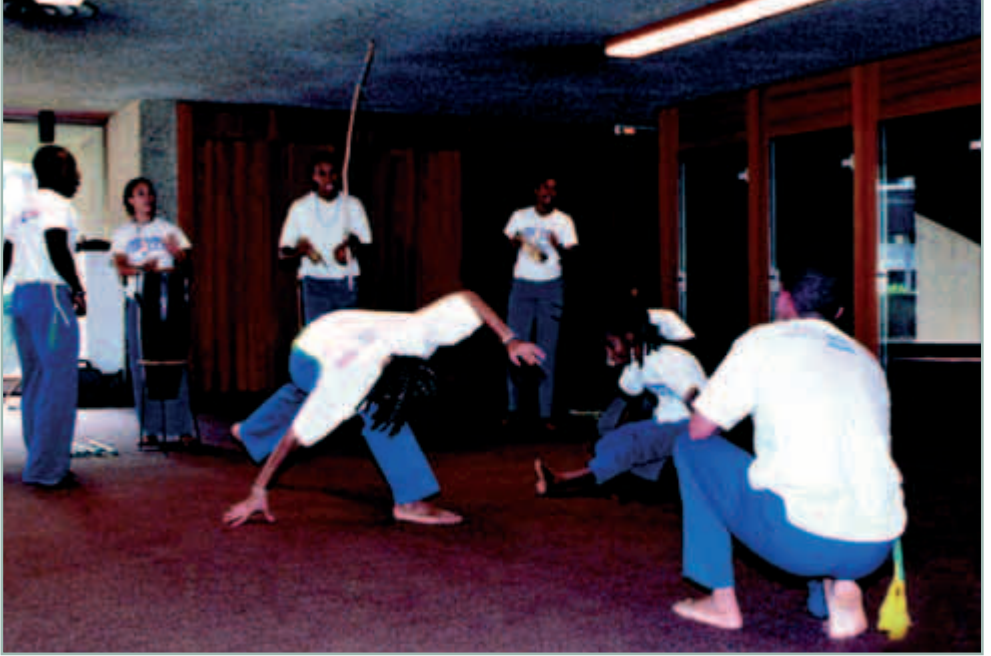
The success of the ICE is undoubtedly explained by the choice of the theme "Quality education for all young people: challenges, trends and priorities", which is a concern and a major challenge to development everywhere in the world. But this success is also due to the desire of political leaders and other actors in education systems to meet periodically, not only at the regional but also at the planetary level, in order to enrich each other and to build a certain consensus on the evolution of education in an ever more globalized world.

This book is based mainly on the work and preparatory documents of the 47th ICE and on the statements, addresses, presentations and debates of the two plenary sessions and the four specialized workshops, and on the Messages of the Ministers and the Young People which were received before the Conference. The final

document adopted by the ICE ("Message and Proposed priorities for action to improve the quality of education for all young people") appears in Chapter V.

This work, containing a wealth of reflections, experiences, research, opinions, ideas and visions for the future, aims to contribute to the continuation and deepening of reflection on the quality of education for young people among all the actors of the world educational community. It is from this standpoint that a number of questions appear in the text, with a view to permitting teacher trainers, the teachers themselves and their professional organizations, as well as the actors of civil society, to launch or continue the debate by taking account of the specific contexts. While briefly presenting the principle issues at stake and the lines of action proposed and by illustrating them with examples and quotations, this book does not seek to prescribe universally transferable norms or standards but simply to share different sorts of information, ideas and practices in order to encourage discussion.

Congruent to the ICE, this book is not an end in itself but rather a starting point or a step on the road to a better future for humanity, in the construction of which education can – and must – "make the difference". It is thus with particular pleasure that IBE-UNESCO offers this work to the entire educational community.





CHAPTER I

AN OVERALL VIEW OF THE PROBLEMS

CHAPTER I

AN OVERALL VIEW OF THE PROBLEMS

At present, half the world's population is less than 25 years of age: the world has the largest generation of young people it has ever known. More than one billion human beings are between 15 and 24 years of age, and the majority of these live in the least developed countries. It is also the first generation of young people to grow up with HIV&AIDS. According to estimates of the United Nations Population Fund (UNFPA), in 2020, 87% of young people in the world will live in developing countries. Developed countries, for their part, will be faced with the demographic challenge of an ever-ageing population. How will the North and the South manage to solve the problems of migratory flows which by all accounts will increase? What will be the consequences of such phenomena on the education systems of the North and the South? Is it conceivable, wherever one lives on the planet, to be able to face life and the challenges associated with globalization with a schooling limited to primary education?

“And after primary education?”

Making primary education universal (6 to 12/13 years of age) is only a first step to meeting the challenge facing all education systems. As stressed by the Dakar Forum, "this must be seen as a minimum, not a ceiling. Democratic participation in social and economic development requires larger numbers of citizens with access to quality secondary-level education". For UNESCO, the fact that secondary education is often the "missing link" in the EFA agenda gives significant cause for concern.

The success of the efforts in favour of EFA will indeed enable thousands of children to finish primary schooling. But how can all these young people be equipped with a solid educational background? How can we ensure the realization of the third objective of the Dakar Framework for Action, which requires "ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes"? It appears rather clearly that the traditional forms and current models of secondary education will not be capable of ensuring quality education for all young people. What policies should be implemented to diversify the educational offer in order to better meet the requirements and needs of young people? What promising alternatives can be considered? What partnerships should be mobilized in order that the right to quality education for all young people may become a reality?

All countries are involved in the process of updating their education systems but, as the Report of the International Commission for the 21st century already recalled, "one of the major problem areas in any reform, [is] that of the policies to be applied to the period of adolescence and youth, between primary education and work or higher education". The UNESCO Director-General has on several occasions recalled some of the enormous challenges which remain at the beginning of this century such as the construction of a more interdependent world, the elimination of poverty, globalization with a more human face, action for sustainable development, the construction of peace, the fight against the HIV&AIDS pandemic and its prevention among young people. No doubt, education alone will not solve all these problems but it has a paramount role to play, in particular in eliminating gender inequalities, enhancing social cohesion and making for "better cohabitation", the acquisition of competencies for life or the key role of teachers in improving the quality of education. But all these efforts will be in vain without the decisive commitment of all the actors in the education systems, political and social dialogue and the creation of partnerships, in particular with civil society.

UNESCO in its entirety is committed to reflection and action in order to support more effective policies, at all levels of the education system. Problems exist but solutions have also been found and certain strong tendencies are identifiable. It is of prime importance that all this be known and shared and that an open, deep and renewed political dialogue continue on this subject. That was the central objective of the 47th session of the ICE, which was held in Geneva from 8 to 11 September 2004 on the topic "Quality education for all young people: challenges, trends and priorities" and this orientation is perfectly in phase with the strategic objectives laid down in the UNESCO action in favour of education.



Some of the questions relating to the quality of education for young people are obviously not new (and UNESCO, in particular, has been grappling with them for several decades.), but most of the problems are far from having been solved, despite many efforts and some progress.

TEN OBSERVATIONS AND THOUGHTS

1. The number of adolescents and young people finishing primary schooling is rising rapidly. The number of enrolments at secondary school level in the world has multiplied by more than ten over the past fifty years. Between 1990 and 2000, the gross enrolment ratio at the secondary level grew, as a global average, from 56% to 77.5%, an increase of over 38%. (UNESCO, 2003 (e).) This phenomenon has developed concurrently with, on the one hand, major demographic growth in some regions of the world, specifically in poor regions and, on the other hand, with the conviction of millions of people that only secondary education can enable them to find work, to ensure a decent wage and to improve living conditions. Statistics have effectively shown a link between the level of education and that of development. In the twenty countries with 'low human development' for which we have data, the average net enrolment rate at the secondary level in 2000/2001 grew by an average of 19% (with variations from 5% to 40%); in the fifty-nine countries with 'medium human development', this rate was 55% (with variations from 21.7% to 88%) whereas, in the forty-five countries with 'high human development', the average rate was 83% (with variations from 49% to 101%). (UNDP, 2003.) There are naturally huge expectations for every adolescent to continue to receive training in formal secondary education—both upper and lower levels—to develop all their talents, to live better, to rise out of poverty, to enter active life and to take part in development.

2. However, at the same time, there is growing unease in both rich and poor countries, in those structures catering to training the elite just as in those concerned with new social classes entering secondary education or as regards the case of adolescents and young people who are not integrated into the education system. Loss of confidence goes hand in hand with a generally widespread feeling that there is a decline in the standards of secondary education, in all the regions of the world. Even though this drop in the level of education acquired is not evident, and scientific studies are not available or questionable, it is undeniable that the education of young people, in the various forms of current secondary education, no longer meets the needs of individuals and societies in any region of the world. This widespread unease, even if it varies considerably from one region and one group to another, appears to be linked to the major difficulty of defining and dealing with the highly diverse education needs of adolescents and young people in a world of growing interdependencies and inequalities. At the global level, there is a fairly

widespread consensus that education requirements for globalization with a human face are linked to acquiring **skills for lifelong learning**. This will take more and more time, with alternating periods of training, work and unemployment. It will also increase the risk of marginalization or exclusion from any benefit of economic growth. It also appears that entire regions will suffer further, due to global pandemic diseases, rising geographic mobility (brain drain) and increased “voluntary” or “forced” migration, as well as other phenomena still difficult to identify. HIV&AIDS, for instance, creates specific needs in terms of skills, as it is behavioural changes which are required and not only acquiring knowledge. This is also the case for sustainable development and living together in peace.

3. In some cases, this situation can even call into question the meaning of formal education, its value as a means of acceding to the world of work and of contributing to sustainable development, social cohesion and peace-building. Some researchers are even asking if the financial, organizational and family-related efforts for universal schooling in its current form, particularly beyond primary level, are worth it. “Learning to want to live together”, specifically, remains very difficult. Physical violence within schools is gaining ground, even among young girls, and in diverse situations. This could be said, in certain cases, to be a response to an education experienced, firstly, as too distant from the needs of adolescence and youth, and which, secondly, is far from guaranteeing employment in the fastest growing sectors of both the global economy and local economies. In the poorest regions, particularly, this often seems far-removed from the possibilities of becoming a pillar of local development and global integration.

4. Nevertheless, families, communities and public authorities continue to take significant steps to maintain the process of school enrolment for ever longer periods, that is, beyond primary school. The question now is whether this school enrolment should take place in the types of institutions invented and “systematized” during the eighteenth and the first part of the nineteenth century. Education systems were created and developed in the context of national economies and states, a mostly rural population, as well as of relatively limited and homogenous calls for democratization. Current requirements are both more global and varied, with radically different family structures and means of communication and information. The Dakar Framework for Action, in Goal 3, requires “ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.” (UNESCO, 2000.) But it does not answer crucial questions such as: To be enrolled in school: to learn what? Where? For how long? How? With which teachers?

5. National governments and public authorities in general do what they can to provide school enrolment opportunities to a growing number of adolescents and young people who seek training or who have no other option of social integration but to resort to learning establishments. Due to a lack of alternatives, many countries, confronted with ever-increasing numbers of young people who have finished primary schooling, are investing more in creating more secondary schools and lyceums, 'high schools' or 'community colleges'. At the same time that traditional and technical secondary schools are being called into question in many developed countries, similar establishments are being created and are growing in a number in the countries of the South. Even if 'good policies' and 'good practices' are becoming more widespread, they are not well known and there has not been enough thought devoted to their value in different settings. Can new models of learning for adolescents and young people in poor countries and for growing populations be developed or do they have to go through all the stages already experienced by rich countries? Or rather, are the new concepts for the education of adolescents and young people being developed in some rich countries transferable, such as for example that of the various forms of "learning centres", disregarding their socio-economic roots and historical context?

6. The question of the characteristics of what education after primary school is particularly important in the case of seeking high quality education for both sexes and for "new entrants". Youth from countries or families that do not have a long and well-established history of school enrolment encounter many and varied obstacles to integration and learning in traditional secondary education establishments, whether general or technical. Throughout the world, concerns are centred specifically on access, equity and the quality of education of young girls but it has also been noted that, in some regions, the training of boys also causes an increasing number of problems. This may be due to some cultural or economic factors but the difficulties are always linked to a feeling of inappropriateness or even of a gap between the learning needs of young people and what the system has to offer. Many young people who go on to secondary school no longer correspond to the 'schooling standard' of average students. It has also been noted that at times education systems, their structure and their functioning can be the source of marginalization and exclusion. Broadly speaking, what can education do to fight poverty and encourage social cohesion? There are surely "good policies" and "good practices" in various fields. What are they? Are they transferable and can they be widely replicated?

7. There is international consensus on the need for national governments and public authorities to remain very active in regulating the education of adolescents and young people, that is, in defining standards and then monitoring. No one questions the role of governments in defining the goals and objectives of quality education for all young people. However, latent debates

continue and there are differences of opinion on the way in which governments should define the goals and objectives of this education. Should they continue to do this on an individual basis, as in the period of nation-states with 'firm' frontiers or should they do this in a more cooperative manner? Is it possible to define desired global "standards" of knowledge or skills? On the other hand, is it politically and socially acceptable, in order to achieve globalization with a human face, to contemplate defining skills for different groups or categories of countries (developed/developing, rich/poor, etc.)? Can knowledge acquired be assessed in terms of a concept and universal values that characterize the quality of education for all adolescents and young people? Is this desirable? Faced with the planet-wide challenges of poverty, environmental damage, social cohesion or peace-building, is it reasonable to think that any country can go it alone?

8. There is also a consensus that national governments cannot ensure as they used to the functioning of education systems in general and of educational provision in particular for adolescents and young people. The question of good governance in education, based on political and social dialogue, has become vital, and forging or broadening new partnerships is the best strategy for realizing this objective. Good governance refers to, among others, the organization of "government" for education and its territorial management (centralization or decentralization), and to power itself (with more or less participation of the various actors) and to financing (who should finance what in the specific case of learning at post-primary level?). There are many questions here. Are partnerships applicable to all levels? As regards secondary education, does the private sector have a particular role to play? Which? By means of what mechanisms? How can the learners themselves be associated as partners?

9. International partnerships and partnerships between various actors at national level are indispensable for guaranteeing quality education for all young people. In adopting the Dakar Framework for Action, the international community affirmed that "no countries seriously committed to education for all will be thwarted in their achievement of this goal by a lack of resources". (UNESCO, 2000.) But the financing of quality education for all young people is still not forthcoming. Most bilateral financial partners set themselves the objective of contributing 0.7% of their gross domestic product to development aid. But most of them, excluding Nordic countries, have not reached this objective and the priorities for available resources are primary and non-formal education. Some countries often continue to invest more proportionally in higher education than in secondary education, which still appears to be the "poor relation" of education systems. Furthermore, **other partnerships** are increasingly important in post-primary education. The media, producers of teaching materials, curricula and Internet teaching content, families and students themselves should be considered as partners in their own right. The question today is no longer whether or not they are

recognized as such with reason, but concerns rather their productive and creative articulation in a system of good governance. How are countries to ensure the conditions and methodologies of dialogue and action needed to create a virtuous circle involving all agents for the education of adolescents and young people? How are such partnerships to be implemented and managed on a daily basis?

10. **Lastly, new technologies and other educational alternatives will fail in the face of the challenge of guaranteeing the right to quality education for all young people, if there is not sufficient teacher mediation.** After periods of fascination with the emergence of new technologies, no one questions the necessity of exploiting these technologies or of counting on well-trained teachers, who are adequately paid, capable of keeping up to date with changes in knowledge, and with the skills needed to take into account the growing interdependencies affecting not only the world but also the school itself. Criteria for teacher training, recruitment, integration and on-the-job training is important for all teachers, particularly for those at the post-primary level. Some subjects for which teachers have been trained are being dropped, but teachers remain in place, and a new position and new duties in the teaching system need to be found for them. New subjects are also created. Health promotion, HIV&AIDS prevention, sexual education and competencies for life, which before were not, or hardly, dealt with at school, involve different teaching strategies, based on strong human and interpersonal relations, and the use of new technologies is not the answer. How are the profiles of teachers to be defined for quality education for all young people? How is the updating of training to be guaranteed? How can the work of teachers in the case of “new generations” and of other young people who, often, are hardly “school-oriented”, be supported? How can teachers and school leaders be helped to improve school life in order to prevent and fight against violence in society and school?



Presented as non-exhaustive, the above thoughts and questions indicate clearly the scale of the problems, and the urgent need for effective and no doubt innovative steps to genuinely improve the quality of education for all young people. In all education systems, there is great tension **between unease and hope**, between concern in the face of future challenges and the duty to face problems head on.

The quality and wealth of the discussions which took place at the Conference would lead one to believe that it perfectly achieved its goals and that its conclusions will be able to guide new policies, better meeting the needs of young people, in a world characterized at the same time by the complexity of ever more rapid globalization and of the local needs with which they are confronted daily.





CHAPTER II

THE EDUCATION OF YOUNG PEOPLE IN THE CONTEXT OF GLOBALIZATION

CHAPTER II

THE EDUCATION OF YOUNG PEOPLE IN THE CONTEXT OF GLOBALIZATION

RESPONDING TO THE EDUCATIONAL NEEDS

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.

Koïchiro Matsuura, Director-General of UNESCO

In order to try to identify the current educational needs of adolescents and young people, the characteristics of this new era that is marked in particular by globalization must first of all be recognized; and equally as well the economic, cultural and political impacts of globalization and, especially, the challenges linked to the building of identities and the reconstruction of institutions.

The inertia of educational models remains very strong. These were constructed on the basis of presuppositions such as the priority of the role of the nation state, its capacity to create a fraternal society made up of people who share common values that have been inculcated or transmitted by literary works, and references to history. Although this model equally intends to prepare students to meet the needs of the labour market, this takes form by more and more unknown and less foreseeable manners. A fundamental issue weaves throughout the theme of the Conference: how to respond to the educational needs of young people at the beginning of the twenty-first century? In the end, who will define these needs and the strategies of response?

[...] 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.

Abdallah Bibtana, General Rapporteur of the 47th ICE, Libyan Arab Jamahiriya

The prospects for education aimed at globalization with a human face have to overcome several challenges. This chapter describes some of them. They relate, at

the same time, to globalization itself, its cultural and social aspects, identity-building among young people, political modernization and the increasingly marked requirement to concentrate all efforts in order to contribute to truly sustainable development. Globalization is indeed a complex phenomenon, with multiple facets and repercussions.

ECONOMIC CHALLENGES AND EDUCATIONAL CHALLENGES

World trade has grown rapidly. Since 1980, the global environment has become far more conducive to the growth of foreign direct investment (FDI). The increase in the movement of FDI to developing countries has been rapid but selective: investment remains mostly concentrated in a dozen such countries and territories which all have young populations with high levels of schooling (China, Brazil, Mexico, Hong Kong/SAR of China, Singapore, Argentina, Malaysia, Bermuda, Chile, Thailand, Republic of Korea and Venezuela).

Investment has moreover changed in nature. With the use of information and communication technologies (ICTs) and the fall in transport costs, production processes can easily be distributed across the world as businesses take advantage of differences in costs, factors and the most favourable investment conditions, which include the educational level and profile of the working population.

The rapid integration of financial markets in the last twenty years is certainly the most spectacular aspect of globalization. Capital mobility enabling financial transactions the world over 24 hours a day is driving labour flexibility and physical and virtual mobility.

As citizens of a country member of the European Union we are given a chance to work outside of the borders of Poland. Unfortunately, English classes at school are insufficient for us to become proficient... In my opinion the program doesn't include enough classes and sometimes teachers themselves are not skilled enough to be teaching... It seems that the only possibility to improve the knowledge of English is to take private courses outside school... but many Poles simply cannot afford that.

Artur Pasikowski, 16 years old, Poland

© Hartmut Schwarzbach / Still pictures



Population movements are intensifying. There are currently at least 175 million “expatriates” in the world, that is, double the number in 1975 (International Organization for Migration, IOM, 2002). A significant proportion of these people are moving without a precise direction: from South to North but also from North to South. Some are what we can describe as genuine immigrants, seeking integration in the country of destination. Many others, however, are “nomad employment seekers” who want to earn a living in different countries too, with new reasons for moving, whilst hoping to maintain close ties with their country of origin where they have left their family, their children, their past and sometimes their future – and they send home one billion US dollars a year (IOM, 2002a).

The technological revolution, which has so facilitated globalization, developed in the industrialized countries, but its repercussions are felt throughout the global economy. It has modified international comparative advantages to a certain extent by making knowledge a very important factor of production. Activities requiring a high level of knowledge and using the latest technology have grown the most, and if countries wish to succeed in economic development, they must acquire the means to penetrate this sector and compete in it, which means, in particular, that they must increase investment in education, training and the dissemination of knowledge.

[...] I believe that without a mastery of new technologies, and if our schools are not able to convey and use these new technologies and to transmit them to young people, these schools and our education systems will in fact turn out illiterates for the 21st century. I believe that new technologies form an integral part of the training that young people, as well as adults, must receive within the framework of continuous training.

Elie Jouen, Assistant Secretary General, Education International

[...] Mathematics, Science and Technology as subjects will need to be given prominence in our skills development programmes, as we see the market for people qualified in these areas is increasingly more global. As well as this, life skills competencies including health and sexuality education are necessary for all young people.

Mohamed Enver Surty, Deputy Minister of Education, South Africa

As in other fields, there are significant imbalances, particularly between the North and the South, with regard to access to knowledge and technology. Almost all new technologies come out of the North, which is where most research and development activity is concentrated. The same technology behind rapid economic globalization is also in more widespread use by governments, civil society and individuals. The

Internet, e-mail, cheap international telephone calls, mobile telephones and electronic conferencing have enabled interconnections worldwide to multiply. An immense and rapidly growing stock of information is now available from anywhere on Earth with an Internet connection. Satellite television and the electronic media are creating a genuine fourth world power. At the same time, for the first time in human history, knowledge is changing faster than generations. However, secondary education continues, as it always has, to teach knowledge as if it were permanent. Furthermore, the development of information technologies that are rapidly spreading a global culture, poses a challenge to the culture of secondary education, which is most often constructed around a body of national contents (literary references, national history and geography, etc.).

There are two major principles we want and must observe in enhancing the quality of education. Firstly, there is a clear and indisputable humanist imperative in the development of human individuality. This in itself is such a challenge that we should feel obliged to clear away all obstacles that hinder us from bringing it to life. Then there is the second principle. At the beginning of the 21st century we cannot afford to waste human resources. Human resources must be used in a rational manner and their effects on society must be maximised. After all, the global economy does not allow any other possibility. "Learn as much as you can. Develop your talents." This is a challenge all young people must face. Our duty is to ensure that this challenge may be taken to heart and accepted by all those for whom good education is designed.

Petra Buzková, Minister of Education, Youth and Sports, Czech Republic

All of these changes are interdependent: they form a whole and are an increasingly strong influence on world market forces. A far-reaching change is affecting the role of the State and the behaviour of economic agents. The global production system is increasingly shaping the structure of commercial exchanges and FDI. The competition in which states are finding themselves, to attract capital, production sites and workplaces to their territory, takes place in new ways due to the existence and rapid development of information and communications technologies.

The advance of economic doctrines favouring the market in the last twenty years unquestionably played an essential role in laying the foundations for the emergence of globalization. The collapse of communism in Europe was a turning point. Suddenly, between 1989 and 1990, thirty more countries with some 400 million inhabitants joined the free market economy.

The emergence of global production systems which generate growing flows of FDI has created new opportunities for growth and industrialization in developing countries. Some 65,000 multinationals, with approximately 850,000 affiliated businesses, are the key agents of these systems. They coordinate global supply chains connecting businesses in different countries, even including local sub-contractors working outside the official production system and outsourcing work themselves to home workers. The growth of these global production systems has been particularly strong in high-tech industries (electronics, semi-conductors, and so on) and in the case of certain labour-intensive consumer goods (textiles, clothes, shoes). It is also significant in software development, call centres and financial services. Diverse models are possible:

- Parts and components are produced by branches of multinationals in developing countries. Most research and development and other tasks using sophisticated technology stay in the industrialized countries. High-tech industries operate according to this model; they have experienced the fastest growth and now represent the most important individual source of export of products manufactured in developing countries.

- In labour-intensive consumer goods industries, multinationals design the product, specify the quality and outsource production to local businesses in developing countries. Thus they control quality and production deadlines. A “tight flow” production system has been established in this way at the global level.

- In other cases, local production continues to exist, although non-articulated with international networks, but with uncertain prospects to be able to guarantee a better quality of life for the local populations.

The globalization process presents an unavoidable challenge to those who would influence educational processes and who must make crucial decisions concerning the education of young people. The challenge is to create capacities and develop knowledge with a view to enhancing human productivity.

The world has taken a step towards the 21st century with the optimism of the development of new technologies and scientific achievements that have, like never before in history, brought us closer to each other and enabled access to every part of the planet. However, one might ask whether humanity has met the challenge of new social relations and thus given hope for the future to new generations.

Dragan Primorac, Minister of Science, Education and Sports, Croatia



© Laura Dwight / Still pictures



© Lynn Funkhouser / Still pictures

QUESTIONS FOR A DEBATE

What are the choices to take up this challenge? Do they actually exist or is it necessary to create new approaches? Should we base our idea of what constitutes quality education for young people according to a multi-track global economy?

Is there a basic training common to all the young people in the world, living in diverse economic conditions? Should we train young people for the place where they live and the local pace of development (country, province, town)? Or should we prepare them to be mobile?

Is a vision of education for young people toward world development with integration alternatives and broad cohesion possible? What could be the consequences of the various options?

The quality of education is indissociable from the place given to educational policies and reforms within public policies as a whole, because of the unquestionable correlations which are increasingly essential between education, on the one hand, and economic performance, on the other. In fact, every education system aims at preparing young people, girls and boys, for their roles as active, productive and responsible citizens.

Joseph Owona, Minister of National Education, Cameroon

CULTURAL AND SOCIAL CHALLENGES AND EDUCATION OF YOUNG PEOPLE

The question is: if we are talking about a global economy if we are talking about globalization with a human face, as the theme of the conference is, can we really achieve this while there is tremendous inequalities within countries and across countries and is it possible to reduce that gap ? And I think the answer is yes and the reason why I say that with confidence is that when we look at countries like South Korea which was about the middle of poorer countries back in the 1960, but they have exceeded many of the OECD countries within the space of only one generation. And they did this by decreasing the percentage of adult population with only primary education, both through formal education as well as reducing the number of adults illiterates, increasing opportunities of secondary education and then only after that expanding tertiary education.

Ruth Kagia, Director of Education, World Bank

Globalization does not only exist in material and economic form. For a long time, it has been the large traits of a culture that is becoming globalized, meaning a particular way of thinking, acting, behaving and organizing the world and what we usually call “modernity”. The globalization of markets and technology is in itself a consequence that in turn is speeding up the dissemination of “modernity” and affecting the living conditions of the world’s population.

All human societies are subject to change and in any cultural context the traditional is set against the new, the “modern”. Nonetheless a particular process has developed since the sixteenth century: the emergence of a form of civilization that is acknowledged to be “modern” and which is characterized by certain features, such as the search for individual autonomy and equality in terms of rights and dignity, the importance of recourse to reason and rationality, the rationalization of human activities, the principle of free inquiry and free debate, modern science, and a focus on the future as opposed to the past, combined with a deep faith that nature can be worked, that individuals can be educated and society shaped.

Modernity is gaining ground, be it through the political, economic and/or military power that it gives to the groups and nations which adopt it, or by virtue of its attractiveness to human societies rooted in other cultures and civilizations and

which, representing the overwhelming majority of the world's population, are all having to come to terms with it, particularly under the banner of development. Each society approaches modernity in its own way, with its own heritage, and by taking it on board, transforms it, with cultural and social consequences which may be creative or destructive but which are always very specific.

For its part, globalization adds opportunities to modernization, but also growing inequalities and risks: (i) a new world economic geography is emerging with a dynamic centre in some Asian countries; (ii) the initial advantages of the industrialized countries have been partially counterbalanced by losses for certain categories of workers; (iii) only a small number of developing countries have managed to increase exports and attract FDI; (iv) and the majority of the least developed countries (LDCs), most of them in sub-Saharan Africa, have not yet seen any benefits.

This extremely complex situation has been described recently as "the great disruption". The cultural capitals of various peoples, in the North and the South, are no longer equipped for coping with risk, worry and inequality while other cultural capitals, rooted in ancient cultures and looking to the future, are destined to develop.

QUESTIONS FOR A DEBATE

What are the needs of adolescents and young people today in terms of cultural capital for daily life and for the future? How can they acquire and build up this capital? What is the role of education in this process?

How far apart are the cultural capitals for young people in diverse areas of the world and the cultural capitals that are necessary for the future? Who can and must define the necessary traits of these cultural capitals? How can the world profit from certain cultural capitals from the South that are more promising for the future than often recognized, for example concerning the relationship between human beings and nature?

[...] 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 for 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.

Her Highness Sheikah Mozah Bint Nasser al Misnad,
UNESCO special Envoy for basic and higher education, Qatar

In the meantime, conflict continues. Between 1990 and 2001, there were 57 armed conflicts in 45 areas of the world. Within societies, violence and the desire to flee are increasing. References to the past of traditional societies and the future of modern societies are being replaced by the monopoly of the “present” as the time frame for human action. Increasingly, one finds groups of young people who do not attach much importance to their lives and their future living alongside groups that seek to take a stand in reducing inequalities and defending and promoting cultural diversity without prior models. Forced by the precarity of their social status or vulnerability because they have no hope, they are ready to become involved in endemic warfare and new forms of globalized terrorism.

© Ron Gilling / Still pictures



Massive destruction of educational infrastructure and displacement of teachers internally and as refugees severely affected an education system that already lacked most of the basic facilities, for example teaching and learning materials, science laboratories, etc. The major challenge is the realisation of an education system whilst addressing issues like trauma counselling and peace education as we consolidate Democratic governance and citizenship awareness. [...] Furthermore, the war left in its wake a large number of out of school youths. These have been addressed by several modes including the reduction of primary school teaching time from 6 to 3 years in a programme called Complementary Rapid Education (CREPS), and Vocational and skills training of the young adults between 15 and 30 years.

Alpha Tejan Wurie, Minister of Education, Science and Technology, Sierra Leone

Against this backdrop, the world is witnessing more than ever clashes between cultures, attempts to take over and reinterpret modernity, as well as spectacular and violent rejections of it, due to the renunciation, redefinition, redeployment and abandonment it inevitably brings in its wake. Although certain trends towards uniformity may be detected throughout the world, the future seems no less destined to produce a multitude of cultural hybrids and the reconstitution and blending of cultures and civilizations with modernity and among themselves. The process undoubtedly carries great risks with it since, unfortunately, no one can guarantee that globalized modernization or modernized globalization will not bring the world the wars and horror which marked twentieth-century history.

In the current global society, non-formal education should become an inseparable part of the educational process. The reason is the fact that the formal education system is unable to convey all the schooling, capacities and attitudes contemporary young people need for their personal development. Non-formal education therefore deserves its own place in the educational field in parallel to the classic education system comprising schools, universities and preparation for future occupation.

Martin Fronc, Minister of Education, Slovakia



© Markus Matzel / Still pictures

QUESTIONS FOR A DEBATE

In order to alleviate the unequal impact of globalization, old and new skills are needed, as is the sharing of common contents and values such as solidarity, respect for human rights and diversity, and the desire to live together.

How can we move from the rhetorical definition of contents and values to a working definition that can orient policy and educational action, life in educational institutions and adaptation of the curriculum?

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.

Workshop 1B report

Small countries like ours have problems of handling curriculum that is externally influenced. And we need to be sure that we tailor our curriculum in such a way that countries can develop and have their own organic systems and that they can grow, so that their culture is not eroded. What is important is to agree on the universality of the values that we espouse and we need international solidarity so that we can live as a village, a global village, not as pockets of the poor and the rich. That will not work. We need to work and harmonize our policies as communities in our own countries and outside the countries.

Representative of Lesotho

THE CHALLENGES OF BUILDING YOUNG PEOPLE'S IDENTITY

The quality of young people's education is dependent on the quality of children's education. The capacity (and the inclination) to learn, self-instruction abilities, the search for and use of information, fully absorbed basic knowledge and attitudes of tolerance and respect for others are some of the goals of children's education in families, schools and communities. Nevertheless, it can also represent a second opportunity, after primary education, to not only learn more, but to learn better, to learn again, or to learn in another way.

Education for young people has several distinctive features. Over and above training for the world of work, social cohesion and peace, the question of identity-building arises at this age in a particularly forceful way and in a new setting.

The 12-18/20 age bracket can be characterized as a rather long transition between childhood – synonymous with dependence – and adulthood, supposed to be the age of independence. Marked by a series of biological and psychological changes, this period is also for adolescents and young people a time of maturing, completing their socialization and affirming their identity and uniqueness. Despite some common features, there is not just one category of young people but several, separated by differences in living conditions. Common sense tells us that they are different from adults, but young people also differ from each other, depending on the background from which they are endeavouring to break free and the environment which they are preparing to enter.



© Peter Frischmuth / Still pictures

Human societies and cultures are ever more visible and present for each other, particularly through the media. In a space-time continuum which is simultaneously wider and more compressed, seemingly remote events are propagated with increasing immediacy, affecting at the same time all local contexts, as well as nation-states and regions. The reduction of spatial constraints and a new awareness of the world as a whole are relativizing individual, ethnic, racial and national reference points to a certain extent. Alongside the persistence of a system of national societies is the development of a greater awareness of humanity as a community of membership and of rights, reflected in the Universal Declaration of Human Rights, and as a community of destiny, something suggested by the ecological metaphor for the planet, “humanity’s spaceship”. Moreover, the emergence of this awareness draws on and is expressed through the development of a large number of humanitarian non-governmental organizations and movements opposing or proposing alternative forms of globalization. An international civil society is thus taking shape, with intermingling and superposed networks, an objective ally of the system of societies.

Any development starts and ends with the human being. Indeed, where development is well understood, effective respect for human rights and a better education are closely interdependent. And we firmly believe this.

Salvator Ntihakose, Minister of National Education, Burundi

In this process, the system for relating the individual with national societies as well as with humanity becomes bigger and more complex. This development leads in turn to a far-reaching “relativization” and a reconstruction of identity references, loyalties and citizenship with which all forms of education and in particular the school system in each country are confronted in a particular way.

QUESTIONS FOR A DEBATE

How do young people today construct their identities? What is the role of education in this process? Is the identity of young people linked to future projects that encompass work, family life and political participation? Are global trends apparent? Are similarities and differences linked to educational diversities or to other processes?

[...] 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 re-build a coherent outlook.

Koïchiro Matsuura, Directeur-General of UNESCO

Certain sociological studies indicate that young people are increasingly drawn towards a consumer culture and transnational life-styles, which tends to detach them from their traditional heritage and culture. Although this could make them more open to the world, this “estrangement” of people away from their historical roots could have explosive consequences in many regions of the world. For example, the increasing use of English as a universal language fosters communication worldwide, but could also contribute to the neglect of local languages by young people. Consequently, a major challenge to education for all is the expansion of individual capacities and possibilities of choice. In the case of young people, this expansion is closely linked to the strengthening of each person’s identity, of which a major part of the process is constructed outside of educational institutions.

QUESTIONS FOR A DEBATE

Should this process be respected or should an “educational counter-culture” be constructed, in the light of trends to attach priority to the present and to consumption, which would include ways of acting in the face of uncertainty? What is the impact of the dream images of a “developed world” presented to young people throughout the world?

Are the hypotheses concerning characteristics of youth globally and from each world region confirmed by empirical elements?

What do we really know about the aspirations of young people to have an education of quality? What are the possibilities and also limits of educating young people towards the construction of identities? What contents and values are of use in constructing the identities of young people? What identities?

How can education for a common destiny worldwide be reconciled with different identities? Can education provide a dual focus in the local cultural heritage and the opportunities made possible by globalization?

On the occasion of the 47th session of the ICE, more than 1000 Messages were collected from young people by the UNESCO Associated Schools Project Network (ASPNET) and they have been published in a work entitled: "Young people plead for quality education". On reading these messages, some of which are cited below, one realizes that young people have a very clear, sometimes critical and demanding but also stimulating, opinion of what they regard as quality education and of what should be done to attain it. What do they actually expect?

I would like the school to teach me how to think, not only teach me facts, because it should be the institution who prepares me for the real life.

Lina Kirjazovaite, 19 years old, Lithuania

The first expectation young people have of quality education is that it should enable them to develop and exploit their full potential. Young people are bursting with energy and good will. We adults are not always in a position to take full advantage of their potentials and to present educational alternatives that satisfy their expectations, and so we may leave them lost in a jungle of senseless information and incomprehensible values that do not correspond to their needs.

The second expectation is to learn to think. Young people are not interested in learning experiences that simply lead them to reproduce information – which, moreover, will soon be outdated – mainly because they are aware that they can find that information by themselves, provided that they have been taught how to do so.

Their third request is to be taught to choose. Young people live in a world in which they are surrounded by thousands of opportunities from amongst which they have to choose – frequently much too early. They want to learn to define criteria that help them choose between various life styles, various work prospects, places to live, etc.

The fourth request is that education should not present them with an artificial reality in which everything is for the best, but that it also make them aware of the negative side of life, so that they can understand it and find ways to improve it. Young people want to learn to see the reality with a critical eye, to analyse the facts and to understand what they see, so that they can contribute to improving the quality of the context in which they live.

Young people also want to learn emotions. More than this, what they are hoping for is to be educated to have "good" inclinations, to fight the "bad ones" and to see school as a house of learning and experience – a place where they can live to learn and learn to live.

The sixth expectation is to understand diversity and learn to accept it. Young people need to understand "others" and, to do so, they need to understand themselves. But to understand and to accept do not mean exactly the same thing. To understand is a rational process. To accept and to have empathy are emotional. The education of the 20th century tended to be rational and was perhaps not sufficiently emotional to sensitize people and to teach them to live together in peace.

The seventh expectation is to learn through communication. It is not possible to learn to have empathy, to feel as others feel and to try to make at times very different necessities and demands compatible if the educational process is devoid of communication.

The eighth expectation talks about extension of room for participation and the ability to act positively in the world. They want to have the same learning opportunities regardless of their economic and family situations, and to be able to really participate in all aspects of school life.

Another expectation is "to have more teachers". One of the students, for example, said that he wanted smaller classes. But is what he wanted to express really a necessity? Do classes have to be smaller or should there be more teachers, and especially teachers who take a more active and dynamic part in all aspects of the educational process?

Finally, young people emphasize the need for better-quality educational resources for all. Well-prepared books, access to the new information and communication technologies – such as the Internet – and other educational materials that can support and favour the learning experience. But it is necessary that we go beyond the simple distribution of materials. The challenge is to produce didactic instruments that mean something to the students, that can really open the doors to develop all their potentials and satisfy their needs and expectations. Only materials that make sense to those who use them will be able to contribute to constructing quality education for all young people. But how can we know whether what makes sense to young people can also lead them towards the construction of peace, justice and sustainable development? It is up to us to construct the links between what the young people request and the paths that can more easily lead them to the creation of a better world. This is the key to quality education for all young people. This is the great challenge that drove all the work of the Conference and that should continue to form the focus not only of our debates, but also of our life as teachers devoted to improving the quality of education.



© John Powell / Still pictures

The negative side of the world should also be brought in. Because we students go into the world thinking 'My God it's really a lovely place'. But it's not.

Mahina Bongso, girl from Sri Lanka

Education is not only learning to read and write. You have to teach us to respect the environment and above all, others and their differences.

Senouci Assia, 14 years old, Algeria

I think if schools give more opportunities for active participation in the classroom, this would help students to fully realize their potential.

Carol (Wong Sao Cheng), 20 years old, China

To improve the lot of street children in Cape Verde, I should like to request assistance for my country in combating poverty, thus making it possible for the children no longer to take to the streets to help their parents maintain the family but rather to attend school.

Isolina Solange da Costa Mendes Teixeira, 18 years old, Cape Verde

Education is super important! We really ought to have the motivation not only to learn to find a job later so as to enter the system, but for our own sakes, to stand up for ourselves, to be clever and to help our neighbours and ourselves – and in families it's important too.

Yaël Nissim, girl from Switzerland

POLITICAL MODERNIZATION: THE GLOBALIZATION OF THE IMAGE OF THE STATE AS EDUCATOR

When the United Nations was founded in 1945 it had forty-seven Member States; it now has approximately 200. Most of the recent members are new States resulting from decolonization. The product of European political history and an expression of modernity, the form of the territorial national State is now the major political structuring principle in the world. The State claims numerous monopolies, among which is maintenance of order (police and army), administration of criminal justice and, in most cases, regulation and organization of education for people up to 18/20 years old.

While the practical application of the modern State model is ongoing and varies considerably throughout the world, the degree to which school organization has been accomplished is very uneven. But at the same time it is already disputed. All States compete with each other in order to attract to their respective territories employment-generating capital and production sites. States and their institutions allotted to health, security, social services and education are also faced with an erosion of their domestic credibility and exposed to a crisis of confidence in democracy. Thus, everything which affects the State and its institutions also inevitably affects the education of young people.

National societies also vary greatly in terms of wealth and power. What should be noted, however, is that the globalization of the State and educational institutions on the Western model, two of the essential conditions for the recent increase in the globalization of markets, occurred before that increase or at the same time.

If this point is made here, it is because it is relatively easy to transport formal institutions and organizations from one world to another. But their use is invariably modulated by the prism of feelings, beliefs and customs in the hearts and minds of those who are required to live in them or operate them. In view of the incomplete state of this process, the question should now be asked whether modernization and development policies have taken sufficiently into account this dimension of cultural confrontation and the very unequal distances which can separate different sections of populations from the main features of modernity, the model of the modern State and of educational institutions.

QUESTIONS FOR A DEBATE

There is a global consensus on the fundamental role of the State in primary education. But must the State equally guarantee compulsory education for young people from 12 to 18/20 years of age? For what purpose? Can weakened and challenged national States at the same time finance educational institutions for all young people?

Over and above these questions, does education for young people today have to be the same everywhere in the world as the form that was invented in the West several centuries ago, e.g. lower and upper secondary schools, high schools, technical and vocational schools? What are the alternatives?

We are all going to build up secondary education, whether we like it or not. Because if you have children that you give training that you are educating up to primary what do you do with them? Do you leave them alone when there are still twelve years old? Suddenly we are going to see ourselves under pressure by providing other structures.
Danny Faure, Minister of Education and Youth, Republic of Seychelles

[...] every State should aim to make quality basic education compulsory for all, regardless of sex, in an innovative school, the teaching-learning objectives and contents of which should be resolutely turned towards the future.

Galéma Guilavogui, Minister of Pre-University Teaching and Civic Education, Guinea

GLOBALIZATION AND SUSTAINABLE DEVELOPMENT

It is this quality education accessible to all children regardless of gender, social status or location that will become the key driver of sustainable development of both self and country. There can be no retreat as our children and future generations will judge our stewardship on this issue.

Maxine Henry-Wilson, Minister of Education, Youth and Culture , Jamaica

For most observers, globalization is also embodied in the rapid progression of epidemics and a rather rapid depletion of resources such as fresh water, which was thought to be unlimited, as well as changes in ecological balance. As long ago as 1972, date of the United Nations Conference on the Environment, scientists have warned the international community of the fragility of our environment and the exhaustion of the world's natural resources. Since then, the international community has been seeking a difficult balance between preservation of the environment and economic development. Today, there are few aspects of the natural environment surrounding us that have not been affected by human activities. The external risks caused by nature (traditional risks) have been replaced by human-induced risks. We now fear nature less than what we have done to it. In the areas of natural resources (water, air, earth), climate change, and health (HIV&AIDS), we are forced to tackle the risks which are part of our daily lives. These human-induced risks are creating new responsibilities for individuals and governments (which must discover new forms of collaboration since they will not find solutions to most of the problems within their frontiers) and require more active and relevant links with science and technology.

In accordance of agreement with our political leaders in Johannesburg, all education from pre-school to higher education should be permuted by the perspective of sustainable development. This must be carried out in our national education systems. This is of special importance for our youth who will really bear the consequences if we cannot adjust our way of living into the direction of sustainable development.

Representative of Sweden



© Shehzad Noorani / Still pictures

The environmental factors are exacerbated by a marked increase in the inequalities between countries and within each country. The average income of the twenty richest countries is now 37 times greater than that of the twenty poorest countries. This ratio has doubled over the last forty years, mainly because of the lack of adequate growth in the poorest countries. Poverty in a large part of the world contributes to environmental degradation. Between 1990 and 1999, the number of people living on just one dollar a day fell slightly in some regions of the world and rose in others. It is highly likely that, on a world scale, the “one-fifth” society will persist, dominated by the privileged fifth of the population who currently consume 80% of the resources.

In line with the Millennium Development Goals, Malawi is committed to implementing programmes that emphasise on poverty reduction through the Poverty Reduction Strategy Paper (PRSP) launched by Government in 2002. Human capital development through educational programmes is one of the critical pillars upon which the PRSP is anchored for its successful realization. I consider access to quality secondary education by our young people as the main lynchpin of all our efforts in pursuit of our vision. I therefore fully subscribe to what was emphasized at the Education For All forum in Dakar that ‘primary education must be seen as a minimum, not a ceiling ...’ Above all, I consider the human factor to be critical, particularly concerning teachers in my Ministry.

Yusuf Mwawa, Minister of Education and Human Resource Development, Malawi

Latest figures from the Centre for Research on Epidemiology of Disasters, University of Louvain, Belgium, show that 255 million people were affected by natural disasters in 2003 which represents a 180% per cent increase from the 90 million in 1990. In many disasters schools are greatly affected. New initiatives by some governments, the UN, OECD and NGOs are being undertaken to make schools safety a priority target for prevention and mitigation measures and policies in the field of disaster reduction. [...] We hope this [the Second World Conference on Disaster Reduction] will mobilize the attention of the education sector towards the urgent need to reduce risks and vulnerability to natural hazard in particular in schools.

[...] Given the increasing vulnerability to natural hazards due to poverty, unplanned urban growth, environmental degradation and climate change it is imperative that the educational sector pays a special attention to reversing this trend.

UN International Strategy of Disaster Reduction

Sustainable development and peace-building are the two major challenges affecting the welfare of persons and peoples now and in the future. In order to achieve these goals in a globalized world, fostering social cohesion and reducing inequalities within each country and between countries and regions of the world are vital strategic objectives. Education alone cannot address these problems, regardless of the financial, social, scientific and educational investment made by each country. But dovetailed and consistent public policies will only succeed in correcting the major imbalances in each society and each region if priority is given to education in a determined and continuous way. Education shapes people and communities. Education is the human and social driving force that can change, in a lasting way, the face of each country and the face of the world. The countries that have known exceptional and “exemplary” development processes seem to have all wagered on education.

Education does not only start at school, it starts in the families. Therefore, I would like to ask you to pay more attention to this matter and also to family violence.

José Mecías Villegas, 17 years old, Ecuador

(...) we need to remember that it is not only what happens in the classroom that has an impact on young people’s achievements, but also whether they are part of a learning society, with an integrated approach to learning – one that seeks synergies between different components of the education system.

John Mutorwa, Minister of Basic Education, Sport and Culture, Namibia

Sustainable development cannot be reduced to its economic and political dimensions: it is essential to take the cultural, social, ecological, human and spiritual aspects into account, which makes the role of education all the more crucial (Human Development Report 2003, UNDP). To alleviate poverty and eliminate hunger, achieve education for all, increase the educational levels of young people and promote gender equality, these constitute some of the objectives that, according to UNDP, will enable progress to be made towards forms of sustainable development. For its part, the Report of the UNESCO General Conference Youth Forum (2003) places education for sustainable development, and also HIV&AIDS, at the forefront of the major challenges that concern young people worldwide and which require their direct participation.



© Paul Glendell / Still pictures

Education for sustainable development imposes a holistic, trans-disciplinary and integrated approach. Knowledge is no longer an end in itself, it must serve the development of the skills necessary for a viable future [...] Opening up to global matters should not, for certain countries, be construed as the safeguarding of their natural resources or sustainable consumption and, for others, as the fight against poverty. As with ecological problems, so poverty must be perceived by the young as of concern to all citizens of the world.

Habib El Malki, Minister of National Education, Higher Education,
Management Training and Scientific Research, Morocco

QUESTIONS FOR A DEBATE

Given the social changes worldwide and the new challenges of the “risk society”, is not secondary education specifically challenged as regards its contributions to training for action (and no longer only as regards knowledge, diplomas and other more formal aspects)? In order to cope with the challenges, in view of their extent, their complexity, their vital character for the future of the world and their effects on everyday life, is not the first priority the construction of competencies for action and for substantial “civic” responsibility? What competencies? With what relations to increasingly transitory knowledge? And with which knowledge?

[...] 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.

Koïchiro Matsuura, Director-General of UNESCO

Quality Education is not limited only to acquiring skills and competencies in the respective areas of study. Rather it now encompasses matters such as relevance to the job market, inculcation of universal values, moral values, innovativeness and all other aspects of a good world citizen.

Muhammad Osman Farruk, Minister of Education, Bangladesh



CHAPTER III

WAYS TO ACHIEVE
BETTER QUALITY EDUCATION
FOR YOUNG PEOPLE

CHAPTER III

WAYS TO ACHIEVE BETTER QUALITY EDUCATION FOR YOUNG PEOPLE

The improvement in the quality of education for young people is a very complex problem. This is, first of all, related to the very concept of "quality", which does not mean the same thing in all regions of the world or, often, within the countries themselves. It also has to do with the fact that education systems are extremely complex entities and that any change – especially qualitative – is multidimensional and thus takes time. It must also take account of the fact that there is no "miracle cure" or transferable "model" as there is in other contexts.

What can be done to improve quality? Are there any benchmarks to direct policies? What could be effective levers for change? Without claiming to be exhaustive, the following chapter presents some tendencies and provides some points of reference that could help in pondering the matter, in clarifying policies and in supporting action.

TRENDS IN EDUCATION AND THE QUALITY OF EDUCATION FOR YOUNG PEOPLE

A number of relatively strong trends may be identified with respect to the education of youth, their educational needs and their development. Other trends are linked to more widespread models of education for young people, in particular secondary education, technical and vocational training, as well as non-formal education.

DEFINING THE QUALITY OF EDUCATION BY TAKING ACCOUNT OF EQUALITY

There are two main approaches generally used to define quality in education.

The first is to use a systems framework and then assess the quality of education in terms of inputs, process and outputs. This is essentially an efficiency model that typically rates the results achieved (usually a measure of learning achievement) against the quantum of investments made in the system and the efficacy of the processes through which the results have been obtained. It is also a normative

production model in that it assumes matters of goals and interests are largely uncontested and the issue of quality is simply about how much inputs it takes and what processes are essential for achieving the desired output. In order to bring equity into this model it will be necessary to adopt a human rights approach to analysing inputs, processes and outcome.

The second approach generally used to define quality involves a sector framework that treats education as one sector that is closely interlinked with other sectors in the society. This approach is concerned with 3 main strands that constitute quality of education, in terms of relevance, effectiveness and efficiency. The issue of relevance acknowledges that the goals set and content prescribed for education are contentious and often have to be negotiated. We cannot talk of quality education when the goals and content do not address the needs of the learners or the values and aspirations of the community and the society at large. Effectiveness is about how far the goals and objectives set are being achieved. Here again there is a broader scope of consideration in that a wide range of goals could be set in terms of information, knowledge, skills, values, attitudes and change in behaviour patterns, etc. A quality education must deliver on what it promises, and this is what is being assessed by looking at effectiveness as a measure of quality. Efficiency concerns what it takes to deliver on the promises of quality education. It is about whether increased results could be achieved with the same resources, or whether the current results could be achieved with less resources. In other words efficiency as a measure of quality education relates to the adequacy of resources and the efficacy of methods used. Here again we need to adopt a human rights approach in order to inject equity issues into this model of quality education.

Defining quality education in terms of a human rights approach involves systematic review of the factors that facilitate or hinder the rights of various groups, at each stage of analysis in the model used to define quality. This is best done by focusing on the learner as someone with a right to education and reviewing factors relating to access, attendance, attainment (completion) and achievement for different groups of learners.

Document to assist the discussions during workshop 2

THE PREOCCUPATION WITH QUALITY

The first trend is linked to the growing importance of issues related to the quality of education for all young people. It is not enough to guarantee access to formal educational opportunities for all young people. Certain provocative visions even cast doubt that the expansion of formal education is an adequate measure to guarantee

quality education for all young people, if the educational options that are offered today to adolescents and young people from 12 to 18/20 years old are not changed resolutely in character.

What is quality? The concept of quality is inherently multidimensional. It is partly linked to results and partly to objectives and components that intervene to reach these results. It is also obvious that the concept of quality of education varies with time, that it is not homogenous at any given time and that its heterogeneity is associated with objective and subjective considerations, that is to say with situations, but also with the needs, interests and convictions of various groups and people.

The debate about quality education 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.

Koïchiro Matsuura, Director-General of UNESCO



© Hartmut Schwarzbach / Still pictures

The quality of education is contextual and its shape evolves. We comprehend quality as an understanding between the providers of education and learners, as an agreement according to which needs and possibilities, the ideal and the potential, are bridged as best as can be in a given period of time.

Algirdas Monkevicius, Minister of Education and Science, Lithuania

The issues of quality have always been some of the major concerns of education policy makers in all societies. However, what is meant by quality education, needs redefinition from time to time and region to region. But in all contexts, at least one meaning remains unchanged: education can be called “quality” when it empowers the students to take on multiple challenges of life. Unfortunately, this objective is often sacrificed at the altar of short term solutions, like the clearing of examinations. Education, as it exists in India provides competencies in curricular matters but does not often prepare them for a career.

Arjun Singh, Minister of Human Resource Development, India

The question of the quality of education of teenagers and young people must be evaluated according to its ability to guarantee gender equality and, particularly to enable girls to enter secondary education. In many contexts, young girls marry very early and thus feel forced to abandon their education. In other educational contexts, stereotypes continue to be maintained. A good secondary education that is adapted to the needs of young people and of society contributes to the strengthening of a positive self-image, to social integration and to beneficial effects on the social, cultural and economic development of a country.



Quality should also be evaluated taking into account the ability to combat exclusion and promote social cohesion based on solid ethics and respect for others. Social exclusion is a growing phenomenon worldwide, which increasingly is affecting adolescents and young people, either directly or through a process of “shattered expectations”. Millions of adolescents and young people feel excluded,

even if they have been studying for a long time. Their reactions are diverse: violence, absenteeism, rejection of the adult world, drugs, suicide, xenophobia or fundamentalism. The promotion of social inclusion, indirectly through professional training, through the building of a shared imaginary construct, acknowledging diversity and social participation, and in relation with the structural and pedagogical factors in the education of young people, is essential for an education of quality.



Competencies for life also become more and more essential for an education of quality. In a world where knowledge and technologies are being renewed at a growing speed and where the needs of young people should be the foundation of their education, there is a certain consensus in the existence of a very concrete challenge: to define the competencies that are necessary throughout life and to build these through education. These are not only competencies for daily life, at the local level and for a given time, but competencies for all of life, which will allow young people to integrate into the communities where they are living or other places or countries. However, without appropriate and up-to-date contents, or without a change in curriculum and other teaching materials, structures, institutional environments or in the mentality and capacities of actors to concretise a new vision for the education of young people, these competencies cannot be built.



Finally, there are new and sometimes contradictory tendencies in national and international debates that are reinstating the need and the role of teachers. On one side, some slightly iconoclastic views suggest that with good basic training or elementary instruction, and with the introduction of new technologies, the role of teachers could become less important. Others consider equally that teachers are massively conservative so are more brakes rather than motors towards quality education for all young people. On the other side, societies as a whole are putting more and more demands on teachers. Although they were often trained from the beginning to transmit knowledge, teachers are now expected to find solutions to other problems: fight against poverty, educate towards citizenship, prevent violence, promote social integration, train in the use of new technologies, and so on. Some interesting questions discussed in workshop 4 were: the “new professional teacher” and its evolution, recruitment, initial and in-service training, and the role of governments and professional associations.



While access has increased, quality has suffered largely due to the systems' inability to provide the requisite number of well-qualified and trained teachers and syllabi & curricula that is consistent with the needs of a changing world.

Muhammad Osman, Farruk, Minister of Education, Bangladesh

However, there are other intrinsic and external dimensions in educational processes that influence the quality of education for young people, such as: the value accorded to education inside the community and political life of diverse contexts, the traditions of each culture, cooperation with families and the media, the existence of opportunities for social mobility and to improve the quality of life connected to education, the motivation of young people, the existence of peace or conflicts, economic growth or crisis. In certain cases the educational sector can guarantee certain conditions that favour quality education for all young people. In others, education alone is impotent and needs to be built on a framework with established minimum conditions.

Quality education does not exist in a vacuum. Consideration of social, economic, political, cultural, historical and geographical diversities within and between nations is crucial determinant of quality in a given society.

Workshop 1B report

QUESTIONS FOR A DEBATE

How and by whom is the quality of education defined in your context? What are the strengths and weaknesses of this situation?

ACKNOWLEDGEMENT OF EDUCATIONAL NEEDS AS MOTIVATION FOR CHANGE

The “reversal of perspectives”, one of the main messages of the Jomtien Conference held in 1990 to promote a conception of basic education founded on educational needs rather than merely on supply, or even on demand, is another strong trend in the development of efforts towards an education for all young people worldwide.

It takes more than just inserting “Education for All” as a concept in the objectives of the curriculum. The needs have to be identified by educational authorities, schools, pupils, parents and community.

Luan Memushi, Minister of Education and Science, Albania

In fact, during the last decades of the twentieth century, educational reforms were essentially centred on secondary education or vocational training. These educational modalities remain very important and deserve due attention. However, the offer-centred vision was not sufficient to find solutions where secondary education is universalised, or to propose alternatives where a growing number of young people are nearing the end of their elementary instruction or six-year primary education programmes.



© Jorgen Schytte / Still pictures

The most frequent reforms, coming from offer-centred approaches, have consisted especially of extending compulsory schooling, or changing structures (number of years of study per level, selection and organization of courses, exam systems and study disciplines, coordination with businesses, and the degree of centralization or decentralization in decision making). These reforms do not seem to have succeeded in, among other things, giving back to adolescents and young people a sense to education or finding paths to solve the problems of selecting and organizing educational experiences. Furthermore, they have not realized an absolute consensual change in the role and profile of teachers for this age bracket; nor have they succeeded in coordinating educational experiences in a different way with communities and the world.

Moreover, certain reforms have been put in place at the demand of groups, economic or social, or of individuals possessing stronger voices. In an approach where the education of adolescents and young people is directed by voiced demands, the groups with weaker capacities to make demands are always at risk of being marginalized.

Young people who have completed a basic education but neither pursue further studies nor are employed are one of the main causes of some of the problems that we are facing in Argentina and in Latin America in general, e.g. insecurity, unemployment and marginality. We shall not be able to solve these three problems that, according to all the statistics, are those which most concern our people, unless we concretely address the issue of secondary education.

Daniel Fernando Filmus, Minister of Education, Sciences and Technologies, Argentina

A synopsis of educational needs in the globalization age, coming from various reflections and diverse research, highlights four major groups: (i) guaranteeing the rudiments of education as a human right (reading, writing, arithmetic and possession of the necessary competencies for life); (ii) possessing the skills and knowledge for human productivity; (iii) developing individual capacities to allow for the expansion of choices; and (iv) building the capacity to strengthen human society through citizenship, justice, equity, peace and human values.

QUESTIONS FOR A DEBATE

How can such diverse needs be faced? How can opportunities for quality education for all young people be offered to those who still have not yet benefited from fulfilment of their human right to a basic education?

How can secondary education and vocational training be transformed so that the acquisition of the necessary abilities and knowledge for productivity, the expansion of choices and the strengthening of human society through citizenship, justice, equity, peace and human values are guaranteed?

In general, some features of a recent study carried out by the IBE on the basis of national reports submitted by Member States at the last session of the ICE show that in the definition of general objectives in education, there is a high level of consensus on the concepts of “personal and emotional development”, “equality”, “national identity”, “citizenship”, “employability” and “democracy”. In comparison with the 1980s, more and more importance tends to be given in the definition of national policies to objectives related to: (i) the recognition of education as a human right; (ii) the enhancement of individual skills and the expansion of choices; and (iii) the strengthening of human society.

Modern social movements, marked by globalization processes, have pushed the “right to education” at the forefront of the basic human rights. We often invoke this right without explicating it. The “right to education” means also the right to equal conditions for education and equal quality in education provided by the educational system to each young person. In order to ensure this, all countries should have an adequate organizational structure of the education system and act as the guarantor for the realization of all important elements relating to the right to education.

Safet Halilovic, Minister of Civil Affairs, Bosnia and Herzegovina

Furthermore, another recent study, also based on documents submitted to the ICE at its 46th session, seems to indicate that globalization is seldom mentioned as one of the main reasons for curricular reform; the main reasons generally given are of a pedagogical nature.

QUESTIONS FOR A DEBATE

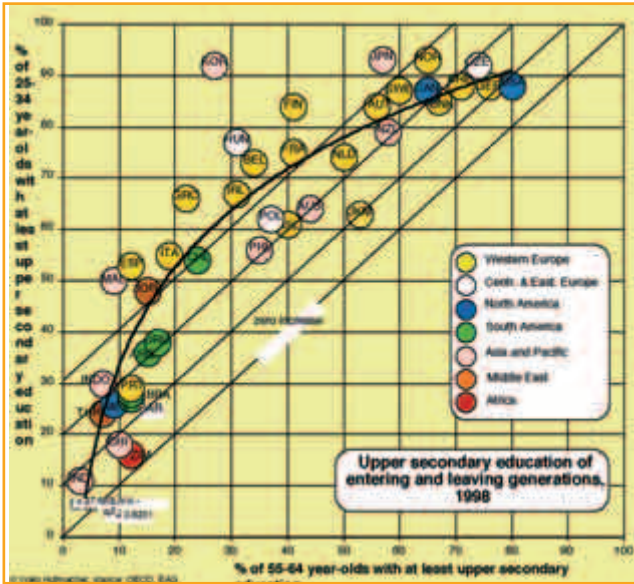
Without a profound understanding of globalization, its impacts and its short and long-term effects in each particular context, is it possible to attain quality education for all young people?

[...] We need new conceptual frameworks for the education of our young people, which extend beyond the traditional structure of the school. [...] It is not a question only of a number of academic subjects, but they should be trained so that their training meets their future needs. [and] that does not depend on the education authorities alone, but on all authorities; all sectors of society are involved and responsible. Each has its role to play, each is its responsibility, each has results to attain. We need innovative minds that firmly believe in a number of values and in the diversity of applications and acquisitions. [...]

Representative of Qatar

RAISING THE LEVEL OF EDUCATIONAL ATTAINMENT AND COMPETITIVENESS

Despite the “pessimistic realism” that is essential when examining the situation of education in the world, studies show that the level of educational attainment is generally following an upward trend when the level attained by today’s generation is compared with that of the previous generation.



The chart below illustrates the overall global configuration of competition in education. It shows some forty countries around the world and plots the role of the youngest (vertical axis) and the oldest (horizontal axis) active generations who have reached the level of upper secondary general or vocational education. These are countries that have participated in the World Education Indicators (WEI) project conducted jointly by the OECD and the World Bank, for which sufficiently reliable and comparable

data are available on educational attainment, by age group, of the resident population (OECD, Education at Glance, 2000).

These two generations broadly reflect the educational conditions prevailing in the various countries concerned during two periods thirty years apart. Most members of the younger generation are therefore the offspring of those belonging to the older generation. The latter were born between 1934 and 1943 and, in accordance with Western standards, reached the age to enter upper secondary education between 1949 and 1958, just after the Second World War. The younger generation was born between 1964 and 1973 and reached the age to begin post-compulsory secondary education between 1979 and 1988.

These data show that: i) the number of years of schooling is rising everywhere; ii) there is probably a general development trend in which the intergenerational increase is rather rapid initially, subsequently slowing and finally stagnating at around 90%; iii) there are enormous differences between countries. Only rich countries clear the 60% threshold and therefore have an enormous advantage in competing on the international capital and labour markets, especially as the trend extends to tertiary education: the larger the number of young people completing secondary education, the larger the number who then go on to higher education.

The trend line, as adjusted, also points to the future. In the globalized world, the chances of a country retaining and attracting investments that increase the number of work places depend inter alia on the level of educational attainment of its workforce. Countries all over the world are consequently competing with each other on this variable, and they know it. The economy is not the only reason for raising the level of educational attainment, but all countries tend to do so, as just indicated, and in the very next generation the situation may be very different.



© Frans Lemmens / Still pictures

QUESTIONS FOR A DEBATE

Will the extraordinary efforts made to date to provide formal secondary education (general or vocational) suffice in the future to ensure quality and enable new countries to join resolutely in a development track?

Under these conditions, will more years of schooling make a strong difference? But, if we accept that it is quality that will make the difference, do we have to improve educational quality for better competitiveness only?

[...] apart from the aspects of teaching quality related to the cognitive and behavioural content and to various universal values, the quality of education is also related to the effectiveness of the educational system and that is a problem which Algeria faced because it is not always possible to offer job opportunities to those emerging from the school and university system. The question which then arises is whether it is necessary to advance girls as well as boys to the highest possible school level, according to their abilities, even though the examination failure rate is high and very few job opportunities are offered.

Boubakeur Benbouzid, Minister of National Education, Algeria

ASSESSING LEARNING ACHIEVEMENT AND INTERNATIONAL COMPARISON

The concern of education officials to have at their disposal reliable assessments of pupils' achievement constitutes yet another strong trend at the national level and within the international community.

Unfortunately, no internationally comparable data are available to ascertain whether young people at school have learnt what they should learn, both to realize the right to education and to develop personally, participate in global productivity, and contribute to sustainable development and to living together in the world.

Partial indicators can nevertheless be found, which permit a number of observations to be made for particular countries or regions such as all the OECD countries, Latin America and some African countries.

The first finding is that, even in the industrialized OECD countries or in Latin America, young people in general, technical and vocational secondary education do not learn enough of what they are supposed to learn in terms of necessary skills for the twenty-first century. The well-known PISA study, carried out first in the OECD countries and then extended to a number of UNESCO's Member States in various regions of the world, reveals major learning gaps among 15 year-olds in reading, mathematics and science, even in highly developed countries that invest a great deal in education. This type of study therefore contributes, on the one hand, to better knowledge of educational results but, on the other hand, it sometimes heightens the unease about education mentioned in the first part of this document.

The second finding is that, even if general, technical or vocational secondary education is essential for social inclusion, such training does not offset differences between families or, in many cases, linguistic and cultural disadvantages linked to immigration. The results of the international PISA study, national research works, entrance exams in many universities worldwide, the TIMSS study or others, show that adolescents from poorer families and the sons and daughters of immigrants have more difficulties in completing their studies and in performing well in the educational tracks that offer the best chances for social inclusion.

Nevertheless, some recent studies have also helped to show that, in some cases, when there is political will to promote change, secondary education appears to contribute to change when it is linked to society-wide demands. For example, studies on civic knowledge show that young people enrolled in secondary education in Central and Eastern European transition countries often have a better knowledge of the values and rules of democracy than young people enrolled in secondary education in some Western European countries. Other studies also show that if the objective is to change people's living conditions, great progress can be achieved. For example, the enrolment of girls in secondary education not only gives them access to knowledge but also often enables them to change their behaviour and protect themselves better, for example from HIV&AIDS or to avoid an early marriage or pregnancy. The benefits are thus felt much more widely in society and not just by the girls themselves.

QUESTIONS FOR A DEBATE

New assessment studies on the learning achievement of adolescents and young people (in particular those aged 15 or 16 years) aim to measure acquired skills rather than only on accumulated information. They are applied in different contexts, but evaluate outcomes that ought to be similar. They have not yet been applied in the poorest countries of the world. Should the same studies be considered to find out more about the quality of what schooled young people learn? Should they perhaps also be applied to out-of-school youth?

How can a better understanding be gained of the real level of young people's educational attainment in relation to the challenges of bringing about globalization with a human face?

Using a systematic approach, we wish to preserve the relatively high quality of education in individual areas and further improve this level in certain fields. The concept of self-evaluation provides the basis for determination and quality assurance. Thus one of the more important objectives of curricular reform is being implemented, namely: the development of autonomy and professional responsibility of schools and professional workers.

Slavko Gaber, Minister of Education, Science and Sport, Slovenia

RECONSIDERATION OF FINANCIAL INVESTMENTS IN EDUCATION

The question of educational costs is at the centre of often passionate and sometimes contradictory debates in all countries. For certain ones, education is (too) expensive. On the contrary, for others it is the best long-term investment a society can have. Even if it is not possible to establish an undisputable cause-effect relationship between the quantity of investment in and quality of education – given that certain States have reached better performances than others with less cost – quality education comes with a cost worldwide.

We do not have the resources to finance education for all young people. [...] Otherwise we shall continue to have machines that generate poverty and continue offering low-quality secondary education to the few. It is ethically essential to change history.

Representative of Paraguay



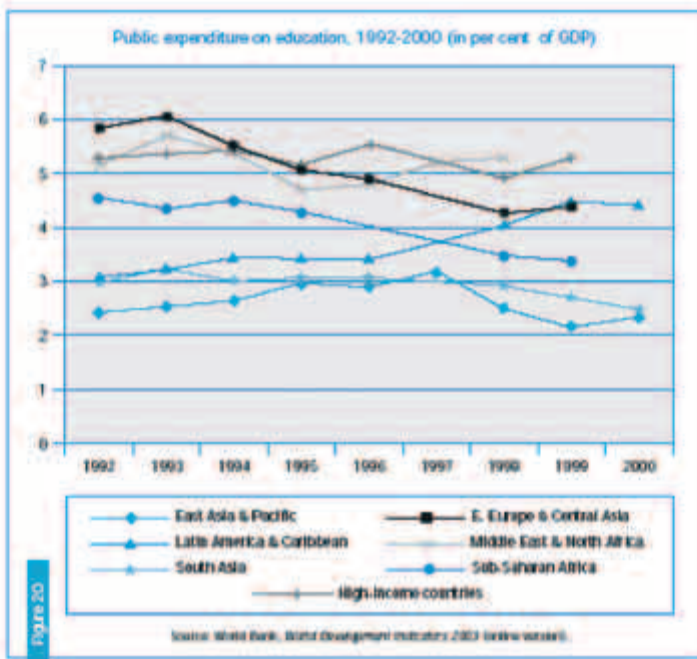
© Edward Parker / Still pictures

What can be observed in most countries is the trend towards the reconsideration of education investments, which is multiform. For example, there might be a quantitative decrease in education investments overall, as a result of a deliberate political choice or fiscal pressure. It might also take the form of a reconsideration of the distribution of investments in the various sectors of the system.

All the countries, without exception, that have been very successful in expanding secondary education have done so at the same time as their economies were growing. [...] What happens when countries have the demand for secondary education because of EFA because of the numbers, but the economies are not growing or they are declining? Where are the resources come from and where are the jobs come from [...]? We cannot wait until the economies begin to grow to diversify education. We can not wait until you have all the answers as to what kind of secondary education to provide in order to start expanding secondary education. But we can hire the collective knowledge and expertise and experience [...] to begin to address these delicate issues.

Ruth Kagia, Director of Education, World Bank

The chart below shows trends in public education expenditure as a percentage of GDP in the various regions of the world from the 1990s. (ILO, 2004.)



Apart from major interregional disparities (there is a threefold percentage difference), there has been near-general stagnation or even regression in several regions since the end of the decade.

QUESTIONS FOR A DEBATE

How is the near-general stagnation of expenditure on education to be interpreted? In a global context where the demand for education for all seems to be interpreted as a demand for primary education for children, what are the consequences on the education of young people? Is it an educational policy choice dictated by the attainment of an adequate level of access to education with which countries might be satisfied? If so, how will it be possible to improve quality, which, as one knows, has a price?

Another hypothesis might be proposed. Countries and their governments face two constraints because of international competition. To attract capital and jobs, they must both reduce the tax burden on businesses and wealth and raise the level of educational attainment of the new generations. This twin constraint explains at least part of the recent trend in educational policy debates. Education and training still seem to be given a high level of priority in policy. But the exacerbation of fiscal competition, together with the doctrine of reducing the role of the State, in turn reduces the State's capacity for action. In many cases, that has led to cuts in vital public expenditure in education, research and development, as well as health, social security, agricultural extension services and poverty reduction.

QUESTIONS FOR A DEBATE

How can this dilemma between reducing fiscal expenses and improving quality, life-long education for all, be resolved? Are there national solutions or is it time to step into a more internationally dynamic phase regarding the objectives and strategies of education for all? Will education for all be reached country by country? Or only through an international strategy? Would such a strategy be possible and desirable? Or might it produce an unacceptable cultural impoverishment?

I would here recall the need to think about the possibility of investing in State education the money which could go to repaying the foreign debt. So there is a principle of social investment which to me seems very important, as opposed to that of social expenditure. We must consider the social quality of education.

Carlos Augusto Abicalil, Member of the Central Parliament, Brazil

Wise countries know that making an investment towards quality in education is the very best investment for the future of that country. Today's young people have talent, ideas and visions. We must provide them with a system of education that will free and stimulate their creativity but from a context of the culture of peace and respect for others that is equal to the respect we give ourselves.

Safet Halilovic, Minister of Civil Affairs, Bosnia and Herzegovina

It has become more and more evident that merely increasing resources is not the answer to realising development within the education sector. Education in Belize currently commands the largest portion of the national recurrent budget yet continues to fall short of being universally accessible and of the quality and relevance that can sustain social and economic development. Increasingly evident is the need for a fundamental paradigm shift which will spawn a new generation of critical and independent thinkers and learners capable of assuming responsibility for their own learning. Critical to any effort towards reform of the education sector is the participation of a wide variety of stakeholders; such participation will ensure community ownership in the process of policy formulation and decision making.

Francis Fonseca, Minister of Education, Belize

FROM NATIONAL SOVEREIGNTY TO NEW INTERNATIONAL SYSTEMS OF GOVERNANCE?

Economic globalization has in fact shattered one of the foundations of the regulatory structure of twentieth century societies, the approximate superimposition of the sphere of the market economy on the sphere of democracy and politics. That superimposition enabled political processes to regulate to a certain extent the consequences of capitalism so as to promote equal conditions and social cohesion in nation-state contexts, including the expansion and definition of the quality of education, in general and that of youth in particular.

Economic forces now come into play worldwide, while politics, in particular democracy, remains confined primarily within national borders. Nevertheless, in the field of educational policy, international movements are increasingly deliberate and more consistent.

On the one hand, a world system has developed, embodied by the United Nations in particular and reflected in a large number of programmes, specialized agencies and bodies such as ILO, WHO, UNESCO, the World Bank, etc. This system for negotiation, consultation and competitive cooperation among nations obviously reflects the great inequalities of power in the world. It nonetheless also holds out hope for a great deal, and for a form of world government capable of regulating the at times excessively harmful consequences of the free-market economy to ensure equitable development of all countries and social cohesion worldwide.

There are pressures that prompt national governments and public powers to remain active in regulating the education of adolescents and young people, that is, in the defining of standards and monitoring. Rarely is the role of governments in defining the goals and objectives of quality education for all young people questioned. However, latent debates continue and there are differences of opinion on the way in which governments should define the goals and objectives of this education.



© Jørgen Schytte / Still pictures

QUESTIONS FOR A DEBATE

Is it necessary and desirable to envisage international mechanisms for educational governance?

How are these questions specified in the case of pre-vocational or vocational training in a multi-track world, with increasing populations who are in movement, either searching for work or responding to a demand for workers from abroad?

Very often, international organizations advise governments and propose policies that come from elsewhere in the world whereas, in the countries themselves, the NGOs have had excellent experiences as have civil society and I would draw your attention to these skills which must certainly exist in your countries and which should be taken into account. By their projects and initiatives, the NGOs can show where political changes are needed, they can identify legislative obstacles, as well as those that exist with respect to practices, curricula and schools and those which should be transformed or eliminated. [...] It is thus very important that these NGOs take part in the discussion, failing which the policies recently developed will remain a dead letter.

Jana Huttova, Director, Education Support Programme, Open Society Institute

SIX POINTERS TO PROGRESS

What priority strategies or actions should be implemented to advance along the path towards improving the quality of education for all young people? Without laying any claim to setting standards and while trying to integrate both the viewpoint of "optimism of the vision and political good-will" and that of "realism of action", the paths suggested below can provide a number of reference points for political leaders and all the players in the education systems. But it is clear that none of these pointers alone can provide sufficient leverage for change.



© Paul Jeffrey / ACT

1st pointer : Promoting the consideration of the fundamental educational needs of young people in light of the challenges of bringing about globalization with a human face.

Education for all young people is not an objective but a personal development strategy for each individual, as well as a human, social and economic development strategy in the short and long-term, sustainable and on a worldwide scale. Without relevant education for all young people, the efforts made towards education for all children would risk being cancelled out or less fruitful. Education of young people links children's education with scientific, technological and economic development, and the governing of each country and of the world.

Education helps you to accomplish specific phases of life. In order to find a good job, our education has to be good. A good education needs to teach you to be tolerant and respect others... Education helps us to be better, within ourselves and with others – to understand the others, to understand the world, to solve the world's conflicts.

Nerea Izagirre, 13 years old, Spain

It has become a cliché that “the future belongs to our youth” or that we want the youth to become “useful citizens of the future”. However, it is also unfortunately true that our youth tend to live in and for the present. We have the responsibility of making the future meaningful to the youth through the way we bring them up by making the curriculum meet their current needs while equipping them with knowledge, skills and attitudes to meet the challenges of the future.

Constance T. Simelane, Minister of Education, Swaziland

Adolescents between ages 12 to 18/20 hold ambitions for personal development as well as social insertion, and live with the anguishing possibility of not realizing them. They wish to advance in the process of building their identity as independent and integrated persons, as workers and citizens with full rights, and as pillars of their families. Too many adolescents seem to reject certain values and knowledge of adult society and its institutions. They could even have valid reasons for this. On their side, adults seem not to know young people well enough to recognize the links between the needs of youth with the social challenges and the knowledge and know-how that are available in adult society. But, as we stressed in the previous chapter, most teenagers are very aware of what they understand by "quality education" and of what they would like to see changing in their schools.

General secondary education establishments sometimes have trouble in attracting young peoples' attention to certain fields of human activity that are important to the future of the planet, such as life and earth sciences, physics or other subjects which contribute to rigorous intellectual training, abstract thinking and solving new problems. Occasionally they refuse to refer to the past and to history or to be open to the world. This situation poses serious risks to the social fabric.

"I believe that my education could be improved in the following ways..."

RAYCY'S RECIPE

Basic ingredients:

- ✓ **Nutrition**
- ✓ **Support systems-homework centre**
- ✓ **Remediation centres**
- ✓ **Collaboration with teachers vis-à-vis subject areas**
- ✓ **Relevance to the world of work**
- ✓ **Curriculum design..., needs of child, society**
- ✓ **Access to IT (information technology)**
- ✓ **Availability of resources**
- ✓ **Involvement of community**
- ✓ **Mission of schools as against mission of teachers**
- ✓ **Teachers register child's growth**
e.g. performance, moods, regularity, punctuality, assignments, etc.

Time required: Endless Quality Time

Instructions:

- **Combine all ingredients**
- **Mix well**
- **Add love**
- **Serve with DEDICATION and COMPASSION**
- **Recipe serves all**
- **Use immediately**

Raycy Rousseau, 16 years old, Trinidad and Tobago

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.

Her Highness Sheikah Mozah Bint Nasser al Misnad,
UNESCO special Envoy for basic and higher education, Qatar

The question of whether an education that aims only towards the acquisition of reading, writing, arithmetic and competencies for life can be considered as quality education for all young people, is the topic of numerous debates. In industrialized countries of the world that participate in a knowledge-based economy, there is a growing tendency to define the education of young people above all as one that is centred on developing abstraction capacities and other methods of thinking and working (learning to learn). However, quality education also has other more qualitative and global components. Such a conception is not incompatible with an education that is oriented towards basic skills (reading, writing, arithmetic and competencies for life). Actually they are complementary. Further, quality education is integrative as it satisfies the learning needs of the student. It values the diverse experiences brought by adolescents. Its content is re-examined in light of world changes and uses current events to create links between subject disciplines (chemistry, physics, geography, etc.). Its teachers are trained and capable in using student-centred methods. The physical and intellectual environment should assure security for the learners; concerning this matter, it is particularly important to take into account questions regarding violence in schools and the HIV&AIDS epidemic. Moreover, quality education assumes efficient systems of administration and management, implementation of good policies, an appropriate legislative framework and sufficient resources.



Quality is a dynamic concept that must constantly adapt to a world whose societies are undergoing profound social and economic transformation. Encouragement for future-oriented thinking and foresight is important. [...] The challenge is to develop education systems that balance local, national and global aspirations in the context of our common humanity to secure a sustainable future.

Thomas Östros, Minister for Education and Science, Sweden

Schools are not simply buildings. Schools are places where we shape the hearts and the minds and the souls of our children and of the future of the communities in which we live.

Mary Hatwood Futrell, Education International

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.

Koïchiro Matsuura, Director-General, UNESCO

Nevertheless, it does not yet seem clear enough how the vision of quality education for all young people can be expanded and concretized without falling back into formal models that were created for past and outdated times. This underlines the importance of the debates of the forty-seventh ICE. But these debates must be based on a solid conception of the needs of adolescents and young people. It seems important therefore to draw upon research that can shed better light on the educational needs of all young people, in all countries of the world, to bring about globalization with a human face and sustainable development.

It cannot be repeated too often that the most valuable resource of a nation is its people. Education is of the utmost importance to the development and future prosperity of all nations. Education systems and the policies underpinning them cannot remain static – they require ongoing review and reform to adapt to the changing demands of the global environment and ensure they continue to provide young people with the skills to cope with the pressures of globalization.

Brendan Nelson, Minister for Education, Science and Training, Australia

2nd pointer : Rethinking the management of change

Training institutions for adolescents and young people are being redefined all over the world. Still, even if there is no doubt about the need for changing educational contents, teaching methods, school life and the profile of trainers, it

would prove to be difficult to define the path for these changes if there is not at the same time **a process of re-inventing models of education for young people and adolescents**. The countries of the North and the South address the future of schools in radically different terms owing to unequal resources and also for cultural reasons. Western countries are grappling with the legacy of their own history during which the various structural and cultural components of modernity that provide the framework for the school education model developed concurrently.

In building their education systems, other countries have started by merely “copying and pasting” Western models. Apart from the often-prohibitive costs, however, they had to contend very soon with the cultural and structural differences between their societies and Western models of both State and school. Lacking alternatives, several countries faced with a growing number of young people completing primary education (five or six years) are investing more in increasing the number of lower



© Peter Williams / WCC

and upper secondary schools and community colleges. Now that “traditional and technical” secondary education is being called into question in several developed countries, such schools are being established or increased in number in the countries of the South. Even though “good policies” and “good practices” are being implemented everywhere to some degree, they are not well known and there has not been adequate reflection on their value in contexts other than those in which they were devised.

Finally I think that there is a need for a unique system of education for Africa. Africans have something to add to the global arena. We have poets, we have intellectuals, we have a history, a culture that has been marginalized. I am an African who is educated, I know everything about the American revolution, I know about the French revolution, I can quote Shakespeare, Gengis Khan, I know about the world, but who knows about my life, my culture, my vision? And the fact is that if you ask me to name a Malian poet today, I wouldn't be able to tell you one. If you ask me to quote a Senegalese poet, I couldn't either. These are the tragedies of African education. And it is my hope that as Africans we will start to think about finding our place in the education system.

Representative of Kenya

Developed countries today are faced with the end of the industrial model and are moving towards a post-industrial society, also known as a “knowledge society”. A new standard based on an economics concept of quality has emerged there recently, transforming education policy from traditional management by inputs to management that is geared more to outputs and economic, social and, incidentally, cultural outcomes.

The status of the education of adolescents and young people is in certain cases changing from that of a public good to a private good, as schools are perceived more as providing an educational service from which individuals benefit before the community. The role of public authorities then is called into question. Should the State continue to be both a regulator and provider of educational services? In any event, the traditional management of educational opportunities for young people is being called into question, even more strongly than the schooling of children, as are the objectives, rules of the educational game, curricula and their constant transformation.

The values of solidarity, tolerance, justice, peace and equality [which we saw in the inaugural video] are values which are in contradiction with those of a violent, competitive, iniquitous society that excludes some of its members. Consequently, it is necessary increasingly to include impoverished young people in the school system and this implies a modification of the principle of education and in particular of school education. The role of the State in this respect is fundamental. The State guarantees respect for basic rights by policies that provide exemption from payment, access and the maintenance of the child at school, as well as by policies which also offer vocational training of a higher technical level. The central government has a very significant role to play in societies marked by great inequality.

Carlos Augusto Abicalil, Member of the Central Parliament, Brazil

It is true that education must be a public service, whenever possible. Unfortunately, in certain countries, we are far from that. And, no matter what it costs, all children should be offered a quality education, including through a private service because this requirement must also be taken into account, but in the form of a public asset. This is something which concerns society as a whole and where evaluation is based on perfectly obvious social and collective criteria.

George Haddad, DIR/ED/HED - UNESCO

Countries that are on the road to development, but also developed countries face the issue of change management too. For all countries, change management will entail inter alia a strong information, discussion and debate campaign and, consequently, an in-depth review of educational authorities’ traditional communication strategies and methods. International platforms such as UNESCO,

other international organizations and regional organizations such as OEI (Organización de los Estados Iberoamericanos) or SACMEQ (Southern and Eastern Africa Consortium for Monitoring Educational Quality) have a strategic role to play in this regard.



© Paco Faria / Still pictures

Unfortunately there are still millions of children in the world who do not enjoy the fundamental human right to attend school. We feel it is the responsibility of national authorities to provide education for all children. However, in those cases where the national resources are insufficient the international community must strengthen its commitment and lend a helping hand.

Thorgerdur Katrin Gunnarsdottir, Minister of Education, Iceland

3rd pointer : Innovating in the framework of existing educational models

Education systems are complex realities subject to all kinds of pressure and to internal and external resistance. Their development or transformation is therefore often slow and difficult and it would be illusory to imagine their radical transformation in the very short term. Taking a realistic view, all countries will undoubtedly have to continue **to manage existing systems and to improve them gradually**. As lasting solutions are not likely in the short term, a central question concerns the crucial role that educational innovations should play in bringing about permanent change.

Reflections, guidelines and action plans abound in this field. Their main points,

formulated at recent international meetings that have been held in particular under UNESCO's auspices, can be found in document ED/IBE/CONFINTED/47 Inf.1. Most of those guidelines are still fully valid, and it is extremely difficult to propose a synthesis. It is also very difficult to offer differentiated proposals for each type of educational opportunity throughout the world. Still, and with the unique purpose to facilitate dialogue during the Conference, certain challenges can be identified with nuances for each type of opportunity. These mainly concern: education for the excluded, the last years of compulsory schooling, general secondary education, and vocational training.

In the case of adolescents and young people who have been excluded from possibilities of elementary instruction, their reintegration into the education system should guarantee that: i) educational opportunities are appropriate to their age; ii) teaching and learning methods take their life experience into account; iii) contents are relevant to their future, but also to their daily life; iv) school life takes into consideration possibilities and limits due to family obligations, work, and civil participation; v) teachers have training adapted to the needs of these groups; and vi) much importance is devoted to academic and vocational guidance.



© Hartmut Schwarzbach / Still pictures

Our efforts towards decentralisation are in part driven by the need to improve educational quality in the context of immense diversity in our schools. Owing to the effects of social exclusion and marginalization in the community, our educational interventions have not yet been relevant to the life or our children. Thus inclusiveness in education is a key to ensure educational quality of all children. Quality of education relates to the overall holistic development and high learning achievements to meet the learning needs of all including children from Dalit [disadvantaged] and indigenous communities, linguistic minorities and children with special needs.

Bimalendra Nidhi, Minister for Education and Sports, Nepal

The challenges of keeping young people in the formal and non-formal education and training systems will need to come under scrutiny in this conference as we increasingly find that due to pressing financial needs of poor households, young people give up on schooling to start work or that young girls, particularly, become so disproportionately caught up in caring for duties at home that their schooling performance suffers. It is clear that there will have to be a blurring of the distinctions between formal and non-formal education, and between education and training, as we seek to address the skills requirements in our countries.

Mohamed Enver Surty, Deputy Minister of Education, South Africa

In the case of Years Seven to Nine in the schooling process, which are often the last years of compulsory schooling, it seems most important to guarantee that: i) the basic competencies are strengthened; ii) teaching and learning methods continue to be active; iii) contents are at the same time representative of the knowledge and know-how deemed important by the State, and the needs and interests of adolescents and young people; iv) school life fosters self-esteem as a prerequisite for knowing others and “living together in peace”; and v) teachers become active partners in learning, which is holistic, active, and linked to community life as well as the world.

In the case of Years Ten to Twelve or Thirteen in the schooling process, which usually comprises upper secondary education, it seems of highest priority to guarantee that: i) the strengthening of basic competencies are continued and are not suffocated by the accumulation and memorization of fragmented bits of information; ii) learning experiences include increasingly intensive project work that relate to the needs of the community and also of the young person; iii) contents are up-to-date and linked to their history and practical application; iv) young people participate more and more in decision-making on school life; and v) teachers are capable of motivating young people to want to learn and to undertake disciplinary knowledge (languages, mathematics, sciences, etc.) but even beyond, and with an interdisciplinary perspective.

I believe that theory should be associated with practice. School should be closer to realities of life. Teachers should be more practical than theoretical. Also our schools should be equipped with the necessary material for each subject taught.

Clavera Nkounkou Bikoyi, 16 years old, Congo

[...] Teenagers need understanding and stimulation to believe in their ability.

Vita Zalife, 18 years old, Latvia

In the case of vocational training, a whole spectrum of priorities could be mentioned, among which are: i) to guarantee a basic training that is sufficiently broad, and to avoid specialization too early on; ii) to guarantee a practical training that provides continuity between developing fundamental skills and becoming open to conceptualisation and innovation; iii) to link specific skills to contents; iv) to provide opportunities for “learning to do”, and also learning to start up projects; and v) to facilitate contact with trainers who have significant professional experience.

4th pointer : Building a new long-term vision

Families, communities and public authorities continue to make substantial efforts to maintain the schooling process for increasingly longer periods, that is, beyond primary school. The question that arises is whether this schooling should take place in the types of institutions invented and “systematized” in the eighteenth century and the first half of the nineteenth century, based on even older models, such as the Greek model and the Medieval faculty of arts.

Education systems as we know them today were established and developed in an environment characterized by seemingly stable national economies and States, a still large rural population and relatively limited and homogenous demands for democratization. Current requirements are both more global and diverse, and family and communication and information structures are completely different.

The question of whether this type of functioning is viable in the long run may rightly be asked. The analysis in this document of the state of developments in the world and of the role of education systems in meeting the educational needs of young people to enable them to take part in life, participate in sustainable development and build a more human world, suggests that it is not. Many observers consider that a “new paradigm” is needed for education in the world since it would appear that, continuing along current lines, the problem really lies in the solution. Continuing to do “more of the same”, even though there might be improvements, might be self-defeating. The results of recent research could no doubt make an interesting contribution to the construction of a long-term vision, for example, one that identified a certain number of scenarios for the future. The work of the OECD/Centre for Educational Research and Innovation (CERI), namely, is a stimulating initiative.

Following its work at a forum organized during its fiftieth session in January 2003, the Council of the International Bureau of Education of UNESCO singled out some elements of a desirable educational scenario on a global scale. This scenario takes globalization into account but associates the utopia of a knowledge society and of a network society. It also has free circulation of cultural and educational goods and services. In such a scenario, it is not enough to change each learning establishment. Each has to be linked to other establishments, to surrounding institutions and to systems of governance.

In diverse prospective exercises carried out at the ministerial level with representatives from African and Asian countries, the emphasis was placed on the need for all educational institutions, such as those intended for adolescents and young people, to coordinate with the communities. This is inarguably a necessary, though not sufficient, condition to improve the quality of education offered by a given institution. As a unit, an educational institution is too small and sometimes too fragile to anticipate making all the necessary changes with regards to knowledge, production, and social, familial and personal life. Diverse types of establishments, which coordinate between themselves, are well informed and led with consideration of empirical knowledge and clear analysis, and that participate in exchanges will always be stronger than isolated units.



© Peter Williams / WCC

5th pointer : Integrating education policies for young people into an intersectoral, partnership policy

It is estimated that the long term economic impact of one additional year of education in the most developed countries of the world can rise up to 6% of the total production. Furthermore, this impact is not automatic or guaranteed.

At the occasion of the forty-sixth ICE, it was remarked that throughout the twentieth century, more than 180 million people died as victims of crimes that were

committed by people who had spent a large part of their lives in education systems in poor or rich countries.

Education cannot, on its own, ensure economic development, cohesion of the social fabric and the construction of peace, whatever the financial, social, scientific and educational investment of each country. In certain cases, it can even contribute to the emergence of conflict, for example in totalitarian regimes and in the case of terrorist movements. The economic and social benefits of education depend above all on the quality of education that is offered. Such quality, though, depends on the existence of coordinated and well-grounded public policies that will only effectively resolve the major imbalances in each society and region if priority is given deliberately and continuously to education, and equally for adolescents and young people. Education must be the business of all, and of the entire government in particular, and it seems that only a comprehensive inter-ministerial policy can be effective.

Quality education must be based on the participation and commitment of those taking part. It is only through genuine participation that the will to assume responsibility can grow in strength. The concept of participation must be introduced at an early stage and must become an integral part of everyday life in schools and in the field of education generally. Even small children can assume responsibility to some extent. Far too many education systems are based on the teacher alone assuming responsibility.

Thomas Östros, Minister for Education and Science, Sweden

Social policies must be coherent with respect to education. So they should be adapted to societies. The discussion must relate to globalization and technical and financial resources in order to be able to achieve equality in education [...] Education must be treated as a State policy. It must be at the centre of the social political agenda and of the priorities for social inclusion and at the very heart of the development strategy.

Francisco Piñon, Secretary-General, OEI

In many countries, genuine **political dialogue** has been established in which partnerships are both the outcome of and the lever for dialogue. In addition to the usual social partners, this increasingly involves the whole of civil society, which also plays a decisive role in the formation of social, human and ecological capital. The development of civil society is reflected in the growing number and diversity of associations and non-governmental organizations, the strengthening of their role in the cultural life of societies, and in the new relations between the cultural, economic and political spheres.

[...] discussion and partnership are the bases of social stability and sustainable development in education as elsewhere.

Adiza HIMA, Secretary General of CONFEMEN

Other partnerships are growing in importance in the education of young people. The media, for instance, are playing a greater role not only as a means of communication but as agents in education systems. The media, in particular television, take up much space and time in young people's lives and play a decisive role in their socialization. The producers of teaching materials, educational programmes and content on the Internet, families and students themselves should be considered full-fledged partners.

I think it is absolutely critical for us to include the media as part of any partnership that we form. Primarily because I believe the media plays a critical role in helping us to get the message out to the public regarding the challenges that we face in education and how we are trying to address those challenges.

Mary Hatwood Futrell, Former President of Education International

We can no longer settle for education, closed as it used to be, bearing only messages of values. It is absolutely essential to discuss with the media which are also intermediaries

Mongi Bousnina, Director of ALECSO, Tunisia



Given the importance ascribed in secondary education to integration into the professional world, businesses and the economic world in general should also become one of the most important partners. The same should hold for the entire non-formal and informal education sector.

The questions raised today no longer really concern recognition as such of all these partners or of their legitimacy, but rather recognition of their productive and creative linkages in a system of good governance. How can conditions and methodologies for dialogue and action be created in order to form a virtuous circle among all those involved in educating teenagers and young people? How can these partnerships be implemented and managed on a day-to-day basis?

Whatever their means and political good-will, Ministers of Education cannot claim to take up these challenges without entering into a true political discussion which unfortunately the majority of our countries have a hard time adopting in their practices.

Kondi Charles Agba, Minister of Higher Education and Research, Togo

There are no easy answers or models that are ready-to-use (or to export). It is not enough, however, to “believe” in partnerships, issue announcements on them or assert their importance. Their success depends on a number of necessary conditions, such as: proximity of the educational community and the partners’ relevance and legitimacy; mutual trust and effective practice of democracy; reciprocal political will of all partners; clear definition of the roles of all those involved; structures for dialogue, concerted action and management, “interfaces”; time needed for concerted action; effective information and public relations policies.

[...] schools are not the only arena for education and training. There is a need to recognize informal areas of learning life skills. On this background we have to build new alliances and partnerships. We must involve parents, NGOS, religious leaders, media, social partners including the teachers unions and other stakeholders. We must not forget the need for cross-sectorial partnerships. Ministries of Education must take a cross-sectorial approach and include other ministries in the national plan of action.
[...]

Representative of Norway

Some strategic tools may also assist in this endeavour. Charters, covenants and cooperation agreements are, for example, tools that make it possible to adopt long- and medium-term strategies, as the target social and educational transformations are not compatible with the duration of political terms of office (and discontinuity is often dictated by political considerations). The Declaration and the Millenium Goals adopted by the United Nations, and the educational charters and strategic plans

drawn up by some countries are examples of strategic tools for ambitious partnerships. They do not always give rise to unanimity or broad consensus, but they do act as clear and shared agreements and commitments accepted by all partners.

6th pointer : Strengthening the mobilization of the international community

Despite the recent announcement of an increase in international aid provided by the industrialized countries, the effort is still insufficient to achieve the United Nations Millennium Development Goals. Current levels of aid will have to be practically doubled if the Goals are to be attained.

The challenges our young people face cannot be totally divorced from the effect of our overstretched educational facilities. There is a need to commit more resources towards educating the youth through formal, alternative and non-formal education approaches. In a rapidly expanding global economy, more opportunities should be made available for youths from various regions to exchange experiences towards building partnerships for the mutual survival of humanity.

Fabian Osuji, Minister of Education, Nigeria

Between 1990 and 1997, aid for education from bilateral sources actually fell (from US\$3.64 billion to US\$3.55 billion in current terms). Furthermore, available resources are allocated as a priority to primary education or non-formal education. Some countries often continue to invest, proportionally, considerably more in higher education than in secondary education, which as a result still seems to be the “poor relative” in education systems, in addition to preschool and adult education.

It may also be considered that **the mobilization of the international community** should not be confined to funding education for young people. It should in particular play a **role in advocating, driving, supporting, encouraging and monitoring education policies.**

It is up to beneficiary countries to design and manage their strategies to attain educational goals. Aid should be results-based and defined on the basis of expertise in national proposals, follow-up action and careful evaluation and verification of educational programmes. Donors should also improve the coordination of the support provided for national education policies. In many countries, foreign aid is needed most in order to strengthen policies and institutions, in other words, to reforming governance. Building up capacities to “reflect on and organize education” should be a priority for development aid, but should not, however, account for the lion’s share of allocated funding.

[...] it would be necessary that governments come to terms with their own civil society first [...] it would be necessary that governments resist foreign organizations so that they do not come and impose their ideas, which are often not appropriate to the context of the country [...] But it is also necessary that we be realistic. Certain States may be afraid of displeasing their partners and thus losing invaluable assistance. It is necessary that each State have a well-defined national policy in the various areas of education [...], and that the foreign partners fit their interventions into this framework. [... I call] for quality international solidarity. This international solidarity requires a harmonization of the partnership [...] and it is in this way that a quality partnership will lead us to quality education.

Representative of Madagascar

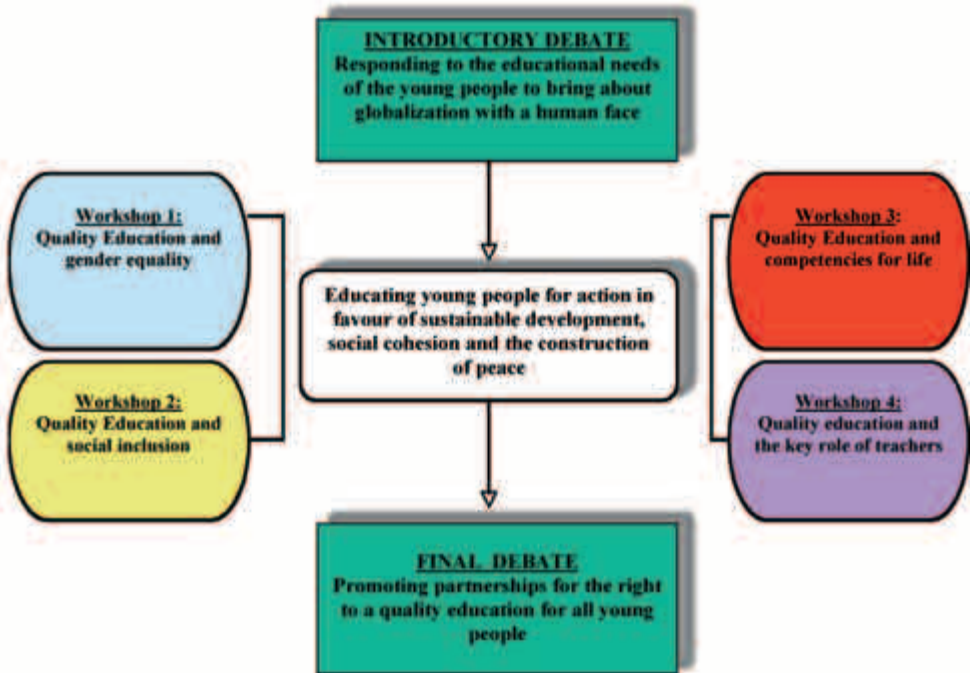


© Juergen Schmidt / Still pictures

The traditional method of sending foreign experts to train nationals of beneficiary countries may curtail opportunities to strengthen local expertise. Likewise, sending people from the South to train for a diploma abroad may quite simply increase the brain drain. It would seem that aid for the education sector may be more effective if it enables beneficiary countries to manage their own education systems and does not tie them to the geopolitical interests of funding bodies. Development aid to the education sector today should aim to develop human resources so that the improvement of education conditions will be sustainable.

Thus, at the global level, more solid partnerships are needed to lessen inequalities in the world; the effectiveness of international cooperation is being questioned today, as stressed in the United Nations Development Programme (UNDP) Human Development Report 2003. It remains to find out what mechanisms may yet be promoted, developed or invented to ensure effective international cooperation in the education sector.

STRUCTURE OF THE 47th SESSION OF THE INTERNATIONAL CONFERENCE ON EDUCATION





CHAPTER IV

FOUR COMPONENTS
OF A QUALITY EDUCATION
FOR ALL YOUNG PEOPLE

CHAPTER IV

FOUR COMPONENTS OF A QUALITY EDUCATION FOR ALL YOUNG PEOPLE

As we stressed in the preceding chapters, the improvement in the quality of education is a complex and difficult task. At this 47th session of the International Conference on Education, the Ministers and other participants recognized that progress could be made only through in-depth changes to education systems, their contents and practices. From the point of view of educating young people for action in favour of sustainable development, social cohesion and peace-building, four particularly important aspects were identified relating directly to quality:

- Gender equality;
- Social inclusion;
- Competencies for life;
- The key role of teachers.

Each of these aspects was the subject of a workshop, all four workshops being held in parallel, during which the participants very freely exchanged their points of view, their difficulties, their fears and their hopes. The sections of this chapter present some food for thought and paths for the action. They are illustrated by testimonies, in the form of quotations from statements made in the workshops, as well as extracts from messages from the Ministers or Messages from the Young People. The objective of this chapter is thus not to provide an analysis or an elaborate synthesis of the various discussions which took place during the conference but rather to propose a kind of report or "portrait gallery". We also hope that that will enable readers to delve more deeply into their own reflections. It is with this in mind that a number of "questions for a debate" are proposed at the end of each section. In addition, the IBE produced a series of short videos, by way of introduction to the various workshops, which could advantageously be used in seminars or training courses on the above-mentioned themes.

The four subjects proposed for the workshops of the 47th session are very important because an attempt has been made to ensure that the school serve society, that it serve life and life is youth.

Rosalie Kama-Niamayoua, Minister of Primary and Secondary Education,
Head of the Elimination of Illiteracy Plan, Republic of Congo

QUALITY OF EDUCATION AND GENDER EQUALITY

Various degrees of gender inequality is still a problem in many countries and education is often perceived as one of the principal tools to counter this. The world educational community has become aware of the fact that quality education is not possible if it takes account of only a small number of people. Indeed, quality education is an inalienable human right and no form of education which excludes any category deserves to be qualified as being of "quality".



© Jeff Greenberg / Still pictures

A quality education is fully inclusive in that it is accessible to girls and boys on an equitable basis since barriers to provision of opportunities and uptake of such opportunities have been fairly addressed for girls as well as boys. The concept of educational quality must take into account gender dimensions in all aspects of the selection, organization, and promotion of relevant and meaningful learning experiences for students.

The issue of quality education today is so important because with the rise of all sorts of new challenges, emerging issues education takes even on more importance. Young people have to be prepared to meet the new challenges, they have to be equipped with new knowledge, techniques competencies, attitudes, values need to be brought out and strengthened through quality education and gender sensitive approaches and ways of dealing which each other that respect diversity.

Carol Watson, Senior Advisor, Education, UNICEF

In most countries, it is the girls and women who suffer most from discrimination and obstacles, both in the families and within local communities and society in general.

The recently inaugurated FAWE Girls School (Forum for African Women Educationalists) is a unique initiative by this organization in Rwanda. The project aims at promoting secondary education for girls by a holistic approach. Particular stress is laid on the teaching of science, technology, languages and life skills. The Girls School has already had a visible impact on the life of several girls and young women.

Video document, "FAWE Project Girls School", Rwanda

Despite the achievement of primary education for all in Uganda, girls are still faced with many obstacles which prevent them from continuing their education. According to UNICEF, 1.5 million girls are obliged to work to support their families. However, efforts are made to deal with this situation. GEM, the Girls Education Movement, was launched in Africa by UNICEF in 2001. GEM is a project whose approach, centred on children, aims at reinforcing the capacities of girls and offering them better educational opportunities. What makes GEM unique is that it is the girls – with the boys as strategic allies – who control the planning and implementation of the activities, thereby empowering the girls, bringing them back to school and developing gender equality in education.

Video, "The GEM: an initiative for the education of girls", Uganda

There are presently 104 million children out of school with 57% of them being girls. Gender disparities in enrolment and attendance vary tremendously from one region to another and between countries in different regions. The Dakar Framework for Action and the Millennium Goals attest to the commitment of the international community at the beginning of the 21st century to the elimination of gender disparities and inequalities in education – by 2005 and 2015 respectively.

The Government has achieved a near gender parity nationally (Girls: 103.7) and (Boys: 105.8), however, this does not reflect regional disparities where girls are grossly under represented. [...] We are, therefore, in the process of creating an enabling environment that will improve access, retention and completion of girls in education. The government is also encouraging gender friendly learning environments in schools and targeted bursaries to girls education at the secondary school level. [...] Our priority is to ensure quality programs that are relevant to the needs of all learners.

George Saitoti, Minister for Education, Science and Technology, Kenya

ENORMOUS CHALLENGES TO BE TAKEN UP

While these ideals are commendable, the challenge is mammoth. Achieving gender equality is a far more complex task than eliminating disparity. “Full gender quality in education would imply that girls and boys are offered the same chances to go to school and that they enjoy teaching methods and curricula free of stereotypes, and academic orientation and counselling unaffected by gender bias. Most fundamentally it implies equality of outcomes in terms of length of schooling, learning achievement and academic qualifications, and more broadly, equal job opportunities and earnings for similar qualifications and experience.” (UNESCO, 2003 (f).)

I want my education to be based on the principle that we are all equal and that we all have the same rights. I want to be educated. The school is our home and I want it to be nice.

Larraitz Gonzales, 14 years old, Spain

As opportunities for female advancement in education increase, countries tend to become more successful in addressing the problem of gender inequality in society. As such, the design and implementation of quality education programmes has implications for progress in the area of gender equity.

It is important to explore some of the links between quality education and gender equity in order to throw light on what needs to be done in terms of policies, strategies and investment choices in education. The discussion between the participants in the workshop resulted in the identification of the principal causes of the exclusion of girls and especially of the strategies for combating these causes. The principal obstacles identified were poverty, HIV&AIDS and cultural barriers. Moreover, there was a long discussion of the effects of sexual stereotyping and the pressing need to overcome them.



We must seek to ensure that every child has a good opportunity of progressing as high as possible in the education system – i.e. as his/her capacities, talents and hard work will allow. In this pursuit the child must not be constrained either by the family's educational deficit, its social status, or its absolute failure to perform. Equality of opportunities is an important starting point particularly for children, and it is school that must ensure it. It goes alongside with other fundamental function of schools, such as that of ensuring an education of high quality for all.

Petra Buzková, Minister of Education, Youth and Sports, Czech Republic

LINKING EQUITY TO QUALITY EDUCATION AND INVESTMENT CHOICES

The critical importance of gender equity for development is reflected in the high priority given to it in the Millennium Development Goals (MDGs) and the Dakar goals set for Education for All (EFA). However gender equity in education is an imperative that goes beyond its importance or usefulness for development. It is essentially a human rights issue and goes to the heart of what quality education should be about. If education is a basic human right then quality education should promote equity and not perpetuate structural inequalities, forms of discrimination or existing disparities. Even though access is still a serious problem, it not enough that the discussion of gender equality and equity in education centre primarily on school access, and that the analysis of quality in education only rarely uses gender equality/equity as one of the principal quality indicators.

On our continent, access itself is a veritable challenge for several countries where half the children do not go to school, most of these being girls. As education is a basic right, it is imperative that we devote all our efforts to accelerating the process in order to allow all our children, in particular our daughters to go to school to receive a quality education.

FAWE Representative

While all countries have a problem of gender inequity, the issue is particularly acute in the developing countries because of low levels of female participation in education as well as other deep-rooted forms of gender bias and discrimination in society. As a result, women and girls constitute the great majority of illiterate adults and youths in these developing countries. This is a compounding factor, since research shows consistently that the level of education of mothers is a major determinant of schooling for the children. The danger then is that with such a high population of illiterate female adults, children will be less likely to enroll or complete a

course of quality basic education with satisfactory performance. It is in this sense that adult basic education and literacy (ABEL) becomes a vital investment (especially for women) if the cycle of illiteracy, ignorance and poverty is to be broken. [...] There is therefore a strong case for investing in ABEL (for women in particular) in order to redress the imbalance of illiteracy amongst the adult population, as well as to enable them to fulfill their duties to their children in respect of education, and also to fulfill their own basic right to education as individuals in society.



In our country, there are lots of women who, after the literacy programme, continued even on to university and now they become businesswomen, they become politicians. They play a very important role in society. Even if, at one point, they were illiterate that does not prevent them from contributing tremendously to the society.

Khunying Kasama Varavarn, Permanent Secretary, Ministry of Education, Thailand

Despite a high level of adult illiteracy, the hope for developing countries lies in the fact that their population profile tends to be skewed towards the younger age group. If in spite of adult illiteracy levels the majority of children and young people can be provided with quality basic education, then there is a chance of breaking the cycle of illiteracy, ignorance and the attendant poverty that continues from one generation to the next. [...] The investments required to achieve this relate not only to providing facilities, staffing and other resources for schooling, but also to addressing and eliminating the barriers and constraints that prevent some children from accessing, and satisfactorily completing a course of quality basic education.

Despite limited resources, Bangladesh has consistently devoted 15-20% of government budget to education in order to improve access and equity in the education system. To remove poverty as a barrier to access, primary education has been made free and compulsory; textbooks are provided free at government expense, food or cash stipends are provided at the secondary levels. Most importantly, girls' education has been made free up to the 12th class in addition to payment of monthly stipends. Nearly 5-6 million girls receive such stipends at an annual cost of over US\$ 100, and we have achieved gender parity at the primary & secondary schools.

Muhammad Osman Farruk, Minister of Education, Bangladesh

In addition, there was broad discussion of the role of teachers in combating prejudices against women, in the dissemination of knowledge about human rights – mainly those relating to sex – and in providing girls with greater opportunities to access education. To this end, it would be necessary that teachers be properly prepared to eliminate the barriers that oppose the education of young people and that they seek more opportunities for training and educational qualification through government action and associations between countries that are faced with similar difficulties. Often, informal education could be an appropriate means for reaching those excluded and especially girls.

[...] We also believe that it is important in the context of our struggle for gender equity and quality to ensure that boys become aware of it and therefore we have invited 900 boys to become more sensitive about issues of masculinity, HIV&AIDS and gender and this has been very successful.

We recognize and admit that there is much more to be done. Particularly for the rural girl child and also in the terms of the psyche and the stereotyping of what seems to be dominant in all cultures, in all communities and I think to empower women, as men we have to get to start empowering ourselves, change our dispositions and look at this huge global challenge that we change. But I agree [...] that what we do in terms of the girl learner, the quality of education we provide must translate into access, to opportunity and the realization of equality in real and practical terms.

Representative of South Africa

It has been also underlined that these barriers and constraints tend to affect girls much more than boys in most countries and they can be found within the education sector as well as outside of education. The efforts to provide quality basic education for all children will not result in gender equity, unless there is a special focus on the rights and needs of girls as an integral part of such efforts. It is also often argued that by focusing on the rights and needs of girls in education, it is possible to leverage quality education for all boys and girls alike. UNICEF expresses this argument with the catch phrase that:

“Girls’ education is also good for boys, but the reverse is not necessarily true”

On this basis it can be argued that investment in quality education should necessarily also entail investment in girls’ education as a means of ensuring that gender equity, based on a human rights approach to education, is an integral part of quality education.



© Jorgen Schytte / Still pictures

Indeed it has been suggested that without such considerations we run the risk of making broad progress with the MDGs, while inequalities are exacerbated. We need to avoid such a false sense of progress in education by ensuring that equity issues generally are integral to the concept of quality in education.

The equality of opportunities between both sexes is the cornerstone of each democratic society. [...] Therefore, the cause of woman advancement, enablement and equality emerged as one of the priorities on the agenda of the world states by the end of the past century in preparation of the 21st century. Hence, if educational investment is the best, then the investment in teaching girls is also the best kind of educational investment.

Adapted from the National Report of Syria

It was also proposed that teaching methods and materials be used as tools for disseminating women's rights and other gender-related questions, since the success of the promotion and dissemination task depends largely on the way the subject is treated in schools, mainly in secondary education.

For Several years the Federal Ministry of Education, Science and Culture has been trying to pay greater attention to the subject of equality between genders. Owing to the one-sided educational preferences of girls and boys, steps have been taken on various levels to counteract these tendencies and make the existing educational options attractive for both genders. [...] Efforts are also made to promote "conscious co-education" at school, to make teachers aware of gender specific socialization processes as well as of the routine behavior patterns of girls and boys at school, and to reflect on their own expectations from, and attitudes towards, the two genders. School is to offer to girls and boys, men and women, equal chances to develop their abilities, interests and perspectives for their future life.

National Report, Austria

A quality education promotes and safeguards the rights of all girls and boys alike, within a learning environment that encourages them to achieve of their best in a journey of self discovery that brings out their full potential. A quality education has also to make adequate provision of essential resources for learning for all learners and all schools. This includes trained teachers, books, and other pedagogical resources, as well as non-pedagogical essentials like school meals.

It equally promotes regular and timely attendance by all girls and boys, because its scheduling and pace have been designed with consideration for other demands on the time and schedule of learners and their families; and also because its culture and ethos are welcoming and gender sensitive.

Comenius can be regarded as the inspirer of many modern school reforms [...] On gender equality in education, for example, he would have preached absolutely identical instruction for boys and girls, which was certainly a utopian project back in the 16th century! "It is not possible to advance any good reason to deprive the weaker sex of the study of the sciences [...]. In truth, women are endowed with a nimble intelligence which renders them as able to understand science as well as we do, often even better than us. For them, as for us, the way lies open to the highest of destinies."

Pedro Nsingi Barros, Chairman of the IBE council

GENDER INEQUALITY – A FACTOR OF EXCLUSION

Large numbers of girls and boys drop out before completing a basic cycle of quality education. In this sense there is also a major gender disparity that results in millions more girls than boys dropping out of school in sub-Saharan Africa for instance. It is estimated that the number of school-aged girls out of school in sub-Saharan Africa increased from 20 million in 1990 to 24 million in 2002. These out-of-school children and youths are at risk of various forms of exploitation like child labour, child trafficking and sexual exploitation, as well as exposure to HIV&AIDS infection. All of this results in a strong case for investing in the education of out-of-school adolescents and youths through alternative forms of education such as non-formal education and training.

In recent years the coverage of educational services for men and women has increased in a balanced manner. [...] All in all, notable differences can still be observed, especially in the rural milieu, and particularly in indigenous communities, where girls tend to have significant disadvantages with respect to boys. The adoption of a gender approach in education policies will significantly contribute to consolidating equality of access and continuance at school between men and women. [...] In 2004 a bill for a constitutional amendment in human rights was submitted. It provides that the direction of education (art.3) should include respect for human rights and the gender perspective.

Adapted from the National Report of Mexico

Finally, the participants in the workshop were unanimous in recognizing the fact that the strategies most adapted to dealing with the problems mentioned would have to be constructed around balanced proposals for programmes able to meet the needs of girls and boys alike and which avoid too differentiated a treatment. They insisted on the fact that, to achieve equity and equality in education, that must be reflected in the legislation and particularly in the introduction of compulsory and free education.

The development of an attitude which allows the construction of a "culture of equality", i.e. the recognition by society as a whole of the equal rights of men and women, should be one of priority educational policies. The challenge is to give an education to young people by establishing national and international mechanisms which are able to combine traditional perceptions with internationally recognized modern quality models, without their destabilizing the standards and traditions of the societies concerned. But it was also stressed that equality in education would not be possible without a firm political will, which is not limited solely to the education sector.

QUESTIONS FOR A DEBATE

What, in your opinion, are the principal points at issue and questions concerning equality of education between the sexes and what problems specific to those points could you identify in your own society?

What is the role of teachers, parents and the community in general in the promotion of sensitivity and adequate answers to the questions of sex and equality of education between the sexes? How could these roles be improved?

What are qualities necessary so that schools and other educational circles be sensitive and offer adequate answers to the questions of sex, and what are the innovative approaches for attaining such a goal?



QUALITY EDUCATION AND SOCIAL INCLUSION

[...] In the morning, when we go to school, we see children in the streets. In the evening, the same children are seen again. Their families have financial problems, but the children have nothing to do with that. How can we calmly learn while these children cannot do so? When will all the children in the world be able to receive a good education? When will all children be able to learn in peace? We are awaiting an answer from the grown-ups. Give childhood a chance.

8th year pupils, Romania



© Sabine Sauer / Still pictures

Ensuring quality education for all continues to be challenged by growing inequality, discrimination and exclusion.

Concern for social inclusion in education has long been associated with a traditional conception of inclusive education aimed at the mainstream participation of learners with special educational needs. While important, learners with impairments and special needs are not the only individuals and groups for whom effective and continuous participation in quality education remains a challenge.

Many other groups of children and youth – including girls and young women, those who are working, who are forced to seek refuge or are displaced, orphans, those who belong to linguistic, cultural or religious minorities, and those living in situations of extreme poverty, insecurity and of conflict – continue to be excluded from quality education.

[...] I think that there is a key question of which we should not lose sight, that of the exclusion of the children who do not follow a formal education. We have excluded many because of conflicts, or orphans, street children, or very young mothers. Sierra Leone has emerged from long years of war and we are today on a path of hope and we want to give our people hope and confidence. We set up a mobilization and rehabilitation programme. [...] We are aiming at children from 10 to 15 years of age and we want these children to be able again to take up formal education. There is also the question of child soldiers. What can we do about these children who are excluded and whom we want to integrate and see attending school? Do we need special schools for these children? Is this not likely to consolidate their exclusion to a certain extent?

Alpha Tejan Wurie, Minister of Education, Science and Technology, Sierra Leone

The sources of the problem have even worsened because of globalization, social segregation caused by international economic competition and the rise in national and international social divisions.

For more than five decades, conflicts and social violence of varying nature and intensity have punctuated Colombian life. This situation not only affects but also involves young people. "Young Peace-Builders" (Jóvenes Constructores y Constructoras de paz) is a project which was developed in Colombia by the Foster Parents Plan in partnership with the International Centre for Education and Human Development (CINDE), with a view to reinforcing social inclusion by training and encouraging teenagers to be peace builders. Youth participation is the core of this initiative. The initiative made it possible to identify the problems facing young Colombians and then to fashion a peace-building proposal in a joint effort by the schools and youth centres of six different regions of Colombia. Despite social and cultural differences, they all mentioned similar problems, such as the difficulties the young people have in expressing their feelings, accepting values, communicating or reacting in conflictual situations.

Video, "Young people: peace-builders for an inclusive society", Colombia

It is now recognised that the challenge of achieving education for all is not solely one of access and initial enrolment, but also of regular attendance, retention, attainment and achievement. The educational exclusion of vulnerable groups of children and youth, however, is not a purely educational matter and requires

a holistic approach that embraces cultural, social and economic factors that shape learners' environments.



© Russel Gordon / Still pictures

Quality education is therefore an education that is inclusive. It is an education that aims at the full participation by all learners, teaches attitudes and behaviours of tolerance and is therefore a vehicle for the construction of an inclusive and participative economy and society.

Education being rated the most important factor that affects a person's life should be accessible to all students regardless of whether they're rich or poor. [...] By living in a healthy environment free of racism religious discrimination, and full of equal opportunities it is the key towards education success in the twenty-first century. [...]

Ali Bassam Jamal Eddine, 14 years old, United Arab Emirates

Focusing special efforts on the most disadvantaged communities sends the signal that quality education is for all.

Ministerial round table, 32nd UNESCO General Conference, Final Communiqué

Focusing on education and social inclusion implies understanding the range of situations of exclusion that impact on the fulfilment of the right to quality education for all, identifying the barriers to participation in quality education for individuals and groups which experience discrimination, marginalisation and exclusion, and sharing experiences in creative and innovative ways of overcoming these barriers.

Great attention is given to securing human rights for physically and mentally vulnerable persons. The country maintains and develops a network of after-school institutions for such pupils, with the state's full financial support. The social and psychological support of the educational process has improved, with the introduction of professional social workers and pedagogical psychologists into the school teaching staff.

Alexandre M. Radkov, Minister of Education, Belarus

Minimizing differences between schools is one of the major goals of the Ministry of Education. We firmly believe that education is the best way to combat challenges such as social disadvantages, a handicap which reproduces itself from generation to generation, unemployment, or social exclusion. By introducing a system of normative financing, schools are now encouraged to integrate socially disadvantaged pupils and/or those with learning difficulties into ordinary classes, where they learn together with their more fortunate peers. Access to up-to-date and high-quality educational facilities is granted to all pupils, irrespective of the geographical location of their school.

Balint Magyar, Minister of Education, Hungary

In Syria, there are arid areas where the majority of the population is nomadic. There, we set up two types of schooling. The first takes the form of a boarding school, where boys can live, study, eat and sleep full-time. They can also see their parents on the weekend and the parents can, for their part, visit the children each afternoon. The second type involves studies at "the mobile school". These schools move from one area to another with the Bedouins as they seek food for their animals. These schools use caravans, with all the necessary teaching equipment.

Al Katub, Vice-Minister of Education, Syrian Arab Republic

As inter-related and multidimensional processes, inclusion and exclusion describe how people's opportunities for full and meaningful participation in the main spheres of social life may be differentially facilitated or blocked. These processes, in turn, contribute to unequal prospects that people have to achieve: socially and economically valued resources, capacities, and credentials. (Canadian Council on Social Development)

Central to this discussion of the dynamics of social inclusion and exclusion, formal education plays a complex and sometimes contradictory role. On one hand, public schooling often serves as an effective vehicle for overcoming marginalisation and enhancing inclusion into citizenship, work and other spheres of social participation. On the other education systems are often seen to contribute to the perpetuation of socio-economic disparities, as well as to forms of discrimination based on such factors as gender, age, health, residence and minority status.



[...] We very often increased schooling and quality not by way of integration but by that of segregation, i.e. by offering a large range of institutions of various qualities. And I believe that the problem with which we are confronted, is that if we really want to achieve a more just society by means of inclusive education, we have the problem that our institutions must be "inclusive" and must encourage this inclusion from the very outset. And there, we have many challenges. For example, the challenge of secondary education which is exposed to various tensions such as competitiveness, social cohesion and integration.

Alejandro Tiana Ferrer, Secretary-General of Education and Science, Spain

The subject of social exclusion has been treated essentially as a reflection of globalization, which is why so much attention had been devoted to the economic dimension of the problem. Two risks of exclusion were considered. The first is centred on the lack of skills among young people for entering an ever more competitive and interconnected labour market; and the second is related to the lack of knowledge essential to understanding the constant and sudden changes of a new age. It was against this backdrop that were discussed the role of teachers, the model of school most appropriate to face the new challenges, and new sources of funding, among others.

The need was considered to approach the risks of exclusion from an integral viewpoint that supposes that special and joint attention would be devoted to the question of poverty, nutrition, health and education.

FRAMING A SOCIAL INCLUSION PERSPECTIVE ON QUALITY EDUCATION

In focusing on the quality of education from a social inclusion perspective, it is important to consider the inputs, processes, and environments that surround and foster, or hamper, learning, in order to ensure that the various components of education are sensitive to social inclusion and to each key group in each context. A number of dimensions of quality may thus be considered both at the level of the learner in her or his learning environment and at the level of the system that creates and supports the learning experience. Learning for social inclusion may thus be approached at the level of the learners and their backgrounds, the learning environment and the schooling process, as well as at the level of the structures and policies of the education system.

THE LEARNERS AND THEIR BACKGROUNDS

Educational opportunities must be available without discrimination. Diverse aspects related to their living conditions and to their culture have to be considered. Young people affected by HIV&AIDS, orphans, isolated populations, internally displaced persons and refugees, young people living in conflict and post-conflict situations, cultural, ethnic, linguistic and religious minorities, migrants and the new “job nomads” are usually living under particular conditions. Furthermore, many of the adolescents and young people coming from those groups bring to the educational institutions a diversity of cultures, learning styles, approaches and perspectives that might either enrich learning and add value to inclusion or force them into failure, according to the capability of the education systems, schools and teachers to take advantage of that diversity.

How can we educate young people so that they can themselves also transform their society? Because it is not merely a question of a simple passive, negative or even retrograde integration or simply of strictly re-appropriating national values, but also of transforming these values. How can we make these values evolve? Quality education is essential for inclusion and integration.

Mongi Bousnina, Director-General of ALECSO, Tunisia

THE LEARNING ENVIRONMENT AND THE SCHOOLING PROCESS

To take the learner’s background into account means to address the issues of learning contents, processes and learning environments in a very different way as it was done in the past. In the past it was thought that the learning contents, processes

and environments had to be homogeneous and could be defined in an abstract way. In fact, diverse problems arose. In many cases the learning contents were biased. Stereotyping, or mono cultural and monolingual approaches were – and still are – widespread. The participants in the workshop in particular pointed out the importance of mother-tongue learning, as a "right" and that of combating prejudices, in order to achieve an education supporting better social inclusion.

In Luxemburg, multilingual schools in a multicultural country have to face two specific challenges to ensure that all pupils receive a quality education. There is the complex linguistic situation and the particularly high rate (36.6%) of foreign nationals, mainly of Latin language-speaking origin. So the Luxemburg educational policy is characterized by its effort to integrate at all levels, with a permanent concern that the pupils learn how to live together and that each one has its chance to succeed at school.

Mady Delvaux-Stehres, Minister of National Education
and Vocational Training, Luxemburg

Special funds have been established in the central government to provide necessary support for the special difficulties that are met in running schools in the minority regions. The state also provides policy support for the minority regions when allocating other special educational funds. In terms of cultivation of talents in special fields of the minorities, the State has implemented policies and pre-determined enrollment and assignment.

National Report, China

The concern with the relevance of learning content to changing societal realities and needs was insufficient. Nowadays there are many efforts to promote the integration of rights education, gender equality, HIV&AIDS and preventive education, respect for human dignity and diversity and also concepts and skills linked to the emergent new economy. However, these efforts are still not always reflected in the day-by-day educational practices in schools for adolescents and young people. Perhaps one of the reasons for this imbalance between innovation in the prescribed learning contents and reality might be that processes of education are an often overlooked dimension of quality. How knowledge, skills, competencies, values and attitudes are transmitted and shaped are as important as the content of the officially prescribed curriculum.

The participants in the workshop stressed the role of the two principal actors in the education of the pupil and that are fundamental in the transmission of the content of that education. These are:

- Firstly, the school as an agent to promote the values of social inclusion. It was noticed that the values transmitted by the school were often different from those formulated by society, in particular by the media. Thus, the need to form alliances between the educational world and the media was underlined, in order to avoid the teaching of contradictory values. One of the central proposals was to seek some way of transforming some of the elements which accompany the process of globalization – such as the fast increase in communications and the technical revolution – into instruments which serve the effective inclusion of all young people in society. It was suggested to facilitate access to the Internet for rural schools, to strengthen co-operation between the IT industries and the educational institutions or and to develop technologies and resources which could be accessible to a greater number of people. Mention was also made of the need to promote public family and children policies, so that schooling could be ensured with a greater fairness.
- Secondly, the teacher should have an appropriate training taking in traditional moral and ethical questions or issues of diversity, in order to integrate them in the current context of the ICT's. Moreover, teachers should always pay attention to the problems encountered by people in very mixed groups.



© Peter Williams / WCC

Lastly, the importance of having young people participate in decision-making within the community and with respect to problems affecting their direct environment was strongly stressed; this makes it possible in particular to promote the transmission of values and it reinforces solidarity.

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.

Abdallah Bibtana, General Rapporteur of the 47th ICE, Libyan Arab Jamahiriya

Updating educational contents and improving educational processes only will be effective if the learning environment is also improved accordingly to the needs of each context. Both the physical environment of learning (adequate attention paid to the promotion of physical and mental health, safety and security), as well as the psycho-social environment of learning (absence of gender or minority discrimination, bullying, corporal punishment) will enable or hinder learning the needed contents through the adequate processes to form competencies for inclusion thanks to inclusive education.

In my home province of Saskatchewan, we believe that schools should serve not only to educate children and youth but also to act as community centres for the delivery of services that are family-focused in social, health, recreational, cultural and justice matters. To that end, we have developed SchoolPLUS, a provincial initiative that recognizes the dual role of the school — providing public education and serving as the centre of the community and the hub of services and supports for the children, the families and the community it serves. In Saskatchewan, SchoolPLUS helps address the issue of social cohesion and inclusion of all youth in the education system, including the unique needs of children who are socially and economically disadvantaged.

Andrew Thomson, Minister of Learning, Province of Saskatchewan, Canada

According to the participants, it appeared clear that the involvement of the school in the community was a key factor of social inclusion. To this end, schools should have greater autonomy. Autonomy would also contribute to the best account being taken of the needs of each pupil in an area of heterogeneous training. It goes without saying that the promotion of cultural discussion and respect for diversity must be permanently transmitted by education and the school.

SYSTEM STRUCTURES AND POLICIES

[However] it is worth recalling and repeating that the task of social inclusion should not be left up to the school alone, it is a veritable social challenge which must be taken into account in all public policies!

Charles Beer, Counsellor of State, Chairman of the Department of Public Education of the Republic and Canton of Geneva, Switzerland

A sustainable legislative framework that enables the realisation of the right to education for all is needed in all the countries. This may involve forms of compensatory or affirmative action to ensure equitable educational opportunities for those individuals and groups negatively affected by discrimination. Those affirmative actions should also involve educational processes and not only the provision of the necessary material conditions for schooling, such as adequate spaces, textbooks and other learning materials.

Ensure that no child is left out because of poverty. [...] Priorities should be given to students who are poor. Since most poor students cannot afford to pay the registration fee, it should be paid by the government under an organised scheme.

Siti Fatima Bt. Ramli, 17 years old, Malaysia

Diversification of educational opportunities is an increasing trend in many countries. The increasing number of private secondary schools being created clearly illustrates this fact. Such institutions are frequently built to attend to the specific demands of parents who want their children to be educated among people coming from the same social level, sharing the same values and cultural backgrounds. Some people have interpreted this phenomenon as an exercise of the right to diversity and the freedom of choice. Nevertheless, one of the points highlighted during the 46th ICE was that diversity alone does not guarantee social cohesion. Indeed, the risk that such a trend contributes more to extend segregation after education, instead of social inclusion, is high. If social inclusion is to be taken into consideration, then a change of attitude would seem to be required, turning from a demand-based approach to a need-based one. Additionally, it is necessary that the most privileged of the society – who are usually also at the top of the decision-making process – be willing to act towards social integration.

Marginalized and vulnerable populations are not always consulted or included in the search for good alternatives for ensuring the quality of education for social inclusion.

However, it seems that the degree of consultation and stakeholder participation in policy dialogue, formulation and implementation and linkages to other sector policies (health, youth, labour, finance, etc), are both very important to guarantee quality education for all adolescents and young people, particularly for those under conditions of marginalisation and vulnerability

My message summarizing briefly is do not sell over education. Education is very important, but there are other mechanisms that the government has to rely on to solve some problems. If you overemphasise education you end up in a system in which every time there are problems school is blamed and the teachers are blamed. There are some problems schooling can address; there are other problems that require family involvement, that require governmental action, that require other things then simply schooling. So education is very important, but don't oversell it.

Francisco Ramirez, Professor of Education, Stanford University

© Nigel Dickinson / Still pictures



QUESTIONS FOR A DEBATE

What, in your opinion, are the most significant dimensions of social inclusion which should be taken into account in educational policies?

What new barriers hinder inclusion and which groups of children and young people do you regard as being most vulnerable?

QUALITY EDUCATION AND COMPETENCIES FOR LIFE

The strength of the Finnish education system lies in its equality. The comprehensive school provides all pupils with equal opportunities irrespective of their sex, domicile or social-economic background. The Finnish education system emphasises participative and enquiry learning. Pupils are given responsibility and are encouraged to seek, modify and produce knowledge by themselves. Pupils have also an active role in developing the school work. They have for example a student body that receives a certain amount of money with which they can freely develop their own school projects. High level knowledge, good skills for the information society, cooperative skills, the ability to express oneself and to influence, those are the abilities with which Finnish schools prepare their young for the future.

Video Document "Life skills: a pillar of education?" Finland

School should prepare children and youth for life, and not for school: as we all know, this is an old statement, witnessing today a fresh renewal.

For some years, there has indeed been growing awareness that general secondary education is often too academic and is not preparing young people adequately for the world of work and responsible citizenship. (UNESCO, 2002 (a).) When attending secondary school, young people often still discover a universe of knowledge fragmented into many subjects (languages, mathematics, history, geography, natural sciences, social sciences, etc.). What do they really learn? And is that useful for entering into active life, the world of work and society?



[...] There are so many problems and difficulties in today's life so students should learn how to face the problems and also how to solve them.

Afsoon Jalali Ara, boy from Iran

My ideal school would be one where everyone likes to study... everything there should be interesting, there should be no place for boredom... teaching would go hand in hand with technological progress. Information technologies create unlimited possibilities to search for new knowledge... Boring lessons where the teacher narrates and we listen and repeat what we hear should be replaced by interesting and goal-oriented practices. We do not need "dry" academic teaching. Why do we need to study something that we can find on the Internet?

Migle Smitaite, 15 years old, Lithuania

Essential economic, social and other changes in recent years have required us to redefine quality education. "Despite the different contexts, there are many common elements in the pursuit of a quality education, which should equip all people, women and men, to be fully participating members of their own communities and also citizens of the world. Understood like this, quality education requires us to redefine the parameters of education in such a way as to cover certain basic knowledge, values, competencies and behaviours that are specifically attuned to globalization but reflect the beauty and richness of our diversity expressed in different forms of belief, spirituality, culture, and language". (UNESCO, 2003 (a).) These changes have created a need for learning that goes beyond academic curriculum and factual knowledge and which also includes essential life skills, in addition to literacy and numeracy.

It is our final opinion that the objective of education should be to incorporate the knowledge into the learner's view of the world and to use parts of it to cope with the exigencies of living. In our schools and our education we need action knowledge. In short it means that qualitative teaching would have to prepare learners for taking responsibility for their own learning and to establish a learning environment that support self-esteem for learners and teachers alike.

Ljiljana Colic, Minister of Education and Sports of the Republic of Serbia,
Serbia and Montenegro

[...] The ultimate aim is the holistic development of the individual into an adult who is academically sound, possessing the coping skills to deal with life's challenges, and capable of participating fully in the mainstream socio-economic activities of the country.

Hazel Manning, Minister of Education, Trinidad and Tobago

The workshop of this 47th session of the ICE dealt with some of these questions in a more specific way. What exactly do we understand by the term "competencies for life"?

Some decades ago, the term 'life skills' emerged in relation to the need to address in the curriculum and education the knowledge, values, attitudes and skills, that could help learners to cope with risks, decision-making, emergency situations and survival strategies. 'Life skills' also addressed the need to foster learners' personal development, help them unfold their potential and enjoy an accomplished private and social life. In fact, the concept of "life skills" was progressively associated with education aimed essentially at acquisition of certain behaviours.

More recently, the term 'life skills' tends to be assimilated with 'competencies for life', understood in a broader sense as 'capabilities' (knowledge, skills, values, attitudes, behaviours) to face challenges of daily (private, professional and social) life and exceptional situations successfully and also to envisage a better future.

Quality education is not just learning new technology but new thinking.

Students from Hayovel High School, Herzeliya, Israel

If I am to mention the concepts that are at the center of educational reforms in my country, I should first say that we aim to nurture warm-hearted and vigorous Japanese to pioneer a new era, and we are attempting a major switchover from "uniformity and passivity to independence and creativity." Lying at the root of these concepts is the cultivation of a "zest for living," including "definite scholastic ability," and "rich humanity," as well as "health and physical strength".

Takeo Kawamura, Minister of Education, Culture, Sports,
Science and Technology, Japan

The Dakar Framework for Action gave new impetus to the promotion of quality in education, recognizing that Education for All (EFA) can only be achieved if the education provided is improved in ways that ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.



© Jorgen Schytte / Still pictures

The old curricula are strongly anchored and the change which we would like to make will necessarily encounter resistance and vested interests and will cause power struggles. I say this because our experience on the ground brought us to the conclusion that it is not easy to change practices. So, what did we do as far as our activity was concerned, [...] that is to say with respect to developing the general teaching of skills, so that our school-leavers know what it takes to cope with life? In fact, we maintained the old system and, alongside it, we set up a system of trade training. That meant that the time the children spent on general education was reduced by a few hours a week. And we hope that in the future we will "borrow" more time from general education to devote to training in know-how.

Amédée Odunlami, Comenius Prize-winner, Benin

I know that learning is not only repeating like a phonograph and abstractly but applying in real life what we have been studying.

Kim Bin-Na, 17 years old, Republic of Korea

Nevertheless, to try to define the most adequate skills that young people should acquire through quality secondary education is not simple.

On the one hand, the workshop revealed the problems of the frequent confusion between the ideas of skills, abilities, values and attitudes. Thus, it appears necessary to clarify the difference between the values which direct our attitudes and behaviour, the practical skills which are related to the concrete application of acquired knowledge and the vaster concept of skills. In order to prevent the various ideas being confused, competencies for life could be defined as the ability to apply acquired knowledge, values and experiences, to meet daily needs and to act as a responsible citizen.

Moreover, the definition of skills cannot disregard local context, since the characteristics of these skills vary according to the realities of the environment in which the individual has to live and act. To face these challenges, the participants stressed that the work of the International Commission on Education for the 21st Century (known as the "Delors Commission") and the four pillars - learning to know, learning to do, learning to be and learning to live together - still constitute a relevant source of inspiration.

1. Learning to know refers mainly to broad-based general knowledge, combined in many cases with a deeper knowledge of some subjects, and includes 'learning to learn' as a condition for being able to benefit from learning opportunities provided at a later stage in life.

2. Learning to do refers not only to the acquisition of occupational skills but also to the broader competencies needed to deal with different and changing situations and to work in teams. Some of these competencies may be acquired in formal courses, but they can also be learned informally, through the various social and work experiences of young people and adults.

3. Learning to be refers to the ability to develop one's personality around a set of core values and to act with greater autonomy, judgement and personal responsibility (Faure Report, 1972). It means that education must not disregard any aspect of a person's potential, such as memory, reasoning, aesthetic sense, emotional drive, physical capacities or communication skills.

4. Learning to live together, learning to live with others means the development of an understanding of other people in a spirit of pluralism, respect for differences and peace. Its principal focus is the development of an appreciation of the growing interdependence (ecological, economic and social) of individuals, communities and nations in a small, fragile and connected world. This is accomplished through activities like joint projects or conflict management.

The four pillars of education reflect the general goal of teaching living skills, which should give children access to the tools necessary for the transformation of societies and contribute to the realization of "globalization with a human face". This approach relates as such to an effective application of all forms of knowledge by individuals functioning independently and in relation to others, in order to help people see themselves as the main actors in building their own future and the future of society.

Develop life skills to help learners cope with day to day stressful situations and help build confidence in technological advancement so that they can easily get information from the internet and develop global knowledge of human rights so that these rights are not abused. [...] The school must be in a multicultural society and moral education should be introduced [...]

Girl, South Africa

Ten years ago, we approved a declaration (ICE) which said that the school was the place par excellence for exercising tolerance, respecting human rights, practising democracy, and learning about the wealth of cultural diversity. So here we have four basic skills, which existed well before the Delors report, as it was already ten years ago, and perhaps we have not so far taken sufficient account of it.

Miguel Marti, UNESCO Centre, Catalonia, Spain

With this perspective in mind, technical and vocational education is given importance in many countries as a way to prepare the youth for occupational fields. This branch of education, however, is often criticized as not responding sufficiently to the changing labour market's needs; consequently, many parts of the world are undertaking reforms. In order for general education or technical and vocational education to meet the challenge of the globalized economy and the changing requirements of the workplace, one needs to acquire both the functional skills associated with specific occupations and broader generic skills, such as entrepreneurial skills and attitudes, the ability to work in a team and communication skills, which can be transferred from one field to another.

© Mark Edwards / Still pictures



However, development of competencies for life should definitely not be limited to preparation for an occupational world but should also enhance the capability of young people to cope with the various risks (e.g. HIV&AIDS, drug abuse, violence), challenges and tensions they face in their societies and in their daily lives.

The participants in the workshop stressed the importance of the skills of creativity and "the art of living" and especially those skills which relate to the ethical dimension of education and "learning how to be".

With a purpose to produce citizens with spiritual and social values, the concept of an all-round and wholesome education has been an established philosophy of education in Bhutan. The enhancement of formal education curriculum with the introduction of basic skills development program and youth programs has far reaching impact. The incorporation of basic knowledge on health, nutrition, sanitation and reproductive health in the school curriculum not only improves the personal hygiene and health of the students but sensitises students on the important emerging issues such as HIV and AIDS.

National Report, Bhutan

DEVELOPMENT AND TEACHING OF 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 to 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 unseen and unpredictable has a number of implications for how competencies for life may be best developed. While insisting on the development of competencies for life, it appears important to stress the following points: an operational definition is needed that may drive political action and have an impact on life in schools as well. Pedagogical considerations must be taken into account. The pedagogy required for internalisation of new values and behaviours is time-consuming, since students need to practise their new skills in order to acquire them and to role-play, and have opportunities for classroom discussion and personal and collective reflection to identify with their new values.

All school or educational establishment projects have an "education in citizenship" section which endeavours to render all the actions which contribute to it coherent, in particular by including education and health as well as certain activities organized with external partners (associations, police force, the courts, the social services, etc.).

National Report, France

Competencies-based curriculum objectives are not compatible with learning by rote. Knowledge needs to be integrated into social life. Therefore, competencies should be developed through productive activities, social and volunteer work, inclusion in the community and project-based learning.

This thus implies totally renewed teaching approaches and has also implications for teacher training. Competencies-based education requires highly skills teachers and adequate preparation of educators, pre- and in-service, as is the case in any education reform.

Just as the young ought to be placed at the centre of the learning process, so should the teachers be placed at the centre of social interest. Since all teachers cannot be transformed overnight, there is a strong suggestion that selected teachers should be trained



© Jorgen Schytte / Still pictures

first to introduce competencies for life and competencies for life education into schools, especially where there are crises such as HIV&AIDS or the need for reconciliation after conflict.

Competencies for life have to be relevant to students' future life, and also to their present daily life. In general, some features of a very recent study carried out by the IBE on the basis of national reports submitted by Member States at the last session of the International Conference on Education, show that in the definition of general objectives in education, there is a high level of consensus on the concepts of "personal and emotional development", "equality", "national identity", "citizenship", "employability" and "democracy".

Competencies for life are the entrepreneurial spirit, the general ability to cope with life and the skills needed to work in a team and to be able to communicate with others in different languages. However, it is difficult to obtain all that if the parents do not even know that that exists. Thus, if one comes from a country which is not democratic, how can we ask the children to discuss or communicate if they do not even do so at home?

Maria del Carmen Aceña, Minister of Education, Guatemala

There exist 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.

COMPETENCIES FOR LIFE AND THE SCHOOL ENVIRONMENT

What can we do to ensure that these skills are really obtained and integrated? It seems that a good way would be to practice them in our daily lives, i.e. to ask parents to become involved in the schools, to take part democratically and to practise democratic values in their daily lives. The values should not simply be applied top-down but should be practised at all levels.

In addition to qualified and inter-disciplinary skilled teachers, other mentors from the society will also be needed. Not only traditional materials, but also hands-on methods or experience-based learning approaches will be necessary. Moreover, a competencies-based approach does not merely amount to a set of fragmentary and separated elements. As a consequence, participatory process of external world in schools and in non-formal education will be needed in order to combine every aspect of knowledge and experience encompassed by a competencies-based

approach. Clearly any move to emphasise competencies for life needs to be developed in consultation with all stakeholders. This will include employers and representatives of the various groups in society. In many sectors of modern and developing economies, the competencies of communication, cooperation, conflict resolution, citizenship and so on are seen in general as helping to achieve greater productivity.

Formal education has its limits. Schooling alone cannot guarantee the learning of all the competencies. It is therefore essential to emphasize the link that exists, not only between formal and non-formal education, but also between formal education and the competencies learned through informal training. A sole focus on formal education for the acquisition of competencies places heavy and unrealistic demands on the system. We expect secondary education to prepare adolescents for higher education and for the world of work, provide them with knowledge, skills, and attitudes and values. The kinds of education that can help them develop the qualities of character that would enable them to live as productive and creative citizens. That ambition is shared by their parents and by society.

Majed Ali Al Noaimi, Minister of Education, Bahrain

Consequently, it seems necessary to involve the extra-mural world and informal and abstract education in the combined and integrated teaching of the various aspects of knowledge and experience which this teaching approach implies. So any step aiming at reinforcing competencies for life in education should thus be taken in co-operation with all the actors concerned, and that includes employers as well as the representatives of various social groups and the community.

I wanted to share my conviction that teaching must emerge, must cross the threshold of the school. The school is too limited an environment! I believe that it is necessary to broaden the teaching environment if we want to teach the skills of which we speak, be they personal or practical skills. Skills must be lived [...].

Namirembe Bitamazire, Minister of Education and Sports, Uganda

The process of curriculum renewal to use a competencies-based approach, or the decision to strengthen the competencies element in an existing curriculum, will require major efforts not only on the part of education managers and teachers, but also from students and parents who will also need to readjust their expectations and will have to adapt to a new approach.



ASSESSMENT OF LEARNING OUTCOMES

Experience shows that if competencies for life are not assessed, they will not be taught properly. Competencies-based education is also criticised as it may reduce accountability of schools regarding learning outcomes, as assessment is often not (yet) being implemented or required.

New evaluation studies on adolescents and young people (in particular up to age of 15 or 16) aim to measure acquired skills and competencies rather than knowledge amassed. Scales to assess competencies are being developed. They are applied in different contexts, but evaluate “outcomes” that ought to be similar. They have not yet been applied in the poorest countries of the world.

If competencies are defined as the ability to mobilize appropriate knowledge, values, skills and if assessment is seen as part of 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 competencies for life. 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.

QUESTIONS FOR A DEBATE

Do you consider that the idea of "competencies for life" is the same thing as being "competent at living" or is it different? When you employ the term "competencies for life", what skills are you thinking about? What do you consider to be the priority? And for what sort of life?

What are the implications for education of adopting a “life-skills” approach ? How do you consider the relations between quality of education and competencies for life, in relation to your own context and on a more global level?

QUALITY EDUCATION AND THE KEY ROLE OF TEACHERS

Adequate numbers of competent teachers are crucial to improving the quality of teaching and learning processes!

Such observations have been repeatedly highlighted by decision-makers, professional associations, experts, as well as by international agencies. This was also re-affirmed by Ministers of Education who met at the 32nd General Conference:

“We find indispensable the role of teachers as purveyors of knowledge and values and as community leaders responsible for the future of our young. We should do everything in our power to support them and to learn from them.”
(UNESCO, 2003 (a).)

[...] Teachers are the pillars of reform. I believe that there is no reform, be it of quality or other aspects, which can be successful without the participation and commitment of teachers.

Elie Jouen, Assistant Secretary-General, Education International



© Julio Eichart / Still pictures

The reality on the ground, however, is far from satisfactory. Many countries are confronted with a shortage of qualified teachers in a number of disciplines. Ensuring that all schools have adequate numbers of qualified and competent teachers can be a daunting challenge when confronted with the realities of low pay and low social status, heavy workloads, large classes, rare possibilities for professional development, etc. Even if many countries have introduced measures to improve

the training and working conditions of teachers, in others, teacher training is deteriorating. For example, in several African countries, 75% of all teachers are not trained. In this context, many governments, as well as Education International have denounced the structural adjustment policies which have often exacerbated this situation.

The need for society to recognize and especially appreciate the fundamental role of teachers has been a central subject of discussion. In this respect, it is opportune to remember that the PISA Programme shows who are the champions of quality education: the Finns, Swedes, the Canadians, Japanese and Koreans. All of them highly value the education of their people and their capacity to learn, but in addition they hold their teachers in high esteem. And their esteem is crucial so that those teachers can solve the problems which they have to face in the uncertain and difficult context of the 21st century.

Jordan is a country with scarce resources and high population growth. Therefore, Jordan relies on human capital for its development. In light of these challenges a new vision has been cast to turn Jordan into the IT hub and e-commerce center of the region by constructing an information society. Education reform for the knowledge economy thus envisages educating rising generations of technology literate learners who can respond to and stimulate economic and social development. An essential component of the reform is the teacher training on IT that takes place in the learning resources centers which will be established in every district. Nevertheless, the vision of the reform to integrate technology fully into learning and teaching poses some new challenges for teachers. They have to comprehend their new roles as facilitators and guides in learning. Therefore, the training of new pedagogical approaches is part of the creation of an active learning environment.

Video document "Teacher training: a building block for education reform", Jordan

Migratory phenomena, high rates of unemployment and youth violence have forced us to set up an new style of "Youth Secretariat" that will work hand-in-hand with the Education Department; but these actions are not enough, we must reach out to the most influential determining factor for young people, their teachers, who serve as models and not infrequently as a moral support for disintegrated families; and we are working on this.

Darlyn Xiomara Meza, Minister of Education, El Salvador

TEACHING: A DEMANDING AND CONSTANTLY EVOLVING PROFESSION

Moreover, the profession of teacher seems more difficult to exercise nowadays. The image of the teacher as a specialist in a specific subject who stands alone in front of the class is still a reality today in many contexts, particularly at the secondary level. However, this perception of the role of teachers no longer matches the demands of teaching and the expectations that are made with regard to the education of young people. Even if the teaching profession has preserved an element of permanency, regardless of time period or education level, many elements have changed and are continually changing: knowledge and ways to access it, the influence of the media and of ICT's, societal demands, the social environment, the students themselves, etc. The teacher is moving away from being a "transmitter of knowledge" and led more and more towards becoming a "mediator in the construction of knowledge".



© Markus Matzel / Still pictures

We want our teachers to be well trained, broadminded and able to reach our souls and detect our needs as individual members of our school community. Developing skills of communication, team work, autonomy, initiative and criticism is vital for people living in the 21st century. So, new student-focused methods of teaching and the use of modern technology must be available for all students so that they can build up their knowledge and be the protagonists of their own education.

Agnes Kardakou and Maria Zahariou, 14 years old, Greece

When all our children are learning and each is reaching his or her own potential, we know we have done our job. Daily, parents and communities around the world trust teachers with this most important of missions. No school can succeed without skilled teachers.

Rod Paige, Secretary of Education, United States of America

The key role in modernization of the system of education belongs to the teacher, who should become a manager of the educational process, a psychologist, and a professionally competent and creative individual.

Zhaksybek A. Kulekeyev, Minister of Education and Science, Republic of Kazakhstan

THE GOOD TEACHER: A ONE-MAN SHOW?

According to the participants in the workshop, a good teacher is increasingly one that is able to guide learners in an ever-expanding universe of knowledge, helping them to learn how to access information and communicate effectively. It is a teacher that promotes the development of social competencies and a learning environment that encourages children and young people to learn to live together and to become active and responsible citizens. These are important responsibilities that demand qualified and devoted professionals. When we consider the list of skills that teachers need (see box), we see that it is pretty impressive. We might even wonder whether a single individual, whatever his personal qualities and training, can reasonably claim to fulfil such a function.

Ten new competences for teaching

1. Organising student learning opportunities;
2. Managing student learning progression;
3. Dealing with student heterogeneity;
4. Developing student commitment to working and learning;
5. Working in teams;
6. Participating in school curriculum and organisation development;
7. Promoting parent and community commitment to school;
8. Using new technologies in their daily practice;
9. Tackling professional duties and ethical dilemmas;
10. Managing their own professional development.

Perrenoud, Ph. (1999) *Dix nouvelles compétences pour enseigner. Invitation au voyage*, Paris, ESF

The participants in this workshop initially devoted much of their discussion to defining the concept of quality before exploring the relationship with young people,

in order to establish criteria for the evaluation of teaching conditions. Many statements stressed that the quality of education could not be a single objective in terms of student performance and training results, but that it should also be considered in relation to the teaching contents and process.

One cannot consider making teachers aware of their responsibilities without taking account of the conditions in which they are required to exercise their profession.

Daniel Pinkasz, Latin American Faculty of Social Sciences, Argentina

Among the principal criteria for evaluating the quality of education mentioned were the school infrastructure, the teacher-pupil relationship, the resources and teaching materials available, the time available for training, the adaptation of the curriculum to the social setting, as well as the needs of young people (e.g. information on HIV&AIDS, sustainable development, etc.) and also aspects relating to the teachers' quality of training and quality of life. Youth education also requires content relating to the new information and communication technologies (ICT), conflict resolution, questions of gender equality, cultural diversity, human rights, democracy and competencies for life.

I think that it is now time to evaluate teachers according to their performance and it is therefore necessary to define performance and success indicators. That means it will be necessary to modify our type of training. In most cases, in the developing countries, we copy existing training models and apply them to our teachers without stopping to ask whether that is good for us, for our country or for our culture. I think that it is time to create training of our own, which is appropriate to our culture.

Reema Khader, Director-General of Planning, Palestine

IMPROVING TEACHER TRAINING

An education system that aims to offer a quality education for all young people should be able to count on teachers who are well trained and adequately paid. Further, they should be capable of independently following the evolving processes and structure of knowledge, and have the necessary competencies to take into account the growing interdependencies at both the global and local levels that impact on schools. It is important to have the basic teacher training, but it is also important to emphasize continuous training and maintaining a balance between the two.

After having suffered a long time from the violent conflict, Sri Lankans try to rebuild their lives and to construct a peaceful society. As young generations will have to play a role in this process, peace education is being enhanced among their teachers. The Sri Lankan government and GTZ initiated activities like a literary competition among teacher colleges on the theme of peace, reciprocal visits between teachers colleges from the north and south, the peace link, and a workshop on peace education that led prospective teachers to embrace and discuss education for learning to live together. Being part of the teacher pre-service and in-service training program within the basic education sector project these initiatives are an opportunity for in-training-teachers to learn about each others' language, culture and ideas.

Video Document "Future teachers learning to live together", Sri Lanka



© Jorgen Schytte / Still pictures

Teaching necessitates a sound professional training and the acquisition of skills well beyond those related to subject knowledge. The criteria for initial training, recruitment, integration and in-service training concern all teachers, but particularly those in the post-primary level.

Most importantly, today's teacher, in order to provide the quality education that we require, has to be retooled and reskilled to handle the expanded challenges in a school situation and the society at large. Not only is the teacher a subject specialist, the teacher is a health worker in our situation and has to give pastoral care in our circumstances of orphaned children and indeed in the escalation of death due to HIV&AIDS and related health affairs that also affects a teacher in his own environment. We need therefore to review our methods of training teachers during pre-service and in-service and introduce programs that should be geared to deal with the challenges of today. We need to reward our teachers commensurately with our expectations. Indeed teachers are at the forefront of our challenges if we are to get quality education. Indeed we have to see education as a borderless endeavour.

Representative of Lesotho

Some trends that can be observed at the level of pre-service training include, on the one hand, longer duration of training, and on the other, a qualitative improvement towards: “professionalisation”, a better balance between theory and practice, broadening pedagogical and didactic skills, creating links to research, utilizing new technologies, etc. However, it seems that there still is not enough place given to, inter alia, self-evaluation (“the reflective practitioner”), interpersonal and communication skills, interdisciplinary approaches, dialogue, teamwork, and “collective professionalism”.

Some people have even gone as far as proposing that it would be better to invest less in initial teacher training and to place more emphasis on ongoing professional development. Certain recent studies indicate that teachers tend to reproduce the pedagogical styles that they experienced as students rather than the ones they acquired during their teacher training.

In Hungary, we allocate the funds intended for teacher training to the [educational] establishments themselves and we ask them to draft a plan for spending this money. That makes continuous training more relevant, better adapted to the teachers' needs. And it also enhances the importance of the school management.

Gábor Halász, Director-General, National Institute of Public Education, Hungary

TEACHER RECRUITMENT, MOTIVATION AND SUPPORT

Quite apart from the lack of qualified teachers, many systems are bearing witness to an aging secondary teaching staff, which further accentuates the cultural distance between students and those who are responsible for their education; female representation is often very unequal as well. Moreover, the attractiveness of the teaching profession to competent young people is lessening in favour of higher revenue professional opportunities. All over the world, too many young people are leaving the formal education system having lost the motivation to learn, and consequently, the desire to teach. In certain countries, teachers are leaving their profession early on, in favour of more advantageous working conditions and career prospects. In other countries, as a response to the shortage, there is a call even for teachers who have not had adequate training (volunteers, “vacataires”, junior teachers, etc.).

Revealing tendencies in the secondary education segment in Congo show the dysfunction of the overall situation of the main components of the training system. In secondary modern schools, 64% of the teachers are not qualified, against 32% in grammar schools. The course repeat rates are generally high. In the case of secondary modern schools, the average repeat rate varies from 21% to 62% with a peak in the 4th year class. This situation incurs an increase in education costs.

Rosalie Kama-Niamayoua, Minister of Primary and Secondary Education,
Head of the Elimination of Illiteracy Plan, Republic of the Congo



© Hartmut Schwarzbach / Still pictures

One might expect that teachers themselves are committed to improving the quality of education, have a professional ethic, and feel responsible for their own continual professional development both as a right and a duty. However, often there is a disparity – and sometimes a complete division – between the expectations of the school public (and parents or society) and the way in which teachers believe that they should practise their profession.

Measures have sometimes been taken to improve the teachers' pay in an effort to attract the best young people into teaching and to retain those already qualified.

[...] Currently teachers' wages are 5 % higher, and their starting wages approximately 20 % higher, than those of other civil servants. This makes it possible to attract people of quality into the profession.

Shin Ichi Yamanaka, Deputy Director-General, Ministry of Education, Japan

In order to improve their status and to have quality teachers, some participants in the workshop considered that governments should increase teachers' wages and inducement measures and improve their working conditions – despite financial constraints – in particular in the rural and less attractive zones. They also stressed that, in order to cope with the shortage of teachers, any recruitment system based on a short training and lower wages ("volunteers or contractual workers") should at the same time envisage career-advancement prospects in the civil service.

It is quite obvious that higher wages could improve the status of teaching, but everyone knows that money is not the key aspect that influences this status. Experience in Israel has made us realise that only initial and continuous training are the key elements making it possible to contribute to improving teachers' status. [...]

Representative of Israel

Some countries have succeeded in increasing the budget share devoted to education according to needs (Senegal devotes 40 % of its budget to education and intends to increase this, in the long term, to 50 %). Morocco introduced a series of measures to improve teachers' living and working conditions including assistance with housing and insurance. Rwanda set up institutions to train primary school teachers and is making an effort to invest in new technologies. Some participants suggested the establishment of a career plan which would also contribute to motivating teachers. That would also help limit "teacher poaching" by the developed countries, which is an enormous problem for developing countries.

The participants in the workshop finally concluded that quality education could not be achieved if four elements – the new requirements of the profession, the recruitment conditions, the initial and continuous training and the back-up and support of teachers – were not taken into account by the national and local authorities. It would also be necessary to reinforce respect for the professional freedom of teachers, as a capital element in making them more responsible and improving the quality of their work.

I think that teachers are the pillar of this reform [Education Reform for the knowledge economy] because they are the ones that are going to reflect this new philosophy, this new approach and pedagogy of learning in the classroom.

Khaled Toukan, Minister of Education, Jordan

Preparing young people for life is a task that goes beyond academic education. Teachers are required to act not only as educators, but also as social mediators, organisers and social workers. Constant changes impose new roles on teachers for which they must be well prepared. For this, they would need to have a body of

knowledge about human rights and social responsibilities, so that they can also serve as examples of citizenship and ethics. At the same time, they must be allowed a greater degree of flexibility and freedom to adapt and remodel their responsibilities in accordance with the realities of their work. All this has to do directly with less rigid and more innovating curricula, for the preparation of which we should be able to count on the assistance of those who will have to transform them into learning opportunities in their classes.

QUESTIONS FOR A DEBATE

What are the specific problems posed by the education of youngsters of 12 to 18/20 years old and what – traditional and new – professional skills do they demand of the teachers?

In your experience, what type of – initial and continuous – training can equip teachers to face the new challenges and to really improve the quality of education?

If you were omnipotent and had unlimited financial means, what priority measures would you take to help teachers fully fulfil their mission to educate the young ?





CHAPTER V

THE INTERNATIONAL CONSENSUS
EMERGING FROM
THE 47th SESSION OF THE ICE

CHAPITRE V

THE INTERNATIONAL CONSENSUS EMERGING FROM THE 47th SESSION OF THE ICE

In concluding its work, the Conference unanimously adopted a document entitled:

“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”

Meeting at the 47th session of the UNESCO International Conference on Education (Geneva, 8-11 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 the 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 mobilised 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 recognise 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 universalise 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-sectorial 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 UN Decade for Education for Sustainable Development and the UN 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.



For their part – and this constitutes an extremely interesting counterpoint – the young Africans and Brazilians present informed the Ministers of Education, in the name of young people the world over, of their desire to see quality education become a real political priority everywhere.

**Message of the Youth to the Ministers of Education
at the close of the Conference**

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 the 8th to the 11th of 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 resources;
- 13) To expand and improve the teaching of foreign languages, so that young people from all over the world can communicate amongst 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.



POSTFACE

SOME FINAL REFLECTIONS: THE IBE TAKES ANOTHER LOOK AT THE CONCLUSIONS OF THE ICE

CHALLENGES AND PRIORITIES FOR ACTION

“The fundamental importance of education in national development policies” was reiterated in the Message to the World and the Conclusions and Proposals for Action approved by the participants in the closing session. The Message also emphasized the need to “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.”

In the Conclusions document, the participants set eleven priorities for action based on the results of the debates. Each of these priorities is directly related to the challenges that were considered throughout the work of the Conference (see table below).

Challenges	Priorities
Accelerated growth of the young population world-wide, mainly in developing countries	Prepare a global strategy to ensure that the learning needs of all young people be met
Greater access to education, but high dropout rates and inequalities between countries persist	Ensure that young people have greater access to quality education and greater equity
Improve the quality of education in the 21 st century	Stimulate innovation, diversification and reform of educational methods
Gender inequality with respect to access to education, length of education and learning opportunities	Act in a determined way to compensate gender inequality

Challenges	Priorities
Need to develop skills that prepare young people for work and social inclusion	Establish strategies that give priority to competencies for life
Need for greater social inclusion	Concentrate on the most common causes of exclusion, the more effectively to combat the phenomenon
Make life easier for teaching staff	Recognize the importance of teachers and trainers
Adaptation of teaching methods to the fast changes of the modern world	When defining educational policies, to consider the results of surveys in order to be aware of the greatest number of alternative actions available
Need for more resources for the education of young people	Look for innovative and creative mechanisms to finance the education of all young people
Need to co-operate in providing quality education for all young people	Promote alliances and find new ways of working together to improve the quality of education for all young people
Increase the ability of the young people themselves to take action in favour of sustainable development and the construction of a just and peaceful world	Educate for sustainable development, peace and social justice

MINISTERS AND YOUTH: CONVERGENT OPINIONS

Another product of the ICE was the Message from the Youth to the Ministers of Education, a document written by students that reflects their main expectations from the decisions and actions taken by the educational authorities (see the previous Chapter). Of the fourteen priorities suggested by the young people, it is worth mentioning their concerns about questions relating to **the role of teachers** and their **relationships** with their students, to **the conditions of education** (teaching

materials and financing) and, in particular, those relating to training for **life in society** (promoting good citizenship, permitting greater participation in policy-making processes, transmitting subjects relevant to the cultural reality in which young people live, etc.).

When comparing the priorities established by the young people with those defined by the Ministers of Education, we can see that there are many points in common and some differences of emphasis with respect to the most urgent actions that need to be taken (see the table below). In this sense, it can be said that, in general, the 47th ICE meeting made it possible to co-ordinate the points of view of the various actors involved in the education-improvement process, that is to say between the people in charge of defining educational policies – the teachers – and those at whom all the efforts to provide a quality education are directed – young people.

Key subjects	Priorities established by the young people	Priorities established by the Ministers of Education
Social inclusion / access	To guarantee access to education for poor students. To make society aware of the importance of Education for All.	To increase access to quality education for young people and to ensure equity. To concentrate on the most common justifications for exclusion in order more effectively to combat it.
Quality of education / innovation and reform	To review the content of education. To avoid oversized classes.	To stimulate innovation, diversification and reform in teaching methods.
Education for daily needs / social life	To educate in the prevention of HIV&AIDS. To expand and improve the teaching of foreign languages. To review the content of education.	To establish strategies giving priority to competencies for life. To educate for sustainable development, peace and social justice.
International cooperation / alliances	To promote the interchange of experiences between countries.	To prepare a global strategy to guarantee the learning needs of all young people. To promote alliances and find new forms of association to improve the quality of education for all young people.

Key subjects	Priorities established by the young people	Priorities established by the Ministers of Education
Financing	To increase financial support by developed countries for developing countries.	To look for new and creative mechanisms to finance education for all young people.
Training and making the best use of teachers	<p>To guarantee a sufficient number of teachers.</p> <p>To establish practices that favour greater interaction between teacher and student.</p> <p>To focus efforts on learning and to stimulate more dynamic educational practices.</p> <p>To increase social esteem for teachers.</p>	To recognize the importance of teachers and trainers.
Other subjects (dealt with by only one of the parties)	<p>To establish mechanisms for the participation of young people in defining policies.</p> <p>To prioritize education rather than military action in the allocation of financial resources.</p>	<p>To act in a resolute way to compensate gender inequality.</p> <p>To use all possible knowledge to promote research.</p>

THE QUALITY OF EDUCATION: SOME DECISIVE FACTORS

UNESCO Director-General, Mr. Koichiro Matsuura, concluded his address to the closing session of the Conference by referring in the following terms to what quality education must be in our age, "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 [...] such a mind needs to be flexible and adaptable, capable of analysing and understanding different perspectives but also able to build and re-build a coherent outlook. Such mindsets cannot be generated by traditional approaches focused on academic content and rigid teaching methods."

There seems to exist a sufficient consensus about the factors associated with the quality of education. From the results of the debates and the proposals tabled during the Conference, we now wish to share with you a series of reflections that try to go beyond the conclusions of the ICE, and that also consider the results of the work and studies conducted by the International Bureau of Education of recent years.

In general, it would be possible to propose that quality education for all young people in the 21st century must be different from that of the 20th century and must simultaneously include emotional, rational and practical training. An education that trains people to be able to understand the world and to develop its projects, to avail themselves of opportunities and to fight the less desirable tendencies of the situation at the beginning of the 21st century.

We have selected the following from the many factors that affect the construction of a quality education system for all.

i) Quality education for all requires that we focus **on personal and social relevance**. "Happily to learn what is needed at the appropriate moment" is a very vast proposal that can be very difficult to define in operational terms, but it does have the advantage of forcing a human interpretation of the technical rationalization of the quality of education according to which a quality education is "pertinent, effective and efficient". Often, when the quality of education is discussed, only its effectiveness is considered. Consequently, the factors of educational quality that usually appear are limited to their effectiveness. In those cases, when it comes to defining whether an education is of quality, yield indicators are defined in terms of the success of the curricula that the educational establishments propose for the children or young people to study.

In order to know whether the present education is a quality education for all, it is necessary to know whether it is pertinent for the people, both objectively and subjectively, that is to say, whether it allows them to acquire a deep and valuable sense of well-being and to accede to that well-being both while they are at school and after they leave.

ii) Another factor of educational quality is **the creative tension that arises between the conviction, esteem and self-esteem of societies and political leaders and administrations with respect to the value of education**. As has been said previously, the countries that produced the best results in international evaluation programmes are those that value education highly and hold their teachers and professors in esteem. The other side of the coin of the dynamics between teachers and society is its ethical and professional strength. The virtuous circle in the relation between teachers and society is the configuration of the values of those teachers and their ability to choose the most suitable strategies at the right moments.

iii) Initial teacher training continues being strongly organized around the transmission of content that, given the pace of development, is becoming ever more rapidly outdated. In many countries throughout the world, this trend has even been reinforced with the shift in teacher training to the upper or university level. The emotional and practical aspects of the training have been ever more neglected.

Nevertheless there are many teachers and professors who manage to teach well in adverse conditions. There are two keys to this – **their professionalism and their ethical strength**. In other words, besides esteeming themselves and feeling esteemed by society – or placing themselves beyond the need for social esteem – they have the values of peace and justice embodied within their own moral makeup and have the resources to elicit results from their students. They want and are able to relate to the context from which their students come and to those students as individuals. They want and are able to select teaching strategies and learning materials and to generate productive, creative and pleasant experiences. They set themselves up as life models, without being overbearing.

iv) In practically all educational surveys of the quality of education, it has been found that the way in which **the directive role is exercised** and, more specifically, the **characteristics of school principals**, is closely correlated with the chances of developing appropriate institutions to promote quality learning. Educational institutions often seem to be represented by principals and supervisors, on the one hand, and by students, on the other, who are important in performing functions that can be fulfilled by other institutions. But only educational institutions, headed by principals and supervisors who identify the cognitive function as a specific responsibility of the school, but who also associate that specific function with a global training function and that have the ability to promote bonds of all types with the environment manage to promote quality education. Principals and supervisors of this ilk are able to promote teamwork within the educational institutions and the system and alliances with communities, families, industry and the mass media.

v) Conversely, existing surveys of how education functions indicate that the schools which manage to create quality education are schools in which the adults work together; and that this **working together** is all the more and better promoted when the education system also works in a co-operative fashion. The experiences of curricular development shared between teachers from various establishments, periodic meetings of principals, the production, interchange and discussion of the results between the evaluation officers of the educational establishments and all sorts of similar examples are also eloquent. In short, teamwork at all or any possible level is – without a doubt – a key factor in the process of making a success of quality education.

vi) **The Curriculum**, as a document that guides the contract between the schools, society and the State and hence the attitudes adopted by the teachers, is another relevant factor for defining the appropriateness of the education, especially through three aspects that could be called their structural, disciplinary and daily bases.

The structural curricular bases refer to certain political-administrative provisions that are essential, although not in themselves sufficient, for attaining the quality of education necessary in the 21st century, e.g. a given number of hours of schooling per year. If a suitable balance is not struck between hours assigned to certain key subjects, such as language teaching and mathematics, with other subjects left up to the free discretion of the educational centres to take account of the diverse characteristics of the students, the schools are not going to be able to face the arrival of new communities that require another type of pedagogical practice.

The basic disciplines have to do with the focus of each of the individual disciplines. Education is of quality when each discipline has a clear and pertinent focus. In language, that focus is communication and meta-cognition. In ethical and citizen training and religion, it is to cultivate dignity, diversity and solidarity. In technology, progress is made by setting out to learn for use in innovation and natural sciences, when managing to understand how to conserve and coexist with Nature through sustainable development.

The basic daily voids that a quality education has to fill include cognitive or mental, practical and emotional challenges. All children in all educational centres around the world must, week by week, identify and prioritize concepts, ideas and information; they must analyse them, arguing their pros and cons; they must use evidence to refute or support them; they must present ideas of their own and those of other people, using evidence; and they must negotiate conflicts and "make things".

vii) Educational quality cannot exist without a wealth of materials that can be used as **learning tools**. But the wealth of such materials is no guarantee in the process of producing quality education. The quality of those materials and the characteristics of their dynamic use by educational professionals and their being ethically jeopardized are as important as or more important than their very existence. This also indicates that the question of the investment in education deserves a special mention. Would it suffice to multiply the educational budget of a country by twenty to obtain quality education for all? Would it suffice to multiply teachers' and professors' salaries by five to obtain a forward leap in the quality of education for all? It all depends on the circumstances, the preceding factors and two that have yet to be mentioned.

viii) However many resources are poured into education, they will prove useless if there are no **good teaching methods** and if those good teaching methods are not varied and not within the reach of the teachers. The closer the producers and the users of the teaching methods are to one another, the better is quality education ensured, because that permits those teaching methods to be more pertinent, that is to say, more appropriate. But in addition, these methods are better conceived when it is accepted that there are many ways to attain meaningful learning offering a sense of well-being, precisely because children and young people vary as do the teachers and the contexts.

ix) Finally, there can be no doubt that there exist certain "**material minima**" below which it is very difficult to construct quality education for all, for example, the teachers' salaries have to be decent and the equipment available. The existence of material minima of both context-development incentives and of the teaching staff and the school-attenders must be considered an indispensable condition but one which is not in itself sufficient to improve the quality of education.

By way of conclusion, we can confirm that the recent meeting of the International Conference on Education has been a very important step along the path towards creating quality education for all. The implementation of the proposals emerging from the Conference as concrete actions and positive results depends largely on the possibilities existing for this implementation. If the plans formulated and the expectations created are not to result in pure utopia, it is necessary to analyze the margin for action available to countries for the application of the proposals.

Some share a pessimistic view of the possibilities of converting the established priorities into concrete facts. Their main argument draws on the constant and growing economic and financial crises and the lack of resources.

Others, on the other hand, prefer to think that the future is being built today and that the good practices presented in the Conference can serve not only as an example and source of inspiration, but also as the proof that it is possible to begin to construct quality education for all.

We share the second view and hope that the belief in the possibility of constructing a world in which all young people have access to quality education will become a commitment and rally dedication to this cause. We sincerely invite you to join us to face this challenge together.



ANNEX 1

COMPOSITION OF THE SECRETERIAT
OF THE 47th ICE SESSION

President :

Mr. Arjun Singh, Minister of Human Resource Development (India)

Vice-presidents :

H.E. Mrs. Mady DELVAUX-STEPHRES (Luxembourg)
H.E. M. Aristobulo ISTURIZ ALMEIDA (Venezuela)
H.E. Mrs. Rosalie KAMA-NIAMAYOUA (Republic of the Congo)
H.E. Mr. Lucka LORBER (Slovenia)
H.E. 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. M. Andrew THOMSON (Canada)

Rapporteur :

Mr. Abdallah Bibtana (Libyan Arab Jamahiriya)

ANNEX 2

LISTE DES INTERVENANTS DANS LES DÉBATS
 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-NIAMAYOUA
 Ministre de l'éducation 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, Stanford University

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

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 : THAÏLANDE
 Groupe électoral IV / Electoral Group IV / Grupo Electoral IV : ARGENTINE
 Groupe électoral Va / Electoral Group Va / Grupo Electoral Va : ÉTHIOPIE
 Groupe électoral Vb / Electoral Group Vb / Grupo Electoral Vb : QATAR

DÉBAT 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**

Modérateur / Moderator/ Moderador :

Hon. Mr. Andrew THOMSON

Minister of Learning, Saskatchewan, CANADA

Assistant / Assistant / Asistente :

M. Firmin Edouard MATOKO

Directeur du Bureau de l' UNESCO à Bamako

Intervenants / Principal speakers / Participantes :

Prof. Carlos Augusto ABICALIL,

Député au Parlement national, BRÉSIL

Mrs. Mary HATWOOD FUTRELL

Former-President

Internationale de l'Education/Education International (EI/IE)

Mrs. Jana HUTTOVA

Director, Education Support Programme

OPEN SOCIETY INSTITUTE

Mr. Bruno MASIER

President, WORLD TRADE POINT FEDERATION

M. Martin ITOUA

Président de la Fédération africaine des parents d'élèves (FAPE)

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 Educationalists, (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 :
Mme. Therese NDONG JATTA
DIR/ED/BAS, UNESCO

Assistante modérateur / Moderator assistant / Asistente Moderador :
Mme. Isabel BYRON
BIE-UNESCO

Intervenants / Principal speakers / Participantes :
Hon. Mr Andrew THOMSON
Minister of Learning, Saskatchewan, CANADA

H.E. Mrs Namirembe Geraldille BITAMAZIRE
Minister of Education and Sports, UGANDA

Sr. Ernesto SCHIEFELBEIN
CHILE, Lauréat COMENIUS

Mme. Golnar MEHRAN
Expert, IRAN

Rapporteur / Rapporteur / Relator :
M. Simon CLARKE
JAMAÏQUE

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, RÉPUBLIQUE DÉMOCRATIQUE 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 :

Mme. 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 competencies for life
Calidad de la educación y competencias para la vida

Modérateur / Moderator / Moderador :

M. 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, BRÉSIL

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 competencies for life
Calidad de la educación y competencias para la vida

Modérateur / Moderator / Moderador :

M. 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 ACEÑA

Ministra de Educación, GUATEMALA

M. Amadée Joseph Alexis ODUNLAMI

Lauréat COMENIUS, BENIN

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-NIAMAYOUA
Ministre de l'éducation nationale, RÉPUBLIQUE DU CONGO

H.E. Mr Khaled TOUKAN
Ministre de l'éducation, JORDANIE

M. Elie JOUEN
Secrétaire général-adjoint
Education International/Internationale de l'Éducation

Sr. Daniel Maximo PINKASZ
Facultad Latinoamericana de Ciencias Sociales
Buenos Aires, ARGENTINE

Rapporteur / Rapporteur / Relator :

Mr. Du YUE
CHINE

Assistant-Rapporteur / Assistant Rapporteur / Asistente Relator :

Mme. 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
ED/HED/TED, UNESCO

Intervenants / Principal speakers / Participantes :

S.E. M. Moustapha SOURANG
Ministre de l'éducation nationale, SÉNÉGAL

Mrs. Dr. Tara DE MEL
Secretary Ministry of Education, SRI LANKA

M. Guntars CATLAKS
Education International/Internationale de l'Éducation

M. Matthis 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 / Assistant Rapporteur / Asistente Relator :

Mme. Maria-Dulce BORGES-DE ALMEIDA
UNESCO

BIBLIOGRAPHY

- Billeh V., Boujaoude S., Sulieman S., 2002. *Regional Synthesis on development of Secondary Education in the Arab States*, UNESCO Regional Office, Beirut.
- IBE/UNESCO, 2004. *ICE Videos 2004*, Geneva.
- IBE/UNESCO, 2003. *Learning to live together: Have we failed? A summary of the ideas and contributions arising from the 46th session of UNESCO's International Conference on Education, Geneva, 5 – 8 September 2001*, UNESCO: International Bureau of Education, Geneva.
- ILO, 2004. *A Fair Globalization: Creating Opportunities for All*, Final Report of the World Commission on the Social Dimension of Globalization, established by the International Labour Organization, Geneva.
- OECD, 2004. *Meeting of OECD Education Ministers – Dublin, 18-19 March 2004: Raising the Quality of Learning for All – Chair's Summary*, Dublin.
- OECD/UNESCO Institute for Statistics, 2003. *Literacy Skills for the World of Tomorrow – Further Results from PISA 2000, Executive Summary*, Paris.
- Sultanate of Oman. Ministry of Education, 2002. *Recommendations of the National Seminar on Secondary Education*, Muscat.
- UNDP, 2003. Human Development Report, Paris.
- UNESCO, 2003 (a). *Report of the Ministerial Round Table on the Quality of Education, 32nd Session of the General Conference*, Paris.
- UNESCO, 2003 (b). *Reference document for the thematic debate of the 166th session of the Executive Board of UNESCO on the quality of education (166 EX/INF.6)*, Paris.
- UNESCO, 2003 (c). *UNESCO and the International Decade of Education for Sustainable Development (2005-2014)*, Paris.
- UNESCO, 2003 (d). *Report of the UNESCO Youth Forum (32 C/55)*, Paris.
- UNESCO, 2003 (e). *Gender and Education for All: The Leap to Equality, EFA Global Monitoring Report 2003/4*, Paris.
- UNESCO, 2003 (f). *Gender and Education for All: The Leap to Equality, EFA Global Monitoring Report, 2003/4, Regional Overviews*, Paris.
- UNESCO, 2002 (a). *Conclusions : Recommendations for reforming Secondary Education*, Conférence internationale d'Oman « Education secondaire pour un avenir meilleur » [Oman International Conference « Secondary Education for a Better Future »], Oman.

UNESCO, 2002 (b). Dakar Regional Office, *General Report of the Regional Workshop on the Reform of Secondary Education in Africa*, Mauritius.

UNESCO, 2001. *International Expert Meeting on General Secondary Education in the Twenty-first Century: Trends, Challenges and Priorities, Beijing, People's Republic of China, 21-25 May 2001, Executive Summary*, Paris.

UNESCO, 2000. *World Education Forum, Final Report*, Paris.

Zhou Nan-zhao & Haw G., 2002. *Secondary Education Reforms in the Asia-Pacific Region: Challenges, Strategies and Programme Actions in Addressing Learners' Needs*, Muscat. A report on the 8th UNESCO-APEID International Conference in Education held in Bangkok 26-29 November 2002 and presented as a paper at the Sultanate of Oman Ministry of Education/UNESCO International Conference on Secondary Education for a Better Future: Trends, Challenges and Priorities.

DOCUMENTATION ACCESSIBLE IN THE INTERNET

ADEA: Deuxième Conférence sur l'éducation secondaire en Afrique [Second Conference on Secondary education in Africa].
www.adeanet.org

EFA. www.unesco.org/education/efa/index.shtml

Girls and Young Women in the 21st Century: A call to action, presented by 7 international youth organizations. www.scout.org/wsrc/11/115en.shtml

ILO: World Commission on the Social Dimension of Globalization. *A fair globalization: creating opportunities for all, Final Report*.
www.ilo.org/public/english/wcsdg/docs/report.pdf

International Bureau of Education (IBE): website of the 47th ICE. www.ibe.unesco.org

OECD/ UNESCO Institute for Statistics: *Literacy Skills for the World of Tomorrow - Further Results from PISA 2000 – Summary*.
www.pisa.oecd.org/dataoecd/43/9/33690591.pdf

The Education of Young People : A statement at the dawn of the 21st century, presented by 6 international youth organizations.
www.scout.org/wsrc/11/115en.shtml

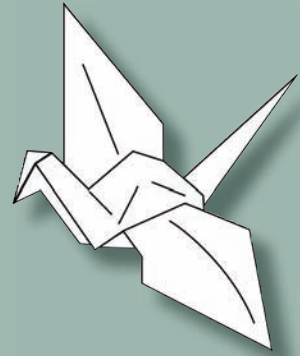
UN. www.un.org/millenniumgoals/index.shtml

UNDP: *Human Development Report 2003*.
www.hdr.undp.org/reports/global/2003/index.html

UNESCO. Education website. www.unesco.org

UNICEF. www.unicef.org

World Bank. www1.worldbank.org/education/secondary/overview.asp



The 20th century has been the most lethal century in the history of humanity. This same century has also been the most promising one in terms of developments in the state of knowledge. But how can we ensure that such developments are used in the promotion of peace and prosperity of nations and in the improvement of the quality of life of people, thereby truly allowing for the survival of humanity? This seems to be the great challenge inherited by the 21st century.



Cecilia Braslavsky