

**Interagency Consultative Group on  
Secondary Education Reform and Youth Affairs**

**Fourth Meeting**

**Final Report**

**UNESCO Headquarters, Paris  
30 June - 2 July 2004**



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## **I. Introduction and Background**

Since its set up in 1999, the Consultative Group has been a forum for interagency consultations. The original **objectives** of the Group are:

- to exchange information and ideas
- to compare on-going agendas, priorities and activities in order to avoid overlap and optimize agency and inter-agency efforts
- to identify potential areas of synergy and collaboration.

During the last meeting held in March 2002, **two principles** were adopted:

- to base the Group's future work on 'The Dakar Framework for Action'
- to concentrate on a limited number of priority themes within that Framework.

**Specific Objectives** of the Group Meeting (June 30<sup>th</sup> -July 2<sup>nd</sup> 2004)

1. To review developments since the March 2002 Meeting, especially regarding major work undertaken, new research results and policy orientations.
2. To consider appropriate recommendations on issues to be discussed in the workshops at the 47<sup>th</sup> International Conference on Education (Geneva, 8-11 September 2004).
3. To develop a common understanding on selected key issues/themes in secondary education reform and youth affairs.
4. To identify possible areas for collaboration over the next two years and discuss the means and ways to improve the collaboration.

During the meeting, there were plenary sessions where group members presented the activities of their respective organizations since the last meeting in 2002; paper presentations on the link between EFA goals and Secondary Education; a briefing by the Director of IBE on the 47<sup>th</sup> session of the International Conference on Education.

Following the plenary presentations, group sessions reflecting the four themes of the meeting were held. Finally, the Consultative Group met in plenary session to consider reports from the thematic groups and agree on ways to move forward including recommendations to be made to the ICE workshops.

(See the Agenda in Annex 1)

For background information on the Interagency Consultative Group on Secondary Education Reform and Youth Affairs, please see the Group website at

[http://portal.unesco.org/education/en/ev.php-URL\\_ID=31314&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=31314&URL_DO=DO_TOPIC&URL_SECTION=201.html)

## **II. The Opening Session**

The opening session was chaired by Ms. Aïcha Bah-Diallo, ADG/ED a.i., UNESCO. In a brief introduction, Mr. Wataru Iwamoto, Director of the Division of Secondary, Technical and Vocational Education at UNESCO, informed the participants of the death of Mr. Benjamin Alvarez of USAID who had contributed greatly to the previous consultative meeting. The Conference participants were invited to observe a minute of silence in remembrance of him. The floor was then given to Madame Aïcha Bah-Diallo.

In her opening address, Madame Bah-Diallo, UNESCO's Assistant Director-General a.i. in charge of the Education Sector, expressed her satisfaction over the broad participation in the session. She then pointed to the critical place of Secondary Education in all educational systems and in national development by referring to the Delors Report and the resolutions of the Dakar Forum on Education. She reminded the audience of the systemic and holistic approach UNESCO has followed and lauded the meeting organizers for including in the agenda a session on "anticipating the needs of secondary education in response to the EFA goals." She added that efforts towards achieving Universal Primary Education (UPE) inevitably requires the expansion of secondary education and that a good quality primary education also requires increasing numbers of teachers who should at least have completed their secondary education. In conclusion, Madame Bah-Diallo, reiterated her belief in the opportunities that such forums offer for a rich exchange of ideas and enhanced collaboration among agencies for the development of synergies in actions in support of member nations.

Mr. Wataru Iwamoto, Director of the Division of Secondary, Technical and Vocational Education, UNESCO, chaired the next session. He welcomed all the participants from UN Agencies, Intergovernmental organizations, NGOs, donors and other government representatives. He especially welcomed new members to the Group. He then mentioned how sometimes, the focus on UPE and nations' eagerness to develop sound higher education systems tend to divert attention and resources away from secondary education. He called on the participants to consider building a strong advocacy for secondary education in the spirit of the holistic approach to education that Madame Bah-Diallo had mentioned. The meeting moved to adopt the provisional agenda.

Ms. Sonia Bahri, Chief of Section for General Secondary Education at UNESCO, provided an introduction and overview of the meeting. She also welcomed new members and first time participants from inside and outside UNESCO. She gave the rationale behind the format and substance of the meeting, which are meant to be in line with the previous meeting's recommendations (following up on the place of secondary education in light of the Dakar goals, and contributing to the preparations of the 47<sup>th</sup> ICE). As for the four themes selected, they reflect input sought from member agencies prior to the setting up of the agenda, and recognized as priorities for secondary education. Cross-cutting issues such as HIV/AIDS, girls' education, LDCs, etc. will provide lenses through which we shall approach these themes, bearing in mind considerations of access, quality and equity that constitute the essence of the Dakar goals. She explained why and how the first three themes of the meeting are linked with the 47<sup>th</sup> ICE workshops and the contributions that the ICE organizers expected from the meeting.



### III. Progress Reports

The Secretariat of the Interagency Consultative Group had requested Group members to prepare short progress reports/summaries of activities in the field of secondary education reform and youth affairs since the previous meeting in 2002. Twenty-two Group members including UNESCO institutes/regional offices submitted their reports that were distributed during the meeting. These reports are available on line at the following address. [http://portal.unesco.org/education/en/ev.phpURL\\_ID=31357&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.phpURL_ID=31357&URL_DO=DO_TOPIC&URL_SECTION=201.html)

Accordingly, only highlights of the reports are given in the order they were presented during the plenary.

- Mr. Tim Brown reported that **United Nations High Commissioner for Refugees (UNHCR)** produced revised Education Field Guidelines in 2003 and is in the process of producing best practices and a tool kit to accompany the guidelines. UNHCR created Refugee Education Trust (RET) to handle post-primary education. It is setting up the Innovative Strategic Partnerships in Refugee Education (INSPIRE) to bring together partners in education for refugees. It is also involved in the Interagency Network for Education in Emergencies (INEE). UNHCR has decided to mainstream gender and HIV/AIDS. It is cooperating with the private sector organizations such as Microsoft and Nike. UNHCR provides some scholarships to refugees attending secondary education.
- **The World Bank's** Lead Education Specialist, Mr. Ernesto Cuadra, reported that his organization is reviewing its lending to secondary education and has greatly improved the lending levels with special attention to General Secondary Education. It is currently developing policy papers on investing in children and youth and on secondary education. Some analytical work on secondary education is taking place in Latin America. A book has been published on lifelong learning and the knowledge economy. The World Bank is cooperating with others such as ADEA and the Education Development Centre on a curriculum to global citizenship, and IBE on content renewal. The World Bank is also involved in post conflict situations and several case studies on the reform of secondary education.
- **Agence Intergouvernementale de la Francophonie (AIF)**'s representative, Mr Ramsamy Rumjogee gave a brief overview of the Agency's priorities in terms of policy recommendations in favour of girls' education, training (broadly understood as the training of trainers, technical and vocational training, etc.), the production of teaching/learning materials. The Agency also supports nations in the elaboration of their educational policies, EFA plans, and emphasis is put on the development of national languages.
- Mr. Phillip McKenzie of **Organisation for Economic Co-operation and Development (OECD)** reported that his organization has created a separate directorate of education in reflection of high priority that Member States are placing on education policy making. A second round of PISA results are expected in

December 2004. In early-2004, OECD has released a major study “Completing the Foundation for Lifelong Learning” on the operation of upper secondary education in 15 countries. It has ongoing activities on strengthening social cohesion and making schools safe. OECD also works on special education needs and is placing a great priority on teacher policy as a critical ingredient in improving the quality of education. It has a website where reports/publications are readily accessible.

- **The Commonwealth of Learning (COL)**’s Education Specialist, Ms. Susan Phillips, reported that the main objective of her organization is to increase access to education and training opportunities through the use of appropriate technology. This is especially important for achieving EFA goals and for filling up the gap at higher levels as a direct and successful result of the implementation of EFA activities. It is carrying out a study on open distance learning in Africa and will hold a regional meeting in Botswana later this year.
- **The Association for the Development of Education in Africa (ADEA)**’s Executive Secretary, Mr. Mamadou Ndoeye presented the objectives of his organization as promoting policy dialogue among African ministers of education, among development agencies and practitioners and within these three groups. Quality education has recently been identified as a priority and the biennial meeting held in Mauritius 2003 focused on it. Secondary education is a new area of focus for the Association. ADEA and the World Bank are collaborating in promoting the Secondary Education in Africa (SEIA) project, and have since held two regional meetings. Preparations are underway for the third one.
- **Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH**’s Deputy Director, Mr. Hans-Heiner Rudolph, reported that his organization operates in more than 130 countries and has 60 projects in the area of basic and secondary education. GTZ considers policy development and capacity building as important strategies in education. Its main activities range from pre and in-service training of teachers, ICT and education, secondary education, non-formal education, TVET and other issues that affect youth especially those living in poor areas. It has produced many publications based on its experiences. GTZ faces some major challenges such as how to scale up pilot activities, monitor the impact and build alliances.
- **United States Agency for International Development (USAID)**’s Senior Education Policy Advisor, Mr. Norman Rifkin, reported that USAID strategies have focused on out-of-school youth and young adults regarding issues of relevance whether provided formally or through alternative systems. Geographical focus of USAID in secondary education is on Asia, the Middle East, Europe and Latin America. Activities in Africa are on basic education, textbook development and teacher training. It is also looking at private sector involvement in the education of youth. USAID works with other partners including a consortium of 13 USA NGOs (EQUIP3/Youth Trust). USAID has worked with UNESCO to supply textbooks to Iraq and has also produced a management information system with UNHCR. USAID is looking for ideas on relevance, best methods of alternative delivery and partners, especially on skills training. USAID is creating a database to help identify potential partners among youth organizations and is developing a portal that will enable interested people to dialogue with one another on various subjects on an

ongoing basis. USAID advocates the development of secondary education alongside primary education.

- **Education International (EI)**'s Education Co-ordinator, Ms. Monique Fouilhoux, informed the Group of the upcoming Congress of her organization in Brazil, which will focus on "education for global progress". Issues of the recruitment and retention of quality teachers, teachers' career development - the right to teach, the right to learn - are EI's priorities. The 2004 World Teachers Day will focus on quality teachers for quality education. Some work has been done or is in progress on ethics issues (corruption), on peace education (pedagogic kits), education for sustainable development (CD-Rom with UNESCO), HIV/AIDS, and the "feminization" of the teaching profession and its impact. There is a broad collaboration on all these activities with UNESCO, WHO, ILO, OECD, ADEA and NGOs among others.
- **International Baccalaureate Organization (IBO)**, as reported by Mr Ian Hill, develops world education curricula, i.e. programmes for world citizenship, including knowledge, skills, competencies and values. It also trains teachers to deliver these programmes. IBO is running a project on on-line pedagogic centers for its 1300 schools' network, an open database on international education, a school for refugees and orphans in Costa Rica, a programme for refugees in a camp in Georgia (USA), and it is undertaking a reform of secondary education provided to 11-16 year-old youth in urban disadvantaged areas in the United States of America. The aim is to see if the programme will yield improvements in the learners and contribute to a change of attitudes towards society. Non-formal education programmes for adults are also provided by students in IBO schools.
- **International Confederation of Principals (ICP)**'s Executive Secretary, Ms Margaret Griffin reported that ICP, founded in 1990 by nine nations, has grown to a membership of about 150,000 school leaders in 37 countries. Its main purposes are networking and common professional development taking into account existing inequalities in the world. It has published papers on ICT and Education and on standardization and assessment issues. It works with the private sector on the use of ICT. A paper on recruitment and retention will be published in 2005 for school leaders, middle managers and teachers. It has online conferences. Council meetings are hosted every year by different nations. In July 2005, it will hold its next biennial conference in Capetown. It works closely with other agencies such as the Royal Commonwealth Society, WHO and the Times Educational Supplement.
- Ms Ann Avery of the **Refugee Education Trust (RET)** reported that RET is an independent NGO created by UNHCR at the end of 2000 and focuses on secondary education for refugees. Its strategy is to facilitate international cooperation through the mobilization of resources. RET also works directly with children and school teachers. In 2002, RET organized its first international symposium on post-primary education for refugees. It also serves as a coordinating agency for the Task Team on Adolescents and Youth Education in Emergencies in the context of INEE. It currently works in refugee camps in Tanzania, Pakistan and Guinea, and is looking for funds to support work in Chad, South Africa and Ecuador among others. It welcomes partnerships with other interested organizations.

- Mr. Yuzuru Imasato of the **Permanent Delegation of Japan to UNESCO** reported that he had worked in the area of school curriculum both at primary and secondary levels at Japan's Ministry of Education, Culture, Sports, Science and Technology. He underscored the need to consider the role of secondary education in the context of lifelong learning as well as in line with EFA and Education for Sustainable Development (ESD). He noted that on-going education reforms in Japan bear some relevance to the topics of discussion at the Consultative meeting.
- **Interagency Network for Education in Emergencies (INEE)**'s Network Coordinator, Ms. Beverly Roberts reported that INEE was created after the World Education Forum in Dakar which acknowledged that EFA goals would not be reached if there was not enough attention given to the educational needs of children and youth in countries in emergencies. INEE is managed by its steering group and has its secretariat at UNESCO Headquarters. INEE's main goal is to promote quality education for all people affected by crisis and natural disasters including complex emergencies such as HIV/AIDS. It has a wide membership of individuals, organizations, various UN agencies and government representatives from around the globe. Along with sharing resources to get together professionals for networking through its website and list-serve, INEE creates advocacy opportunities on behalf of those affected by conflicts. A survey done in 10 out of 35 countries in or emerging from conflicts shows that 27 million children do not have access to education. In all countries undergoing crisis, over 60 million children are estimated to be out of school. INEE will soon release a CD-ROM that has a section on youth.
- **The International Consortium on School Disaffection (ICSD)**'s Chairperson, Ms. Reva Klein reported that ICSD is an independent organization created in 2002. It works under the auspices of the National Dropout Centre located in South Carolina. Its main objective is to bring together individuals and organizations interested in dropout prevention and school disaffection. ICSD is also taking on an advocacy role on behalf of children and young people who are socially excluded. It places great emphasis on emotional and social development of youth. ICSD believes that it is possible to re-engage youth by adapting school curriculum to make it relevant to learners with various styles, promoting experiential learning and democratizing schools so that even the weakest have a say in the school affairs. It is forging links with NGOs such as the International Crime Prevention Commission in Canada, the US National Crime Prevention Commission and the UN Habitat Programme.
- Mr. Håkon Bjørnes of the **Norwegian Ministry of Education and Research** reported that Norway believes in international cooperation and information sharing. The Ministry of Education and Research has an agreement with NORAD to provide technical support. It has noticed that while high-level ministry of education officials meet regularly with their counterparts in the North, equivalent officials in developing countries tend to meet more with international development partners than amongst themselves. Meeting and information sharing among officials from developing countries need to be encouraged. Norway has established bilateral institutional cooperation with Ministries of Education in Nepal and Zambia.

- **The Spanish Ministry of Education and Science's** representative, Ms. Angeles Van Den Eynde Jefa, first observed that Spain has a decentralized educational system. Since 2002 the emphasis has been on quality education for all in the context of NICTs, with the reinforcement of the values of personal efforts and experience, an outcomes-based approach to assessments and evaluation. Among the priorities are teacher training, immigrants' education and a struggle against school disaffection and dropout.
- **United Nations Educational, Scientific and Cultural Organization (UNESCO):** First, Ms Sonia Bahri gave an overview of activities that the organization as a whole is engaged in (Field offices and Institutes had the floor later for their specific actions). In line with its functions as a *catalyst for international cooperation*, a *laboratory of ideas*, a *standard setter* and *capacity builder* and a *clearinghouse*, UNESCO has continued its efforts to facilitate an international policy dialogue on the reform of secondary education. Particular emphasis is placed on key issues related to gender and marginalized groups, the development of life skills, and the new roles of teachers and school leaders, in view of the achievement of the Dakar goals. It has undertaken a wide range of activities, sometimes in partnership with other agencies or research institutions. UNESCO brings together the available expertise to increase policy makers' awareness of these issues and build the necessary capacities to address them. It works with partner agencies involved with youth, secondary education and employment to organize training workshops for practitioners as well. The formulation of policy recommendations resulting from various forums, research studies and case studies, and their dissemination via traditional and ICT-supported media constitute another key strategy.
- Ms Françoise Caillods reported that the **International Institute for Educational Planning (IIEP)** deals with training of education planners and managers and conducts research in this area. IIEP has developed a book on financing of education for developing countries which looks at the implications of the cost of expansion. It has also done case studies on Chile and India to see how some countries have managed to expand secondary education. It is drawing good lessons from OECD for possible adaptation in developing countries. IIEP is studying the issues of equity in secondary schools in Latin America where certain groups have limited access by comparing the effectiveness of scholarship programmes in the region. IIEP is currently examining alternative ways of delivering secondary education to increase access especially in the non-formal sector.
- Ms. Astrid Hollander reported that the **International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC)** serves to strengthen and develop TVET in UNESCO Member States with a focus on developing countries, countries in transition, and countries in and post-conflict situations. UNEVOC is compiling an International Handbook on TVET and is also preparing a book on vocationalization of secondary education. It also works on TVET for youth affected by HIV/AIDS. It will hold an international experts meeting in Bonn in October 2004 to examine how TVET can contribute to the UN Decade of Education for Sustainable Development, which will commence in 2005.

- Mr. Boris Kotsik of the **Institute for Information Technologies in Education (IITE)** reported that since 2002, IITE has held 15 international expert meetings, seminars and workshops; 5 roundtables including one on Education and Knowledge Societies at WSIS in Geneva; 8 working meetings on national and subregional levels; and co-organized 9 international conferences including the International Technology Education (ITE) in 2002–2003 in Moscow. The major actions on secondary education include: 34 training sessions and workshops including 2 high-level seminars on ICT and Education for policy and decision-makers; 14 thematic online research and training seminars on the use of ICT in education under the framework of the IITE information system; 4 analytical surveys such as on digital library; 5 specialized courses including multi-media in education. IITE has published a position paper on ICT in Secondary Education.
- Mr. Zhou Nanzhao reported that **UNESCO Bangkok** since 2002 has held an International Conference on Secondary Education Reform in Asia and the Pacific and also completed a regional project on curriculum reform on basic education in collaboration with IBE and with the support of Japanese Funds-in-Trust. It is launching a new project on the management of curriculum changes. It has implemented a project with ILO on the role of teachers and with EI on the improvement of the status of teachers. Two case studies on school curriculum in Laos and China as a follow up to the 46<sup>th</sup> ICE have been completed and will soon be on the IBE website. UNESCO Bangkok has an ongoing partnership with Associated Schools Project Network (ASPnet). Twelve projects on the use of ICT and professional development have been implemented. UNESCO Bangkok is preparing for an Asia-Pacific Regional Seminar on Secondary Education Reform to develop policy guidelines for the Member States in the region.
- Ms. Beatriz Macedo of **UNESCO Santiago** mentioned that the Ministries of Education in Latin America and the Caribbean region have met in 2002 and recognized secondary education as their priority. This facilitated the work of the Office and led to the creation and consolidation of a permanent forum on Secondary Education in Latin America and the Caribbean. In February of 2004, the Regional Observatory on Secondary Education Policies and Reform was also set up. The region holds seminars and workshops on different issues with an emphasis on the learning contents. Best practices and research studies have been published. A priority area is the training of teachers and school leadership.

#### **IV. Demonstration of CD-ROM/Digital Library Project**

This project has been promoted in line with the recommendation from the previous 2002 Group meeting that addressed the need for enhancing the exchange of information among professionals working in the field of secondary education. Mr. Michel Loots of the Human Info NGO made a presentation on a prototype CD-ROM entitled the “Global Secondary Education Digital Library” that UNESCO commissioned his organization to develop.

The project aims at providing researchers, practitioners and policy-makers, mainly in developing countries, with digitalized information on secondary education. It includes relevant publications gathered from various organizations and makes them available on a CD-ROM. The CD-ROM could contain up to 1,500-books/documents worth of information, costing only about a dollar/euro to produce. It is expected to especially benefit those in remote areas with limited Internet access. In demonstrating the key functions of the prototype CD-ROM, Mr.Loots mentioned that the content within the digital library could be instantaneously searched and sorted by keyword, subject, name of organizations and other properties. The interface can also be changed into different languages with the possibilities for local adaptation. Some of the preliminary classifications of documents are as follows:

- Secondary Education Reforms: Systems, Policies and Learning Content
- Teachers, Principals and School Leadership
- Education for All and Secondary Education
- Financing of Secondary Education
- Secondary Education and Sustainable Development
- Life Skills, Education and Youth
- Technical and Vocational Education
- ICTs and Secondary Education
- Gender Issues in Secondary Education
- Secondary Education in Rural Areas
- Secondary Education in Conflict Situations

Although copyright issues remain unresolved, Mr. Loots expressed the wish to have organizations send valuable publications in the mutual interest of improving the secondary education system. Regarding financial contributions, each organization will be acknowledged appropriately, for instance, by placing their logos on the CD-ROM. At the end of the presentation, Mr. Loots invited Group members to provide feedback on the prototype CD and asked for contributions of publications and funds to cover basic costs. The completion of the final version of the CD-ROM is slated for December 2004, with the expected distribution of 10,000 copies that can further be reproduced at institutional level.

Each meeting participant received a copy of the prototype CD-ROM to help evaluate the project proposal.

## V. Plenary Presentations

In the afternoon of Day 1, plenary presentations were made and discussions were held on the position of Secondary Education and Education for All (EFA) goals. The session was chaired by Mr. Qian Tang, DIR/ED/EO, DIR/ED/BAS a.i. of UNESCO.

At first, Mr. Tang introduced a broad framework under which UNESCO has been working towards achieving the EFA goals, which was charged to the Organization at the World Education Forum in Dakar in 2000. Then, Mr. Tang explained UNESCO's efforts in compiling a report entitled "Strategic Review of UNESCO's Post-Dakar Role in EFA", which will be presented at the UNESCO's Executive Board in September 2004.

The full texts/PowerPoint presentation of the plenary presentations will soon be available at the following address. Brief summaries of the presentations are provided below.

[http://portal.unesco.org/education/en/ev.php-URL\\_ID=31314&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=31314&URL_DO=DO_TOPIC&URL_SECTION=201.html)

### First Presentation

**“Anticipating the needs of secondary education in response to the EFA goals”  
by Ms. Sonia Bahri, UNESCO Chief ED/STV/GSE**

Ms Bahri presented the arguments pleading in favour of a greater attention towards secondary education reform and expansion in the march towards EFA. She first reminded the participants that the initial years of secondary education are part of basic education, which should not be confused with primary education. Then she explained how the achievement of universal primary education would necessarily increase the demand for secondary education: in most developing countries, the development of primary education largely depends on that of secondary education as regards the training and supply of teachers. Teachers need to complete at least secondary education. Since primary education is often considered as a stepping-stone to secondary education, limited opportunities for progression to secondary education may have the effect of reducing demand for primary education. Out of the six Dakar goals, goals 2, 3 and 5 have direct implications for the development of secondary education. These three goals imply a massive growth of secondary education in order to absorb primary school completers. Secondary education will need to provide young people with flexible learning opportunities and life-skills development which traditional academic curricula and approaches tend to ignore.

Ms Bahri concluded by saying that the achievement of EFA should be conceived within a sustainable and well-integrated sectoral framework, taking into account the inter-relations between different levels and types of education. Secondary education is necessarily at the centre of key questions of transition, linkage and articulation within a system-wide frame of reference, and should be given due attention in collaborative efforts.



## **Second Presentation**

### **“Teachers for the future: Meeting teacher shortages to achieve education for all”**

**by Ms Foulhoux of Educational International on behalf of ILO**

The ILO paper reports that teacher shortages exist worldwide. Some of the causes of teacher shortages are different for developing and developed countries but there are some common elements.

Together with ILO, EI is monitoring the two instruments that are in place addressing the status of teachers. To curb the disaffection of the profession by younger people, there is a need to re-value the teachers' status. ILO is engaged in two actions: 1) Research at regional levels to identify the causes of this disaffection and ways of improving the situation by involving teachers in reform initiatives; and 2) Forums for social dialogue among governments, employers, and staff representatives to discuss the issues from all angles. The outcomes of the research and forums will be presented to the group of experts that will convene in 2006 to draw conclusions and make recommendations.

## **Third Presentation**

### **“EFA: Expansion and Reform in Secondary Education”**

**by Mr. Håkon Bjørnes of the Norwegian Ministry of Education and Research**

In his presentation, Mr. Bjørnes drew upon his experiences and responsibilities in national and international educational policy making to point out that the attainment of EFA goals has implications for secondary education expansion. These include diversification of content to meet the needs of young people and the elimination of gender disparities. Quality education at the primary level is a prerequisite for quality education at the secondary level. The goals of education must include spirituality, creativity, cultural and environmental awareness. It must be a preparation for life, for further studies and for the world of work.

In the case of Norway, the education system provides the right of individuals to have three years of senior secondary and training at the work place. Though there is no standard model of education, any good model should have a joint overall structure, education for all areas, allowing changing of paths with minimum loss of time, credit for real competence when entering higher education and the world of work, with sustainable funding. Successful mainstreaming of vocational education must include recognition by employers, must appeal to students, be acceptable to higher education and should have an entrepreneurship component for self-employment. The sustainability of the education system depends on economic development, which in turn, depends on educational content, the quantity and quality of education provided. As illustration, a brief comparison of the education systems of Norway, Zambia and Bangladesh was made.

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Some key issues raised in the discussion include the following:

- In terms of access to and quality of secondary education, the lack of physical facilities is a key constraint. It is worth contemplating under what circumstances it makes more sense to invest in capital construction rather than curriculum and teacher training, etc.

- In order to achieve the EFA goals, good partnerships are crucial to invest in and finance the cost of secondary education.
- In many developing countries, a great proportion of the education budget goes to higher education. In order to generate more capacity to fund the expansion of primary and secondary education, it is necessary to change the way we finance higher education needs. Those who have gained benefits through education may need to repay once they are in the labour market.
- Given the fact that half of the children in the world out of school come from countries either in conflict or post-conflict and many of them girls, better focus needs to be applied to girls' education and education in countries with conflict.
- In considering secondary education in the EFA context, it is also important to pay due attention to research results indicating secondary education as a key factor in eradicating poverty. Secondary education promotes not only development but also social cohesion.
- Delivery methods should be included as part of the whole system in achieving EFA goals. There are well-documented instances where open and distance learning can quickly increase access to secondary-level education. The quality aspects of the alternative method is very important as well.
- When there is a shortage of teachers, the danger is to substitute teachers with technology. Without the guidance of a good teacher, the technology can be in itself of no value. Training teachers has to be of fundamental importance.
- Since there is a distinction/chasm between academic curriculum and vocational curriculum at secondary education level, the appropriate articulation of the two streams is crucial to make the system more equitable and relevant to the needs of students.
- Whether or not to advocate for a strong vocational education system depends on how the labour market is organized in respective countries. It is more important for students to be given the opportunities to learn so that they can deal with rapidly evolving technology than merely being equipped with specialized vocational skills.
- Although there are many projects on literacy and primary/secondary education, activities on system-wide reforms through a holistic approach is required to achieve the EFA goals more effectively.

## **VI. Briefing on the 47<sup>th</sup> session of the International Conference on Education (ICE)**

The IBE Director, Ms. Cecilia Braslavsky confirmed that the 47<sup>th</sup> ICE would be held from 8 to 11 September 2004 in Geneva. The central theme of the Conference will be “Educating young people for Action in Favour of Sustainable Development, Social Cohesion, and Peace-Building”. The 47<sup>th</sup> Conference intends to contribute to an in-depth review of major current issues in education that have been discussed at previous ICE meetings and other international and regional conferences, with a view to future action.

The main objectives of the 47<sup>th</sup> ICE are: to discuss in-depth quality of education for all young people; to identify consensual or controversial questions and lessons to be learned as regards educational policies; to stimulate international dialogue on educational policies and to adopt and convey a message to the world as well as make conclusions and Proposals for Action in order to have educational policies better adapted to better serve individuals, society and the needs of young people.

The central theme of the conference will be addressed during two preliminary summary sessions preceded by four topic-based workshops. The workshops will respectively tackle the following issues: Quality of education and Gender Equality; Quality of Education and Social Inclusion; Quality of Education and Competencies for Life; and Quality of Education and the Key Role of Teachers.

The Director of IBE reiterated her high expectations from this Consultative Group meeting participants to make appropriate recommendations on issues to be discussed in the workshops at the 47<sup>th</sup> International Conference on Education. Although the outcomes from the first three working groups were directly concerned with the conference workshops, she expressed interest in the outcome of the working group on theme 4 “Diversifying Delivery of Secondary Education through Distance Education Using ICTs”, given the importance of this topic for the access of all young people to quality secondary education.

## **VII. The Four Themes**

The following four themes were selected as the focus of the meeting.

- Theme 1: Renewing Learning Contents at Secondary Level to Meet the Challenges of the 21<sup>st</sup> Century
- Theme 2: The Changing Roles of Teachers and School Leaders
- Theme 3: Secondary Education for Disadvantaged Youth: Young People Living in Rural Areas and Those Living in Conflict and Post-Conflict Situations
- Theme 4: Diversifying Delivery of Secondary Education through Distance Education Using ICTs

### **Thematic presentations**

#### **Theme 1**

- 1) **“In which ways should the content of secondary education be renewed?”  
A UNESCO Presentation**

Mr. Roger-François Gauthier (UNESCO Consultant) made a presentation on the work that the Section for General Secondary Education of UNESCO is undertaking in this field. He stressed the strategic nature of content and the context in which it should be renewed. Most educational systems face challenges, which warrant content renewal. Internally, they experience students' underachievement, lack of interest in prevailing contents, and unemployment. Various components of civil society constantly denounce these inadequacies. Internationally, comparative studies reveal the importance of content for quality education. States' claim of sovereignty may also lead to biases in the presentation of historical and scientific facts in national curricula within a global context where the teaching of universal values is advocated.

The definition of secondary education content, thus, appears both as technical and political, affecting and affected by educational structures and contents. Besides, the transitional position of secondary education within the education spectrum, the characteristics of adolescents, and the very nature of knowledge call for horizontal consistency (between subjects) and vertical consistency (between levels). This has critical implications for teacher training, material development, parental involvement and curriculum evaluation. Consequently, the speaker underscored the need for a wide consensus on content definition among all stakeholders (governments, civil society, the academic and research world, the economic sector) at all levels (local, national, regional, continental and worldwide).

**2) “Secondary Education in Africa: Main conclusions of the second SEIA regional conference” An Association for the Development of Education in Africa (ADEA) Presentation**

Giving an African perspective on secondary education issues, Mr. Mamadou Ndoye mentioned three conferences (2003, 2004, 2005) planned with the World Bank SEIA project. The goal of these meetings is to develop a strong advocacy for the need to reform secondary education provision in Africa, and promote a model that breaks away from the outdated “elitist” one and is relevant to current development goals of Africa. Priorities include: The implications for the renewal of learning contents; teaching/learning evaluation schemes; training and recruitment of teachers and school leaders; and harnessing the potential of NICTs. The speaker concluded by pointing to the need for long-term planning, resource mobilization, regional cooperation and partnership within the framework of the New Partnership for Africa’s Development (NEPAD).

**Theme 2**

**1) “The New Roles of Teachers”  
An Educational International (EI) Presentation**

Ms. Monique Fouilhoux situated the new roles of teachers in the context of other innovations affecting education. Included are the demand for a quality and diversified secondary education; changes in the political and socio-cultural environment; and decentralization policies that sometimes have adverse impact on teachers’ status. She also recalled the challenges of EFA goals and the shortage of teachers; the phenomenon of brain drain and disaffection of the profession; and HIV/AIDS, etc. Owing to various dimensions of teaching (transmission of knowledge and values, recreation of social links, preparation for jobs, team work) and the development of new ways of learning, she drew attention to the need to improve teachers’ image and prestige, their career path and mobility, and to motivate teachers for constant effort. She concluded by highlighting the upcoming EI’s World Congress, World Teachers’ Day, teaching-related topics on the 47<sup>th</sup> ICE agenda and EI’s collaboration with UNESCO on the elaboration of guidelines for the new roles of teachers.

**2) “ICP and the Role of the School Leader”  
An International Confederation of Principals (ICP) Presentation**

Ms. Margaret Griffin discussed the challenges, the qualities and the needs of school leadership. ICP is the only international association that has school leadership as the fundamental common element for its members. Despite geographical, cultural, economic and other differences across countries, ICP recognizes the centrality of educational outcomes and believes accountability and responsibility rests with school leadership. Because of various problems facing schools, burnout among school principals is on the rise. The school leadership has to play its multiple roles and to fulfill expectations of students, society and the wider system. School leaders have to be visionary with practical skills and be aware of global issues. They also need new opportunities for learning and professional development. ICT is quite vital to effective school leadership but the speed of progress has brought about challenges. Having effective and prompt access to support agencies is also critical to tackle problems that exceed the capacities of schools.

**3) “Changing Roles of Teachers and School Leaders: insights from OECD teacher policy review”  
An Organization for Economic Co-operation and Development (OECD) Presentation**

Mr. Phillip McKenzie touched on a number of issues including OECD teacher policy review, changing roles of teachers and school leaders and policy priorities (initial teacher training, professional development). There are 25 countries taking part in a cross-national study of “Attracting, developing and retaining effective teachers” (April 2002-December 2004). The objectives of the study are to better understand the nature of countries’ concerns, analyze the factors that shape the attraction, development and retention of effective teachers, and identify policy options and the conditions under which they are successfully implemented. The presentation discusses mounting evidence for the need for new teacher competencies. There is a need to identify suitable candidates, and to train them properly to play their new roles effectively. The presentation emphasizes that what is now required is a school leader rather than a school principal.

**4) “A Training Simulation Game for School Principals”  
A UNESCO Santiago Office Presentation**

Mr. Alfredo Rojas presented a simulation game that UNESCO Santiago Office has developed to improve the quality of the education system through training of school directors. He explained that the simulation game was meant to improve communication and technical skills and to disseminate good practices. The game covers school leadership, pedagogical leadership as well as strategic leadership, and takes the participants through the whole planning cycle from diagnosis to providing a solution and uses a mathematical model.

**Theme 3**

**1) Secondary Education in Rural Areas  
A UNESCO Santiago Office Presentation**

Ms. Beatriz Macedo indicated that education for rural people in Latin America poses a number of problems. Rural people are socially marginalized and are mostly made up of native peoples. They lack equal education opportunities compared to those in urban areas. Education provided to these areas is too highly contextualized to suit local conditions. It is mostly vocational in nature and includes a high proportion of life skills. The quality of education in rural areas is poorer in comparison to urban areas and rural students spend less time in school. The multiplicity of subcultures and languages among native peoples and limited education levels of parents have a bearing on how parents view educating their children. Governments have provided non formal education as a means for people to join the formal system of education. Several initiatives have been developed to help native people come out of poverty and increase access and quality of education provided to them.

There is a need to address the structure of the system, school management, curriculum and teacher training. Rural secondary education is mainly of a technical nature. A considerable proportion of students in Mexico go to rural schools. Steps must be taken to improve

access, quality, teacher training and the management of these schools. The strategy should be based on enhancing the activities of the Permanent Forum and the Education Observatory on Secondary Education Reform in Latin America set up by UNESCO.

**2) “Secondary Education for Disadvantaged Youth: Young People Living in Conflict and Post-Conflict Situations”  
A United Nations High Commissioner for Refugees (UNHCR) Presentation**

Mr. Tim Brown mentioned that UNHCR supports education for refugees through camp schools, local schools, scholarships and non-formal education. Although secondary education is important for EFA, UPE and Millennium Development Goals (MDGs), many donors are interested only in primary education. EFA is thwarted by conflicts because children from these areas have limited access to schools. Many of the education problems of refugees are similar to the ones in stable conditions, such as low enrolment, high dropout rate, low quality, gender disparities, and high school fees. But they are often exacerbated. Under a prolonged strife, the education system may have completely broken down and may face additional human problems such as trauma, family separation and the need for adaptation to a strange language in country of asylum. The presentation touched on the importance of providing secondary education in conflictsituations at global, national, community, family and individual levels. To improve access and quality in emergency situations, there is a need to take remedial actions through implementation strategies and strengthened partnerships. Better planning through data collection and analysis is essential to ask for more funds from donors. There is also a need to redefine the roles of UNESCO and UNHCR with regard to education of children in emergency situations.

**3) “Secondary Education for Post-Conflict Situations”  
A United Nations Children’s Fund (UNICEF) Presentation**

Drawing upon UNICEF’s efforts in the provision of education in emergency situations, Mr. Cream Wright explained that education was often the first dividend of peace when a conflict ends. Increasingly, education is prioritized in emergency and post-conflict situations because it has proven to be a key factor in restoring normalcy and in providing a sense of hope and healing in many societies. Even in a very negative sense of conflicts, there is a unique window of opportunity to renew an education system that is often intransigent. Still, the good parts of the former system need to be retained. The education system must also review the impact it may exert on creating and preventing conflicts. The presentation touched on Back to School Campaigns that have been implemented to restore primary/secondary education in war-torn countries such as Afghanistan and Liberia. Under such circumstances, logistics of procuring and distributing supplies play a key role in providing education. In post-conflict situations, it is essential to deal with psychosocial needs of each child because there will be ex-combatants, rape victims and other children who have gone through traumatic experiences. There is also a need to properly prepare teachers for their new roles that require specific competencies.

#### **Theme 4**

##### **1) “Diversifying Delivery of Secondary Education through Distance Education Using ICTs”: A UNESCO Presentation**

Ms. Dana Ziyasheva presented current debates, controversies, constraints, limitations, uses, benefits and other issues of ICT in development and education. In developing an education model, UNESCO needs to take into account several factors such as the need to cooperate with various professionals and stakeholders, and to be able to produce a model that is useful, economical and efficient. UNESCO has produced a number of tools e.g. CD-ROMs, Community Multipurpose Tele-centres. UNESCO Education and Communication Sectors are implementing distance-learning projects for secondary schools in disadvantaged areas. Beneficiaries are to be found in various parts of the world; Africa, Latin America, the Caribbean, Central Asia and Eastern Europe.

##### **2) “Supporting Secondary Education Development Using ICT at the World Bank” A World Bank presentation**

Mr. Ernesto Cuadra of the World Bank made a presentation on Supporting Secondary Education Development Using ICT. Technology in Education lending rose considerably from \$834 million in 1999 to \$1.24 billion in 2003. About 76% of all education projects now include a technology component of which distance education gets the greatest proportion.

The World Bank involvement on ICT and Education include the following areas: promoting incorporation of ICT in schools through partnerships (World Links), supporting Learning Community Centres, connecting rural secondary schools via satellite technology (rural connectivity), and piloting on connecting secondary education schools with primary schools as part of EFA. Selected examples of technology in education projects have been implemented in Turkey, Brazil, Romania, Ghana, the Caribbean, Russia, Paraguay, Tunisia, Mali and Kenya.

The World Bank involvement with the African Virtual University is to bridge the digital divide and knowledge gap between Africa and the rest of the world by dramatically increasing access to global education resources in Africa.



## Group Sessions

On Day 2, participants took part in four thematic group sessions according to the indicative list prepared by the Secretariat and the area of their choice. Participants were asked to discuss each theme under the framework provided by the facilitation sheet (Annex 3).

After identifying the gaps that needed to be filled in terms of research and action, each group discussed how, where, and in what areas partners can work together. Three of the four groups (Group 1-3) formed specific recommendations for issues to be discussed at the corresponding International Conference on Education (ICE) workshop at its 47<sup>th</sup> session (8-11 September 2004). Group 4 was asked to make recommendations for the second phase of the World Summit on the Information Society (WSIS, 16-18 November 2005 in Tunisia) See the table below to whom each thematic group's recommendation is addressed.

Interagency Consultative Group	Group Recommendation addressed to:
<u>Theme 1</u> Renewing Learning Contents at Secondary Level to Meet the Challenges of the 21 <sup>st</sup> century	47 <sup>th</sup> session of <u>ICE Workshop 3</u> Quality Education and Competencies for Life
<u>Theme 2</u> The Changing Roles of Teachers and School Leaders	47 <sup>th</sup> session of <u>ICE Workshop 4</u> Quality Education and the Key Role of Teachers
<u>Theme 3</u> Secondary Education for Disadvantaged Youth: Young People Living in Rural Areas and Those Living in Conflict and Post-Conflict Situations	47 <sup>th</sup> session of <u>ICE Workshops 2</u> Quality Education and Social Inclusion
<u>Theme 4</u> Diversifying Delivery of Secondary Education through Distance Education Using ICTs	2 <sup>nd</sup> phase of the World Summit on the Information Society (WSIS) in Tunis

## Group Reports

### Thematic Group 1: Renewing Learning Contents at Secondary Level to Meet the Challenges of the 21<sup>st</sup> Century

1) Main Issues in Lead Presentations (See thematic presentations in Section VII)

2) Who is doing what? (See progress reports in Section III)

3) Gaps in terms of research and action

#### Research

- identify the competencies (intellectual, social, etc.) needed for the 21<sup>st</sup> century
- state-of-the-art research on education which includes a study of what motivates and disaffects students from the students' point of view
- pedagogical methods for learner-centred education
- the supply of research should respond to the demand for evidence on which to base decisions
- more international comparison of content
- a study to explore the educational vocabulary and the concepts they represent to assist educational decision-makers. (For example, skills, competencies, content, individual identity versus world citizenship.)

#### Action

- evaluate what we are doing and adjust accordingly
- view the delivery of education in a holistic, transdisciplinary way
- better advocate on the fact that basic education includes primary education and beyond
- disseminate and make better use of existing research before taking action
- consider curriculum reforms currently being undertaken by governments

4) **Partnerships: how, where and in what areas can partners work together?**

The UNESCO Division for Secondary Technical and Vocational Education and IBE will collaborate on a study (which should be finalized by 2005) on the renewal of Secondary Education Content; this work will include tools to help governments make decisions and think creatively in this field.

The UNESCO Division of ED/EPS is undertaking assessment and evaluation of maths and science competencies using a life-skills approach in some 40 countries so far, with emphasis on developing countries, which could also be useful.

The above work needs to be built upon the inputs and resources from UNESCO field offices such as the Observatory on Secondary Education Reform in Latin America established by the UNESCO Santiago office.

IBE, UNHCR and other partners should continue and follow up on their joint effort in the analysis of curriculum in seven conflict-affected countries including Ireland, Mozambique and Rwanda.

The World Bank and IBE, who have collaborated on a study on secondary education curriculum in 280 political units, should continue the effort in this field.

**5) Priority topics for ICE workshop 3: Quality Education and Competencies for Life**

The Group decided to add a page to the workshop 3 facilitation documents for the ICE to include the following issues (arising from this interagency consultative group meeting's group work) which are not addressed in the ICE document:

- the disaffection of many students with the content of secondary education
- the need to link content with competencies (intellectual, social, etc.) required for the 21<sup>st</sup> century
- reorient the content so that all young people will have competencies for life which is essential for a quality education
- state-of-the-art on how countries have integrated (or not) competencies for life in their curricula.

## **Thematic Group 2: The Changing Roles of Teachers and School Leaders**

- 1) Main Issues in Lead Presentations (See Thematic Presentations in Section VII)**
- 2) Who is doing what? (See Progress Reports in Section III)**
- 3) Gaps in terms of research and action**

### **Research/Action**

It was noted that research on the changing roles of teachers and school leaders plays a very important part in providing knowledge to inform better policy making and better professional practice in schools. There is not enough research on how to define the teachers' workload in classroom-context teaching; how teachers use their time and on how teachers are well prepared to assume their responsibilities. Different cultures demand different roles and responsibilities from teachers. Research on this subject needs to be sensitive to local contexts and give a more direct understanding of how schools function in different countries (the subject dispensing role of the teacher vs. his/her pastoral role). Other examples were provided from Africa, where teachers with secondary education joined the teaching profession, making it difficult to make the transition from theory to practice in terms of content and teaching methodology. There should be a better articulation between the teaching profession per se and the classroom activities that teachers are called to perform. There should be a better articulation between teacher training institutions and subject teaching so as to bring theory and practice together in a meaningful way. This articulation should start with teacher education and continue throughout teachers' careers. In some countries (e.g. the United Kingdom), due to the teacher shortage problem, graduates who have not gone through an education degree are being trained on the job in schools. They are thus helped to better understand the complex school environment they will teach in. In other countries (e.g. Norway), there are 2 main routes to teacher education: (i) subject studies; and (ii) practical preparation for entry into the teaching profession. However, in some countries, pre-service teacher training has been downgraded for various reasons, a phenomenon which led to the deterioration of the quality of teaching. Policy making needs to be better informed by research on the consequences of different forms of teacher preparation for the quality of teaching and learning.

With regard to continuous assessment, this component is often not part and parcel of the secondary education cycle. Quality assurance should become an integral component of teacher education. Quality assurance mechanisms and applications should be taught to student teachers. There is a need to re-situate the teaching act. Some countries are more product-oriented and less process-oriented. In other countries, principals or heads of department go into classrooms to see how teachers teach, a classroom being no longer the teacher's "castle".

The differences observed are also partly due to the fact that teachers do not have any sense of ownership and are not encouraged to act as full-fledged partners. Teachers should enjoy both autonomy and responsibility, their role going beyond the limits of the classroom they teach in.

With regard to role models, it was noted that teachers often try to model themselves on the best teachers they had. However, given that the secondary school environment has changed and that secondary school is becoming more and more education for all, the role of the teacher has consequently changed. The motto of today's teachers should be to make things different from their own experience, to look for new content and new approaches to engage the young students in an attractive and inspiring learning experience. Good teachers need to encourage children how to learn and provide them with the skills to do so. There are new career development paths today in the context of a lifelong education process and student teachers should be adequately prepared to cope with the increasing challenges for diversified career opportunities. In many countries teachers have few opportunities if they wish to develop professionally and that often means that they have to leave the profession. Another worrying factor is that young teachers, who have just graduated, are often assigned to difficult school environments and they do not feel encouraged to pursue professional development.

In developing countries, the integration of ICTs in education focuses mainly on accessibility to and use of resources, making the teaching-learning process more focused on the learning aspects. Teachers welcomed these developments, but need more systematic support to ensure they are effectively implemented. The teacher's role has changed from that of a transmitter of knowledge to that of a facilitator, who knows how to use knowledge and make it accessible through the media. The group felt that there should be more research on teachers' career development and evaluation of their teaching performance.

With regard to school leaders, there was unanimous agreement that there should be a "leadership culture" embedded in today's secondary schools and that it is very important to have a leadership team with complementary skills in order to make the teaching-learning process effective and efficient. In certain countries, school leaders are encouraged to undertake continuous learning programmes and to identify the leaders of the future. This should be one of the key roles of school leaders. New teachers should be seen as potential school leaders and be encouraged to develop a team spirit. School leaders should not only mentor or coach the new teachers but also give them responsibilities as members of the leadership team. Mental, emotional and intellectual energy is seen as a key element for school leaders to be able to cope with the changing situations in schools. Strong ethical values should be embedded in the new leadership culture. Creation of support networks for school leaders is very important. There should be more research on the relationship between background training and experience and effectiveness as a school leader, and on successful models of leadership development.

Another important characteristic of school leaders is that they should be able to drive forward the change process in schools. The concept of secondary education (invented in the 19<sup>th</sup> century) is outdated and should be replaced. UNESCO should assist with the development of a new concept and with its implementation. There needs to be more debate and research on desirable educational futures.

Teachers need to know that the school leaders support them, so it is important that those who reach leading positions in school have prior knowledge about and experience in education. There is a direct relationship between leadership quality and the quality of education. The importance of a new vision of curriculum management was stressed and the need for leaders to channel all synergies in the school towards a quality educational environment. Quality awareness and self-evaluation are two underpinning characteristics of

good leadership. School leaders should be able to critically evaluate themselves if they are to become models for teachers.

#### **4) Partnerships: how, where, and in what areas can partners work together?**

With regard to areas of collaboration, there was a unanimous opinion that such inter-agency consultations are beneficial for all partners and that UNESCO should be commended for this initiative. There should be coherence and complementarity between organizations pursuing similar agendas so as to increase impact and avoid duplication. The following areas of collaboration have been identified: (i) educational policies, practice and research; (ii) teacher education, teaching methodologies, teacher education curriculum; (iii) integration of national languages; (iv) information exchange/sharing and attendance of each other's meetings; (v) bilateral/multilateral co-operation.

#### **5) Priority Topics for ICE workshop 4: Quality Education and the Key Role of Teachers**

The Group welcomed the comprehensive scope of the ICE agenda and the quality of the background documentation that has been produced. It had several concrete suggestions for the organizers to consider:

- Ensure that the discussions and themes of Workshop 4 on Quality Education and the Role of Teachers are integrated into the main outcome of the Conference, specifically the proposed priorities for future actions;
- Consider broadening the title of Workshop 4 by adding “and School Leaders”; and
- Provide participants with the opportunity to discuss the issues surrounding:
  - a. Ways to build greater diversity and variety into teachers' careers;
  - b. Ways for teachers and school leaders to work more closely together to improve the quality of schooling; and
  - c. Ways for teachers and other school leaders' reward structures, both monetary and non-monetary, to better reflect their performance and contribution to improving the quality of schools.

### **Thematic Group 3: Secondary Education for Disadvantaged Youth: Young People Living in Rural Areas and Those Living in Conflict and Post-Conflict Situations**

#### **1) Main Issues in Lead Presentations**

##### **Access**

- use available good practice models and Rights Based Approach
- focus on poor, economically marginalized and excluded youth
- girls, rural youth and conflict-affected populations

##### **Teacher Training**

- Relevant, innovative and quality teacher training (content and methodology that can reach and impact the education needs of these populations)

##### **Democratisation of Education**

- Education is accessible and relevant to all; not only for the elite
- Post-crisis is an opportunity for curricular and policy reform

##### **Identification of disadvantaged youth without access to quality education:**

- refugees (including urban refugees);
- all youth (including stayees, host and displaced populations) affected by complex emergencies, conflict and natural disasters
- economically excluded youth
- girls and young women
- rural youth

##### **Content and Methodology**

- Must be relevant, diverse and of quality (quality and relevancy are dependent on the content and methodology).

#### **2) Who is doing what? (See Progress Reports in Section III)**

#### **3) Gaps in terms of research and action**

##### **Research, data and evaluation gaps**

- Need for **further data**, particularly for crisis-affected populations
- Need to use urban and rural **disaggregation** of data
- Need for research studies (qualitative and quantitative) on **youth that have completed primary education**, including those that may continue in parallel systems (religious schools), marriage, apprenticeship programs, other training programs, etc.
- Need for **evaluation of existing capacities** and programs within ministries and **existing coping mechanisms** within communities (Burundi/Cote d'Ivoire examples)
- **Documentation and evaluation of exit strategies** for agencies and NGOs such as the Norwegian Refugee Council (NRC)

- **Evaluation and dissemination of data on the financial impact of expanding secondary education (IIEP)**
- Need for consolidated data and evaluations on secondary education in a **centralized accessible portal and or tool**

### Policy and Programmes

- Teacher deployment practices (particularly relevant to countries affected by conflict and the AIDS crisis) 1) identify good practice, schemes, models and 2) impact of other government and IMF/World Bank policies
- **Relevant curriculum content** and methodology that meets needs of youth and their communities (**formal and non-formal definitions need to be expanded**)
- **Relevant** and rigorous (continuous) teacher training
- Appropriate training for more female teachers
- For emergency situations, note **UNICEF's core commitments** and consider where other agencies and governments need to intervene
- Gaps in **capacity of ministries to coordinate** and act

### Advocacy

- What is the message?
- Is there a concerted coordinated effort?
- Who is leading this effort?

### Resources and Financing (Global issue)

- **Feasibility and sustainability** of Secondary Education programs
- **Estimated costs of EFA in Secondary Education**, particularly considering the costs of the AIDS epidemic in Africa, high costs of teacher training (coming World Bank studies and consultations)

#### **4) Partnerships: how, where, and in what areas can partner work together?**

- **Data sharing:** (Potential key actors: ILO, UIS/UNESCO, UNICEF, Governments, OECD)
- **Continue information-sharing, research and programming through existing partnerships:** such as Interagency Consultative Group on Secondary Education, UNGEI, ADEA, INEE and existing Memorandums of Understanding (MOUs) between UNICEF, UNHCR and UNESCO in crisis situations
- **Private sector partnerships essential for defining the training needs** existing models need to be documented and shared (Junior Achievement; Co-op models; apprenticeships; Liberia farming)
- Create a **common and global advocacy strategy** for youth education within the framework of EFA, MDGs and other regional and international conventions and frameworks
- Develop a **central and global information portal** (and CD-ROM Tool) and network on youth education.



## 5) Priority Topics for ICE Workshop 2: Quality of Education and Social Inclusion

### Access:

Secondary education for girls in rural areas is dependent on:

- **relevant content,**
- **appropriate teaching methodologies**
- **presence of female teachers,** and;
- **innovative initiatives** (new and existing successful models need to be taken to scale)
- Create **action and advocacy plans** to ensure implementation of these models

Create **action plans** for:

- meeting data and research gaps
- advocacy
- central information portal

### Quality and Relevancy

- **Standards and accountability** of quality education
- **Curriculum, methodology and course of study** must be **relevant**
- **Youth, community and private sector partnerships** are essential for developing and ensuring relevancy
- Document good practice and models (**Development of a Portal**)
- Create **action and advocacy plans** to ensure implementation of these models

## 6) Main Conclusions (Group 3)

There is a need for:

- A **global advocacy strategy** that brings attention to youth education issues, particularly for disadvantaged youth
- The **promotion of female teachers in rural areas and crisis situations** (however as a global issue, this should be addressed in ICE Workshop 4 (Quality of education and key role of teachers))
- **AIDS is going to have a greater impact on secondary education where a larger number of teachers will die and where longer and more intensive teacher education programmes are necessary.** Additionally, large numbers of youth must be trained to take on economic and social leadership roles to fill adult gaps in societies
- **Skills for economic integration** of disadvantaged young people is **reliant on the quality and relevance of the content and methodology of secondary education**
- Youth and **private sector involvement** in the design and implementation of the education programme is essential
- Must take **collective action** to fill gaps in available **data, monitoring and evaluation**
- Need for collective, **global and central youth education portal** that builds off existing clearinghouses and data sources.

## **Thematic Group 4: Diversifying Delivery of Secondary Education through Distance Education Using ICTs**

### **1) Main Issues in Lead Presentations**

- Need to ascertain whether/how the use of ICTs could help expand secondary education and improve quality (evidence-based research)
- Cost-effective issues: Is it worth investing in ICT-supported learning?
- Implications for policy making, teacher training, quality of contents and evaluation
- Need for partnership and collaboration.

### **2) Who is doing what?**

#### World Bank

Lending programmes with increased importance to secondary education; building partnership with the private sector; distance education training for policy makers; policy options for education (including distance education)

#### UNESCO

For *Primary Education*: Portal development, training programme available on CD-Rom & soon on-line. For *Secondary Education*: A crosscutting distance education project for disadvantaged youth in Asia, Africa & Latin America; a virtual library project on secondary education (see Mr. Loots presentation on Day1).

#### RET

Private partnerships development, Support for computer literacy and e-learning for refugees in Pakistan; educational resource centres in Tanzania; explores developing e-learning projects in Kenya, Uganda & South Africa

#### IITE

Focus on platforms for distance education; training of trainers (sub-regional projects); position paper on ICTs in secondary education.

#### COL

Content identification; using ICTs to create materials in rural areas (Mozambique); Advocacy meeting to take place in October 2004 in Botswana.

#### Human Info

Joint CD-Rom virtual library project with the UNESCO General Secondary Education Section.

### **3) Gaps in terms of research and action**

Why so little explicit reference to secondary education in ICT-related records?

Much exists in the field of research at the higher education level, in health, teacher education, but not enough on the following topics:

- Evidence-based research on ICTs for distance secondary education: (impact on teachers and students), with a special emphasis on specific target groups: impact

research on: Disadvantaged, Refugees, Girls, Rural, Orphans and Vulnerable Children (OVC), Disabled.

- On the most effective conditions to meet for a successful Distance Education programme
- Are there models, paradigms or practices which could be replicated from other fields like private companies, health, higher education, etc.?
- What about cost effectiveness for open schooling?
- How can we measure impact? How can we do an impact study? Need for an open source toolkit (ICT or non ICT - supported) of impact measurement of distance education using ICTs? Questionnaire and analysis ?
- Research on how to scale up from pilot stage? What are the conditions and schemes to successfully scale up a project and/or make it sustainable? – Need for human capacity building (not only “hardware & software” but “*humanware*”)
- Policy research on implementation of ICTs for Learning: How to introduce this into policy making. – Need for training ministry decision-makers
- How about experimenting in LDCs from “non-disadvantaged” settings where support infrastructures exist? Would it cut down cost and/or have ripple effects?

#### **4) Partnership: How, where and in what areas can partners work together?**

- Need to boost an integrated approach with the different actors (UN agencies, private sectors, IGO, donor agencies, specialized institutions)
- Network of complementary actors on a project: hardware, software, pedagogical bodies, access providers, content developer, and education institutions
- Database/information sharing network/clearinghouse (Note: plethora of information can be a problem!)
- Need for clearinghouse of innovations and innovative initiatives and projects
- Identification by survey of who else is doing what in the space of ICTs at secondary level?

#### **Methods: Illustration of partnership**

- Have concrete projects: follow the what/ how/ when/ with whom... model. Once the objective is defined, the potential partners are easy to identify. (e.g. Internet connection: NGO, private company and governments)
- Need to have a win-win situation for stakeholders (make incentives clear: Need to have the government accept that the industry get outcomes of a project). Word of caution: Avoid ‘commercialization’ of education
- Need to know each other’s comparative strengths.

#### **5) Strategies towards WSIS**

##### Follow-up on IITE participation (roundtable) in Geneva WSIS:

Topics to address include (but not limited to): Inventories (What’s available or being done at secondary education level?)

- success stories

- raise awareness
- cost-effectiveness issues
- connectivity of schools, of teachers (universal access: How?)
- certification/validation of contents provided via open learning

Policy paper on use of ICTs in refugee-life situation (RET, WB participation)

Ways of working together

It was decided that the Interagency Group members would jointly participate in Tunis 2005 WSIS. IITE would coordinate the round table preparation – Other agencies should send ideas to IITE.

A policy paper on the use of ICTs in refugee-life situation would be presented: a UN agency should take the lead on this RET's initiative

**6) Main conclusions (Group 4)**

- Need for filling gaps identified (see issues in section 3 above)
- Support / advocacy for secondary schools' access and connectivity
- Support for content production and sharing for both teacher's ICT enriched curriculum in schools as well as e-learning
- Need for the government to subsidize (that is, through the creation of suitable conditions for the private sector's support) schools' connectivity and teachers training
- Exploring clearinghouse creation/promotion (on how to resource secondary education)
- Exploring possibility of establishing a global fund for ICTs in (secondary) education
- Identification of innovative low-cost ways to supply books and learning materials
- Provision of clearinghouse of educational software and open information resources
- Avoid focusing solely on NICTs – radio, tapes, etc are still excellent media for distance education in many contexts
- ICTs are no substitutes for traditional methods and human contacts: Socializing experiences for youth is essential!

## VIII. Main Conclusions and Outcomes of the Meeting

The Consultative Group succeeded in meeting the specific objectives that it had set out to reach. (See Section I for Specific Objectives of the 2004 meeting)

- During the working groups of the meeting, the participants made specific recommendations to the workshops of the 47<sup>th</sup> ICE that are indicated in the Group session report (See Section VII). These have been submitted to the ICE Secretariat in view of contributing to the debates at ICE workshops. Participants also came up with conclusions and suggestions regarding Diversifying Delivery of Secondary Education through Distance Education using ICTs, which will be presented at the World Summit on the Information Society (WSIS) to be held in Tunis in 2005.
- Through formal and informal exchanges among members of the Consultative Groups, some twenty concrete collaborative projects have been identified and proposed in a format provided by the Secretariat for that specific purpose. Several organizations showed interest in integrating their relevant publications to the CD-ROM project on Global Secondary Education Digital Library. The Group meeting also served as a venue to announce upcoming meetings/events to which other Group members were invited to contribute. Among the joint projects/activities identified are:
  - At the request of ADEA, UNESCO will provide technical contribution to the ECOWAS sub-regional ministerial conference on the integration of ICTs in education (Abuja, July 2004)
  - UNHCR and UNESCO will work on the renewal of the Memorandum of Understanding (MOU) to clarify the overlaps in refugee education
  - UNESCO Santiago Office and ICP will work on the development of a leadership training programme in Latin America
  - RET and UNESCO will collaborate on the creation of an Education Resource Centre for refugees in Tanzania
  - USAID and GTZ will collaborate on workforce development programmes
  - ICP will be part of the UNESCO/Educational International's Working Group on the New Role of Teachers and School Leaders
- Through various presentations and discussions, it was brought to light that a significant expansion of Secondary Education and more specifically of junior secondary education is necessary if the Dakar and Millennium Goals concerning the universalization of primary education are to be reached. The participants agreed that the renewal of secondary education was also essential to achieve EFA goals and they emphasized the need for global advocacy on secondary education. This is why a systemic approach including all levels of education should be adopted in the march towards EFA.
- Secondary Education must be inclusive with special focus on girls, disadvantaged groups, such as youth living in rural and poor areas and those living in conflict or post-conflict situations.
- While more research and actions are required, there still needs to be a better effort to consolidate all the information on studies and evaluation that are currently available by creating a centralized portal and by enhancing the exchange of information and experiences through tools such as the CD-Rom/Digital Library project presented the first day of the meeting (See Section IV).

## **IX. Future Cooperation within the Consultative Group: The Ways Forward**

There was a broad consensus on the importance and the need for having a forum such as this one. UNESCO was thanked for serving as the Secretariat of the Consultative Group and for its efficiency in organizing the meeting. As the only international forum for secondary education, the Group members agreed to continue holding the forum to address critical issues in the field of secondary education reform and youth affairs.

To further improve the effectiveness of the Group, the participants made the following suggestions:

- The Group should coordinate and develop an advocacy framework in favour of secondary education expansion and reform.
- There is a need to identify each member's comparative advantages in a more structured manner in order to better collaborate on tackling the issues concerning secondary education.
- The Group should only focus on one or two specific themes for each meeting. For the next meeting, the issue of teachers and school leaders was suggested. The role of secondary education requiring more attention in post-employment was also raised as a potential topic.
- The Group hopes to have some youth representation at the next meeting because it is youth who plays an essential role in bringing the relevant issues to the forefront of the agenda in their respective countries. The Group was also reminded that many of its members could draw upon their various contacts to bring youth to the next meeting.
- Regarding the frequency of convening the Group meeting, several participants asked for the Group to meet more often while others pointed out that the present interval span of two years would be adequate to allow enough research and materials for discussion to develop in the course of time.

## Agenda

### Wednesday, 30 June 2004

9 am Registration

*Chair: Ms Aïcha Bah Diallo, ADG/ED a.i., UNESCO*

9:30 am Opening session  
Welcome address by *Ms Aïcha Bah Diallo, ADG/ED a.i., UNESCO*  
Opening remarks by *Mr Wataru Iwamoto, DIR/ED/STV, UNESCO*  
  
Adoption of the Agenda

9:40 am Introduction and Overview of meeting:  
*Ms Sonia Bahri, Chief, ED/STV/GSE, UNESCO*

*Chair: Mr Wataru Iwamoto, DIR/ED/STV, UNESCO*

10 am Highlights from Members of the Group on their activities  
One presentation per agency

11:10 am Coffee break

11:30 am Highlights from Members of the Group on their activities (cont'd)  
One presentation per agency  
  
Presentation of a CD-Rom project on a Secondary Education Virtual Library (UNESCO)  
*Presenter: Mr M. Loots, Human Info NGO*

1 pm Lunch break

*Chair: Mr Qian Tang, DIR/ED/EO, DIR/ED/BAS a.i., UNESCO*

- 2:30 pm                      Plenary Presentations
1.        Anticipating the needs of expansion and reform/renewal of secondary education in response to the EFA Goals.  
*Presenters:    Ms S. Bahri, UNESCO  
                  Ms M. Fouilhoux, EI  
                  Mr H. Bjørnes, Ministry of Education and Research, Norway*

Plenary Discussion

- 4:10 pm                      2.        Briefing on the 47<sup>th</sup> session of the International Conference on Education  
*Presenter:     Ms C. Braslavsky, IBE*

Plenary Discussion

5:10 pm                      Tea break

*Chair: Mr Wataru Iwamoto, DIR/ED/STV, UNESCO*

5:30 pm                      Introduction/Presentation of Themes by *Ms Sonia Bahri, UNESCO*

Theme 1: Renewing Learning Contents at Secondary Level to Meet the Challenges of the 21<sup>st</sup> Century

*Presenters:    Mr R.-F. Gauthier, consultant, UNESCO  
                  Mr M. Ndoye, ADEA*

6:10 pm                      Cocktail



**Thursday, 1 July 2004**

*Chair: Mr Wataru Iwamoto, DIR/ED/STV, UNESCO*

9:30 am Introduction/Presentations of Themes (Part 2)

Theme 2: The Changing Roles of Teachers and School Leaders

*Presenters: Ms M. Fouilhoux, EI  
Ms M. Griffin, ICP  
Mr Ph. McKenzie, OECD  
Mr A. Rojas, UNESCO, Santiago*

Theme 3: Secondary Education for Disadvantaged Youth: Young People Living in Rural Areas and Those Living in Conflict and Post-Conflict Situations

*Presenters: Ms B. Macedo, UNESCO, Santiago  
Mr T. Brown, UNHCR  
Mr C. Wright, UNICEF*

11:20 am Coffee Break

11:40 am Introduction/Presentations of Themes (Part 3)

Theme 4: Diversifying Delivery of Secondary Education through Distance Education Using ICTs

*Presenters: Ms D. Ziyasheva, UNESCO  
Mr E. Cuadra, World Bank*

12:45 am Briefing for the facilitators of the four Thematic Group sessions:  
Ms Sonia Bahri, Chief, ED/STV/GSE, UNESCO

1 pm Lunch break

2:30 pm

Thematic Group sessions

- Group 1: Renewing Learning Contents at Secondary Level to Meet the Challenges of the 21<sup>st</sup> Century  
Facilitator: Ms C. Braslavsky, IBE  
Rapporteur: Mr I. Hill, IBO
  
- Group 2: The Changing Roles of Teachers and School Leaders  
Facilitator: Mr Ph. McKenzie, OECD  
Rapporteur: Ms M. Patru, UNESCO
  
- Group 3: Secondary Education for Disadvantaged Youth: Young People Living in Rural Areas and Those Living in Conflict and Post-conflict Situations  
Co-facilitators: Mr N. Rifkin, USAID  
Ms N. Aksornkool, UNESCO  
Rapporteur: Ms B. Roberts, INEE
  
- Group 4: Diversifying Delivery of Secondary Education through Distance Education Using ICTs  
Facilitator: Ms S. Phillips, COL  
Rapporteur: Mr E. Adubra, UNESCO

6 pm

Break

**NB** Each group (except the one on Alternative delivery systems) should:

- make suggestions on issues to be **debated at the 47<sup>th</sup> ICE workshops**
- develop a common understanding of the major issues and challenges related to the Themes
- identify areas where more research/action is needed
- suggest joint projects/activities/publications for the next two years
- agree with Group Rapporteur's draft report.

**Friday, 2 July 2004**

*Chair: Mr Wataru Iwamoto, UNESCO*

9:30 am                      Plenary session

*Chair: Ms Sonia Bahri, UNESCO*

Reports from Thematic Groups

11:20 am                      Coffee break

*Chair: Mr Wataru Iwamoto, UNESCO*

11:40 am                      Final session

Ways forward:

- Identification of areas where more research/action is needed
- Identification of collaborative projects for the next two years
- Summary of suggestions made by the Thematic Groups on issues to be debated at the 47<sup>th</sup> ICE workshops
- Next steps

12:30 pm                      Conclusion

**Interagency Consultative Group on Secondary Education Reform and Youth Affairs  
Groupe consultatif interagences sur la réforme de l'enseignement secondaire et  
l'éducation des jeunes**

**UNESCO Headquarters, 30 June – 2 July 2004  
Siège de l'UNESCO, 30 juin – 2 juillet 2004**

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Liste des participants et des observateurs**

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**Interagency Consultative Group on Secondary Education Reform and Youth Affairs**  
**Groupe consultatif inter-agences sur la réforme de l'enseignement secondaire et l'éducation des jeunes**  
 UNESCO Headquarters, Paris, 30 June – 2 July 2004, Room VI

**Facilitation Sheet for Thematic Group (Group 1-2-3)**

- Facilitators to act as time managers and to ensure that the Group meets its goals.
- *Rapporteur* to record the main points of the day's discussion and present an agreed summary to the plenary session on Day 3

**1. What are the main issues raised by the lead presentations?**

- Brief reminder of the main points (5 minutes per paper)
- Discussion of the main issues

**2. Who is doing what about these issues at secondary level ?**

- Sharing and discussion of participants' current and future activities
- Each participant to summarize main points of their work as it relates to the theme

**3. What are the gaps that need to be filled?**

- In terms of research (evidence-based information)
- In terms of Action

**4. How, where and on what can partners work together?**

- Identify fields/areas of collaboration
- Identify realistic collaborative/joint projects/activities

**5. Which issues should be prioritized during the workshop of the 47<sup>th</sup> ICE?**

- Suggestions of the Group for the orientation of the debates during the corresponding workshop(s) of the 47<sup>th</sup> ICE (see below for details)
- List priority topics

ICE Workshop	Interagency Consultative Group
2. Quality of Education and Social Inclusion	Theme 3 Disadvantaged Youth
3. Quality of Education and Competencies for Life	Theme 1 Renewing Learning Contents
4. Quality of Education and the Key Role of Teachers	Theme 2 Changing Roles of Teachers /School Leaders

**6. What are the Thematic Group's main conclusions?**

- Agree on main conclusions and recommendations on this theme, including with respect to funding priorities and resource allocation on each agency/organization
- Be clear on specific audiences for recommendations
- Agree on Group *Rapporteur*'s draft report

**NB: Where appropriate, bear in mind issues such as Gender, Least developed countries and HIV/AIDS**



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**l'éducation des jeunes**  
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**Facilitation Sheet for Thematic Group (Group 4)**

- Facilitator to act as time manager and to ensure that the Group meets its goals.
- *Rapporteur* to record the main points of the day's discussion and present an agreed summary to the plenary session on Day 3

**1. What are the main issues raised by the lead presentations?**

- Brief reminder of main points (5 minutes per paper)
- Discussion of the main issues

**2. Who is doing what about these issues at secondary level ?**

- Sharing and discussion of participants' current and future activities
- Each participant to summarize main points of their work as it relates to the theme.

**3. What are the gaps that need to be filled?**

- In terms of research (evidence-based information)
- In terms of action

**4. How, where and on what can partners work together?**

- Identify fields/areas of collaboration
- Identify realistic collaborative/joint projects/activities

**5. What common strategies could be adopted for recommendation to the 2005 WSIS**

- List priority topics
- Specify stakeholders and their respective roles
- Identify ways of working together

**6. What are the Thematic Group's main conclusions?**

- Agree on main conclusions and recommendations on this theme, including with respect to funding priorities and resource allocation on each agency/organization
- Be clear on specific audiences for recommendations
- Agree on Group *Rapporteur*'s draft report

**NB: Where appropriate, bear in mind issues such as Gender, Least developed countries and HIV/AIDS**