

Young People Speak Out on Quality Education



YOUNG PEOPLE SPEAK OUT ON QUALITY EDUCATION:

Views and proposals of students participating in the
UNESCO Associated Schools Project Network

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This book is dedicated to **Cecilia Braslavsky**, Director of the IBE, who died on 1 June 2005. She was extremely pleased with the great success of the Messages of Youth operation, as well as the involvement of young Africans and Brazilians in the forty-seventh session of the International Conference on Education (September 2004). It was her wish that a splendid publication should mark this occasion. This is it, in homage to an exceptional person who devoted all her life—unfortunately too short—to the improvement of the quality of education everywhere in the world.



Paris/Geneva, 2005



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Foreword

The publication of this booklet, reflecting the aspirations of young people for quality education to meet the needs and priorities of the twenty-first century, is particularly timely. It coincides with the sixtieth anniversary of the founding of the United Nations and UNESCO.

Ever since it was created in 1945, UNESCO has worked both to provide access to education and to improve the quality of education and learning outcomes. The Preamble of the UNESCO Constitution states that 'the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern'. To promote and facilitate these processes, the Organization has centred its attention, over the decades, on reinforcing the humanistic, ethical, cultural and international dimensions of education. Much work on bridging the gap between decision-makers and young people has been accomplished through UNESCO's Associated Schools Project Network (ASPnet).

As one of the six Education for All (EFA) goals agreed at the World Education Forum held in Dakar, Senegal, in April 2000, improving the quality of education is among the priorities of UNESCO. Indeed, UNESCO is engaged in a sustained effort to ensure that the question of quality occupies a high place on the educational agendas of countries and their international partners. During the thirty-second session of its General Conference in October 2003, UNESCO organized a Ministerial Round-Table on the Quality of Education, the communiqué of which states that *'Quality Education requires us to redefine the parameters of education in such a way as to cover certain basic knowledge, values, competencies and behaviours that are*



specifically attuned to globalization but reflect the beauty and richness of our diversity expressed in different forms of belief, spirituality, culture, and language. The challenge is to develop education systems that balance local, national, and global aspirations in the context of our common humanity.'

This debate continued one year later, in Geneva, at the forty-seventh session of the International Conference on Education (ICE), devoted to 'Quality Education for All Young People: Challenges, Trends and Priorities', which was attended by Ministers of Education and other representatives from 137 Member States of UNESCO.

Since the ICE focused on quality education for young people, aged between 12 and 18, it was considered appropriate and timely to ask students themselves what type of education they wanted and needed in order to meet more effectively the challenges facing them both today and in the near future. By drawing on its Associated Schools Project Network, UNESCO was able rapidly to collect the views of hundreds of young people from all parts of the world.

Their messages are strong and clear. They speak out on what concerns them most—mainly on what is happening (or not happening) in the classroom. They share their perceptions of their teachers and what they expect from them. They are keen to enjoy equitable access to information and communication technologies (ICTs). They do not want to be limited to learning in the classroom; they want to go out into their community, learn by doing and develop contacts with the wider world.

I have long been concerned that much of the thinking conducted at the 'macro level' seems not to have reached the 'micro level' of the school and the classroom. Perhaps not enough attention is being given to what actually works, or does not work, in schools today. How much real dialogue goes on between decision-makers at one end of the education spectrum and teachers and students at the other?

This booklet will hopefully serve to stimulate such dialogue so that the true actors of the learning process, the students themselves, can be heard—by decision-makers at different governmental levels; by school principals, teachers and administrators; and by curriculum developers and teacher-trainers.

I sincerely hope that these messages will reach as wide an audience as possible so that the needs, expectations and aspirations of young people everywhere will be fulfilled.

This publication not only presents the views and proposals of young people but also contains a complementary selection of messages from Ministers of Education. It is evident that they have more in common than often meets the eye. Let this publication be used, therefore, as a practical instrument to pursue the much-needed dialogue between young people and those responsible for national education and its development, improvement and relevance.

In the work of promoting this dialogue, I can assure you of UNESCO's interest and support. In particular, the UNESCO Associated Schools Project Network provides us with a precious mirror at grassroots level, along with useful innovations and good practices, to shed light on what really works in the classroom so that we can help to ensure quality education for all.

Koichiro Matsuura
Director-General of UNESCO

Acknowledgements

Special thanks to the UNESCO Associated Schools Project Network (ASPnet) and, in particular, to:

The students who took time to reflect and express themselves, often during the demanding end-of-year period of exams, and to submit their messages in support of quality education for the twenty-first century;

Their principals and teachers who were able to incorporate this initiative, at very short notice, into their lessons;

ASPnet National Co-ordinators and Ministry of Education officials for taking urgent action to obtain and transmit messages from ASPnet schools in their countries;

National Commissions for UNESCO and Permanent Delegations to UNESCO for facilitating and forwarding to UNESCO the messages received.

Introduction

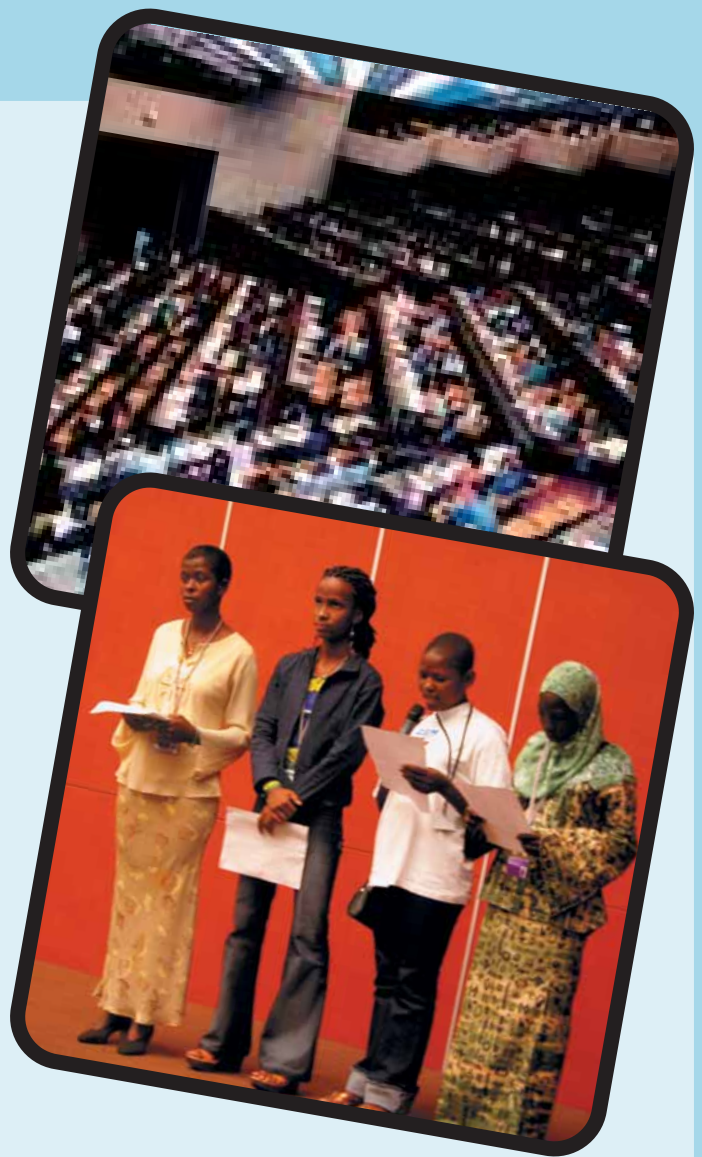
Throughout the decades, the International Conference on Education (ICE) has played an important role in focusing on urgent and priority issues facing education worldwide. The ICE is organized by the UNESCO International Bureau of Education (IBE), Geneva, Switzerland, and attended by Ministers of Education, high officials as well as many intergovernmental and non-governmental organizations representing a broad spectrum of education from the vast majority of UNESCO Member States. Each session serves as a unique forum for intellectual debate and the formulation of practical proposals to enhance the role of education in meeting present and future needs and priorities.

The forty-fourth session of the ICE in 1994 was devoted to education for peace, human rights and democracy, which resulted in a normative Declaration and Integrated Framework of Action. The 1996 session focused on 'The changing role of the teacher'. A few days before 11 September 2001, its forty-sixth session was held on the topic 'Learning to Live Together'. The theme of the forty-seventh session in September 2004 was 'Quality Education for all Young People: Challenges, Trends and Priorities'.

Both access to education and quality education are a fundamental human right (as enounced in Article 26 of the Universal Declaration of Human Rights). Some 114 million children are still deprived of any type of formal education and there are still some 800 million adult illiterates (of whom the majority are women), which explains the urgency of implementing the Education for All (EFA) Framework for Action (2000-2015).

But what about the billions of children and young people already enrolled in school? Is their education relevant and participatory so that they can deal effectively with present and future needs and priorities? Are they acquiring the necessary knowledge base, life skills and competencies, values, attitudes and behaviour to finally 'learn to live together' in peace and non-violence at the outset of this third millennium?

Education must equip present and future generations to tackle the challenges facing the twenty-first century, such as the struggle against poverty and illiteracy, the erosion of identity and values, exclusion, discrimination, violation of human rights, the contamination of our environment, the depletion of natural resources, unbridled consumerism, the digital divide, as well as conflicts,



tensions, insecurity and unprecedented accelerated change at all levels and in all forms.

In spite of many past and on-going reforms, education is still not always keeping abreast of these challenges, which are intrinsically linked to the United Nations Millennium Development Goals (MDGs) and to the four pillars of learning advocated by the UNESCO's International Commission on Education for the Twenty-first Century: learning to know, learning to do, learning to be and learning to live together.

There is thus an urgent need to focus on providing quality education for all in order to enable tomorrow's decision-makers to have a healthy, peaceful and bright future.

But to what extent are the needs and aspirations of the students themselves, the main actors in the learning process, taken into account?

In 2001, the IBE invited Ministers of Education from around the world to send a 'personal message' to the ICE. More than 100 messages were received and the same initiative was taken in 2004 with success. Taking into account the topic of the forty-seventh session, it seemed appropriate to invite at the same time the views of young people themselves.

A YOUNG PEOPLE'S VIEWS AND PROPOSALS FOR QUALITY EDUCATION FOR ALL

In an attempt to consult and receive feedback from students all over the world on their opinions concerning quality education, the Council of the International Bureau of Education asked UNESCO to solicit views and ideas from secondary school students (aged between 12 and 18 years old) participating in UNESCO's Associated Schools Project Network (ASPnet).

Students were invited to reply to the following question '*Quality Education is one of the key goals of Education for All and it is important for the twenty-first century. I believe that my education could be improved in the following way ...*'. Students were asked to keep their messages short, a paragraph comprising a maximum of ten lines, in English, French or Spanish.

A number of National Commissions for UNESCO and ASPnet National Co-ordinators, in all parts of the world, contacted some ASPnet schools and forwarded the young people's messages to the UNESCO Division for the Promotion of Quality Education. From April to June 2004, hundreds of messages were received from girls and boys from over forty countries around the world. Students were also invited to submit drawings and illustrations reflecting their notions and concepts of quality education and some 135 pieces of artwork were received. Special recognition should be given to African students who were the biggest contributors of artwork.

This booklet is the result of their contributions. It consists of a selection of spontaneous views and proposals from young people on '*how they feel their education can be improved*'. It does not pretend to reflect the results of a scientific research-study, which would have required considerable time and resources, as none were available.

The texts are in the students' own words, with little change by the editor. It should be kept in mind that many students replied in a language that was not their language of instruction. Many of the messages were hand-written. The students' opinions are frank and open, often critical but also constructive. It is interesting to observe a consensus about their needs and aspirations for a better education regardless of

whether they come from a rich or poor country, from a highly populated or sparsely populated country, from urban or rural schools. A number of concerns for quality education emerged and the students' messages can be presented under the following areas:

Quality education:

- is important for the twenty-first century;
- requires competent and caring teachers;
- means stimulating and participatory learning;
- implies a relevant and meaningful curriculum;
- needs improved teaching and learning materials;
- requires support from within the school;
- means social inclusion and gender equality;
- requires attractive, safe, inspiring and well-equipped schools;
- must have support from within the community,
- must reflect globalization.

However, it should be kept in mind that there are many linkages between these issues and hence a number of messages are interrelated.

Furthermore, over a two-year period, students, teachers, teacher-trainers and local authorities in Denmark reflected together on the ideal global school for the twenty-first century. A synopsis of their proposals is also presented and it is significant to point out the extent to which they reflect many of the aspirations and proposals voiced by young people from different parts of the world.

A pre-selection of students' messages and illustrations were exhibited at the forty-seventh session of the ICE for the benefit of Ministers of Education and policy-makers. The Conference resulted in a Ministers' "Message and proposed Priorities for action to improve the Quality of Education of all Young People" of which extracts are highlighted in the following Sections and their entire Message is included in **Annex 2**.

A group of young delegates from Africa and Brazil also attended the Conference, and their closing message is presented in **Annex 3**. The recapitulatory list of young people's messages presented in this publication, as well as a list of the artwork included, are to be found in **Annex 4**.



Quality education:
its importance for the 21st century

La qualité de l'éducation :
l'importance de son rôle pour le XXI^e siècle

Educación de calidad:
su importancia para el siglo XXI



"Quality education determines
the quality of the future of the world's peoples"
"De la qualité de l'éducation
dépend celle de l'avenir des peuples du monde"
"La educación de calidad determina
la calidad del porvenir de la población mundial"
David, 16, Ecuador / [Equateur](#) / Ecuador

Christopher, Nigeria



"Quality education is a new mentality where the teacher
transforms the school into a pleasant atmosphere so students can
solve problems they face in life and set priorities"

"La qualité de l'éducation représente une nouvelle mentalité
à travers laquelle l'enseignant assure un climat agréable
permettant aux élèves de résoudre les problèmes auxquels
ils sont confrontés dans leur vie afin de fixer des priorités"

"La educación de calidad implica una nueva mentalidad por la cual
el docente transforma a la escuela en un lugar en donde reina una
atmósfera agradable para el estudiante. Esta nueva mentalidad
insta al estudiante a resolver los problemas que debe enfrentar y
establece prioridades"

Pedro, 16, Portugal / [Portugal](#) / Portugal

"Ensure that no child is left out because of poverty"

"Faites en sorte qu'aucun enfant ne soit exclu à cause de la pauvreté"

"Velar que ningún niño sea excluido debido a la pobreza"

Siti, 17, Malaysia / [Malaisie](#) / Malaysia

A.1

Quality education: its importance for the twenty-first century

Quality education determines the quality of the future of the world's peoples. We cannot enter the future without quality education, without renovating our education system ... Education should be in accordance with the demands of the global society facing us. Academic knowledge should be strengthened with the teaching of human, civic and ethical values.

David Francisco Egas
Yerovi, 16, Ecuador

Education for all is a right each child is entitled to as stated in Principle 7 of the Declaration of the Rights of the Child ... Whoever cannot afford to live in the future is bound to postpone the present and miss the opportunity of living in her/his own time. It seems to me that the priorities of basic and secondary education should be to prepare children and youngsters to become happy and committed citizens.

Bárbara Carvalho, 16, Portugal

YOUNG PEOPLE'S VIEWS

Young people today are very conscious of their needs and the world around them at both local and global levels. Students are aware and concerned about inequalities, disparities, tensions and conflicts, and demand remedial action. They understand the vital importance of education and how it impacts on their present and future lives, careers, livelihood and overall well-being, and how it affects their relations with others. In their reflections and proposals for quality education, young people demonstrate an impressive degree of maturity—they are critical but constructive, ambitious but realistic.

In this third millennium, education becomes an imperative. As a student I want my education to be improved and to give the same opportunities to girls and boys without taking into account their social conditions or their origins. I want an education that is given by committed teachers, competent and conscientious of whom their students are to become, teachers who motivate us to appreciate our country, to hate violence and destructive wars. Teachers who will prepare us to succeed in monitoring sustainable development. In class and laboratories, they should provide us with notions that will enable us to become, in the future, professionals capable of contributing to the real development of our country thanks to the skills acquired at school. This is the type of education that I want.

Souleymane Bah, 18, Guinea

Education, being rated the most important factor that affects a person's life, should be accessible to all students regardless of whether they're rich or poor ... Providing easy, free, and uncontrolled information will enhance our education system ... Avoiding a spoonfeeding style of education, and opting for research and finding the right information ... using modern technologies such as Internet, computers, etc., to cut short the education cycle ... providing enough freedom necessary for creativity and imagination ... integrating school education with real social activities ... A healthy environment free of racism, religious discrimination and full of equal opportunities is the key towards education success in the twenty-first century ... Violence, hatred and misconception of other cultures must be replaced with love and appreciation.

Ali Bassam Jamal Eddine, 14,
United Arab Emirates

TOGO: H.E. Mr Kondi Charles Agba, Minister for Research and Higher Education

Education is not only a human right. It is also and above all the foundation of all the aspects of development in the respect that it contributes to reducing poverty, spurring the economy, promoting health, protecting the environment, acquiring new technologies and scientific knowledge, promoting democratic culture and good governance.

A.1

Quality education: its importance for the twenty-first century

Quality education is when children can feel how their education improves the quality of their lives.
Students, Herzeliya, Israel

SLOVENIA: H.E. Dr Slavko Gaber, Minister of Education, Science and Sport

That is why the four Delors pillars are still the guiding light in the creation of a modern education system. They must all be present, if education is to meet its objectives at the level of the individual and the society. [...] I am convinced that the ASP network of schools, co-ordinated by Ciril Kosmač Primary School in Piran, is at the forefront of the implementation of UNESCO objectives in Slovenia.

Education helps you to accomplish specific phases of life. In order to find a good job, our education has to be good. A good education needs to teach you to be tolerant and respect others ... Education helps us to be better, within ourselves and with others—to understand the others, to understand the world, to solve the world's conflicts.
Nerea Izagirre, 13, Spain

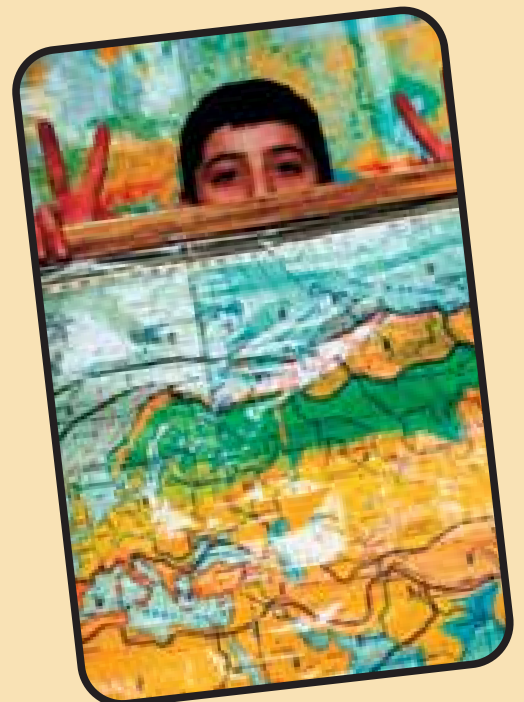
ECUADOR: H.E. Mr Roberto Passailague Baquerizo, Minister of Education and Culture, President of the National Commission for UNESCO

Education is the best tool that people have to face today's great challenges, because it ensures the development of the main and most important resource in the society that is human beings. If we can reach quality education for all, without discrimination, we will thus be able to respond to the competitiveness entailed by globalization, be able to dominate the high-technology required in most productive activities, and build up more fair, more united and peaceful societies, where democracy and ethics are supported.

For my education, I want to be educated in a climate of peace to be able to comprehend. I want to be educated in order to be successful. I want to be educated to go towards my future. I want to be helped to develop my future.
Jaqueline Zi, 14, Ivory Coast

YOUNG PEOPLE'S CONSENSUS

Many students have a holistic view of the type of education they require to meet the goals and priorities of the twenty-first century. In just one line or a paragraph they were often able to sum up the overall importance of quality education for all and the type of education they require to acquire both knowledge and understanding, as well as life competencies. Students are keen to develop the maximum of their potential, their creativity and imagination in order to become responsible citizens of society and of the world at large—a world free of discrimination, hatred and violence. They want: teachers who are stimulating; access to technology and information; and a relevant curriculum.



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

RAYCY'S RECIPE

Basic ingredients:

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

Time required: Endless quality time

Instructions:

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

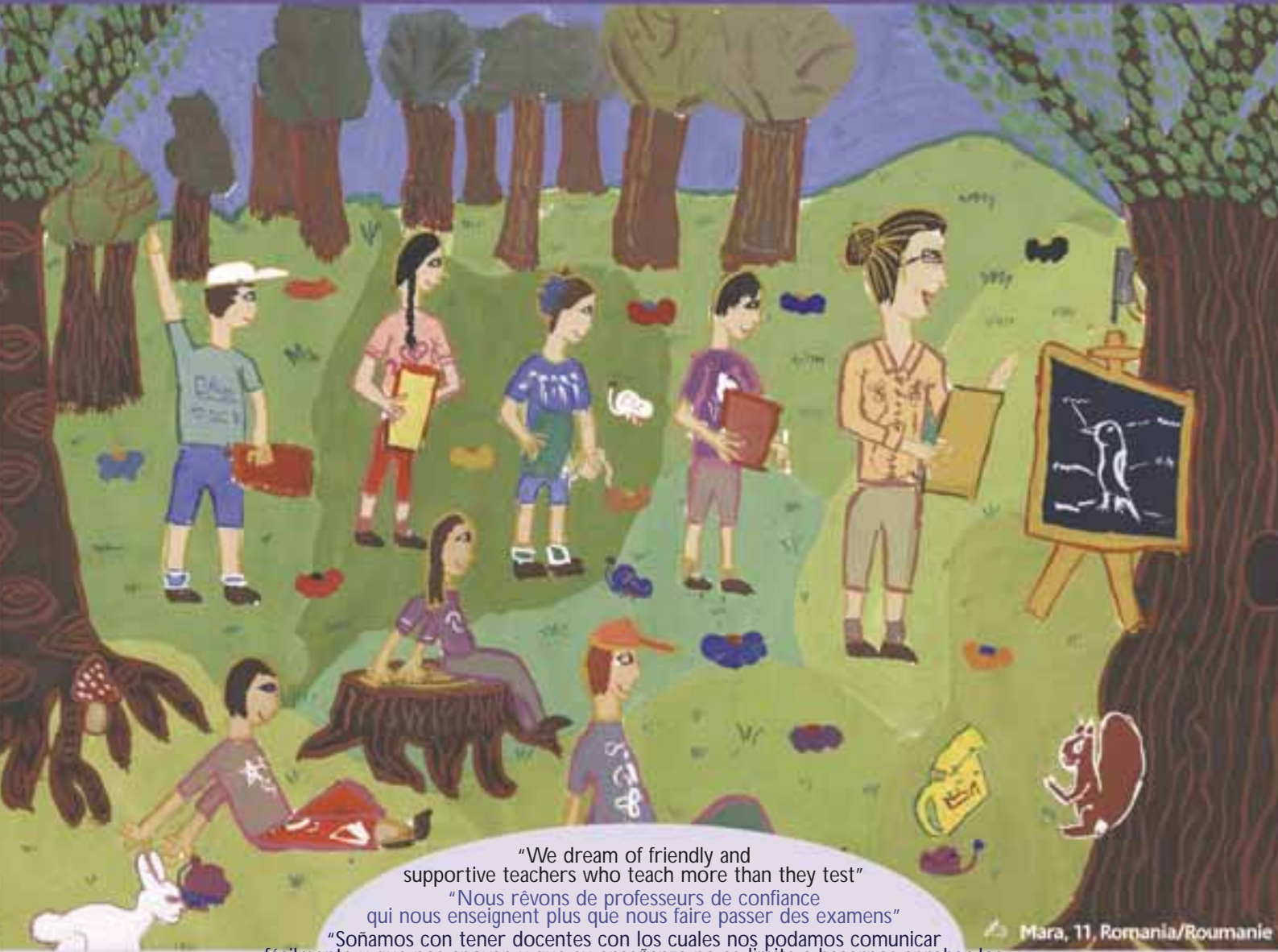
Raycy Rousseau, age 16, Trinidad and Tobago



Quality education: competent and caring teachers

La qualité de l'éducation : des enseignants compétents et attentionnés

Educación de calidad: docentes competentes y dedicados



"We dream of friendly and supportive teachers who teach more than they test"
 "Nous rêvons de professeurs de confiance qui nous enseignent plus que nous faire passer des examens"
 "Soñamos con tener docentes con los cuales nos podamos comunicar fácilmente y que nos apoyen y que su enseñanza no se limite a hacernos aprobar los exámenes"

Mara, 11, Romania/Roumanie

Finland Philippines



Agnes & Maria, 14, Greece / Grèce / Grecia

"The government should give teachers better salaries so that they can concentrate on improving education. Poorly paid teachers will lack the morale to perform well"

"Le gouvernement devrait mieux rémunérer les enseignants afin qu'ils se consacrent plus à l'amélioration de l'éducation. Les enseignants insuffisamment rémunérés n'exerceront plus de manière performante"

"El gobierno debe remunerar mejor a los docentes para que estos no tengan preocupaciones y se puedan concentrar mejor en la mejora de la educación de los niños. Los docentes mal pagados no tendrán incentivos suficientes para rendir correctamente"

Laurel, 12, Uganda / Ouganda / Uganda

"Teachers should encourage logical thinking and not make students remember tons of information which we forget after a couple of days... we don't learn for school or for our teachers, we learn for life"

"Les enseignants devraient nous encourager à penser logiquement au lieu de nous obliger à retenir des tonnes d'information que l'on oublie quelques jours après... nous n'apprenons pas pour l'école ni pour les enseignants, nous apprenons pour la vie"

"Los docentes deben instar a los estudiantes a que apliquen criterios lógicos y no basarse sobre toneladas de informaciones aprendidas de memoria y que olvidamos en un par de días... no tenemos como objetivo aprender para la escuela, o para nuestros docentes, sino aprender para la vida"

Matija, 17, Slovenia / Slovénie / Eslovenia

A.2

Quality education: competent and caring teachers

YOUNG PEOPLE'S VIEWS

Practically all of the messages received here made direct or indirect references to the key role of teachers, not only as essential facilitators and role models in the learning process, but also their contributions towards the overall development and fulfilment of the students.

We believe that our education could be improved through skilled, credible, responsible, effective ... teachers. Teachers are the primary agents of change that affect students in their studies. They are the task managers that we look up to as we turn our dreams into reality. We become more interested in our subjects when our teachers deliver the lessons in an interesting manner and if they can answer our questions clearly. What catches our attention most is their teaching methods ... They really have the biggest role in the growth and development of the students. Our future relies on them.
Maria Mae Quinser C. Vargas, 16, Philippines

A teacher must teach a pupil not only rules, writing, reading but teach us to learn. A teacher must teach us more logical thinking, understanding and apprehension ... Pupils could work more in groups, do practical work. I think that a teacher has to assess not only our knowledge, but our progress too.

Agnes Klevinyte, 14, Lithuania

I believe if everything is clearly discussed in the class then there is no need of a home tutor. And it's the teacher's responsibility to make everyone understand ... In our country there is no importance on talent. There is only importance given to obtaining a certificate. That's why no one is interested to enhance his or her talent. The younger people do not get proper encouragement and facilities to enhance and prove their talents. In our country, as punishment, the teachers beat the students. This should not be done. If someone learns anything by being afraid of the teacher, then it is of no use. The teacher must make students sensible enough so that they themselves understand what is good for them and what is not. Punishment is not needed.
Rosaleena Rafique, Class VIII, Bangladesh

UNITED STATES OF AMERICA: The Honourable Rod Paige, Secretary of Education

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

We want our teachers to be well trained, broadminded and able to reach our souls and detect our needs as individual members of our school community. Developing skills of communication, team work, autonomy, initiative and criticism is vital for people living in the twenty-first century. So, new student-focused methods of teaching and the use of modern technology must be available for all students so that they can build up their knowledge and be the protagonists of their own education.
Agnes Kardakou and Maria Zahariou, 14, Greece

A really good teacher is a rare thing that I only occasionally stumble upon, one with good people skills. Just being knowledgeable isn't good enough; a teacher should be able to hold the class's attention and get them to really learn.

Pascale Prescott, 14, New Zealand

I believe my education could be improved only if I would be able to use my common sense properly. Common sense is practical understanding. ... I think that my teachers should allow me to do more activities to develop my common sense, which will in turn help me to understand and solve problems that I face in my school work.
Kentus Brown, 12, St. Lucia

A.2

Quality education: competent and caring teachers

Nowadays, one of the problems with education is that some teachers do not encourage us to learn for ourselves, but just for marks, which are not important in real life. We should also talk more to each other and make lessons more interesting. Teachers should encourage us to think in a logical way, to have and also express our own opinion about something. We should also do more experiments in order to use our knowledge in practice.
Vesna Birsa, 16, Slovenia

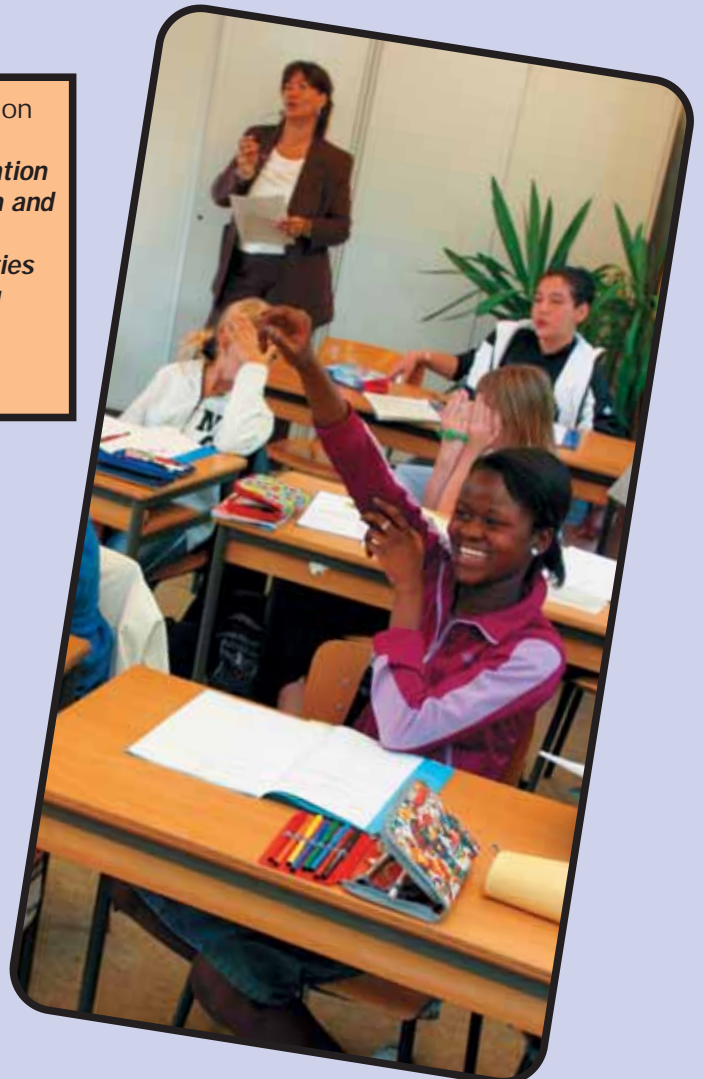
Quality education means having teachers with fresh ideas and positive attitudes to life and to their pupils. The beliefs and feelings of teachers affect the atmosphere of the learning environment. Quality education is when the teachers give all pupils the feeling that they are important and that they can succeed.
Students, Hayovel High School, Herzeliya, Israel

Teachers should also take some time with students who need a little more individual attention; it would really improve the standard of grades in educational institutions.
Kieron Fritz, 16, Trinidad and Tobago

BELIZE: The Honourable Francis Fonseca, Minister of Education
Increasingly evident is the need for a fundamental paradigm shift that will spawn a new generation of critical and independent thinkers and learners capable of assuming responsibility for their own learning. [...] increase the numbers of trained teachers and the quality of training [...] encourage and promote the concept of lifelong learning if societies like Belize are to remain competitive in the face of global competition in the information age.

PAKISTAN: The Honourable Zobaida Jalal, Federal Education Minister
There is little hope of advancing the quality aspects of education unless the teacher revives commitment to his/her profession and is also given a place of honour and recognition in society. Whereas the role of teachers, curricula, textbooks and facilities cannot be overemphasized for a facilitated teaching/learning process, the psychological and behavioural preparation of students for learning and achievement remains a necessary precondition for the success of the educational process.

Quality education is a new mentality where the teacher transforms the school into a pleasant atmosphere for the student. This new mentality stimulates the student to solve the problems she/he has to face in life and sets priorities to build a personality within the cultural life of the community. Students will have a growing desire to learn more and more and participate in class and the community in general. This new approach should be to promote interaction among students and enhance active relationships in society.
Pedro Querioz, 16, Portugal



A.2

Quality education: competent and caring teachers

The relationship between the students and teachers is like the one between parents and students. ... There are so many problems and difficulties in today's life, so students should learn how to face the problems and also how to solve them.

Afsoon Jalali Ara, Iran

The government should give teachers better salaries to ensure that the teachers are comfortable so as to concentrate on improving the education of children. Poorly paid teachers will lack the morale to perform well.

Laurel Baguma, 12, Uganda

Education should not be based on constraints but on dialogue and the exchange of views between students and teachers. ... We propose that students participate in establishing school rules/regulations.

Zeina Abourousse, Sarah Ghamika, Farah Sahyouny, Zeinab Zahr, 16-17, Lebanon

YOUNG PEOPLE'S CONSENSUS

For students, teachers remain the determining factor for quality education. 'No child left behind' does not just mean 'no child left out of school', but also no child ignored in the classroom. Young people place considerable value on well-qualified and caring teachers who pay attention to all students, including the slower learners. Teachers should encourage students to raise questions, ask for explanations when they do not understand and think for themselves. Young people emphasized the need for meaningful and sincere dialogue between them and their teachers.

If educators and teachers showed a real vocation for education and strove to make it a versatile art which would be adapted to each student, provoking in them a real pleasure and interest to learn. In order to make this possible, one has to take into account internal factors (psychological aspects) and external ones (economic) which impact on the education of youth. If society agrees that education is the biggest and most important path to the development of a country.

Pilar Constanza But González, 17, Chile

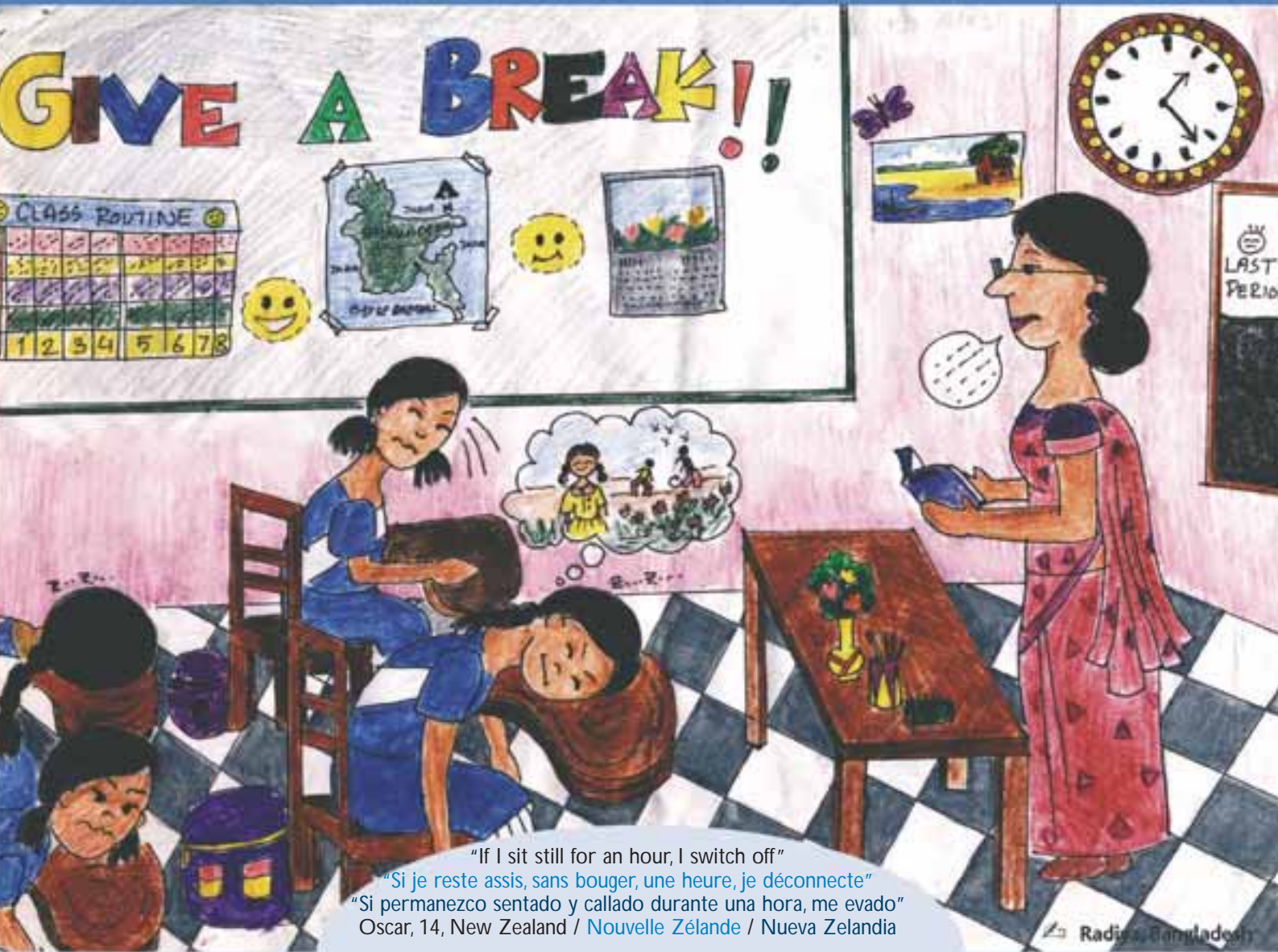




Quality education:
stimulating and participatory learning

La qualité de l'éducation :
un apprentissage stimulant et participatif

Educación de calidad:
aprendizaje alentador y participativo



"If I sit still for an hour, I switch off"
 "Si je reste assis, sans bouger, une heure, je déconnecte"
 "Si permanezco sentado y callado durante una hora, me evado"
 Oscar, 14, New Zealand / Nouvelle Zélande / Nueva Zelandia

Radio Bangladesh

Marta, 18, Lehmann/Bani



"If we had fewer students in each class,
the teacher could help each one individually"
 "S'il y avait moins d'élèves par classe,
le professeur pourrait aider chacun individuellement"
 "Pensamos que las clases deberían tener menos alumnos, lo
que permitiría mejorar la enseñanza, pues en una clase con
menos alumnos el docente podría ayudar a cada estudiante
de manera individual"
 Alba, 17, Albania / Albanie / Albania

Martin, Nigeria



"The problem is that we do not have
the opportunity to practice what we learn"
 "Le problème est que nous n'avons pas l'opportunité
de mettre en pratique ce que nous apprenons"
 "El problema es que no tenemos oportunidades
de aplicar nuestros conocimientos"
 Alba, 17, Albania / Albanie / Albania

A.3

Quality education stimulating and participatory learning

YOUNG PEOPLE'S VIEWS

Students often referred to education as 'stressful' and redundant. Furthermore, quality education for the twenty-first century should not be confined to the classroom nor even to the school. Students want to be on the move and interact more with the community.

Students should be taught with examples: if a teacher is talking about the earth's plates, they should be shown with models. We should also do activities in class. If I sit still for an hour, I switch off. We should do fun activities relating to the subject. Trips can also be a good way of keeping kids interested because we learn by seeing and experiencing. ... Teachers shouldn't overload our brains with useless information, but teach us step-by-step things that will actually matter in the future. In conclusion, schools should be made fun with activities and trips.
Oscar Dolk-Arcus, 14, New Zealand

I believe that theory should be associated with practice. School should be closer to realities of life. Teachers should be more practical than theoretical. Also our schools should be equipped with the necessary material for each subject taught.
Clavera Nkounkou Bikoyi, 16, Congo

Reduce stress among students. The education system in our school is very exam-oriented and therefore we do not really enjoy our studies in school. Teachers and parents tend to pressure students to perform well in academics ... We would like to have a less stressful life so we can enjoy our childhood years of growing up.
Stefen Loo, 14, Malaysia

TRINIDAD AND TOBAGO: The Honourable Hazel Manning, Minister of Education

The ultimate aim is the holistic development of the individual into an adult who is academically sound, possessing the coping skills to deal with life's challenges, and capable of participating fully in the mainstream socio-economic activities of the country. [...] Our education system is designed to provide challenging stimuli to all learners so that they may reach their fullest potential. [...] All secondary schools are being equipped with computer and media laboratories.

We want quality education, we want to forget that there is a word in the dictionary called memorizing; we want practical works so that it is easier for us to understand.
Tasneem Taher, Class VIII, Bangladesh

There are so many problems and difficulties in today's life so students should learn how to face the problems and also how to solve them.
Afsoon Jalali Ara, 16, Iran

Teenagers need understanding and stimulation to believe their ability.
Vita Zalife, 18, Latvia

To make education as a whole fun and exciting.
Girl, 16 years old, South Africa

Education should be fun and productive. The learning environment should be a give-and-take kind of relationship between student and teacher. A friendly environment is important. Variation in means of teaching gets rid of boredom and wins students' attention. Words of encouragement and making students aware of their progress without any pull downs. ... Ability to deal with students of different levels in class. Periodical revision in what has been taught.
Haneen Waleed Al-Amry, 16, Marzoon Ebeid Salem, Marwa Kadry Anwar, Lubna Khaled Ahmed, 17, United Arab Emirates

JAPAN: The Honourable Takeo Kawamura, Minister of Education, Culture, Sports, Science and Technology
If I am to mention the concepts that are at the centre of educational reforms in my country, I should first say that we aim to nurture warm-hearted and vigorous Japanese to pioneer a new era, and we are attempting a major switchover from 'uniformity and passivity' to 'independence and creativity'.

A.3

Quality education stimulating and participatory learning

We must be mentally and physically prepared. Students must be taught about their self-esteem so that they can equip themselves with skills necessary to be successful in life.
Manzona Husselmann, Yolandi Bock, 16, Namibia

I want methods which implicate me and enable me to express myself.
Fatoumata Binta Paraya Bah, 17, Guinea

Quality education is the platform on which communication skills, initiatives, creativity and leadership skills can be built.
Oshinaga Adebeye Wilberforce, 16, Nigeria

CONGO: The Honourable Rosalie Kama-Niamayoua, Minister of Elementary and Secondary Education, In-Charge of Literacy
For us, the improvement of quality education is an imperative. Consequently, our action centres on the learning environment, on the curricula (including new content areas) and on teaching strategies, qualification and motivation of teachers, aptitudes and motivation of students.

The schools and the teachers here in Albania are very tough, and we do learn a lot. The problem is that we do not have the opportunity to practice what we learn. I think that we need more practice classes so that we can understand better what we have learned and the importance of that. Another thing that I want to add is that we should not be asked by the teachers to talk about the lessons in front of the class. That is not the right way to understand if we have studied the lessons. But the teachers should start a conversation with the class about the lesson. In this way the students will be able to give their own examples and if there is something that the student does not understand, then the teacher will explain that. We, the students, should not consider teachers like monsters, but like friends. That is the right way to improve our education.
Stefani Alba, 17, Albania

Developing life skills to help learners cope with day-to-day stressful situations and building confidence in technological advancement to easily get information from the Internet and develop globally knowledge of human rights so that they are not abused.
... The school must be in a multicultural society and moral education should be introduced.
Girl, aged 15, South Africa

Quality education is for students to get more interested in things, more involved in them, to have projects that they can get excited about, to be stimulated to find things out on their own; it means helping young people to discover what is within themselves; when it is understood that many children require longer to reach a certain level and that exam results show only one dimension of learning; should encourage tolerance and diversity and challenge prejudice; child-centred and not school-centred; not only facts and knowledge but also preparation for life; when children realize their responsibility to other human beings and fulfil their potential.
Student Hayovel, Israel

Since our school is an ASPnet school, I have the privilege of becoming involved in many scientific and environmental activities which have made me very aware of my surroundings. Not everyone has something this excellent; in fact, most do not. But all deserve one.
Tishanna Caines, 12, Trinidad and Tobago

I think that something could be done about the relationship between students. For example group exercises and team homework, like character and family description, role-playing in front of the class and work-in-pairs essays should be given more and more often. In that way students will have the opportunity to know each other better and to learn to help one another, instead of standing in each others way. The final thing which is on my mind, is that teachers should be more dedicated to doing their job too. They should help out students who are not doing so well with their studies by spending some quality time with them and showing them a way of reducing their mistakes. Those actions will improve the relations between teachers and students for sure.
Victor Stoev, 17, Bulgaria

A.3

Quality education stimulating and participatory learning

My education could be improved in the lecture, discussion, demonstration and giving less homework. Games should be incorporated in such a way that the students are learning while having fun.

Fergie Ann Panganiban, 15, Philippines

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

Migle Smitaite, 15, Lithuania

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

Kim Bin-Na, 17, Republic of Korea

I believe that my education could improve by learning how to use a computer. The computer is a multimedia device. I can both read and listen to information on it. If I had a computer and Internet services at my school my schoolwork would be easier and more interesting. The Internet has lots of information to enhance my knowledge, build my vocabulary and help me with my projects and assignments. I believe by learning to use a computer, I will be smarter than I am now.

Martin Alexander, 12, St. Lucia

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

Students from Hayovel High School, Herzeliya, Israel



A.3

Quality education stimulating and participatory learning

Educational excellence means that everyday we are taught to be better, making us into good men and women who will soon be active participants in social life and in this way equipped to exercise human rights and fulfil our duties as citizens.

Educational excellence is not only reaping academic success, but also to focus on preparing people to achieve sporting and cultural success, since these provide an integrated and lifelong foundation for young people who hope to find happiness.

Educational excellence is not a Utopia, but is more a challenge that we must experience day-by-day in this tormented world, a world in which we must lead a pleasant life, but at the same time we would like it to be a scenario in which each can give future generations something to inherit.

As mentioned before, I believe that educational excellence not only concerns the knowledge taught, but the formation of citizens with a dignified attitude who will discover their opportunities and their happiness in life.

Alejandro Caiza Villagómez,
Ecuador

Quality education implies new teaching activities:

- teaching for autonomy: each pupil should acquire a certain self-sufficiency that will be useful in becoming a future responsible citizen;
- teaching for identity: this will enable us to discover that we cannot act as we feel; each person must assume responsibility for their own actions and limit their selfishness or 'shātrā';
- teaching for leadership: in other words, to encourage group work through involvement in educational projects.

Our teaching cannot continue to be repetitive without reflecting reality. We would like very much that knowledge is replaced with applied and actual know-how. This means that teaching should not be restricted to the classroom; the school should be open to society. Furthermore, we would like very much to have intercultural clubs to allow us to discover other cultures so as to be open to others. This idea of introducing tolerance will continue to unite humanity and spread peace.

Michèle El Gharib, Hanna Hajjar, Lebanon

By making our classroom
learning fun through
games.

Loh Cheng How, 16,
Malaysia

YOUNG PEOPLE'S CONSENSUS

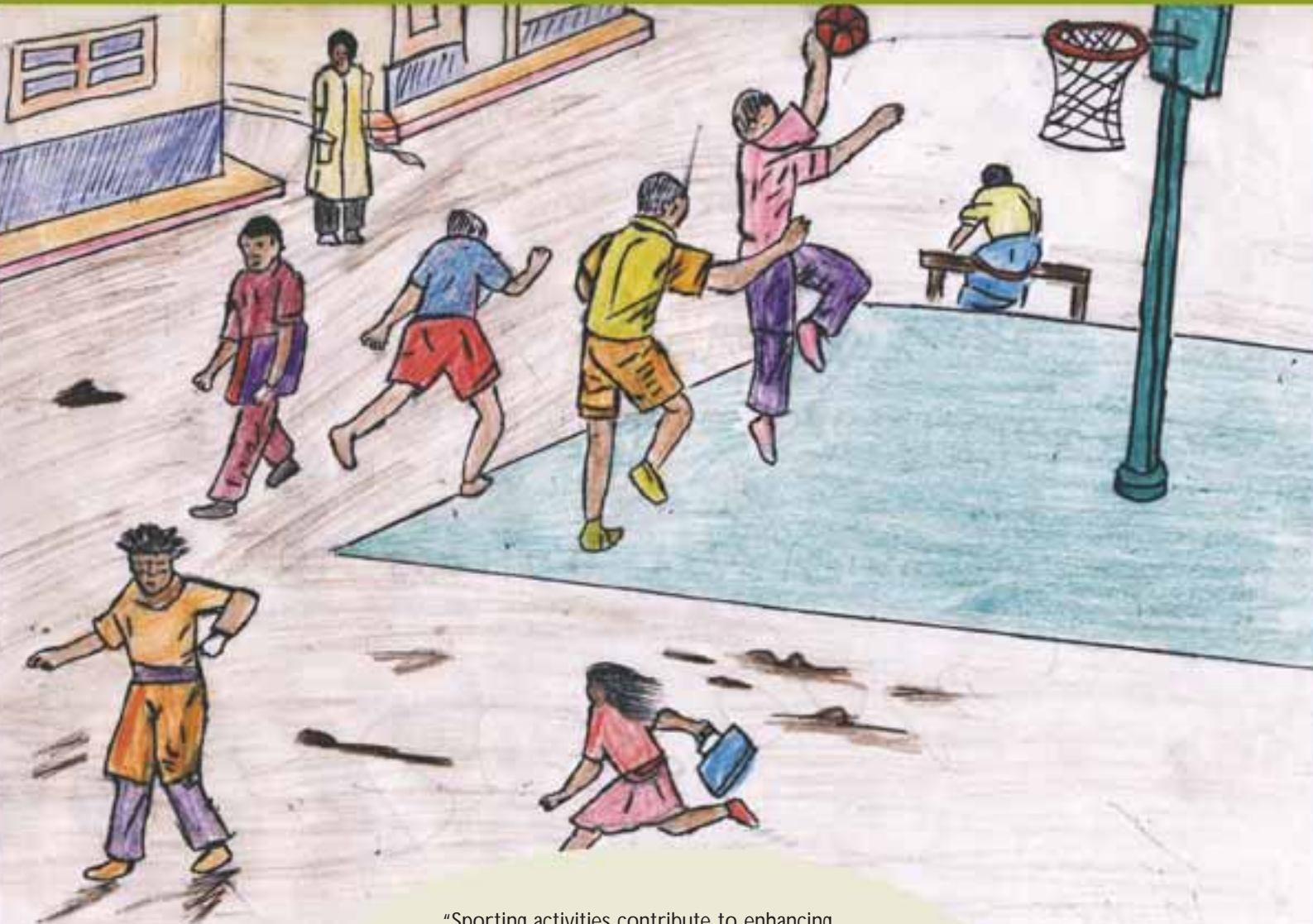
Much attention has been paid in recent decades to developing innovative and creative approaches to learning. Yet according to students, they do not seem to be its benefactors. Their learning is still often mainly based on theory, memorization and cramming for exams. Students want 'learning by doing' and the acquisition of life-skills that can equip them for life, such as information gathering, problem-solving, developing their creative and communication skills. They are keen to work/study together in groups and teams with other students, which stimulates learning and nurtures better relations among students. There was a strong consensus that learning should be interesting, even adventurous and enjoyable (the word 'fun' was often used). Students request group work, team projects, role-play, visits and excursions. The majority call for more computers and Internet connections so that they can find their own information, have access to more knowledge and information sources. They ask for their imagination to be sparked and challenged. They need to develop more self-esteem and self-confidence.



Quality education: a relevant and meaningful curriculum

La qualité de l'éducation : un curriculum pertinent et qui a du sens

Educación de calidad: un plan de estudios pertinente y bien fundado



"Sporting activities contribute to enhancing my education, ...build stamina and determination, which is necessary for studying for long hours and achieving goals"

"Les activités sportives contribuent à améliorer mon éducation... développent ma résistance et ma détermination, ce qui est nécessaire pour pouvoir étudier pendant de longues heures et pour atteindre mes objectifs"

"Las actividades deportivas deben contribuir a mejorar mi educación creando la resistencia y la determinación necesarias para largas horas de estudio y para alcanzar mis objetivos"

Chantelle, 16, Trinidad and Tobago / Trinité-et-Tobago / Trinidad y Tobago

Olessongo, 13, Congo



"It is difficult for students to influence world crises, but simple forming our own opinions will have some effect on events when we become adults"

"Il est difficile pour des élèves d'influer sur les crises mondiales, par contre se forger ses propres opinions peut avoir un effet sur les événements quand nous serons des adultes"

"Es difícil que los estudiantes puedan influir en las crisis mundiales, pero por el simple hecho de formar nuestras opiniones personales podremos influir sobre los acontecimientos una vez que seamos adultos"

Milai, 16, Japan / Japon / Japón

"Quality education should provide relevant basic skills for life and knowledge in health, nutrition, HIV/AIDS prevention and education for peace and tolerance"

"La qualité de l'éducation devrait assurer l'acquisition des compétences de base pour la vie et une connaissance en matière de santé, de nutrition, de prévention du sida et d'éducation pour la paix et la tolérance"

"La educación de calidad debe capacitar de manera básica y pertinente para la vida y brindar conocimientos sanitarios, relativos a la nutrición y a la prevención del VIH/SIDA y educar para la paz y la tolerancia"

Students, Hayovel High School, Herzeliya, Israel / Israël / Israel

A.4

Quality education: a relevant and meaningful curriculum

If it allowed us to better reveal our skills, which sometimes remain hidden for years. We think that education for the twenty-first century should seek, alongside academic success, excellence in different artistic fields. This would enable those children who are able to choose a discipline or even a career in which they could succeed. It is possible that the least gifted pupils could perhaps become painters, sculptors, musicians or sportsmen.
The students from class ED,
13, Lebanon

We only study to satisfy our parents, so there may be moral problems. I think before having a good grade to enter the university, young people should study more moral education.
Kim Sang Woo, 14, Republic of Korea

Different languages should be taught in primary schools. If we start at an early age we would be at an advantage by the time we go to secondary schools.
M. Haynes, St. Lucia

A wider range of foreign languages selection will enable one to study and work in any part of the world, hence establish a worldwide exchange of ideals.
Janice Ngugi Riungu, 16, Kenya

YOUNG PEOPLE'S VIEWS

Students expressed concern that their education was not related enough to real life and for preparing them for what lies ahead of them.

It would be best for us to learn a few obligatory subjects and a lot of optional subjects, which could be chosen by the students. Everybody could find something interesting for themselves. It is much easier for a student to learn and then graduate in a subject which is his or her passion.

Malgorzata Tylka, 17, Poland

We are in Andorra and we don't have any Andorran specific subject, we should have one.
Carolina Martinho Perez, 15, Andorra

Another aspect we think could help to improve our education is to have more variety of optional subjects, such as astrology, psychology.

F. Clua, Andrea Garcia, 16, Andorra

BARBADOS: The Honourable Reginald Farley, Minister of Education, Youth Affairs and Sport

... infusion of values into the curriculum through the use of the creative arts. The integration of technology into the curriculum is a major feature of the revised curricula. [...] re-training of teachers at all levels.

I speak English because this is how I am taught at school, but my parents mostly speak 'Patois' at home to me. All my neighbours and friends also speak 'Patois' so I learn it quickly. Therefore, I believe my education could improve if I'm allowed to speak and to write 'Patois' in school. I have problems in writing some words, with verbs and subject agreement. I sometimes substitute some English words in 'Patois' when I write and I also have problems in spelling some words. If I were taught in 'Patois' then all these problems would be avoided.
Shavel Brim, 12, St Lucia

The school should contrive such activities in which students can uncover their hidden talents and should hold certain competitions through which different kinds of information can be transferred. ... Course books should be more interesting and there should be a variety of topics in the syllabus. Equal emphasis should be laid on all languages, including Urdu.
Junaid bin Masood, 14, Pakistan

BULGARIA: The Honourable Igor Damianov, Minister of Education and Science

... to develop his or her individuality and creative talents and to find their adequate realization. [...] Priority development of early language learning and information technologies.

A.4

Quality education: a relevant and meaningful curriculum

LEBANON: Samir El Jisr, Minister of Basic Education and Higher Education

... to construct training content adapted to the needs of young people and to the local and global labour market, content that devotes a primary importance to ICTs in general education and to vocational and technical education, which is considered as an essential element strengthening human productivity. [...] to introduce a viable system to evaluate what the children have learned in relation to basic competences that facilitate exchanges and competitiveness, and encourage the inclusion of educated young people in the countries of the South as well as in those of the North. [...] in our policy to improve quality, to place particular emphasis on young people in difficulties and to the marginalized, or those living in conflict or post-conflict zones, both at the level of the formal and non-formal education systems.

Sporting activities should be organized in every school because 'all work and no play make Jack a dull boy'.

Temidara Tomisin, 15, Nigeria

Quality education should teach relevant ... basic skills for life and knowledge in health, nutrition, HIV/AIDS prevention and education for peace and tolerance.

Students, Herzeliya, Israel

Sporting activities would contribute to the enhancement of my education in that it would build stamina and determination, which would be necessary for studying for long hours and achieving goals.

Chantelle Fritz, 16, Trinidad and Tobago

SOUTH AFRICA: The Honourable Mohamed Enver Surty, Deputy Minister of Education

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

Knowledge of foreign languages is necessary today. It makes your outlook wider. That's why I think that we have to learn three or even four foreign languages. It has always been a sign of high culture and erudition.

Valeria Reva, 12, Ukraine

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

Artur Pasikowski, 16, Poland

YOUNG PEOPLE'S CONSENSUS

Emphasis remains on the academic subjects and little attention is given to the arts and to artistic education. Students want more options in the curriculum so that they can have a broader choice of subjects to choose from. Critical issues facing them such as HIV/AIDS, nutrition, etc., should be included in the curriculum. Students are particularly aware of the vital necessity of language learning for the twenty-first century. Firstly, the need was pointed out to be able to study in one's mother-tongue and then to learn other languages early—and as many as possible. Values education, i.e. peace, mutual respect and tolerance, should be reinforced across the curriculum. It seems that physical education and sports also have a dwindling place in secondary school education and such a tendency should urgently be addressed and reversed.



Quality education: improved teaching and learning materials

La qualité de l'éducation :
améliorer le matériel didactique

Educación de calidad:
mejorar los materiales para la enseñanza y el aprendizaje



"Textbooks must be written
in an enjoyable and simple way"
"Les manuels scolaires devraient être conçus
d'une manière agréable et compréhensive"
"Se deben redactar los manuales de manera agradable y simple"
Ziyoda, 16, Uzbekistan / Ouzbékistan / Uzbekistán

ASPnet Student/
Elève du réseau, Egypt/Egypte

"I want schools to have libraries, laboratories and computer labs
so that we can benefit more from the advantages of globalization and universal culture"
"Je voudrais que les écoles soient dotées de bibliothèques, de laboratoires et de centres informatiques
pour nous faire bénéficier des avantages de la mondialisation et de la culture universelle"
"Quiero escuelas equipadas con bibliotecas, laboratorios y salas de informática
para que podamos aprovechar mejor las ventajas de la mundialización y de la cultura universal"
Souleymane, 18, Herzeliya, Republic of Guinea / République de Guinée / República de Guinea



"The 21st Century will be the century of modern technology... its day-by-day development will have an effect on our education as we have to be more professional than ever before"
"Le XXI^e siècle sera le siècle de la technologie moderne... son développement jour après jour aura un effet sur notre éducation puisqu'il faut qu'on soit encore plus professionnel que jamais"
"El siglo XXI será el siglo de la tecnología moderna... el desarrollo tecnológico diario tendrá un efecto en nuestra educación, porque tendremos que ser más profesionales que nunca"
Sofia, Pakistan / Pakistan / Pakistán

A.5

Quality education: improved teaching and learning materials

YOUNG PEOPLE'S VIEWS

Today's generation is the 'digital generation' and their many messages asking for access and for their share of information and communication technologies (ICTs) were loud and clear. In fact one of the biggest revolutions occurring in the classroom today in many parts of the world and very much acclaimed by students is the introduction of ICTs—both the hardware (computers, Internet access) and the software (CD-ROMS, compact disks, DVDs) gradually replacing textbooks, which students feel are often difficult to understand, not interesting, unattractive and expensive.

We believe that it would be useful to reorganize the presentation of textbooks whereby one starts with less complicated lessons and ends with the most complicated ones. ... We suggest that subjects be redesigned so that the student has a full understanding of the subject, instead of a collection of facts.
School class of boys and girls,
12 years old, Lebanon

Textbooks must be written in an enjoyable and simple way ... Equipment for study must be adequate ... Our creativity and practicability must be improved by contests, reports, games and experiments ... Lessons must be pleasant and enjoyable. Students must be encouraged by making lessons more interesting.
Ziyoda Mirkhanova, 16,
Uzbekistan

Our schools need up-to-date equipment in all the science labs, but what really concerns us most are the computer rooms. We would like IT to become part of all the education system and for different curricula to become up-dated on the basis of new communication technologies.
Lorina Lako, 16, Albania

IRAN (Islamic Republic of): The Honourable Morteza Haji,
Minister of Education

Application of new information and communication technologies are gradually developing in education and learning systems of our country. The phenomenon makes the students to be more interested in schooling, since the technology is rapidly expanding in the country and the number of users is increasingly growing.

Using the Internet has many advantages, like helping us to learn other languages and getting information. Also, computer software benefits not only visual learners, with its bright colours and interesting screens, but also audio learners because of the music and verbal cues given during the lessons.
Jung-Eun Lee, 16, Republic of Korea

Providing a better source of 'fresh' information; for example Internet connection, should be common for each school; and students should be able to search and find the information they need fast and effectively.
George Momchilov, 17,
Bulgaria

The use of modern technology in teaching techniques (audio and visual) avoids redundancy and the routine type of teaching that relies on the lecture system. This makes complicated material more comprehensible. Using also the map system that shows the main components of a lesson through a flow chart makes students hold the main lines of a subject. A system that also provides opportunity for the lesson to be dealt with not just for one time but to be discussed periodically for more sinking in. Field trips related to curriculum are also very educational.

Bayan Zuheir, Rahaf Nabil, Ala Thabit, Nour Khalid, 17, United Arab Emirates

MALAYSIA: The Honourable Dato' Hishamuddin Bin Tun Hussein,
Minister of Education

To facilitate this, I shall continuously uphold the right of all students to new knowledge and experiences. This represents the underlying reason for equipping all urban and rural schools with ICT facilities—so that all students have access to ICT literacy and develop skills to seek for information through technology.

A.5

Quality education: improved teaching and learning materials

I would like a school where we use computers instead of carrying big bags of books and pens.
Olga Naisa, 11, Uganda

Surfing the net for information.
Omar Mahmoud Ibrahim, 15, Egypt

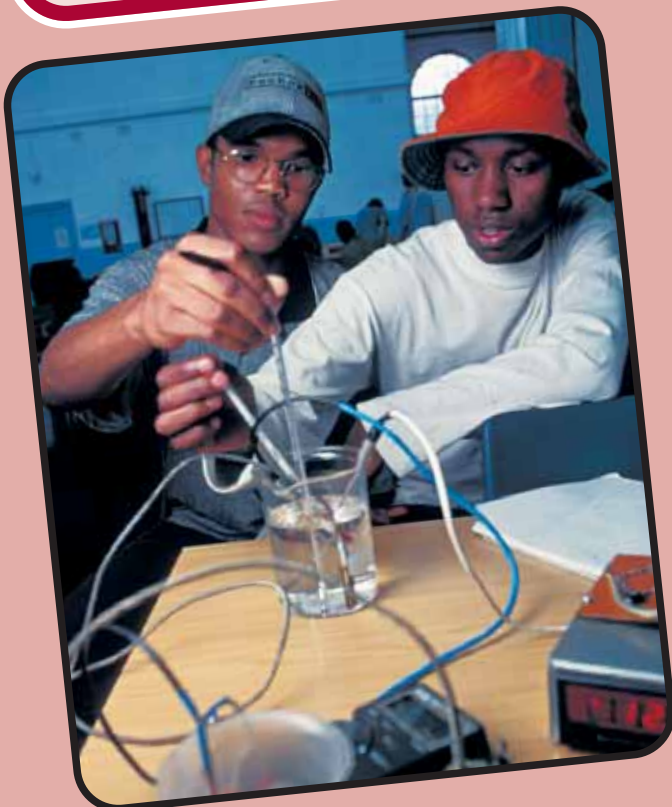
Provide better equipped libraries in schools.
Baki Gabo Vincent, 18, Ivory Coast

The education of a child in the twenty-first century depends on several factors, among which computers take pride of place. The media too play a major role. The computer should be available to all children. This leads us to state the motto 'computers for all in the twenty-first century'. In the same way, we think that classes could take place outside the school, in museums or in the workplace. ... What should also have a major place in our education is sport. All schools in the twenty-first century should have well-equipped sports halls and fields.
The students in the 7th grade,
13, Roumanie

I want all children in Venezuela to have an equal education and an Internet connection and not only a pencil and notebook in their hands, that is what I want for the twenty-first century.
Revilla Albimar, 12, Venezuela

Exposure to high technologies of learning with computers will help us grow intellectually since computers offer worldwide information, unlike books which are bound to differ. ... Easing congestion in public schools will ensure a good ratio of teachers to students.
Elizabeth Gakii Ntonjira, 17, Kenya

All schools should have libraries staffed with a librarian so that when we need a book we can obtain it and we can devote to it at home the attention it deserves. ... so that boys and girls do not watch so much television where programmes intended for us are not educational and teach us nothing except vulgar words, which means that pupils waste their time and do not do their work.
Solano Jonathan Portilla Ramirez, 13, Chile



YOUNG PEOPLE'S CONSENSUS

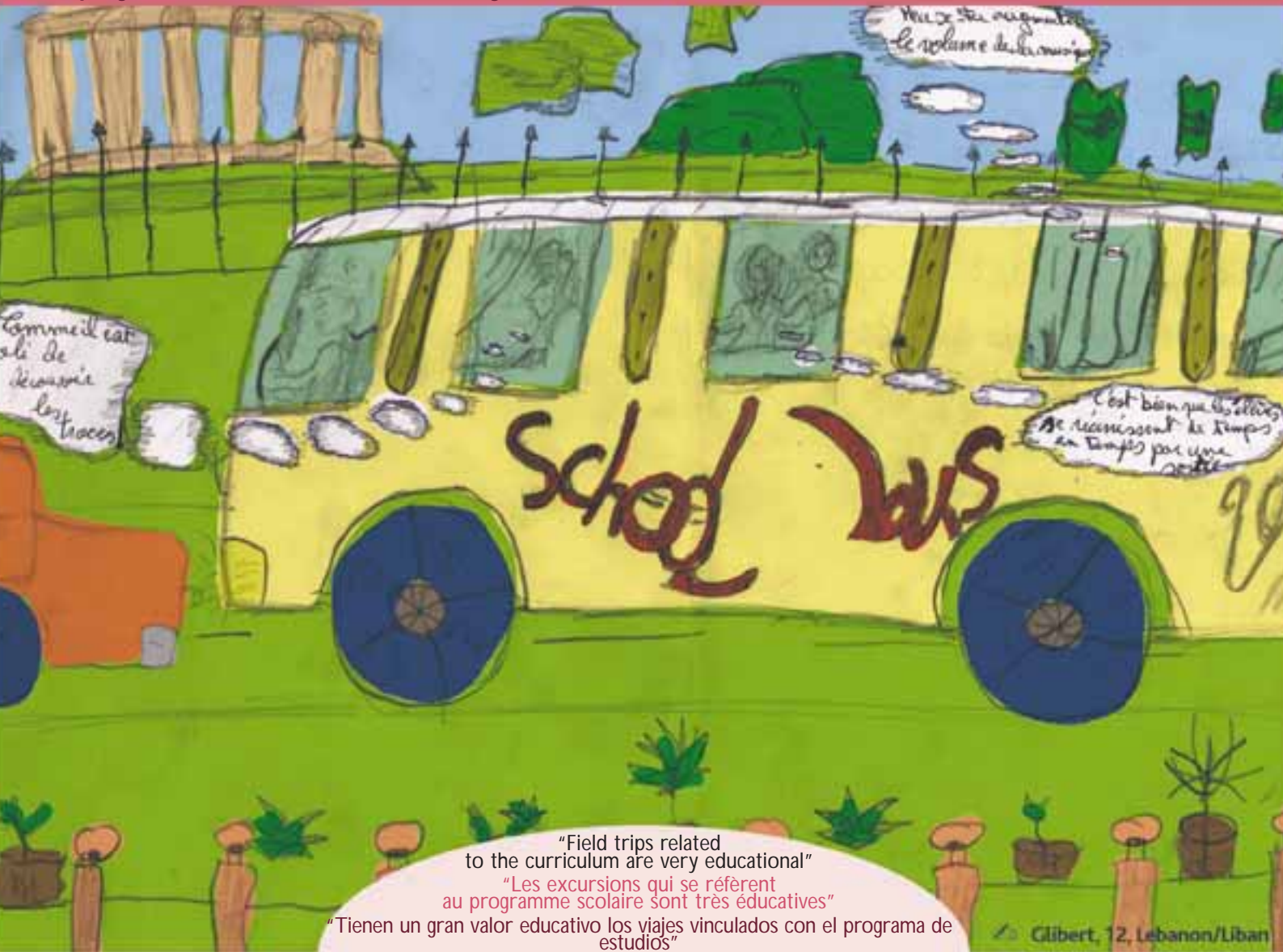
The number one agreed-upon dimension of education by students worldwide for the twenty-first century is definitely access and effective use of ICTs. No matter where they come from—rich or poor countries—whether they are young (12 years old) or older (18) they are aware of the vast array of opportunities which ICTs provide, particularly in seeking and finding information, in acquiring important research skills and benefiting from new, attractive and stimulating educational resource material for subjects across the curriculum. Deprived of such technology and resources, they feel that their learning capacity is impaired and their futures compromised. Students were quite critical of current textbooks and asked that they be simplified, be more didactic and attractive. It might seem to be a paradox to some extent but in spite of the ICT era, libraries and documentation centres still seem to be in some demand.



Quality education: support from inside and outside the school

La qualité de l'éducation : un soutien à l'intérieur et à l'extérieur de l'école

La educación de calidad: apoyo en el medio escolar y fuera de éste



"Field trips related to the curriculum are very educational"
 "Les excursions qui se réfèrent au programme scolaire sont très éducatives"
 "Tienen un gran valor educativo los viajes vinculados con el programa de estudios"
 Bayan, Rahaf, Ala, Nour, 17,
 United Arab Emirates / Emirats arabes unis / Emiratos Árabes Unidos

"Parents and teachers should meet regularly to discuss educational issues"
 "Les parents et les enseignants devraient se rencontrer régulièrement pour discuter des questions pédagogiques"
 "Los padres y los docentes deberían reunirse regularmente para debatir cuestiones educativas"
 Paulus, 16, Namibia / Namibie / Namibia

"School psychologists must be appointed and work at solving students' learning and behavioural problems"
 "Des psychologues scolaires devraient être nommés pour aider les élèves à résoudre leurs problèmes d'apprentissage et de comportement"
 "Se deberán contratar sicólogos escolares para que estos encaren su trabajo con el fin de resolver los problemas de aprendizaje y de comportamiento de los estudiantes"
 Doriyana, 17, Bulgaria / Bulgarie / Bulgaria



"At home girls and boys should not watch so much television because the programmes are not educational, they do not teach anything, only vulgar words. Students waste their time and do not do their homework"
 "A la maison les filles et les garçons ne devraient pas trop regarder la télévision car les programmes ne sont pas éducatifs, ils n'enseignent rien, uniquement des mots vulgaires. Les élèves perdent leur temps et ne font pas leurs devoirs"
 "Los niños y las niñas no deben mirar tanta televisión en sus casas, porque los programas no son en lo más mínimo educativos, no enseñan nada, sólo palabras vulgares y en consecuencia los estudiantes pierden su tiempo y no hacen sus deberes"
 Jairo, 13, Chile / Chili / Chile

A.6

Quality education: support from within the school

YOUNG PEOPLE'S VIEWS

Students are concerned about the organization of the life of the school and its overall climate i.e. relations between students and teachers, between parents and teachers, etc. Since they spend so much time at school they want a voice in how the school is run. Young people feel that the school should provide many more services and support to students to enable them not only to cope better with their studies but with their lives and the challenges that confront them.

BELARUS: The Honourable Alexandr M. Radkov, Minister of Education

The social and psychological support of the educational process has improved with the introduction of professional social workers.

Guidance and counselling should be emphasized to educate the youth on the effects of drug abuse, pre-marital sex and other issues. It would make me a responsible citizen who cares for human life, natural resources and cultural heritage. Quality education should help me socially, economically, culturally, politically, spiritually/morally and physically.
Judith Matata, Kenya

Getting help from volunteers/friends—this way the help for backward pupils would become more acceptable, not a kind of torment anymore. Pupils that help can repeat and consolidate the knowledge and at the same time feel happy to have a chance to help somebody.
Maša Dravec, Petra Hlačar, 14, 15, Slovenia

To create a varied partnership between all those involved in the school; to liberate and democratize thinking; to strengthen intelligence through ICTs; to democratize the entire organization of the school; to bring teaching materials up to date; to achieve work that is well done through encouragement and non-violence; to form working groups; to be open and tolerant so as to teach better; to create solidarity between schools. These are the challenges, trends and priorities for a school of quality.
Caleb Tanoy, Côte d'Ivoire

The school as an institution has to provide for the students' right to work in a mentally healthy environment. ... School psychologists must be appointed and work for solving students' learning and behavioural problems.
Doriyana Karakasheva, 17, Bulgaria

REPUBLIC OF KOREA: The Honourable Ahn Byung-Young, Minister of Education and Human Resources Development
The ministry strives to forge extra-curricular activities for enrichment education service in the public sector.

Parents and teachers should meet regularly to discuss educational issues.
Paulus Nghifikwa, 16, Namibia

Corporal punishment should be abolished in schools, and more civilized forms of punishment should be adopted.
Holloway Basturde, 15, Nigeria

A school should not only stress studies but also arrange other activities, which are outside the regular course of studies which are good for health, and also provide rest to the mind and fitness to the body. Fitness is necessary for having quality education and is good as well for later life.
Jehanzeb Alam, 16, Pakistan

FRANCE: François Fillon, Minister of National Education, Higher Education and Research

The school [...] remains the backbone of the future. [...] Learn to live together, for we are not born as a citizen: we become it. These 'democratic competences' are made up of values, knowledge and behaviour. At the school, they are acquired through a broad civic education from the kindergarten to graduation; through the participation of pupils in the life of the school, by their responsible involvement in educational and group projects.

Rules at school should be decided and determined by an equal collaboration between the teaching staff, parents and the board of students. School must assume the organization of many activities out of school hours.
Armela Hoxha, 17, Albania

A.6

Quality education: support from within the school

Crowded classrooms are a problem. Decreasing about half of the number of pupils would contribute to effective work of pupils and teachers ... and contribute to improving teaching conditions in school.

David Sypniewski, 17, Poland

I have found it very stressful to make subject choices—which will ultimately affect my future—without information and help. I take my future education and career very seriously, but I don't know what choices will restrict me. So far, not one person has talked to me about career paths or what restrictions there are to get into university, yet I am expected to make subject choices. So why not give career information to juniors as well as to seniors?

**Pascale Prescott, 14,
New Zealand**

Some people say that students have an easy life, but this isn't true because we have to study a lot. ... We think that classes should have less students so that they could improve their knowledge. With less pupils in each class the teacher could help each student, individually.

**Sara Arciscado, Mireia Sanchez,
Nerea Otero, 17, 16, 16,
Andorra**

Guidance and counseling should be emphasized.

**Judith Matata, 17,
Kenya**

In my opinion, making the classes last 90 minutes wasn't a very good idea because students get very tired and at the end of the lesson we can hardly hear a thing that the teacher is saying. So the lesson should only last 50 minutes again. ... The dates of our tests are very near to each other, and they should be more separated, so we can have more time to study for each test. In my opinion, our study books are still very expensive and some students can't afford them; study books should be cheaper. Finally, I'd like to point out that study trips should be added to our schoolwork, since that could improve our everyday life. Study trips would make us learn new things in a different way and enjoy it more. All schools should have a room for socializing, where students could spend some time with each other and provide shelter when it's raining outside. Schools should also have more extra-curricular activities and sports groups.

Mafalda Ferreira, 17, Portugal

YOUNG PEOPLE'S CONSENSUS

Students want to be involved in applying democratic principles at school and in decision-making. Many students in a class and long class periods are not conducive to interactive learning and require structural changes. In view of important career choices, the stress factor and social demands and phenomena, schools should provide counselling and psychologists. Students want more extra-curricular activities and a fuller involvement of parents. Corporal punishment still exists at school in some places and has to be abolished.





Young People Speak Out on Quality Education

Secondary school students participating in the UNESCO Associated Schools Project Network (ASPnet)* were invited to share their views on quality education for the 21st century. Over 1,000 messages were received from young people in all parts of the world. Their opinions are frank and spontaneous, often critical but also constructive. Some of the most representative texts and images have been selected for this exhibition. They reflect a consensus among young people concerning their needs and priorities for a better education whether they come from rich or poor countries, from urban or rural schools.

The young people have expressed themselves, from the head and from the heart. It is now up to the world's educators and decision-makers to transform their aspirations into renewed quality education thereby enabling young people to better meet the vital current and future challenges at local and global levels.

*ASPnet is a UNESCO international network comprising some 7,600 schools in 175 countries engaged in promoting quality education in practice.

Les jeunes plaident en faveur d'une éducation de qualité

Des élèves des écoles secondaires appartenant au réseau du Système des Ecoles associées de l'UNESCO (réSEAU)* ont été invités à partager leurs visions sur la qualité de l'éducation pour le XXI^e siècle. Plus de 1 000 messages ont été reçus des jeunes du monde entier. Leurs opinions sont franches et spontanées, souvent critiques mais aussi constructives. Les textes et les images les plus représentatifs ont été sélectionnés pour cette exposition. Ils reflètent un consensus auprès des jeunes du monde concernant leurs besoins et leurs priorités pour une meilleure éducation sans distinction de leur pays d'origine, pays riche ou pauvre, en provenance d'écoles urbaines ou rurales.

Les jeunes se sont exprimés eux-mêmes, avec la tête et le cœur. C'est maintenant aux éducateurs du monde et décideurs de transformer leurs aspirations en une éducation de qualité renouvelée, permettant aux jeunes de mieux affronter les défis vitaux d'aujourd'hui et de demain qui se présentent aux niveaux local et global.

*Le réSEAU de l'UNESCO est un réseau international de 7 600 écoles dans 175 pays engagées à promouvoir la pratique de la qualité de l'éducation.

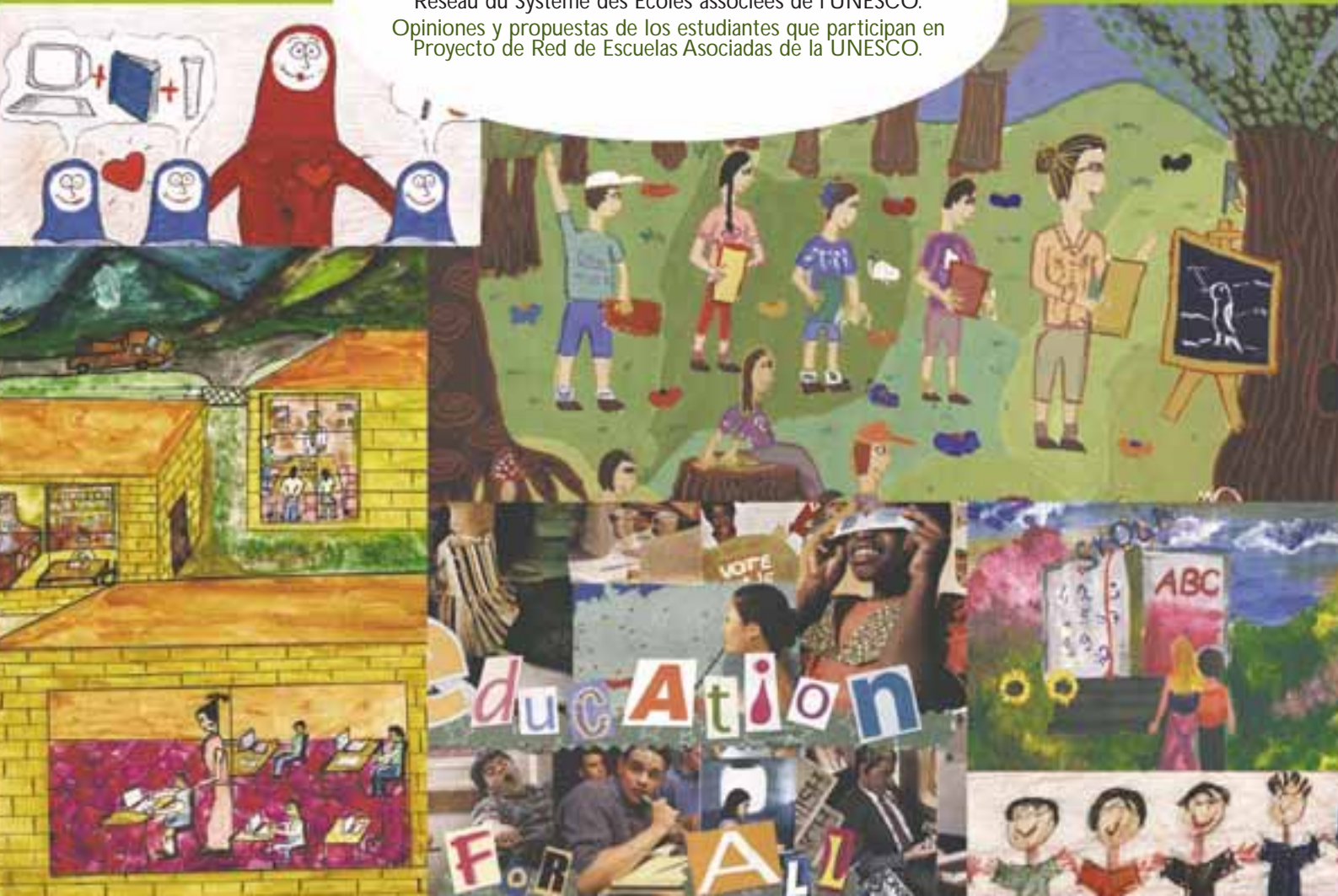
Los jóvenes se manifiestan sobre la educación de calidad

Se invitó a los jóvenes que participan en el Proyecto de Red de Escuelas Asociadas de la UNESCO, (RedPea) a que compartan sus puntos de vista sobre la educación de calidad en el siglo XXI. Se recibieron más de mil mensajes provenientes de jóvenes de todos los rincones del mundo. Sus opiniones son francas y espontáneas, a menudo críticas, pero siempre constructivas. Para esta exposición hemos seleccionado los textos e imágenes más representativas. Estos recogen las opiniones más generalizadas entre los jóvenes en lo que atañe a sus necesidades y prioridades de recibir una mejor educación, tanto si son alumnos de países ricos o pobres, de centros de enseñanza rurales o urbanos.

Los jóvenes se han manifestado, tanto de un punto de vista racional como emotivo. Ahora es el turno a los docentes y encargados de adoptar las decisiones en el ámbito mundial de transformar sus aspiraciones en una educación de calidad renovada para que los jóvenes puedan afrontar mejor los actuales desafíos vitales a nivel local y mundial.

*La red de la UNESCO es una red internacional que comprende 7.600 escuelas en 175 países comprometidas en la promoción de una educación de calidad.

Views and proposals of students participating in the UNESCO Associated Schools Project Network.
Points de vue et propositions d'élèves participant au Réseau du Système des Écoles associées de l'UNESCO.
Opiniones y propuestas de los estudiantes que participan en Proyecto de Red de Escuelas Asociadas de la UNESCO.



A.7

Quality education: social inclusion and gender equality

A policy to enrol all girls in schools ... The safety of girls at school and society should be guaranteed.

Rongenia Lepadassaa, 12, Kenya

Scholarships and educational grants should also be employed as a reward for excellence. All these will serve as an incentive for hard work, a challenge to deep research and a better education.

**Nnenna Obinwanne
Nkemsinachi, 15, Nigeria**

Grants available to all pupils and suitable salaries for teachers.

Gadegbeku, 15, Togo

YOUNG PEOPLE'S VIEWS

Although all of the young people who transmitted messages study at school, they are aware of the millions who are not as fortunate as themselves in having access to basic education or who are unable to pursue their studies. Education is a basic human right and young people feel that this right has to be guaranteed for all children and adolescents. Special attention was drawn to the plight of girls and the need to ensure equality for all.

It is quality education which is one of the main priority objectives of education for all, which will give the next generation the means to struggle against poverty and overcome sicknesses. And it is thanks to education that girls and boys will be on equal footing in the future; in terms of their security, their health, their protection and their power.

Stessy Mpassy, 17, Congo

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

Siti Fatima Bt. Ramli, 17, Malaysia

The government should introduce universal secondary education to ensure that all children have a chance to stay in school. Many children have dropped out of school after Primary Seven because the fees for higher education are not affordable, especially by people in rural areas, the majority of whom are unemployed.

Katirima Allan, 12, Uganda

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

Ali Bassam Jamal Eddine, 14, United Arab Emirates

KENYA: The Honourable George Saitoti, Minister for Education, Science and Technology

We are [...] in the process of creating an enabling environment that will improve access, retention and completion of girls in education. The government is also encouraging gender-friendly learning environments in schools and targeted bursaries for girls' education at the secondary school level. Equity will also be achieved by targeting the disadvantaged and vulnerable groups and children in arid and semi-arid lands.

ROMANIA: The Honourable Alexandru Athanasiu, Minister of Education and Research

We should note an important interministerial programme that has been introduced to combat the marginalization and social and vocational exclusion of young people. This programme contains a number of concrete measures intended to complete basic education and to provide young people with a real opportunity for social and vocational integration.

In the morning, when we go to school, we see children on the streets. In the evening, we see the same children. Their families have financial problems, but it's not the children's fault. How can we others learn with peace of mind while these children cannot? When will all the world's children be able to receive a good education? When will all children be able to learn in peace? We await the answers of the grown-ups. Give children a chance !!
Children in Class 8, aged 14, Romania

A.7

Quality education: social inclusion and gender equality

More places should be offered, especially in our local public universities where students from the lower-income family are able to further their studies. In addition, the quality of education should be upgraded in line with development so as to prepare us with the relevant skills to face the working environment later on.
Kunalan a/I Rajoo, 17,
Malaysia

Like the rays of sun when they pierce through the dark and dense clouds and reach the earth to enlighten the life of human beings, education also pierces through the clouds of illiteracy and ignorance and brightens the brains of the people and enables them to excel in all walks of life.
Kanza Noor Hashmi, Class
Seven, Pakistan

Quality should not be sacrificed for quantity and care should be taken to set up programmes that take into account the need to train men and women to become useful members in the economic, political, social and cultural life of their country. Such programmes should integrate the specific needs of girls in order to help them catch up with men in assuming political and economic responsibilities.
Aminata Amayed Sy, 15,
Senegal

BRAZIL: The Honourable Tarso Genro, Ministry of Education
... only 9% of all Brazilians reach university.

Firstly, all must have access to education regardless of economic restrictions. Education will not only transmit theoretical knowledge, but also prepare youngsters to live together with others by means of personal skills, such as persistence, empathy, solidarity, communication skills, which facilitate a satisfactory relationship with others and a fulfilling existence. Education is to prepare the individual for a profession, but above all to form a responsible citizen, imaginative enough to contribute to sustainability with peace, respect for nature and human rights values.
Mariana Carvalho, 16, Portugal

I want my education to be based on the principle that we are all equal and that we all have the same rights. I want to be educated. The school is our home and I want it to be nice.
Larraitz Gonzales, 13, Spain

I think that our education system would be much better if there were a university for all in our city; this is because there are many students who are unable to travel to other cities and we are losing excellent students, so we should request the payment of fees, grants and stipends for them.
Cristian Alexis Cortés Rodríguez,
12, Colegio Fray Jorge, Chile

I would like all pupils to go as far as possible with their studies so that they can carry out a vocation that suits them. They must therefore be helped, particularly those from low-income homes, by giving them study grants.
Chadia, 18, France

Mr President:
Today many students of my age cannot study, for they are working on the streets earning enough money to live on. They need your help for they are after all Venezuelans.
Orianny Sánchez, 12, Venezuela

YOUNG PEOPLE'S CONSENSUS

Students are aware of the dire consequences of not having access to basic education and they are extremely sensitive to the situation of street children. They demand that governments and decision-makers take urgent action to provide access to education for all accordingly. Furthermore, they strongly feel that access to both secondary and higher education are equally important and more scholarships have to be offered to bright students in need to further their education. More attention should also be given to opening institutions of higher learning in cities and towns where they do not yet exist.



Quality education:
attractive, safe, inspiring and well-equipped schools

La qualité de l'éducation :
des écoles attrayantes, sûres, motivantes et bien équipées

Educación de calidad:
una escuela atractiva, segura, estimulante y bien equipada



"Books, desks, even computers
are getting old. They need to be refreshed"

"Les livres, les pupitres, même les ordinateurs vieillissent.
Ils ont besoin d'être remplacés"

"Los libros, los pupitres, hasta los ordenadores están envejeciendo.
Deben ser renovados"

Students / élèves, Iran / Iran / Irán

Catalim, Romania/Roumanie

"The safety of girls at school and in society should be guaranteed"

"La sécurité des filles à l'école et dans la société doit être garantie"

Se debe garantizar la seguridad de las niñas en la escuela y en la sociedad"

Rongenia, 12, Kenya / Kenya / Kenia

"If our bells were less aggressive - if we had different kinds of music to relax
us before we entered the next class... if, in winter we had a big room where
we could go instead of having to go outdoors to prevent us from getting cold
or becoming sick"

"Si nos sonneries étaient moins agressives, si nous avions plusieurs sortes de
musique pour nous détendre avant d'entrer au cours suivant... si, en hiver on
pouvait avoir une grande salle au lieu d'aller dehors, on éviterait d'avoir froid et
d'être malade"

"Si nuestras campanas fuesen menos agresivas... si tuviésemos diferentes tipos
de música para relajarnos antes de emprender el próximo curso... si en
invierno tuviésemos una gran sala en donde pudiésemos ir en lugar de salir al
intemperie, lo que impediría que pasásemos frío y que nos enferamáramos"

Marion, 13, France / France / Francia



A.8

Quality education: an attractive, safe, inspiring and well-equipped school

*To have available to me a library and computers ...
To make available to pupils buses for their transport and to ensure that the pupils travel safely.*
Amadou Samba, 18,
Togo

If our school could have a computer room this could help us in our research.
Félicitée Gomis, 15,
Senegal

By expelling students who like to bully others in their school.
Talha Ali, 13, Pakistan

In spite of government efforts, there are schools that look like prisons.
Kyvelie Anastassiadi, 14,
Greece

LITHUANIA: The Honourable Algirdas Monkevicius, Minister of Education and Science
Education must provide for the growth of whole and healthy personalities, for clarity of individual and national identity, for the underpinning of tolerance and guarantees of equal rights, for the nurturing of basic competencies, information technology and management skills, civic maturity and a host of other things. [...] We have renovated and computerized schools and provided them with a variety of modern teaching aids, as well as school buses for student transport.

YOUNG PEOPLE'S VIEWS

Students are sensitive to their physical learning environment and to its moral climate. Even in well-resourced countries, students complain about dreary school buildings and outdated infrastructures. Appeals were made for more and better equipment of all kinds from science laboratories to sports grounds, from computer centres to music rooms.

Books, desks, chalkboards, even computers are getting old. They need to be refreshed. Where are the technological and updated schools? Today, schools are considered as factories that produce doctors and engineers. Where are our artists, philosophers and humanity experts to tell us how we can improve our perception?
Class Shahid Mahdavi
Educational Complex High School,
Tehran, Iran

In order to improve our education the environment plays an important role. In spite of the government efforts, there are schools that look like prisons, with dark rooms and no green areas. I would like my school to have laboratories, which would give us an opportunity to experiment to learn our lessons more easily. Also a big library with video and computer rooms (with access to the net) would be very useful.
Kyvelie Anastassiadi, 14, Greece

UGANDA: The Honourable Geraldine Namirembe Bitamazire, Minister of State for Primary Education
There has been an expansion and improvement of school facilities as well as more financial support to poorer schools and students. We have increased minimum class-size and rationalized teacher workload and also introduced double-shifts to enable more children acquire an education.

Sometimes—almost every time—to experience things is better than simply to learn them, therefore special studios should be installed in every school. ... Since study at the university is completely different from the education received in high schools, there should be some kind of collaboration between the two levels. And one more thing is important. There are students for whom learning represents a real problem. Brainstorming on different subjects should be organized to help with their school-work.
Katlin Barwitz, 17, Hungary

If our bells were less aggressive—if we had different kinds of music to relax us before we entered the next class. ... If, in winter, we had a big room where we could go, instead of having to go outdoors, to prevent us from getting cold or becoming sick.
Marion Brunin, 13, France

To make better-equipped libraries available to us in schools. Also, to make school buses available to us because we are faced with many problems; for instance, constant lateness due to the distance we have to travel and the interminable rain.
Vincent Babi Gabo, 18, Côte d'Ivoire

A.8

Quality education: an attractive, safe, inspiring and well-equipped school

My school should be the one where everyone would like to study. Everything there would be interesting; there would be no place for boredom, because we would be attracted by unknown things, mysteries and wish to search for answers and solutions. ... Boring lessons where the teacher is narrating and we are listening and re-pasting what we hear, should be substituted by interesting and goal-oriented practices. We do not need 'dry' academic teaching—why do we need to study something that we can find on the Internet? Education should be oriented to teaching us how to gather information that has been already accumulated by humanity. Teachers should help us to find our way in a constant stream of information and should teach us only those things that are necessary for us in our lives. The computer becomes the main mediator between pupils and knowledge in twenty-first century. It should be available to every pupil in every classroom and should become the main tool of teaching.

**Migle Smitaite, 15,
Lithuania**

I think that our education could be better if someone were at home to help us. All the parents work and come home late and do not even speak to us, we ask them for help but they reply that they are tired ... another issue is to attend school without fear of delinquency. Sometimes, because of fear, one does not go to school and stays at home because of what is happening in the classrooms.

Fernando Andres Regodeves Leyva, 13, Chile

GUINEA: The Honourable Galéma Guilavogui, Minister of Pre-University Education and Civic Education

The quality education that we have in mind for all of our children should be provided while paying particular attention to the means by which it is provided (improving the status of teachers; constructing and equipping school infrastructures; providing teaching materials; teacher training).



YOUNG PEOPLE'S CONSENSUS

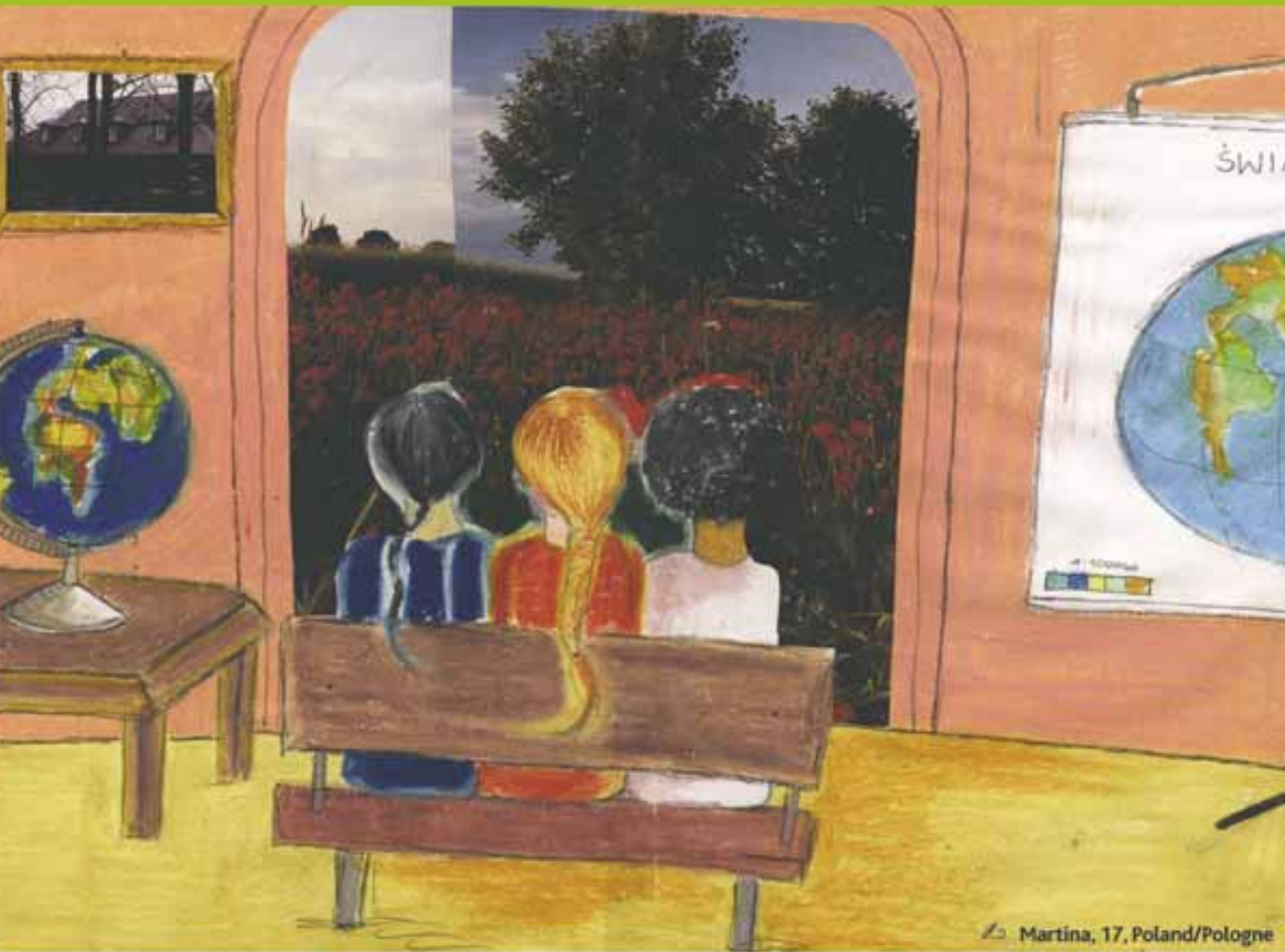
It seems that there is still much to be accomplished in providing students with pleasant and attractive schools, classrooms and grounds. Even in industrialized countries, there is much room for improvement. As for countries with few resources, many basic facilities like books, libraries, sports fields, etc., are still lacking. Once again, much attention was drawn to the need to have schools well equipped with ICTs. The climate of the school is another important feature for young people—it should be safe and free of bullying, corporal punishment and violence. The lack of transportation was often mentioned particularly school buses to enable students to arrive safely and on time to school.



I believe that
my education could be improved, if:

Je crois que
mon éducation pourrait être améliorée :

Creo que
se podría mejorar mi educación si:



↳ Martina, 17, Poland/Pologne

- 1- I changed my attitude, was more interested in learning
- 2- There were more practical activities used in the lessons, various methods
- 3- Conditions at home were better
- 4- We had more learning materials we could use in the lessons
- 5- Computers were cheaper
- 6- Our library and video library were richer
- 7- I improved my knowledge of foreign languages in additional classes
- 8- There were fewer students in a class
- 9- Teachers organized their lessons in a more interesting way
- 10- Teachers were more tutorial
- 11- There were more tutors
- 12- There were educational trips abroad, international student exchanges
- 13- The number of lessons were smaller
- 14- I had nice classmates
- 15- We could get a glass of cow's milk a day to improve our brain's work

- 1- Si je changeais mon comportement, je m'intéresserais davantage à l'apprentissage
- 2- S'il y avait plus d'activités pratiques dans les cours et plusieurs méthodes d'enseignement
- 3- Si les conditions à la maison étaient meilleures
- 4- Si on avait plus de matériel pédagogique pendant nos cours
- 5- Si les ordinateurs étaient moins chers
- 6- Si notre bibliothèque et vidéothèque étaient plus fournies
- 7- Si j'améliorais ma connaissance en langues étrangères dans d'autres cours
- 8- S'il y avait moins d'élèves en classe
- 9- Si les professeurs organisaient leurs leçons de manière plus intéressante
- 10- Si les enseignants s'occupaient plus de nous
- 11- S'il y avait plus de précepteurs
- 12- S'il y avait plus de voyages éducatifs à l'étranger, des échanges d'élèves avec l'étranger
- 13- S'il y avait moins de cours
- 14- Si j'avais de meilleurs camarades
- 15- Si on pouvait avoir un verre de lait quotidiennement pour améliorer nos performances

- 1- Cambio mi actitud y me intereso más en aprender
- 2- En las lecciones se aplicasen más métodos prácticos y fuesen más variados
- 3- Las condiciones en mi hogar fuesen mejores
- 4- Tuviésemos más materiales pedagógicos que pudiésemos aplicar durante las lecciones
- 5- Los ordenadores fuesen más baratos
- 6- Nuestra biblioteca estuviese mejor equipada y tuviésemos más videos.
- 7- Mejoráramos nuestro conocimiento de las lenguas extranjeras a través de clases suplementarias
- 8- Hubiese menos alumnos en nuestras clases
- 9- Los docentes organizaran lecciones más interesantes
- 10- Los docentes nos dedicaran más tiempo individual
- 11- Hubiese más clases individuales
- 12- Se organizaran más viajes educativos al extranjero y más intercambios estudiantiles internacionales
- 13- El número de cursos fuese inferior
- 14- Tuviere mejores compañeros de clase.
- 15- Pudiésemos tomar un vaso diario de leche vacuna para mejorar nuestro funcionamiento cerebral

A.9

Quality education: support from the community

Parents and teachers should also meet regularly to discuss educational issues.

Paulus Nghifikwa, 16,
Namibia

I would like our school to form a club where we can talk about different facts in life, like the deadly diseases in our country, for example HIV/AIDS. I would like our school to form a club that will help people suffering from AIDS and the orphans whose parents died of AIDS.

Anita Nimusiima, 11, Uganda

Inspiring the pupils more by offering them interesting opportunities at the end of their studies and setting up a sound system of rewards by giving prizes to the best pupils...

Soukeyna Fatma Diene, 16,
Senegal

Quality education can also be provided by frequently asking students about their areas of interest, to make education an interesting part of their lives and by introducing and promoting extra-curricular activities for the students.

Sharon Saba, 13, Pakistan

YOUNG PEOPLE'S VIEWS

Students envisage their learning and education in a wider perspective and transcending the school. They look to home and community for support.

I must be well educated at home in order that I can improve at school. My parents have to understand this so that they devote time to me to speak about what will happen to me in the future ... Getting along with adults: they should let us say what we think, even if they do not agree with what we say. They must listen to us and understand us...

Gérard Coulibaly, 18, Mali

All parents should take care of their children and encourage and help them. Parents could talk more with their children about drugs, life, etc. All people could be more kind to people who are different from them (to respect each other).

Tjaša Bigec, 13, Slovenia

CHILE: The Honourable Sergio Bitar, Ministro de Educación de Chile *Through a forceful public policy called "Chile Solidario", aimed at native families, a new State "ad hoc" subsidy will be awarded to schools that enrol young people coming from such families. [...]* Also, a recent law (2003) prohibits discrimination towards pregnant students, establishing that adolescent mothers are guaranteed full rights and can continue their studies; anybody who excludes them will be punished.

Parents needs to pay more attention to the student's work, especially the adolescents.

Ajala Rafiat, 16,
Nigeria

Education is at the root of society; education is the most urgent necessity for us people living in a developing country; education is the remedy for problems resulting from prevailing corruption.

Jimmy Darío Rodríguez Villamar,
Ecuador



A.9

Quality education: support from the community

The twenty-first century will no doubt be the century of modern technology. This will only be possible if education is brought up to a level where technologically conversant professionals are available in every walk of life. In this way, the day-by-day development in the field of technology will have an effect on our education as we have to be more professional in every day life than ever before.

Sofia Mehmood, Class 7, Pakistan

At home, girls and boys should not watch so much television because the programmes are not at all educational; they do not teach anything, only vulgar words; hence students waste their time and do not do their homework. In all schools we need libraries and when we need a book we should be able to bring it home and keep it for as long as we need to.

Jairo Humberto Valenzuela Galleguillos, 13, Chile

Teachers from different countries could teach their language and countries' traditions (perhaps in exchange programmes). So I could become better informed about different nationalities, get to know foreign languages better, etc.

Kristaps Strēlis, 17, Latvia

CANADA: The Honourable Andrew Thomson, Minister of Learning and for Information Technologies, Province of Saskatchewan

In Canada, as elsewhere in the world, the objective is to offer learning opportunities and education of sufficient quality to guarantee the well-being and the success of all our citizens. [...] links between the schools and the communities, the transition to the world of work [...] social cohesion, building peace and education in the service of sustainable development [...] community centres that provide social, health, recreational, cultural and legal aimed at families. [...] SchoolPLUS [...] satisfying the unique needs of disadvantaged children.

NAMIBIA: The Honourable John Mutorwa, Minister of Basic Education, Sport and Culture

In our efforts to prevent HIV and AIDS and mitigate its effects on our young people, to decentralize educational services to communities, enhance community involvement, eradicate illiteracy especially among our rural population, and take advantage of the new technologies, we need to remember that it is not only what happens in the classroom that has an impact on young people's achievements, but also whether they are part of a learning society [...] We need to invest in open and distance learning systems, from which many others in society will also benefit. If we want learning to be relevant to people's interests and to contribute to national development, then we must invest in libraries and information systems so that research at many levels is possible.

Teachers should accept that a profound change is required and should be ready to provide an education that emphasizes individual, personal and lifelong learning, curiosity, creativity, innovation, thinking, a critical capacity, teamwork, personal growth and human well-being in solidarity and service.

Yenireth Rosimar Peña Hernández, Venezuela

Endeavour to develop personal discipline
Demonstrate a living ethic
Use resources efficiently
Cherish our spirit
Assert our own responsibility
Take charge of our lives
Invite pupils to evaluate their own efficiency
Open approaches in the search for solutions
Now give meaning to learning
FORM@SID Team, 17, Romania

YOUNG PEOPLE'S CONSENSUS

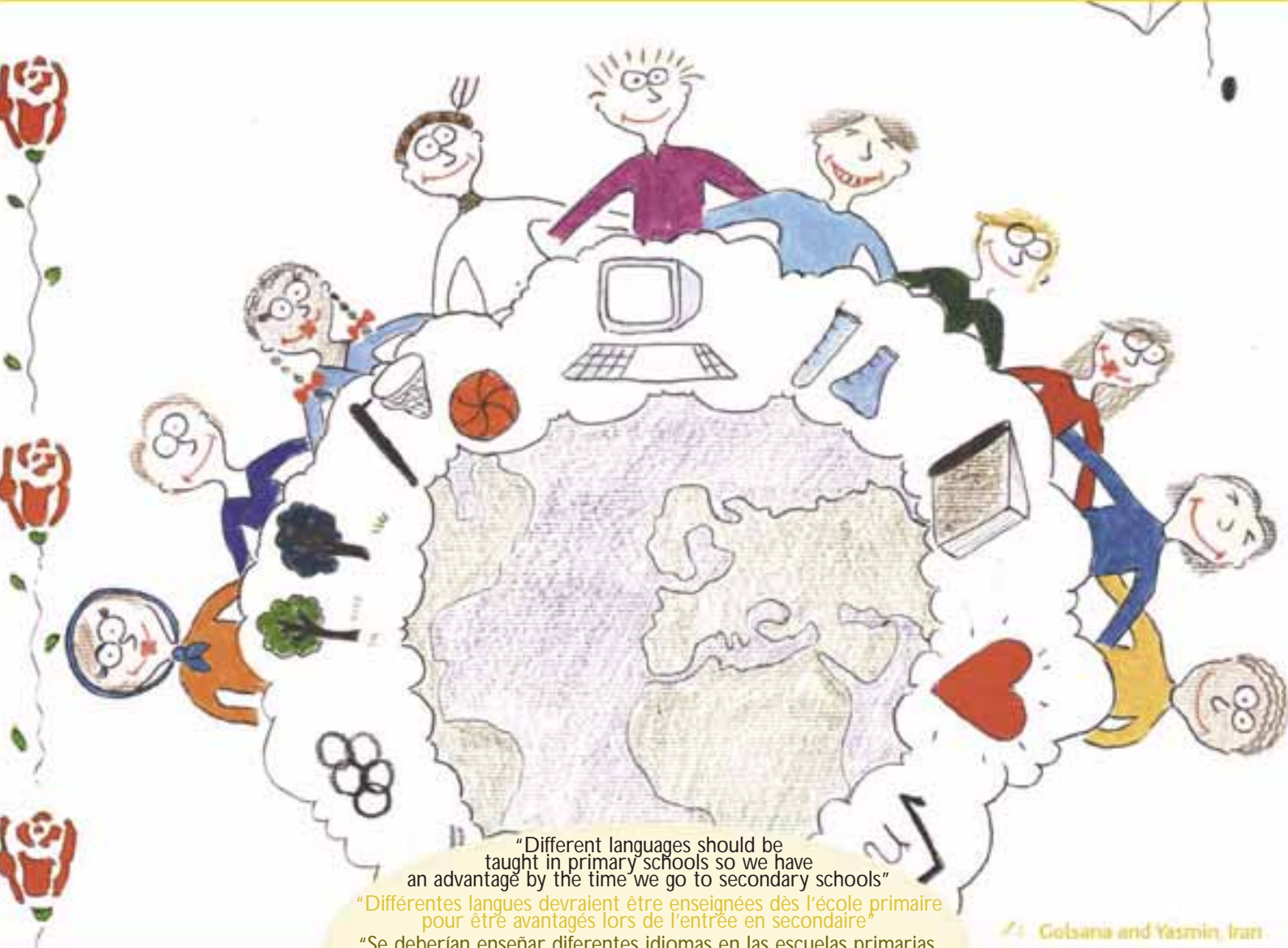
Students are aware of the gap that often exists between the school and the community, between school life and daily real life, and they asked for it to be closed through a wide range of field visits, excursions and extra-curricular activities. The involvement of parents is high on their list, as well as linkages to the world of work.



Quality education:
links with other schools in the community and abroad

La qualité de l'éducation : des liens avec d'autres écoles
dans la communauté et à l'étranger

Educación de calidad: vínculos con otras escuelas
en el seno de la comunidad y en el extranjero



"Different languages should be taught in primary schools so we have an advantage by the time we go to secondary schools"

"Différentes langues devraient être enseignées dès l'école primaire pour être avantagés lors de l'entrée en secondaire"

"Se deberían enseñar diferentes idiomas en las escuelas primarias. Si comenzamos a estudiarlos a una edad temprana, esto sería una ventaja cuando ingresemos a la enseñanza secundaria"

M. Haynes, St. Lucia / Ste Lucie / St. Lucia

Golsana and Yasmin, Iran

"If we study with foreign students through networking technologies, we can all understand each other more rapidly and make friends"

"Si nous étudions avec des élèves d'autres pays grâce aux technologies de communication, nous pouvons nous comprendre plus facilement et nous faire des amis"

"Si estudiamos con estudiantes extranjeros a través de las tecnologías de comunicación, podemos entendernos más rápidamente y hacernos amigos"

Jung-eun, 16, Republic of Korea / République de Corée / República de Corea

"It would be much better if there were more occasions to go abroad on student exchanges. It is the best way to learn foreign languages and to know the culture and habits of other countries"

"Ce serait beaucoup mieux s'il y avait davantage d'occasions pour aller à l'étranger grâce aux échanges d'élèves. C'est la meilleure manière pour apprendre les langues étrangères et connaître la culture et les coutumes des autres pays"

"Sería mucho mejor que tuviésemos más ocasiones de viajar al extranjero en el marco de programas de intercambios estudiantiles. Esta es la mejor manera de aprender los idiomas extranjeros, y conocer las culturas y costumbres de otros países"

Malgorzata, 17, Poland / Pologne / Polonia



A.10

Quality education: in the wake of globalization

I think that the most interesting way for education is with the international exchange of students. In this way we can learn a lot about other cultures, religions and also meet new friends from the entire world. We also deepen our knowledge of geography, foreign languages and ethics. And these subjects are in today's world the most important, aren't they?
Tanja Cizl, 14, Slovenia

YOUNG PEOPLE'S VIEWS

In this era of globalization, ICTs and global communication networks students are anxious to be in contact with each other, exchange their ideas and opinions and to learn to live together in peace and in dignity.

Create classes to examine current issues and discuss with students from other countries. Students could investigate ... the Middle East conflict, for example, which is difficult for us to comprehend as it began before we were born. Under a teacher's guidance, students could research the issue in history, geography, and religion ... and hold discussions with fellow students and foreign students via e-mail. It is difficult for students to influence world crises, but simply forming our own opinions will have some effect on events when we become adults.
Milai Kinoshita, 16, Japan

Students should associate more with students from other countries in Europe doing more projects.
Ruta Notrimaite, 17, Lithuania

I think that our education system should be an international system. I want our diplomas to be adapted and recognized in the whole world.
Alisher Saidov, 18, Uzbekistan

BANGLADESH: The Honourable Muhammad Osman Farruk, Minister of Education

Quality Education is not limited only to acquiring skills and competencies in the respective areas of study. Rather it now encompasses matters such as relevance to job market, inculcation of universal values, moral values, innovativeness and all other aspects of a good world citizen. [...] We are now concentrating on measures such as stricter teacher recruitment policies, expanded teacher-training programmes, improved teaching methods and material and financial and other incentives for teachers in order to improve teacher quality and motivation. Ministry of Education has been working to implement participatory teaching learning methods in the secondary schools.

SLOVAKIA: The Honourable Martin Fronc, Minister of Education

... young people [are] able to cross national but also cultural borders. Because of this mobility, they often face unreadiness of formal education to cope with this new feature of the present time. Non-formal education offers multiple opportunities for crossing national borders and acquiring new schooling experience, in particular in the field of communication and intercultural education.

CAMEROON: The Honourable Joseph Owona, Minister of National Education

*—The training of citizens who are deeply attached to their culture but open to the world and respectful of the public interest and common welfare;
—Training in the main universal ethical values, such as dignity and honour, honesty and integrity, as well as a sense of discipline.*

For quality education, we need to develop the benchmark of quality. We should study the quality education in other systems and adopt them to suit our environment.
Kanwal Sohail, 13, Pakistan

Students could use the computers through their learning in order to cope with the new technology as the world became a small village.
Mark Hany, 11, Egypt

One of the biggest problems in Poland is that we don't have money for various trips or camps with other students.
Anna Drygiel, 18, Poland

Watching more education channels, such as National Geographic and news. ... Spend more time with playing with my friends. Laugh always. Sleep more early and take healthy food such as cereals.
Noraisyah Nordin, 14, Malaysia

A.10

Quality education: in the wake of globalization

Education that makes me capable of finding solutions to the world's problems.

In this way I can become a global citizen and understand the world's challenges and reflect future possibilities ... and the changing demands of the process of globalization and the information age in which we live.

Girl, aged 15, South Africa

If we study with foreign students through public networking technologies, we can all understand each other more rapidly, make friends and live together on Earth. Using the Internet has many advantages, like helping us to learn other languages. Computer software benefits not only visual learners, with its bright colours and interesting screens, but also audio learners because of the music and verbal cues given during the lessons.

Jung-eun Lee, 16, Republic of Korea

GREECE: The Honourable Marietta Giannakou, Minister of National Education and Religious Affairs, Member of the National Parliament
Teachers [...] do not function anymore within narrow national limits but have to offer education to youngsters who will be citizens of supranational unions, such as the European Union, who will probably live in a country other than the one they were born and will change profession many times in their life.

VENEZUELA: Aristóbulo Istúriz Almeida, Ministro de Educación y Deportes

In this approach we want to share our experience in achieving education that allows young people to learn in depth to learn, to live together, to be, to do, to know, in a world that demands higher values of life, ethics and integration, and for the future constructs a harmonious society, including the human right to education, respecting the environment, society, ethnicity, culture and economy.

The use in our classrooms of audio-visual methods combined with a new approach to computers, with all the data, because we are entering the epoch of globalization, of integration with its problems and its consequences. If we do not have an education of quality, our activities are condemned and restricted. We also need quality teachers, committed and available. With quality education, later we will have an opportunity for all kinds of development.

Nana Sacko, 13, Mali

YOUNG PEOPLE'S CONSENSUS

Students are anxious to know more about current events (often linked to the past), what is going on in the world, and the issues at stake and the challenges to be met. They are eager to express their views and to find and apply appropriate solutions. They do not want to communicate with their peers only through ICTs but to meet in order to learn more from each other, to work together on meaningful projects and to become friends. Students are aware of employment opportunities not only in their own countries but also elsewhere and of the need to have an education which is internationally recognized and enables one to be mobile, effective and performing.



B.

The ideal 'global school' of the twenty-first century: a Danish initiative

For two years teacher trainers, teachers, students, municipal officials, resource centres and NGOs in Denmark developed a vision of a school that ensures a global dimension in everyday teaching. This campaign was initiated and co-ordinated by the Danish Network 'A World of Opportunities' (EVAM, <http://www.evam.dk/artikler.htm>) and the following is a summary of their main aspirations, which echo many of the views and proposals for quality education expressed by ASPnet students from around the world presented in the preceding pages.

Visible international features

Around the school there is 'a large variety of indigenous trees and bushes' and on the other side 'foreign imported plants' with nametags explaining their origin. All students have world maps so they can locate countries and make links between the local and the global. In the school entrance there are signs in many languages (but one can guess that they mean 'Welcome'), as well as a map of the world showing the places of origin of the students' families. There is also a multi-coloured calendar with lots of symbols showing corresponding holidays. Students from different cultures should be greeted in their own languages. A school located in a multicultural society 'must also reflect multiculturalism'. Each part of the school is named after a region of the world. For Latin America, for example, there are images of the Pampas, Indians from the highlands and llamas, as well as relevant student artwork.

School links abroad

The school is networking with other schools abroad and all classes have a twin class outside national borders and communicate via the

Internet. The municipal council is considering getting a few twin towns in the third world and 'the school strongly approves'. The principal works closely with the school management (consisting of both teachers and students) and 'a global dimension' has been incorporated in the school's corporate values, local curriculum and plan of action. It has become a must for all teachers to include the global dimension in their everyday teaching. Some teachers take part in one-year 'job swaps'. Younger students take field trips to neighbouring countries and the oldest students have the opportunity to get work experience in a country of the region or to take part in an exchange visit. Also, each class adopts a child from a third world country and students raise the money themselves.

<http://.....>

The school's 'international committee' sets global dimension goals for each class level and each class subject. Curricula for the subjects, ideas and experiences are all downloaded to the Network's home page (other schools taking part in this campaign). We have created supplementary training programmes in co-operation with the local teacher training college ... it has opened many teachers' eyes.

World news on the radio

In one class, all of the students are listening to the morning news on the radio, it happens every morning ... the pupils are given the opportunity to ask questions ... the events may become the starting point for the day's lessons. On the Internet, students can do more research and listen or watch news broadcastings in English, German and French.

World map

In one elementary class (where students are aged 11), there is a hand made world map at the back of the room which mainly shows just the continents, oceans and borders and which the students have had since they were 6 years old. They just ended a sequence dealing with children's rights. Each time a class deals with a subject or a project, they consult the map and consequently pupils become explorers who constantly discover new places.

B.

The ideal 'global school' of the twenty-first century: a Danish initiative



Career orientation in the era of globalization

In a lower secondary class students aged 12, representatives from various occupations and careers in the community come to the school to explain what type of qualifications are needed for work at the global level, including important intercultural and linguistic competencies.

New educational resource materials

A study circle has been set up to help produce new teaching materials and ideas in cooperation with the local teacher training college, the resource centre, different NGOs and other schools from the local network. Schools are continuously receiving materials for testing from NGOs and based on the needs of teachers and students. The former are also encouraged to develop their own new materials. The school's pedagogical service centre maintains 'The World Corner', which is a permanent exhibition of pictures from all over the world.

Global feature week

Although a global dimension is well integrated across the curriculum, teachers, students and parents feel that it is useful to focus, for one week, on a specific issue and involve the local press and the community. This year's week is devoted to human rights and student teachers are invited to the school to help with preparations and evaluation. The celebration of each week entails a wide range of activities including drama groups, surfing on the Internet in search of information, guest lecturers, and workshops.

Impact

The school's success in incorporating a global dimension in learning has had many positive effects. It has influenced teacher-training colleges and prompted them to ensure the inclusion of a global dimension and hence future teachers are already trained in this perspective. Curricula have been enhanced and resources have been allocated accordingly. With the setting up of the international committee, school management has played an active role in implementing the global dimension at school and putting the aspired concept to 'teach locally and think globally' into practice!

C.

Lessons to be learned

Young people from around the world have shared, on the one hand, their views and aspirations on what kind of quality education they want in order to meet the challenges of the twenty-first century, as well as to benefit more from the new opportunities which it can provide. As for Ministers of Education, they have declared their intentions on current and future action to improve quality education in their respective countries. Therefore, in view of the needs identified by the young people themselves, coupled with the declarations of the decision makers, let us attempt to indicate some possible priorities for the improvement of quality education for youngsters worldwide.

Pre-service and in-service teacher training

Whatever their subject should be, teachers should become more conscious of their role to help students develop to the maximum of their capacity and potential. Particular emphasis should be placed on enabling learners to identify and develop further their creativity, talents, life skills and competencies. Students want a dialogue with their teachers rather than monologues. They look up to their teachers and want them not only to be competent but caring as well i.e. truly interested in their students, in their progress and overall development and not just preoccupied with their grades and test scores. Students seem to have a very holistic approach to education, and understand the importance of 'learning to learn' particularly what is meaningful today and tomorrow, and hence lifelong learning. Hence, as the world continues to change and evolve at unprecedented speeds pre-service and in-service teacher development demands special attention. New types of relationships are needed between teachers and learners to enable the former to become facilitators and the latter not only to comprehend but to become the main actors in the learning process.

New participatory pedagogy

Students do not want any more "spoonfeeding". They are tired of having to memorize. They want their learning to be much more connected to daily life, concerns and preoccupations. They want to have the means to seek more information than what might be available in textbooks, in the classroom or at school. They ask for much more project work whereby they team up with other students and learn by doing. They feel that the classroom is too confining and theoretical. They want to go out on field trips and visits within their communities and surrounding areas so that they can turn theory into practice.

Relevant curriculum

Students want their learning to be meaningful and pertinent so that they can better understand their society, country and the world at large, particularly in this era of globalization. They want to be better informed about some of the crucial issues facing them such as HIV-AIDS, drug prevention, peace building and non-violence. Students expressed particular interest in language learning including sometimes their own mother tongue as well as other languages. Physical education and sports also seem to be very much requested by young people.

New range of educational resource materials

Young people say NO to being confined to the four walls of the classroom and to the two covers of school textbooks. Students are quite critical of their textbooks that are not always comprehensible, pertinent or attractive. Education for the 21st Century calls for a whole new range of multi-media educational resource materials. Today's young people are obviously the first digital generation. They want access to information and communication technologies (ICTs), Internet, multi-media software, etc..

Support from within the school

Students' lives seem to be rather complex and challenging. They are aware of the many decisions they have to make with regard to further studies and future careers. Hence, they asked for school counselors, career advisors and psychologists. They are also keen to be more actively involved in school decision-making.

C.

Lessons to be learned



All children and young people have the right to education

Young people who attend school are often very conscious of those who are excluded and who do not have the same opportunities as they do. They are against all forms of discrimination and exclusion and could surely play a significant role in Education for All programmes and initiatives including adult literacy projects.

Attractive, inspiring and safe schools

Students are sensitive to their learning environment, they want it to be aesthetic i.e. nice, colourful, environmentally friendly (with plants, flowers, etc) and free of bullying and violence. Even students in countries with resources complain how dull and dreary their schools can be. Hence, they should be encouraged along with the teaching and administrative staff of the school to do what they can to make their school (classrooms and school grounds) nicer, and more solidarity should be promoted within and between countries in this area. Also appropriate transportation to and from school should also be provided.

Support from within the community

Students referred to their parents and the need to get more support from home in their studies and schoolwork. Both parents are now often working outside the home and seem to have little time, even to listen to their children. Parents should therefore be encouraged to

become more involved in the life of the school and more attentive to the needs of youngsters.

Schools and the world at large

Young people are keen to know more about what is happening in the world and to get to learn more about their peers in other countries or continents. Many of them requested projects to be conducted with schools abroad as well as study trips and exchanges with neighbouring countries or even those further away. Although ICTs help young people to communicate much more easily, students are still keen to actually meet, face-to-face, their friends abroad and thereby put into practice intercultural dialogue and mutual respect whilst learning and perfecting other languages.

The young people have spoken, they have shared their views on the type of quality education they want for the Twenty-first Century. Now it is up to the educators, pedagogues, teacher trainers, curriculum developers, principals, teachers and school administrators to take the necessary action to meet their needs.

Since the young people are all taking part in the UNESCO Associated Schools Project Network (ASPnet), it is also hoped that the Network will be actively involved in enhancing the learning process and the climate of the school in order to shed new light on how schools, at the grass roots level, can contribute effectively to quality education in practice for all.

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

- Through books and computer network (what I have);*
- I will realize what I am (what I am);*
- Through communications between me and not me's (what I think);*
- Widening me as into me's (what we are);*
- Improve and grow me and we (what we will be).*

Uhm Kyung-Hwa, 17, Republic of Korea



**Quality education for all will be our
biggest challenge
and also our greatest hope.**

**Koichiro Matsuura,
Director-General of UNESCO**

ANNEX 1

COMMUNIQUÉ

MINISTERIAL ROUND-TABLE ON QUALITY EDUCATION (UNESCO HEADQUARTERS, 3 AND 4 OCTOBER 2003)

1. At the close of the Round-Table on Quality Education held in Paris on 3 and 4 October 2003 we, the participating ministers, arrived at the following joint positions on the basis of our exchanges.

- a) While we are all committed to quality education, we acknowledge that we live in an unequal world—a world where enormous disparities make the possibility of equal opportunity to participate in a quality education a dream that is currently unattainable for many. To reduce, and eventually eliminate, these disparities is essential if we are to reach the goal of a quality education for all. The context in which we are striving for quality in education is one that is difficult to comprehend. The world of the 21st Century is one of fast change and innovation. It is a world where access to technology, modern education, and resources play a major role in the ability to contribute to or adapt to change. Thus, the very means of gaining equity are particularly hard to obtain for those who are most disadvantaged.
- b) We also believe that a quality education is a tool to overcome these disadvantages because in addition to being a right, it is a means to fulfil other rights. It is, therefore, necessary to attain everywhere the basic standards that enable learners to thrive in the present and adapt to the range of futures they will inevitably face.
- c) In this changing world context the meanings, perceptions, and expectations regarding the quality of education are evolving. Quality has become a dynamic concept that has constantly to adapt to a world whose societies are undergoing profound social and economic transformation. Encouragement for future-oriented thinking and anticipation is gaining importance. Old notions of quality are no longer enough. Despite the different contexts, there are many common elements in the pursuit of a quality education, which should equip all people, women and men, to be fully participating members of their own communities and also citizens of the world. Understood like this, quality education requires us to redefine the parameters of education in such a way as to cover certain basic knowledge, values, competencies and behaviours that are specifically attuned to globalisation but reflect the beauty and richness of our diversity expressed in different forms of belief, spirituality, culture, and language. The challenge is to develop educational systems that balance local, national and global aspirations in the context of our common humanity.

2. We understand that the concept of a quality education is necessarily dynamic but, through our discussions, we agree

that the following perspectives need to be taken into account:

- a) Education is no longer a top-down process. It requires the participation of all stakeholders in a transparent system and genuine consultation about the aims, processes, contents and outcomes of education for all to ensure sustainability. Only in this way can education fully achieve its potential to emancipate the human spirit. While inputs, processes, outputs, and outcomes remain critical, the balance among them needs to be rethought.
- b) There is a need to stress democratic citizenship, values, and solidarity as important outcomes of a holistic education. Education for human rights and for sustainable development is essential.
- c) Education must support both individual and group accomplishment.
- d) We find indispensable the role of teachers as purveyors of knowledge and values and as community leaders responsible for the future of our young. We should do everything in our power to support them and to learn from them. In many countries of the world teachers are actively engaged in redefining curricula and learning materials with a focus on universal values and on learning to live together. Similarly, leadership in educational systems, parental organizations, and the wider community is essential to attaining quality in education.
- e) While recognizing the power and importance of the new technologies and of the media in general we believe that radio and television have an important educational role, which frequently has been appropriated by commercial interests that can threaten the national, cultural and sexual identities of our young people. We will support the production of media programmes in favour of quality education. Quality education is a public service and a social good that shapes the identities of individuals and raises the aspirations of societies.
- f) We find that languages have a crucial role to play: as asserters of identity; as means of communication; and as windows to understanding other ways of knowing.

3. We are very aware that although many of our nations already invest heavily in education, this investment does not always produce the desired learning outcomes.

- a) Economic constraints require us to prove the value of expenditure on education. We fully recognize the utility of international standards but we believe the time has come to revisit them. Basic standards of quality are essential and international comparison mechanisms have their place, although they sometimes reflect their educational and cultural origins.

- b) We call for some serious reflection on the nature of indicators of quality that are used in national and international comparisons, and on the relative values that are placed on quantitative and qualitative indicators. All data should be disaggregated, particularly by gender. Specifically, we wish to contribute to the development of meaningful indicators of a quality education that equips learners for the present and prepares them for the future.

4. In light of the above, we the ministers responsible for education, commit ourselves to finding a practical way forward in our mission to provide an education of quality for all, recognising the importance of allocation of appropriate resources for this advancement. Also we launch an appeal to the governments of states throughout the world to ensure that in practice first priority is given to education within their countries.

5. Steering education systems towards greater quality is a complex endeavour involving a number of processes of change. Engaging the support of stakeholders and the public in general facilitates these processes. Increasing local autonomy in the education system within an overall state framework can reinforce this support and ensure that educational institutions reflect the diversity of those they serve. States have found that various initiatives contribute to overall quality improvement:

- a) Focusing special efforts in the most disadvantaged communities sends the signal that quality education is for all.
- b) Early childhood care and education equip children to make a good start in formal learning. In this regard, introduction of mother language instruction in the early years of schooling helps ease the transition between the home and the school
- c) Healthy and properly nourished children learn better and school-feeding programmes can be helpful.
- d) Designing a broad-based curriculum better to appreciate our past and to understand contemporary events as a basis for a mature global vision, so as to learn lessons from history and create greater mutual understanding through dialogue.
- e) Equipping all children with universally shared ethical and moral values in order to enable them to learn and practice these values of empathy, compassion, honesty, integrity, non-violence, respect for diversities thus learning to live together in peace and harmony.
- f) Having participative processes for pupils within schools helps them to learn to live together, understand and transmit important values.
- g) Gaining the trust of teachers by reinforcing their pre- and in-service training and status enables them to be

effective partners in educational reform and to address, in a professional and flexible manner, the ever-changing demands of the classroom and the move to learner-centered teaching.

- h) Adequate learning environments and accountable management systems are essential foundations for quality.
- i) Accreditation and quality assurance processes and the transfer of good practice should be encouraged and supported.
- j) To respond to access increases in basic education, there is a need for capacity development in secondary, vocational, technical, higher, and adult education. There is a need to focus on the promotion of functional literacy especially for adults to facilitate the creation of knowledge societies and the furtherance of quality education.
- k) Assessing the outcomes of education systems for the students, while more difficult than analysing the inputs, provides a more secure basis for evaluating the effects of change. The sharing of research results between countries should be encouraged.
- l) Some states find the various international student assessment programmes helpful and would like to see them extended, not as a substitute for national arrangements but to allow benchmarking.
- m) The private sector and non-governmental organizations can make a valuable contribution to quality education.

6. In sum, we see the quality of education as essential for equity, equality and the quality of life. Quality education does not come free of charge and we remind the international community of its commitments. Without meeting these quality will remain low. Poor quality education anywhere in the world is bad for humankind as a whole.

7. We call on the Director-General of UNESCO to:

- a) Facilitate further studies and exchange of views for a better understanding of educational quality and on strategies to achieve basic school standards and quality education in Member States facing different challenges.
- b) Ensure strong links among EFA (Education for All), the Monterrey Consensus, the UN Literacy Decade, the Decade for Education in Africa, and the UN Decade for Education for Sustainable Development.
- c) Ensure more appropriate and more efficiently coordinated support in favour of countries which are undergoing reconstruction of their education systems.
- d) Explore follow-up mechanisms to this Round Table on Quality Education

ANNEX 2

MESSAGE FROM THE FORTY-SEVENTH SESSION OF THE UNESCO INTERNATIONAL CONFERENCE ON EDUCATION AND PROPOSED PRIORITIES FOR ACTION TO IMPROVE THE QUALITY OF EDUCATION OF ALL YOUNG PEOPLE

Meeting at the forty-seventh session of the UNESCO International Conference on Education (Geneva, 8-11 September 2004), we, the Ministers of Education, heads of delegation and delegates from 137 Member States have, alongside representatives of 14 intergovernmental organizations, 21 NGOs and foundations, taken part in rich, frank and open debates on the theme "*Quality Education for all Young People: Challenges, Trends and Priorities*". The youth attending the Conference expressed their desire for an education that responds to their expectations and expressed the high hopes that they place in this important event. This theme allowed us to share our concerns and difficulties, to jointly seek perspectives for solutions, to reaffirm our hopes and to reinforce international dialogue on educational policies. Education for All (EFA) goals were at the centre of our efforts and of the commitments made by the international community in Jomtien, Dakar and within the essence reflected in the Millennium Development Declaration and those of the United Nations Decade of Education for Sustainable Development and the International Literacy Decade, to improve the quality of education for all young people. It has become increasingly clear in all parts of the world that basic education can no longer be limited to primary education.

MESSAGE

1. Promoting quality education and training for all young people between the ages of 12 and 18/20 is essential to securing a better future and constitutes an essential mechanism for combating social exclusion at the local, national and global levels. As both a basic right and a public good, this education must respond to the needs and interests of all young people with a view to ensuring the realization of their full potential, their successful integration in the world of work, as well as their capacity to participate in active life and as responsible citizens.
2. In particular, this Conference has allowed us to agree at an international level on several fundamental aspects relative to the construction and reinforcement of our educational policies. There appears to be a need to:
 - recognize that while all countries, both in the North and the South, are confronted with difficulties, the situation of the education of youth is particularly dramatic in many developing countries where education systems appear to continue to be insufficiently adapted to the needs both of young people themselves, as well as those of society at large.
 - help young people confront an increasingly complex world characterized, in particular, by the challenges of humanizing globalization, by the important role of information and knowledge as factors of production and of development, by the increasing scale of population movements, by the marginalization of many groups, as well as by the exacerbation of inequalities and poverty both among and within countries.
 - continue improving, in more practical and efficient ways, young girls' access to and participation in education.
 - ensure that all young people acquire the competencies required for personal autonomy and for citizenship, to enter the world of work and social life, with a view to respecting their identity, openness to the world and social and cultural diversity.
 - reinforce-through education for active and responsible citizenship – the willingness and the capacity to live together and build peace in a world characterized by inter-state and internal armed conflicts and by the emergence of all forms of violence and war.
 - reaffirm the central role of teachers and trainers and to reinforce their professionalism both through their heightening status, as well as through pre- and in-service training, with a view to better preparing them to handle the new demands placed upon them by young people and society at large.
3. In many countries education systems, often inherited from the past, are no longer able to respond to the challenges that they are confronted with. New, broader and diversified pathways need to be defined. It is becoming increasingly clear that improving the quality of education for all young people can no longer be ensured by the public authorities, teachers and formal education systems alone.
4. Through this Conference, we reaffirm the crucial importance of education for our national development policies. We are consequently making an appeal for the mobilization of all partners, in order to enable ourselves to respond to the immense challenges of the education of young people, globalization with a human face and sustainable development of our societies and of the planet as a whole. Only through new efficient alliances and partnerships can we find diversified and adapted solutions to respond to the present and future needs of young people and to improve the quality of their education. These alliances must be built and reinforced within States themselves, as well as between

governments, civil society, the economic sector, the media and youth themselves. They must also be reinforced between all development partners at the regional and international levels, so that the commitments undertaken by the international community supporting improvements in the quality of education may be met.

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

CHALLENGES

6. **Sheer numbers:** At present, half the world's population is under age 25. The world has the largest generation of young people ever. More than 1 billion people are between the age of 12 and 20. In 2020, 87 % of young people in the world will live in developing countries, where today they are already the majority. Developed countries will be faced with the demographic challenge of an ever-ageing population.
7. **Greater access and opportunities:** The number of young people completing primary school is constantly rising. The number of enrolments at secondary school level in the world has multiplied tenfold over the last 50 years. While secondary school enrolments on a global level increased from 56 % to 77.5 % in the last decade, this masks the reality that millions of young people, particularly in the South, who finish primary school are still denied the opportunities to make a living or to continue their education. Furthermore, many do not even complete primary education. Females are particularly affected.
8. **Improved quality of education for the twenty-first century:** Too many young people do not have the opportunity to acquire the necessary knowledge, attitudes and values for life in the twenty-first century. There is a demand for education to be relevant to the modern world and to create learners for life. Therefore, the quality of education for this age group is now at the heart of national and international concerns.
9. **Gender equality:** In most parts of the world, there are unacceptable gender differences in access, opportunities, retention and learning outcomes. This reflects the inability of many education systems to be gender-responsive.
10. **Competencies for life:** Currently, education systems do not provide young people opportunities to obtain and strengthen the complex set of competencies for life, including technical and vocational education. Many of these competencies are essential for addressing modern problems such as HIV/AIDS and other pandemic diseases,

exiting and entering the labour force and social and political indifference. Lack of technical and vocational education and training, including entrepreneurship and training for creativity, hampers employability.

11. **Social inclusion:** In a world that is increasingly becoming closer due to globalisation and information and communication technologies, exclusion is on the increase. Factors such as poverty, gender, ability, origin, language, culture and various kinds of discrimination can impinge on effective learning.
12. **Conducive conditions for teachers:** Teachers and trainers in many parts of the world lack sufficient training, resources, support, materials and conducive conditions of service. As a result they cannot be effective in facilitating the learning of young people.
13. **Anticipating the future:** Today's rapidly changing and unpredictable world has rendered current educational offer less appropriate.
14. **Resource allocation:** In many countries the educational needs of young people are not always a priority, mainly due to economic and social reasons. Therefore, not enough resources are allocated to this important age group, neither by the countries nor by the donor community as a whole.
15. **Alliances and partnerships:** Effective alliances for quality education for young people are not sufficiently mobilised among students, teachers, parents, local communities, civil society, media, economic enterprises, the global community and other stakeholders. Particularly, young people are in many instances not given enough opportunities to be active partners in the development and conduct of their education.
16. **Peace, sustainable development and social justice:** Young people must have the access to quality education and training in order to enhance their ability to be actors for sustainable development and a peaceful and just world. Education must reflect the nature of cultures and languages, the value of the individual in relation to the larger context, and the importance of living in a way that promotes equality in the present and fosters a non-violent and sustainable future.

PRIORITY ACTIONS

17. **Develop a comprehensive strategy.** In order to attain development, peace and justice at the global level it is essential to conduct a comprehensive strategy ensuring that the learning needs of all young people are met through equitable access to appropriate learning and life skills and training programmes. All the aspects of the quality of education must be included.
18. **Increase access and equity for all young people.** New approaches to education, involving organizational and pedagogical creative methods and the use of ICT have to be constructed to increase access and retention. It is

important to recognise the correlation between formal and non-formal learning. Governments are encouraged to implement systems for validation of non-formal learning.

19. **Improve the way of innovating and creating.** Governments, teachers and trainers and all other stakeholders should promote renewed national goals, focusing on the relevance of education in the twenty-first century. Reinforcement, evaluation, innovation, diversification and reform of existing educational delivery, and of their pertinence to each context, particularly those of poverty and countries coming out of strife should also be borne in mind.
20. **Take affirmative action to compensate gender imbalance.** In many instances it will be necessary to take concerted affirmative actions to compensate for historical and new inequalities. A great deal of research, knowledge and good experiences exist, and this must be taken into account as a matter of urgency to universalise gender equality at national, regional and global levels.
21. **Put in place strategies to focus on competencies for life.** In order to learn to solve problems and act, competencies have to be better defined, to assist with preventing HIV/AIDS, enhancing employability and active citizenship. Proven practices include conflict-resolution, peace-building and intensive reading and writing of meaningful materials.
22. **Focus on the most prevalent reasons for exclusion.** It is imperative to act on the identified reasons for exclusion from learning.
23. **Recognize the importance of teachers and trainers.** Improved possibilities for in-service teacher education are needed. Moreover, working conditions, career paths and wages that make teaching attractive must be secured to reinforce teachers' status in society. Good management is needed to support teachers.
24. **Use the available knowledge and promote research.** When developing educational policies knowledge predictions and alternatives trends for the future have to be taken into account, conscious choices have to be made.
25. **Improve the use of resources.** Governments and civil society are encouraged to find creative and new mechanisms for financing quality education for all young people (for example, exploring the possibilities of converting debt services into investment in education). This should go hand in hand with a greater capacity for innovation and transformation.
26. **Promote alliances and partnerships at all levels.** Incentives and appropriate legislation would help the effective functioning of better partnerships. Governments are encouraged to continue involving such stakeholders as students, teachers, parents, NGOs, media, social partners - including teachers unions - and other decision makers. A cross-sectorial approach is desirable. The role of UNESCO as a leading agency to

enhance quality education for all young people is essential.

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

THE ROLE OF UNESCO AND ITS SPECIALIZED INSTITUTES

28. This document, deriving from the works of the forty-seventh session of the International Conference on Education, will be taken into consideration in order to enrich the reflection and to reinforce, in the short, medium and long terms, the programme of action of UNESCO, the International Bureau of Education and the other specialized institutes with a view to improving the quality of education of all young people.

ANNEX 3

MESSAGE OF THE YOUTH TO THE MINISTERS OF EDUCATION

MESSAGE FROM AFRICAN AND BRAZILIAN YOUTH, FORTY-SEVENTH SESSION OF THE ICE, 11 SEPTEMBER 2004

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

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

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

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

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

- 1) To provide poor students with means to have access to Education, to keep on studying and to have a good performance at school, since a condition for the achievement of Quality Education is the inclusion of all children and youth, especially by eliminating gender disparities;
- 2) To assure a sufficient number of teachers in the Education system, observing that those teachers shall be well trained and adequately paid;
- 3) To revise the content of the courses that are taught, in order to make them:
 - a) more useful for the lives of the youth;
 - b) more linked to our cultural and social realities;
 - c) up-to-date with the new information and communication technologies;
 - d) a source of encouragement for us to become active citizens.
- 4) To establish teaching practices that allow a greater interaction between the teacher and the student, so as to assure a constant monitoring of the teaching/learning process in order to quickly identify problems and to support students that may face difficulties;
- 5) To avoid an excessive number of students per class, so as to guarantee that the teacher can provide quality teaching and that the students can develop quality learning;
- 6) To focus on the learning process of each and every student, hence replacing the traditional focus on the teaching process and making teaching practices more dynamic;
- 7) To raise awareness on the importance of education for all and to publicize the stories of people who have overcome social exclusion by becoming educated;
- 8) To develop initiatives that increase the value that society attributes to the teacher and the teaching career;
- 9) To promote the exchange of experiences among countries, so that they can share the policies and actions that have been successful in achieving Quality Education;
- 10) To further the support given by developed countries to developing ones, in order to provide the latter with the means to achieve Quality Education;
- 11) To enhance preventive education and to mobilize more funds in order to fight the pandemic of HIV/AIDS among youth;
- 12) To give priority to Education over military spending when allocating public financial resources;
- 13) To expand and improve the teaching of foreign languages, so that young people from all over the world can communicate amongst themselves and exchange ideas to build a peaceful world;
- 14) To establish mechanisms for the participation of the youth in the policymaking processes, therefore guaranteeing that they be heard by the institutions that work with Education.

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

ANNEX 4

LIST OF MESSAGES AND ARTWORK PRESENTED FROM CONTRIBUTING STUDENTS/SCHOOLS /COUNTRIES

ALBANIA

Stefani Alba (girl), 17 years old, "Sami Frasheri" High School

Lorina Lako (girl), 16 years old, Qemal Stafa School, Tirana

Armela Hoxha (girl), 17 years old, "Janaq Kilica" General Middle School, Fier

ANDORRA

Carolina Martinho Perez (girl), 15 years old, Escola Andorran

Sara Arciscado, Mireia Sanchez, Nerea Otero (girls), 17, 16, 16 years old, Escola Andorran Sta Colonna F. Clua, **Andrea Garcia**, 16 years old, Escola Andorrana de 2a Ensenyanna Sta Colonna

BANGLADESH

Rosaleena Rafique (girl), Class VIII, Viqarunnesa Noon School, Dhaka

Tasneem Taher (girl), Classe de 7^{ème}, Viqarunnesa Noon School, Dhaka

BULGARIA

Victor Stoev (boy), 17 years old, English Language School "Geo Milev", Rousse

Doriyana Karakasheva (girl), 17 years old, English Language School "Geo Milev", Rousse

George Momchilov (boy), 17 years old, English Language School "Geo Milev", Rousse

CHILE

Fernando Andres Regodeves Leyva (boy), 13 years old, Colegio Fray Jorge, Ovalle

Jairo Humberto Valenzuela Galleguillos (boy), 13 years old, Jorge Fray School

Pilar Constanza But González, 17 years old, Liceo Gabriela Mistral, La Serena

Cristian Alexis Cortés Rodríguez, 12 years old, Colegio Fray Jorge, Ovalle

CONGO

Clavera Nkounkou Bikoyi, 16 years old, CEG Commune, Brazzaville

Stessy Mpassy, 17 years old, CEG Commune, Brazzaville

COTE D'IVOIRE

Jaqueline Zi (girl), 14 years old, EPP Grand Moulin "C"

Vincent Baki Gabo (boy), 18 years old, CMBC Gagnoa

Caleb Tanoy (boy), Lycée Moderne d'Adzopé

ECUADOR

David Francisco Egas Yerovi (boy), Cuarto Curso "A", Colegio Municipal "Sebastián de Benalcázar", Quito

Jimmy Darío Rodríguez Villamar (boy), 5to.

Sociales, Colegio Municipal "Sebastián de Benalcázar"

Alejandro Caiza Villagómez (boy), Colegio Municipal "Sebastián de Benalcázar"

EGYPT (ARAB REPUBLIC OF)

Omar Mahmoud Ibrahim (boy), 15 years old, El Nasr schools Heliopolis, Cairo

Mark Hany, 11 years old

FRANCE

Chadia (girl), 18 years old, Lycée professionnel Louis Garnier d'Audincourt

Marion Brunin (girl), 13 years old, Collège Louise Michel, Lille

GREECE

Agnes Kardakou and Maria Zahariou (girls) 14 years old, Junior High School of Serres

George Messinis (boy), Senior High School

Kyvelie Anastassiadi (girl) 14 years old, Ralleio Collège de Pirée

GUINEA

Souleymane Bah (boy) 18 years old, Lycée Wouro, Labé

Fatoumata Binta Paraya Bah (girl) 17 years old, Lycée Wouro, Labé

HUNGARY

Katalin Barwitz (girl) 17 years old, "Baktay Ervin" Grammar School

IRAN (ISLAMIC REPUBLIC OF)

Afsoon Jalali Ara, Shahid Mahdari Educational Complex, Tehran

Class Shahid Mahdavi Educational Complex High School, Tehran

ISRAEL

Students, Hayovel High School, Herzeliya

JAPAN

Milai Kinoshita (girl) 16 years old, Ikeda Senior High School attached to Osaka Kyoiku University

KENYA

Elizabeth Gakii Ntonjira (girl) 17 years old, Kaaga Girls High School, Kenya

Judith Matata (girl) 17 years old, Machakos Girls' High School

Janice Ngugi Riungu (girl) 16 years old, Kaaga Girls' High School

Rongenia Lepadassaa (girl) 12 years old, South Horr Primary School

LATVIA

Vita Zalife (girl) 18 years old, Vecumnieki Secondary School

Kristaps Strēlis (boy) 17 years old, Jelgava 1st Gymnasium

LEBANON

Zeina Abourousse, Sarah Ghamika, Farah Sahyouny, Zeinab Zahr (girls) 16-17 years old, Zahrat El Ihsan School

Michèle El Gharib, Hanna Hajjar, School class of boys and girls, 13 years old, Saint-Jean Baptiste Hrach

LITHUANIA

Migle Smitaite (girl) 15 years old, Kaunas Sanciai Secondary School

Agne Klevinyte (girl) 14 years old, Kelme "Aukuras" Secondary School

Ruta Notrimaite (girl) 17 years old, Seduva Secondary School

MALAYSIA

Siti Fatima Bt. Ramli (girl) 17 years old, Sek. Men. Keb Sultan Ismail School, Kota Bharu, Kelantan

Noraisyah Nordin (girl) 14 years old, Sekolah Menengah Sains Sabah

Stefen Loo (boy) 14 years old, SMK Jalan Damai School, Bukit Mertajam

Loh Cheng How (boy) 16 years old, SMK Jalan Damai School, Bukit Mertajam

Kunalan a/I Rajoo (boy) 17 years old, SMK Jalan Damai School, Bukit Mertajam

MALI

Gérard Coulibaly (boy) 18 years old, École de la Cathédrale, Bamako

Nana Sacko (girl) 13 years old, Missira II School

NAMIBIA

Manzona Husselmann and Yolandi Bock, 16 years old, Rehoboth High School

Paulus Nghifikwa, 16 years old, Enoleu Combined School

NEW ZEALAND

Oscar Dolk-Arcus (boy) 14 years old, Selwyn College

Pascale Prescott (girl) 14 years old, Selwyn College

NIGERIA

Oshinaga Adeboye Wilberforce (boy) 16 years old, International School Unilag, Lagos

Temidara Tomisin (boy), 15 years old, Akesan Community Grammar School, Iperu Remo, Ogun State

Holloway Basaturde (boy), 15 years old, International School University of Lagos

Nnenna Obinwanne Nkemsinachi (girl), 15 years old, Federal Government Academy, Suleja

Ajala Rafiat (girl), 16 years old, Adesoye College, Offa, Kwara State

PAKISTAN

Jehanzeb Alam (boy), 16 years old, Grammar School, Rawalpindi

Junaid bin Masood (boy), 14 years old, Grammar School, Rawalpindi

Kanwal Sohail (girl), 13 years old, Springfield Public School, Rawalpindi

Kanza Noor Hashmi (girl), Classe de 7^{ème}, Islamabad Model College for Girls, Sector F - 6/2

Sharon Saba (girl), 13 years old, Grammar School, Rawalpindi

Sofia Mehmood (girl), Classe de 7^{ème}, Islamabad Model College for Girls, Sector F - 6/2

Talha Ali (boy), 13 years old, Fountainhead School, Islamabad

PHILIPPINES

Maria Mae Quinser C. Vargas (girl), 16 years old, University of Santo Tomas Education High School

Fergie Ann Panganiban (girl), 15 years old, University of Santo Tomas Education High School

POLAND

Anna Drygiel (girl), 18 years old, Robert Shuman Secondary School

Artur Pasikowski (boy), 16 years old, Set of Schools nr 13, Warsaw

Dawid Sypniewski (boy), 17 years old, II Liceum Ogólnokształcące im. St. Wyspiańskiego, Legnica, ul. Zielona

Malgorzata Tylka (girl), 17 years old, II Liceum Ogólnokształcące im. Stanisława Wyspiańskiego w Legnicy, Legnica

PORTUGAL

Bárbara Carvalho (girl), 16 years old, Escola Secundária Aurelia de Sousa

Mafalda Ferreira (girl), 17 years old, Escola Secundária Aurelia de Sousa

Mariana Carvalho (girl), 16 years old, Escola Secundária Aurelia de Sousa

Pedro Queiroz (boy), 16 years old, Escola Secundária Aurelia de Sousa

REPUBLIC OF KOREA

Jung-eun, Lee (girl), 16 years old, Jochiwon Girls' High School

Kim Bin-na (girl), 17 years old, Sang Dang High School

Kim Sang Woo (boy), 14 years old, Chungwun middle school

Uhm Kyung-hwa (girl), 17 years old, Affiliated High School with Korea National University of Education

ROMANIA

The students in the 7th grade, 13 years old, «Anastasia Popescu – Mère Sica»

The students in the 8th grade, 14 years old «Anastasia Popescu – Mère Sica»

Students from the team 'FORM@SID', aged 17, Collège National «Grigore Moisil», Onesti

SAINT LUCIA

Kentus Brown (boy), 12 years old, La Ressource Combined School

M. Haynes (girl), 12 years old, Laborie Girls' Primary School

Martin Alexander (boy), 12 years old, La Ressource Combined

Shavel Brim (boy), 12 years old, La Ressource Combined

SENEGAL

Aminata Amayel Sy (girl), 15 years old, Lycée Thierno Saïdou Nourou Tall

Félicitée Gomis (girl), 15 years old, CEM Serigne Ahmed Sy Malick

Soukeyna Fatma Diene (girl), 16 years old, Lycée Thierno Saïdou Nourou Tall

SLOVENIA

Maša Dravec, 14 years old; **Petra Hlačar**, 15 years old, (girls), Primary School Griže

Tanja Cizl (girl), 14 years old, Primary School Maks Pletersnik Pisece

Tjaša Bigec (girl), 13 years old, Primary School Rodica (Osnovna šola Rodica)

Vesna Birska (girl), 16 years old, Šolski center Nova Gorica

SOUTH AFRICA

Girl, 16 years old, Clapham High School

Girl, 15 years old, Thabo Secondary School

Girl, 15 years old, Brebner High School

SPAIN

Nerea Izagirre (girl), 13 years old, Artxandape I kastola School

Larraitz Gonzalo (girl), 14 years old, Artxandape I kastola School

TOGO

Amadou Samba (boy), 18 years old, CEG de Kodjoviakope

Gadegbeku (girl), 15 years old, Centre d'Enseignement Général de Kodjoviakope

TRINIDAD AND TOBAGO

Chantelle Fritz (girl), 16 years old, Bishop Anstey Secondary School

Kieron Fritz (boy), 16 years old, Arima Government Secondary School

Raycy Rousseau (girl), 16 years old, Barataria Secondary Comprehensive School

Tishanna Caines (girl), 12 years old, Mayaro Government Primary School

UGANDA

Allan Katirima (boy), 12 years old, City Parents' School, Kampala

Anita Nimusiima (girl), 11 years old, City Parents' School, Kampala

Laurel Baguma, (boy) 12 years old, City Parents' School, Kampala

Olga Naisa (girl), 11 years old, City Parents' School, Kampala

UKRAINE

Olga Yatsenko (girl), 15 years old, International Relations Lyceum 51, Kiev

Valeriya Reva (girl), 12 years old, International Relations Lyceum 51, Kiev

Yulia Moroziuk (girl), 16 years old, International Relations Lyceum 51, Kiev

UNITED ARAB EMIRATES

Ali Bassam Jamal Eddine (boy), 14 years old, International Academic School, Abu Dhabi

Bayan Zuheir, Rahaf Nabil, Ala Thabit, Nour Khalid (girls), 17 years old, Mereijeb Secondary School for Girls, Al-Ain Education Zone

Haneen Waleed Al-Amry (girl), 16 years old;
Mazoon Ebeid Salem, Marwa Kadry Anwar, Lubna Khaled Ahmed, 17 years old, Mereijeb Secondary School for Girls, Al-Ain Education Zone

UZBEKI STAN

Alisher Saidov (boy), 18 years old, Sobir Rakhimov academic lyceum of Oriental languages, Tashkent

Ziyoda Mirkhanova (girl), 16 years old, Linguistic gymnasium 17, Tashkent

VENEZUELA

Orianny Sánchez, 12 years old, Escuela Básica Cruz de Mayo

Revilla Albimar, 12 years old, Escuela Básica Los Médanos

Yenireth Rosimar Peña Hernández, U.E. Carmen Fernández de León

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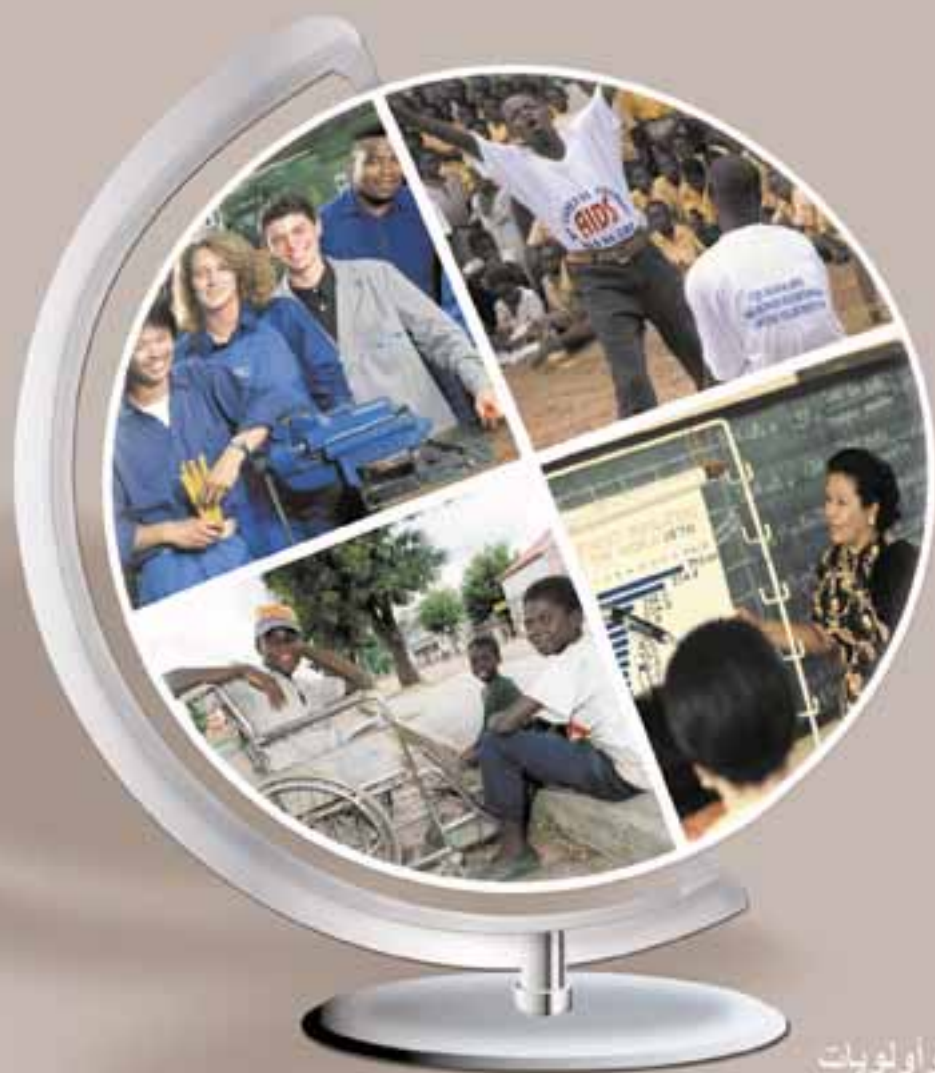
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