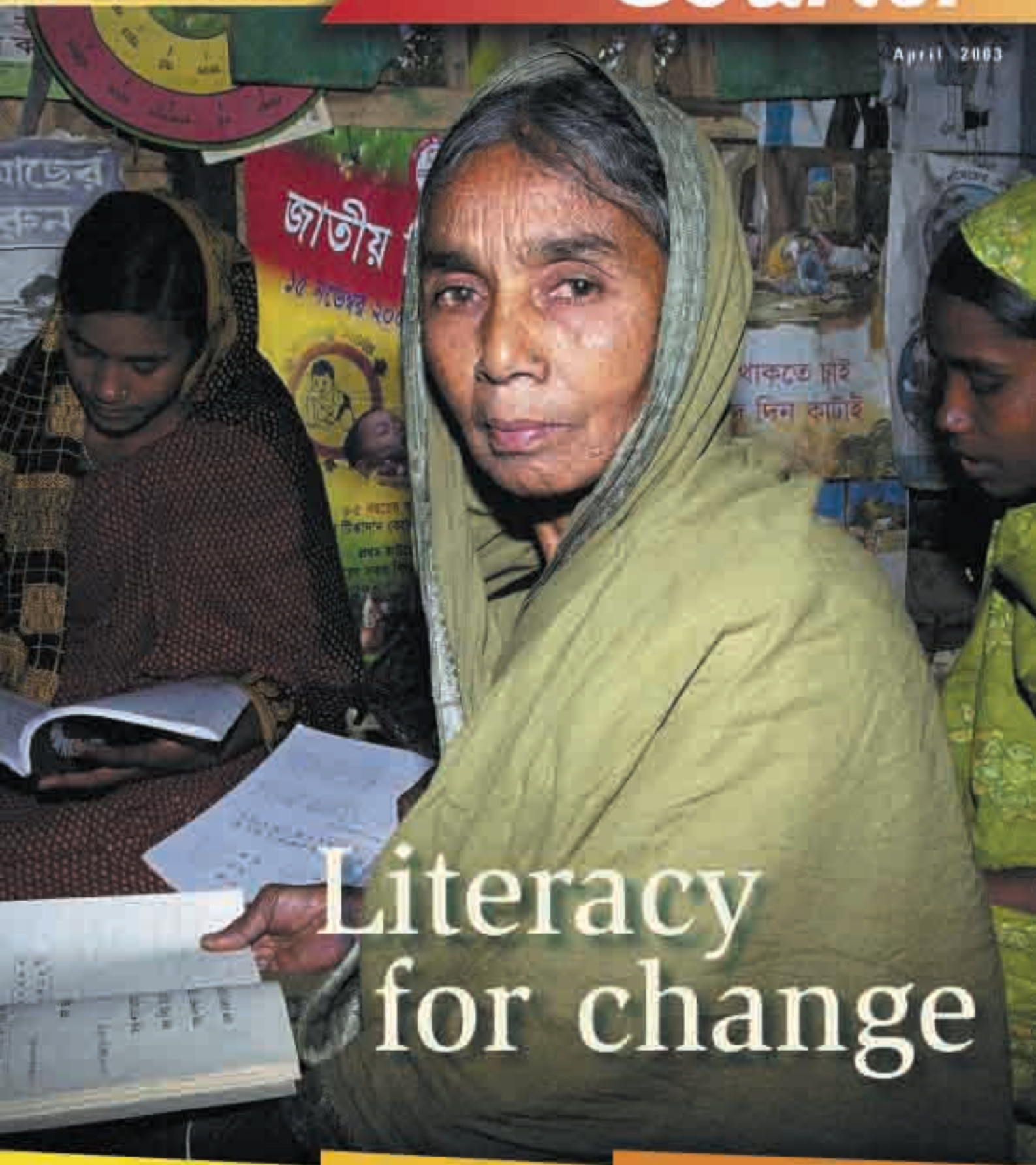
United Nations Educational, Scientific and Cultural Organization

the new Courier

April 2003



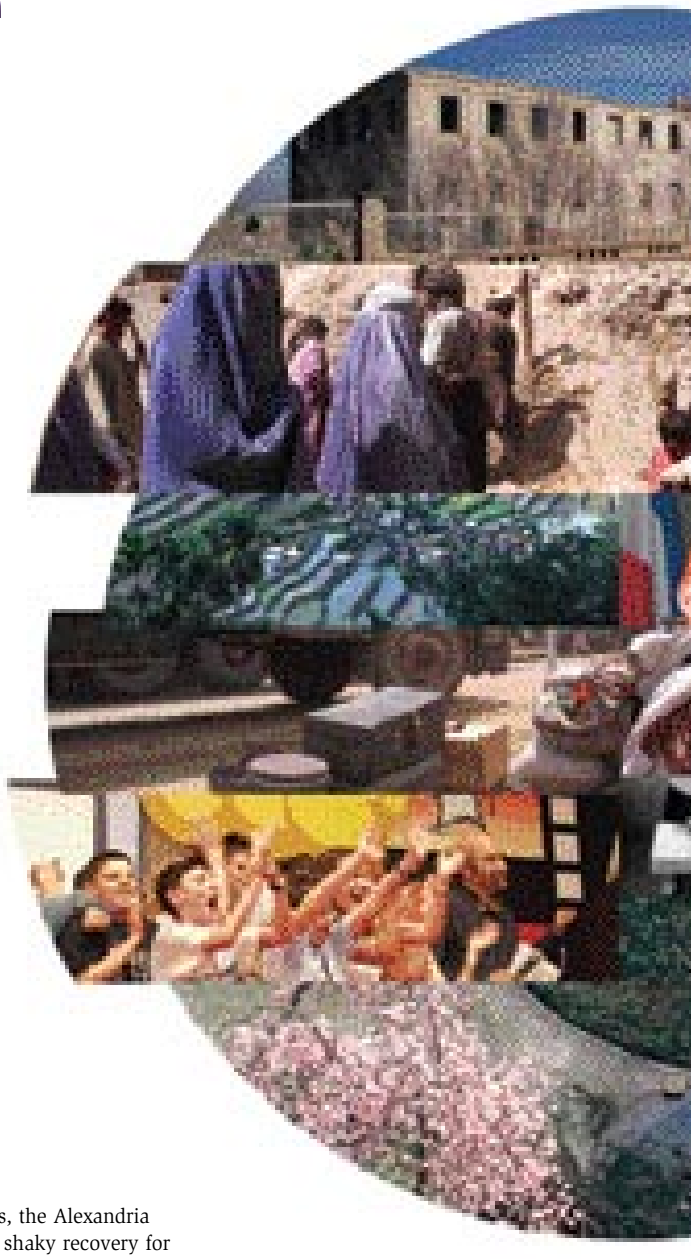
Literacy for change

Aung San Suu Kyi
The road ahead

Saving the
Saami culture

Conservation & development
A natural alliance

summary



Focus 38

Literacy for a better world

Cover photo: For Fatema Khatun, 55, the literacy programme she follows in rural Bangladesh has been a source of empowerment
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861 million adults – nearly one sixth of the world's population - cannot read or write. Most have never attended school or did so only for a brief period. Grinding poverty, but also the wars, famine and natural disasters that displace populations for years or more, are generally to blame, but not always. Available evidence suggests that functional illiteracy – the inability to decipher labels or the ordinary instructions required to fill out a form or apply for a job – affects as many as one quarter of citizens in some of the world's more affluent societies. More and better educational facilities and systems are required to help a huge number of our contemporaries out of the poverty trap to which illiteracy, among other factors, has confined them.

Making good on the promise of sound primary education for all children everywhere by 2015 – the goal solemnly proclaimed at the Dakar World Education Forum in 2000 by the representatives of the vast majority of world's States – is obviously the place to start. But the progress recorded so far gives little cause for optimism. Of the 164 countries that committed themselves to achieving education for all by 2015, 70, it now appears, may fall short. Most of them are in sub-Saharan Africa, but also included are Bangladesh, China, India and Pakistan – four countries which together account for 61 percent of the world's illiterate adults today.

In this, its second issue, UNESCO's *new Courier*, in cooperation with a team of international correspondents from *The Times Education Supplement* in London, takes a hard look at the issues to be addressed and some of the challenges to be overcome in the course of the United Nations Literacy Decade (2003-12). The picture it draws is sobering, but not hopeless. New approaches which seek to eliminate cultural and linguistic barriers, and to tie literacy training with activities critical to people's daily lives, have shown considerable potential in the countries where they have been introduced. Better yet, two of those countries, we discovered, are Bangladesh and India.

Michel Barton

Nobel Prizes 2002

The Swedish Academy awarded its 2002 Nobel Prizes during ceremonies held in Stockholm and Oslo on December 10. Jimmy Carter, president of the United States from 1977 to 1981, received the Nobel **Peace** Prize "for his decades of untiring effort to find peaceful solutions to international conflicts, to advance democracy and human rights, and to promote economic and social development."

The **Literature** prize recognized the work of Hungarian author Imre Kertész, a survivor of Nazi concentration camps, whose writing "upholds the fragile experience of the individual against the barbaric arbitrariness of history."

Masatoshi Koshiba (Japan) and Riccardo Giacconi and Raymond Davis (USA) won the **Physics** Nobel Prize, for their pioneering contributions to astrophysics. In **Medicine**, Sydney Brenner and John Sulston (UK), along with Robert Horvitz (USA), were distinguished for their discoveries concerning genetic regulation of organ development and programmed cell death.

John Fenn (US), Koichi Tanaka (Japan) and Kurt Würthrich (Switzerland) received the **Chemistry** Nobel Prize for advances in methods to identify biological macromolecules. Daniel Kahneman and Vernon Smith (USA) were the laureates in Economic Sciences, for integrating insights from psychology into economics and developing experimental tools for analysis.

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Press freedom: the barometer drops

Colombia once again tops the list of the most dangerous country for journalists to work in, with ten assassinations in 2002, followed by Russia (four), Mexico (three) and the Philippines (three), says the World Association of Newspapers in its most recent press freedom review. As of November 2002, 41 journalists had been assassinated in the year and at least 119 remained in jail. Nepal has the highest number of imprisoned journalists (24), followed by Eritrea (18), Myanmar/Burma (15), China (11) and Iran (10). The review finds that press freedom is increasingly threatened, with little or no progress in countries with long-standing freedom of expression problems. In some areas where progress has been identified (Namibia, West Africa, El Salvador, Honduras, Mexico and Eastern Europe), recent developments make it clear that the media still has a long way to go before press freedom is enforced.

World Association of Newspapers: http://www.wan-press.org

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Cuba honours its "sincere man"

"My job is to sing the beautiful, ignite enthusiasm for the noble, admire and spark admiration for all that is great," wrote poet, journalist, diplomat and 'apostle' of Cuba's independence, José Martí. The 150th anniversary of his birth is being celebrated throughout 2003. Born in La Havana in 1853, Martí published extensively on Cuban independence, the unity of Latin American and Caribbean nations, and the notion of universal concord. Imprisoned for his ideas, he was exiled in Spain and Mexico. He later moved to New York where he lived for 15 years, working as a diplomat and journalist. Granted an amnesty, he returned to Cuba where he died in 1895, during the independence struggle waged in Spain's last colony in the Americas.

His anniversary is marked by the publication of a critical edition of his complete works. Another high point was the "International Conference for World Equilibrium", held in La Havana from January 27-29, sponsored by UNESCO, the Organization of Ibero-American States and the Latin American Parliament. Participants discussed global social and cultural inequities. The Cuban poet summed up his identity in one of his most universally sung verses: "A sincere man am I/ From the land where palm trees grow."

Solidarity....

When Ma Yan's illiterate and impoverished mother thrust a letter and a diary written by her 14 year-old daughter into the hands of a French journalist early last year, she had no idea that she was about to transform not only her own family's life, but also the lives of dozens of others in China's remote north-western Ningxia province.

"How can you condemn me to this misery? I want to study!" wrote Ma Yan, who, like many other young girls in her region was being withdrawn from school because her family could no longer afford to send her.

Her letter, a veritable plea for the right to an education, was published by the French daily, *Libération,* provoking a wave of solidarity from readers in several countries who formed an association to keep Ma Yan and other children like her in Ningxia in school. Her diary has also been published in France and has become a best seller. "It's like a dream," she says.

Today, the Children of Ningxia Association funds the education of 30 children, 28 of them girls, and has become a ray of hope for Ningxia's isolated communities.
Email: enfantsduninxia@yahoo.fr
A website is also under construction at www.enfantsduningxia.org

© Enfants du Ningxia, Paris

The Arab world's three defecits

Despite considerable progress in many areas, the Arab States are threatened by "inertia", states the first Arab Human Development Report, published by the UNDP in 2002.
Over the past three decades, notes the report, health and education have greatly improved and the struggle against poverty has gained ground throughout the region, which, with 280 million people accounts for five percent of the world's population. Life expectancy has increased by 15 years and infant mortality has fallen by two thirds. The levels of adult illiteracy and absolute poverty have also been signicantly reduced.

However, the report adds, over the past 20 years, growth in per capita income has been the lowest in the world, except in sub-Saharan Africa. According to the report, three "defecits" explain this stagnation: freedom, women's empowerment and knowledge. In terms of freedom, the the Arab region, compared with other world regions, is at the bottom of the ladder. At least 50 percent of Arab women do not know how to read or write. Treated as second degree citizens in several countries, they are even discriminated against by national legal systems. Finally, the report stresses the low level of research and development (scientific spending accounts for only 0.5 percent of GDP) and the virtually inexistant access to information and communication technologies: only 0.6 percent of Arabs use the internet.

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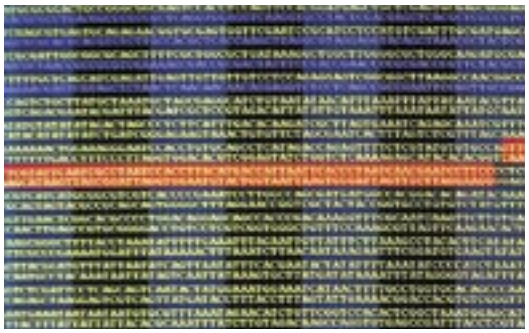

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Genetics : data at risk

Human genetic data helps us to know more about many of the illnesses we suffer from and raises hopes of new treatments. But the collection of such data is treated with suspicion by many, largely because of fears that the information gleaned could lead to discrimination in areas such as employment or insurance. "We are seeing individuals who opt not to participate in research because of the fear that this information could fall into the wrong hands and be used to deny them a job or a promotion," says Francis S. Collins, director of the National Human Genome Research Institute in the United States. According to a survey of 344 members of the Association of American Physicians, 87 percent reported that their patients had asked that certain data not be included in their file, and 78 percent had complied with these requests. Meanwhile, a Canadian study of 35 gene banks, found that less than 40 percent of them were correctly protected against hackers.

Bemoaning the daily grunt

Television and parents who no longer talk to their children are affecting British children's language skills, reports the UK government's Basic Skill's Agency. Director, Alan Wells told the daily *Guardian* newspaper (Jan.8) that communication had deteriorated to the "daily grunt" as families spent too much time watching tv or in front of a computer screen, and not enough in conversation around the dinner table.

In Wales, where the Agency has set up a programme to teach parents how to play creatively with their children, Mr Wells estimates that 50 percent of children were not ready to start primary school at age five because of their lack of linguistic ability.

© UNESCO/Brendan O'Malley

So long Dolly

Dolly, the world's most famous sheep, was euthanized in February at the Roslin Institute in Edinburgh (Scotland), where she was created in 1997. The first mammal cloned from an adult cell had an incurable and progressive lung disease that commonly afflicts old sheep. At six years old, which is about half the life expectancy of her breed, and despite a normal appearance, Dolly also suffered numerous chromosome anomalies and arthritis.

Her relatively premature death reinforces the arguments of the many who oppose human cloning, including Ian Wilmut, Dolly's "maker". According to the British scientist, who has thoroughly researched the subject, all of the world's cloned animals have genetic problems and physical deformities.

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Of mice and men

The common laboratory mouse is providing a bounty of new clues for scientists trying to understand and treat the development of human disease. A consortium of publicly funded institutes has unraveled the code of 95 percent of the mouse genome, which includes about 30,000 genes, roughly the same amount as humans. Surprisingly, the two genomes differ by about one percent only: mice have 300 genes that we don't have and vice versa. By comparing the human and mouse genomes, scientists will find it easier to identify natural mutations that cause disease. They will also be able to create deliberate mutations to study their effect in laboratory mice, commonly used to test potential drugs. The comparison between the mouse and human genomes has already revealed 1200 previously unidentified human genes.

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Off the menu forever ?

Order cod and chips, with banana ice cream for dessert in 2015 and you may be told they are "off the menu". Stocks of cod in European waters, according to the International Council for the Exploration of the Sea (ICES), are likely to follow the demise of the Grand Bank fisheries off Newfoundland (Canada) that have never recovered from over-fishing despite a total ban in the 1990s. The European Union has introduced some controls but failed to impose the total ban ICES was calling for. Meanwhile, according to *New Scientist* magazine, the banana, staple crop in many developing countries, could be driven extinct. As most cultivated bananas are sterile hybrids and come from a small selection of original plant genomes (genetic blueprints), they cannot naturally mutate and produce varieties able to resist the diseases that are ravaging the plants worldwide. The only solution could be through genetic engineering.

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Aung San Suu Kyi

"We've got to move forward"

Her compatriots call her the «iron butterfly», a name that evokes both her non-violent combat for democracy and the strength of her character. Aung San Suu Kyi, 57, talks to the new Courier *about the political evolution of her country since her release from house arrest in May lasy year*

You recently received the UNESCO Madanjeet Singh Prize for Tolerance and Non-Violence. Over many years, you have been given countless international awards, including the Nobel Peace Prize in 1991. How helpful have these awards been for you?

› It's very helpful to the movement because it's a sign that people all over the world support us and feel for us. So I do not look upon these awards as something personal, but as something given to the movement.

What are you expecting from the international community and especially from the UN?

› We would like to see the UN standing very firmly by the General Assembly resolution[1] on Burma and to try to implement the terms of the resolution as quickly as possible. And we would like the whole international community to support the UN and this.

What has been the impact of international sanctions?

› When people talk about international sanctions they generally are talking about the US sanctions. And I often have to remind people that the US sanctions simply prevent United States businessmen from making new investments. The investments that were made before the sanctions were implemented are still in place. From this point of view, we cannot say that these sanctions have had a very important impact economically. But they have had very important political impact, because they demonstrate that the people of the United States are concerned about what is going on in Burma. And the fact that the United States has imposed sanctions also makes other countries sit up and take notice.

Do you think sanctions can push the country towards democracy?

› I don't think the sanctions alone will push the country towards democracy. I think in a complex situation like ours we need many, many different lines of effort before we can achieve the changes that we want.

What is your interpretation, your vision of democracy?

› It is something I ask people of Burma when I go travelling all over the country. Especially when I come to rural Burma, to villages, I will ask people what they mean by the

The rocky road to democracy

After a 28-year journey as a student and scholar, Aung San Suu Kyi returned home to Rangoon to nurse her dying mother in 1988. The then 43-year-old daughter of national hero General Aung San - the assassinated negotiator for Burmese independence from the British - found herself caught in the middle of an unprecedented political struggle for democracy in her homeland. Millions of people had hit the streets to put an end to the Ne Win government's 26-year dictatorship, and thousands of pro-democracy protestors were masacred. Confronted with an army threatening to shoot her while she campaigned in the Irrawaddy Delta, and cheered by a crowd of half a million people listening to her call for democratic government in Rangoon, Suu Kyi was soon recognized as a symbol of democracy.

She was elected General Secretary of the newly founded National League for Democracy, which won 82% of the seats in the legislative elections of May 1990. This was an historic success that the ruling military *junta* neither accepted nor forgot.
The democratic cause, coupled with her immense popularity, earned Suu Kyi international recognition and the 1991 Nobel Peace Prize. But back home the *junta* placed her under a total of eight years of house arrest.
Aung San Suu Kyi continues to resist, saying "there WILL be change because ALL the military have are guns." Her latest 19-month period of house arrest ended in May 2002. Since then she has been able to travel through different provinces.
A victory? A step closer to national reconciliation? The iron butterfly, as local people call her, is cautiously optimistic.

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1. On November 19, 2002, the UN General Assembly adopted a resolution strongly urging the Government of Myanmar "to restore democracy and implement the results of the 1990 election and to ensure that the contacts with Aung San Suu Kyi and other leaders of the National League for Democracy move without delay into substantive and structured dialogue towards democratisation and national reconciliation and at an early stage to include other political leaders in these talks, including the representatives of the ethnic groups [...] to release unconditionnally and immediately all political prisoners."

democracy, why do they want democracy. And quite often they just say we want to be free. So I define democracy as a system that guarantees both freedom and security. Of course people have to feel secure, but we don't want a false kind of security, which allows no freedom at all. So this is what I mean by democracy. Of course this means there have to be the basic democratic institutions such as an independent judiciary, regular free and fair elections, free press and so on. But given these basics I think we will probably find our own form of democracy. This has happened all over the world. France has its own kind of democracy, and the United States has its own kind of democracy, for example.

Do you think international support had something to do with your release last May?

› As I said, not everything is due to international support. But international support does play an important part.

What are the other factors?

› The fact that people in our country do want change. And that it is better for us to be on good terms than to be on bad terms. I would like to give the regime the benefit of the doubt, and I would like to believe that they genuinely want to do what is good for the country. And they see that reconciliation is the best thing possible that can be done.

Are you really free?

› I am free. But freedom is relative, in the sense that I am free, but people are not always free to come to see me. This was made obvious during my last trip to the state of Arakan when the general public were prevented from coming to meet me, to demonstrate their support for me.

When I was released, I said that I have been released but we have not achieved democracy. So it's certainly nothing like the end of the road. We are just somewhere at the beginning, because we've got to move forward. And the message I would like to get across to everybody now is that it's important for us to move forward as quickly as possible for the sake of the country.

Have you been able to resume your normal political activities as the leader of a lawful party ?

› I am not yet able to operate as a normal leader of a normal political party, because none of the political parties in Burma are allowed to operate as normal political parties. This is what we're trying to achieve, this is one of the factors that is important for the process of change.

The political situation has changed to a certain degree. The most obvious change, of course, is that the National League of Democracy has been able to expand operations to a certain extent. I've been able to go around the country. But I think the most promising thing I've discovered, not necessarily a change brought from my release, is the tremendous support of young people and the sense of solidarity between different ethnic nationalities of Burma.

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How important is the ethnic coalition for you?

› Oh, it is most important; it is **the** most important thing. Because Burma is a Union, it is a country made up of many different ethnic nationalities, and unless we can achieve true solidarity we shall never be at peace. What we need is a system of a federal nature that takes into consideration all the aspirations of different nationalities. As I said just now, I found there was tremendous solidarity among the ethnic nationalities when I visited the states of Shan and Arakan. The welcome that I received from the general public there was most heart-warming and very, very encouraging. So I think we are moving very steadily towards true solidarity.

What are the next steps?

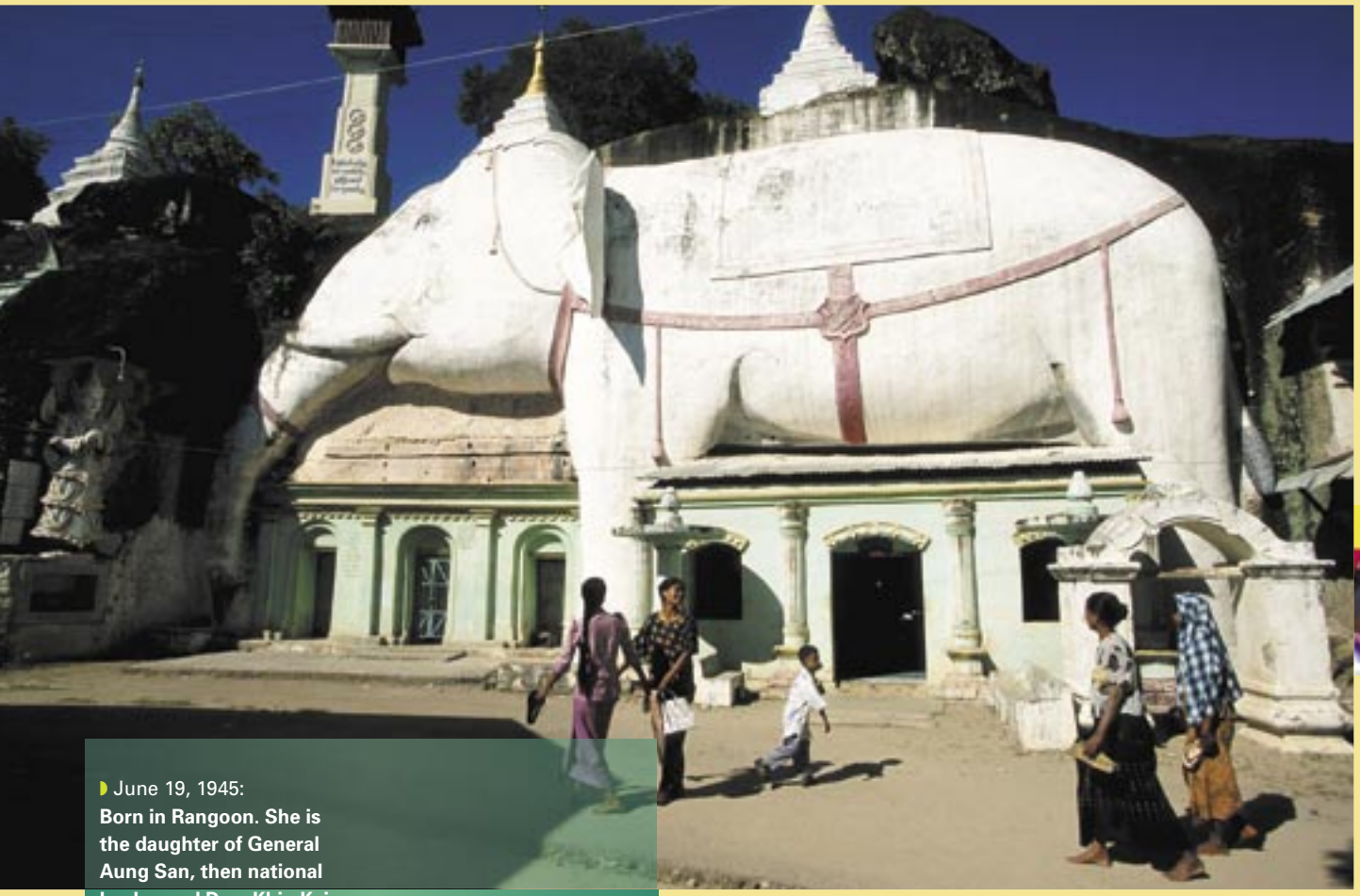
› The next steps are to achieve dialogue. I think we've got to sit down and to talk over matters important to this country with the SPDC. (The ruling State Peace and Development Council)

What is the current human rights situation in Burma?

› We still do not enjoy the basic human rights as spelled out in the United Nation Declaration of Human Rights.

What about the situation of political prisoners?

› They have been number of releases of political prisoners, but there are still hundreds of such prisoners behind bars.



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Key dates

- June 19, 1945: **Born in Rangoon. She is the daughter of General Aung San, then national leader, and Daw Khin Kyi, the Burmese ambassador to India in 1960s.**
- September 24, 1988: **Founding of the National League for Democracy (NLD) in Rangoon. Aung San Suu Kyi becomes the Secretary General of the NLD.**
- May 27, 1990 **Despite her being detained by the military government, the national League for Democracy wins 396 seats out of 485 (82 %) in the general legislative elections. The *junta* refuses to recognize the result of the elections.**
- October 14, 1991: **Awarded the 1991 Nobel Peace Prize**
- January 22, 2002 **Meeting with European Union delegation at her residence. The EU mission was aimed at breaking the deadlock between the *junta* and Aung San Suu Kyi.**
- April 25, 2002 **Meeting with the UN envoy Razali Ismail.**
- May 6, 2002: **Released from the latest 19 month period of house arrest**
- October 2002 **Awarded the 2002 UNESCO Madanjeet Singh Prize for "tolerance and non-violence"**
- February 6, 2003 **Awarded the $ 1 million 2002 Al Neuharth Free Spirit of the Year prize by the American human rights organization, Freedom Forum**

One of our demands is that they be released unconditionally as soon as possible.

How are negotiations for their release progressing?

› We have not had any negotiations.

What are the main needs of Burma in terms of education and culture?

› In terms of education we need a lot of things. I'm especially concerned about tertiary education because too many young people are leaving school uneducated. The whole system needs to be revised. With regard to culture, we are made up of many ethnic nationalities, as we discussed earlier, and it's very important that we try to preserve the different cultural strands in this country. Democracy will give everybody a chance to make their contribution to the development of educational and cultural matters. So what democracy does is to provide people with an opportunity to freely use their talents for the sake of the country. I think there should be flowering of cultural and educational institutes, organizations, activities.

What do you answer to the people who say that the human rights are a western concept, not relevant in Asia?

› My answer is to ask: are Asians not human beings?

Interview by LIN Zuqiang

Borderless Education

New technology, spiralling demand and economic liberalization are profoundly changing education. "McDonaldizing" it say the critics. Making it accessible to vast new numbers of students, say others

© Ray Tang/Rex Features/Sipa, Paris

British students protest against a government loan scheme for students, and demand grants, not fees.

Is education a commercial service that can be traded like any other? Yes, says the World Trade Organization, which, through its General Agreement on Trade and Services (GATS), recognized education as a tradeable commodity in 1995. No, say angry academics and student groups around the world, who, fearing the "McDonaldization" of education, are radically opposed to the idea.

Fuelling this passionate debate has been the explosive growth witnessed in the international trade of education services over the last decade. Higher education and specialized training, especially have become big profit-spinners for private or corporate providers, and a much needed source of income for cash-strapped public universities and institutions suffering from declining state-budgets and ever-increasing numbers of students.

According to the OECD, the higher education market in its member countries is conservatively worth some $30 billion annually. In 1999 there were 1.47 million foreign students studying in tertiary education in OECD countries, an increase of more than 100,000 over 1998. Education accounts for 3.5 percent of service exports in the United States, earning more than US$10 billion annually, and two of the biggest firms selling higher education there, Apollo and Sylvan Learning, are now quoted on the stock-exchange. In Australia, which with the United Kingdom dominates the world market, education has become the third largest service export: since 1980 the number of foreign students enrolled at Australian institutions has multiplied more than 13-fold.

The range of providers has also dramatically evolved, from traditional universities and institutes of higher learning to virtual

Number of tertiary foreign students in OECD countries from the 30 top sending countries (1999)

		Number of students sent to OECD countries	Share of tertiary students abroad within the OECD area
1	China	98813	7%
2	Korea	69840	5%
3	Japan	63340	4%
4	Greece	57825	4%
5	Germany	52239	4%
6	France	48764	3%
7	India	48515	3%
8	Turkey	44009	3%
9	Malaysia	40873	3%
10	Italy	39487	3%
11	Morocco	36504	3%
12	Hong Kong China	32476	2%
13	USA	32122	2%
14	Indonesia	30741	2%
15	Canada	27181	2%
16	Spain	25809	2%
17	Singapore	24504	2%
18	United Kingdom	23136	2%
19	Thailand	21337	1%
20	Ireland	19100	1%
21	Russia	18574	1%
22	Algeria	16490	1%
23	Netherlands	15351	1%
24	Poland	15341	1%
25	Brazil	14475	1%
26	Sweden	14036	1%
27	Mexico	13585	1%
28	Norway	12806	1%
29	Austria	11437	1%
30	Pakistan	10229	1%

Source: OECD Education database

GATS is not the only game

UNESCO's regional conventions regulating mutual recognition of higher education studies and degrees were adopted during the 1970s and the early 1980s. They cover Latin America and the Caribbean, the Arab States, Europe, Africa, Asia and the Pacific, and Arab and European States bordering the Mediterranean. The conventions are legally binding, similar to the GATS in that they promote international cooperation in higher education and the reduction of obstacles to the mobility of teachers and students through mutual recognition of degrees and qualifications between the countries that have ratified them. The fundamental difference with the GATS lies in the fact that this latter promotes higher education trade liberalization for purposes of profit.

Although the conventions need updating the include new developments in education, especially cross-border supply (the sale of courses on the internet or in the form of CD-Roms and DVDs) and commercial presence (opening private training schools run by foreign firms), they serve as a complement to the GATS by setting the standards and guaranteeing quality control.

http://www.unesco.org/education/html/unesco_norms.shtml

organizations specialized in e-learning, and from private companies and international corporations to partnerships between private and public groups, not-for-profit organizations and media groups. News Corporation, for example, through its subsidiary Worldwide Learning Ltd., has teamed up with a consortium of 15 Scottish Universities and 20 commercial companies to market Scottish higher education programmes globally, particularly in North America, the Middle East, Malaysia and China. The African Virtual University, which was initially established as a World Bank project, is now an independent non-profit organization serving 18 countries in sub-Saharan Africa. Since its inception in 1997, more than 24,000 students have completed courses in techology, engineering, business and sciences and more than 3,500 professionals have attended executive and management seminars.

160 MILLION BY 2025

The globalizing economy and job market, with its need for increasingly skilled workers, and the rise of information and communication technologies that have made "borderless education" a reality, are driving private sector growth, which is set to continue at breakneck pace. According to Merrill Lynch, a US-based investment bank, today's 80 million students will have doubled by 2025.

Developing countries or countries in transition, are keen supporters of these developments. The latest EFA Global Monitoring Report, clearly showed that the costs of achieving education for all by the deadline of 2015 (set at the World Education Forum in Dakar, Senegal, 2000) had been seriously underestimated and that national budgets and international aid would have to be dramatically increased. However, many governments argue they simply don't have the resources, and see foreign or private services

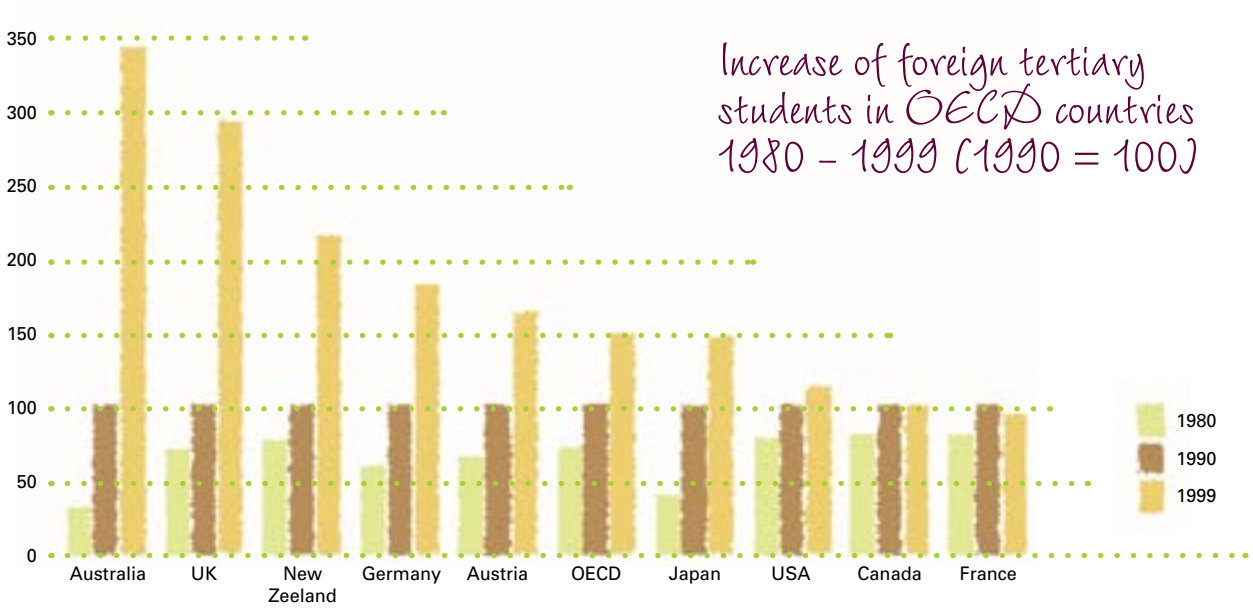
as a means of filling the gap, and accelerating the development of national university systems. In China, for example, 36 percent of higher education students are enrolled in private institutions. In Poland, which had almost no private institutions in 1989, there are now more than 180, providing courses for third of the country's student body. According to a series of case studies prepared by UNESCO, such new providers account for 55 percent of all "new" and "very new" universities in Jordan, Sudan, Tunisia and Yemen, while in Kazakhstan 70 percent of all universities are private.

New education providers are gaining ground everywhere offering services to people of all ages, from basic education to tailor-made courses for career advancements

HORSE-TRADING

While few would criticize the vastly increased access to education that such developments seem to offer, many consider that "horse-trading" education will have disastrous consequences. They want it withdrawn from the list of 12 services covered by the GATS. Iberian and Latin American academics, who signed the Porto Alegre Declaration of 2002, maintain that it will lead to "deregulation of the education sector with the removal of legal, political and fiscal quality controls", and fear "drastic public financial support cutbacks." The British Association of University Teachers adds that it will also threaten job security, professional autonomy and status, academic quality, and will have a negative impact on academic freedom, intellectual property rights and access to education. The National Union of Students in Europe believes that "the concept of the student as a consumer and education as a product fails to acknowledge the importance of education as a social tool and runs counter to the creation of a knowledge-based society, with democratic, tolerant and active citizens." Their Canadian counterparts argue that "it is time to protect the essential role of this public service, not to subordinate education to market forces, undermine its accessibility, and exacerbate social inequalities."

Other GATS observers dismiss these claims as unfounded. Pierre Sauvé of the OECD describes the agreement as "arguably the most development-friendly of all Uruguay-Round pacts" and believes that "it is not likely to be a driving force or even a major consideration behind changes" already occurring in the education sector. "Governments," he says, "can use the GATS selectively to encourage investment in sectors of their choice, subject to the conditions they wish to impose or retain […] the agreement also permits governments to maintain foreign ownership restrictions in sectors where they have made commitments (and) promotes a



A Controversial Debate

FOR

Pierre Sauvé, *who works in OECD's Trade Directorate, says increased trade in higher education can help everyone, starting with developing countries that do not have the resources to meet all their students' needs.*

What are the benefits of commercializing higher education?

Technological advance allows us to spread knowledge further, so it makes sense to think about how we can maximize the possible benefits especially since we've long known that investment in human capital goes hand in hand with economic development. So we should be glad to see increased trade in higher education. However, for the past few years, it seems to have become almost impossible to utter the word "trade" without setting off loud protests. We should remember that trade enriches nations. The mobility of students, teachers and ideas can be important in bringing cultures closer together.

The problem is that the North seems to have much more to gain than the South...

But would the countries of the South be better off if we didn't allow their young people to study at the best Western universities? Some developing countries just don't have enough money to provide the training their citizens need. A number of African countries have agreed to privatize education within the framework of WTO because they want to see foreign suppliers set up operations in their countries to add to the amount of education provided by local private or government suppliers.

But isn't there a risk of making education too uniform?

Policies exist to avoid this. For example, an Indonesian law that requires education to be given in this or that language can be extended to foreign suppliers of education. So it's mostly a matter of regulation and local political choice. Nobody's forcing WTO member states to make any commitment in the field of education and if they do, they're free to use local suppliers.

AGAINST

Nico Hirtt, *a Belgian teacher and essayist, attacks privatization of universities as ensuring dominance of the Western educational model and widening social inequality.*

How has higher education changed in the past 20 years?

Economic interests are now exerting great pressure on public services to adapt to their requirements. Schools are being asked to be more flexible so as to respond faster to the demands of the labour market. At the same time, government funding, on which universities mostly depend, has fallen.

What part does the World Trade Organization play in all this?

The commercialization of education is going to happen however the negotiations turn out. Decisions at an international level will simply accompany the trend. Market forces will lead the way. Preparatory meetings before the 1999 Seattle Summit showed how few obstacles there are to this liberalization. The only real brake to it is the issue of international recognition of diplomas.

What could be the medium-term results of this liberalization?

The danger is a "McDonaldization" of higher education, with the spread of a single formula and copy of the Western model. Faced with increased competition, universities are tempted to invest in subjects that are going to be most profitable for them, to the detriment of less profitable ones such as human sciences. They will also be tempted to move more and more towards doing research that pleases their funding sources. In the future, parents will have to spend a greater part of their income on their children's education and that will only increase social inequality.

So what's the answer?

We can't resist this trend if we just stick to education because all the most human aspects of our societies are being commercialized. It's a worldwide battle we have to wage against the excesses of economic modernization.

From *Education Today*, the newsletter of UNESCO's Education Sector, October-December, 2002.
Online at **http://www.unesco.org/education/index.shtml**

greater predictability (but not irreversibility) of commitments, a potentially important element in attracting investment in developing countries."

UNESCO's main concern is to ensure that global higher education standards do not fall victim to the rigours of the market. "Quality is the issue," says Stamenka Uvalic-Trumbic, the head of UNESCO's Section for Access, Mobility and Quality Assurance. "The Organization has long encouraged the internationalization of education and the involvement of a range of partners – both public and private. But we must also protect students from inadequate learning resources, low-quality provisions, degree mills and bogus institutions.

"The fast developments of the knowledge society demonstrate that globalization, particularly the globalization of higher education, is irreversible and cannot be stopped. It can, however be tamed through regulation and policy coordination."

To this end, UNESCO has set up a Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications in Higher Education. It's task is to establish an international quality assurance framework and a code of good practice for providers of higher education. Its first meeting last October set the agenda. A second meeting to be held in Oslo (Norway, May 26-27) will further develop the Forum's plan of action. The Forum will also look at ways of updating the six existing regional conventions dealing with recognition of qualifications and ratified by 130 UNESCO Member States, and which could serve as a counterweight to the GATS (see box p.13).

"The Forum serves as a complement to GATS, not a rival," explains Ms Uvalic-Trumbic, "and provides a place where people and institutions involved with higher education can debate the issues from a wide range of perspectives – not just that of the market place – and decide what to do about them."

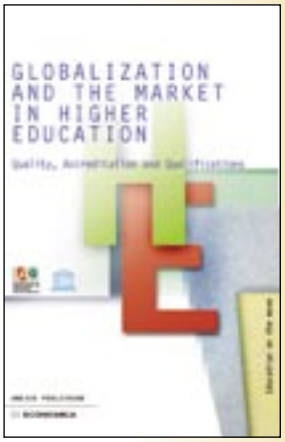
Sue Williams

More information on the Global Forum and its activities, and basic information on GATS is available online at:
http://www.unesco.org/education/studyingabroad/highlights/global_forum/gf_info_note.shtml

Globalization and the Market in Higher Education

Quality, Accreditation and Qualifications

As higher education opens up to world markets and the World Trade Organization turns its attention towards universities, quality, accreditation and qualifications are becoming issues of major concern to universities leaders, governments, students and parents. What are the possibilities of dealing with these burning issues in a concerted way? What are national and regional authorities doing to tackle what promises to be the most important issue since the development of mass higher education?

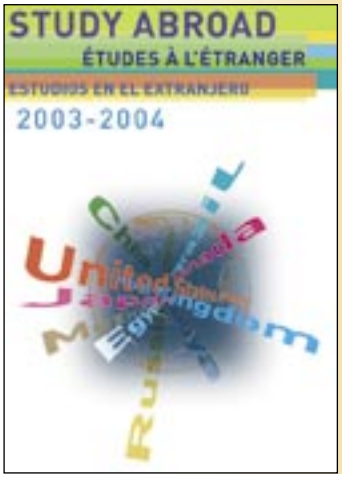


This book examines how far an international framework in quality assurance and accreditation may be envisaged and what are its limitations.

Edited by Stamenka Uvalic-Trumbic and published by UNESCO Publishing and Editions Economica, Paris, 2002.
224 pp., 16 x 24 cm
ISBN 92-3-103870-2
Price: 22 €

Study Abroad

Includes 2,659 entries on courses and scholarships in different higher-education academic and professional disciplines in 129 countries. Addresses (including Internet sites), admission requirements, application deadlines, financial aid, fees and living expenses in each country are presented in English, French or Spanish.



It is available online in PDF format at:
http://www.unesco.org/education/studyingabroad/networking/studyabroad.shtml

Study Abroad 2000 - 2001 (1999) is also available through UNESCO Publishing,
690 pp., 27 x 19 cm (new format)
ISBN: 92-3-003606-4
Price: 18,29 €


© Discovery

Anna's quest

An 18 year-old Swede from Lapland, fights to save her culture and her language, one of the most threatened in Europe

Rensjon, a village lying under the snow in the region of Kiruna, northern Sweden: a television crew from Discovery Channel is filming a short documentary about the Saami (see box p. 20). Outside, the temperature is –33°C, freezing both people and movie cameras. Only Anna, 18 years old, is in her element. Pouring all her teenage energy into defending her "difference," this young Swedish woman is the star of the hour.

"The first thing I'll pass on to my children? The Saami language." Anna doesn't bat an eyelid before answering. On the surface, she is a teenager like any other: her life revolves around snowboarding, her boyfriend and the American pop-rock group Foo Fighters. But deep down, she feels that she has something else, that many of her school friends don't.

"It's a feeling that grows with time. The more the years go by, the more I feel like speaking Saami and following my uncle and his reindeer into the mountains. Living close to nature gives you incredible strength." For Anna, being Saami is a bonus, a passport for a life that breaks with the ordinary. "I have my Swedish life, like everyone else, and an extra life as well."

Anna lives with her parents in Gällivare, a mining town located north of the Arctic circle. "I'm lucky, because my parents always told me where I came from and sent me to a Saami school." Along with Swedish and English, she learnt to read and write in her mother tongue, which her mother and grandmother only know how to speak. She also discovered how to *yoik*, the art of singing traditional melodies with modulations evoking the wind, which once carried performers into a trance. For several years now, she has sung in public at Saami festivals.

PROUD OF HER HERITAGE

Often, on weekends, Anna travels 80 kilometres to visit her maternal grandmother Ellen Maria, who lives in Rensjon. With this feisty 77-year old, Anna learns how to make traditional objects in reindeer skin or multicoloured threads. She loves listening to her grandmother's stories about the past, recounted without nostalgia but with a definite sense of pride: a nomadic childhood governed by the rhythm of reindeer herding, the death of her own mother when she was barely three, her role as the family head that she assumed early on to support her father, brother and little sister, the harsh winter of 1935-36 when all the reindeer starved to death, the trading of "milk against meat" with Finns settled in the region, and finally, the move to a more sedentary lifestyle, access to modernity and basic comforts. "Saami life has changed so much," says Anna, "I don't want this memory to die."

Not that the two women would ever turn the clock back. Like her friends, Anna is not attracted to traditional occupations such as reindeer breeding, which employs less than 15 percent of

Straddling borders

Some 60,000 to 100,000 Saami (also written Sámi), an indigenous people formerly known as Lapps, live dispersed across four countries: Finland, Norway, Sweden and Russia. Their territory came under the Swedish crown in the early 16th century before being divided between Sweden, Russia and Denmark a century later. In 1996, part of Sweden's Laponian area, where a nomadic lifestyle marked by the seasonal rhythm of reindeer herding prevails, was inscribed on UNESCO's World Heritage List.

"We are the only wild white people in the world," jokes an ironic Lars Anders Baer, president of Sweden's Saami Parliament, underlining that "the majority, 40,000 to 70,000 people, live on Norwegian territory." It is estimated that 15,000 to 20,000 Saami live in Sweden, around 5,000 in Finland and 2,000 in the Kola Peninsula (Russia).

The Saami language is generally classified in the Finno-Ugrian family, bearing similarities to the languages of the Baltic Sea like Finnish and Estonian. But there are in fact several Saami tongues, often bearing no resemblance with each other. Spelling can also vary from one language to the other.

The *UNESCO Atlas of Languages in Danger* lists 11 Saami languages, of which one is "extinct" (Kemi Saami), four are "nearly extinct" (Pite Saami, Ume Saami, Ter Saami and Akkala Saami), five are "seriously endangered" (Inari Saami, Skolt Saami, Kildin Saami, Lule Saami and South Saami). Only one is listed in the simply "endangered" category: North Saami, spoken by 80 to 90 percent of the Saami who still speak their language – about 30,000 people – living in the four countries concerned.

Lars Anders Baer asserts that an effort "to harmonize linguistic policies adopted in the four concerned countries" is necessary to save the Saami language. But in doing so, there is a risk of killing variants that are currently spoken by no more than a few hundred, or even a few dozen people.

the Saami in Sweden: too tough and not lucrative enough, she says. Unless they own more than 400 animals, reindeer herders have a below average living standard and must round off their months by working in the mining industry or in the tourism business.

But Anna is sure of one thing. She will continue living in Sápmi (previously known as Lapland) and defend her language and the rights of her small minority. Today, Sweden counts some 15,000 to 20,000 Saami, accounting for less than 0.25 per cent of the country's population. Even in their own region, where temperatures can drop to –50°C, they only represent between five to ten per cent of inhabitants. The others are mostly miners from the southern part of the country lured by opportunities in important iron ore deposits.

Traditionally a people of hunters and fishermen, the Saami became nomadic herdsman towards the end of the Middle Ages. They lived through dark hours from the 16th to the mid-20th century: their lifestyle and customs came under attack and their traditional territory split between several States (see box below). Colonization, taxes, Christian missionaries and the persecution of traditional Shamans, forced labour in the mines, the prohibition to use their language and express

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A wedding at Kautokeino in Norwegian Sápmi (right). The bridal couple have just said "*jua*" (yes). For the past 20 years or so, reindeer breeders have traded the traditional sled for a motor-powered varity. Some even use helicopters to keep an eye on their herds

© Michael Friedel/Rapho, Paris

their culture, racism and economic decline pushed the majority to assimilate into the dominant and prosperous Swedish society.

According to estimates, more than half the Saami in Sweden cannot speak their own language and 90 percent can't write it. Many young people know nothing about their past or are ashamed of it, says Anna. "Some don't even know they are Saami or hide it. My boyfriend, for example. When I met him five years ago, no one had ever told him that he had Saami ancestors." Today, however, a growing number of his friends are starting to accept their origins.

Anna will continue speaking up for her culture and "rights." "As soon as I'm allowed, I will vote

UNESCO and languages

According to many linguists, the world loses ten languages every year. More than half the 6,000 languages spoken in the world are, to various degrees, threatened by extinction. Worse, the erosion of linguistic diversity is gaining speed, under the impact of migration, restrictive linguistic policies and the pressure of dominant languages: English is an obvious culprit, but Russian, French, Arabic and Chinese also deserve mention. A community's language is considered in danger when at least 30 percent of its children have ceased to learn it.

When a language dies, a whole world vision, thought patterns and original concepts also disappear. In its quest to promote cultural diversity, UNESCO has taken up the cause of dying languages. The Organization first undertook the task of quantifying and documenting the phenomenon by producing, in co-operation with renowned academics, an ***Atlas of the World's Languages in Danger of Disappearing***. A study is underway to evaluate the number of speakers of each of the 3,000 threatened languages.

Such a publication, widely publicized by the media, contributes to public awareness. UNESCO also works with the scientific community to study certain languages. It has just launched an initiative in Georgia to record, transcribe and codify three endangered languages (Abkhaz, Bats and Laz) in order to produce online grammars and vocabulary data bases.

UNESCO also encourages multilingualism in schools. The Organization believes that all students should "begin their formal education in their mother tongue." With its Initiative **B@bel** programme, UNESCO also supports multilingualism in cyberspace, where English counts for more than half of contents and where very few minority languages have visibility.

UNESCO's action in favour of linguistic diversity recently led to an agreement with Discovery Channel, supported by the UN Works programme. This partnership aims to sensitize public opinion and the media to dying languages. It led to the production of spots on endangered languages: nine two- to five-minute documentaries were aired on International Mother Language Day, celebrated last February 21. The television channel is expected to produce up to fifty other mini-documentaries on the topic.

© UNESCO/Sophie Boukhari

Lars Anders Baer, the president of the *Sametinget*, the Swedish Sami Parliament

in the *Sametinget* (Sweden's Saami parliament)," she asserts, regretting that two thirds of the Saami don't take this opportunity. This parliament, which has an advisory capacity to the government according to its president Lars Anders Baer, was set up in Kiruna in 1993, several years after those in Norway and Finland. It is the result of the birth, after World War Two, of a Saami movement, which gained strength in the 1970s, echoing the affirmation of other indigenous peoples around the world.

In recent years, Mr Baer admits, Sweden's Saami people have scored points on the cultural front, even if he feels the government does not invest enough money in promoting the language. Today, Saami children have the right to be educated in their mother tongue, although few follow this route. The most motivated attend the six bilingual schools in Sápmi's cities. According to the European research network Mercator, the number of students in these schools rose from 115 in 1994/95 to 170 in 2000/01. Some 180 children spread across other schools in the country benefit from an "integrated Saami education" as part of

Read

Atlas of the World's Languages in Danger of Disappearing, UNESCO Publishing, first edition 1996; second edition 2001.

Arctic Languages, An Awakening, UNESCO Publishing, 1990.

World Culture Report, UNESCO Publishing, 1998.

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the general curriculum. Other children take Saami as an option. If they wish, they can continue in high school and university.

LAND RIGHTS

The environment is slowly changing. National school curricula are starting to speak about the history of minorities in the country. Some media are introducing Saami programmes, albeit in small doses. On the legislative front, Stockholm ratified the European Charter for Regional or Minority Languages in February 2000. At the same time, a new law was adopted on the right to use Saami before administrative authorities and in court, a decisive step in the recognition of the Saami minority.

The looming question of land rights remains. Unlike Norway, Sweden has not ratified the International Labour Organisation's Convention 169 concerning indigenous and tribal peoples. According to this text, these people must have the "rights of ownership and possession" of their traditional lands and be able to "participate in the benefits" of activities stemming from the exploitation of natural resources. For Anna's father, Anders, survival depends on this: without economic autonomy that would notably enable his people to develop and modernize reindeer husbandry, Saami culture is condemned to disappear. "If you no longer need 400 words to describe the quality of snow or hundreds of others to designate different parts of the reindeer, you no longer need the language," he says. "If our traditions die, our language will die."

Meanwhile, his daughter continues to sing. And the future will tell whether her *yoik* is a swan's song to Saami culture or an ode to the Sun god of a reborn people.

Sophie Boukhari

© UNESCO/Sophie Boukhari

Anna, 18, her grandmother Ellen Maria, 77, and her mother Irénée, 48 (above): Saami and proud to be. reindeer skins piled in an abattoir near Kiruna in the north of sweden (above left)

To fnd out more

http://www.unesco.org
http://whc.unesco.org
http://www.tooyoo.l.u-tokyo.ac.jp/Redbook/index.html
http://www.sametinget.se
http://www.eblul.org
http://www.mercator-central.org
http://www.coe.int
http://www.discovery.com

Pulling down the fences

Conservation and development form a natural alliance in UNESCO's biosphere reserves

© UNESCO/Peter Coles

UNESCO's 30-year-old Man and Biosphere (MAB) programme has always put both people and nature at the centre of its concerns. The original reserves aimed to reconcile conservation with the presence of people through a system of zoning, where a "buffer" zone and a "transition" area surrounded a "core" area with high conservation potential, shielding it from the destructive influence of a modernizing world. But, while the need for conservation is arguably greater today than it was when the first biosphere reserves were designated in 1976, the people who live in or near the reserves want to prosper economically. The challenge, then, is to square these potentially conflicting goals.

Over the past decade or so, the MAB programme has been developing a range of initiatives to do just this. One approach is to use an area's cultural heritage as a money-earner, through ecotourism ventures. Some 70 biosphere reserves are also UNESCO World Heritage sites. In the past, local people have often been chased out of cultural sites in an effort to 'preserve' them. And, of course, tourism can be either supportive of or damaging to the conservation goals of a biosphere reserve, depending on how it is managed. "UNESCO is not introducing tourism," says Francis Childe, senior programme specialist in the Division of Cultural Heritage, which works closely with the MAB programme. "But tourism is coming. So the question is how to make sure that local communities are involved and in control."

One UNESCO-backed ecotourism project in mountainous regions of Central Asia and the Himalayas (see page 23) is working with local NGOs to develop home-stay accommodation, high-quality handcrafts, traditional games and festivals and to involve local communities in protecting cultural heritage sites. And managers of the Waterberg Biosphere Reserve in South Africa (see page 25) are using its resources to ease the legacy of apartheid and to narrow the divide between wealthy (white) game lodge owners or

Cholpon-Ata's 5000 rocks drawings are in urgent need of protection. Several were destroyed to make way for the airport

farmers and poor communities plagued by AIDS. Another recent initiative uses the sustainable practises of biosphere reserves as a guarantee of quality and fairness in local produce, whether handicrafts or food, through a system of quality labelling (see New Courier, October 2002, p.34).

Meanwhile, supporting the traditional knowledge and practices of local people can contribute to conservation, while encouraging cultural diversity. For example, indigenous peoples from Ghana and India to South America, traditionally designate special natural areas as sacred, restricting what can be done there. After countless generations, these areas have become havens of genetically ancient biodiversity, in landscapes that have been changed radically by human intervention. On a different tack, traditional practices that, to western minds, seem to be destructive can, in fact, be the opposite. In Australia's Uluru-Kata Tjuta Biosphere Reserve, the Aboriginal custom of patchwork burning of the landscape is now part of the management plan. Controlled burning, it turns out, can be an excellent way to conserve biodiversity in arid areas.

(see: http://www.unesco.org/mab/index.htm).

Peter Coles

One-way chicken to the moon

Kyrgyzstan finds ecotourism potential in its new biosphere reserve

The mountains seemed to close in with the evening sky as we turned our backs on Cholpon-Ata and its field of prehistoric rock drawings. Disco music blared out of the cassette player in Bolot's brown Mercedes taxi as he rattled us between the Russian trucks on the old Chu Valley Silk Road back to Bishkek. "Zanzibar" and what sounded like "One-way chicken to the moon" had been thumping out for hours on end. Bolot only had one cassette and he insisted on listening to it. We didn't want to spoil his concentration.

When we'd arrived in Cholpon-Ata, on the north shore of Lake Issyk Kul, five hours earlier, Bolot was in a bad mood. We never found out why. He seemed just to want to dump us anywhere and have lunch. So, we persuaded him to drop us off at a little marina, past the President's summer dacha, and negotiated a one-hour boat trip. The lake, which has something of Loch Ness about it, is over 180 kilometres long, 60 km wide and 700 metres deep, at an altitude of 1600m. It is the largest alpine lake in Asia and the second largest anywhere. Last year it became the centre of Kyrgyzstan's second UNESCO biosphere reserve. Looking south, we could see the snow-covered Tien Shan mountains forming a spectacular wall, with peaks rising more than 7000 m. Beyond them is China. And, behind us to the north, the more modest Kungey Alatau mountains separated us from Kazakhstan - and Siberia.

BRONZE-AGE ROCK PAINTINGS

A long cloud stretched out like a finger just above the boat and cast us in a bitterly cold shadow – even if "Issyk Kul" means "hot lake" in Kyrgyz, because the water never freezes in winter. But as soon as we got back on land, the late autumn sun was surprisingly warm again. Even Bolot had

© UNESCO/Peter Coles

perked up and was happy to follow our uncertain directions down a dirt track until, after a few false starts and mimed questions to locals, we found what we were looking for. Behind a purely symbolic 20m length of metal fence, a vast field opened up into the distant foothills, strewn with boulders. But these were no ordinary rocks. On their south faces, hundreds were inscribed with breath-taking bronze-age drawings of hunters, Siberian ibex, snow-leopards, horses and other animals.

There is no tourist infrastructure here, so we were free to roam, as if we were the first to discover the site. In a couple of hours, we only found a few dozen of the 5000 or so petroglyphs. The only other people we saw were a shepherdess and a gaggle of 12-year-olds. And they'd come to look at us, not the rocks. With Bolot waiting impatiently in the car, we had to hurry. Which is not what one wants to do in a treasure-hunt among drawings that are over 2500 years old. They were, we found out later, made by pre-Kyrgyz nomadic (Scythian) people. With a shamanic spiritual tradition, the hunters would probably have wanted to evoke the spirits of the animals and make peace with them.

ECOTURISM PROJECTS

The Soviet legacy in Kyrgyzstan was sometimes a heavy one, with radioactive waste from local uranium mines dumped in the mountains. But the more remote countryside is stunningly beautiful and unknown to tourists. While ecotourism ventures are sprouting up, sometimes with UNESCO involvement, less respectful operators eyeing easy dollars could sound the death knell for what is still mostly unspoiled country. Today, sustainable tourism is high on the list of activities that the managers of the biosphere reserve want to encourage. Signposting the petroglyphs is already underway. And the biosphere reserve remains a sparsely populated, mountainous area, with an intact ecology, including snow leopards, brown bears, Marco Polo sheep and Siberian ibex, as well as rare birds and plants, just like on those rock drawings.

Peter Coles

Issyk Kul

UNESCO officially endorsed the Issyk Kul Biosphere Reserve in 2001. At its heart is Lake Issyk Kul, the world's second largest high-altitude lake and a Ramsar Wetland site. With support from the German Federal Government and UNESCO, the biosphere reserve now publishes an information newsletter ("Ak Kuu") and is developing a range of ecotourism initiatives. UNESCO is working with an NGO to train local people as guides, and use traditional "yurt" felt houses for home-stay accommodation.

A new project focussing on Cholpon-Ata is cataloguing the petroglyphs, producing promotional materials in Kyrgyz, Russian and English and protecting the site against theft, damage (e.g. grafitti), etc. Local people have now been trained as guides, and signage has recently been installed.

See also:
http://www.unesco.org/mab/br/focus/2002Oct/Issyk.htm

Some of the petroglyphs are over 2000 years old

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© UNESCO/Isabelle Le Fournis

While creating a sanctuary to reintroduce the rare black rhino in Waterberg, Clive and Conita Walker started adopting white rhino orphans. Munyane, a female, refuses to cut the s strings, dividing her time between her wild boyfriend in the woods and the Walker's garden

New tracks where the rhinos tread

South Africa's Waterberg Biosphere Reserve aims to bridge the divide between two communities in which the historical privileges of a minority impoverished the majority.

Drive three hours north of Johannesburg to the Waterberg Mountains and discover "The Wild Heart of Africa, Malaria-Free", as advertised by a string of private game reserves offering tourists an idealized bush life. Bounce in the back of a jeep, hot on the trail of the "Big Five" - lions, leopards, elephants, buffalos and rhinoceroses – before dining under the stars, sipping South Africa's fine wines, proffered by smiling servants who disappear into the polished woodwork. It is the old colonial fantasy served on a silver platter, wiped clean of any threat.

Yet 20 kilometers further into the mountains in the Bakenberg district, a killer stalks, shrouded in witchcraft in black villages, where people whisper about a "slow puncture" sapping the life of about 22% of the population instead of openly speaking about HIV and AIDS. One hundred and sixty-five thousand souls live in the district, where more than half the men in their early 20s are unemployed. Most leave to find work in towns, but some are employed by the game lodges, ringing up bills for tourists paying 1000 rand (US$117) a day, double the monthly income of a Bakenberg household.

REVERSING APARTHEID'S LEGACY

Two separate universes of privilege and poverty coexist in Waterberg – the legacy of colonialism and apartheid, bequeathing huge tracts of land to a wealthy minority, while the majority don't own the shacks they live in. Yet both communities are now working to bridge the divide through the Waterberg Biosphere Reserve, which was created in 2001. For Bakenberg, the biosphere reserve offers hope for jobs and its own brand of cultural ecotourism through investment plans involving

public and private organizations. For wealthy landowners, the biosphere reserve label serves as a certificate of excellence to attract tourists.

It also represents a life-insurance policy for both sides. Just a few hours north, Zimbabwe reels as misery and political manipulation fuel violent land seizures. At Waterberg, there is no trace of aggression or threat. And the residual mistrust that remains is starting to fade as the two communities work to improve livelihoods, thanks in large part to the energy and vision of a few individuals. Of diverse origins and outlooks, they represent the essential components required for a successful biosphere reserve: conservation, socio-economic development and cultural heritage.

OUT OF AFRICA

"Just 12 or 15 years ago, people in Bakenberg would flee when I arrived wearing a ranger uniform," recalls Clive Walker, one of South Africa's most famous conservationists, who spearheaded the biosphere reserve's creation. Instead of avoiding the district, Walker returned, which isn't altogether surprising. He is not your average white landowner but a man with a rhino parked in his garden, an orphan he raised with his wife at their home in Lapalala Wilderness, a private game reserve unlike the others in Waterberg.

Instead of stepping 'Out of Africa', visitors dive in at Lapalala, where environmental preservation and education are the main attractions. For years, Walker has been working with landowners to reintroduce rhino species into the area, while directing a nature school for mostly poor pupils. But at Bakenberg, Walker realized that conservation had to go beyond the pristine areas of private lands. Rivers were running dry because of soil erosion through overgrazing. It was just a matter of time before these problems spilled across the entire watershed.

Thanks to Walker, conservation has become a cornerstone at Waterberg. Now the biosphere reserve's new chairman, Rupert Baber, is adding his own expertise in economic development. After completing a doctoral dissertation on South Africa's poverty at Oxford, Baber returned to the farm his family has worked in Waterberg, since 1886. This is a place where children are born and grandparents retire through an old-fashioned, paternalistic system providing healthcare, education and a decent salary for more than 100 families. While maintaining the security, Baber and his employees are modernizing the farm, switching to high-value organic crops while developing micro-credit schemes and cooperatives to increase the income and independence of the staff. They are also shaping a role model for the biosphere reserve.

"Our challenge is to bring benefits not just to a select few but to everyone," says Baber. "We must set up an incentive structure to not only reward environmental conservation but job creation. People will have to earn the biosphere reserve label." Baber is setting up a system in which landowners would preserve the environment while helping to develop Bakenberg, whose residents are looking for opportunities, not handouts.

© UNESCO/Amy Otchet

© UNESCO/Isabelle Le Fournis

Giraffes, impalas and other wild animals roam where cattle once grazed, as landowners transform ranches into game lodges fot tourists

© UNESCO/Amy Otchet

Wide smiles and lunch for school children and foreign visitors alike at Bakenberg festival

"We don't want to create another project, but a business," says Lesiba Masebe, the grandson of a legendary chief, who is a now a respected teacher in Bakenberg. Walking through the dirt lanes of his village, he proudly points to the new hall for local craft production built by the biosphere reserve committee before outlining plans to set up cultural visits, including bush walks with local guides, consultations with traditional healers as well as banquets and dance performances organized by local troupes. With pride, Masebe dreams of creating a 'traditional African village' not just to amuse foreigners but to teach children about their cultural heritage. As the local mayor, Godfrey Molekwa, half-jokes, "sex is the only cultural activity for youth." Many are just awaiting the day they will leave to work in distant towns.

DISPOSSESSION

To help break this cycle, the national government and the biosphere reserve committee are starting a new eco-tourism school, under the guidance of Clive Walker at Lapalala. The aim is to train local staff to work as guides, administrators, mechanics and managers while developing investment plans in the area. Various organizations will participate in this pilot project along with individuals like Elias Mangwani, a guide at Lapalala.

Tread softly with Mangwani in Lapalala's rhino territory, marveling at the animal tracks in the sandy soil but mindful of his warning to climb the nearest tree should one of these unpredictable beasts approach. Hiking to see ancient *San* rock art, he points to the berries his grandmother, a traditional healer, would boil to kill the hunger of a three-day trek. A small cut in the trunk of a latex tree and he offers "chewing gum" with the bittersweet taste of his childhood. Every Christmas, he would indulge in the "real thing", a present from his parents who returned from the mines for a visit. Like so many Waterberg children, Mangwani's family was forced to leave a farm. But under the watchful eye of his grandmother, he learned the ways of his land and ancestors, knowledge with which he forged his career. Now instead of just leading tourists, boasting of their ability to identify zebra dung, Mangwani will guide Waterberg's youth, determined to regain their heritage after more than a century of dispossession.

Amy Otchet

Correction

An article entitled *Our hidden hydro-capital* (the new Courier, October 2002) referred to the Columbia River. It should have been the Rio Grande

Memory of the World, the Key to Diversity

UNESCO established the Memory of the World (MOW) programme ten years ago to preserve and promote documentary heritage, much of it endangered. Yet this heritage is as important for humanity's cultural diversity as the sites and monuments on UNESCO's World Heritage List. This is why the programme launched the World Register of documentary heritage of universal value

The register includes the oldest surviving book produced with moveable type, the second of a two-volume set of a Korean "Anthology of Great Buddhist Priests' Zen Teachings". The *Baegun hwasang chorok buljo jikji simche yojeol* was printed in July 1377 in a temple in Cheongju. Also known as *Jikji* (from a phrase about the attainment of enlightenment by direct appeal to the mind), it was compiled by Priest Baegun when he was 75, and reflects the teachings of his instructor, Zen Buddhist master Seogok Cheonggong.

The book is one of 68 documentary heritage properties from 33 countries inscribed on the World Register. Other entries include: the Gutenberg Bible (Germany), the first book to be printed in Europe and the earliest Bible ever printed; the Codex Techaloyan de Cuajimalpaz (Mexico) whose pictorial material and Nahuatl text describe how indigenous communities were established in various places in the Valley of Mexico City; the Dainu Skapis Cabinet of Folksongs (Latria); and the Archives of the Warsaw Ghetto. The Register gives us an idea of the enormous variety of documentary heritage around the world worth preserving because of its enduring importance to scholars and because it testifies to cultural achievements that have had a far-reaching influence.

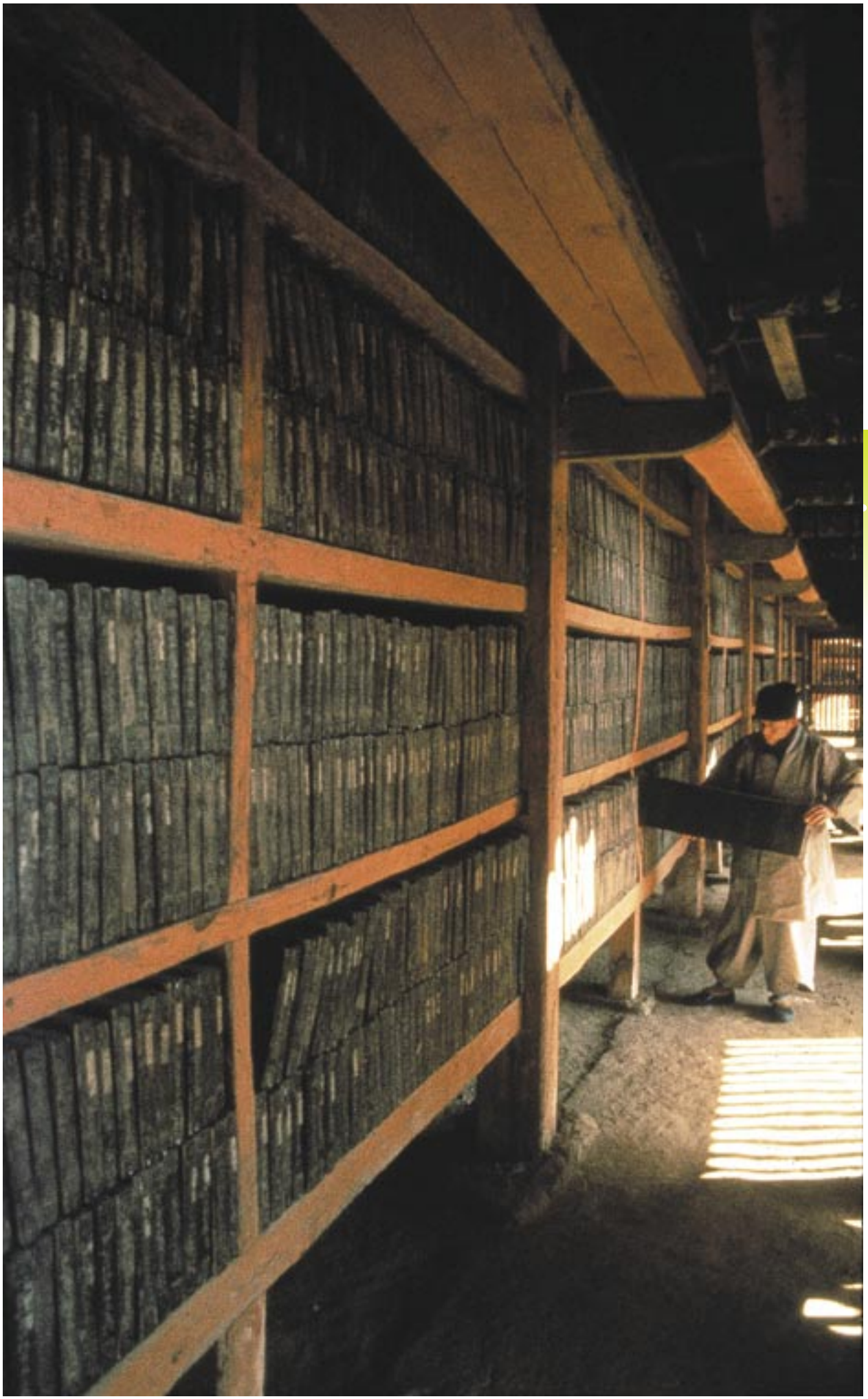
MORE THAN A PAPER HISTORY

"Our purpose is not conservation for its own sake, but conservation in order to make this heritage more accessible," argues the head of the MOW programme Abdelaziz Abid. Giving publicity to this heritage helps to attract resources for preservation. Digitalization through scanning, posting the collections on the Web and producing CD-Roms makes these documents accessible to a huge number of people without subjecting them to physical stress. Oblivion, on the other hand, leads to neglect, says Abid.

In 2001 the futuristic masterpiece *Metropolis,* by German film director Fritz Lang, became the first feature film on the Register. The inscription prompted numerous screenings and helped give a new lease of life to the work, according to Abid. He also says that publicity events around the inscription helped raise awareness of the importance of film preservation in general.

Also on the Register are the 4,000 or so recordings of the Vienna Phonogammarchiv, the first sound archive ever created (1899), featuring ethno-linguistic and ethno-musical material collected by anthropologists all over the world. This material bears testimony to many cultures which have since disappeared or been deeply changed by Western influences.

The director of Phonogrammarchiv, Dietrich Schüller, who is also the chairman of the International Advisory Committee of MOW, explains that no single institution anywhere can claim to preserve enough material in any one field. The MOW programme, he explains, aims to convince tax-payers and politicians around the world that more effort, and a better distribution of labour is needed to preserve the testimonies of the world's cultures.



The library at the Haeinsa complex of monasteries in Korea is home to the country's most sacred collection of Buddhist literature. Carved some 700 years ago in classical Chinese on more than 80,000 wooden blocks, they replace the original set, which was completed in 1087 and destroyed by invading Mongols in 1232. In the 1970s, President Park Jeung-hui ordered a new storage hall to be built with modern equipment for ventilation, temperature and humidity control. Mildew soon appeared on the test blocks and the plan was abandoned, proving the superiority of the temple library's traditional structure

© Christophe L, Paris

Shot in the Babelsberg Film Studios (Berlin) en 1925-1926, Fritz Lang's expressionnist science fiction extravaganza, Metropolis, bears testimony to the artistic and visual creativity of German cinema of the 1920s. A digitized negative of the film has been produced getting as close to the original master copy as possible

HEAVY LOSSES LOOMING

"Much of the material stored in research institutions will disappear within the next 50 years and great losses have already been incurred," argues Schüller. "Eighty percent of audiovisual documents in the anthropological field, dialects, musical festivals etc. are not kept in archives proper but in collections attached to research institutions and museums. Their analogue documents are still playable, but many of them, and increasingly so, are chemically unstable and sooner or later all magnetic tapes we have will deteriorate to a point they will no longer be playable. Another problem is that the old replay machines are about to disappear and then, even if you have the best-preserved collections, you will not have the machinery to play them. Unless there is concerted effort country by country on a grand scale to digitize this material, the knowledge we have today – especially in the fields of social and cultural anthropology, will fade away." We stand to "lose 80 percent of what we have in the anthropological field," he insists, explaining that "generally speaking, the more modern the support, the less stable it is, a wax cylinder recording lasts longer than a magnetic tape or CD-Rom."

Similarly, old paper is more stable than the acidic wood pulp paper introduced in the mid-19th century. Acidic paper poses a problem for collections of 19th and 20th centuries printed texts and manuscripts, particularly those situated in countries in transition, in Eastern Europe and the former Soviet Union where most of the printing

Asian Documentary Heritage

Asia has an ancient tradition of archival preservation, as exemplified by the Hor Tri Klang Nam (or Tri Pitaka Pavilion) at Wat Yai Suwannaram in Petchaburi, Thailand, and by Janggyeong Panjeon, also known as Tripitaka Koreana, at the Haeinsa Temple in Korea. Both libraries are outstanding examples of traditional mastery of preservation parameters. Both ensured that their collections remained dry; well ventilated and protected from excessive light. The Thai library was built on stilts in a lake for protection from rodents.

Traces of the rich library traditions of Asia can also be found, in India, Laos and Myanmar, according to Guy Petheridge, who has high praise for the Preservation of Lao Manuscripts Programme operated by the governments of Laos with funding from Germany. Laos has a rich documentary heritage with surviving literary works dating back to the 15th and16th centuries, many of which are yet to be studied. However, neglect over decades is taking its toll on tens of thousands of religious texts, learned and literary writings about history, traditional law and customs, astrology and magic, mythology and ritual, traditional medicine and healing, grammar and lexicography, as well as poetry and a huge number of verse epics and folktales. **These manuscripts,** written on palm leaf or mulberry paper, are stored in traditional wooden caskets in the traditional library structures in some 1,700 Buddhist *wats* or monasteries all over the country.

was done on the cheapest paper, says Guy Petheridge of AusHeritage, network in Australiaé, who has carried out an evaluation of the MOW programme.

Institutions in developing countries are hard put to pay for scanning technologies now used by Western libraries and institutions to save threatened material. There have recently been reports in the press about the sorry state of one of Argentina's largest print media libraries, the José Hernández Library in Buenos Aires where 110 years of Argentinean newspapers are rotting away, victims of the economic crisis that has hit the country.

INDIGENOUS DOCUMENTARY HERITAGE

Documentary heritage is a nearly universal phenomenon, with properties worth saving in places not generally known for their written culture. Thus, four sets of Philippines syllabaries of the 10th century AD, the Philippines Paleographs, are on the Register. They represent articulate sounds and remain in use to this day.

"There is a western assumption that indigenous people only have oral traditions", says Petheridge, and "when the first Spanish navigators arrived in the Philippines, they were amazed by the fact that here were people who were not credited with the nobility of the writing tradition, merrily writing away. This was also the case in Sumatra. We have records of systems going back to the 7th or 8th centuries AD but which may be older. The Bataks in northern Sumatra still preserve the tradition of writing complex divinatory manuscripts. In the Philippines a couple of hunter-gatherer populations are keeping that script alive."

The preservation of this documentary heritage should help us appreciate the wealth of humanity's cultures and the programme's usefulness - especially its endeavours to digitize material - becomes all the more apparent when considering the huge losses that have already been suffered over the past century such as the destruction of some of the most precious books and manuscripts preserved in Germany when a flood hit the cellars of the former Royal and Provincial Library in Hanover in 1946; or the damage by fire of about 3.6 million books in the former Soviet Union's Academy of Sciences Library in Leningrad in 1988, described as the single greatest library disaster in the 20th century.

Roni Amelan

© Phonogrammarchiv, Vienne

Bushmen women in Botswana listening to R. Pöch's recording of their singing in 1908, the photograph and recording are part of the impressive collection of anthropological documentary material at the Vienna Phonogrammarchiv.

The Memory of the World Programme

Important material that may not be considered sufficiently universal to be included on the Memory of the World Register, can be registered locally and the programme has been behind the establishment of two Regional Committees, in the Asia Pacific region and in Latin America, and 48 national Memory of the World Committees.

The programme also operates "pilot projects" to improve access to documentary heritage. They include the digitization, in cooperation with the private company Albertina Ltd, of the most beautiful manuscripts and prints of the Czech Republic's National Library in Prague; digitization of manuscripts, incunabula, and old atlases, of the Vilnius University Library, some of the best illustrations of European contributions to scientific advancement between the 15th and the 18th centuries; CD-Roms of a selection of manuscripts of the National Library in Cairo, Dar Al-Kutub, offering a guided tour of Arab culture and its contribution to the enhancement of knowledge in the sciences; CD-Roms of the collection of 150 illustrated Persian 14th to early 20th century manuscripts, at the National Library of the Czech Republic.

To know more

www.unesco.org/webworld/mdm/1999/eng/philippines/form.html#1
www.unesco.org/webworld/mdm/administ/pdf/LOSTMEMO.PDF
www.pnm.my/motw/laos/manus.htm & www.ifla,org/IV/ifla62/62-abhr.htm.
www.unesco.org/webworld/mdm/index_2.html

A leap of faith

© David Driskell

The Growing Up In Cities *(GUIC) project aims to get young people involved in running their neighbourhoods. No easy task, especially for adults…*

Back in the mid-1990s people were fleeing the centre of Frankston, a suburb of Melbourne on Australia's southern coast. The city centre had been taken over by drug-dealers, addicts and beggars and was seen as a violent and dangerous place. The whole city, where nearly two-thirds of the residents are under 40, had a bad reputation.

Last December, Frankston staged a grand opening of its new Safer City Centre, a joint town and police effort that broke new ground in Australia. The scheme, which made headlines in the national press and received the full backing of the local people, was the most visible example

© UNESCO/Jan Parker

Above: In Frankston, the police and the Council share a shopfront, the Safer City Centre -a first in Australia. Left: GUIC in Bangalore (India). The ability to listen is one of the most critical skills for a successful participation programme

of the hard work by the city's leaders to fight the lawlessness and insecurity.

It was achieved with the help of a team from *Growing Up In Cities* (GUIC), a UNESCO project aimed at getting youngsters involved in improving their environment *(see box)*.

VICTIMS OF VIOLENCE AND BOREDOM

GUIC came to Frankston in 1998. What it found were young people who said drugs and violence were the main problem, restricting their movements and the time they spent in the streets. They also said they were very bored.

At the urging of GUIC, the city council set up a Youth Safety Management Team in 1999 as one of four elements of an overall security plan. Its 15 or so members, aged between 16 and 19, asked for, and got, more police patrols to chase away the drug-dealers. They also saw that public toilets were equipped with special bins for used syringes and the annoyingly dim ultra-violet lighting (to discourage the addicts) changed. They got classical music piped in the streets and the railway station was painted and better lit.

At their skateboard park, they had a fountain repaired and a hole in the fence mended, to stop skateboards shooting out onto the road by accident. The municipality has also set up a Drug and Alcohol Action Plan, with a section for youth. Bit by bit, the town centre has been revived and the spirit of regeneration has spread to the rest of the town.

The city council said it was pleased with the scheme. "We often refer to the GUIC report and it's still important for finding out about growing up in Frankston. It's given us a very solid foundation to work from," says Geoff Cumming, 53, the city's amenity services manager, who has pitched in to help the young citizens.

The youngsters themselves are less sure, and say the experience has sometimes been frustrating. Amy Lee, 21, who used to chair the Youth Safety Management Team, says one of the biggest challenges is changing adult perceptions and stereotyping of young people.

Last year, the council disbanded the team, saying it had become hard to "recruit and maintain a connection with young people." Scott Duncan, 20, who joined it when he was 17, said youngsters had been discouraged because "decisions were not being acted upon."

But youth participation has taken root and young people are on the new Community Safety Management Team. They include Scott and Amy, as well as Helen, 19, who has been helping to run her city for the past four years and says she has gained a lot from the experience, especially "more maturity than many of my friends. I've seen the political side of things, I've learned how to run meetings and I've learned from working with people older than me."

Scott attends the new Team's weekly 7.30 a.m. meeting and is cautiously optimistic. "The process might be flawed but we can make it better and already have," he says.

YOUNG PEOPLE EXPERT ADULTS TO KEEP THEIR WORD

GUIC launched another such project in the South African suburb of Canaansland, near Johannesburg, in 1996 and children and young people enthusiastically took part in the survey to find out what they most needed, such as running water, toilets, better health-care, a study centre and an enclosed sports field. The town hall backed the scheme and projects for youngsters began to be drawn up.

But one bright morning, the slum's 10,000 inhabitants were brutally evicted by property developers and transferred to Thula Mntwana, a settlement 40 kms from Johannesburg, where they had to build new shacks. The change was dramatic. Many adults lost their jobs because they now lived too far away, water came in trucks at unpredictable times, and sanitation hardly existed.

Growing up in cities, a travelling project

"It's often said today's cities are built for middle-aged, middle-class men in cars, but more and more of the world's children are growing up in cities and their metropolitan surroundings," says Louise Chawla, an environmental child psychologist who is International Coordinator of the GUIC project.

In 1995, she proposed to UNESCO the revival of a research project done in the 1970s by an American urban planner, Kevin Lynch, on how children and young people lived in cities, with the aim of getting decision-makers to take notice of what the youngsters suggested. Today, the ***Growing Up In Cities*** (GUIC) project has been implemented in several places, including Melbourne (Australia), Buenos Aires (Argentina), Johannesburg (South Africa), Oakland (United States), Bangalore (India), Trondheim (Norway), Warsaw (Poland) and Northampton (United Kingdom).

Lynch's methods have persisted. Researchers from local universities interview children and young people, get them to draw their environment and to talk about what they would like to see and follow them up in their neighbourhoods. Then it is for the local authorities to meet the challenge – or not.

These efforts are the subject of a book, *Growing Up in an Urbanising World,** edited by Chawla. Despite greatly varied backgrounds, children and teenagers talk about their ideal surroundings in a surprisingly similar way.

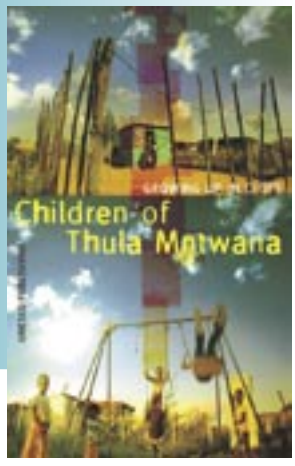
What they appreciate – or would appreciate – above all is feeling accepted and valued, feeling part of a close community, in an environment with lots of places to meet and where they can move around easily and safely. On the contrary, they suffer most when they feel sidelined, rejected and bored (especially in rich countries), fear violence and experience a lack of basic services.

That's the theory. The practical part is in a "manual for participation" that David Driskell has written for urban planners, mayors, social services departments, etc. Called *Creating Better Cities with Children and Youth,** it draws on solid experience in the field to show how to get young people involved in community policy-making. It deals with all aspects, including how to choose projects, conduct interviews or train city officials.

Town planners in Sweden, Lebanon, Jordan and Venezuela are now imitating the project. Canada and several Arab countries are also considering such schemes.

* UNESCO Publishing/ Earthscan, 2002.
A video was made in South Africa, called *Children of Thula Mntwana.*
Information and orders: http://upo.unesco.org

Above: Australia. The interview phase by peers of GUIC.
Right: Johannesburg. When the street becomes a playground, and below, children help plan a study centre



pour en savoir plus
GUIC: www.unesco.org/most/guic/guicmain.htm
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Coordinator: Louise Chawla, chawla393@aol.com

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However in 1999, with help from supporters from the North, GUIC managed to build a children's centre and playground. A video was also made about the settlement's children (see box).

Today, Thula Mntwana's youngsters are despondent and dream of having a library and computers. The playground needs repairing, though that does not prevent the youngest born happily playing there. The only organizations that use the youth centre are two church congregations. The local authorities have not followed up the scheme. The only thing planned at the moment is the surfacing of the road.

But things are moving forward on another level. At the town council's request, GUIC's representative in South Africa, Jill Kruger, has just done a report on living conditions for children in four depressed neighbourhoods of the town. And last December, she organised workshops to find out what children thought for the Gauteng provincial government's Programme of Action for Children.

"The children explained their problems and made suggestions about how they could take part," she said, "and provincial officials have promised this will happen."

DIFFERENT TIME-SCALES

But the children of Thula Mntwana may not know that and, anyway, they don't function on the same time-scale as the town's officials. This gap is one of the major obstacles to genuine youth participation in local development.

The project worked in Frankston, says Karen Malone, its coordinator and director of GUIC for the Asia-Pacific region, because its leaders were really committed to the scheme and immediately agreed to the teenagers' request to set up a special Youth Committee.

David Driskell, who heads GUIC in India, says the focus must be on modest material goals, such as the study centre set up for children in Bangalore, and on teaching decision-makers to genuinely listen to the young.

This is not something you can tke for granted," he says. "Knowing how to listen is something that must be learnt, and to this end, GUIC has given us some valuable lessons."

Monique Perrot-Lanaud
with Tracie Winch in Melbourne
and Edward Tsumele
and Eddie Mokoena
in Johannesburg

Asian cinema

Korean film director Im Kwon-Taek and French producer Pierre Rissient were awarded UNESCO's Fellini Medal on November 25, 2002. Im Kwon-Taek, whose last film - *Chihwaseon* (Drunk on Women and Painting), won the Best Director Prize at this year's Cannes Film Festival in May 2002, is recognized as one of Korea's greatest film directors. Born in 1936, he started his working life repairing soldiers' boots before entering the world of cinema in the 60s. His international reputation grew in the 1980s with the help of Rissient, who received the Fellini Medal in recognition of his exceptional contribution to the growth of world cinema. As a producer, director, distributor, talent-spotter, selector of films for festivals, adviser to top directors and a programme planner, he has introduced the public to many major filmmakers from the United States, Europe and Asia. In the early 1970s, he was the first Westerner to present Asian films at Cannes.

© UNESCO/Niamh Burke

Books for tolerance

Antonio Skármeta from Chile and Jenny Robson from South Africa are the winners of the 2003 UNESCO Prize for Children's and Young People's Literature in the Service of Tolerance, which will be presented at the Children's Book Fair in Bologna (Italy) in April.

Skármeta's book, *La Composición* (The Composition), is about a boy living under a military dictatorship who saves his parents from coming under suspicion with a composition in which he reflects on the position of children in totalitarian regimes.

Because Pula Means Rain, is the title of Robson's book, which tells the story of an albino child who lives in Botswana with his grandmother and who wants to be brown like everybody else and not be shunned by them.

The prize, founded in 1995 and awarded every two years, is sponsored by the Grupo Editorial SM of Spain. Winning authors each receive $US8,000. This year's contest drew 353 entries from 54 countries.

www.unesco.org/culture/toleranceliterature

A Philosophical Autumn

Memory and rationality were the themes of two seminars organized in September 2002 by UNESCO in Latin America and Africa. The first, "Horizons of Memory," was held in Rio de Janeiro, where people flocked to attend a round table on "Memory, distance and proximity," gathering the American critic Susan Sontag, the German philosopher Peter Sloterdijk and the Italian writer Carlo Ginzburg.

During a roundtable in Benin on "the meeting of rationalities," some one hundred thinkers explored the relativity of reason across cultures. Half the speakers were from the African continent, the others travelled from Europe, America and Asia.

Philosophy for all: Philosophy Day on November 21 was marked by debates on current issues that attracted some 3,500 people to UNESCO headquarters. Some sixty philosophers addressed topics such as citizenship, globalisation, science, poverty, justice, cultural diversity and the media. Among them, the French philosophers Paul Ricoeur, Edgar Morin, François Jullien and Geneviève Fraisse; Tanella Boni of Côte d'Ivoire, Youssef Seddik of Tunisia, Ngoc Nguyen of Viet Nam and the American Richard Rorty. A jazz concert closed the day.

Celebrated in over 50 countries around the world, the second edition of Philosophy Day will be held on 21 November 2003.

http://www.unesco.org/shs/eng/philosophyday.shtml

Remembering Cambodia's genocide

A documentary by Cambodian filmmaker Rithy Panh, "The Khmer Rouge Killing Machine" will be screened next April in Paris. Co-produced by UNESO and the French audiovisual institute (INA), the film evokes the Cambodian genocide. Rithy Panh, who lived through Pol Pot's dictatorship, firmly believes that a society's collective memory can be constructed from the individual recollections of both victims and killers. As such, the documentary presents wrenching testimonies involving survivors and former killers from Tuol Sleng, a torture and extermination camp in Phnom Penh. http://portal.unesco.org/ci/cc

© John Vinck/Magnum, Paris

A model communications course for Africa

UNESCO has just published a specialized course book entitled "Communication Training in Africa: Model Curricula", available in English and French. Communication students from this region usually use foreign textbooks that are poorly adapted to the current social, political and economic context, as well as to local cultures. The cost of these books is also prohibitive, preventing their large-scale distribution. UNESCO hopes that this model curriculum, available free of charge on the Web (*), will become a reference and set new standards for training African communication specialists. http://www.unesco.org/webworld/publications/com_training_en.pdf

Prizes for Peacemakers

In the course of 2002, UNESCO awarded several prizes to honour the work of individuals and citizens engaged in defending human rights and peace.

Aung San Suu Kyi of Myanmar was named laureate of the UNESCO-Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence on October 4 for her unrelenting and peaceful struggle to establish democracy in Burma. This $100,000 prize was created by the Indian writer and diplomat Madanjeet Singh, who is also a UNESCO Goodwill Ambassador.

Xanana Gusmão, president of East Timor, became the 2002 laureate on October 9 of the Félix Houphouët-Boigny Peace Prize, worth 122,000 Euros. A hero of East Timor's freedom movement, Mr Gusmão was arrested by the Indonesian army in 1992 and held in jail until 1999.

On November 12, the Mexican Academy for Human Rights was awarded the 2002 UNESCO Human Rights Education Prize. Founded in 1983, the organization has played a key role in Mexico's democratisation process. It has notably been involved in training and establishing a national network of ombudsmen.

© Cho Songsu/Gamma, Paris

© I. Iversen/IIEP-UNESCO

Planning it right

UNESCO's International Institute for Educational Planning has begun an intensive training programme for Afghan education managers. Through a series of workshops being held mainly in Kabul, education officials are receiving courses in cost analysis and financial planning, budgeting for education, management of academic staff and space and strategic management. By August, the IIEP reckons there will be enough people with basic training in these areas to begin work on a five year plan for higher education.

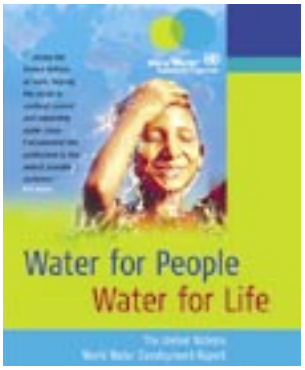
The project is financed by Germany, which has contributed $US150,000.

Architecture with a Green touch

This year's two UNESCO architecture prizes, awarded to young graduates, were placed under the mark of sustainable development. The $7,000 Prize for Architecture, given in Venice on December 2, focused on exploring sustainable ways to revive urban wastelands. It went to three Italian women, all young graduate architects from Italy's Genoa University: Erika Bisio, Giulia and Irene Carpeneto. Their project looked at ways to restore Berlin's Mitte neighbourhood, home to extensive wasteland belonging to the national railway company.

The second $3,500 prize for landscape architecture, which focused on the conservation and efficient use of water, was awarded on January 15, 2003 to four young Chinese architects – two men and two women - respectively Zhang Lu, Han Pingyue, Li Zhengping and Liu Yanzhuo, during a ceremony held at Beijing's UNESCO office.

Fluid goals and hard reports



One of the main events of International Year on Freshwater, 2003, for which UNESCO is a lead agency, was the 3rd World Water Forum, which took place in Kyoto (Japan) in March. At the forum, the World Water Assessment Programme (WWAP) involving 23 UN agencies and hosted by UNESCO, presented its World Water Development Report. This is the first of a planned series of reports on the state of global water resources.

The Report identifies critical issues and problems as illustrated by in-depth case studies of selected river basins.

One of the aims of the Year is to reassert the UN's Millennium Declaration Goal on Water to halve by 2015 the proportion of the world's people without access to safe drinking water and to stop the unsustainable exploitation of water resources. Another target, endorsed by the World Summit on Sustainable Development (Johannesburg, South Africa), is to halve the proportion of people who do not have access to basic sanitation by 2015.

18 new biosphere reserves

Eighteen new sites in 12 countries have been added to UNESCO's World Network of Biosphere Reserves, while five existing biosphere reserves have been extended. The Network now includes a total of 425 sites in 95 countries.

The new biosphere reserves vary greatly in size; population density, ecological features, land use and challenges. Benin, Burkina Faso and Niger created the first transboundary biosphere reserve in Africa, known as the «W» Region, which covers more than one million hectares. At the same time, the Dominican Republic inscribed its first site, the Jaragua-Bahoruco-Enriquillo Biosphere Reserve (Dominican Republic), covering almost half a million hectares of a complex mosaic of ecosystems ranging from marine and coastal areas to various forest types and summits up to 2,300 m, as well as a unique lake lying below sea level.

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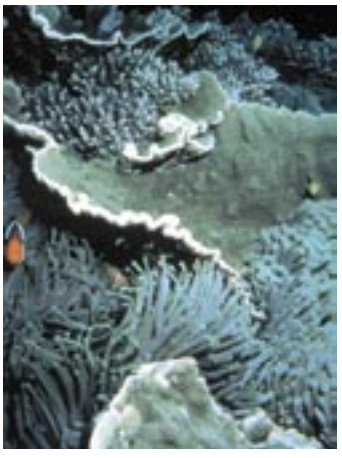
Shaky recovery for coral reefs

A new report on the health of the world's coral reefs shows that some of the areas worst hit by massive bleaching in 1997-98 have begun to recover. Entitled *Status of Coral Reefs of the World: 2002*, the report was published through the Australian Institute of Marine Science (AIMS) and prepared by the Global Coral Reef Monitoring Network (GCRMN), consisting of governments, institutes and NGOs from over 80 countries. UNESCO's Intergovernmental Oceanographic Commission (IOC) is one of the network's sponsors and implementing agencies.

A main threat to reefs, says the report, continues to come from humans. But it also warns that this year's El Nino - an unusual warming of the surface of the tropical Pacific that caused most of the serious 1997-98 global bleaching events - could setback recovery. According to the report, coral reefs provide «goods and services» worth US$ 375 billion per year (e.g. fish, tourism, coastal protection, etc), while 500 million people depend totally or partially on reefs being damaged.



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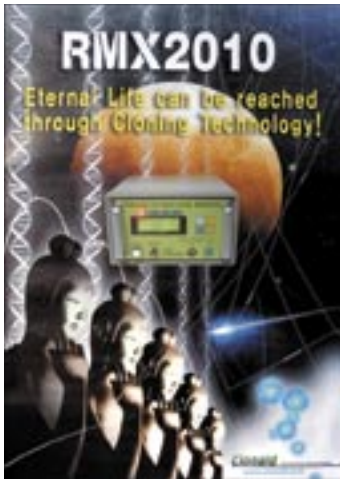
No to human cloning

A criminal act or a charlatan's stunt? The announcement of the first cloning of a human being at the end of 2002 by a publicity-hungry sect did not convince the scientific community. But it did provoke a wave of shock and outrage around the world. The Director-General of UNESCO Koïchiro Matsuura condemned "such criminal practices, which we can only regard with disapproval and dismay." He recalled Article 11 of the UNESCO Universal Declaration on the Human Genome and Human Rights, which states that "practices which are contrary to human dignity, such as reproductive cloning of human beings, shall not be permitted." Mr Matsuura added "there can be no progress for humanity in a world where science and technology develop independently of all ethical imperatives. I therefore solemnly request political leaders in every country and the international scientific, intellectual and juridical community to cooperate in taking all appropriate measures, at the national and international levels, to respond as swiftly as possible to these challenges, which are a threat to the irreplaceable uniqueness of the human being."



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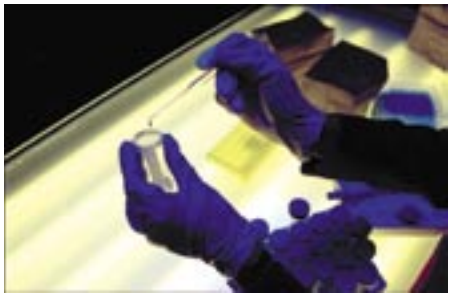
Towards a declaration on genetic data

The ninth session of UNESCO's International Bioethics Committee (IBC) took place in Montreal last November 26-28, at the invitation of the Canadian government and with the support of Canada's National Commission for UNESCO. During the meeting, the IBC worked on the outline of the International Declaration on Human Genetic Data, prepared last year by an IBC drafting group.

The text, which was modified to take into account the recommendations made in Montreal, is now being widely circulated for discussion. This global consultation will culminate next June with a meeting of governmental experts. If all goes well the draft will be submitted for adoption to UNESCO's General Conference which is due to take place at the end of this year.

During the Montreal meeting the IBC elected Canadian former deputy health minister Michèle Jean as its new chairperson. It also debated a number of other issues including: pre-implantation genetic diagnosis and germ-line interventions; and predisposition, susceptibility and genomic research; what implications for the future?

The Committee also discussed the possible preparation of a universal instrument on bioethics.



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Science without confidence

The widespread belief in the benefits of science went unchallenged for a long time. For many, science held the solution to the world's problems, from feeding humanity, to ensuring good health for all and such like. This is no longer the case. Doubts have taken hold, and the direction taken by science – from the atom to genetically modified organisms - is increasingly contested. How then can we restore the trust between society and science? Such was the theme of a Youth Forum held on December 3, organized by the UNESCO's World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) and the *Palais de la découverte* (Paris), where the meeting was held.

Four young scientists from Norway, Sweden, The Netherlands and France discussed trust in science and scientific freedom to an audience of students from several schools. The Forum was held parallel to two-day working meeting of the COMEST, of which Norwegian professor of mathematical logic, Jens Erik Fenstad, is the current chairperson.

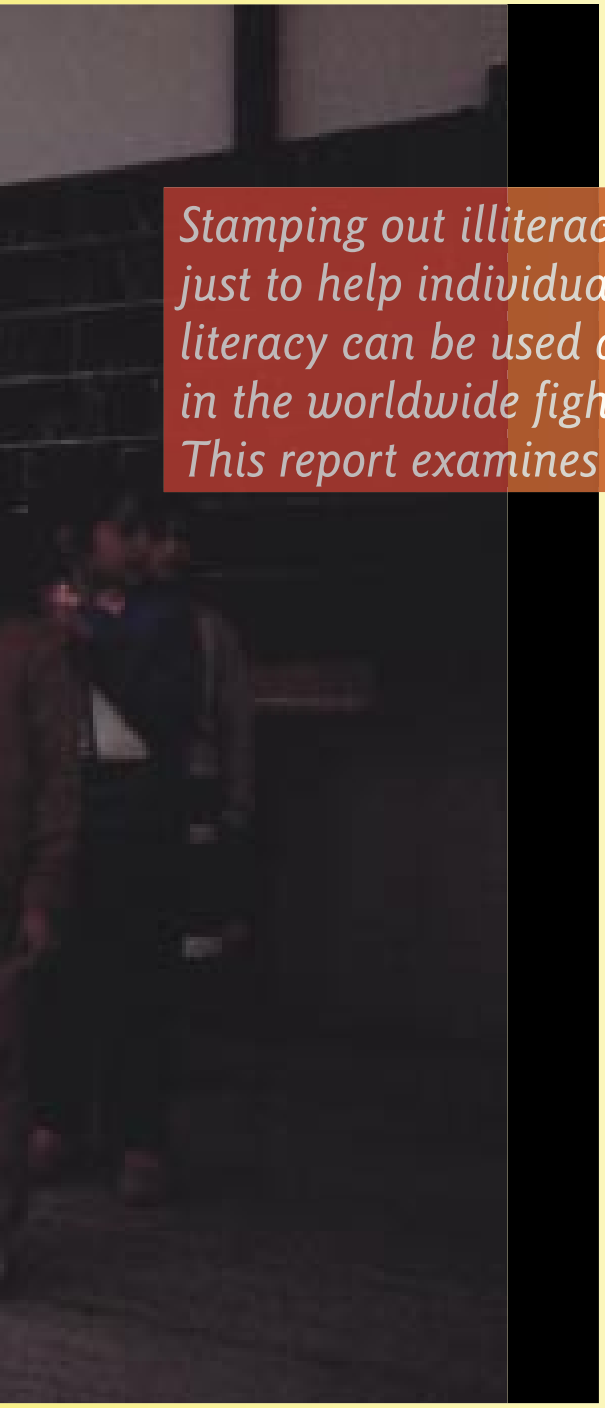
© UNESCO/COMEST

Literacy for a better

© Mike Persson/Gamma, Paris

world

Conceived and prepared by
Brendan O'Malley, International
Editor of the British weekly, *The Times Educational Supplement*



Stamping out illiteracy is a global imperative not just to help individuals fulfil their potential but because literacy can be used as powerful tool for change in the worldwide fight against poverty and injustice. This report examines how the problem can be tackled

Literacy is freedom, according to the Brazilian philosopher Paolo Freire, but for hundreds of millions of the world's poorest people the opposite is also true: illiteracy is a tool of oppression. It means, for instance, that corrupt local officials in drought-stricken eastern India can withhold rations from poor farmers in favour of their own cronies, because the farmers can't read the official list of beneficiaries; or that divorced women and their children in rural villages of Bangladesh are left to starve when their husband leaves them, because they haven't been able to register their marriage, so can't claim their right to a share of the family home.

Today an estimated 861 million adults including 140 million 15-24 year-olds worldwide are illiterate, despite literacy being recognised as a human right more than half a century ago. Of course, there is much to debate about how illiteracy is defined in different countries. But there is widespread acceptance that if we are to live in a world where every man, woman and child can fulfil their potential as free human beings, illiteracy must be tackled.

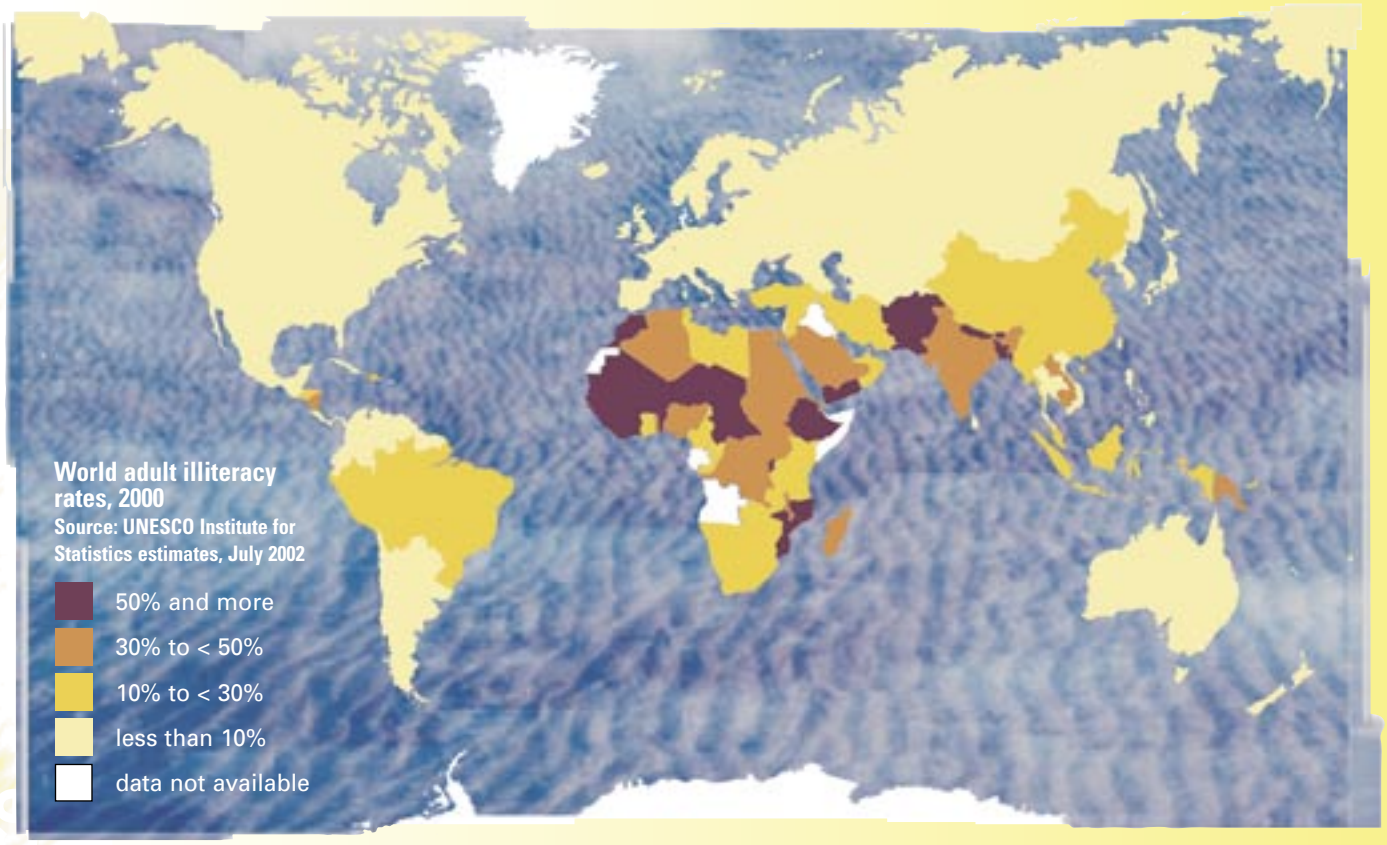
The most powerful engine of change is the worldwide commitment to achieve Education for All by 2015, made at the World Education Forum in Dakar, Senegal, in 2000.

Providing a good primary education to every child is the key to preventing today's children becoming tomorrow's new generation of illiterate adults. But the international community has so far failed to offer more than a token gesture towards the Dakar promise that no country seriously committed to achieving Education for All would miss the goal for want of resources.

Without more funds, countries that abolish school fees, for example, will struggle to prevent a mass intake of pupils being matched by plummeting quality of learning as pupil:teacher and pupil:textbook ratios shoot up. The United Nations Literacy Decade (2003-12) can contribute by focusing attention on the need to ensure that rising levels of literacy are achieved alongside rising enrolment. ▶

literacy: a global problem

One in seven people worldwide cannot read and write and a significant number of them are in the wealthiest countries



Schools are only part of the solution, however, because a massive number of adults and youths have never been to school and huge numbers of children who do go drop out before they have learned to read and write.

The record of formal adult literacy programmes shows that new ways of learning literacy and creating lasting literate environments need to be developed if the target of halving adult literacy is to be achieved.

This means having flexible lesson and course completion times, learning material tailored to the learner's interests and culture, teachers or facilitators trained and supported in using active learning methods, and learners having a say in the running of their own education. Above all, as is shown in three very different and successful programmes documented in this report – the people's centres in Bangladesh, a Reflect programme in Orissa, and a slum school in New Delhi – it involves learners consolidating their literacy by putting it to use in the most dynamic of ways: tackling the causes of their own poverty, challenging injustice and improving life in their community.

Brendan O'Malley

Written out of the script

For decades shocking rates of illiteracy, particularly in the poorest countries have been declining. But UNESCO and other international agencies warn that a great deal more needs to be done.

In some countries, notably the former communist states, the gains of the past decades may even be lost as resources for education fall back. In many African countries millions of new teachers will be needed to deal mostly with rising demand for education, but also to offset considerable losses to the profession from the AIDS pandemic.

And in states emerging from severe internal crises, such as Afghanistan and East Timor, it is challenging enough to deal with the short-term

© Manoocher/Webistan/UNESCO

Catching up on the lost years in Afghanistan, which has one of the world's highest illiteracy rates

needs of reopening and rebuilding damaged schools without having to think of longer-term goals.

A UNICEF study in 1998 predicted that illiteracy rates could even grow during the 21st century after declining dramatically during the 20th. Several other agencies have been similarly pessimistic saying that famine, conflicts and natural disasters have created huge refugee populations where children receive little or no schooling for long periods.

According to UNESCO's statistics, nearly one in seven of the world's six billion people cannot read or write. This represents a considerable advance on the first survey of world illiteracy published in the 1950s when 44 per cent of the world's population was found to be illiterate.

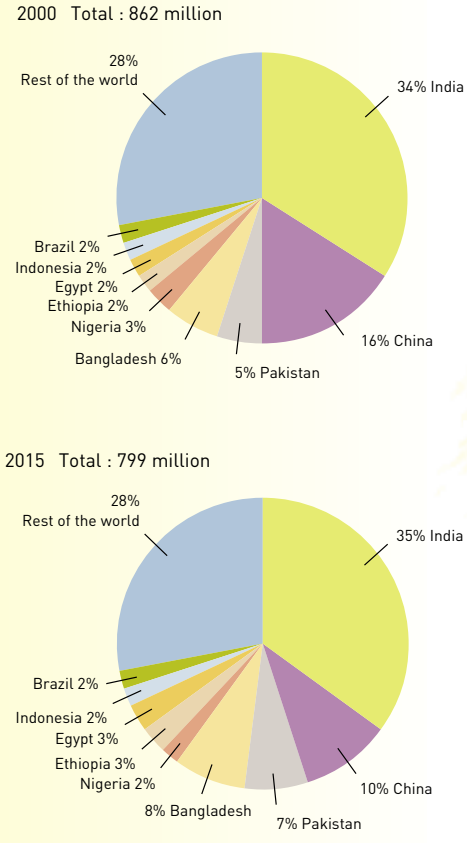
Women and girls make up two-thirds of illiterate people, although the gender gap is narrowing, and recent figures show that women are even gaining access to education and literacy at a faster rate than men. The trend is most evident in Africa where the percentage of illiterate women over the age of 15 fell 6.4 per cent over the past decade to 49 per cent. Even so, the number of illiterate people is far too high - they are invariably from the poorest, most marginalized sections of society.

UNESCO's first progress report since the World Education Forum is sobering: more than 70 countries will not achieve all the Dakar goals which include access to free schooling of acceptable quality for all children of primary school age, the elimination of gender disparities in schooling and a halving of adult illiteracy by 2015.

Some 28 countries were not expected to achieve

"Women make up two thirds of illiterate people"

Adult illiterate population ins 2000 and projections for 2015
Source: 2002 Education For All Global Monitoring Report: Is the World On track?



A class in Tijuana, Mexico. Where is the political will, much can be achieved

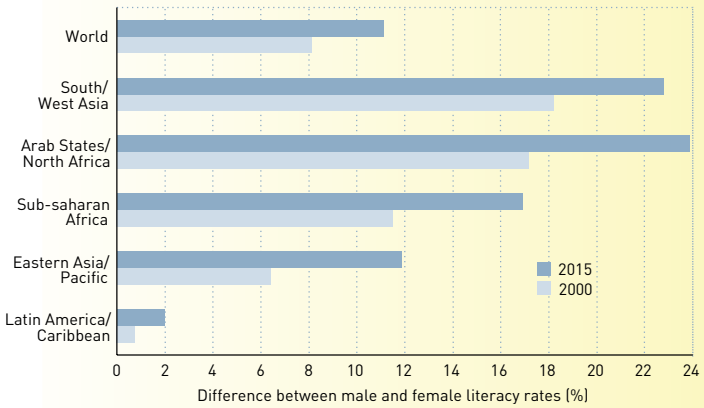
any of the three essential goals, two thirds of them in sub-Saharan Africa, but also including India and Pakistan. Other high-risk countries include several North African and the Arab states. Some central and eastern European nations are even moving backwards from previously high rates of literacy, as early childhood education in particular is cut back, and funding for education overall reduced. Worldwide, 78 countries are unlikely to halve adult illiteracy rates. They include four of the world's most populated countries: Bangladesh, China, India and Pakistan which alone account for 61 percent of the world's illiterate adults.

Moreover, even those countries that appear to be on target will not be able to reach these goals without substantial foreign aid. The World Bank has attempted to quantify the amount of financial assistance required, particularly in Africa. It estimates a minimum funding gap of US$2.5 billion a year over 15 years rising to US$4.2 billion in some years. The Bank notes that in countries such as Rwanda, Malawi and Zambia incremental costs due to HIV/AIDS will increase recurrent budgets by 45 percent. These figures have been issued at a time when both bilateral and multilateral aid to education has been declining.

However, even poor countries have shown that where there is the political will, much can be achieved. Cuba was able to mobilize nearly 270,000 adults to reduce illiteracy from 23 to 3 percent within a few years of Fidel Castro's 1959 revolution. More recently, Haiti, with a 52 per cent illiteracy rate has opened thousands of centres to teach Creole and reduce illiteracy to 25 percent by 2004.

But the challenge remains daunting. To achieve universal primary education by 2015, more than 15 million new teachers will be needed – three million of them in sub-Saharan Africa alone – requiring massive investment in teacher training. Developing countries are also having a hard time even hanging on to trained teachers, many of whom are being poached by richer countries to cover their own shortages.

Gender gap in literacy rates, by region (2000 and 2015)



NO COUNTRY IS IMMUNE TO FUNCTIONAL ILLITERACY

In many of the world's richest countries where free universal primary and secondary education is widely seen as having wiped out illiteracy, nearly a quarter of the adult population is incapable of understanding and using information contained in brochures, instruction leaflets for household appliances or medicines.

No country, including many with decades of universal public education in place, is immune to so-

Jail breakers

© AP/Sipa, Paris

San Quentin: prisoners taught to read are less likely to re-offend once released

In the world's wealthiest nation, the United States, an estimated 70 percent of the more than two million-strong prison population lack the reading skills to navigate many everyday tasks or hold down anything but a menial job, according to a National Adult Literacy Survey.

With legal means of succeding in society narrowed, illiteracy is heavily implicated in the crimes landing many behind bars in the first place, says Raul Romero, Assistant Superintendent of Correctional Education in California, where half those incarcerated are illiterate.

San Quentin, near San Francisco, home to 6,000 men including nearly 600 awaiting execution on Death Row, is considered California's best-served jail educationally, with three classrooms, ten instructors and a shifting cast of volunteers. Many inmates slipped through the academic net because they didn't respond to traditional teaching methods, says education chief, Jean Bracey. Accordingly, staff deploy "language experience" techniques, asking inmates their life story and teaching them the words in it. "They learn quickly because it's meaningful to their life," explains Bracey. To break the cycle of illiteracy, they are taught children's stories to read to their kids during visiting hours. For external validation and positive reinforcement, certificates are awarded at ceremonies in the prison chapel, to which prisoners' families are invited.

San Quentin is hardly a nurturing environment for learning, though. Education-minded prisoners must cram on bunks in cramped, shared cells amid a raucous din, enduring frequent lockdowns confining them to their cells for weeks on end and forgoing pocket money they might otherwise earn from manual labour. Moreover, Bracey reckons she can only reach ten percent of inmates with the resources at her disposal.

Some motivated prisoners beat the odds, however. Niiboye Annan, 24, put himself through classes he missed as a 14-year old dropout, earning a school-leaving certificate.

Literacy isn't only the cornerstone of education and learning marketable vocational skills, it's a vehicle for personal growth, he says. "I thought, 'I'm from the streets, all I can do is sell dope,' Now I realize I'm a man with skills I can use."

Annan credits his success to Patrick Mims, chairman of Project Reach, a cadre of 23 inmate tutors formed to pass on the benefits of learning. Mims, 40, a self-professed former "street hustler", serving 15 years to life for second-degree murder, earned a two-year college degree by correspondence. He has clout with inmates because he's one of them, showing what's possible if they apply themselves.

Mims recalls helping Kermit Johnson, 37, who was struggling with writing in his literacy classes. "I asked him to write an essay about his shirt. Next, I showed him how you set an essay up and said, 'Now write about your jacket.' Now he's realised he can do it."

A recent US education department study found that prison education programmes reduced recidivism by 29 percent. But in California, America's largest penal system, just two percent of the annual budget is spent on education. That's a "false economy", says Bracey.

Stephen Phillips

called functional illiteracy – when people have either lost or never properly acquired adequate reading and writing skills necessary to function in present day society. In the case of the richest countries, it is a chilling indictment of school systems.

The extent of functional illiteracy in rich countries only came to light in the mid-1990s as a result of the International Adult Literacy Survey, a 22-country study of 16-65 year olds conducted by the OECD. It found a clear gap between educational attainment and skills. But more revealing was the number of older people who, having learnt basic reading and writing skills at school, had lapsed into illiteracy because they did not use their skills in a way that was relevant to them.

Definitions of literacy have changed over the years, from being unable to read and write in any language, to completion of five years of compulsory schooling. Now it is thought that to fully function in today's complex society, six to eight years of schooling is the absolute minimum.

However, the high functional illiteracy levels in countries where 12 years of compulsory schooling exists suggest that a more reliable measure of acquisition is needed.

Yojana Sharma

Yojana Sharma is a former TES correspondent for Germany and China/Hong Kong.
Stephen Phillips is the TES correspondent for the United States

Abolishing school fees is the first step to achieving universal primary education, but as Kenya and Uganda's experience shows, it is fraught with difficulty. Without adequate international support, the quality of education may plummet

The floodgates open

At Ayany Primary School in a Nairobi suburb, 120 pupils are huddled together in a classroom built for 40. Most are seated on the floor, their knees supporting exercise books, because there are not enough desks.

The teacher, Jane Onyango, has no chalk to use on her splintered blackboard, so she is dictating science notes to her pupils. Like schools throughout the country, Ayany has been swamped since the new government dramatically fulfilled its election pledge to abolish school fees on January 7.

The road to Education for All is rocky and pitted with potholes, and nowhere more so than in sub-Saharan Africa. Forty percent of the estimated 115.4 million children out of school worldwide live in this region, the only one in which primary enrolment has actually fallen in the past ten years.

Poverty caused by foreign debt repayments, poor investments, protracted civil wars, misplaced priorities, corruption and poor governance has resulted in a relentless decline in public spending on the school system.

But there has been no loss of desire among the people for the benefits that literacy and wider learning can bring, as the new Kenyan government discovered on January 7, when almost 2.5m new pupils showed up for school. Primary enrolment shot up to 8.7m. Schools that usually admitted 160 pupils each year suddenly had to deal with more than 3,000 applicants.

At Olympic Primary School in Nairobi, where 5,000 hopeful pupils turned up, riot police had to be called in to restore order when teachers told parents there was no more room.

© Wachira Kigotho, Nairobi

Left: At the Olympic Primary School in Nairobi, 5,000 hopeful pupils turned up for enrolment last January, when the new government made primary education free. Above: Across the country, many are still waiting for a classroom.

© Sayyid Azim/AP/Sipa, Paris

"We have waited for this for too long and now we want our children in school," said parent Japheth Mureithi.

Kenya has been through this chaos before. Education was declared free for children in standards one to four in 1974 and for the entire primary cycle in 1978. But in the mid-1980s the government reneged on the reforms, demanding that parents and communities contribute to their children's schooling. Literacy levels have been slipping ever since.

With no guidelines in place, head-teachers were given a freehand to exploit parents at a time when jobs were being lost and agricultural output was falling. According to Daniel Sifuna, a professor of education at Kenyatta University, corrupt schools unilaterally started charging all sorts of levies, ranging from out of school activity to extra-tuition fees. This time round school facilities, resources, equipment and teachers are again clearly overstretched. "We are aware that classrooms are inadequate and whenever possible, we shall make use of churches, mosques, social halls and tents," said Raila Odinga, the minister of public works and housing and a leading member of the National Rainbow Coalition that promised free schooling.

The government, which already spends 27 percent of its budget on education, estimates it will cost $140m a year – some officials say $200m – to cater for 7m pupils. This year the government could only afford to give $6.5m to schools.

The World Bank, International Monetary Fund and other multilateral donors had withdrawn support for the previous government in 1997 because of its record on corruption. But the Bank last month announced it will give $40m-$50m in June for education materials. But that still leaves a shortfall of up to $93.5m.

For now, ordinary parents are oblivious to the country's predicament. "The government has abolished the building fund and activity fees and will pay for books, desks and chalk, and employ security guards for schools," said a vegetable hawker in Nyeri, the home district of President Kibaki. "Now I will only have to buy the school uniform for my children and everything else will be taken care of by the government."

Over 2 million children entered school at the same time

In neighbouring Uganda, the universal primary education drive, is being hailed as the most successful in sub-Saharan Africa, but it also demonstrates the enormity of the task at hand. Unlike Kenya, Uganda first rallied massive support from a consortium of agencies that include the World Bank, UNICEF, UNESCO, UNDP, African Development Bank, World Food Programme and the European Union.

Major donors include the government aid agencies of Austria, Canada, Denmark, France, Germany, Ireland, Italy, Japan, the Netherlands, Norway, the United Kingdom and the United States. To build up the country's capacity to run its own education system, they agreed to operate within a single programme led by the government in consultation with them as part of a national strategy to eliminate poverty.

When free education was announced for the first four children of every family in 1997, enrolment doubled from 2.9m to 5.8m. "We raised the enrolment rate of primary-aged children from 54 percent in 1996 to 72 percent last year," said Dr Khiddu Makubuya, minister of education and sports.

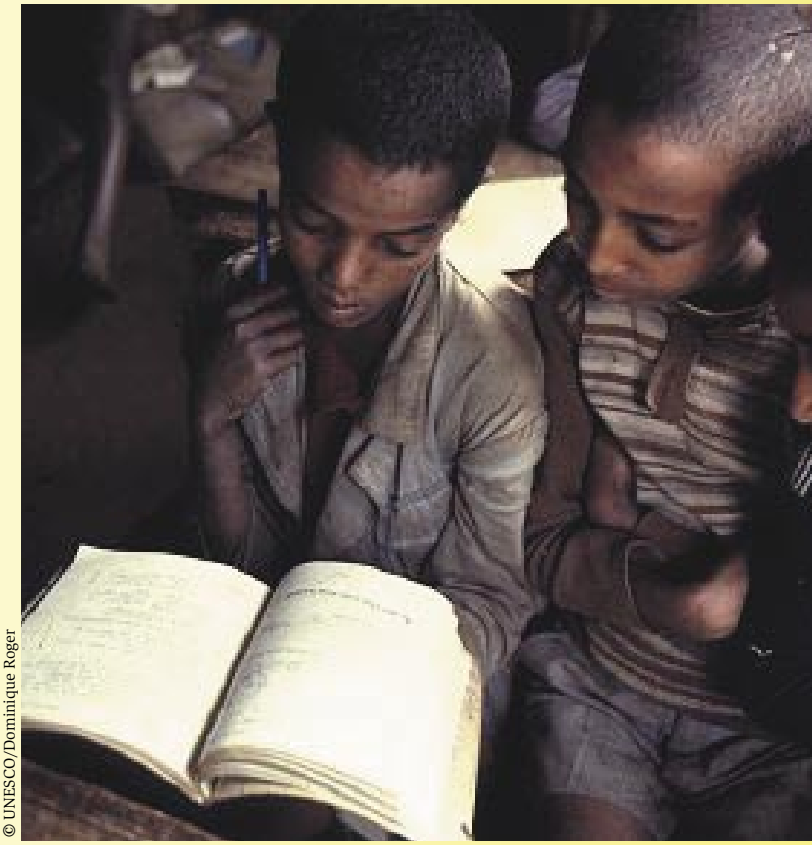
But the drive was hampered from the start by a gross shortage of adequate schools, most of which had been ravaged, through years of despotism or civil war under the governments of Idi Amin and Milton Obote

"Over two million children who had been selling mangoes and chasing birds in the countryside entered school simultaneously and it was a huge task for us," added Geraldine Namirembe Bitamazire, minister of state for primary education. "Overnight the teacher:pupil ratio rose to 1:110."

The government doubled the number of teachers to 125,000; built a staggering 51,203 classrooms and has another 36,674 more under construction; it has delivered 87,000 desks since 1998; and increased the supply of textbooks from 16,000 in 1995 to 3m in 1999. But even that massive investment has not kept up with the numbers entering school and the country is now struggling to recover from the initial drastic fall in the quality of education.

With 7.5 m pupils in 13,332 primary schools there is still only one teacher per 60 pupils on average. Many schools are terribly overcrowded and some

Donors drag



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One of the most significant levers for eradicating illiteracy is the worldwide drive to achieve universal primary education (UPE) by 2015. It was backed by some 180 countries, the United Nations and international aid organizations, and grassroots representatives at the World Education Forum in Dakar, Senegal in 2000.

Developing countries pledged to draw up national action plans to achieve Education For All by 2002 and the international community pledged that no country that was serious about reform to achieve these goals would be thwarted by "lack of resources".

World leaders meeting at last year's G8 summit in Canada backed a Fast Track Initiative led by the World Bank to assess and support national action plans and draw in funds from donor governments for countries ready to carry out the reforms.

The process has galvanized up to two dozen countries to re-examine their education systems and gear up towards making primary education free.

The most spectacular development came when the new Kenyan president, Mwai Kibaki, abolished have classes crammed with 150 pupils.

Moreover, in rural schools I visited, the new walls and floors are cracked, there are sub-standard pit-latrines and doors and windows are broken.

Many still have severe shortages of desks, with lower primary pupils having to sit on stones. At Kawaso Primary School in Mukono, where a teacher said the money for building classes had been stolen, I found children still being taught under a tree. Despite the massive injection of textbooks, three pupils share every textbook in the core subjects of maths, science, English and social studies.

The ministry spent US$14 per primary pupil in 1999, but this is not enough to provide a good quality education to every child, according to Paul Murphy a World Bank specialist in Kampala. He urged the government to clamp down on officials who were stealing or diverting funds from education to other programmes.

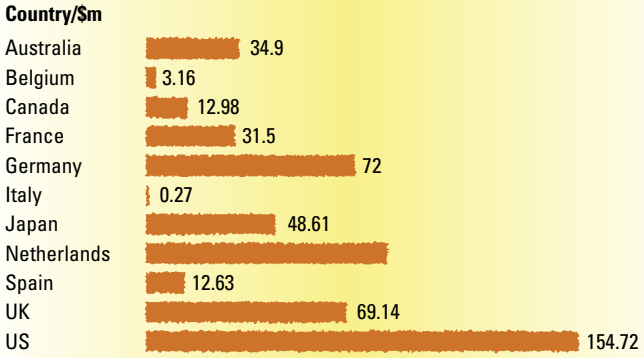
Dr Makubuya said Uganda is already spending a colossal 31 percent of its total recurrent budget on education with primary education taking 70 percent of that. But the UPE drive would have failed disastrously without aid from the donor consortium which last year provided 80 percent of the US$710 million spent on Uganda's education strategic investment plan.

Uganda's universal primary education effort stands head and shoulders above Kenya, Tanzania and elsewhere in sub-Saharan Africa. Yet more than one in four primary-age-children are still not in school.

Wachira Kigotho

Wachira Kigotho is the TES correspondent for Kenya

Bilateral aid for basic education (1999–2000 average)



their heels

Learning English at a primary school in Ethiopia's Debre Markos region

school fees in January and millions of extra children flooded into school.

By November 12, countries – Burkina Faso, Niger, Mauritania, Uganda, Ethiopia, Guinea, Mozambique, Nicaragua, Honduras, Guyana, Yemen and Tanzania – had finalized Education Action Plans and were waiting for donors to turn their pledges of support into cash.

These are relatively small-population countries in which 16m children do not attend school compared with an estimated 115.4m worldwide.

But aid officials from industrialized countries gathering at the first Donor Consortium on Education for All in Brussels in late November agreed to give only $400m to seven countries with four million out of school, instead of the $700m extra which the Global Campaign for Education - grouping NGOs and teachers unions - says is needed to fund the 12 countries' reforms.

"It is a tiny amount of money and they haven't worked out where it is going to come from," said Oliver Buston, senior policy adviser to Oxfam, a leading NGO in the GCE.

This does not bode well for attempts to rally support for reforms in the five countries with the highest out-of-school populations - 50 million children between Bangladesh, Democratic Republic of Congo, India, Nigeria and Pakistan - as they will require massive hikes in aid to basic education.

"Too many countries are falling through the gaps"

In a briefing paper for the consortium, the Global Campaign said: "Too many countries are falling through the gaps because donors do not consider them to be politically strategic or because the donors that do support them do not focus on basic education."

It also highlighted the serious lack of aid to basic education in Francophone Africa, an issue which France, the main donor engaged in those countries, could address.

It urged Germany to follow through on its commitment to support up to three Fast Track countries – Mozambique, which has increased education spending to 18 percent of its budget but needs an immediate $91m to launch its plan, Honduras and Guinea.

And it called on the United States to offer more help to Nicaragua, which despite a strong record on raising primary enrolment, especially among girls, can't fund its plan without extra cash.

In all, the GCE is demanding that 18 countries ready to receive aid via the Fast Track Initiative be fully funded by June, and that a timetable be drawn up to extend funding to at least 30 countries including the big five.

The Dakar goal cannot be met, however, unless education also spreads in those countries that so far have not drawn up credible reform plans – whether due to weak government, the degrading of infrastructure by conflict, or corruption.

One solution suggested by the 2002 Education For All Global Monitoring Report, is to send in an international task force to work with governments to draw up action plans and monitor progress. Acceptance by the host government would be the condition for receiving extra funds under the Fast Tract Initiative.

The EFA report warned that 57 countries are unlikely to achieve universal primary education by 2015.

However, one significant development is the impact being made by coalitions of civil society groups in developing countries who are pressing their governments to make UPE a priority.

And a sign that the Dakar drive – from UN-led international meetings down to village parents committees - is gaining some momentum is the new respect given to education ministers in government Cabinets, especially in Africa.

"The big change is that political will is being generated at all levels," said Oliver Buston.

Brendan O'Malley

*online at http://www.unesco.org/education/efa

The pleasure factor

Raising literacy levels at school is not just about investing money, it means changing the way children are taught so that they enjoy learning.

The high number of illiterate adults worldwide stems in the first instance from the failure of societies to make their children literate even when they sit in school for four or five years. So even if governments do abolish school fees and make the massive investment in teachers, classrooms and books required to shore up the quality of education as pupil numbers soar, it may not be enough to ensure that every pupil learns to read and write.

This is because state education systems in many developing countries have scarcely developed pedagogically from those established by former colonial powers. They are invariably geared to the needs of the ruling (male) urban elite, rather than the very different lives of the masses of rural poor; and teaching often has more in common with army discipline, with rows of pupils silently copying notes from the board, than an attempt to exploit a child's natural creativity and curiosity about the world as a route to learning.

This has made many schools a place to fear rather than a joyful learning experience, providing an additional reason, beyond poverty, why children should drop out of school.

A number of education programmes have shown how governments can improve learning among the rural poor without a significant spending hike, giving them the realistic prospect of being able to scale up the improvements across the country.

One of the biggest and longest lasting examples is the *Escuela Nueva* (new school) model that began in Colombia in 1975. It was eventually scaled up across more than 20,000 schools, and its creator, Vicky Colbert de Arboleda, was appointed education vice minister.

The model has since been replicated in a host of countries – including Brazil, Guatemala, Nicaragua, Chile, Uganda, Guyana and the Philippines – with varying degrees of success.

Similarly, Save the Children, an NGO, has been working for ten years with the Chinese provincial government in Tibetan Autonomous Region to raise standards in marginal populations by bringing in child-centred learning techniques. So far the Chinese authorities like what they see and a second programme has been established in Yunnan province.

Escuela Nueva pupils in Colombia

KEEPING KIDS IN SCHOOL

The *Escuela Nueva* programme was designed for multigrade rural schools with just one or two teachers – which account for four out five schools in rural Colombia and are common in the least developed or most isolated communities of many developing countries.

Previously the children were learning so little and the system of evaluation was so rigid that many pupils who had to take time off, for instance to help with the harvest, would repeat and repeat and eventually drop out.

"We started with demonstrative schools that

gave teachers a new role and materials designed for this type of learning," said Vicky Colbert. "We brought in flexible promotion, active participatory and co-operative learning with children working in small groups. We spent time building skills of citizenship and democracy. We had strong community participation and we made sure the schools respected the different learning rhythms of the children."

The pupils study independently or in groups using self-learning and co-operative group-learning guides. These combine a core national curriculum with regional and local adaptations made by the teachers. Evolved from activity cards, they are a textbook, active learning exercise book and teachers' guide rolled into one. Teachers are initially trained at the demonstration schools and build on their techniques once employed by attending practical workshops and sharing ideas with their peers at monthly meetings at local centres where they collect their pay. "Self learning is the key," said Colbert. "The teacher's role is to help those who are not understanding."

In tests after the model had been extended to more than 8,000 schools, *Escuela Nueva* pupils outperformed control group pupils in Spanish, the official national language, at grades three and five by 19 and 8.5 percent respectively.

At the same time the number of pupils dropping out or repeating years was significantly reduced. By 1993 this was a $3.5 billion a year problem in Latin America and the Caribbean, where nearly one in three primary pupils were repeaters and only half the fourth grade pupils taking state tests were able to understand what they read.

The Save the Children methods have a lot in common with those promoted by *Escuela Nueva*.

"In most schools in the world you see children sitting passively, brain dead, never moving, never asking questions," said Marion Moreno, a global education advisor for Save the Children-UK. "In a Save the Children class you will see them actively engaged, playing games to learn things, talking, moving about - and their learning shoots ahead."

In Tibet, in partnership with provincial governments and the British Department for International Development, Save the Children introduced child-centred learning methods in municipality schools in the snow-blown mountain valleys north of Lhasa, where previously two out of three children dropped out before completing nine years of education.

Teachers are given 16 days' training in questioning, group work, using games in the

Teachers as guides

Inside the classroom at Poveda II primary school, 70km North-west of Bogota, students' artwork and a painted map of the local area decorate the walls. The school, situated just outside Tenjo village, adopted the *Escuela Nueva* (EN) teaching model for its 70 pupils two years ago and the desks are grouped to encourage collaboration work. **Bertha Bolonos**, the headteacher, gives groups a box filled with words cut out from magazines. Students, aged 7 to 16, pick five that are used as stimuli to write a creative story. Students correct each other's work while Bolonos helps individuals. Laura reads her story to the class, urged on by enthusiastic applause. **The pace** of the lesson is quick, intermingled with different activities and subjects. Bolonos next dictates three number puzzles. Juan finishes first and is eager to share his work with the class. He confidently approaches the board and writes his calculations while explaining his answers.

In the playground, the hands-on learning emphasis continues. Bolonos instructs students to find a striking natural object. Flowers, wood and stones are collected and brought into the classroom. Pupils write a description of the object they have chosen, saying what they see and feel. **Bolonos** reminds students of a story read last lesson and prompts them to analyse its characters, plot and meaning. "This helps to raise literacy levels as it links reading, writing and oral expression," Bolonos explains. **Democracy and citizenship** are promoted at Poveda II through a student elected council giving pupils a role in the running of the school. **Susanna, 16,** who missed four years of school, points to a diagram on the wall showing branches of a tree representing the parts of the student body. "As President of the Student Council," she says, "I help teachers organize community events and our suggestions box and I make sure that everyone behaves properly." For Bolonos, these structures "create leaders and foster mutual respect". She says this style of teaching is more rewarding than in traditional schools. **"I'm closer to the children**. I form more personal relationships with them because I am not stuck in front of the board," Bolonos says. She finds multigrade classes are easier to teach, because the older students take more responsibility by helping younger students with their work. "Pupils work at their own pace using the self-instructional guides," she says.

Anastasia Moloney

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Moreno: "Training teachers in being affectionate and child friendly costs just a short training course and it keeps children in school"

classroom and using real local objects as teaching aids. Children are encouraged to learn, investigate, experiment and articulate their discoveries.

Save the Children evaluations in Tibet show the approach can markedly improve exam results without requiring investment in vast numbers of extra teachers.

"Training teachers in being affectionate and child friendly costs just a short training course and it keeps children in school," Moreno said. "So there is a big untapped potential for working with governments to change the system."

However, the attempt to scale up the Escuela Nueva innovations across rural schools in Colombia shows how difficult this can be.

The 500-school pilot project was extended to 3,000 schools between 1978 and 1986. Then, following the landmark decision by the government to make primary education compulsory and free, the target was raised to cover all 27,000 rural schools by 1992. But, during the upheaval caused by a concurrent national decision to federalize government, teachers were transferred on a massive scale and in many areas training slipped back into the traditional model, or the new learning materials did not arrive.

Colbert left the ministry to set about reviving the model through the *Volvamos a la Gente* (Back to the People) foundation, this time using partnerships between people, government and businesses. With coffee grower associations funding innovations including in information technology, and the state paying for materials, she focused on five regions to form a centre of excellence backed by these alliances.

Since then the recovery has gone from strength to strength. An international comparative study of 11 Latin American countries carried out by UNESCO in 1998 found Colombia was the only one in which results in rural state schools were better than their urban counterparts. The World Bank selected *Escuela Nueva* as one of three education reforms in the world that had demonstrated success on a large scale. And Vicky Colbert was named as one of Latin America's top 20 social entrepreneurs in 2002 by the Schwab Foundation.

"If you change the method and have the right materials, teachers can tackle a larger number of pupils," Colbert said, "and with the money saved you could even pay them more."

Brendan O'Malley

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The language barrier

Dramatic inroads can be made on illiteracy by offering bilingual support to minority language children

Secondary pupils at North Westminster community school in inner London face a barrier to learning literacy that is familiar to hundreds of millions of minority children the world over – the language they are learning to read in is not their mother tongue.

"Seventy percent of our intake speak English as an additional language (EAL), and 60 percent of these are at the very early stages of English acquisition," said literacy coordinator Frank Monaghan.

This means that they do not have enough English to follow lessons and must be helped by a bilingual classroom assistant.

Research has found that pupils learn more English if they attend normal classes with special EAL assistants – of which there is a severe shortage – rather than removing them for special language lessons as was common in the 1980s.

Even now some of North Westminster's 2,000 pupils – often new arrivals from troubled regions such as Iraq, Afghanistan Somalia and the Balkans – need special support outside the classroom. Large numbers arrive at secondary school illiterate even in their mother tongue and another 12-15 percent

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Left: At North Westminster community school in London, bilingual teacher's assistants help children who don't have enough English to follow lessons.
Above: Theatre rehearsals at the same school

have suffered a disrupted education that puts them many years behind what they would normally be achieving even in their own countries.

"Withdrawal" for non-English speakers "was a slippery slope," said Dr Monaghan. Pupils lost the vital link with their peer communities and many, particularly the younger ones, began to lose their own language while not properly mastering the new one, sending them into a spiral of underachievement.

But with 40 languages spoken at the school, some of them by only one or two pupils, bilingual assistants are only a partial solution. Instead North Westminster makes as much use as it can of "partnership teaching" where a mainstream subject teacher and a qualified teacher specializing in English as an additional language jointly plan and deliver lessons. Partnership teaching, pioneered in London 15 years ago is being copied in other countries with diverse minority groups with some success.

An estimated 476 million of the world's illiterates are speakers of minority languages – many of them with no written form – in countries where schooling takes place in another (often colonial) language.

However, in many such countries bilingual programmes with initial teaching in the mother tongue have helped children become literate in both languages.

Research has shown that learners can generalize the skill of reading and writing in the mother tongue to any other language the learner speaks.

In one project run by Save the Children in Mali, children start to acquire skills in their own language (Dogoso) and switch to French after a year or two. "Quite a few children who attend these schools are doing much better than children who attend ordinary state schools where French is the medium of instruction from the outset," says Marie-Madeleine Savitzky of the London Language and Literacy Unit at South Bank University.

In Peruvian Amazonia, where illiteracy was once the norm, 15,000 pupils speaking 28 different indigenous languages have benefited from the region's 600 bilingual schools. Pupils whose mother-tongue is an indigenous language and who attended bilingual programmes, all finished with a mastery of Spanish beyond that of mother-tongue speakers of a similar ability and social background who had attended a school where Spanish was the only medium of instruction, a 1987 study found.

Bilingual programmes particularly make sense in countries where speakers of diverse indigenous languages far outnumber speakers of the majority language.

But raising literacy skills worldwide means tackling the problems of minority language groups wherever they occur.

By Yojana Sharma

The United Nations Literacy Decade will promote action for literacy everywhere and for all, especially those left behind by national education systems

New frontiers

The United Nations Literacy Decade, launched in February, and coordinated by UNESCO, will focus on reducing the number of adults and youths who cannot read and write.

These are the people whose national education systems have failed to reach, despite literacy being recognized as a human right more than half a century ago.

"It is a scandal that this right continues to be violated for such a large proportion of humanity," said Ayogi Shigeru, chief of literacy at UNESCO.

The decade will bring to the fore the current debate about what exactly illiteracy is, how it can be measured and how it should be tackled.

The new thinking as espoused by adult literacy experts such as Alan Rogers of Nottingham University and David Archer, head of education at ActionAid, an NGO, is that it is the continuing use of literacy that should be measured rather than its acquisition at one point.

They also advocate removing key barriers to learning such as the imposition of alienating teaching methods or even alien literacies on people by their own societies.

For instance, a significant obstacle to both literacy and development for the poorer non-English speaking people in Orissa, eastern India, is being lifted by the state government's decision to abolish the use of English in government forms used to apply for drought rations and low-income subsidies. Instead they will use the state language, Oriya.

Increasingly government donors and aid agencies are tying literacy programmes to the eradication of poverty, rooting learning in the use of literacy in activities critical to people's lives, to maximize their

An ActionAid adult literacy programme in Uganda. The new thinking is that learning should be rooted in activities critical to people's lives to maximize its impact

motivation and the impact of the skills acquired.

There is also a growing recognition that learning and texts must be adapted to the particular needs and interests of individual villages.

"Governments and teachers, literacy facilitators and project managers, should all think seriously about providing learner-centred tailor-made learning that is sensitive to the culture and language of the learners," said Aoyagi.

Similarly, schools targeting children in the poorest communities, where parents may be illiterate and children are often needed to work during the day, can adapt their timetable and methods to surmount the obstacles to children attending lessons.

An international plan of action on literacy has been drawn up by UNESCO for the Decade with the aim of achieving the international goal set in 2000 of raising literacy rates by 50 percent by 2015.

With the Food and Agriculture Organisation, for example, UNESCO launched a flagship programme last November to promote basic literacy in rural areas where learning is linked to people's livelihoods as a tool to acquire and use knowledge on health, income-generation, small-scale credit, the empowerment of women, environmental degradation and other issues the learners want to pursue.

UNESCO has promoted this model in a host of Asian countries, including Bangladesh, Bhutan, China, Indonesia and Thailand. "These are multi-purpose learning centres that provide helpful education to villagers, where they can learn at any time, at any level according to their needs," Aoyagi said.

Through the Asia Pacific Programme of Education for All, UNESCO is providing know-how on how to establish CLCs, design teaching methods and curricula, and train local learning facilitators (guides).

The aim is to show donors that CLCs can produce tangible results and that, because they are owned and run by and for the community they serve, they can become self-sustaining.

Brendan O'Malley

In Bangladesh, a shepherd does his ss homework

© Tapas Barua, Bangladesh/provided by the Asia Pacific Cultural Centre

Village revolutions

A pioneering style of literacy learning being promoted across Asia is enabling women to transform their lives and those of their families

Hira Akhtar, 30, has invited me into her new house to see how her life has changed. She lives in one of hundreds of homesteads scattered amid clumps of coconut and date trees in Baniyar Kandar, a village surrounded by a watery patchwork of paddi fields in Jheneidah region, western Bangladesh.

Ten years ago, Hira explained, she and her husband, lived in a simple thatched hut, choked on smoke from cooking on an open fire, and awoke with the aches and pains that come from sleeping on a thin mat on a hard dusty mud floor.

It was all they could afford on the 1,000 *taka* (US$17) a month her husband Moslem Uddin made

as a share-cropper working rented fields.

Today Moslem still earns the same amount working the land, every inch of which is cultivated in this densely populated area.

But Hira now earns 4,000 *taka* a month by using skills she picked up in a new style of literacy programme that is making inroads where traditional adult learning programmes have failed.

Six years ago a non-governmental organization called Dhaka Ahsania Mission started classes in her village. They allotted a room in the house next door to Hira's for people to meet and called it *Ganokendra* (The people's centre). Soon her women friends were asking her to come along.

It was a big step to take. The women in her village were not allowed out, they could not meet strangers even if they visited their homes and most had never been to school.

"By tradition we could not even pronounce our husband's name," said Hira.

When she asked permission from her husband, who could barely pen a signature himself, he threw up his hands. "What will happen by reading all these books?" he asked.

But these were not ordinary books and the classes were not like at a school.

The NGO opened membership of the Ganokendra to representatives of the 250 poorest families out of the 311 families in the village - those earning less than 2,700 *taka* (US$47) a month - and ensured that 75 percent of them were the most disadvantaged members of those families: women.

The classes concentrate on literacy, numeracy, and subjects relevant to the learners' lives. These might include how to: reduce sewage pollution of water supplies by using latrines, stave off deforestation by planting useful trees, and make fuel-efficient ovens to use less wood and reduce smoke in the house. There is training in skills that could bring in an income such as needlework, gender development education to secure for women a say in the running of the village, and leadership training to make community action more effective.

"Education can transform their whole life," said Shuelie Aktar, 24, the local facilitator - a guide, rather than a teacher, who is paid 1,000 *taka* a month - at the Baniyar Kandar's Twilight Ganokendra, which Hira attends. "It's not only important to them, it's important to their children, because they will send them to school."

There is also a strong emphasis on social mobilization on issues such as education rights, fighting child trafficking and child marriages, and anti-drugs awareness and support work.

"We don't just give literacy only," said Shuelie Aktur, who has a master's degree in management. "We also provide cultural programmes and micro credit. Members make regular savings and from the central fund created they give loans to members to help them rear poultry, do tailoring or other small business activities."

At the heart of the literacy is flexible and co-operative learning and the creation of literature that *Ganokendra* members think will be useful once they can read.

Inside the Baniyar *Ganokendra*, which is now housed in a building built by the local community, the walls are covered from ceiling to floor in awareness posters and charts related to local issues.

About 15 women are practising reading exercises, such as completing word-making matrices, in their activity books. They are arranged in three groups according to their reading grade - five grades, A to E, which are determined every month. Grade A students can read a newspaper. Each of the low-grade groups are assisted by a member from a higher grade, who helps learners with any text they can't understand.

Fatema Khatun, 55, wearing a faded green shawl and cheeks full of laughter lines, didn't go to school when she was a girl because of the social taboos. But she is an enthusiastic learner.

"This *Ganokendra h*as taught us lot of things. Now we can take care of our health and I'm an expert in making and using the *unnatachula* (a fuel-efficient oven with a chimney drawing the smoke out through a hole in the wall). I teach the others how to make them."

She said in an earlier adult education centre the whole class was taken by one teacher and the textbooks were too dominated by pictures and were too easy, but now they have group teaching.

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Above: Aleya Begum, 35, a widow with three children from Rajapur village, who started a poultry business after receiving training from the Ganokendra. Far left: Hira Akhtar, 30, shows off her new brick house in Baniyar Kandar

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The Ganokendra effect

Five years of change in Rogaghurampur village, Jessore, which comprises 450 people in 100 households of which 63 are active members.

Families using	In July 1998	In December 2002
Literacy	30%	65%
Latrines	10%	100%
Fuel efficient oven	0%	90%
Planting trees	10%	20%
Allowing child marriages (under 18)	50%	0.5%
Registering marriage	10%	100%
Registering births and deaths	10%	90%
Women participating in decision-making	0%	70%
Women earning income	0.5%	90%
Girls admitted to primary schools	30%	100%

A literate environment

At their Dhaka headquarters the Ahsania Mission maintains a library of more than 200 books it has published for new literates in the villages on a range of topics. These include legal rights, such as the benefits of marriage registration and how to go about it; tree plantation; child health care; embroidery patterns for dress-making; story books; biographies; comics; cookery books and a popular book on how to avoid 'bad hair days' using herbs and natural ingredients such as tamarind root paste.

There is also a collection of posters and literacy games tied to development issues, for instance a snakes and ladders game in which you throw dice to progress along squares on a board, but might slide backwards if you land on one saying "fall ill after taking food without washing" or leap ahead by landing on one saying "take iodised salt, free yourself from goitre".

A database of the titles and contents (www.ahsania.org.blrc) is being linked to UNESCO's Asia Pacific Cultural Centre, so that NGOs across the region can share ideas for materials.

The books are graded to match different learner abilities. Ganokendra members can borrow them for nothing, though many centres charge two taka to generate funds to plough back into the community activities.

The startling result is the creation of a literate environment in the villages, the lack of which has been a major cause of lapsing literacy among adult learners in other programmes. Without books and posters and signs, literacy may never be used in daily life and can be forgotten.

"We are the largest producer of easy to read books," explains Eshanur Rahman, deputy director of Dhaka Ahsania Mission. "Even BRAC (Bangladesh Rural Advancement Committee), the largest NGO in the world, uses our books."

Her grade D group is being helped by a grade C 16-year-old schoolgirl Somtto Bhan, who says it gives her good practice in reading.

For Somtto the real attraction of the *Ganokendra* is the range of literature it gives her access to, including different types of books and newspapers. "There's lots of things to learn in them," she said.

This is perhaps the unique contribution of the Dhaka Ahsania Mission's *Ganokendra* work, which is based on a Community Learning Centre concept promoted by UNESCO throughout Asia and the Pacific over the past decade. Government adult literacy projects have been criticized in the past for using texts suited to urban middle class learners that don't relate to life in rural areas.

Radical projects such as the Reflect programmes inspired by ActionAid (see next story) use crude self-made texts, which are mainly representations of villagers' analysis of various problems they face.

But Dhaka Ahsania has found a third way, by creating a national resource centre that can respond to local interests. The subjects are chosen in response to surveys carried in the rural villages and are tested on pilot groups before being mass produced.

Most of them are information books geared to awareness campaigns or particular skills or fields of knowledge that *Ganokendra* members say they want to know more about. But, crucially, they are not

Women from Rogaghurampur village, western Bangladesh, on their way to collect their monthly allowance for sending their children to school. The Ganokendras have created a literate environment in which school is valued

written as dry manuals. Instead the information is imparted through stories about people carrying out the same tasks, making them an enjoyable read.

Across Bangladesh more than 50,000 of the poorest people will this year be using Dhaka Ahsania Mission self-learning guides to learn how to read and write. After a five-month course and one month reinforcement learning at one of 800 *Ganokendras*, they will reach out for the books, skills training and small-scale credit that will help them improve life in their community.

A crucial factor in the success of the centres is that each one is run by a committee of members and comes together to discuss issues concerning the whole village.

A survey of Rogaghurampur, a 100-household village of 450 people in Jessore district, where 63 families had been active members of the *Ganokendra* since 1998, has documented the dramatic changes since the centre began its work (see table, far left).

By December 2002, the percentage of families using literacy had more than doubled from 30 to 65, the number using latrines and fuel efficient ovens had soared; the practice of marrying children off at 13 or younger had been wiped out with expected knock-on effects on the number and spacing of pregnancies; the role of women in decision-making and earning an income had been completely transformed and the percentage of girls going to school had jumped from 30 percent to 100 percent.

The same kind of records have not been kept in Baniyar Kandar, but Hira's new 60,000 *taka* home is just one example of the village-wide changes that have taken place.

Hira built up a steady pile of savings from sewing work she developed at the *Ganokendra* and with the help of a loan was able to replace the mudhut. The spacious rough red-brick bungalow, complete with a brand new corrugated iron roof, has a broad verandah overlooking the courtyard where a carpet of pulses has been laid out to dry.

In her bedroom the sleeping mat has been replaced by a wooden-framed double bed with a futon-style mattress and brightly coloured cushions. Poster adorn the walls and on the covered sideboard, in pride of place, is a television. Eighteen poor families in Baniyar Kandar now have a house like Hira's and 100 have a television.

But perhaps more significant is the ebullience and confidence of the women of the village, characterized by the fact that Hira did not have to think twice about inviting a group of outsiders to look around her family compound. Through her use of literacy she has liberated herself from the constraints of male-dominated traditions, as well as from many aspects of poverty, and now her husband asks her to borrow books for him to read.

"In the early days, many of the women who returned home late from the classes were beaten. Men didn't think we should leave the house for anything," said Hira.

"But now attitudes have changed completely. The status of women has been raised a lot. Now if someone says your wife needs to go for training in Dhaka, the husband will gladly agree."

Brendan O'Malley

"In the early days, many of the women who returned home late from classes were beaten. Now attitudes have changed completely."

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Voices of change

In Reflect programmes in India, learners are using literacy to challenge those who keep them poor

Their weapons are home-made maps, matrices and flow charts

Thirty four villagers have gathered on a rug laid on the dusty earth in front of a thatched mudhouse in Bubel village, in drought-prone Orissa, eastern India. The women's leader, Jangyabata Suna, rouses them from the fatigue of a day's labour with a song about taking on the money men. "We can't pay off all the bribes they demand of us, but we must stand on our own two feet," she sings. "Rise up poor people of our country, we should not have to live like this."

It is a revolutionary movement, but their weapons are not the forks and cudgels of peasant revolts: they are homemade maps, matrices and flow charts, used to campaign for justice.

These are "untouchables" or poorest-caste people who by tradition are shunned by other castes and forced to live in a separate quarter of the village. They used to accept their lot with grim fatalism, until a new type of development and literacy programme began in Bubel. The programme is called Reflect and is being run by NGOs, ActionAid and the India Rural Reconstruction Movement. The technique, which is being used by 350 organisations in 60 countries involves villagers analysing and taking collective action against the causes of their poverty. In the process literacy is taught and used as a key tool. it is the most radical example of the new thinking in adult literacy. The learning is geared very specifically to an immediate use they have for it. Here this means challenging officials who have exploited their illiteracy in ways that have kept them poor.

"The literacy activity starts with the development of the people's own plans in a way that demystifies the power of literacy," says David Archer, head of education at ActionAid, "That shows it can be used meaningfully by people to assert their voices."

Typically a village facilitator helps create charts and matrices examining how a chosen issue affects participants. A village map, for instance, can be drawn in the soil with berries representing each person in each home, then copied, so that the

illiterate group members get used to the idea of encoding and representation used in writing.

The facilitator then helps them analyze the key words from the discussion, breaking them down into syllables and looking at what other words could be made with these syllables. In Bubel the villagers went straight from planning to taking action, picking up literacy where it is useful as an aid on the way. But the ability to record information and read govenment documents are time and again proving critical in challenging local politicians and institutions to give them aid they are entitled to.

Dhekel Singh Mona, the facilitator rolls out a map on the rug which depicts each road and house in the village and other buildings and services in coloured felt pen. One by one the villagers tell me how they have used literacy to claim their rights.

"Before we didn't know what we should know," says group member Ayli Mona. "Day by day we came across new things, became aware of the outside world and what we should be getting - and now we are fighting for these things."

By drawing up the map and carrying out a survey of the 284 households in the village they found out which families were prone to suffering periods of great hunger when drought sets in. Using these figures they persuaded every family in the village to set aside a bowl of rice each day as a food contingency and have created a seed bank to help families whose stocks are wiped out. "We have drought every year, but now whoever is needy we are giving it to them," explains Jangyabata.

Left: Dhekel Singh Mona (centre) the Reflect facilitator at Bubel village, Orissa, encourages group members to create maps and chats analyzing development problems.

Below: Jangyabata Suna (in green) leads villagers in a song encouraging them to stand up against corrupt officials

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The survey showed that the 102 families listed as below the offical poverty line and qualifying for ration cards were not all the poorest. A local politician had been handing out favours at the expense of those genuinely in need. By presenting their findings to the village assembly, they ensured deserving villagers could buy rice at a reduced price.

A bigger battle was fought over the issuing of food supplies by the Public Distribution System after a serious drought two years ago, when the villagers found there was no grain for them at the local distribution point.

A group of the women members went to protest to the *panchayat* (parish) leader, at one point setting on him in their desperation. When he claimed there was no grain, they took the matter to the Block (local district) Development Office, demanded access to the grain store records and found that grain had arrived in their name during the two months that they had been denied it, but had been falsely signed for. Now they are pursuing a case of corruption and demanding compensation.

LITERATE WITHIN TWO YEARS

Other Reflect groups are involved in conducting audits of how aid is spend in their community.

A strength and weakness of the Reflect method is the heavy reliance on the capabilities of the facilitators, who meet regularly to share ideas and discuss issues that need wider mobilization.

They are supplied with specialist materials such as a picture booklet about the rights of migrant workers, pamphlets about the rights of non-timber forest producers, a booklet on local government structures.

Independent evaluation of pilot Reflect programmes in Bangladesh, El Salvador and Uganda, found that 60 to 70 percent of participants became literate within two years. This compares to World Bank findings that only 12 percent of adult learners become functionally literate in traditional programmes.

Dhekel Singh Mona carries with him a chart with each member's name and a list of skills against which they mark their own level of achievement. These include being able to listen, speak in a meeting, speak in a meeting of outsiders, read and write. For instance grade two writing means being able to make rough notes from dictation but not without mistakes.

Eighteen of the group never went to school at all and six women can't write their name, but that doesn't stop them playing a full role because in meetings the literate members share the information with other members.

Of 22 people listed on the chart, 15 can now read and write, but more significant is the use to which the skill is being put. Reflect member Shakan Bari says he forgot how to read because he never needed to after school, but now that documents are central part of their struggle in local elected assemblies it has become a part of his daily life.

Brendan O'Malley

Slum haven

Schools for communities where children work can succeed if they adapt to the needs of the parents

More than 150,000 migrants live in the Govinpuri slums in south Delhi. Their homes are mainly windowless concrete rooms boxed on top of each other with no toilets or running water. They move into the city from the desert villages of Rajasthan and other nearby states to escape drought, and survive on about US$80 per family a month.

Government schools have not adapted to the needs of children in this transient community. Many of them work in day time - in makeshift shops, collecting public lavatory fees, or delivering *patties* – and may disappear when the rains return. But if literacy is to spread in this giant of a country, where, in New Delhi alone, 4.5m children live on the street or in slums, these problems have to be tackled.

Govinpuri's Katha public school, set in former block of one-room dwellings, is showing how it can be done. Walk through the school's iron gates and you can see a giant children's mobile of planets overhanging a narrow courtyard, night blue skies glistening with gold paper stars on the tiny classroom walls, pre-school children testing an iron rocking machine to its limits in a play corner, and a harmonium and *tabla* drums being squeezed and patted in the theatre room while students act out a satirical play.

The school is a haven of creativity and child friendly learning. It was set up by Katha, an NGO dedicated to promoting Hindu and tribal literature, and wherever possible subjects are taught through stories. The natural curiosity of children is what we encourage and the learning grows from that," Katha founder Geeta Dhamarajan said.

Yet when it first opened, parents were reluctant to send their children to school, because they needed them to work or help at home. Dhamarajan coaxed them in by setting up parent forums, so that local people feel the school is really theirs, can use the facilities and see just how good the school is. There is a creche so children don't have to stay at home to mind their siblings while their parents work. There is skills training in baking, packaging and marketing food. Health and sanitation awareness campaigns help to reduce days lost through illness. And the school operates a shift system so children can fit in lessons around work if they need to.

Poor children don't have to buy textbooks to go to this 1300-pupil school, because instead they use activity guides, peer group research and a reference library. Younger pupils use flashcards, games, singing and miming, and a colourful cartoon story book called Tamasha.

Having started 12 years ago, Katha is about to see just how good it is at competing with government schools. Last year, ten pupils passed the government's class 12 school leaving certificate and six went to college. This year, 150 are sitting the class 10 leaving certificate and 30 are sitting the class 12 exam. Next year the school has asked for 100 seats in the class 12 exam.

One award this slum school has won already, however, is a global laureate for information technology for humanity from California's Tech Museum. Through a partnership with British Telecom and Intel and donations, Dhamarajan

Above: At Katha school older pupils use information technology to investigate and map the sanitation and water supply problems of the Govinpuri slums where they live. Right: With young pupils there is a strong emphasis on hands-on learning and encouraging children's natural curiosity

© UNESCO/Brendan O'Malley

© UNESCO/Brendan O'Malley

Parents feel the school is really theirs, can use the facilities and see just how good it is

secured 50 computers and designed two child friendly computer labs where children investigate in clusters. They learn to use all kinds of software as a by-product of mapping, surveying and investigating the sanitation and water supply problems of their own community - and designing ways to solve them.

"The secret to achievement here is learning by doing, by exploring, by investigating," said headteacher Parvinder Kaur.

So the school has gone full circle, having first worked hard to draw in parents, it is now sending out the pupils to help them solve the problems of their daily lives and the statistics they gather can be used to put the case for improvements to city authorities.

Brendan O'Malley

To find out more

UNESCO has created a website devoted to the UN Literacy Decade, containing news, facts and figures, links to major partner organizations, documents and publications, declarations and the official decade poster. It is accessible via UNESCO's main website at: **www.unesco.org**

For complete literacy statistics for most of the countries of the world, go to UNESCO's Institute for Statistics at **www.uis.unesco.org**

The 2002 Education For All Global Monitoring Report: Is the World on Track, is available online at **www.unesco.org/education/efa** (picture of cover)

Organizations mentioned in this dossier.

Save the Children:
www.savethechildren.org

ActionAid:
www.actionaid.org

Escuela Nueva:
www.volvamos.org

Dhaka Ahsania Mission:
www.ahsania.org

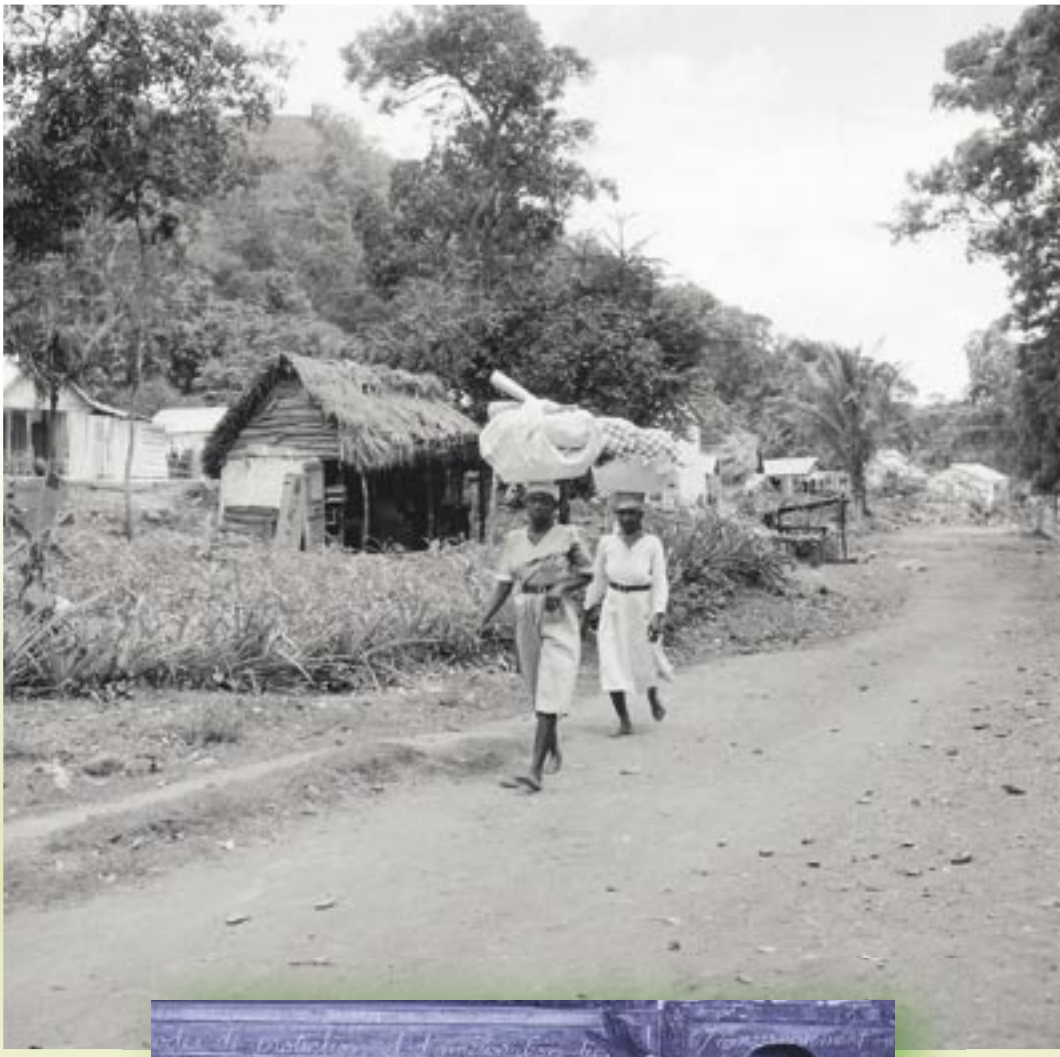
Katha:
www.katha.org
www.thetech.org/techawards

Basic education: a first in Haiti

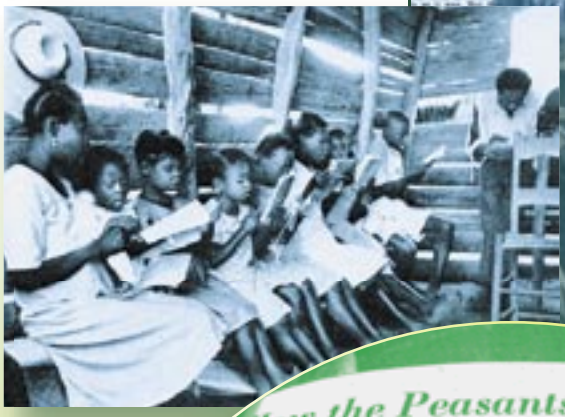
In 1947, Julian Huxley, UNESCO's first Director-General, declared that basic education is an essential part of "the wider and fuller human understanding to which UNESCO is dedicated".

The same year, UNESCO, at the invitation of the Government of Haiti, started a pilot project on basic education, the first of its kind, in the Marbial Valley. The objective was to reduce illiteracy and to bring knowledge and skills to the 30,000 people living in the valley, thereby enabling them to improve their living conditions. This project was carried out in collaboration with other United Nations agencies, such as WHO and FAO.

The global idea with the pilot project was to find ways of "improving the lot of that three-quarters of the world's population which is under-housed, under-clothed and under-fed" ("The Haiti Pilot Project", UNESCO, 1951). There is a clear continuity from this early vision to UNESCO's contributions to the fight for eradication of poverty at the beginning of the 21st century.



1955: in the Marbial Valley (above). A rural school (below)



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How the Peasants of Marbial Helped Make the Haiti Pilot Project a Success.

THIS is a story of an obscure, mountain-bound region in the Caribbean Island of Haiti called the Marbial Valley.

In this forgotten, isolated corner of the New World, lying north of the little village of Jacmel on the southern shore of the island, there live some 30,000 peasants of African origin. Afflicted by tropical rainstorms and ruinous droughts, stricken with disease and impoverished by land erosion, they tried to scrape together some semblance of living — or quietly starved. Not famine — which was too common-place — but "extraordinary famine" were the words used by the people of the valley to mark the periods of large-scale starvation. The children were pathetically stunted and diseased.

Then, in this region of misery, something happened which gave the people a new hope in life. A new spirit began to blow through the Valley when a Unesco team arrived to set up a fundamental education project to help them overcome their illiteracy, raise their living standards and agricultural productivity and improve their health.

This story is filled with ups and downs, with moments of deep dejection and despondency, periods when almost everyone believed that the project would have to be given up as a failure.

Now, after two years of continuous struggle, the picture has changed. The Marbial project which might have been called "The Death of a Haitian Valley", has lived and grown.

The heroes in this story are certainly the peasants of Marbial themselves, who in the darkest days of the project, demonstrated with huge picket signs reading "Kebe l'Enouko fo" — which in Creole means "Support Unesco hard." Another hero is undoubtedly the social anthropologist on Unesco's staff in Haiti, Dr. Alfred Métraux, who though stricken by fever and with slender funds at his disposal, refused to admit defeat and rallied the Marbial peasants to his side.

The Marbial experiment began as a lone Unesco-Haiti venture just over two years ago. Today it is a joint international undertaking, with the World Health Organisation, the Viking Fund, the Rockefeller Foundation and other organisations taking part.

The Unesco Courier presents the story of a Haitian Valley.

© UNESCO

Articles on the Marbial projext published in the June 1949 issue of the UNESCO Courier

SUEZ

Water for all

Koïchiro Matsuura, Director-General of UNESCO, and Gérard Mestrallet, Chairman and CEO of the company SUEZ, have signed a cooperation agreement to improve access to water for all. The agreement, signed last october 14 at Headquarters, outlines several areas of action for which SUEZ, a global corporate leader providing water services in industrialized and developing countries, will provide about 300,000 euros for the first three years. The first concerns a new UNESCO initiative to rehabilitate the Volga-Caspian basin. Home to more than 60 million people, the basin's environment is suffering from decades of massive industrialization and urbanization. Today, 42 million tons of toxic wastes accumulate in the basin every year, out of which only about 13 percent are neutralized and re-used. SUEZ will contribute to the UNESCO initiative financially and by offering expert advice in improving drinking water quality.

SUEZ will also help to finance activities in the UNESCO-IHE Institute for Water Education in Delft (The Netherlands), launched late last year. It will mark a new chapter in the development of the International Institute for Infrastructural, Hydraulic and Environmental Engineering (IHE), which is world-renowned for its training of post-graduate students, especially from developing countries, in all aspects of water management.

The new partnership will also benefit the UNESCO Chair for "Integrated Water Resource Management", based in Casablanca, Morocco. This chair has been extremely active throughout North Africa, by working closely with non-governmental organizations, university students and journalists to raise public awareness about water governance. The company has also agreed to set up several bursaries for researchers from developing countries in water-related fields.

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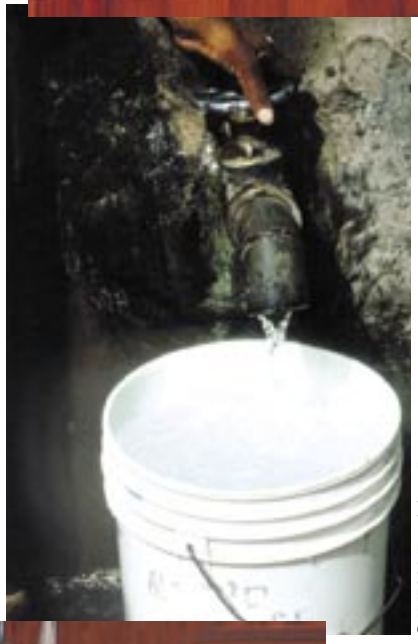

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HRH Prince Talal Bin Abdul Aziz Al Saud

A prince for blue gold

UNESCO's Director-General appointed HRH Prince Talal Bin Abdul Aziz Al Saud, of Saudi Arabia, as the Organization's Special Envoy for Water on December 18, 2002. Prince Talal is President of AGFUND (Arab Gulf Programme for United Nations Development Organization), which he helped create in 1980 with the support of the Gulf States. Since then, AGFUND has contributed more than $22 million to 64 UNESCO projects and has supported more than 740 development and humanitarian projects with diverse partners.

As UNESCO Special Envoy for Water, during the 2003 International Year of Freshwater, HRH Prince Talal will help to draw the attention of heads of states, specialists, civil society and youth to the need to solve the world water crisis.

"For almost a quarter of a century, AGFUND has focused its work on human development because we are convinced that this is the best means to protect against the risk and dangers of war," said the Prince. "I therefore appeal to all global decision-makers to seize the occasion to assure peace to all of the world's peoples […] . Under the aegis of peace, it is possible to find solutions to all of the world's complex and chronic problems."

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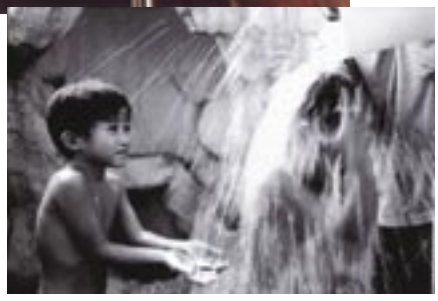
© Eric Dexheimer/Editing, Paris

© Eric Dexheimer/Editing, Paris



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Air France Foundation

Every picture tells a story

So it is for Eric Dexheimer's photos of street children. For almost a year the French photographer plunged into the world of street children from Fortaleza (Brazil), Paris (France), Ougadougou (Burkina Faso), Casablanca (Morocco), Manila (Philippines), Bucharest (Romania) Thiés (Senegal) and Cambodia, sharing their intimate existence.

A prize-winning photographer and author, Dexheimer was chosen for the project by the Air France Foundation in collaboration with UNESCO's Programme for the Education for Children in Difficult Circumstances. The result, an exhibition entitled *Un enfant dans ma rue* (A Child in My Street) and curated by Andre Deho, went on show at UNESCO Headquarters from November 18 to December 6, 2002.

Through images, texts, sculptures and objects, the exhibition presented the approach taken by associations and teachers who work with these children. In Burkina Faso, they help them to find a job or learn to dance. In Senegal, they go to the rescue of children who've suffered abuse in Koranic schools and run away to join street gangs. In the Philippines and Cambodia, teachers help children to structure their lives, proposing foster families, setting some ground rules, and getting them into school. In Brazil, former ballerina Dora Andrade runs a dance school and centre for social integration (EDISCA) for children from poor families in the *favelas* of Fortaleza. One of their award-winning troops performed a contemporary ballet entitled "Two Seasons" at UNESCO last November 20.

"To take good photographs, you need to understand, to get under the skins of the people you want to speak about through images," says Dexheimer, who shared the sleeping quarters of the children he photographed, living with them in sewers "under the street". "It seemed as though the world was upside down," he says. "A closed spaces. But the children welcomed me just as if they were inviting me into their apartment. I celebrated my birthday there." Which explains why those working with these children, and the children themselves considered him one of their own.

Pour en savoir plus :
http://www.unesco.org/education/enfant-dans-ma-rue/
http://www.changemakers.net/studio/99february/andrade/andradeintro.html/

Cambodia's athletes

AIDS prevention champions

Cambodia's most popular athletes are the stars of a nationwide AIDS prevention campaign developed by the Cambodian Ministry of Education, Youth and Sports with the technical support of UNESCO and UNICEF.

The athletes are featured on a series of posters designed to deliver friendly information to students, and addressing key messages via role models with whom young people identify. These messages focus on condom use and non-discrimination. Swimmer Em Ramsey tells that «someone swimming with HIV/AIDS can swim with me», while boxer E Pou Thang advises that «you can protect yourself against HIV/AIDS ...use condoms.»

The posters also include a hotline number where people can get free information on sexuality and HIV/AIDS.

Sergei Markarov

A virtuoso of peace

The distinguished Russian pianist Sergei Markarov was appointed a UNESCO Artist for Peace last December 12, in recognition of his "support for UNESCO programmes and activities promoting peace and tolerance and for his contrribution to dialogue between cultures through classical music." Born in Baku in 1953, Sergei Markarov won the first prize for piano, teaching, chamber music and accompaniment at the Rimsky-Korsakov Conservatory in St. Petersburg. Over the past ten years he has performed regularly in Europe's most prestigious concert halls and at many festivals. He is also a member of several international competition juries and teaches at the *Ecole Normale de musique and Conservatoire municipal Jacques Ibert* in Paris.

© UNESCO/Niamh Burke

The world Organization of Scout Movements

On the right trail...

Twenty-eight thousand scouts aged from 14 to 17 years old, coming from 145 countries, met at Sattahip in Thailand from December 28 to January 7 for the 20th World Scout Jamboree.

The World Organization of Scout Movements (WOSM), which defines itself as a non-formal education organization, boasts 30 million members and is considered the world's biggest youth movement. Closely linked to UNESCO, it shares the Organization's ideals of universal access to education and peace between cultures.

This year, UNESCO Director-General Koïchiro Matsuura inaugurated the WOSM Global Development Village aimed at making young people aware of the world's problems and some of the solutions proposed for solving them. A film on inter-cultural dialogue was screened and UNESCO hosted several workshops dealing with issues such as AIDS and inter-religious dialogue, which were attended by some 2000 young people from all of the world.

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Herbie Hancock and Thelonious Monk Jr

Musical philosophers

Is there a link between jazz and philosophy? Yes, say musicians Herbie Hancock and Thelonius Monk Jr: jazz is a universal language, that can be understood by all and which transmits the values of tolerance, peace and liberty. Which is why they enthusiastically accepted to become partners in Philosophy Day activities organized by UNESCO last November 21, offering a dazzling concert to a delighted audience at the close of a day of cerebral overdrive.

The musicians explained their presence to a rapt public: "There is a generosity and respect in this music," declared Herbie Hancock. "It's also music that creates unity between people. It's difficult to be at a jazz concert and not to feel part of it."

"Playing is constantly a learning process," he said. "Jazz is improvis@ed, that's the key component, you're constantly creative. This needs a lot of courage and tolerance because jazz explores new territories, which is not always easy."

"Jazz is the R&D department of western music, spontaneous, unknown, which needs a certain vocabulary and cooperation," added Thelonius Monk Jr.

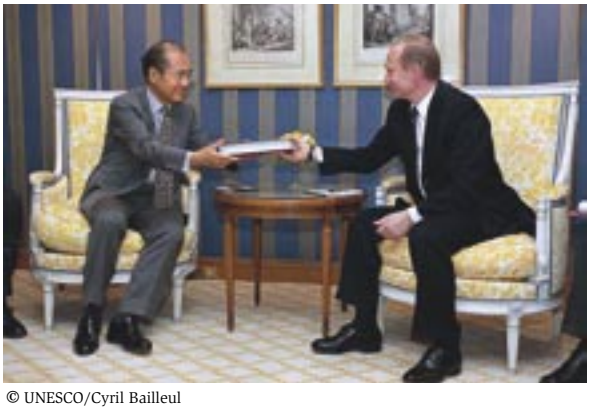
He explained how, with Hancock, they toured high schools in the US and elsewhere, as part of the Thelonius Monk Institute of Jazz, founded in 1986 by the Monk family and the late opera singer Maria Fisher. This non-profit institute develops introductory jazz programmes with the aim of developing the musical culture of children, encouraging their creativity and their respect for cultural heritage. It also offers college level training by American jazz masters to promising young musicians the world over. And their work is bearing fruit, proven by the performance that evening of the Thelonius Monk Jazz Ambassadors, a group of young Americans, a Korean, a Hungarian and a Brazilian, all from the Institute.

The Russian Federation

The History of Humanity in Russian

The president of the Russian Federation, Vladimir Putin, met with UNESCO Director-General Koïchiro Matsuura during an official visit to France last February 10, and presented him with the first volume of the first Russian edition of UNESCO's History of Humanity, published in Moscow.

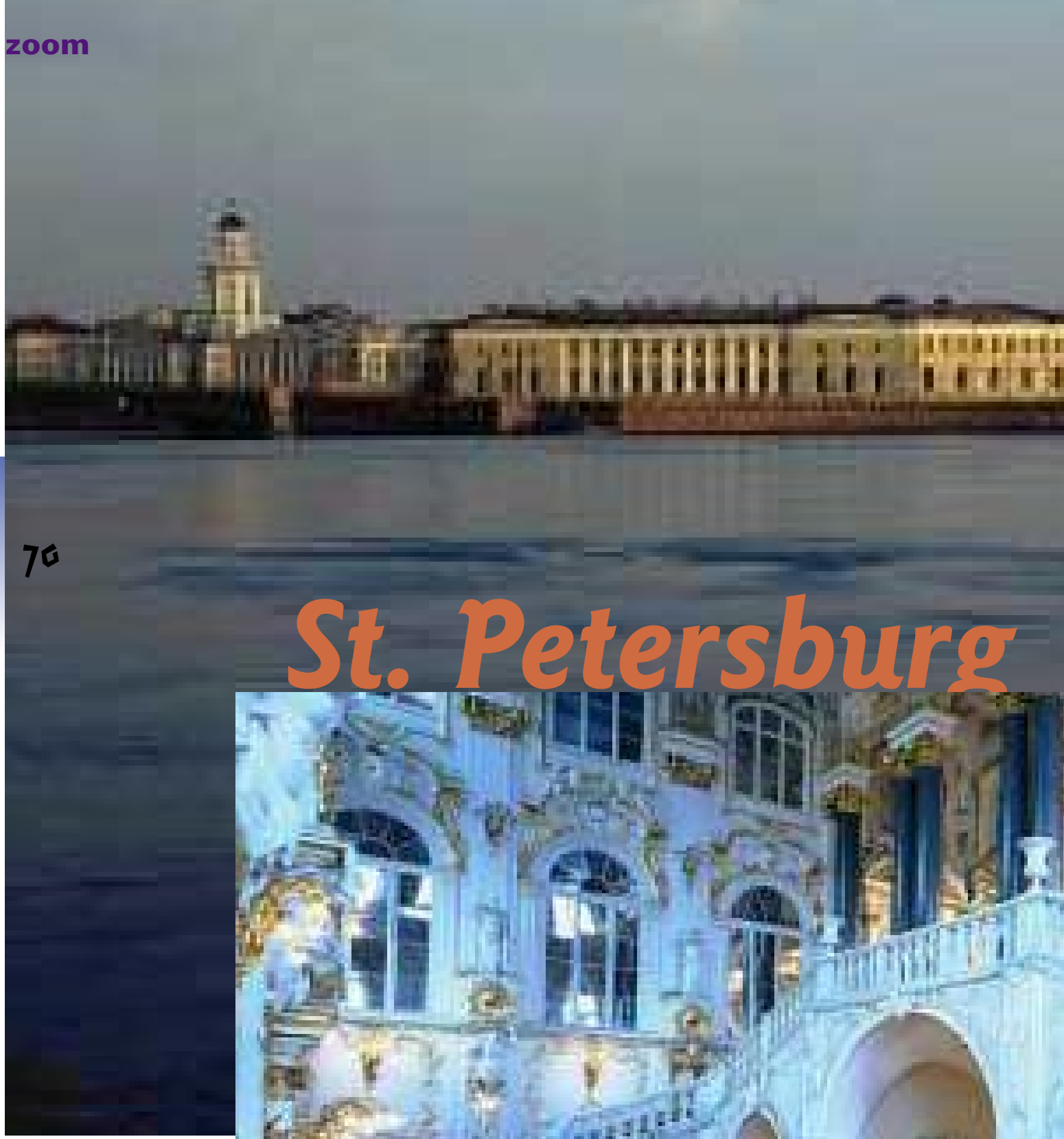
Also on the agenda of this third meeting between the two men was the importance of reinforcing the dialogue between cultures and civilizations, the rehabilitation of Chechnya's education system and the programme of festivities planned for the 300th anniversary of Saint Petersburg, where Mr Matsuura will visit in May.



© UNESCO/Cyril Bailleul

http://www.unesco.org/shs/eng/philosophyday.shtml

http://www.monkinstitute.com/



St. Petersburg

© Winnie Denker/Patrimoine 2001/UNESCO

celebrates

Top:
Stock Exchange building on the Vasilyevsky Island Promontory on the Neva.

Insert:
The Main Staircase of the Winter Palace (by Francesco Bartolomeo Rastrelli), at the Hermitage, the former imperial palace, home to one of the world's greatest art museums.

◀ © Winnie Denker/Patrimoine 2001/UNESCO ▲ © UNESCO/Raoul Russo

After wrestling access to the Baltic Sea from Sweden, Peter I – known as the Great - brought architects from Italy and Holland to raise an idealized European city from the swamps of the Neva River. Until the Soviet era, the city - founded on May 16, 1703 (May 27, according to the modern calendar) – was the centre of Russian power, its commercial, artistic, and intellectual gateway to the West.

The many foreign communities established in the city, Dutch shipbuilders, French craftsmen, Italian artists, German engineers, helped shape the new capital's social environment, which in turn affected them and their imported cultures. The Russians and foreigners of St Petersburg created an imperial city with wide avenues and canals lined with Italian palaces that look different for being built on Russian soil.

Aligned side by side, the historic buildings of St Petersburg offer a panorama at once diverse and homogeneous, with its own brand of classicism and baroque. The heritage of the Old City Centre and the many royal residences in the suburbs are inscribed on UNESCO's World Heritage list.

As the city prepared to celebrate its 300th anniversary, large scale work was undertaken to restore the monuments of St Petersburg, which saw flourish some of Russia's greatest literary talents (Pushkin, Gogol and Dostoievsky, to name but a few). Out of favour with Stalin, St Petersburg was largely spared the remodeling that took place in Moscow during the decades that followed the Revolution, but the city and the palaces outside it suffered hugely from 900 days of intense bombing during World War II. St Petersburg itself withstood the siege, but several of the palaces outside were occupied and reduced to a shell.

Sisyphean restoration work began immediately after the War and continues to this day. Impressive results were achieved at Peterhof and Tsarskoie Selo, for example. Others, like Oranienbaum - which were not occupied during the War, and therefore not as badly damaged - are in dire need of funds for restoration to make up for the decay caused by the passing of time.

As it celebrates its 300th anniversary, St Petersburg has much to show and share: a great many outstanding monuments, including the stupendous wealth of the Hermitage and Russian Museums; the acclaimed musical performances of the Marinsky Theatre; and the sweetness of life during the White Nights of summer when the sun does not set on the Venice of the North.

Top to Bottom:

The Hermitage: Palace Square and Winter Palace with the Alexander Column in the foreground.

Anikoushine's statue of the poet Alexander Pushkin on Arts Square, in front of the Russian Museum. The Museum's collection spans the full range of Russian art including Medieval icons and Malevich's abstractions. It is housed in the palace built by Rossi in 1819 – 25 for Michael Pavlovich, brother of Czar Alexander I.

Sun and moon meet over an Egyptian Sphinx during St Petersburg's celebrated Midsummer "White Nights".


© UNESCO/Roni Amelan

Suburban Palaces:

Oranienbaum: one of the Royal Palaces outside St Petersburg awaiting restoration, whose park features an outstanding Chinese Pavillion and Catherine the Great's Roller Coaster.

Peterhof: Magnificent perspective formed by the Great Cascade and Samson Fountain leading on to Marine Canal and the Gulf of Finland, in the beautifully restored Russian Versailles, begun by Peter the Great in the early 18th century..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Tsarskoe Selo:

The sculpted panels of the celebrated Amber Chamber given to Peter the Great by Prussia's Frederick the Great in 1716. One of the original panels, all of which were stolen when Tsarskoe Selo was occupied during World War II, was recently found and returned to the palace. The Chamber, painstakingly recreated according to old photographs with the sponsorship of the German company Ruhrgas AG, was to be opened in the spring, coinciding with St Petersburg's anniversary celebration.

The main architect of the palace was the Italian Bartolomeo Rastrelli, who by 1756 created an architectural masterpiece, Catherine Palace, named after Catherine I. Later in the 18th century, it became the favourite residence of Catherine II who had some of the Palace's original Baroque rooms remodelled in the classical style.

Calder: capturing movement

"A mobile is [. . .] like the sea, and is equally enchanting, forever rebeginning, forever new."
Jean-Paul Sartre, French philosopher

On March 15, 1957, the committee responsible for the choice of artworks for UNESCO's Headquarters approved the maquette for Calder's mobile. Installed on August 22, 1958 in the Organization's gardens, "Spiral" was inaugurated the following day in the presence of the artist. The ten-metre high work, made of two tonnes of black steel, and with five branches, dominates the gardens facing the *avenue de Suffren*.

Alexander Calder was born into a family of artists in Philadelphia in 1898. He invented the mobile as an art form. In doing so he created a sculpture, of little mass but occupying a large space, whose movement changed the work at each instant, letting hazard play its part.

Before putting a painting to movement, Calder had tried during his first years in Paris to "draw" in three dimensions with sculptures of wire. The young American was well integrated into the artistic avant-garde. "My entrance into the field of abstract art came about as the result of a visit to the studio of Piet Mondrian in Paris in 1930. I was particularly impressed by some rectangles of color he had tacked on his wall […] I told him I would like to make them oscillate."

"Mobiles have no meaning […] They *are,* that is all; they are absolutes. There is more of the unpredictable about them than in any other human creation" said French philosopher Jean-Paul Sartre of Calder's work.

The artist's vision was grandiose. "The underlying sense of form in my work has been the system of the universe," he said. For Calder, the idea of detached bodies floating in space seemed to be "the ideal source of form". This same quest for the extreme can be found in the minimal use he made of colour. "I have chiefly limited myself to the use of black and white as being the most disparate colours. Red is the colour most opposed to both of these – and the finally, the other primaries. The secondary colours and intermediate shades serve only to confuse and muddle the distinctness and clarity."

"Just as one can compose colours, or forms, so one can compose motions."
Alexander Calder, 1933




© UNESCO/Michel Claude


© UNESCO

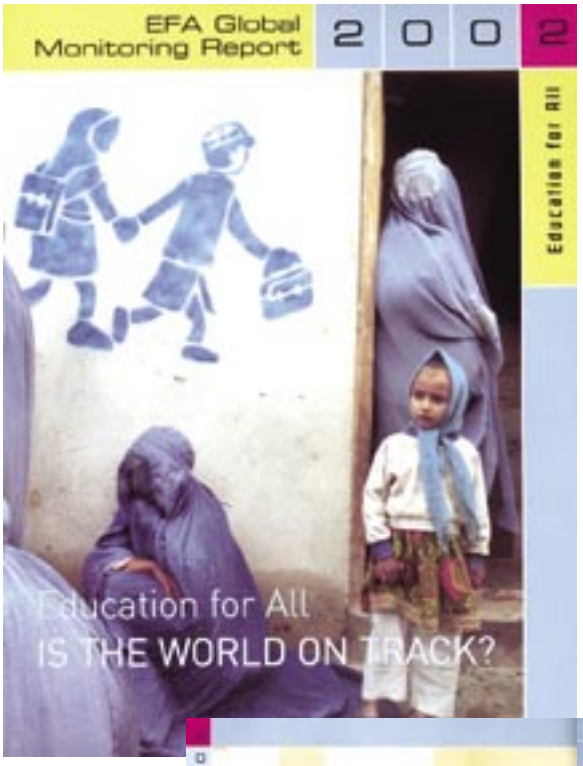
© UNESCO

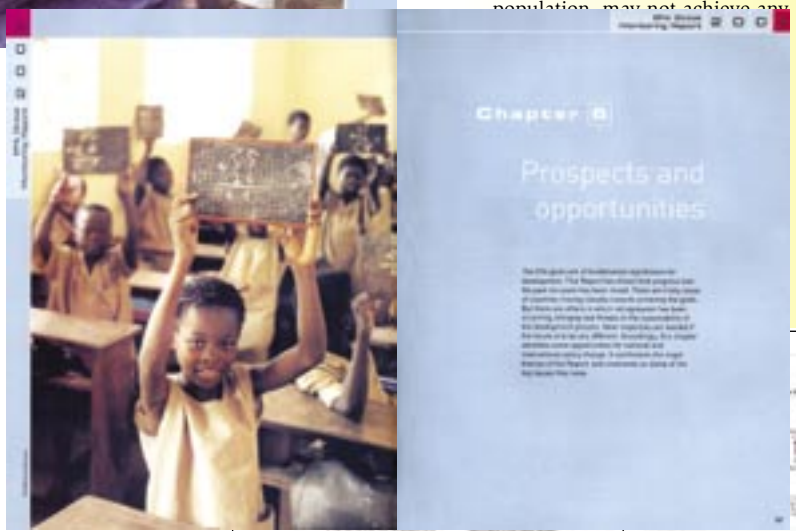
Alexander "Sandy" Calder (centre) installing the Spiral (above and below) at UNESCO headquarter in 1958.

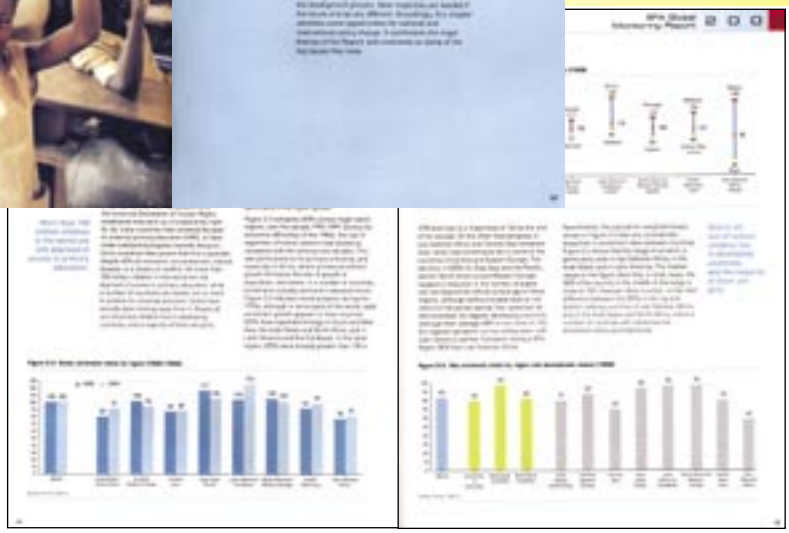
© UNESCO/Franck Dunouau

Not on track

Some 164 countries committed themselves two and a half years ago to achieving Education for All by 2015. But on present trends, more than 70 of them may not make it







Education for All
IS THE WORLD ON TRACK?

Director: Christopher Colclough
2002, 310 pp., 28 x 21 cm, photographs, figures, text boxes, tables and statistical annex
ISBN: 92-3-103880-X
Price: € 24 / 24 $US
Also published in French Spanish, Arabic, Russian and Chinese editions forthcoming in 2003

"This report shows that while, in many countries, good progress towards the goals set at the Dakar Forum is being made, in many others it is insufficent. It reconfirms the Forum's diagnosis that almost one third of the world's population live in countries where achieving the EFA goals remains a dream," says Professor Christopher Colclough, an eminent British education and development expert who is also Director of the *2002 Education For All Global Monitoring Report: Is the World on Track?*, commissioned and published by UNESCO.

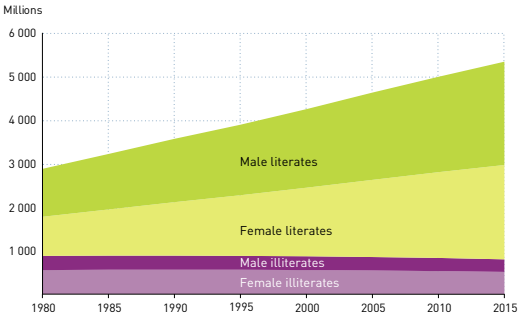
According to the Report, 28 countries, accounting for over 26 percent of the world's population, may not achieve any

countries, covering 35.6 percent of the world's population, risk falling short of at least one of these three goals.

Poor planning and a lack of resources are proving major hurdles, claims the report. On funding, for example,the Report finds that the cost of providing Education for All has been seriously under-estimated, largely because the impact of HIV/AIDS and conflict (affecting some 73 countries) has not been budgeted for. Along with bigger national budgets and a sizeable jump in external aid, the Report estimates that an extra 15 to 35 million more teachers will be needed by 2015 – three million of them for sub-Saharan Africa alone.

The annual Education For All Global Monitoring Report is prepared by an independent, international team based at UNESCO in Paris (France) as part of the follow-up to the Dakar Forum, to show countries how well – or otherwise – they are doing, and indicating those

areas where more effort is needed. It is funded jointly by UNESCO and multilateral and bilateral agencies, and benefits from the advice of an international editorial board.



Literates and illiterates worldwide by gender (1980-2015)

© UNESCO/Vidal

AID trends

As with total aid, the trend of bilateral aid flows to education has been downwards – from around US$5 billion at the start of the decade to less than US$4 billion by 2000 (see table below). France, Japan, Germany, United States and United Kingdom accounted for between 75 and 80 per cent of all bilateral aid commitments to education between 1990 and 2000 (see below). With the exception of Japan, where commitments remained relatively unchanged, real commitments to education for the "big five" countries declined dramatically between the early and the late nineties. The United States, for example, cut its official development assistance for education by 58 percent, the United Kingdom by 39 percent and France by 22 percent. Even smaller donors slashed their education aid. Switzerland reduced its development assistance for education by 63 percent.

Table 5.2. Bilateral average annual official development assistance (ODA) commitments for education in millions of constant 2000 US$ (1990–2000)

	TOTAL			EDUCATION				EDUCATION AS % OF TOTAL			
	1990-1992	1993-1996	1997-2000	1990-1992	1993-1996	1997-2000	% change	1990-1992	1993-1996	1997-2000	% change
Australia	521	856	714	127	189	161	27	24	22	23	–2
Austria	628	473	422	87	77	85	–2	14	16	20	6
Belgium	484	404	447	76	49	51	–33	16	12	11	–4
Canada	1 661	1 524	1 295	136	111	120	–12	8	7	9	1
Denmark	636	828	733	38	38	43	13	6	5	6	0
Finland	466	186	209	14	8	16	14	3	4	8	5
France	5 945	5 008	4 280	1 512	1 253	1 186	–22	25	25	28	2
Germany	5 221	5 098	3 653	675	812	636	–6	13	16	17	4
Greece	n.a.	20	63	n.a.	7	7	n.a.	n.a.	34	10	n.a.
Ireland	27	86	133	7	15	24	250	25	18	18	–7
Italy	2 053	1 197	575	118	54	25	–79	6	5	4	–1
Japan	14401	14834	14898	930	1 051	952	2	6	7	6	0
Luxembourg	19	37	75	1	4	17	1 425	6	10	22	17
Netherlands	1 773	1 807	2005	186	97	147	–21	10	5	7	–3
New Zealand	66	65	86	19	22	22	19	29	34	26	–3
Norway	640	769	853	31	29	67	119	5	4	8	3
Portugal	198	149	218	33	31	20	–40	16	21	9	–7
Spain	937	608	785	46	53	99	114	5	9	13	8
Sweden	1 169	1 145	1 024	73	84	64	–12	6	7	6	0
Switzerland	626	576	558	50	27	18	–63	8	5	3	–5
United Kingdom	2 285	1 919	2 310	290	204	178	–39	13	11	8	–5
United States	18 308	8 657	8 569	533	395	223	–58	3	5	3	0
Total	58 068	46 247	4 3906	4 981	4 608	4 161	–16	9	10	9	1

Notes: Official Development Assistance (ODA) consists of grants or concessional loans to developing countries.

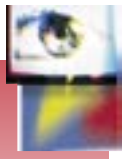
Commitments are defined as firm obligations, expressed in writing and backed by the necessary funds, undertaken by a specific donor to provide specified assistance to a recipient country. Bilateral commitments are recorded as the total amount regardless of the time required for the completion of disbursements.

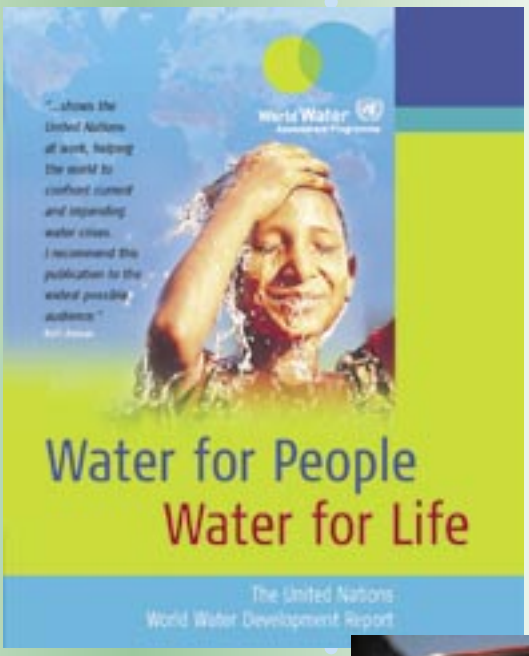
In the majority of cases, data for each year in a given period was available to calculate average annual commitments. Where this is not the case, average annual total and education commitments are calculated using the same years to ensure consistency.

Source: DAC online database, Table 5, Official Commitments (or Disbursements) by Sector, Bilateral and Regional Banks.

Water for People, Water for Life

The United Nations World Water Development Report





For the first time, 23 United Nations agencies and convention secretariats have combined their efforts and expertise to produce a collective World Water Development Report offering a global overview of the state of the world's freshwater resources. This first edition provides the foundation for subsequent editions. It concentrates on an assessment of progress since the Rio Summit and on developing appropriate methodologies. Its scope encompasses three linked components. First an assessment of human water stewardship that leads into an assessment of the state of the global water system, leading then to an assessment of *critical problems*. These components are used to evaluate the effectiveness of societies to manage water in a sustainable fashion.

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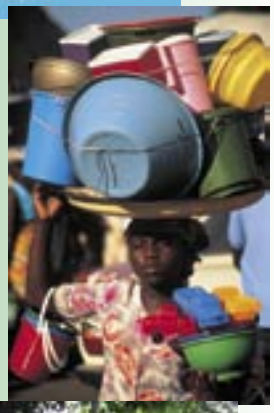
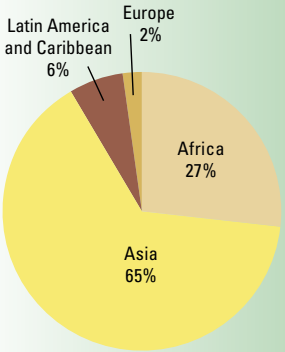
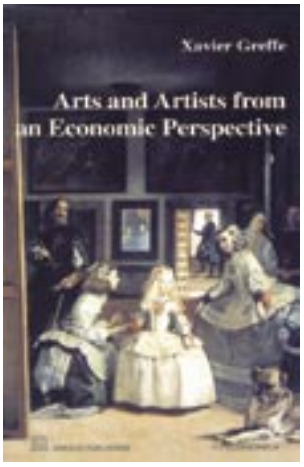
700 pp, 22 x 27 cm
49.95 $/ 49.95 €
UNESCO Publishing/
Berghahm Books,
2003





Water supply, distribution of unserved populations



Arts and Artists from an economic Perspective

Xavier Greffe, professor of Economics of Arts at the University of Sorbonne, in Paris, examines in this book the relationship between the fine arts and economics. He identifies the economic factors that can affect the emergence, success and disappearance of artistic activities, beginning with an analysis of the art market, where the players involved cannot be measured by standard economic yardsticks. He further explores the various dynamic processes influencing the development of the artistic sector: a revolving compromise between heritage and creation, a continous passage between an original work of art and the products of cultural industries and a constant shift between for-profit and nonprofit institutions. Greffe provides a way to evaluate art from an economic perspective that explains both the creation and development of creative movement without judging the existence of works of art purely in terms of economic logic.

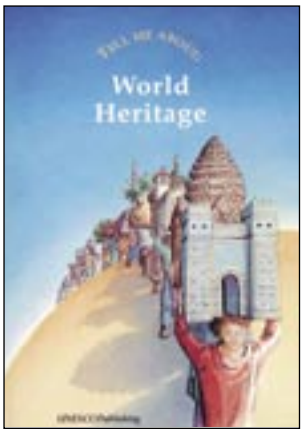
By Xavier Greffe
Translated by Latika Saghal and Xavier Greffe
312 pp., 24 x 16 cm
Price : 29,12 €
UNESCO Publishing/
Économica, 2002

The Art of Living in Peace

Guide to education for a culture of peace

In the current tense international context, UNESCO reaffirms its ideal of peace. Providing the foundations for a peaceful society requires more than directives. It needs an in-depth understanding of values, respect for others and a thorough awareness of the importance of sustainable development and protection of the environment. Education for peace is a process of safeguarding humanity. This guide is aimed at both teachers and educators worldwide, as well as the public at large. Pierre Weil is the Rector of the International Holistic University of the City of Peace Foundation in Brasilia (UNIPAIX). He has elaborated a transdisciplinary programme for peace education. UNESCO has contributed to the spread of the method, successfully used for more than ten years in several countries throughout the world and has lost none of its relevance.

By Pierre Weil
122 pp., 24 x 17 cm, graphs, tables,
Price: 13,00 €
UNESCO Publishing / UNIPAIX, 2002



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Text by Jean Lopez
Translated from the French by Linda Blake
48 pp., 21 x 15 cm, colour photographs, charts, drawings
Price: 4,57 €
UNESCO Publishing, 2002

The Different Aspects of Islamic Culture

Volume IV: Science and Technology in Islam

Editor: A. Y. al-Hassan
Co-Editors: Maqbul Ahmed and A. Z. Iskandar
UNESCO Publishing

Research into Islamic science and technology is still in its early stages, but there is now sufficient material available for a preliminary study. Volume IV of this series is intended to fill a gap which deserves a major multi-volume work.

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Part II deals with agricultural science, alchemy, chemistry and chemical technology, mining and metallurgy, military technology, textiles and manufacturing industries, mechanical technology, civil engineering, navigation and ship-building, medicine and pharmacy. Historians of Islamic science tend to limit their studies to the period up to the 16th century, but Part II also deals with the continuation of science and technology in the Ottoman Empire, India and Iran.

Part I: The Exact and Natural Sciences
527 pp., 24,5 x 17 cm, illustrations
Part II: Technology and Applied Sciences
726 pp., 24,5 x 17 cm, illustrations
Price: 45,73 € per volume
UNESCO Publishing, 2002

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