

UNESCO Brazil Journal

From Declared to Practiced Values:

Transforming into actions the principles approved by the United Nations and UNESCO for school projects and educational policies

Candido Alberto Gomes



State Government of Rio de Janeiro
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INTRODUCTION

The collection of United Nations and UNESCO principles, rules and guidelines concerning education has been a constant challenge in relation to the rapid changes in today's world. There is no sizeable sum of money available for implementing them, neither police nor army for enforcing compliance, much less some type of supranational sovereignty for compelling people to abide by them. For some people, they are nothing more than beautiful words accumulated on paper in the post-War era. However, such principles, rules and guidelines have an undeniable moral force that, even in face of despotism, alleviates the tension between what is and what should be or is intended to be. Such authority arises out of the fact that beautiful words do not result from an ingenuous idyll; on the contrary, they are rooted in History, resulting from the consensus patiently built up by innumerable actors. These documents, taking into consideration some special conditions, are directly or indirectly embraced by the legislation of Member-States such as Brazil and thus becoming constitutional and legal devices.

Therefore, instead of mere words and letters, the documents that establish such principles, rules and guidelines are part of society's lifeblood, being ramified from the first Universal Declaration of Human Rights, of 1948. In this way, they influence decisions and the formation of policies, and modify aspirations.

Nevertheless, there is no known systematization of such documents, much less a study on its implications and consequences at two levels: the school level – where the educational process takes place, and at the level of general educational policies. How can a school experience and translate these values into practice? How can one know how far a Country's, or a sub-national Government's, educational policies go towards achieving such values?

The challenge of synthesizing these documents and showing their consequences was proposed by the State of Rio de Janeiro, with the aim of putting into practice what is recommended by the United Nations and UNESCO, especially those aspects concerning education for peace. The response is in this publication, which organizes the work of more than half

a century, posing questions about their translation into actions within current educational reality. Based upon this study, it is intended to initiate other courses of action, among them interaction with teachers and implementation of projects with students.

The State of Rio de Janeiro's initiative could not be endowed with more relevance and opportunity. To implant the values of United Nations and UNESCO in school means that History must yield, either in the short- or the long-term, the fruits of peace, development and the establishment of human rights. Certainly this is not a non-critical or painless process, since the student – necessarily acting as subject – must face reality as it should be. The resulting uneasiness must be dealt with in such a way as to avoid leading either to an immobilizing pessimism, or to paralyzing anxiety. Nevertheless, all victories result from efforts proportional to their magnitude.

In order to live, human beings need dignity, food, housing, clothing, education, work, leisure and the fulfillment of numerous needs. However, there is no use in having all these and not having a meaningful life, defined by moral values. Even worse, is having such needs and not having a coherent set of values to lead the fight for that which they don't have, within ethical limits and possibilities. Moral and ethical values are the major wealth arising out of social life and become an integral part of culture. The United Nations and UNESCO, rooted in the traditions and values of their Member States, have contributed to this living treasury that simultaneously creates stability and dynamism. The school is the place for excellence, not the place for distributing such treasury – like feeding a hungry person; on the contrary, it is the site for making it available to everyone, so as to enable them, through dialog, to exemplify it, modify it and make it even richer. It is hoped that this publication may become a guide for reaching such objective.

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SUMMARY

This work synthesizes the normative documents approved by the United Nations and UNESCO, and explores their consequences and implications for the school pedagogical project, and for educational policies in general. The first part of the work outlines the criteria used for selecting such texts, organizes them by chronology and hierarchical level, distinguishing general documents from multilateral treaties, conference declarations and other texts. Further, based on the contents of the texts, this study outlines a “values tree”, distinguishing three categories: 1) for basic values, corresponding to the common basis shared by the United Nations Member-States; 2) general principles and guidelines for education; 3) specific principles and guidelines for education. The second part translates values, principles, guidelines and rules into actions. For that, it takes as its main theme the school project, which establishes what the school should achieve in a given amount of time, and the educational policies that should provide the school with the required conditions for better educating. Thus, it establishes lists of issues for participants and decision-makers, both at micro- and macro-educational level, to think about, as well as their implications in relation to values and general guidelines for teaching bodies, pupils with special needs, education for young people and adults, vocational education, higher education and relations with given curriculum components. Throughout the text, the work discusses the relations with educational research findings and illustrates successful experiences in several continents and in countries at different developmental levels. In the third part, the major educational indicators for Brazil and Rio de Janeiro are analyzed, since that State, interested in developing an education for peace project, requested this paper. Moreover, it reviews research findings on youth, violence and citizenship. Taking into consideration such elements, the work stresses some points which the Country and the State of Rio de Janeiro need to develop in order to move towards implementing the United Nations and UNESCO values, principles and guidelines. In its conclusion, this paper outlines how the school for the 21st Century should be, based on values of peace, development, human rights and equal access to them, including the right to education. Some probable scenarios for the school of future are also considered.

THE DIFFICULTY IN PRACTICING THE VALUES

Anísio Teixeira (1983), in an outstanding paper, showed the contradictions between declared and existing values in Brazilian educational institutions. The distance between those values was deemed as resulting in great part from the Brazilian historical background, where colonization imposed external cultural standards, thus leading to imitation, copying and simulation of situations for adjusting them to the expected behaviors. Therefore, the legal organization of education, if reviewed without enough knowledge about reality, leads to an optimistic impression, barely corresponding to what is effectively practiced in schools.

This gap between what is declared and what is practiced is not exclusive to Brazil, nor to education. In by far the greatest part of religious literature, for example, has concerned itself for thousands of years about the ritualism of the followers, thus losing the spiritual focus that should stimulate them. That is why the New Testament states that one may strain out the flies, but swallow camels. It is much easier to state sublime values, which inspire and even animate people at the speech level, than practicing them through example. It is more attractive to establish rules coherent one to another, in the formal stage, than trying to have them accomplished in reality.

Similarly, international treaties, rules, declarations and guidelines express horizons and ideals to be achieved, the lack of which would lead to a spiritually poor life. Nevertheless, that is why they are very often seen as something that is not achievable in daily practice. It is clear that, similarly to national normative systems, those documents may be used for manipulating symbols, causing the false impression that one is trying to show reality better than it is in fact. It is possible to turn rules into something which one dreams about but does not pursue, resulting in the distancing of the reality from the ideal. Nevertheless, it would be very demeaning if rules and guidelines were fully adjusted to what exists, thus having no distance between what is and what should be. In that case, it would be necessary for everyone to be fully satisfied with the present and willing for the future to be exactly like the present. This is very unlikely in face of historical precedent.

International normative documents are in the crossfire of this discussion. They express horizons about which there is a relative agreement, but that demand a long and hard journey to be reached. By nature they are general and broad, since it is impossible to foresee all circumstances in which they are to be applied. Therefore, they seem to be abstract and far from the reality of daily life; and they must be put into practice, if the intention is to change society. One of the major impairments for such transition is to build a bridge between the ideals and daily life. What are the concrete implications in relation to a Country's public policies? What should be done with them in daily practice within a social institution, like school? It will surely be a difficult bridge to build, unless social life was already what is foreseen, thus demanding no effort. However, if one thinks that the society – jointly with the school within it – needs to be changed, the questions are:

- What should be done so that the principles and rules approach reality?
- What are their implications for a school project?
- How should the educational policy guide and support school projects coherently with these values, principles and rules?

This paper has as its precise objective the synthesizing of such values, principles and rules, as well as studying the consequences that the application of them may show in practice nowadays. They represent the best of our civilization and relate to old dreams, such as equality among human beings and respect for weaker groups, especially children. It is hard to find someone that openly disagrees with these ideals. It is easier to find those who, through skepticism and disbelief, hide their unwillingness to have them solidified, which is more subtle way of disagreeing.

UNITED NATIONS AND UNESCO DOCUMENTS

In order to help in the building of the aforementioned bridge, the documents of the United Nations and its educacional, scientific, and cultural organization – UNESCO were identified and organized. This documentation has become even better improved and detailed since the globalization process that took place in the 20th Century, i.e., the end of the Second World War and the constitution of the United Nations. The selection of such documents, exclusively under the author's responsibility, strived to point out the most relevant ones in terms of educational policies and school projects. The basis for selection was the list of the main normative tools contained in a publication issued for celebrating the fiftieth anniversary of UNESCO (1998). The United Nations and UNESCO internet sites were also consulted; the former mainly concerning multilateral treaties and the latter in relation to declarations and other acts. In view of such large amount of material, containing an accumulation of repetitions over time, all choices, including the content of each document, are a bit arbitrary. However, the author preferred to take that risk in face of the possibility of synthesizing, disseminating and examining the consequence of texts that, sometimes, were hard to find. Therefore, this is necessarily an unfinished work.

As shown in Frame 1, one may distinguish:

- General documents and multilateral treaties, deposited with the UN Secretary-General, signed and ratified by the Member States. Over time, one can observe that they were more comprehensive at the beginning as in the Universal Declaration of Human Rights and then, later on, they begin to address emerging and specific issues in our world, such as economic, social and cultural rights and biological diversity. These are the great pillars over which other values, principles, guidelines and rules are laid;

- Declarations resulting from conferences sponsored or co-sponsored by UNESCO and/or approved by its General Conference. They are based on the above-mentioned pillars and are like a tree branch, which ramifies from a strong trunk. Since the trunk is general and the branches are specific, the latter develop and apply to education those values, principles, guidelines and rules previously mentioned;

- **Other documents, including recommendations, guiding notes, commission reports, summit declarations and even the declarations of a non-governmental organization, which is not directly related to or part of the United Nations System, are also branches ramifying from the trunk and coherent with it.**

Documents Selected According to Category and Period

Decennium: 1940

General Tools/Multilateral Treaties

Universal Declaration
of Human Rights
(1948)

Decennium: 1960

General Tools/Multilateral Treaties

International Convention
on the Elimination of All
Forms of Social
Discrimination
(1966)

International Agreement
Concerning Economic,
Social and Cultural Rights
(1966)

Conferences/Declarations

Recommendations
Against
Discrimination in
Education
(UNESCO, 1960)

Recommendation
Concerning the
Status of the Teaching
Personnel (UNESCO and
International Labor
Organization, 1966)

Decennium: 1970

General Tools/Multilateral Treaties

Convention on the Elimination of
All Forms of Discrimination
Against Women (1979)

Conferences/Declarations

Recommendation concerning
Education for International
Understanding, Co-operation,
Peace and Education relating
to Human Rights and
Fundamental Freedoms
(UNESCO, 1974)

Recommendation
Concerning the
development of Adult
Education
(1976)

1st Intergovernmental
Conference on Environmental
Education, Tbilisi, Georgia,
UNESCO and United Nations
Programme for Environment
(1997)

Declaration on Race and
Racial Prejudice
(UNESCO, 1978)

International Charter on
Physical Activity and Sports
(adopted by UNESCO
General Conference, 1978)

Decennium: 1980

General Tools/Multilateral Treaties

Convention Concerning
Children Rights
(1989)

Conferences Declarations

World Declaration
on Education for All
(Jomtien, 1990)

Decennium: 1990

General Tools/Multilateral Treaties

Convention on
Biological Diversity
(1992)

Declarações de Conferências

World Declaration on
Education for All
(Jomtien, 1990)

Vienna Declaration
and Framework for
Action (World
Conference on Human
Rights, 1993)

Salamanca Statement
and Framework for
Action on Special
Education (World
Conference on Special
Education, 1994)

Declaration and
Framework for Action of
the International Con-
ference on Population
and Development
(Cairo, 1994)

Declaration and
Framework for Action
of the World Summit
on Social Development
(Copenhagen, 1995)

Declaration of
Principles on Tolerance
(approved by
UNESCO General
Conference, 1995)

Declaration of the
45th Session of the
International Education
Conference (Geneva,
1996)

Universal Declaration
on the Human
Genome and Human
Rights (Approved by
UNESCO General
Conference, 1997)

Hamburg Declaration on
Adult Education
(5th International
Conference on Adult
Education, 1997)

World Declaration on
Higher Education in the
Twenty-First Century:
Vision and Action
(World Conference on
Higher Education, 1998)

Agenda for Science
(World Conference on
Science: Science for the
Twenty-First Century,
A New Commitment,
Budapest, 1999)

Education for All: Facing
Collective
Commitments (World
Forum on Education,
Dakar, 2000)

International Chart on
Education for Leisure
(World Association for
Recreation and
Leisure, 1993)

World Framework of
Action for Human
Rights and Democracy
(1993)

Statement on
Integrated Framework
of Action for Peace,
Human Rights and
Democracy (Geneva,
1994; Paris, 1995)

Guidelines addressed
by UNESCO General
Director for the 4th
World Conference on
Women (Beijing, 1995)

Our Creative
Diversity: Report of
the World Commission
on Culture and Deve-
lopment, UNESCO,
1995 (Cuéllar, 1995)

UNESCO and
Information Society
for All (Guideline for
the General
Conference, 1996)

Education: The Treasure
Within. Report of the
International Commission
on Education for the
Twenty-First Century.
UNESCO, 1996 (Delors
et al, 1996)

Education and Technical and
Vocational Qualification for
the Twenty-First Century:
recommendations to
UNESCO General Director
(2nd International Congress
on Technical and Vocational
Education, Seoul, 1999)

Statement of the
Millenium (adopted by
the Millenium Summit
Meeting, 2000)

THE VALUES TREE: WHAT IS STATED IN INTERNATIONAL DOCUMENTS?

As a tree grows rooted in the ground, becoming higher and stronger the documents developed and became more specific, to the point of dealing with implications for several fields of school curricula. However, the chronological sequence is not so rigorous, since there are some specific documents previously to others more comprehensive. Now, searching for the content of such documents, there are three categories, according to frame 2:

- ◆ The **basilar values** ones, corresponding to the shared tree trunk, adopted by the UN state-members, and that have as sources some of the major multilateral treaties;

- ◆ The **general principles and guidelines for education** ones, which comprise recent and comprehensive documents, such as conference statements and international commissions reports. They correspond to a more important branch of the shared trunk relating to basilar values;

- ◆ The **specific principles and guidelines for education** ones, which include conferences' statements and other documents, addressed to several levels and modalities of education and curricular fields. Therefore, they represent sub-ramifications of the education branch, dealing with aspects that are more specific.

Since it is impossible to explore the whole wealth of those works, we have tried to synthesize the most significant aspects for its operationalization at both educational policies and school project levels. Surely, it is advisable a detailed consultation to the texts.

THE VALUES TREE:

16. Rights of youths and adults
15. Rights of individuals with special needs
14. Qualified and duly treated teaching personnel
13. Protection of cultural and natural heritage
12. Cultural rights as human rights
11. Education for peace and tolerance
10. Education for humanizing social relationships
9. Expansion of early childhood education
8. Improvement of access, quality and democratization of education
7. Education for meeting basic needs
6. Rights to Education for all
5. Solidarity, tolerance, respect to nature, and shared commitment in International Relations
4. Biological diversity
3. Rights and freedoms of the child
2. Elimination of discrimination
1. Equal rights, freedom and dignity

Values, Principles and Guidelines as Presented in Documents Approved by the United Nations and UNESCO

BASILAR VALUES

Values, principles and guidelines

Equal rights, freedom and dignity for all human beings.
 Universal right to education, among economic, social and cultural rights.
 Education shall be free for primary and secondary levels.
 Primary education shall be mandatory.
 Parents have priority right to choose the kind of education they want for their children.

Elimination of all forms of racial discrimination and discrimination against women.

Recognition of children's participatory rights and freedom.
 Family's competence as the main education agent for children.
 State obligation in assisting families for duly performing such role.
 Free education for primary and secondary levels.
 Mandatory primary education.
 Priority right for parents to choose the kind of education they want for their children.
 Prohibition of working before the minimum age; prohibition of any kind of work that may jeopardize education.

Education and sensitizing people in relation to the importance of biological diversity and the need of preserving it.

Fundamental values of international relations: freedom, equality, solidarity, tolerance, respect to nature and shared responsibility.
 People-oriented development.
 Social development as national and international responsibility.
 Among the target acts, the universalization of primary education for all children.

↑
 Universal Declaration of Human Rights (1945)
 Recommendation against Discrimination in Education (1960)
 International Agreement Concerning Economic, Social and Political Rights (1966).

↑
 International Declaration on the Elimination of All Forms of Racial Discrimination (1966)
 Statement on Race and Racial Prejudice (1978)
 Convention on the Elimination of All Forms of Discrimination against Women (1979)

↑
 Convention Relating to Children Rights (1989)

↑
 Convention on Biological Diversity (1992)

↑
 Statement and Framework for Action concerning the World Summit on Social Development (1995)
 Action relating to the Statement of the Millennium Meeting (2000)

GENERAL PRINCIPLES AND GUIDELINES FOR EDUCATION

Values, principles and guidelines

Education as a process for developing values and attitudes for peace, democracy, human rights and fundamental freedoms.

Education is an institution addressed to meeting people's basic needs: tools for learning and basic contents for life.
Universalization, quality improvement and promotion of basic education democratization.

Expansion and improvement of early childhood education. Specific targets for increasing resources towards improving access, democratization and quality of basic education.
To promote educational policies related to eliminating poverty and to development strategies, upon the participation of civil society.

The mission for education in the twenty-first century is to humanize the whole system of relationship between people and their institutions. School shall teach how to know, giving the same attention to the four knowledge pillars:
Learn how to know,
Learn how to do, Learn how to live together,
Learn how to be.

Development shall include cultural development, respect to all cultures and freedom. Cultural rights shall be protected as well as human beings.

Tolerance is the basis for human rights, pluralism and democracy. Education is the most efficient way for preventing against intolerance. Education for tolerance shall assist young people in developing an autonomous sense, critically reflecting and thinking in ethic terms.

↑
|
Recommendation Concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms (1974),
Vienna Statement and Framework for Action (1993),
World Framework for Action for Human Rights Education and Democracy (1993),
Statement and Integrated Framework of Action for Education of Peace, Human Rights and Democracy (1994, 1995)

↑
|
World Statement on Education for All (Jomtien, 1990)

↑
|
Education for All, World Forum on Education, Dakar, 2000

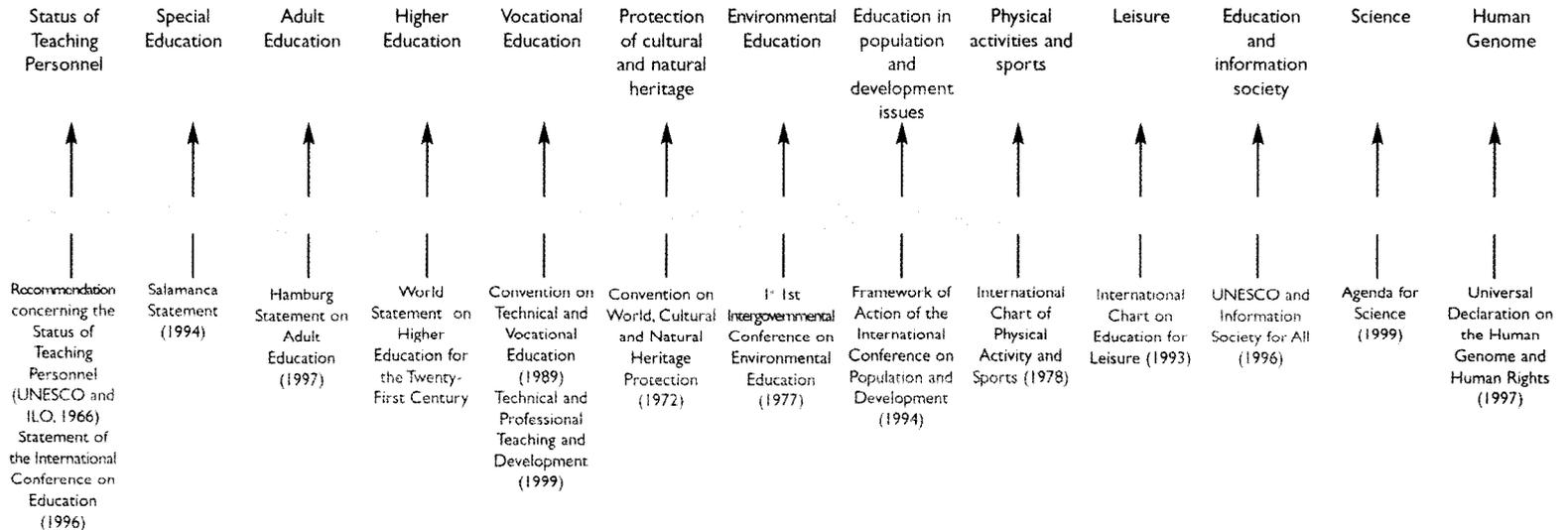
↑
|
Education: The Treasure Within. Report of the International Commission on Education for the Twenty-First Century (Delors Report, 1996)

↑
|
Our Creative Diversity. Report of the World Commission on Culture and Development (1995)

↑
|
Statement of Principles on Tolerance (1995)

SPECIFIC PRINCIPLES AND GUIDELINES FOR EDUCATION

Values, principles and guidelines



THE COMMON ROOTS OF CIVILIZATIONS

Starting from fundamental values, Frame 2 and Figure 1 indicate the **freedom and equality of rights and dignity for all human beings**. Such rights must be implemented **with no distinction**, whether of race, gender, nationality, language, religion, opinion, nationality or social origin, property, birth or any other *status*, as stated in the Universal Declaration of Human Rights. There are economic, social and cultural rights, including education, mandatory at primary level and free at least in primary and basic education. Children are declared to have rights, in a series of international declarations, both general and specific, which focus on such rights and condemn discrimination against vulnerable groups¹.

The Millennium Declaration crosses over and updates the essential values for international relations in the 21st Century, selecting freedom, equality, solidarity, tolerance, respect for nature and shared responsibility for social and economic development, for peace and safety as its basic principles. One can note that, in the last few decades, such values and principles have been reinforced in a world more and more interdependent, despite the contradictory actions at given times and places. Therefore, a positive effect of globalization is that there may be under development a common set of laws for humanity, or the law of the laws, (Delmas-Marty, 1996). Hence, such fundamental values would be undergoing a process of absorption into such common law. From various viewpoints the Millennium Declaration ratifies the concerns of the Copenhagen Summit in relation to social development.

THE EDUCATION BRANCH: GENERAL PRINCIPLES AND GUIDELINES

Based on the previously mentioned trunk, the values, principles and guidelines concerning education were defined. UNESCO has approved several comprehensive and relevant documents during its history, among those and outstanding, when compared with general declarations of the time, the Recommendation against Racial Discrimination in Education and the

Declaration on Race and Racial Prejudice, adopted by the General Conference. Simultaneously, education was conceived of as a process of value- and attitude-building for peace, international comprehension, cooperation, human rights and fundamental freedoms, according to the documents mentioned in Frames 1 and 2. In summary, its content established:

- the commitment to eliminate and prevent any kind of discrimination because of race, color, gender, language, religion, political opinion, or any other kind of opinion, national or social origin, economic conditions or birth;
- the commitment of the Member States in granting human rights and basic freedom, in conformance with the principle of dignity and rights for all individuals and groups;
- the condemnation of genocide and rejection of any theory or explanation that classifies nations and peoples.

It also established that:

- education, at all levels, must have an international dimension and a global perspective, promoting the understanding and the respect for all peoples, cultures and civilizations; in order to achieve this, each State Member is responsible for formulating and implementing the necessary educational policies;

• learning is not an end itself, but a means of abolishing violations against human rights, and for building a culture of peace, based on democracy, development, tolerance and mutual respect. Special attention must be addressed to vulnerable groups; to potential and real violators, in order to avoid abuses and protect the victims; and to children and youth, who are especially subject to stimulation to intolerance, racism and xenophobia;

- educational institutions must become sites for exercising tolerance, respecting human rights, practicing democracy and learning about the diversity and wealth of cultural identities.

Besides such documents, the World Declaration of Education for All (Jomtien, 1990) established the stance to be adopted by several international agencies in face of the world's basic educational needs, and where UNESCO has carried out a key role. In contrast to other documents, this Declaration is not focused just on the principles of universal access to education and equal rights, but also emphasizes the quality of education. The main emphases are:

- Education is the social institution addressed to meet the basic learning needs of people (children, youth and adults), which are comprised of:

- the essential tools for learning (reading, writing, calculation, problem-solving) and

- basic learning content (such as knowledge, skills, values and attitudes) required for life.

- Basic education is not an end in and of itself, but the basis for continuous human development and learning.

- To meet the basic learning requirements, it is necessary to turn the focus of basic education towards increased attention to learning, **enlarging the means and range of action of basic education, providing an adequate environment for learning, strengthening alliances and maintaining a minimum quality standard.**

- To achieve that, it is crucial to have a policy of support to education, based on commitment, political willingness and the corresponding mobilization of resources.

Ten years later, an evaluation of the Jomtien commitments carried out at Dakar, Senegal, and some new commitments were undertaken. For Latin America, the meeting was preceded by a document resulting from a meeting in Santo Domingo (2000), named "Education for everyone in the Americas: A Regional Hallmark". Among other challenges, the declaration undertook the challenge to make the institution of early childhood education more widespread; to ensure a high-quality education, emphasizing availability to vulnerable groups; to give priority to literacy and education for youth and adults, incorporating them into national educational systems; and to the formulation of inclusive educational policies. Among the commitments undertaken are those of giving priority to policies and strategies that tend to reduce repetition and dropouts; to give the school and the classroom a central role in the strategy for improving quality and ensuring that the school becomes a joyful place for children in its physical and social environment, thus favoring the early exercise of citizenship and life in democracy, with participatory experiences in the decisions concerning schooling life and learning; to develop strategies that focus on the allocation of expenditures in order to diminish imbalance and favor the vulnerable elements of the population; and to define organizational structures having

the school as its basic unit, tending toward autonomy. In other words, besides financial and administrative commitment, reflecting the situation of the Latin-American continent, the attention to early childhood education and both access and success in basic school were emphasized.

The Dakar Conference, where regional evaluations and commitments converged, reiterated that education is a basic human right and the key for sustainable development and peace. The final document establishes concrete targets, emphasizing:

- the expansion and improvement of early childhood education, especially for more vulnerable and socially underprivileged children. To achieve this, partnerships are recommended among governments, Non-Government Organizations (NGOs), communities and families, and attention to education of parents and other persons who take care of children;

- ensure that, by the year 2015, all children, especially girls and children living under hardship circumstances and those of ethnical minority groups, are able to receive and complete a free elementary education of good quality;

- reduce by 50% the levels of adult literacy by 2015;

- to improve all education quality features and ensure excellence, in such a way that everyone attains measurable learning results, mainly in literacy, basic arithmetic and essential skills for life.

In order to achieve this, among other required actions, the Declaration proposes:

- to significantly increase the investment for basic education;

- to promote education policies for all, within the sectorial context, clearly bound to poverty elimination and addressed to development strategies;

- to involve civil society in the formulation, implementation and monitoring of educational development strategies;

- to implement, urgently, educational programs and actions for fighting against the HIV/AIDS pandemic;

- to create safe and healthy educational environments, endowed with sufficient resources fairly distributed, that may lead to excellence in learning, with clearly defined performance levels for all;

- to raise the teachers' status, morale and professionalism;

- to mobilize new information and communication technologies for assisting in the attainment of these objectives.

Aside from the two declarations mentioned herein, which changed the main theme of the concerns from **access** and **teaching** to **quality** and **learning**, two reports present highly relevant messages: the Delors and Cuéllar Reports, the former on education and the latter on culture.

The Delors Report (2000) – *Education: the Treasure Within* – warns about the growing **planetary interdependence**, which leads to the risk of a rupture between a **minority** prepared for operating in this new world and the **majority**, which may become a victim of events. For facing such changes, the school may not lose sight of its traditional mission of transferring knowledge. It must be concerned about ethics and moral development, as well as with choosing the information mass, so as to have it better organized and interpreted. Therefore, it is necessary to give the same attention to each of the four knowledge pillars:

- **Learning to know: to empower the student to dominate the tools for knowledge, instead of simply acquiring an inventory of coded knowledge.**

- **Learning to make: to prepare the student to put knowledge into practice and to adapt educational knowledge to the further work.**

- **Learning to live together: to construct a well-balanced context for students to search for common projects, instead of simply providing the communication among members of different groups.**

- **Learning to be: to fully develop the student as a person: intelligence, sensitivity, aesthetic sense, personal responsibility and spirituality.**

In its turn, the Cuéllar Report (1997) – *Our Creative Diversity* – considers culture as a set of ways of living together, therefore emphasizing the principle of pluralism. Its main educational importance is the openness and respect to diversity and identity of groups and communities, some of whom are traditionally marginalized. The strengthening of cultural identity should not be a path to its isolation; on the contrary, it is a path for consciously integrating it into the broader society.

All of these guidelines, strongly bound to human rights, pluralism, democracy and peace, are overarched by tolerance as the continuous mission and action line of the school, as can be construed from the Declaration of Principles on Tolerance (1995).

SUB-RAMIFYING EDUCATION: SPECIFIC PRINCIPLES AND GUIDELINES

In the face of educational complexity, several of the aforementioned documents have focused on specific aspects. The selection criteria for such aspects have once again focused on those having direct consequences for school planning and educational policies. One has tried to avoid redundancy, by not repeating the previously mentioned general groupings. Since there is no education without educators, one should start with the UNESCO and ILO Recommendation on the Status of the Teaching Personnel (1966). A reading of it brings up several aspects that must be translated into concrete measures:

- The conditions of the teachers must be at the same level as educational needs and, to achieve that, it is a requirement that the teaching staff enjoys fair working conditions, and has the respect of the public .
- Teaching must be considered as a profession whose members provide a public service, thus requiring competency and responsibility, both individual and collective.
- The working conditions for teachers must favor efficacy in teaching, and allow them to fully dedicate themselves to their professional tasks.
- The policy of access to education for future teachers must be based on the need of providing society with a sufficient quantity of teachers, who have the required moral, intellectual and physical qualities, as well as the desired knowledge and understanding.
- Authorities and teachers must recognize the importance of professional improvement. The authorities, in consultation with teaching organizations, shall favor the establishment of a system for continuing education institutions and services, freely provided.
- Teachers shall be effectively protected against arbitrary actions that may adversely affect their professional status or career.
- Teachers and their organizations must participate in the elaboration of new programs, manuals and supporting materials.
- The number of students in the classroom shall be measured in such a way as to allow the teacher to give special attention to each student. It must be possible to periodically gather the students into small groups, or

even individually, to provide them with, for instance, parallel reinforcement classes.

- When establishing the teachers' working hours, it is necessary to take into consideration, aside from the time for continuous development, all factors that determine the amount of work, such as the number of students to which the teacher is dedicated, whether daily or weekly, the time required for planning and evaluation, the number of curriculum components taught, time for participating in paraschool activities, and time for contact with the students' parents.

- The authorities must recognize that the improvement in social and economic status of teachers, their living and working conditions, as well as their career perspectives is the best way for facing the hardship situation of competent and experienced teachers, as well as for attracting to and maintaining fully qualified persons in the profession.

Three decades later, reflecting on the teaching profession, the 45th International Conference on Education established its Declaration on three principles that are pertinent not only to the above-mentioned Recommendation, but also to other UNESCO documents. The principles are as follows: 1) that educational changes must take place primarily in the school and the classroom, and that is why teachers are the key actors in the process; 2) the recognition of the need to formulate comprehensive policies for teachers, instead of using a topical approach; 3) the recognition that teachers are professionals working together and not solitary individuals (see Tedesco, 1996). Because of this, the Declaration included the commitment for developing and implementing integrated policies for recruiting, and maintaining in the profession, skilled and motivated people, as well as reforming pre-service and in-service teacher education. Worried about vulnerable social groups and quality, the Declaration established the commitment of providing support to teachers, especially those working under critical situations, such as poverty, armed conflict, social exclusion and regions of difficult access (Declaration..., 1996).

In the face of such recommendations and commitments, it is refreshing to see that, in the 90's, the remuneration for teachers in most Latin American countries (CEPAL, 1999) increased. However, with the exception of Costa Rica, in all countries analyzed the teachers at the basic education level received an average yearly remuneration much lower than equivalent

professionals and technicians. Besides that, in countries where the incidence of poverty was higher, high proportions of teachers lived in poor housing or in highly vulnerable economic situations.

SPECIAL EDUCATION

Further to this Recommendation that establishes the bases for selecting teachers and structuring their careers, some documents were selected for dealing with teaching and education levels and modalities. In the field of diversity, there is the Salamanca Declaration (1994), among the courses of action proposed, of which the following are emphasized:

- the highest political and budgetary priority for improving educational systems, so as to enable them to reach all children, independently of their differences;
- the provision of schooling, in a shared educational system, for all children, youth and adults holding special educational needs, except when there are convincing reasons to the contrary;
- the establishment of decentralized and participatory tools for planning, supervision and evaluation;
- the promotion and facilitation of the participation of parents, communities and organizations for disabled people in the decision-making process;
- additional and continuous support, in the regular program of studies, with formative evaluation, of children with special educational needs, instead of following a different program of studies;
- the establishment of more flexible administrative procedures, upon the active and creative participation of teachers and the staff, working as a team;
- the introduction of positive orientation about disability in the programs on teachers' pre-service training, taking into consideration that the required knowledge and skills for working with children with special educational needs are basically the same as for any good pedagogical program;
- the need for opportunities for building relationships between students with special needs and successful disabled adults;

- the provision of support services for integrating policies, which would be responsibility of either the teacher education institutions or the extension staff in special schools;
- the provision of pre-school teaching in order to improve the educability of all children, and the delivery of services that may support the transition from school to an economically active life, as well as education for girls;
- the joint effort, not just of Ministries and schools, but also of families, the community, volunteer organizations and all citizens.

EDUCATION FOR YOUNG PEOPLE AND ADULTS

In this additional area, closely related to the range of social diversity, the Recommendation for the Development of Adult education (1976) established indicators for objectives, strategies, methods, evaluation and structures. Always observing the values of peace promotion, cooperation and understanding of contemporary issues, the document emphasizes the principles by which adult education must be based on the students' experience, by using the knowledge gained from those experiences and seeking the participation of individuals, groups and communities in the decision-making processes at all levels of the learning process. However, even if it plays a compensatory role, it cannot be used as a substitute for the proper education of young people.

The Hamburg Declaration (1997) came to reinvigorate and update the paths pointed out, stressing the following aspects, among others:

- Adult education and continuous education during one's lifetime play an pivotal role in constructing a tolerant and educated society, in socio-economic development, in illiteracy eradication, in poverty reduction and in environmental preservation. It is also one of the major means for increasing creativity and productivity, in such a way as to face the problems arising out of a rapidly changing world.

- The approaches to adult education must be based on shared cultural inheritance and the values and previous experience of each community.

- The State remains the major means for insuring the right to education for all; however, it is necessary to expand partnerships with

civilian society. Its new role is not just that of a provider of education, but also of a consultant and financial agent that simultaneously monitors and evaluates. Similarly, all Ministries – and not just the Ministry of Education – must be involved in the promotion of adult education.

- The new concept of education for young people and adults requires closer relationships between formal and non-formal and innovative systems, and it is not reduced to remedial or complementary schooling. To achieve that, it is necessary to break the barriers between formal and non-formal education, increasing the opportunity for young adults to continue their studies after their initial formal schooling.

- The education of young people and adults must focus on sensitivity-building in face of prejudices and discrimination, the integration of women, the culture of peace, citizenship, democracy, health promotion and environmental sustainability. It is responsible for providing learning opportunities for elderly people, and promoting the integration and participation of pupils with special needs.

- In summary, education for young people and adults is, at the same time, holistic – covering all aspects of life, and multi-sectorial – comprising all fields of cultural, social and economic activity.

TECHNICAL AND VOCATIONAL EDUCATION

Since education for young people and adults is strongly linked to work, as highlighted by the above-mentioned Recommendation of 1976, UNESCO approved, in 1989, the Convention on Technical and Vocational Teaching. Through it, the participating States agreed in establishing policies, defining strategies and implementing curricula and programs on technical and vocational education for young people and adults, within the scope of their respective educational systems. It must be put in place as an open milestone and in a flexible structure, within the context of continuous education.

One decade later, the 2nd International Congress on Technical and Vocational Education (Seoul, 1999) took into account the demands of new economic relations, as well as their consequences, in a recommendation addressed to the UNESCO General Director:

- Technical and vocational education is claimed to play a primary and democratic role in the 21st Century, by providing knowledge to all, including the poor, the socially excluded and marginalized, and must address all sectors of economy, including the informal one.

- To achieve this, technical and vocational education systems need to undergo reforms, in such a way as to provide them with flexibility, innovative capacity and productivity.

- Technical and vocational education must be based on an educative culture, shared by individuals, enterprises, economic sectors and all public interests. This educative culture shall enable the individual to undertake more and more responsibility in managing its knowledge, and in independent learning as well. This shared culture has implications for technical and professional financing, which shall be shared among the several interested parties, whenever possible.

- The coherence of educational policy and articulation of educational systems build up communication channels, especially with school and university. In that sense, the articulation among several levels and the recognition and validation of previous studies are recurrent issues, aiming at increasing learning opportunities.

- Technical and vocational education are highly relevant for enabling a smooth transition between school and work. For that, holistic planning is required, integrating and resolving the dichotomies between academic and professional, theory and practice, know and do, mind and hand, thus requiring a joint effort between school and enterprise. It also requires principles, curricula, resources and common results, as well as new types of teachers and directors, having the required vision and understanding of the guidelines.

- In the field of curricular reorientation for relevant subjects and topics, it is worth mentioning technology, environment and sustainable development, knowledge of foreign languages and cultures, entrepreneurship capacity and the new requirements of the services sector, especially in leisure and tourism.

- For that, the student shall enter technical and vocational school with a sounder basic education. Information technology tools are an outstanding requirement, while simultaneously fomenting the changes in technical and vocational education.

HIGHER EDUCATION

As for higher education, in preparation for the Paris Conference, the Latin America and the Caribbean have consubstantiated their findings in the Havana Conference Final Report and, especially, in the respective Declaration (Werthein e Cunha, 2000). Its specific concerns were focused on the need for graduating individuals who learn to learn and enterprise in such a way as to enable them to generate their own employment and create productive entities that contribute to the reduction of the evil of unemployment. Among the challenges, it was emphasized that the decisive participation of higher education in the improvement of all levels of the educational system, especially by graduating teachers and through research, taking into consideration the principle of "education for all".

Benefiting from several regional contributions, the World Declaration on Higher Education in the 21st Century (Paris, 1998), mainly concerned with basic education, proclaimed:

- The mission of educating, building and carrying out research, including widening opportunities for higher and continuing education, should contribute towards understanding, interpreting, preserving, reinforcing, fomenting and disseminating national and regional cultures, as well as international and historical ones, within a context of pluralism and cultural diversity.

- Equal access, preferably with an approach based on individual merit, must start by strengthening and, if necessary, reorienting the links between higher education and the other educational levels, mainly the secondary school. Higher education institutions are components of a continuous system, being in charge of nourishing it and contributing to it. The system starts with infantile and elementary education and continues throughout life. The links include improving teachers, elaborating curriculum plans and educational research.

- Higher education requires long-term guidelines, based on its relevance in terms of objectives and social needs, thus requiring ethical standards, political impartiality, critical skill and better coordination with society and work issues. Therefore, it must reinforce its role of extensive service to society.

- In a rapidly changing world, a new paradigm for higher education shall be focused on the student; to achieve that, new pedagogical approaches are required, so as to facilitate the acquiring of practical knowledge, competencies and skills for communication, creative and critical analysis, independent reflection and teamwork, within multicultural contexts.

CULTURAL AND NATURAL HERITAGE

One of the noblest functions of UNESCO is to protect world cultural and natural heritage, as defined and operationalized by a Convention approved in Paris in 1972. Such protection cannot be effective without changes in values and attitudes, as contemplated by the forecast on the establishment of education and information programs. Therefore, there are curriculum implications, including those recently considered by the Lima Declaration (2001) of the Forum of Youth on World Heritage in Latin America, Tourism and Sustainable Development. When discussing education for a changing world, it is worth mentioning one of its outstanding points: **"Giving due value to the past is the pillar for building the future"**.

POPULATION AND DEVELOPMENT

Education in terms of population and development, as a result of significant demographic and social changes, has also been subject to analysis. The Istanbul Conference (1993), during the preparation stage for Cairo Conference (1994) established in its decisions that educational authorities shall ensure that all activities are complementary, focusing on improving the quality of life, mainly education concerning population and development, environmental education and education towards international understanding and human rights (UNESCO, 1993). It should be interdisciplinary and addressed especially to students, and it shall take into consideration the different cultural and religious values of the societal environment, at the different teaching levels; however, it should also take

into consideration the values outside the school environment, in such a way as to reach those who do not attend school. Some priority areas, to be dealt with following an active and participatory pedagogical program, are prevention of AIDS and pregnancy in adolescence, migrations, relations between generations, interactions between populations, the environment and resources, and the status of women.

One year later, the Cairo Conference concluded that:

- education is a key factor for sustainable development;
- there is interdependence between education and demographic/social changes, especially an inverse relation with child mortality;
- the study program shall be comprised of topics about the relationship between population and sustainable development, health issues (including reproductive and sexual health) and equality between genders.

PHYSICAL EDUCATION AND SPORTS

Aside from the selected documents on levels and modalities of education, other documents were listed either considering curriculum components or orientations that are parallel to curricula. In any case, they have implications for educational policies and school projects. One of these documents is the International Charter on Physical Education and Sports, adopted by the UNESCO General Conference in 1978, according to which:

- every human being has the basic right of access to physical education and sports. The freedom for developing physical, intellectual and moral skills through physical education and sports shall be granted both within the scope of the educational system and in other fields of social life;
- everyone shall be entitled to unrestricted opportunities, according to their national traditions, of practicing physical education and sports, and special opportunities shall be provided to young people, children of pre-school age, elderly people and disabled individuals;
- physical education, by establishing links with other curriculum components, shall develop capacities, willingness and self-discipline for every human being as an integrated member of society, meeting their needs and personal characteristics, as well as the conditions of each country;

- qualified staff, facilities and enough equipment shall be granted for safe participation in sports, whether during school hours or after school.
- sports, in general, shall be protected against any abuse. The dangers of violence, *doping* and commercial excesses prejudice its moral values, image and prestige, thus perverting its nature and crippling its function of promoting education and health.

LEISURE

Related to physical education, sports and other curricular fields, there is the International Declaration on Education for Leisure (1978), which established leisure as a basic human right. In relation to education, the document emphasized:

- Education for leisure plays an important role for diminishing the differences in leisure conditions and granting equality of opportunities and resources.
- The aim of education for leisure is to assist the students in reaching a desirable quality of life through leisure. It can be achieved by developing and promoting values, attitudes, knowledge and leisure skills through personal, social, physical, emotional and intellectual development.
- Among the goals of teaching leisure in the community, the development of individual and group capacity for improving the quality of life through leisure, as well as working with community groups for minimizing the barriers and optimizing the access to leisure services and promoting learning throughout one's lifetime, are emphasized

INFORMATION SOCIETY FOR ALL

Paralleling the curricula issue, there is the current issue of creating an information society for all. This would also act as a counterweight to the risk of conflict between a privileged minority and a non-skilled majority, as stated in the Delors Report (2000). The steering document addressed to

the 28th General Conference of UNESCO (1995), “UNESCO and Information Society for All”, outlined that, in relation to developing countries, there is no doubt about the priority of participating in the information society. The problem is how to efficiently apply information technology to development, in order to reduce the gap between the haves and the have-nots. Aside from the possibilities in the research, culture and environment, and education fields, such technology is also a complement for traditional pedagogic strategies, in order to allow the educational systems to adapt to the different necessities of learning and to the requirements for societal formation. Computerized simulations, as well as educational television and radio programs, have huge potential for reaching broader audiences, as well as for making learning more efficient and stimulating.

SCIENCE EDUCATION

Just as information technology, scientific development is highly relevant for developing countries. The World Conference on Science for the 21st Century (Budapest 1999), sponsored by UNESCO, also made recommendations in its “Agenda for Science” concerning science education:

- Governments must reach agreements as to the priorities for improving science teaching at all levels, especially concerning the abolishment of prejudices against gender and disadvantaged groups.
- Science teachers and people involved with scientific education must have access to continuous knowledge upgrade;
- New curricula, methodologies and resources must be developed by educational systems, taking into consideration gender and cultural diversities.
- Educational institutions must provide basic scientific education to students from fields different than science, as well as opportunities for continuous learning.
- National authorities and financing institutions must promote the role of museums and science centers as core elements for public education in science.

- The basic principles of peace and coexistence must be part of education at all levels. Science students must become aware of their responsibility for not applying their knowledge and skills in activities that may threaten peace and security.

- In its turn, the Consultative Meeting of Latin America and Caribbean, at the World Conference on Science, approved the Santo Domingo Declaration (1999), which emphasised, in relation to our continent:

- Science democratization involves the aim of broader access to science teaching, understood as a core component for culture. This implies the inclusion of science and technology understanding and appreciation since elementary education.

- For building a cross-discipline scientific culture – in mathematics, natural, human and social sciences – that may be perceived by the population as belonging to them, it is necessary to give priority to socially useful and culturally relevant research.

- Initial and continuous training of teachers of science and technology must be more and more bound to knowledge production environments, since they are in charge of teaching a living and changing science which is culturally relevant.

HUMAN GENOME

Finally, it is worth mentioning a document that raises the new issues resulting from recent scientific developments, i.e., the Universal Declaration about Human Genome and Human Rights, adopted by UNESCO General Conference in 1997. Promptly replying to current challenges, the Declaration established new rights that urge teachers and students to become aware that:

- Everyone is entitled to respect to their dignity and own rights, independently from genetic features.

- Such dignity requires that individuals not be reduced to their genetic features, as well as respect for their singularity and diversity.

- The research, treatment and diagnosis that affect a person's genome must be carried out only upon rigorous and previous establishment of its potential risks and benefits.

- No one must be subject to discrimination based on genetics features that either aims at violating, or violates human rights, basic freedoms and human dignity.

TOWARDS PRACTICED VALUES: TRANSFORMING VALUES AND PRINCIPLES INTO ACTIONS

Although self-evident, the values, principles and guidelines of international documents studied herein deserve to be translated into specific orientations in two stages: school projects and public educational policies. Without that, such documents are nothing beyond empty words or a body with no soul. However, since the student served by the educational system is in school, the implications must be derived from the school project. That will be the basis for understanding the consequences for educational policy.

This section of the work does not aim at prescribing or establishing forms in which policies and projects should fit, since that would go beyond the limits of the decisions reflected in multilateral treaties and other documents. Reality is extremely plastic, overflowing the molds we would like to fit it into. Therefore, **the objective of this section is to verify, selectively and non-exhaustively, at what point the policies and projects may achieve what has been agreed to by the United Nations and UNESCO, specifically.** We shall provide issues for thought about the implications of documents, first of all on school projects and, afterward, on educational policies. It will follow the same organization as previous section, where such documents have been systematized and summarized. Along the text, whenever necessary, there will be some comments on the issues and some examples of successful solutions on several continents. This will present new light on different experiences at different sites in a world so interdependent. It is not necessary to be reminded that each solution corresponds to a give challenge; therefore should be deemed simply as a source for inspiration, instead of something to be transported, with no adjustment, to another reality. Therefore, this part of the work should be read keeping in mind that **several different ways can take one to the same point. Moreover, the documents have countless implications for educational practice, even within a national context. The author undertook the risk of being selective, not intending to be exhaustive.** There are no models or pedagogical lines recommended, like happens with a one size fits all cloth, which does not fit so well on

different people. Moreover, this text represents a necessarily partial view, which tries to apply international documents to the reality of Brazil and Rio de Janeiro. The perspective available limits the observers, no matter how far they wish to reach. The deeper the roots in general principles, the greater is the specificity reached. Therefore, the adopted perspective is one of a view from Brazil to the world, with references to the Latin American continent. It takes into consideration the increasing interdependency of the world we live in, which more than half a century ago provided us with the United Nations and UNESCO.

On this point, it is worth noting that the proposal prepared for Latin America and the Caribbean, Educación y conocimiento: eje de la transformación productiva con equidad (CEPAL e UNESCO, 1992) was taken into consideration. Formulated for the 90's, but still valid for the 21st Century, the strategic proposal outlined three objectives, coherent with the new knowledge society: competitiveness as objective, performance as a political line and decentralization as a component of the institutional scheme. These objectives came to replace the previous ones – citizenship, equity and integration – in which the continent has notably developed. However the proposal, as the title indicates, aims at facing new or recurring challenges: 1) undertake the activities of production and dissemination of knowledge, as long-term strategic tasks, which require greater consensus among social actors, and financial commitment with its development, as well; 2) focus on results-oriented actions in education, scientific and technological qualification and its articulation with the performance requirements of individuals, enterprises and institutions; 3) introduce modes of action in which the players may also have greater autonomy and responsibility.

FUNDAMENTAL VALUES, PRINCIPLES AND GENERAL GUIDELINES

Educational policy, at a macro level, will not become concrete if the school, at a micro level, does not receive resources from it, nor is guided by it. The school is where the students are; therefore, it is the stage where the educational process takes place (or not). That is why the Darcy Ribeiro Act

- Lei de Diretrizes e Bases da Educação Nacional – LDB (General Education Act) foresees the preparation of the school pedagogic project as teamwork project. Teachers not only participate in the elaboration of that project, but also prepare their working plans based on the General Education Act. It implies a great step towards empowering the school to take its own decisions, with autonomy, according to the reality of their students and community. That is why the school project is not a bureaucratic task; on the contrary, it is an ongoing, living social process that may be carried out in several different ways. There are some questions that it gives responses, like the following:

- **What is school like today, what are its realities and needs?**
- **Where does it intend to go in a given time?**
- **What are its objectives and targets?**
- **How should it move towards achieving such objectives and targets?**

The United Nations and UNESCO fundamental values, especially those stated in Jomtien and Dakar Declarations, are not values stated just to remain written on a paper. They have to do directly with the students' and teachers' lives in community and in civil society. Such Declarations were written also thinking about the horizon for each school (where does it intend to go) and its objectives and goals. Some questions will help us think about how well the school is following these guidelines.

IMPLICATIONS FOR THE SCHOOL PROJECT

- ◆ *Is the school taking into due consideration in its curriculum the critical learning tools and basic learning contents?*
- ◆ *Is it a school where students may feel happy and safe, make friends and learn even more, if they want to?*
- ◆ *Is it a school where teachers are valued and stimulated?*
- ◆ *Is it a school with resources that meet a minimum quality standard?*
- ◆ *Is it an isolated school, or does it establish relations and partnerships with families and the community?*

Each school is a different school, has its students and serves different communities. Therefore, there is no fixed recipe for success. The United Nations basilar values and Jomtien and Dakar guidelines initially point out to the effective right to a good quality education. If the school is to meet the basic learning needs, if it shall develop values, including citizenship, then the school is not simply a place for children, young people and adults to spend time, neither is it a place for housing under-aged children. On the contrary, it is a place for **technical, ethical and political competence**. Therefore, the school project must foresee not only what and how much the student needs to know, but also the student's development as a human being. It presents, among other things, a great challenge: to overcome the trend for making access to education easier for given groups and less easy for other groups, usually women (at least in some curriculum components), students from popular classes, ethnical minorities, migrants and members of marginalized groups in general. Therefore, education must be significant for such groups, in terms of objectives, content and methods. One should be able to learn the things related to life, to problems and experienced wishes This is what is revealed by experiences in other countries (see boxes nrs. 1 e 2).

From that perspective, primary and secondary school, while practicing education, follow several Federal, State and Municipal guidelines. The school must adjust those guidelines to its circumstances and to the characteristics of its students. In relation to the national standard curriculum, the schools rely on National Curriculum Guidelines and Parameters. Generally speaking, in coherence with Brazilian status of United Nations and UNESCO as a member-country and signatory of multilateral treaties and other documents, such guidelines incorporate the values, principles and guidelines analyzed here.

As is evident, today the curricular guidelines join, as guides for school actions, among others, the ethical principles of autonomy, responsibility, solidarity; principles of citizenship rights and obligations; esthetical principles of sensitivity, creativity and diversity of artistic and cultural manifestations (Resolution CEB/CNE nº 2/98, which establishes Curriculum Guidelines for Elementary Education). For secondary school, the compliance with a range of values, the practice

of educational systems and their schools must be coherent with principles comprising the aesthetic of sensitivity, the policy of equality and the ethic of identity (Resolution CEB/CNE nº 3/98, which establishes the Curriculum Guidelines for Secondary school). The National Curricular Parameters, "are the first level of curricular solidification" (Brazil, 1997: 36), establish an educational goal for the Ministry of Education's policies. Furthermore, they in the curriculum elaboration and/or review for States and Municipalities, as well as the curriculum plan for each educational institution. Therefore, although not being a single model, they are the bases for translating into actions the values, guidelines and orientations established in legislation. In that sense, the organization proposed for school knowledge does not reject, but overcomes the traditional lines of fragmented curriculum, like a desk with many drawers. The regional treatment integrates several different curriculum components in such a way as to build up tools for understanding and intervening in the students' reality. On the other hand, the social themes, due to their complexity, are treated as transversal themes, so as to avoid restriction to a single region.

Beyond curriculum guidelines, it is worth noting that, according to educational research, **the school that achieves its objectives is a pleasant place for the student, with a favorable environment for learning, and where teachers tend to express confidence in the students' success.** Unfortunately, these were not the characteristics disclosed by the survey *Fala galera* [Say it People], about the young people in Rio de Janeiro (Minayo *et al.*, 1999). According to the report, the teachers tended to present pessimistic images concerning both the students and the social and political institutions. It is significant that, in a survey carried out in several Latin American countries, including Brazil, the "school environment" explained most of the student's progress. Such an environment meant that the school was a place where students made friends, there was no violence and, if they wanted to learn more, the students were stimulated and had opportunities to do so (Casassus, 1998).

Such environment is highly dependent upon the respect cultivated in relation to teachers, as well as to their own self-respect. Teachers are not just a content transmitter (this can be, for better or worse,

achieved through the Internet, books, magazines, etc.); on the contrary, they are educators working with values, attitudes, behaviors and competencies. That is why the teachers' moral and intellectual authority must be stressed; the school project must widen the possibilities for teachers to learn: they, in turn, are requested to fully play their roles.

Besides that, in order to have teachers and students working, the school must be able to count on resources that meet a minimum quality standard. This is a principle of the General Education Act, which is being detailed and applied by FUNDESCOLA, a special project for the relatively least developed Brazilian regions. In order to deserve to be called a school, on whom and what materials will it rely and in what proportion to its size? With no luxury or excess, how many and which kind of facilities must it have? Does it need institutional materials? Other materials? Furniture and equipment? Clean conditions? An adequate teacher/student ratio? Education experts? Auxiliary staff?

Finally, over time, since at least the Second World War, there have been experiences worldwide of successful schools that are not outside the community structure, but as closely integrated into it as possible (see box nº 3). There are several examples of curriculum elaboration based on the community's characteristics and problems, making them understandable to students, establishing relationship with parents (not just in the sense of parents providing funds or delivering services to the school); carrying out projects in sports, culture and leisure for community; establishing exchanges with other schools; taking tours; and field research projects about the community and the environment. For Rio de Janeiro, one of the few research projects on the subject found out that there were not many channels for relationships between public and private schools and the community, although there had been some very interesting experiences. The main factors that hindered the creation of such links were the lack of community life in the metropolis and the lack of materials and personnel. The data suggested the existence of a two-way situation: **if the school had something to offer, it could receive community resources and support.** If not, the community was not eager to participate or to support the school (Gomes, 1985). Therefore, the school climate and the teachers' enthusiasm and sense of self-worth, the resources for meeting a minimum quality standard, curriculum orientations, the school's openness and reliability, and the support of families and community are all closely related.

BOX 1 MAKING EDUCATION MEANINGFUL

The Vocational school Marie-Laurencin, in Paris, decided to face the problem of school repetition of socially underprivileged students by meeting their demands, which complained about having no time for discussing their own problems. For that, the school reduced the time of each class hour in five minutes, and started to offer a large array of workshops for the students, such as African dance, Computer Science, manufacturing of toys, puppets and plush animals, health, orthography and learning support. Once the workshops are chosen, their attendance is mandatory. The objective is not to disperse the academic knowledge, but to give a chance for opening their minds, stimulating their creativity and, above all, to provide opportunity for all students to prove that they are capable of doing something. All teachers are involved in the organization of these activities and, since these are not classic subjects and methods, their roles are no longer of knowledge authority, but of proposing both constructive and attractive activities. This year, the conducting of some workshops was in the charge of the students in their last year. The results are deemed as very favorable, with an increase in interest, mutual knowledge gained between the teaching staff and students, and a change in attitude of those uninterested students (Chayet, 2001).

Another experience concerns discrimination against women. In several societies, the textbooks just do not represent some populations or, when they do, give them a negative image. Therefore, the 4th World Conference on Women (Beijing, 1995) recommended the abolishment of curriculum and material that prejudices the female gender. In effect, the Korean Women's Development Institute carried out a survey with a sampling of 133 textbooks and found out that male elements appear more frequently than the female ones, whether in texts or illustrations. While women were presented working at home, men were considered as people paying important roles in national development. Consequently, it was proposed that authors and editors were trained so as to become more sensitive to the gender issue, that more women participate as authors and that the books presented other images of women.

BOX 2

IT HELPS TO KNOW ABOUT AIDS

An example of how school may be useful is in the dissemination of information about AIDS, a pandemic disease that is of great concern to the United Nations. Since this is a health problem that depends on prevention and, therefore, on educational processes, the Spanish secondary schools adopted a new view. The program "It Helps to Know About AIDS" overcomes the traditional frontiers against sensitivity-building among students concerning that world social phenomenon. Based on such cross-disciplinary view, AIDS is presented not just as a disease, but as a complex issue, to be understood under the biologic, historic, geographic, economic, moral, philosophical and linguistic lights, involving several curriculum components. Therefore, accurate and efficient information is transmitted, fighting against those images, usually deformed and alarmist, disseminated by mass media. It is recognized that AIDS represents a trauma, with great repercussion over social behavior. However, it is a disease that, although being not fully cured, at least can be prevented. The program considers: AIDS geographic distribution, its pathology and the current status of the research, how it affects people, the Spanish cultural reactions in the face of it and its similarities with behaviors in face of other apparently non-curable epidemics in the past, and the cultivation of values, so as to acquire a tolerant and sympathetic attitude with the diseased people (Spain..., 1997).

BOX 3

INTEGRATING SCHOOL AND COMMUNITY

A group of teachers, believing that the participation of family, community members and organizations, is a quality factor for education, created the New York Central Park East Schools of New York, in East Harlem, an area of socially underprivileged Hispanic and Afro-American students. The inter-disciplinary program of studies

was carefully adjusted to the cultural context, taking into consideration the realities of local, national and international policy. Developed around a given number of themes and projects, it includes the participation of community representatives, Union representatives, researchers, artists and poets, who spend a time in school to assist the students in developing a different view of the world. The students put in practice what they have learned by spending a morning per week working in the community, most time in a community institution.

The parents participate in all decisions taken by the school and are invited, twice a year, for a meeting with the teacher, jointly with the child. The low level of dropouts is not surprising compared to other schools serving underprivileged students where dropout rates reach 30% or 40%.

Another project successfully tested in rural areas and slums, which was further enlarged, is the Sistema de Apoyo Pedagógico de los Padres (PLSS) (System of Pedagogic Support to Parents) in the Philippines. The program is managed in each school by a group of teachers and parents. The teachers and the Principal are introduced to some administrative techniques, such as methods that allow for creating collaborative relations and taking shared decisions. They also learn to talk to parents and students. There are seminars for parents, aimed at advising on how to contribute towards the education of their children. The students also participate in some seminars. Next, the parents are integrated into the pedagogic work. They assist their children, whether at home or in the school, supervised by the teacher. They cooperate with the teacher in conducting the class, by observing their child's behavior as well as the methods used. Their comments and suggestions are discussed in meetings with the teaching staff, and commonly agreed measures are adopted (Delors et al., 2000: 57-58, 164).

In terms of educational policies established by the Government in general, it is essential to formulate some crucial questions for thinking about their coherence with basic United Nations and UNESCO documents, including Jomtien and Dakar Declarations.

IMPLICATIONS FOR EDUCATIONAL POLICY

- ◆ *Is basic education a priority for attention and resources in face of other levels and modalities?*
- ◆ *Within the scope of priority for basic education, is compulsory school all that important?*
- ◆ *Do the attention and resources dedicated to basic education allow compliance with Dakar targets?*
- ◆ *Still in the scope of priority for basic education, is there enough willingness and adequate resources for expanding and improving early childhood education, concentrating on the most vulnerable and socially underprivileged children?*
- ◆ *Are there alliances in and out of the Government sphere for achieving the objectives, or does the State face the challenges all by itself?*
- ◆ *Does the resource allocation ensure the minimum quality standard and the universal right to education, emphasizing underprivileged groups?*
- ◆ *Do the policies addressed to development and administration of teachers, to curricular orientations and school and educational administration provide for a change of focus, in the sense of meeting the basic learning needs?*
- ◆ *Does the teaching staff strive to qualify for recognition, while simultaneously requiring their professionalism?*
- ◆ *What courses of action are foreseen for the prevention of AIDS and drug use?*
- ◆ *What attitudes and actions are foreseen for the prevention of violence, mainly when youth becomes a high-risk group?*

The implications for educational policy are, in some cases, self-evident. In other cases they require explanation. It is worth noting that all priorities – mandatory education, early childhood education, **valuation** of the teaching staff, the struggle against AIDS, drugs, violence and any other issues arising out of the documents analyzed herein – must be coherently manifested in budgetary terms. This is necessary, although not enough, because a huge amount of resources may be expended and not generate the desired results. Therefore, it is essential that the administrative program be suitable to produce successful results.

From this perspective, countries and regions may face dilemmas concerning priorities. One of them concerns mandatory education and early childhood education. It is clear that, whether due to multilateral treaties and/or national legislation, there is no doubt that the first priority is compulsory education, i.e., primary education. However, how should we contemplate early childhood education? First of all, one should distinguish between providing care and education. In many cases, one looks after children, even feeding them, but they are not educated, with the execution of coherent pedagogic planning. It is clear that the desirable objective is to universalize the early childhood education, however, if that is not immediately possible, it is necessary to establish priorities for achieving that. For some time now, surveys have considered that even well-structured programs, involving food and health assistance, had impact in increasing the children's intelligence during the first years of school. Afterwards, these effects disappear. Therefore, it would not be worthwhile to expend too much money on this. However, the analysis of dozens surveys, mainly the most recent ones, carried out in the five continents (Barnett and Boocock, 1998), proved that:

- the effects on the IQ (intelligence quotient) are usually reduced at the time the child enters school;
- the long-term effects on school performance, repetition, the number of years the student remains in school and the number of transfers to special education are significant;
 - the long-term effects are greater when:
 - children are poor,
 - educational quality is better.

Therefore, not all kinds of early childhood education work; the successful ones are those addressed to cognitive development (which is different from teaching how to read and write, or provide content). A good education takes place when the student learns to learn.

DELORS AND CUÉLLAR REPORTS

IMPLICATIONS FOR SCHOOL PROJECT

To verifying if the school is complying with the two above-mentioned Reports, as well as other documents, one may ask:

- ◆ *Is it a school concerned with transmitting contents or does it teach the students how to learn, so that they can continuously learn?*
- ◆ *Is it a school that helps to put knowledge into practice, through projects, establishment of customs and other means, or does it worry only about the students' responses on tests?*
- ◆ *Is it a school that just informs or does it inform to mold?*
- ◆ *In its formative mission do educators – by using words and providing examples – practice and inspire the United Nations' and UNESCO's above-mentioned fundamental values?*
- ◆ *Is it a school that helps different groups to communicate with one another under the same conditions, respect one another, become better through their differences and seek for common projects? Or is it a school that reinforces the differences of social, racial, or gender groups and others?*
- ◆ *Is it a school that appraises the student simply for his/her intelligence, or as a person who feels, thinks and acts?*
- ◆ *Is it a school that deals with relevant themes for student life, such as sustainable development, health, environment and several other elements that, when linked, lead to well-being?*
- ◆ *Is it an education that values the past as a pillar for building up the future, by developing awareness of conservation of cultural and natural heritage?*

What does the risk of "mad cow" disease have to do with teachers and students? And the conflict between Israelites and Palestinians? Or the aggressions against African migrants in Europe, by young Nazis? Or, also, the changes on interest rates by the United States *Federal Reserve*? Or even the variations on the stock market worldwide?

An increasingly interdependent world, full of diversities and difficulties in living in harmony, may have impacts in the classroom, such as a fight among students, influenced by their environment of violence, or though the unplanned discussion about an international issue, disseminated by the mass media. In that ocean of varieties and changes, the traditional *educational institutions*, mainly family and school, have lost their capacity of efficiently forwarding values and rules of social cohesion. It is a lack of socialization that cannot be suppressed by the media, which supposes that the people's moral and cultural conditions prepare them to select the messages they want to receive. On the other hand, the idea of citizenship

associated with the concept of the Nation is now losing its meaning as well.(Tedesco, 1998).

Life in a competent society in terms of **know-how**, but highly insecure in terms of **know-what**, makes school different from what it used to be. In old times, when even books were rare and, in some cases, were kept with the spine hidden, so that only the librarian would know them and where they were kept, the school had to give priority to the transmission of content. Nowadays, in the face of a plethora of information, it is more important to learn to learn, to learn to organize and criticize information, and to find the best of it. However, teaching to think is not enough, not even on a national scale. **More than ever, it is necessary to join thought, feeling and action into a value-oriented education.** The values of tolerance, peace, equality, respect to diversity, and others, must be present in words and examples (see box nº 4). In this sense, it is worth remembering that there is a strong world trend for deviating from the traditionally hard and predominantly academic focus; tending instead to incorporate subjects or themes in a cross-curricular way, thus expanding the developmental base and improving the student's full development, as proposed by the National Curriculum Parameters. Therefore, cross-curricular or transversal themes and projects are a mechanism for curing the students' passivity, as well as relieving the teacher from the blackboard, in order to develop new experiences. It does not mean to learn less, but to learn through several curriculum components, like tributaries that flow to the river. Ethics, peace, health (including reproductive health), preservation of natural and cultural heritage are some topics that do not fit any longer in the boxes of a compartmentalized curriculum.

Concerning that particular feature, UNESCO, through its Network of Associated Schools Projects, prepared a set of institutional materials about peace, addressed to elementary school. Among others, the set includes a teacher's manual, exercise sheets, activities cards, posters, masks, marionettes, video, evaluation forms and other materials. Through an active and problem-solving approach, the students reflect about diverse topics and experience situations related to peace, tolerance, respect, conflict, rights, mutual knowledge and learning in groups. Simplicity is one of the material's key-features, which demonstrates not only what can be done in the sense of talking about such themes, but rather, how to experience them in an

meaningful way. One of the extension activities for children is described in box n° 5, "Cooperation is better than conflict". Materials specially prepared and tested, such as those, makes life for the teacher (who usually has to work long hours) much easier; at the same time, such materials do not compromise the teacher's freedom of choice, since they can be used as basic material for producing other materials, or for selecting them and applying them after some modifications.

BOX 4 DEVELOPING WORLD CITIZENS

Two recent historic processes led education to undergo great changes in terms of curricula: the establishment of the European Union and the fall of the Berlin wall. The first one overcame historical enmities and re-wrote History and Geography, leaving behind the (sometimes exaggerated) focus on nationality directing it instead toward the community. Educational games for better understanding the Member-States and community institutions started to be sold in stores, and, in some cases, to be used in schools.

Recently, the Robert-Bosch Foundation started to award, every year, a project jointly prepared by two teams of vocational educators, a French one and a German one, as a way for bettering the French/German relations. The project may be a sketch, a news report, a research project or some technical material, accompanied by a background on the joint work, emphasizing the advantages and difficulties of the experience (Concours..., 2000).

The sudden end of the cold war, in its turn, left the countries on both sides of the "iron curtain" in a difficult situation. Suddenly, schools were in left with lots of useless textbooks and prejudices. In Europe, independently of West, Center and East, all people became Europeans, and had to learn to live together democratically. It meant that History and Geography became means of learning to live together, within each society and among societies and countries. Inside or outside the European continent, the teaching of at least one foreign language became a priority, being incorporated into the primary school curricula (Palestine, Jordan,

Greece and Spain). Albania, for instance, established the development of tolerance and respect for diversity as one of its goals for teaching a foreign language. Syria saw the learning of a language as the window through each one can see and communicate with the world around him or her. And Jordan looked to foreign language as a way of providing perspectives about other people's cultures and about other ways of thinking (Desarrollo..., 1998).

On the other hand, Australia, concerned about providing its children with a broader view of their country, developed a project on institutional materials for developing the teaching staff. It is the "Teaching to Teachers" project, which aims at changing the teaching of indigenous Australian history, culture and related topics. It was a relevant step towards overcoming the traditional racist attitudes in relation to aborigines, who are usually ignored or underestimated in school curricula. The project, developed by the University of Sydney, includes manuals, glossaries and video-cassettes, stimulating the schools where teachers are trained to develop their studies in consultation with their own indigenous communities (Australia..., 1998).

In a different reality in Burundi, despite the tragic inter-racial fights, the Faculty of Fine Arts and Human Sciences is carrying out a survey on the concept of "Ubushingantahe", deeply rooted in the Country's culture. This is the concept of a person being able to deal impartially with differences and diversity. The moral principles implied incorporate notions of probity, impartiality and justice. The main objective of the survey is to incorporate the "Ubushinganthæ" values into the curricula, starting with the families (Nkaké, 1999).

BOX 5

COOPERATION IS BETTER THAN CONFLICT

In the set of materials on peace produced by UNESCO, there is the apocryphal story, of two mules tied one to another so that they cannot reach their food. Both pull the rope that is fastening them and accomplish nothing. Finally, they come to an agreement and go together for each

portion of food. Children, in groups, will cut figures and put them in the right sequence. Each group shall explain to the class why it decided for that particular order. In addition, they may be asked about how they worked in the group, and what problems they found. By using music and dance, the teacher may contrast aggressive and smooth sounds and movements. The teacher may provide the children with a selection of instruments and/or movements. Children are required to communicate a message to their group or to the remainder of the class. The classroom may be decorated with paper doves, symbols of peace. The students may be asked to think about situations, at their home or in the school, where they have used cooperation instead of confrontation. In pairs, one child acts as the listening party, who poses questions, and the other explains the situation. After a while, they change roles. At the end, the teacher asks what the class learned from the exercise.

Are there responsibilities that one can carry out through cooperation or by avoiding conflict? Which are they?

Another activity related to the study about the United Nations, preferably involving language and history, develops thinking about arguments among students. What causes an argument? How can it be avoided? Is it hard to do? Next, students are invited to prepare a set of rules, a Class Chart, using the United Nations ideals. (United Nations, 1995).

IMPLICATIONS FOR EDUCATIONAL POLICY

◆ *Does the educational policy, at the different Governmental levels, foresee the required resources and courses of action for providing the student with a school having the previously discussed features?*

◆ *What are the curriculum guidelines and effective monitoring and evaluation processes?*

◆ *What are the courses of action, in terms of initial and continuous training whether directly performed or negotiated?*

◆ *Are schools furnished with sufficient resources, including books?*

◆ *How are resources allocated, including consideration for the socially underprivileged areas and populations? To what extent is such allocation regressive, i.e., jeopardizes the underprivileged ones, or is progressive?*

In complying with the two above-mentioned Reports, as well as with other documents herein analyzed, the implications for educational policy highlight the need for coherent and integrated measures for reaching the desired objectives at the school level. Hence, that is the reason for insisting on what is within the competence of the macro level of educational administration. It is worth noting the providing of financial resources, as well as of staff, time, space and material, especially textbooks, which have a remarkable impact on learning, according also to UNESCO Declaration *Book for All* (1973). Besides that, the educational administration is in charge of providing curriculum guidelines at the level of the educational system, the changes and attention required for initial and continuous education for the teaching staff and, finally, monitoring and evaluation. It does not mean to remove the school's decisive role, but to provide it with the required conditions for it to act. Attention and support are crucial for any educational innovation; otherwise, the routine will not be changed.

BOX 6 THE PEACE CIRCUS IN MOZAMBIQUE

An experience that merges formal and informal education is that of the Peace Circus, supported by the Government, NGOs, religious groups and the media. In Mozambique, victim of a two-decade civil war, an itinerant group made up of about a dozen teachers, has been using theater, arts, dance, marionettes and the techniques of radio journalism for helping children and young people in curing the wounds of conflict. The training site is called the peace circus because, as a circle, it symbolizes the community structure and uses the talents of all members for local production. Several activities present techniques for conflict-solving, such as tolerance, self-esteem, and non-violence. The training of young people takes about two months. At the end of the two-month period, the circus leaves for another place.

THE TEACHING STAFF

IMPLICATIONS FOR SCHOOL PROJECT

- ◆ *Does the teaching staff exercise its right and obligation of participation in the school project?*
- ◆ *Is the teaching staff heard in matters related to them, and are they protected against arbitrary decisions, in accordance with the school's possibilities?*
- ◆ *Is the teaching staff duly valued and, simultaneously, required to be competent and ethical, meeting the requirements of the public service delivered carried out by them?*
- ◆ *Does the school foresee, in its project, opportunities for in-service professional development, including cross-learning among educators, in teams?*
- ◆ *Is the number of students per class and working time established, within the limits of the school's possibilities, aimed toward educational efficacy?*

IMPLICATIONS FOR EDUCATIONAL POLICY

- ◆ *Are the teachers listened to in the formation educational policy, including in those matters which are related to their qualifications?*
- ◆ *Are the teachers valued in moral, professional and financial terms?*
- ◆ *Does the teacher's career follow legal guidelines, hiring and promoting the staff based on merit, and protecting the teachers against arbitrary decisions?*
- ◆ *Are in-service professional improvement opportunities offered?*
- ◆ *Do the decisions, including those on allocation of resources, allow the number of students per class, the working time and other conditions to be suitable for educational efficacy and teacher's worth?*
- ◆ *Does it foresee support to teachers, especially to those working under critical situations, such as social exclusion and violence?*

Teaching work is highly dependent on professional training and qualifications; however, many times educational policies do not take into consideration that they must be closely related to improving the classroom outputs. If there is no change in outputs, there is waste of time and money. Despite that, many educational systems insist on a non-functional model for teachers' continuous qualification. Torres (n.d.), in a work intended to solidify the Jomtien proposals, involving experiences from several continents, emphasized, among others, the following features of that model, to which many schools are still bound:

- each new plan and project starts from the zero point;
- it considers development as an exclusive need of teachers and not necessarily for principals, advisors, and other professionals at several levels of the system;
 - it faces the isolated formation of other dimensions of the teaching profession, such as salaries, living and working conditions, career, and so on;
 - it adopts a top to bottom view, and sees teachers as passive receivers, instead of listening to them and seeking their participation in planning;
 - it rejects the previous experience of teachers, instead of using it as a starting point;
 - it is addressed to teachers individually, instead of to teams or schools;
 - it is performed away from the working site, instead of being taken to school as the place for development;
 - it is focused on an event, generally a short one (course, seminar, workshop, etc.), leaving aside other alternatives, such as horizontal exchanges, team discussions, remote education, self-study, etc.;
 - it is oriented to the correction of errors and emphasizes weak points, instead of stimulating and strengthening the positive points;
 - it is academic and theoretical, focused on books, instead of considering practice as the raw material and main source for learning;
 - it focuses on the teaching perspective, instead of the learning perspective.

The best intentions and experiences, as presented above, do not become concrete without the teacher's participation. That is why the school

project must be a collective work of the teaching staff. That project must include, in coordination with the school network, opportunities for continuous in-service development, since the teacher who does not develop gradually becomes hollow. In that special point, continuous development plays a major role – and many times simple solutions have great potential for solving problems (see box n° 7).

It is true that some educational systems frequently leave the school with no support, while others even provide funds for each *school* to plan and carry out their teachers' development programs. Even under hardship situations, it is possible for teachers to learn from one another, especially taking into consideration that in-service qualification tends to be more effective than the pre-service qualification. It is possible to exchange experiences and, especially, to support new teachers who are almost always assigned to socially underprivileged areas and the lower grade levels. This is a standard practice which should be changed (see box n° 8). The impact of the transition from the normal school or university to the work in classroom, which frequently seems like a shock, is well known. The cost of establishing informal study groups is very low.

BOX 7

MICROCENTERS AS A STRATEGY FOR TEACHERS' CONTINUOUS CAPACITY BUILDING

Colombia attempts to change the traditional teachers' continuous education by using the micro-centers strategy. They are the basic cell of educational organization at municipal level, and are intended to put together working groups with teachers and/or principals from one or more schools. The groups carry out teacher-to-teacher activities, in order to identify the needs, analyze them and find for the best solutions for classroom-related problems, for the school and for the community. The work is structured around two core elements: the pedagogical workshop – to search for concrete solutions for the problems; and the cooperative educational project – which is a sequence of tasks with practical objectives. The idea is

to form a training and qualification strategy, in which concepts are built, experiences are shared and solutions are proposed and applied by teachers to their daily work. A survey showed that the implementation faces some problems of understanding by the teachers, and of a change of attitude in the face of existing school culture, as well as other impairments. Aside from that, it is a potentially successful strategy – at the national and regional levels – for changing the teachers’ roles and attitudes and for constructing a pedagogical alternative in the classroom (Torres n.d.).

BOX 8 ASSISTANCE TO NEW TEACHERS

One recent International Conference on Education recommended special attention to new teachers, since initial positions and tasks performed will have a decisive effect over the remaining of their career. Among focused examples, there are the Australian and the Czech ones. In the first one, in order to make the transition to the new workplace smoother, there is an orientation task through mentors, involving monitoring and evaluation. In the Czech Republic, during the first year of work, the teacher relies on a mentor and develops activities such as mutual class observations, analysis of the teaching process, discussions on content and methods, and consultations with students and parents.

PUPILS WITH SPECIAL NEEDS

The pupils with special educational needs are a challenge for the school, but they also create learning and enrichment opportunities because of their differences. Based on the Salamanca Declaration, several questions may be formulated in relation to the school project and educational policies.

IMPLICATIONS FOR SCHOOL PROJECT

◆ *When resources are allocated to school (teachers and their time, classrooms and other facilities, equipment, etc.), are the pupils with special educational needs really a priority or do they receive what is left over from regular teaching? When there are specific resources for special education students, are those resources really applied on their behalf, or are they applied for other purposes?*

◆ *Are there conditions for pupils with special educational needs to feel themselves as part of the school and to interact with their colleagues or, through omission or for any other reason, are there situations where they feel constraints, as if they did not belong?*

◆ *Can these pupils really count on support for entering and continuing in the regular program of studies, or are they left behind, as pupils who, because of false expectations, will never develop?*

◆ *Does the school isolate itself in this task or does it involve, in this huge effort, families and community?*

Within the context of acceptance of differences and respect to human rights, there is the school's treatment of pupils with special educational needs. The acceptance by teachers, staff and students, is crucial for true integration. To be coherent, the school project needs to provide the required resources, with the suitable level of priority. By doing that, the school, as a consequence, also fulfills the minimum quality standards, applicable to all levels of education. Even when there are effective comprehensive programs at Government level for integrating the pupils with special needs, as happens in Costa Rica and as summarized in box n° 9, nothing can replace the warm reception and acceptance of those pupils in school community, otherwise one runs the risk of not making the policy effective. In that case, there would be a ghetto of these individuals in the school or the increased isolation of the individual from the group.

IMPLICATIONS FOR EDUCATIONAL POLICY

◆ *Do the responsible Governments make efforts towards identifying populations with special needs, inviting them to school and guaranteeing their enrollment and regular attendance?*

◆ *Does the educational system foresee suitable educational opportunities for pupils who definitely cannot be integrated?*

◆ *Does the allocation of resources foresee the population's special educational needs?*

◆ *Do the curricula, monitoring and evaluation processes, ongoing training and resources allocation to schools meet the integration policy, under the terms of the Salamanca Declaration?*

◆ *Is there the implantation of decentralized and participatory tools for planning, monitoring and evaluation?*

◆ *Are the involvement of families and community, and the creation of partnerships, including the necessary resources foreseen as part of the program?*

In summary, aside from the support to school, the educational policy must focus on what, according to research and studies, is working well in terms of special education, and has been incorporated into the Salamanca Declaration:

• *The conscious integration of pupils:* when both pupils' and schools' conditions allow, this integration increases the benefits for both pupils and civil society, while reducing costs.

• *The involvement of both family and community, and the establishment of partnerships:* the "Provider State", which intends to do all and, by the end, does almost nothing, does not correspond to current reality. One must consider that many NGOs have developed high technical competence in their fields, thus enabling them to reach successful results. In each case, the Governments have to consider what should and what should not be delegated, always followed by the due monitoring and evaluation.

• *Service decentralization:* since the population of pupils with special needs tends to be small and disperse, depending on the level and kind of

special needs, it may be useful to decentralize services, including for parents and pupils, since transportation (sometimes extremely difficult to arrange) may represent significant budgetary costs.

Of the experiences that have clearly proven to be unsuccessful, one could emphasize the case of the school acting in isolation, since usually education does not work well without medical, dental, phonoaudiology, pharmaceutical and other services (see box n° 10). Another danger is the creation of confusion between the learning difficulties and mental deficiency. Neither the school, nor the system, knows how to deal with difficult students; therefore, they try to rid themselves of them by sending them on to special education. Usually they are successful at that, since the IQ (intelligence quotient), as well as grading systems that have an error margin of 10-15 points. A highly negative experience occurred in Rio de Janeiro during the 70's, when several classes for special students, were made up of students who failed in common classes and, therefore, received less stimulus and attention, thus failing again.

BOX 9
IMPROVING THE CHILDREN'S ATTITUDES CONCERNING
PUPILS WITH SPECIAL NEEDS

Costa Rica approved, in 1996, an act based on the United Nations Standard Rules, ensuring equal opportunities for pupils with special needs. That act ensures education for all, from earliest childhood, until university level. In order to improve the attitudes of children from 7 to 12 years of age – enrolled in primary schools – towards other pupils with special needs, a project was developed involving: 1) the establishment of a marionette theater, representing children who did and did not have special needs, in order to discuss their daily experiences; 2) the presentation of the video "Building a world of opportunities", for dynamic interaction among teachers, students and parents; 3) printing an almanac, distributed throughout the country, where the drawings made by the winners of a national contest, about "Painting a world of opportunities" were used (Saab, 1997).

BOX 10 ACTIONS IN THE HEALTH FIELD

Usually, the pupils with special needs require not only education, but also health assistance and mutual support as well as other services. Such actions may be either therapeutic or preventive actions. The Impact Foundation, from the United Kingdom, has acted in that way, by using boats, buses and trains for taking assistance services to those people who, many times, have difficulties in walking. For instance, a floating hospital was planned in Bangladesh. In Thailand and Kenya, mobile units find and treat persons with hearing problems. In India, 7,700 teachers and social workers were trained to detecting the conditions which create special needs. The women's clubs in more than 100 villages were monitoring the pregnancy cases. The traditional midwives received updated education and projects were developed for generating income (Barcas..., 1997).

EDUCATION FOR YOUNG PEOPLE AND ADULTS

IMPLICATIONS FOR SCHOOL PROJECT

◆ *Is the education for young people and adults, as foreseen in the school project, an effective education for reducing poverty and increasing creativity or productivity, or is it a second-class education for those students who have lost the opportunities of a regular schooling?*

◆ *Is the education for young people and adults a "watered-down" repetition of regular school, or does it take into consideration the previous experiences of both students and community for making them develop and learn throughout their lives?*

◆ *The education for young people and adults principally attracts students who, due to their socio-economic conditions, could not enter schools or failed. Are conditions provided for such students to overcome their impairments, or does school reinforce their condition of underprivileged and marginalized?*

- ◆ *Does the educational process use the students' experiences and stimulate their participation in the decision-making processes?*
- ◆ *Does the education for young people and adults receive suitable resources, or does it receive just the remainder of regular teaching?*
- ◆ *When the administration of such programs is separate from the normal teaching program, is there a true collaborative relationship, or is the education for young people and adults treated as a lower priority?*

IMPLICATIONS FOR EDUCATIONAL POLICY

- ◆ *Does the allocation of resources consider education for young people and adults equal to regular teaching?*
- ◆ *Do curriculum guidelines, monitoring and evaluation processes, the teaching staff's continuing education and the allocation of resources allow for the school to follow the above mentioned courses of action?*
- ◆ *Does the administration meet the educational needs of young people and adults, as well as the links with regular teaching, using non-formal and innovative systems as well?*
- ◆ *Does the administration of these programs when separate from the regular teaching program, receive equal attention and treatment?*
- ◆ *Are there partnerships with institutions and agencies in general, as well as relationships with other Governmental sectors?*

In the case of education for young people and adults, both the systems and schools have difficulties in planning, because the demand may be almost infinite. It includes: 1) people who did not have access to school, or abandoned it; 2) those people whose school progress was slow and reached the maximum legal age for taking exams; and 3) those people willing to come back to what is known as continuous education. Frequently, developing countries are restricted to "remedial education", while continuous education is more and more important in today's world. In order to resolve such difficulties, it is worth remembering that there are alternatives such as face-to-face classes and distance education, as well as different methods of curriculum organization. It is important to meet the needs of different age groups, socio-cultural conditions, working conditions and so on (see box n° 11).

BOX 11 CONTINUOUS EDUCATION IN SWEDEN

Scandinavia has an old tradition concerning adult education, including popular education. After all, no one reaches a successful educational status from one moment to the next and much less with exclusionary models. In Sweden, adult education has become a truly continuous education, reaching more than 50% of adult population each year. It is divided into formal and informal. The Municipalities organize the former for reducing educational imbalances, providing new opportunities for those who could not take advantage of education previously. Each student decides on the number of independent modules, the content of the courses and establishes his or her own learning pace. In effect, between 1979 and 1991, out of every three students enrolled in a university-level institution, one had attended the adult education.

In its turn, the popular and informal adult education aims at promoting the basic democratic values for civil society, by providing everyone with the possibility of enriching their general culture and basic competencies, attaining confidence and learning to understand and better respect other people's opinions. These are values inherent to the culture of peace. The active participation of students is essential, whether in schools or in study groups. These latter are made up of small groups of persons, with no schooling requirements, and that hold meetings for carrying out studies or organized cultural activities. More than 25% of the Country's adult population participates. This branch of the educational system is primarily funded by the State, but organized by political movements, unions and local authorities (Delors, 1996).

TECHNICAL AND VOCATIONAL EDUCATION

IMPLICATIONS FOR SCHOOL PROJECT

◆ *Does the school offer adequate opportunities to society's less privileged groups?*

- ◆ *Does the school actively interact with local businesses and organizations?*
- ◆ *Does the school, in preparing students for jobs, give adequate attention to each one of the cornerstones of knowledge – especially learning how to do?*
- ◆ *Is the school satisfied in just awarding the diploma or does it worry about the student's transition from school to work, accompanying him/her through this process?*
- ◆ *Does the school worry about strengthening, if necessary, the student's basic education?*
- ◆ *Does the school use information technology and provide for a broader view of the world?*

IMPLICATIONS FOR EDUCATIONAL POLICY

- ◆ *Does the technical/vocational education cover all economic sectors, including the informal economy?*
- ◆ *Are relationships established among the educational system, businesses, and other organizations to fine-tune the technical/vocational education policies? Are incentives and mechanisms established so that the schools do the same at the micro level?*
- ◆ *Does the amount of attention and distribution of resources adequately consider society's less privileged groups?*
- ◆ *Do the curriculum guidelines, follow-up and evaluation processes, the teachers' continuing education, and the amount of resources allow schools to follow the above courses of action?*
- ◆ *Are there processes and mechanisms for creating links between technical/vocational, basic and informal education, considering the certification of professional competency as well?*

As can be observed from Seoul's recommendations, the technical/vocational education, among its emphasis, should be rooted in reality to become effective. The traditional model presented the State as the main supplier of this type of education, attempting to respond, with its

cumbersome bureaucracies, to the economic and social needs. Today, the complexity and speed of change requires the creation of other alternatives (it would not be appropriate to say models) able to establish a continuous connection with the environment. Whereas before, especially in the heroic age of industrialization, the objective was mainly to educate people for the modern sectors of the formal economy, nowadays all economic branches and segments are the object of the education process and technical/vocational training must be available to everyone. In the past, the main concern was to educate youngsters, quickly absorbed by the labor market. Now, it is necessary to educate for work rather than to educate for unemployment, accompanying the transition from school to the labor market. Therefore, the school or educational institution must be kept at the center of a relationship web to best serve the student and society. One solution Portugal found is summarized in box n.º 12, while box n.º 13 makes reference to a German experience of the transition from school to work. Despite the latter's being an old alternative and very unique to the German environment, it has been studied by many countries, and it has inspired similar solutions.

BOX 12

VOCATIONAL SCHOOLS IN PORTUGAL

One of the obstacles for vocational education is that the planning often is out of touch with the local reality, not targeting the real needs for labor and the people's need for promotion. Portugal has put deeper roots into the local reality by means of vocational schools. These represent an initiative on the part of civil society, involving collaboration of private enterprise and local governments in the service of public interests. Business associations, state-owned enterprises, foundations, charitable institutions, companies, labor unions and cultural associations, as well as others, come together locally to foster technical/vocational schools. They sign a program contract with the government, which establishes these schools' autonomy. The Government defines the models and limits for development, and it finances about 95% of the expenditures, maintaining the regulator's role for itself. Therefore, "social institutions have proved (...) the State is not the sole constructor of the 'social

edifice', and they have striven to build regionally-based educational projects that have local social impact" (Azevedo, 1998). This way, although the process is not free from stresses and contradictions, it is evident that technical/vocational educational gains agility, efficiency, and effectiveness as it addresses regional problems (Marques, 1993).

BOX 13

THE TRANSITION FROM SCHOOL TO WORK

Germany's experience, with a relatively low number of unemployed youngsters, unlike many other countries, has attracted much interest. Upon completion of the basic general education, around two-thirds of the youngsters move on to vocational education. In this system, the interchange between the company and the school is established: the students learn the skill at a factory, workshop, laboratory, office, or in the business and attend, at the same time, a vocational school once or twice a week. The company determines how many apprentices it should hire, and the youngsters spend the greater part of their time there. Many of them have access to jobs within the same company where they received training. This system has a coordinating body as support – the Federal Institution of Occupational training –, which defines policy in cooperation with the employers' and union organizations (Delors, 1996).

HIGHER EDUCATION

IMPLICATIONS FOR EDUCATIONAL POLICY

◆ *Does the educational system offer higher education opportunities that are compatible with the students' and teachers' needs according to the United Nations' and UNESCO's values and guidelines table?*

◆ *Does the educational system establish links with the higher education institutions so that these are kept conscious of needs and establish means to meet them?*

◆ *Do the higher education institutions perform reactively and proactively towards meeting the needs of the educational systems and of the society involved?*

◆ *Does the educational system contribute with its lessons learned so that it evolves according to the new paradigm proposed by the World Declaration on Higher Education for the 21st Century?*

In relation to basic education, the great bridge to be built is from basic education to higher education. The latter, which concerns itself mostly with research and highly complex subjects, may have difficulty in perceiving the real needs of basic education. The teachers' training, of an initial or continuous mode, is a strategic issue. **The bridge must be able to support heavy two-way traffic to establish a process of mutual understanding.** However, teacher education is only the most visible part – and sometimes the most conflict ridden – of the relationship. Education, including higher education, is, at the same time, a creator and a creation of its social context. Its role is both active and passive. In other words, it contributes to change the society while it is affected by the same society that keeps it. On that ground, isolation does not benefit either educational systems or higher education institutions (which are part of the first) or the society that keeps them. The interdependence is so constant between both that it needs to be watched by both public policy and educational institutions' projects at all levels.

RELATIONSHIPS WITH CURRICULUM COMPONENTS

Several documents, earlier analyzed, focus on curriculum components and aspects of basic education when they specify the education branch. Based on them, discussion points on the school project are presented for consideration at the same time that implications are presented for the educational policy as a whole.

PHYSICAL EDUCATION AND LEISURE

IMPLICATIONS FOR SCHOOL PROJECT

◆ *Does the physical education program and the practice of sports arouse the students' interest meet the needs of the several groups that attend school?*

◆ *Is physical education an end to itself or does it serve the development of values and change in attitudes?*

◆ *Is physical education in the curriculum like an isolated drawer in a file cabinet, or does it relate with other components, enhancing them and being enhanced?*

◆ *Does the school educate its students as to how to use their time in creative leisure?*

◆ *Does the school offer any contribution to the community in the areas of leisure, physical education and sports?*

Physical education and leisure have a social role of great relevance at different levels and modes of teaching and education. To this end, its relationship with other curriculum components and the school's relationship with the community is fundamental. In curriculum development, the values, principles, and orientations from the United Nations and UNESCO, which have been analyzed throughout this work, find here their natural outflow – and this applies, it is worth mentioning, to all the curriculum, whose components, among which one finds physical education, have a developmental and informative role. It is in the materialization of the curriculum in the classroom all of these concepts must come together, such as human rights, education for peace, preservation of the environment, insertion of school in the community, education for life, and all the other points emphasized here. As for physical education, sport, and leisure, box n.º 14 sets the background and offers some ideas. It must be reaffirmed that, in this and other experiences, one swallow does not make a summer. Certain curriculum components and their teachers can have a leading a role and

carry forward highly valuable projects, but the sustainability of the experiences, as well as their effects, depend on the interdependence of the curriculum components. The more isolated, the farther they can distance themselves from life's reality, which is not divided into feelings, thoughts, and action. The more they work together, the greater power the effects from the education process will endow.

BOX 14 COMMUNITY SCHOOL, SPORTS AND LEISURE

The community school has appeared in critical moments of several countries' history, with different characteristics: in Industrial Revolution's England, in revolutionary Mexico of the 20's, in Mustafá Kemal's Turkey and many others. In the United States, during the Great Depression and World War II, a movement proposed to substitute the progressive school, centered on the student, by the community school, which had the community's needs as axis, aiming at making education more meaningful and school a more useful social institution. Like a two-way street, the community supported the school and the latter performed a broad range of services. Even after the War, a number of school districts continued to develop such projects. One of the preferred areas of performance was leisure, sport, and physical education. The school facilities were open to the community, including during vacation periods and on weekends, hosting several activities, among them those related to other social sectors, like health and culture. Sport, in particular, was used as a way of fighting growing juvenile delinquency (and infantile delinquency in some areas). Its educational role was once stressed by a teacher: "When you give a boy a ball, you instill a sense and a direction in him." This way, more than a simple way to occupy spare time, sport served to develop values, attitudes, and behaviors that involved respect for others' rights and the consciousness of their own rights. (Gomes, 1977).

THE SCIENCES

A recent survey found that less than half of the adult population in the United States understands that the Earth completes a turn around the Sun each year; only 21% can define what DNA stands for; and only 9% know what a molecule is. Another survey showed that only one in seven American adults could spot his/her country in a world map (Augustine, 1998). If this occurs in a developed country, there is plenty of reason to consider the school project in Brazil.

IMPLICATIONS FOR SCHOOL PROJECT

- ◆ *What is our students' status in terms of scientific knowledge?*
- ◆ *Does scientific education have practical meaning – of learning to know and to do – able to change the students' perception of the world? Or does its legacy, after graduation, consist of notions that are left farther and farther behind as the students move away from books and exams?*
- ◆ *Does scientific education give adequate attention to learning to live together and to learning to be, inspiring the values of peace, of respect for nature, and of shared responsibility for the administration of social and economic development over all?*
- ◆ *Does scientific education provide encouragement to the groups that have greater learning difficulty, especially girls and socially unprivileged students?*
- ◆ *Does scientific education contribute to other curriculum components and get benefits from them?*
- ◆ *Are the human genome and human rights discussed in the curriculum on ethical and scientific grounds?*

Although the documents here studied offer greater emphasis to natural science teaching problems, it must be taken into account that sciences in general, whatever classification they have, analyze the world in which man lives. For this matter, the curriculum enriched with the communication

between the several sciences and also with languages and the arts. Uncountable are the projects that can be realized from these relationships that make up the school's and life's curricula.

Contrary to what is usually thought, natural sciences can offer a large contribution to international understanding, especially when they extend their roots into society's deep values. If hatred can be nurtured and passed on from generation to generation through formal and informal education, causing so many wars, the same can be done for peace. This demonstrates the power of education. Box n.º 15 shows some examples of what has been done in the teaching of sciences, either in favor of international and interethnic relations, or towards discovering life and the social processes that allow understanding and which better protect life. In its turn, box n.º 16 summarizes an experience by which youngsters learn to protect the environment and to exercise their leading role in society.

BOX 15 NATURAL SCIENCES AS MEANS OF UNDERSTANDING

Human sciences are not the only ones to serve education and peace. Natural science programs, in India's secondary schools, emphasize that all human beings belong to the same species and that, independently from color or race, have the same biological basis at all levels, even molecular (genetic groupings, blood types etc.). Science and reflection go together when students learn that men cannot change nature's laws without affecting their own capacity for survival. The holistic approach is deeply rooted in India's way of living, according to which individuals are never detached from their immediate or distant environment (Nkaké, 1999: 14).

In its turn, the workshop on the reform of teaching of science and technology in primary and secondary schools in Asia, held in Beijing by the International Bureau of Education, indicated encouraging trends in curriculum development. The focus has shifted:

- *from teaching to learning;*
- *from individual learning to cooperative learning;*
- *from knowledge of the subjects to intellectual skills (learning to know and learning to do);*
- *from the separation to the integration of the subjects.*

One example is a project that helps students to learn chemistry concepts necessary to their daily lives, their jobs and to the continuity of their studies . One of the tasks is to find alternatives to food preservatives, analyzing home and industrial products. The students may take different roles: quality control leader, production leader, chemical analyst, consumer organization member, journalist, etc. Each one of them has the responsibility to be informed, to study the information available, to negotiate their points of view in the report, and to present their own view of the problem. In the final exam, they must be able to defend their report (Tendencias ..., 2000).

BOX 16

SENSITIZING FOR ENVIRONMENTAL PRESERVATION

*The role of sciences is expressive, especially natural sciences, in creating sensitivity to environmental issues and preservation. Appropriate curricula can help to foresee an uncountable number of projects of smaller or larger sizes. In New Zealand, the University of Lincoln offers the **Environschool**, an intensive summer camp for secondary school students. Its objective is to promote the study of environmental sciences, develop an environmental ethics and promote initiatives in favor of conservation and of a sustainable society. For a week, students attend conferences and workshops, carry out practical tasks, have discussions, and observe peer presentations. At the end, they prepare a "Green Book for the Future," which contains recommendations for national environmental policies, sent to selected members of the Parliament (Nueva Zelandia..., 2000).*

IMPLICATIONS FOR EDUCATIONAL POLICY

◆ *Do the curriculum orientations, follow-up and evaluation processes, continued teachers' capacity building and allocation of resources allow schools to follow the appropriate courses of action?*

◆ *Does the educational system link to the government and institutions and agencies of the civil society to help the schools to perform their roles?*

◆ *Are there mechanisms of incentives and follow-up so that more vulnerable social groups enjoy the educational benefits, which are of concern to the Declarations mentioned earlier?*

It is the responsibility of the educational policy, above all, to provide the school with adequate means to play its role upfront on the stage while the activities-means perform in the background. One of the concerns of educational managers in many countries has been to bring school up to date with the information society. There are many programs to equip schools and build teachers' capacity so that the school can keep up with its surrounding reality, including the homes of the vast majority of students. Indeed, information technology is not a goal itself, but a means to educate better – and to educate according to the equality of rights, a value restated since the Universal Declaration of Human Rights. Because of that, this technology must be made available to everyone, instead of becoming a wall between those who can access it and those who cannot.

Although the most visible part of the process is the acquisition and use of the equipment, like computers, the most important one lies beneath it. It is about the “what for” of the information technologies. Each country, each system, and each school must reflect on how to make the best of it, according to the list of values and needs. The field is very broad, including the acquisition of skills any young or adult man or woman may need at work, even as a store's cashier, doorman, stockperson, or janitor. This technology opens almost infinite possibilities for learning the different curriculum components better, to carry out virtual experiments that once required large and expensive laboratories, and above all, to build attitudes and nurture values. An uncountable number of experiences have been conducted catering to the multiple needs and possibilities. Box n.º 17 presents two of them. Certainly there is not just a little resistance to this type of educational innovation. However, it is possible that information technology will have less opposition when the focus shifts from “how” to “goals” and “objectives” that are intended when inserted in the educational systems.

BOX 17
INFORMATION TECHNOLOGY:
SUPPORTING EDUCATION AND COOPERATION

Information technology, especially the Internet, offers broad horizons to unite people from different cultures and countries, establishing cooperative projects. Education for peace finds ample possibilities, including uniting students around common projects. An example of the use of this technology at school is the Enlaces Project, in Chile, which started in secondary schools and reaches to elementary schools, with a primary focus on less privileged schools. The more frequent use of information technology in schools has been conducted from the technological point of view as a tool in the teaching-learning process, recognizing people as lead players. The "La Plaza" program, for teachers and students, has four main components: 1) the Post Office, for the transmission of messages; 2) the Kiosk, electronic magazine, with multimedia experiences to stimulate reading and writing; 3) the Museum, a database that offers information on educational programs; and 4) the Cultural Center, a meeting place for teachers and students for cooperative projects. The net also includes universities (Chile..., 1997; Avalos, 2000).

In Canada, the teachers from the Center of Applied Cognitive Science of the Educational Studies Institute of Ontario developed the Knowledge Society Network, aiming at improving learning and understanding in all social sectors. The participants, from kindergarten to secondary school, are students, parents, staff from museums, scientific centers, art galleries etc., concentrating on the development of a community database. The participants develop and take advantage of several databases when they contribute to and share knowledge in their searches. The education students are mediators between students and specialists, at the same time they experiment with several learning approaches (Canada..., 1997).

REFLECTIONS ON BRAZIL AND THE STATE OF RIO DE JANEIRO: A STARTING POINT

Whereas the documents studied establish values, principles, and guidelines for all member countries of the United Nations and UNESCO, the implications extracted above both for the school project and educational policy correspond to common denominators. To get to them there are a number of ways, according to the several circumstances of continents, countries, regions, and localities. The present work was requested by the State of Rio de Janeiro and by its interest in putting the values focused upon here into practice in the school system. Because of this, it is necessary to reflect about the Brazilian reality as a whole and place the state in it. This does not mean to prepare an educational diagnosis, which would not fit within the limits of this work, but instead to draw attention to some aspects more closely related to the topics earlier analyzed. Anyhow, it is worth mentioning that the national averages presented below hide the great variations, of regional and social character making it appropriate to refer not only to Brazil, but to a number of Brazils.

Starting with the access to education, the gross enrollment rates include all students matriculated in relation to the total population of an age group (table 1). This way, the State presented a rate of 126.3% in elementary school, meaning that it had more students than the population group aged 7-14. This occurs because of the delay in pupil progress at school in relation to the grade, caused by a late start, by repeating grades, ending up with children of more than 14 years in the lower grades. This happens so often that the net rate was 96.8%. Therefore, comparing the enrollment of 7 to 14 year old students and the population of the same age group, only 86.8% were in school and only 3.2% were not attending it. The numbers in the table are a result of great advances in the past years, with an acceleration of enrollment rates in general and a reduction of the gap between the gross and net values; the student flow also improved in terms of age-grade regularization. It is possible to state that the fight for access is really very close to a full-fledged victory, almost attaining universal enrollment. Since the post-war period and having taken part in the creation

of the United Nations and UNESCO, Brazil, like other developing countries, has achieved goals that took industrialized countries a century to accomplish.

In any case, Rio de Janeiro had, in 1999, a less comfortable position in relation to the southeast region as regards the enrollment rate at the elementary level. The difference between the net and gross rates was above the gap for the Region although lower than the one for all of Brazil. The lower this difference, the smaller the distortion between grade and chronological age, bringing the net and gross rates closer.

In relation to pre-primary education, the overall national value shows how necessary it is to develop more in this area, especially in reference to socially underprivileged children. However, the State's gross ratio was below the Region's and the country's while the net ratio exceeded the national value. In general, many children of other ages were enrolled in this type of education. In any case, pre-school education served less than half of the population.

As for secondary school, in spite of the acceleration of the last decade, the 1999 data still reveal that this educational level was an attribute of few people. In this case, the State's ratios surpassed the country's ratio, but not the Region's. The delay in pupil progress and promotion was higher at this level, making the difference between the gross and net ratios higher, making the State's standing better than the Region's and the country's.

Reality can be observed from a different point of view until the data from the last demographic census are finalized. That is the enrollment ratio, or in other words, the percentage of those who declared that they were studying at the time of the **National Sampling Survey (PNAD)** in 1999, a non-census study, which excludes the rural population of six states in the Northern Region. Table 2 suggests that there should have been improvements in the access to school, but the steady delay in pupil progress at school makes a very high portion of the population remain in school for several extra years, barely attaining promotion to other grade levels. The enrollment ratio of the State of Rio de Janeiro revealed, in all cases, an advantage, though small, in relation to the Region, and the latter, in turn, ranked

almost always above the national percentages. In other words, thanks to decades of policies towards quantity rather than quality, many more vacancies are filled for a longer period of time in order for pupils to complete the school grades successfully. Thus, in contrast with the high percentages in this table, the average of number of years of schooling of the population over 10 years of age was, in 1999, according to the same PNAD, only 5.8 years for Brazil, 6.5 years for the southeast region and 6.8 years for Rio de Janeiro.

TABLE 1
BRAZIL, THE SOUTHEAST REGION AND THE STATE OF RIO DE JANEIRO
GROSS AND NET ENROLLMENT RATES BY
EDUCATIONAL LEVEL – 1999

AREA	GROSS RATIO (A)			NET RATIO (B)			RATION B/A		
	Pre-School CA 4-6 Years Old	Primary 7-14 Years Old	Secondary 15-17 Years Old	Pre-School CA 4-6 Years Old	Primary 7-14 Years Old	Secondary 15-17 Years Old	Pre-School CA 4-6 Years Old	Primary 7-14 Years Old	Secondary 15-17 Years Old
Brazil	43.3	130.5	74.8	37.2	95.4	32.6	1.2	1.4	2.3
Southeast Rio de Janeiro	50.8	122.5	92.7	42.6	97.6	45.0	1.2	1.3	2.1
Janeiro	42.2	126.3	87.6	37.8	96.8	36.9	1.1	1.3	2.4

Source: MEC/INEP/SEEC. Rates in percentages.

TABLE 2
BRAZIL, THE SOUTHEAST REGION AND THE STATE OF RIO DE JANEIRO
ENROLLMENT RATE OF PEOPLE BETWEEN THE AGES OF 5 TO 24 YEARS
(IN %) 1999

AREA	5-6 Years Old	7-14 Years Old	15-17 Years Old	18-19 Years Old	20-24 Years Old
Brazil	70.9	95.7	78.5	51.9	25.5
Southeast Rio de Janeiro	71.1	96.7	81.0	53.0	24.9
Janeiro	77.4	96.8	83.1	54.8	25.5

Source: F-IBGE, National Research per house.

Indeed, the age-grade distortion in 1999 was very high, where almost a fourth of the Brazilian students and around a fifth of the State students in elementary school were 15 or older, exceeding the Southeastern Region's value. In secondary school, where the delays in school progress accumulate, the overall distortion was higher, with Rio's being higher than the country's, which could indicate a larger number of students going back to school (table 3).

TABLE 3
BRAZIL, THE SOUTHEAST REGION AND THE STATE OF RIO DE JANEIRO
ENROLLMENT RATE OF STUDENTS ABOVE THE APPROPRIATE AGE
GROUP (IN %) 1999

AREA	PRIMARY EDUCATION (15 YEARS OLD AND ABOVE)	SECONDARY EDUCATION (18 YEARS OLD AND ABOVE)
Brazil	23.5	55.2
Southeast	19.5	50.9
Rio de Janeiro	20.1	56.7

Source of original data: MEC/INEP/SEEC.

The main source of this discrepancy is found in the high rates of repetition and numbers of dropouts (table 4). The results for improvement in this area, incidentally, are slow in coming and difficult all over the world. Although in decline for the country and the southeast, the State did not improve these indicators in the same proportion. The school collapse in elementary school, especially repetition, was close to or even greater than national averages, which were, overall, in a less privileged position than for the Region.

Students' performance in proficiency exams reflects, on the whole, these and other educational indicators. The comparison of the results from the Basic Education Evaluation System (known as SAEB) exams in the last three years in which they were applied reveals, for the country as a whole, relative stability between 1995 and 1997 and a certain decline between 1997 and 1999 (table 5). It is evident that the educational process is much broader than its cognitive dimensions captured by the exams, but the school is not able to serve society if its students cannot learn information that will

be useful throughout their lives. Rio de Janeiro's situation, however, experienced a relative improvement in relation to the Region and the country in the last SAEB. In most cases, in 1995 and 1997, the State was ranked above the national averages, but below the regional averages, an situation incompatible with its status of cultural center. Over time, Rio de Janeiro, following the national trend, in most cases had lower scores than in previous years. However, the performance in 1999, in almost the totality of curriculum components and grades surveyed, was above the region's and the country's.

TABLE 4
BRAZIL, THE SOUTHEAST REGION AND THE STATE OF RIO DE JANEIRO
REPETITION AND DROPOUT RATES (IN %) 1996 AND 1998

AREA	EDUCATION LEVEL	REPETITION RATIOS		DROPOUT RATIOS	
		1996	1998	1996	1998
Brazil	Primary	13.9	9.7	14.3	12.0
	Secondary	9.5	6.3	18.9	15.2
Southeast	Primary	10.0	5.0	9.1	7.2
	Secondary	8.8	5.4	16.3	12.5
Rio de Janeiro	Primary	12.7	12.1	11.5	9.2
	Secondary	10.6	10.3	18.9	16.5

Source: MEC/INEP/SEEC.

TABLE 5
BRAZIL, THE SOUTHEAST REGION AND THE STATE OF RIO DE
JANEIRO – AVERAGE PERFORMANCE IN SAEB BY YEAR, GRADE AND
CURRICULUM COMPONENT 1995, 1997 and 1999

Curr. Component	GRADE	BRAZIL			SOUTHEAST			RIO DE JANEIRO		
		1995	1997	1999	1995	1997	1999	1995	1997	1999
Portuguese	4 th P.E.	188	186	171	195	193	180	150	183	182
	8 th P.E.	256	250	233	267	252	235	264	259	245
	3 rd S.E.	290	284	267	299	283	271	288	270	282
Mathematics	4 th P.E.	191	191	181	199	198	189	195	189	188
	8 th P.E.	253	250	246	262	253	250	259	258	258
	3 rd S.E.	282	289	280	289	283	284	280	267	293

Source of original data: MEC/INEP/DAEB.

The framework of proficiency in elementary and secondary schools must be complemented with the literacy rates. According to table 6, the country still needs to struggle bravely to reach complete literacy, but Rio de Janeiro presented higher percentages than the Region and Brazil. This also occurred in relation to functional illiteracy, a more rigorous criterion that requires complete education until fourth grade.

TABLE 6
BRAZIL, THE SOUTHEAST REGION AND THE STATE OF RIO DE JANEIRO
ILLITERACY AND FUNCTIONAL ILLITERACY RATES (IN %) 1999

AREA	RATIOS	
	Illiteracy	Functional Illiteracy
Brazil	13.3	29.4
Southeast Region	7.8	22.3
Rio de Janeiro	6.0	20.5

Source: F-IBGE, National Research per house.

Despite teachers' level of education appearing in surveys as an important, but not exclusive factor for determination of students' performance, table 7 indicates that Brazil's situation has not met expectations, especially in reference to child care centers, pre-schools, the upper grades of basic education and to secondary school. The State, as expected, tends to present a better profile than the country, but not better than the Region. As for young children's education (child care centers schools and pre-schools), as well as the initial grades of basic education, the effect of Rio de Janeiro's tendency to use more teachers who have completed secondary education is clear while the Region had higher percentages of teaching posts being filled by higher education level professionals. In the upper grades of elementary school, the percentage of teachers with a secondary school degree was slightly higher than in the Region. As for secondary school, the State had a larger participation of teachers with higher level degrees.

The statistical indicators also offer two important dimensions from the point of view of the values and guidelines analyzed herein: that of the gender, and of the pupils with special educational needs. In the first case, table 8 offers the gender ratio for the gross and net enrollment ratios in elementary education, according to the evaluation conducted by Brazil for

Dakar's Conference. If the ratio was lower than 1.0, it would reveal an advantage of the male population over the female. The contrary is true, however, in the country and in the State.

TABLE 7
BRAZIL, THE SOUTHEAST REGION AND THE STATE OF RIO DE JANEIRO
PERCENTAGE DISTRIBUTION OF TEACHING POSTS ACCORDING TO
EDUCATIONAL LEVEL - 1999

LEVEL	AREA	EDUCATIONAL LEVEL			
		Primary	Secondary	Higher	TOTAL
Children Care	Brazil	24.9	65.5	9.6	100.0
	Southeast	18.2	68.8	13.0	100.0
	Rio de Janeiro	18.7	74.7	6.6	100.0
Pre-school	Brazil	10.9	67.0	12.1	100.0
	Southeast	2.1	63.6	34.3	100.0
	Rio de Janeiro	2.5	76.8	20.7	100.0
Primary (1-4 grade)	Brazil	9.6	67.1	23.3	100.0
	Southeast	1.5	62.3	36.2	100.0
	Rio de Janeiro	1.3	71.0	27.7	100.0
Primary (5-8 grade)	Brazil	0.7	25.3	74.0	100.0
	Southeast	0.3	13.1	86.6	100.0
	Rio de Janeiro	0.7	13.8	85.5	100.0
Secondary School	Brazil	0.1	11.8	88.1	100.0
	Southeast	0.1	6.6	93.3	100.0
	Rio de Janeiro	0.2	4.2	95.6	100.0

Source of original data: MEC/INEP/SEEC.

TABLE 8
BRAZIL AND THE STATE OF RIO DE JANEIRO GROSS AND NET
RATES OF ENROLLMENT IN ELEMENTARY EDUCATION GENDER
RATIO - 1996

AREA	BY GENDER	
	GROSS	NET
Brazil	1.01	1.02
Rio de Janeiro	1.01	1.01

Source: Brasil. MEC/INEP. EFA Evaluation 2000: sources for the I National Seminar of Education for All. Brasília: INEP, 1999.

Results favoring the female group were also found in relation to literacy rate (table 9). The equality was higher, with an advantage for the female population and for the 15 to 24 year age group, representing a disadvantage for the 15+ year-old in Rio de Janeiro.

TABLE 9
BRAZIL AND THE STATE OF RIO DE JANEIRO – LITERACY RATES BY AGE GROUPS, GENDER RATIO – 1996

AREA	BY GENDER	
	15 YEARS OLD AND ABOVE	15 TO 24 YEARS OLD
Brazil	1.00	1.04
Rio de Janeiro	0.99	1.01

Source: PNAD/96. BRASIL. MEC. INEP. EFA Evaluation 2000: sources for the I National Seminar of Education for All. Brasília: INEP, 1999.

In relation to pupils with special educational needs, table 10 infers that Brazil, Rio de Janeiro and its Region are still far from what the **Salamanca Declaration and the General Education Act** established with respect to the integration of disadvantaged students into regular classes. Less than a fifth of the special education students were enrolled in ordinary classes, with or without resource rooms. The numbers, however, must be seen with caution: to what extent can the school systems identify adequately and then enroll the children with special educational needs? To what extent do they find adequate conditions for these children to learn in regular classes?

TABLE 10
BRAZIL, THE SOUTHEAST REGION AND THE STATE OF RIO DE JANEIRO – ENROLLMENT PERCENTAGE OF PUPILS WITH SPECIAL NEEDS - 1999

AREA	In schools exclusively specialized or in regular education special classes	In ordinary classes (integration), with or without resources class	TOTAL
Brazil	83.1	16.9	100.0
Southeast	81.8	18.2	100.0
Rio de Janeiro	81.6	18.4	100.0

Source of original data: MEC/INEP/SEEC.

In fact, the percentage of enrollment of pupils with special educational needs in relation to regular education was minute (table 11). In Brazil, this proportion was greater in day care centers/early stimulation (where the tendency is to offer less service than at other education levels and forms) and decreases until it reaches four-hundredths percent at the secondary level. The same decrease can be observed in the Southeast and in Rio de Janeiro. Brazil's most developed Region's percentage is, however, smaller than the country's in pre-school education and in secondary education while in Rio de Janeiro, the day care center/early stimulation percentage was below the Region's and the country's, as well as that of elementary school. It is worth mentioning that these percentages are much lower than the estimated 10% for individuals with special needs in relation to the total population. On the other hand, 1991's Census found only 1.14% of the population disabled in relation to the totality of the inhabitants, signaling a possible under-recording. To this, there may have been the contribution, among other factors, of the omission of such conditions by the census interviewees for cultural reasons.

TABLE 11
BRAZIL, THE SOUTHEAST REGION AND THE STATE OF RIO DE JANEIRO
ENROLLMENT PERCENTAGE OF SPECIAL EDUCATION COMPARED TO
REGULAR EDUCATION BY SCHOOL LEVEL AND EDUCATION MODALITY - 1999

AREA	Children care/early stimulation	Pre-school education	Primary education	Secondary education
Brazil	3.49	1.58	0.54	0.04
Southeast	3.85	1.48	0.66	0.02
Rio de Janeiro	3.41	1.54	0.53	0.02

Source of original data: MEC/INEP/SEEC.

In this way, in reference to some quantitative dimensions of education, Brazil revealed important achievements in the access to education but also revealed the current need to follow an arduous path towards educational success. In this framework, the State of Rio de Janeiro very often ranked below the southeast region and sometimes below the Country.

The repetition and dropout rates did not decrease at Brazil's overall pace between 1996 and 1998, but a highly encouraging factor was that the students' performance on the SAEB exams improved in 1999, almost always exceeding the regional and national averages.

Another highly promising accomplishment in the State that cannot be left aside, is the New School Program, which involves a continuous system of school evaluation and is optional for schools, is carried out by the CESGRANRIO Foundation; with the international evaluation follow-up by UNESCO; and, finally, a classification being given according to the school's performance level. This performance is assessed based on the school administrative process, the quality indicators, and on the analysis of the skills developed by the students through learning. Aware of the mobilizing process around the program, the State carries out programs for teachers' continuing education and financial reward according to the collective performance of each school unit. The program has, among its factors, participative administration, the school's autonomy, and its relationships with the community.

Considering the educational indicators above, some points in which the country and the State of Rio de Janeiro need to improve in relation to the materializing of values, principles and orientation discussed in this document clearly stand out:

- an increase in enrollment rates, including in early childhood education and in elementary education;
- a correction of the student flow, lessening the age-grade distortion in early childhood education and in the elementary and secondary schools;
- reduction of repetition and dropout rates, as an indicator of the school's success;
- improvement in identifying and enrolling students with special educational needs, and the creation of conditions for their integration to normal classes as well;
- update of educational indicators in relation to the southeast region and, in some cases, to the country.

However, other aspects, besides the classical educational indicators, deserve to be considered in this reflection. UNESCO has presented during its history a special commitment to youth and, espousing the value of peace, is concerned about youth's double role as victim and agent of violence.

Because of this, it has conducted a series of surveys that focus on violence, schooling, and citizenship. The mapping of violence in the country (Waiselfisz, 1998, 2000) highlights the alarming numbers:

- From 1979 to 1996, the mortality from homicides and other types of violence increased 135% among 15 to 24 year-old youths and 97% for the total population.

- In the States' capitals, the increase was even bigger – 166% for the young population and 120% for the general population.

- In 1996, 35.1% of deaths among youths were caused by homicides and other types of violence while the rate for the total population was 5.4%.

- While for the country as a whole 35.1% of youngsters' deaths were caused by homicides and other types of violence, this percentage for the capitals was 41.8% and 47.7% in metropolitan areas.

- Among the 37 countries analyzed, Brazil ranked third place in the homicide and other types of violence against youth category, with 46.6 homicides per 100 thousand youngsters, standing behind only Colombia and Venezuela, which presented much higher rates.

Focusing on this true risk group that Brazilian youth has become, other surveys conducted by UNESCO focused on the Federal District and Rio de Janeiro. In the first case, the concern was heightened by the murder of the Indian Galdino in 1997. The first study (UNESCO 1998) revealed that families were unprepared to understand and respond to juvenile problems. The school takes on a notably instrumental role, being concerned about preparing the student for occupational success, but giving little attention to preparing the student to exercise citizenship. Indeed, students considered the school alienated from their life experiences although they associated it with economic and social ascension. From the teachers' point of view, the sociability between parents and students was almost non-existent whereas parents blamed the school for consenting, for not imposing limits, and for not instilling values. In the form of recommendations, the work proposed the structuring of a national network to fight violence and to link schools, parents, teachers, and students for preventive strategies.

With a more specific focus on outlying poor suburbs and satellite cities, Abramovay and collaborators (1999) found that the Federal District's urban space was perceived by the youth as a clear socio-spatial segmentation,

with heightened social discrepancies, specially between the Capital city and the surrounding satellite cities. In light of the precariousness of the urban infra-structure and of conditions of life in their cities, youngsters demonstrated conflicting feelings, seeing those from the Capital city as unequal and even as enemies. The surveyed youngsters were mostly from complete nuclear families. Despite their criticizing it, they all see it as the most relevant aspect of their lives. In general, the proportion of those who had studied was high, but despite the ease of access, school performance was low, with a high age-grade distortion. For them, study was a strategy to achieve an occupation and a number of them professed that they believed in education. In this context of perceptions of needs, contrasts, and anguish, their association with a gang would be similar to integrating to an alternative social space, a relationship circle in which they were highly regarded, respected, and protected. Besides, by means of illegal activities, they could have access to entertainment and make a living more easily.

Another survey on the city of Rio de Janeiro (Minayo, 1999) highlighted the following conclusions and recommendations:

- School was valued by all social classes, who clamored for quality education to help in facing the competitive world, especially the students from the popular class.

- If school was valued, on the other hand it demonstrated a propensity to fall behind in relation to the world lived by the youth, including relations hip to the factors of leisure, sexuality, drugs, and citizenship problems. The teachers, especially those from public schools and from private school who served less privileged social classes, demonstrated great pessimism in relation to their students, the public institutions and to citizenship-building institutions. Disbelief and the teachers' low consideration for their profession were notorious.

- As to leisure, it played a central role in the building of relationships, values and identities among the surveyed youth. However, the difference and access to leisure were heightened according to their social standing. This leads to a recommendation to increase the investment in socio-recreational projects that could reach out to communities that are distant from the more privileged centers.

- Sexuality and drug use were related to a demonized image of the youngsters by the teachers, parents and society in general. Such an image

was not true, in the sense that the proportion of those that adopted certain practices was much lower than expected. However, in light of inappropriate drug use, of unwanted pregnancy, and of sexually transmitted diseases prevention, the campaigns advertised by the media were considered inadequate. For this reason, it was recommended that there be more room at schools for dialogue and discussion, as well as more participation of the youth starting with the planning of the campaigns.

- Violence and the police system as one of the sources of its increase requires that public safety system be restudied, as well as the investment in the reduction of social differences and of societal exclusion.

- As for the school's attitude towards violence, the survey revealed three more frequent attitudes: 1) of indifference in light of the family conflicts and of domestic violence, as if nothing ever happened; 2) of repression of students, by means of transfers, suspensions, and even granting the police and criminals access when conflicts happened at school; 3) of minimization and even legitimization of violent acts on the part of teachers. A lack of preparation of the school institution, which needs to be overcome in light of these problems, was verified.

- As for the building of citizenship, the survey discovered in the youngsters' interviews the consciousness of the need for expansion of rights. Boys and girls of the lower class referred preferably to social rights they do not enjoy or to which they have limited access, like the right to quality education, to work, and to wider leisure options. There were also references to deep-rooted mechanisms of social discrimination, especially class, race and gender discrimination.

- The reaction to this "*status quo*" was typically disbelief, repulsion, and skepticism in relation to the political apparatus. It was recommended, then, to invest in sports, in leisure activities, and in the cultural organizations and associations in order to stimulate the processes of valuing democracy and to overcoming discrimination.

Therefore, the surveys above drew attention to a school still valued by the population, but that was distant from its expectations. This distance was expressed in terms of deficiencies in the quality, in the level of democracy, and in the sense of education for the students' lives. Faced with challenges like violence, drugs, social contrasts, and citizenship, the answers were not very satisfactory. For this reason, the schools need a

broad restructuring, establishing connections with other sectors that also need deep changes towards:

- **bringing together education and life to make the curriculum more meaningful for children and youngsters;**
- **narrowing relations between school, other institutions and the community to make education more dynamic and useful;**
- **narrowing relations between educational policy and other public policies so that the social sector as a whole can perform better.**

If school and the quality of educational were the object of complaints by the youngsters interviewed, and if the situations remains static, the greater will be the number of those who will deluded and will search for other ways undesirable to society. For this reason, it is imperative to act while there is time.

Although it is not the intent of this paper to make a diagnosis of education in the State, it could serve as a starting point. The systematizing of the United Nations' and UNESCO's documents, presented above, is a guide for reflection on how each school, each classroom, and educational policy can translate those guidelines into actions. To this end, the variety of circumstances makes any partial and selective guide, in no way comprehensive. In the case of Brazil in general and of Rio de Janeiro in particular, due to its wide and diverse cultural heritage, a real crucible resulting from centuries of history, from internal migration and from immigration, they count on a priceless treasure: a dynamic and creative cultural diversity, analyzed by the Cuéllar Report (1997). With such plurality – a solution rather than a problem – at hand, the reflection of educators and non-educators will certainly make the values proclaimed by the international documents real in order to construct an education for peace, with the enriching of differences and the utter respect for the human rights.

CONCLUSION: SCHOOL FOR THE 21st CENTURY

The task to draft a school for the 21st century, under the United Nations' and UNESCO's values, leaves us faced with a question: in which socio-historical context will this school move? The studies on the future can come up with sound hypothesis, above all, in the form of scenarios, although the scope of this work is too restricted for any elaboration in this direction. However, based on the documents analyzed here, four basic values define the targeted horizons for the world in this century: peace, development, human rights, and equality of access, including to education. Based on them, it is possible to launch some inquiries about the future, starting at the post cold war world.

1. Peace: At the end of the cold war, there were optimistic expectations that, having the threat of a nuclear holocaust ended, the world would find peace and the resources used in weapons would be, at last, used for pacific purposes, including social policies. These expectations have not been met since, so far, the weapons from the cold war have contributed to the increase of a myriad of conflicts between and within states. Instead of a "*pax romana*", interethnic and clan conflicts have grown, including those of a religious nature; crises of the end of imperium, ranging from the battles of the divided populations, so that the colonizer could better reign, to the non-requested emancipation of States by imperial ruin; the multiplying of genocides, which have usually occurred in non-democratic regimes; the dominance of vast areas by groups connected to drug dealers, who have transnational tentacles and even fight among themselves over the spaces of a powerful parallel economy. Those are some of the problems today's world faces. In light of the economic and strategic criteria, some of these conflicts become relevant while others simply continue to be ignored because the intervention cost to the powerful countries is considered excessive. Therefore, if the perspectives are not necessarily to be considered as negative, peace is a value that needs to be nurtured in the 21st century in light of the opening of a real Pandora's box since the end of the cold war (cf. Gomes, 1999).

2. Development: the end of the cold war and the triumph that followed it partially obscured the Phyrnic nature of the victory of capitalism (cf. Thurow, 1996). Globalization, among other processes, took part of the world and certain social groups to an extraordinary prosperity based on the information society and on the growth of productivity at the cost, in large part, of the reduction of the use of human labor. This process, whose results are concentrated in the most privileged sectors of the international (in a certain number of countries) and social (in each society) stratification systems, raises the question as to whether certain countries and social groups could simply be dismissed. The Phyrnic victory results from the fact that the winning economic system needs to make structured changes to continue winning. *After all, can development be generalized? If the answer is yes, there is hope of a future for all of us. Otherwise, some of the actors would be locked in poverty and conflicts in a new age of darkness in which a group of countries, stoked by the benefits of globalization, would build physical, electronic, and other barriers to avoid being invaded by the rest of the world. (cf. Gomes, 1997).*

3. Human rights and equality: Peace and development contribute largely to the respect for the rights and to equality among human beings, but do not constitute an absolute guarantee. Advanced legislation too often seems like a body without a soul because it cannot penetrate enough into societal values and practices. Both in developing and in poor societies there is room for the development of prejudice, violence and the most varied forms of violation of the rights that govern either human relations or the implicit contract by which man is nature's tenant. In the vacuum of values, or the inadequacy of the school, in the lack of *family and of support groups, even developed societies are taken aback by the reiteration of violent actions, like killing someone for being an alien of color or murdering a parent for contradicting one's wishes. In the attempt to understand such actions, one reflects on the fragility of the juvenile world populated by intelligent lads and lasses, adorned by clothes of the best trademarks, but emotionally fragile, like glass, like incredible boats without navigation instruments, seeming to move in an emotional desert, in which they succumb to the ethics of the*

circumstance, by which all is possible, including violence (Andreoli, 2001). In light of this vacuum that globalizes, it looks like the worst form of poverty is not material deprivation, but the lack of definable values. The reactions to this "*status quo*" present a vast spectrum that can go from political and religious fundamentalism to the most democratic experiences of action in favor of human rights.

These challenges to basic values underwritten by the United Nations member countries do not allow one to consider a catastrophic scenario. Each age tends to consider the problems of their time like the worst whereas the previous ones, sometimes more complex, are distant in the historic past. On the other hand, education seems impotent in front of a delimited framework, as if it were nothing but a flower under the caterpillar treads of a battle vehicle. Once, a young lady, irritated by the horror of the Balkan conflicts, asked how much it was worth to be an educator. Would not it be better to be a politician, a magistrate or a policeman? Her teacher replied that such conflicts were, as much as anything else, evidence of the power of education. For centuries, generations were educated in prejudice and in the memory of barbarian actions, in a way that interethnic hatred exploded in certain circumstances. It is clear that this education was not acquired only in school, but in the family, in the neighborhood, in the community, both face to face and through the means of education. If the educational process was powerful enough to cultivate hatred, why could not it be equally influential for the building of peace? This way, the power of education can be measured in perseverance, coherence, and intensity of activities that form values, attitudes, and behaviors.

LATIN AMERICA AND THE CARIBBEAN

A survey examined 50 specialists and 32 educational authorities and opinion leaders in our Latin American continent to draft the future of education (Schwartzmann, 2001). It is worth reflecting on some trends clearly shown by its results:

- Economic and cultural globalization will have a strongly negative impact in the region increasing the already high levels of inequality and social marginalization.

- Governments will face difficulties in developing sustainable long-term social policies.

- Current organizational and administrative practice of educational systems will change towards a greater decentralization, local autonomy, and community participation.

- There will be an increase in interest in the education of the distinctly organized sectors, adding resources.

- Education will have an important role in the development of the citizens, in the reduction of social inequalities, and in the building of capacity for living in the region.

- The progressive universalization of early childhood education will substantially improve basic education.

- The current educational system will become less important due to the new forms of continuing education and of education for the competencies necessary to life.

- New technology will reduce educational costs and lower the differences between urban and rural populations and between richer and less rich countries.

- The current organization and teacher capacity-building systems will suffer great changes, progressively increasing the participation of communication, technology, and of information specialists and professionals from different fields.

In this way, if the economic and social framework is considered unfavorable, great hopes for the role of education are manifested, creating the expectation that the reforms will be successful if carried out with the participation of the community and if what happens in classrooms is taken into account. The school of the future will be directed to all age groups, being accomplished either inside or outside its walls. It will respond to the learning needs, acknowledging the validity of all types of knowledge. It will be dynamic, diversified, and oriented by the students', families', and according to social requirements. It will be the responsibility of the State's and of the whole citizenry.

CHALLENGES AND ANSWERS

Considering the challenges previously outlined, as well as the values, principles, and guidelines analyzed in this document, it is possible to establish a relationship between challenges and answers, selected according to the criteria of the author's responsibility.

The first challenge is the socialization deficit, already mentioned, in a society in which the roles of family and of other traditional educational agents have broadly changed. While these decline, the means of mass communication tend to take more of the children's and teenagers' time than the school and family life. The crisis of values and the lack of social cohesion require a more active school institution in the educational field rather than in the transmission of information. The rooting of educational processes in society's deepest cultural values, like in some experiences cited here, is one of the strongest sources of inspiration to prevent the school's formative action from being reduced to a polished layer, thence the intimate connection between education and culture (frame 3).

Another challenge is globalization and the inequalities created by it. The role of education, according to the Delors' Report (2000), and as previously mentioned, is to avoid a rupture between a capable minority and an incapable majority. Thence we have the need of a democratic education, building citizenship in various levels of the community, society, and of the interdependent world in which we live. Likewise, to face the exclusion process, it is essential to put emphasis on basic education and on quality curricula that respect diversity, especially of the less socially favored students.

Add to it the multiplication of regional, local, interethnic, and international conflicts, contrasting interdependence, made easier by the speed and low cost of communications. In this paradoxical contrast of paths and barriers, the school can help weave the culture of peace in practice and example, infusing humanization and respect into diversity. Naturally, well-meant exhortations are much less effective than common projects with the active involvement of the school community and of the surrounding community.

Another challenge is the plethora of information created by new technologies, stimulating some people to suppose that computers and networks will replace school. There is nothing more untrue, for the school's role is very complex. It is the school's responsibility to provide children and adults with the cultural bases that will allow them to decipher the ongoing changes. For this, it is important to develop the capacity to sort out the mass of available information, to interpret it better and more critically and to reconstitute the facts in a coherent fashion. That is why the only school to lose direction is that school limited to the transmission of information and that does not educate for creation, critical capacity, and for the organization of knowledge. The school will certainly have to broadly use new technology, and democratize it in the most profound sense. In this way, the intricate bureaucratic controls, the physical walls, the fragmentation of curricula and the repetitive work will be, like old wineskin, destroyed by the action of the new wine, or if the changes do not occur at a level that is up to the challenges, they may remain, in its whole or part, like archeological cysts, surrounded by society.

The last item in this necessarily partial selection is labor. It is an important topic, considering the estimate that in Latin America only 25% of the labor market may be incorporated into the stable nucleus of the economy in full conditions of participation and personal development (Tedesco, 1998). Labor not only can become unqualified to lower its costs, in the praising of the productivity idol, but it can also cause the inflation of credentials. That is, as education generates its own demand, the abundance of certificates and diplomas – if they persist – may value less, faced with the increasing occupational requirements. In this way, the school, apart from the widened citizenship, needs to worry about both the competencies of general education and of vocational education as well. According to Jomtien, the action of the school is clearly turned toward life and, in it, toward work. In the specific occupational field, the participation of school in a well articulated network of partners twining academic and professional knowledge, theory and practice, knowing and doing, mind and hand, according to the Seoul's Congress' recommendations.

FRAME 3
CHALLENGES AND ANSWERS OF THE SCHOOL OF THE FUTURE

CHALLENGES	PROBABLE RESPONSES
Socialization deficit for new generations; lack of social cohesion; school weakness in face of media means.	Value-building; development associated to information; cultural rooting of values; concern about student as an integral person
Globalization; increase on unbalances and social exclusions; greater interdependence worldwide.	Development for citizenship; living democracy and participation; priority to basic education; adjustment of education to adversities.
Increase in regional, local, cross-ethnic and other conflicts.	Education for peace; respect to diversity; school humanization; respect to diversities; involvement of school community and peripheral areas in projects.
New information technologies; information plethora	Organization instead of information transmission; democratization of technologies; critical awareness-building and creativity development; lifelong education.
Unemployment; under-qualification; educational inflation.	Jomtien perspective in basic education; school involvement in a partnership network; theoretical/practical association.

Since the path to the future – or the possible futures – is not determined, but probable, educational transformations depend on a series of factors and conditions: political priority for education; availability of resources; rational criteria to allocate those resources; progressive and non-regressive distribution of those resources, considering the most vulnerable and excluded social groups, apart from the capacity of the educational systems to respond in a flexible manner to the challenges and operational changes. The interactions of the components of this relationship web between education and its context can lead to at least four scenarios of success or repetition, according to frame 4. The most wanted is the one of total success, that is, a combination of society's high priority for change with the high level of internal capacity for change of the educational system. It would be a situation in which the new wine is poured in new wineskins, making the necessary transformations to respond to the challenges. On the other hand, there is the feeling of repetition when low social priority and low capacity for change are conjugated. It is a situation in which the old wine remains in old wineskins. A cultural gap is generated, in which the school remains

as in the previous century, but other institutions tend to make up for its functions, in some better or worse way. Two other situations are of partial success. One, when high internal change capacity of the educational system and low social priority are combined, the impulses are not enough for complete renovation. In this case, the new and the old can coexist in situations like hybridism and compromise. It is as if the new wine, laid down by the educators, were not compatible with the old wineskins, frequently causing its rupture. The other partially successful situation is like old wine in new wineskins. The internal capacity of change of the educational system cannot rise up to the level of social priority. Once more, hybridism and commitment are presented with the possibility (not exclusive of this scenario) to the creation of excellence isles for the elite while other social classes are left to the conventional school.

FRAME 4
SOME POSSIBLE SCENARIOS FOR THE SCHOOL OF THE FUTURE

INTERNAL CAPACITY FOR CHANGING	SOCIETY'S PRIORITY FOR CHANGE	
	LOW	HIGH
HIGH	<p>PARTIAL SUCCESS</p> <p>Changes tend to take place through the internal educational system differentiation, with resources that are not enough for promoting the full change in the existing school for the future school. There may be several instances of hybridism and commitment.</p>	<p>FULL SUCCESS</p> <p>The educational systems positively respond to challenges and use, in an effective, efficient and equal way, the resources available. Changes are both qualitative and quantitative and become democratized according to several social dimensions.</p>
LOW	<p>FAILURE</p> <p>The school does not have enough stimulus for overcoming its internal difficulties. A conservative culture may be established; due to it, other institutions undertake the school tasks and try to perform them.</p>	<p>PARTIAL SUCCESS</p> <p>Like the previous partially successful situation, the changes are incomplete, with broad variations by educational level and modality, geographic regions and social layers. A probable case of hybridism or commitment is the creation of excellence islands, occupied by the elite.</p>

In sum, the school of the future has a basic profile that needs to serve its circumstances, so that schools of the future become a reality. Furthermore, also according to diverse circumstances, the school of the future, even without corresponding to a single model or to a series of models, may or may not come to be as there are no fixed determinations. For this, it requires the union of several favorable factors, highlighting among them an internal and an external group. The first group of factors, as observed, is the level of society's priority for change and the second is the internal capacity for change of the educational system.

In any case, the school of the 21st century needs an ethical, technical, and political competency to generate the same competencies in its students. Ethical because education is necessarily based on values, technical because it would not be able, without it, to offer the fruits expected by individuals and society, political because of the sense of citizenship in which education must be impregnated to respond to the challenges. Finally, it is always worth remembering, in a synthesis of the action projected for the future, that the school of the 21st century relies on the four pillars distinguished by the Delors' Report (2000): learning to know, learning to do, learning to live together, and learning to be. The deficiency of any of them endangers the integrity of the educational work.

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