

THE WORLD BANK

"CURRICULA, TEXTBOOKS, AND
PEDAGOGICAL PRACTICES AND THE
PROMOTION OF PEACE AND
RESPECT FOR DIVERSITY"

PEDAGOGICAL PRACTICE AND
RESPECT FOR DIVERSITY

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Jurys Washington Hotel
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P R O C E E D I N G S

OPENING REMARKS AND INTRODUCTION

MR. SMITH: This is where we get down to distilling the wisdom from our discussions over the past couple of days. I'd like to start, I mean, maybe we could just go around the room and people could just simply reintroduce themselves and say where they're coming from. We haven't all had an opportunity to meet everyone. My name is Alan Smith, by the way, University of Ulster, working in this area related to education and conflict.

MR. COLENZO: Peter Colenso, World Bank based in Sri Lanka.

MS. FINKELSTEIN: Barbara Finkelstein, University of Maryland at College Park. I'm working in this area in a center that I direct and as a professor teaching.

MR. GUERRERO: Andres Guerrero from the education sector in UNICEF and I also work in this area.

MR. LODISH: Rich Lodish. I was head of the East Bay Conservation Corps Center School last year and I'm at Sidwell Friends School now, associate head.

MS. LENNON: He's gone down.

MR. LODISH: Downhill, yes.

[Laughter.]

MS. HOSOYA: I'm Yuko Hosoya [ph.] from the Embassy of Japan.

MS. LENNON: I'm Joanna Lennon. I run the Institute for Citizenship Education and Teacher Preparation in the East Bay Conservation Corps in Oakland, California.

MS. WOLFENSON: Elaine Wolfenson. I come from education and work alongside my husband at the Bank, pushing for education and gender issues.

[Laughter.]

MR. WILE: I'm James Wile. I'm the Director of International Development for the International Reading Association.

MS. DUER: I'm Tia Duer. I manage the program of which this effort is a part to develop new Bank practices to support civic engagement, empowerment of poor people, and respect for diversity in a very operational sense, not just rhetorical.

MR. STEIER: I'm Francis Steier. I work on education at the Bank in the Middle East-North Africa Region.

MR. SMITH: Okay, good. It is a nice-sized group and everyone has got a seat, so we are off to a good start.

It is also an interesting group because it is a mixture of practitioners and people who are coming from a

very practice orientation, academics and Bank personnel, and I think that's one of the challenges, really, in terms of how we feed back some recommendations in light of this discussion.

How did we get this meeting? I feel like of operational programs and plans with the various practices that we've been hearing about, that may be helpful in terms of developing more diversity-sensitive education systems.

Just before we go any further, we do need to feed back in. Any volunteers to make a note along the way, summarize?

[Laughter.]

MR. STEIER: Democracy is when everybody votes you in.

MR. SMITH: You notice the way candor, as well, goes out the window?

[Laughter.]

MR. SMITH: You two guys can do it. Okay. Well, thanks a lot.

MS. DUER: I want to complement what we started off saying just by putting an even finer point on it.

MR. SMITH: Okay.

MS. DUER: And that is that this is going to result in a guidance note, a handbook, if you will, for Bank

staff and also to use in our dialogue with our partners to support Bank lending operations, and so what you need to be thinking of is what should go into a project component on teacher training and institutional support for ongoing teacher development. So that's why we're saying we have to be very practical in how to.

MR. SMITH: Okay.

[Pause.]

MR. SMITH: I don't want to be overly prescriptive about the way we have our discussion, but just by way of a little bit of a framework, I mean, we could go at this from a number of areas. We could--obviously, there may be reflections on what you've been hearing over the past couple of days, this idea of guiding principles that have come out.

For example, I came across a World Bank paper the other day which was talking about the new educational sector strategy on the kind of principles, operating principles that are identified in there, are issues to do with focusing on a client, listening and learning, analyzing comprehensively but acting selectively, using knowledge well, concentrating on the impact of developments, and working with others in partnerships.

So you can get a sort of feeling for the kind of shifts that are taking place in the Bank, which are looking

for, as I read it as an outside, more kind of responsive bottom-up kind of approaches which are sensitive to need and aren't imposing on people. You know, we may want to have comments in that sort of area, about the sort of guiding principles.

I think then when we go to pedagogic issues and teacher education, there is a--we could be talking about, especially when you are talking about education reform processes, we could be looking at what does that mean in terms of engaging with the overall system or with particular parts of it, particular parts of the structure at whatever level, or it could mean initiatives which are to do with practice issues in terms of forms of practice or ways in which this challenge of trying to get new forms of practice really embedded in mainstream education reforms rather than just being seen as fragmented and isolated initiatives.

I think another thing I'd like to add there is probably in relation to, I'm not sure if it's the right term, I always worry of getting too technical, but if we're thinking about pedagogy and teacher education, what are the entry points into an education system.

So, for example, we could be talking about initial teacher education. We could be talking about in-service education, continued professional development. We could be

talking about school-based initiatives, where there's some kind of plan to introduce some new form of practice through a school. Very often, this is the entry point that a lot of NGOs would work through.

And the other issue, I guess, is the relationship between teachers, parents, and the broader community. Sorry about the scribbles. And there may be other entry points, but I think whenever you're starting to think about implementation and practical suggestions, I think it needs to become concrete enough to say, where is this initiative or this pedagogic practice going to engage, you know, are we going in at this level or this level, and who are the people involved.

So that's my kind of perspective on where we could engage in discussion. So it's really open to you, I think, to comment this morning. I think you were first and then--

MR. GUERRERO: I think it would be good if we make an effort to decide in what context are we going to discuss all these, because it can quickly turn into a kind of shopping list in the context of, how do you say, apple pie and motherhood kinds of things? We have prevention. We have situations of conflict. We have past conflict situations. The settings are very different.

Are we talking about industrialized countries and developing countries alike? The needs are very different. Even within the developing countries, you have parts or regions where educational systems exist, are not perfect, but they exist, and other countries where the educational systems do not exist. How do we bring these into the--so I'm trying to say, let's try to be contextual as much as possible so we don't go in all directions because it won't really help unless we want to have a sort of--there's another way.

We may want to forget about context and just think in general terms, but to guide the discussions, I think it would be good if we have a sort of common agreement here.

MR. SMITH: Okay.

MS. DUER: Could I also provide the context for the discussion of this, just to answer this before we go to the next point?

MR. SMITH: Okay.

MS. DUER: I don't think it's appropriate from what we've heard in the last two days to be focusing on in-conflict settings. People are too embroiled in the conflict to be really addressing these longer-term issues.

If you talk with the head of our post-conflict and reconstruction unit, he will be the first to tell you that

pre-conflict and post-conflict reconstruction have many commonalities and from the point of view of having this, as we say, have legs, having legs in the Bank, not being viewed as a boutique trade, it's very important that this be integrated into education for all.

So it should not be viewed as relevant only in a post-conflict setting, but, that is, in divided societies, societies that are democratizing, decentralizing--

MR. GUERRERO: Most.

MS. DUER: Yes, most settings, most settings. So don't think of it just in the conflict context.

MR. GUERRERO: I'm glad to hear that.

MS. DUER: Yes.

MR. GUERRERO: I share that.

MS. WOLFENSON: Another point that I wanted to make is what you currently see as an enormous divorce between pre-service and in-service teacher training, and anything we could do in any--whatever we are doing in pushing forward, we have a terrible time because the minister of high education is responsible for teacher education, the minister of primary and secondary education is responsible for the teachers. They don't talk. They don't communicate.

And the issues we're dealing with and the time wasted, the investment wasted on teacher training pre-service is totally divorced. So when you have every--of course, you see that pre-service teacher training isn't so valuable. It is because it's really--even in India, where they did the total overhaul, the pre-service--for the DPP, the pre-service is still divorced from the DPP. So they still need this total retraining. Maybe Sri Lanka is doing it better.

But I'm stating that we just looked at India. In country after country, one of the major problems you're dealing with.

MR. SMITH: Okay. Just if I may, I'm starting to call down here, but on both those points you're about to make, I think the challenge is, then, what is the suggestion about how, in operational terms or in implementation terms, you deal with this issue about it needs to be contextualized. What does that actually mean there for your operational approach? What does it mean, whatever you're saying about this divide--

MS. WOLFENSON: You do it for both. You do it for pre-service and in-service. What's your focus, because both are following this teacher, often in contradictory ways.

MR. SMITH: So I think we need to get--we need to get to that point where we're actually maybe making suggestions about what this guidance might say, about how you can make it contextualized and where you concentrate your effort.

Barbara?

MS. FINKELSTEIN: Yes. I guess I want to build on both points and one that our guys made yesterday about students, because they do exceed [inaudible]. So when--I think as we think about your three points and as we think--I think we need a set of--and this is going to sound very academic, and it is, but--and I'll apologize for that because I think it becomes "leggy," but I'm not sure, and that's to think in terms of a set of entry points that by their very definition link all people and all levels of the system, including students.

So that if government agencies are--if national government agencies are generating teacher education practices that may or may not be implemented at local levels and teachers may or may not understand them, and even if they did, did students even get them, that the entry points that we talk about, or at least the principles, constitute ways to link, I guess all the stakeholders, but that's to put it that way, but create working teams that are deeply

representative, not only method groups, but of people whose views of school systems is very different.

So someone in the national agency is going to have a very different view--this is not news--than people on the ground, and yet we continue to fragment the approaches to it. I would like to see a principle of holistic policy thinking that--in a local area that integrates policy makers, planners, social advocates, teachers, students, advocacy groups, and that is the kind of principle at least that seems to me we could think about entry points in precise areas of education doing it, but also to do it in ways that asks in-service teachers to consider their role as cultural mediators.

If that's an intervening concept of teachers as cultural mediators--you know, these are just examples. But that's the idea of this kind of mediating concepts on the one hand and knowledge representative experts on the other.

MR. SMITH: I wonder, do we know of examples of that where there have been attempts to link changes and approaches to teaching--

MS. LENNON: Well, I'll use ours as an example, because I was just thinking as I was listening to you, this whole notion of service learning as a teaching methodology really started to become part of the national nomenclature

probably about 15 years ago, and it came not from teachers or universities, it came from community-based organizations who were working with at-risk young people and had to come up with a different way because they were failing in the traditional school system.

And when I think about it now, we have come at it from every angle. Like we have partnerships with universities, trying to change the way teachers are trained. We have in-service training every single week in our school, for example, because even though those teachers, we have trained them, they still need to be trained in a different way.

We are developing curriculum and we are getting research done on that curriculum, so there's now something like 300 universities involved. It's taken, like, 20 years, which I guess is a blip in people's eye. Me, it's my whole career. It seems like forever. But we--so there's research going on.

It came, though, from the community-based organizations. So there's a whole network of community-based organizations all across the country that have been using this, some in traditional schools, but mostly in community-based organizations. So it's being--and now, for example, Congress has passed an act identifying this as a

teaching strategy. The State of California, where I am from, has said every student has to have an experience with this methodology. We have universities that are now doing research and looking at it.

So unless you come at it from all different angles, it doesn't work, and unless--it can't be a top-down thing.

A number of years ago--I would say it was, like, in 1988--Derek Bok at Harvard, there were three university presidents, Howard Swearer at Brown, Derek Bok at Harvard, and Father Hessburg at Notre Dame, who formed a coalition of university presidents to say that all young people in universities in the United States should get this civic engagement.

But at the same time that that happened, there were student-driven organizations that were started that came at it from service organizations on campuses and it kind of spread out, you know, in circles, and I think the only way that people are really talking about this methodology now is that it would come at it from every different angle, so we're not concentrating--if you just concentrate on universities and then they get put in schools, teachers, where there's no curriculum at this, there's no research that shows it, there's no methodology to

train teachers, teachers are then isolated and it doesn't work, and the same if you come at it the other direction where there is not the research and the university credibility. It doesn't work, either.

So it's one example of a strategy that has worked-

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MR. SMITH: Do you need another example?

MS. WOLFENSON: No. I mean, you know, in a way, the DPP in India is always the example of the most inclusive retraining of teachers that brought teachers into the process in the best way, and the best teachers were made into master teachers. But it also was UNICEF. It was World Bank. It was villages. It influenced--it is the model process. It only didn't include pre-service teacher training, and it was only for rural areas. It wasn't for urban areas. That was the--

MR. SMITH: Is this another example? I'm just conscious of--Francis, go ahead.

MR. GUERRERO: The example of--we will find plenty of examples, plenty, plenty. The problem is how you mainstream those and you go upscale with those programs, and I think that's a challenge for organizations like us. We can't be happy with a project in a specific rural area where

300 kids are benefitting while thousands, millions of them, the others are not.

Examples that I can think of is Esquela Nueva [ph.] in Latin America--

MS. WOLFENSON: And then Aduco [ph.] in El Salvador.

MR. GUERRERO: Aduco in El Salvador. But in Esquela Nueva, it's something that you can mainstream. It's going to other parts of the world. It brings issues of child labor to the attention of the school in a way that the school--the kid can go back to work in rural areas and comes back to school and doesn't have to repeat the year. He continues. So that's one avenue.

Bulsa escuela [ph.], a new initiative in Brazil that work at the government Ministry of--Minister of Education in Brazil has launched, I think the Bank is also involved in this in bulsa escuela, the scholarship, school scholarship programs, where you can have the scholarship that is given to the mother so the child, instead of going to child labor, goes to school.

You can have the--incorporate in those existing initiatives what we are talking about, because I think the--my experience in working on peace education, development education, human rights education, is that it's like adding-

-people think you are adding more content into their curriculum up to a point where people say, no, we can't have any more. Let's go into this transverse--it doesn't work like that.

What we are talking here is about improving quality of education, so that's what we should be keeping in mind rather than bringing promotion of peace and respect of diversity yet as another parallel approach. In fact, the schools have been very bad in doing this work. It's mostly done through NGOs in a number of countries, community work, he was saying. And yes, school structures, systems, are not made to be tolerant in many parts of the world, so that's what we need to--

MR. SMITH: Okay. Francis, and then Rich.

MR. STEIER: Thanks. Just to follow up on some of the earlier points, we had not only structural obstacles to in-service training, we have cultural obstacles to in-service training.

In many of the countries that I have worked in, particularly in the Middle East, we have cultural problems in terms of some--especially for the faculty members in high education who don't really feel the need that they can improve on anything they're doing by definition. And we also have cultural problems in terms of the decision makers

who often have budgets to run and they will have to--they will want to see the value added of these things.

So whenever we think of obstacles, if we can work with obstacles, we need to make sure that we show them what has been the value added of those examples. What is the value added of those examples, positive examples that we are going to show to our partner in client countries.

MR. SMITH: I think, yes, these are all things that Bank personnel would like to have information about. I mean, even just having the information about these examples--

MS. WOLFENSON: That is helpful.

MR. SMITH: --and so whenever they are talking with country representatives, they can point to cases where they could maybe support visits and contact--

MR. STEIER: Absolutely, because very often, the reaction of a number of ministers of education, and certainly the reaction of ministers of planning and ministers of finance is, look, we have the human capital. We have the people. Give us the money to build the schools and purchase the computers and the equipment. The rest, we can take care of.

MR. SMITH: Yes.

MR. STEIER: Very often, that has been the reaction. So we need to show that, well, wait a minute. In such country, this is what we have done, and not to forget, this is a general problem for in-service training. When we are talking about in-service training that would address the issues that we have been speaking about for two days, where we are at the margin, in fact, we are almost, even within the Bank, we are borderline outliers--we are pushing the envelope on this topic within the Bank even among some of our colleagues.

MR. SMITH: Rich, and then Elaine.

MR. LODISH: I guess my question is to go up a few steps, that any road will get you there if you don't know where you're going. In terms of the guiding principles, I mean, do we state, not in a traditional sense, but in terms of diversity and civic engagement, that this is something that when people go to different countries and figure out ways to bring people together, however, in-service, pre-service, that these are some of the ends points that we're seeking? I mean, do we say that? I mean, otherwise, I'm not sure what you do in-service for.

MS. DUER: We have to say it for our own staff. Otherwise, it's not clear what we're about.

MR. LODISH: So then what I would say is that my suggestion would be that there should be guiding principles for our own staff in terms of an end goal, that this is why we are doing these things. Otherwise--

MS. DUER: Absolutely.

MS. : And really define them.

MR. SMITH: Elaine?

MS. WOLFENSON: Two different points. One, the former Minister of Education in Australia always made the point that when he was Minister of Education, he didn't include the other party in the overhaul of education. So when the next party came in, exquisite reform. They just threw it out.

[Laughter.]

MS. WOLFENSON: Eventually, it came to pass, but, I mean, when you're thinking about what you're trying to do here, it's really to bring conflicted parties together. So if one brings them together at the drawing board in the creation of teacher training and what these values are, it's killing a lot of birds at once. In any case, it's something I think we do now. I mean, I think we had that example and we learned a lot from it.

Having just been to Jordan, where they've just done a policy reform--have you been involved in that?

MR. STEIER: Not in this one.

MS. WOLFENSON: You know, which is the Bank and others, and they did as much, I think, as the Minister of Education, civilian Minister of Education, Ph.D. in nuclear physics from MIT, you know, really above your average minister of education, but the Islamics have gotten into the schools in Jordan and he was not willing to have a war over this policy reform, so that when we met then with the young entrepreneurs, who, by the way, are a great group to bring into education because they're the ones who know how the system--they are the survivors, in a way--they were extraordinarily critical of this new education reform, which was interesting to me. And they had been brought into the process.

But once you have, which has happened in so much of the Mid-East, the Islamics embedded in the schools, how do you sit around the table with them, and that may happen to--

MR. SMITH: Peter was next--

MR. COLENSO: I don't know if I can express my point coherently, but I think the concentration on the task that Tia has given us about how do we--what are the operational avenues here, what are the entry points and how can we make things responsive, people responsive to it, I

think there's--that's a very sort of practical task and it's the right task because particularly Bank people seem to be-- Bank people are criticized that they're driven by their operations, and it's a very complex operational environment and if you're going to change something, then you put it into the operations somehow and that's what will make them respond, and that is the case with a lot of organizations.

But what I'm struggling to think through is the different levels of actors and operational implications. One is they hold to diplomacy framework. We have a strong diplomacy framework for promoting diversity and peace-building from the rights declarations that you went through yesterday through what's in the [inaudible], et cetera, and then coming up from the country level. I suspect many countries have a strong diplomacy framework in terms of promoting diversity and social cohesion and feasibility. Sri Lanka certainly does, although it's never been clearly operationalized or articulated.

So I think part of our job, if we want to do this, is to make sure the international policy frameworks and the national policy frameworks are there to support all this. That's got to be there.

Then the next thing is to make our plans that are derived from those policy frameworks, our strategies and

plans practically responsive to those policies, and that involves a new set of mechanisms. That involves how the poverty reduction strategy paper is put together, how the national sector plan is put together, if there is one.

It involves how the Bank or other agencies' projects are together, and increasingly, which is a very positive thing, donors will work together around common funding mechanisms based through either budgetary support or based around PRSPs, et cetera, which overcomes some of the problems that you were talking about, Francis. If the Bank are not well to deliver on something, not well-positioned to deliver on something, then we get a sort of pooled approach, the UNICEFs, the DFIDs, whoever may have a value added there, and that may be their advantage.

So I think that the policy framework needs to be right. Then our strategies and plans need to be right. And then the key thing is that you need the people to believe in delivering this, as well, and if you don't have that, then you can't redo anything. So you need to sell the product if people are not already convinced to Bank staff, to the other development banks, and critically, it has to come up from the country itself.

And I think if you've got the policy framework right, if your operational plans and your operations are

responsive to that and you've got the impetus, people believing it from the international agencies, and most importantly, from the country itself, then that's a thread that will achieve results.

Now, I kind of deliberately haven't talked about any of the technical issues about what it might mean in terms of teacher training, but I think that's the real-- that's what we should focus on.

MS. FINKELSTEIN: I was just going back to Francis's comment, the one you just made, Peter, to think about linking policy exploration with outcomes in that big level, is that one thing that, in general, at least in the United States and in most the studies I've seen, and I've fairly thoroughly looked over the education sector documents in preparation for a brown bag that I did at the Bank a while ago, and what struck me that wasn't there, and again, I don't know how to frame it in organizational terms, because that's not what I'm good at--I'm not sure I'm good at what I'm about to do, but in any case, I know I'm useless in that way--but the cultural exploration or assessment-- I've seen in the papers this week calls for cultural assessment, you know, which is really an interesting concept. It doesn't get into policy work in the United States, I know that, and it typically doesn't seem to be

very basically intruded into most policy analysis all over the world, as far as I can tell.

And one question that would go with that in guiding people is how is the weight of tradition operating in attitudes and practices? That's an unasked, a normally unasked question. You know, how does the weighted tradition work? What are the habits of heart, mind, and association that drive banks, donors, teachers, students, and et cetera, local NGOs?

That's kind of basic research that doesn't feel operational. But without that bank of knowledge, it seems to me that the sophistication of the policies or of the intervention or entry point measures will not be as rich as it needs to be in order to think through how really useful practices can begin to change the ways in which students learn, teachers teach, policy makers think, planners operate, and that kind of thing.

MR. SMITH: Does the Bank approach that kind of research--

MS. DUER: No.

MR. STEIER: Unfortunately not.

MS. DUER: The real point of entry for that would be at the community level--

MS. FINKELSTEIN: Right, exactly.

MS. DUER: --community input on the nature or the quality of the education, whether it's relevant, the role that people from the community have in providing some of the education--

MS. FINKELSTEIN: Tia, can I ask a question about the definition of what you meant by community, and I ask that not frivolously at all, because as far as I could tell, and again, I may be wrong about this, and just jump all over me, but the community for me is locality and geography, you know, at the neighborhood community level.

MS. DUER: That's how I'm referring to it.

MS. FINKELSTEIN: That's how you're referring to it? Okay.

MR. SMITH: Francis?

MR. STEIER: Systematically, we cannot--we have not, I must say we cannot and we shouldn't--we have not done what Barbara is proposing to do in a systematically way. Now, some task managers are more interested in this topic than others, but all the task managers have, most of the time, budget restraints, you know, a certain amount of work to be delivered in a certain amount of time, and the type of research that Barbara is talking about requires an intimate knowledge of the country and it requires investment in kind that often there is a tension with operational constraints.

MS. WOLFENSON: The other side of it is that sometimes there are educators in the office who are local who bring that automatically to bear, and so that is the balance, depending on the office.

MR. SMITH: Anji?

MS. DOKA: Yes. I want to add on to what Peter was talking about. I think with the case studies we had yesterday, especially in Pakistan and Rwanda, I really got concerned when they went and presentation was made because I really didn't see what they're doing differently. In fact, I think that's the most scary situation. The people who were involved in those atrocities are people like you and me. They probably went to the same schools we went. We feel very reasonable people in the group never get involved in something like that, but they did.

But listening to the head of the curriculum development, I do not see what they think they have learned from that experience or what they are going to do differently, and maybe if we talked to Hopkin from [inaudible], he seems to know the Rwandan situation very well. But even in the Pakistani situation, there seems to be a helpless, you know, on what to do, and these are countries where the Bank has been working for years.

Now, we have an opportunity now. These things might be at the fringe, but if a fast-track team, they are going to produce guidelines for countries who are in the fast track on what to do, and I think this is what we are supposed to be filling in, too.

What we are thinking about here is to help us get the guidelines that will go into--you know, those, at least, we'll know by the end of the year they're going out there in the countries and you can go to the task managers straight and say, look, what is happening in Pakistan.

In your dialogue with the country, can these issues be raised, because mostly when you talk to the countries, they say, yeah, we have a problem, but we don't know how to deal with it. They haven't seen it dealt with someplace else, and as she was saying, the examples where it has worked. But they don't have the opportunity--we do--to get these experiences and can we take them to them through these guidelines so when we're discussing here--

I think we should listen for people, too, who are not in development like ourselves. We always attack issues from a different angle because we've been trained to attack issues like that. You keep saying, why can't you guys--he's asked twice. He's asked twice. Yesterday, he asked. Now, he's asked again. Why can't you have something to guide the

task managers when they go out there, yes, and that is the point. What are we putting in place? What are we putting-- he's looking from us, how this will help.

MS. DUER: Good idea, and that's the whole reason of doing this.

MR. SMITH: Peter, and then Tia.

MR. COLENSO: I'd agree with what Anji said. Very good points. What Barbara said interests me, as well, and connect it to what Francis said.

The kind of process you are describing, which involves stakeholders much more and looks at tradition and looks at different perspectives, the mechanism that is well constructed to do that is the poverty reduction strategy process, which is something that happens all over the world, and because of the number of--for a number of reasons, that's a mechanism which is necessary, involves a lot of community-based organizations, NGOs, et cetera, and that's the result of a lot of advocacy over a lot of time.

But if you look at how--and I'm being a devil's advocate here and I don't really know this, but the Bank are criticized because if you look at how, say, an education operation is put together, who does it? It's done by technicians, typically economists, typically from a

distance. Now, I know that's a caricature and it's not fair, but on the one--

[Laughter.]

MR. COLENZO: But within that sort of other extreme, it's very difficult to get from there to the kind of process which is happening in a PRSP.

But I do think that the kind of partnership and pooled approaches and these mechanisms that we're moving towards provide precisely the opportunity to overcome this. It's to bring together the complementary skills of different agencies, and most significantly, bring all our operations behind a single strategic framework, an operational plan that is government-led, and that's where the big gains might be made and I think that's where we might sort of focus our attention.

And the EFAFTI is what bigger opportunity than that, you know? Everyone's coming behind it. Well, almost everyone is coming behind it. It's going to be enormously influential in terms of resources and politics and everything.

Now, if there is a way of getting into that process without sort of flying a flag that's not welcome and in a way that does also--is very cognizant of local context and country context, and I always have in the back of my

mind James Stevens' comments about Bosnia, which are very relevant, then I think that's where we might make progress.

MR. SMITH: Tia, and Elaine, and--

MS. DUER: There are so many things I want to respond to. I'll have to be very brief.

But on the PRSP, yes, in an ideal world--

[Simultaneous conversation.]

MS. DUER: I'm sorry. The Bank has an agreement with the government on a poverty reduction strategy framework which really guides budget allocations broadly. I think it will be some years before that's a really participatory exercise, and my strong advice to you is to stay focused on the things that relate to education operations and EFA fast-track guidelines and the training that supports it.

I've already talked with Karen Lashman, who is managing the EFA fast-track training programs for our clients--Education For All, and it's a program of massive support to countries with a lot of out-of-school children. But it also provides an opportunity for broader education reform, doing it quickly, put them all on a fast track.

I think what I sense in the discussion is--we're going through this initial stage of just a lot of discursive thinking. I would like to take kind of a broad

framework that you have outlined in terms of policies, institutions, changing practices, and so on, and overlay it on your points of entry here.

Bear in mind that we will never get all these things in place before we act. Otherwise, we will never act. We will always be in analysis paralysis.

So what we need to do is get a fairly clear vision of what the ideal would be, which is not terribly contextual specific, it's just a kind of broad vision. But then, we need to think about scenarios for bringing stakeholders together from these different parties that we have all been mentioning, including community advocacy groups. I think that's a really good addition, and the entrepreneurs. I think that's also a good addition we normally wouldn't think of in the education system.

You will influence the expectations about what teacher training should focus on at pre-service as well as in-service to the extent that you get a very strong stakeholder-driven process going that includes dialogue within the country and well-designed--well-designed--study tours coming back with further analysis, piloting in the field, more analysis for feeding back into the systems that scale it up, and a lot of publicity, and here the role of mass media is very important and getting it out in public

discourse among community members as to the role that they can play, getting their voices heard.

So I would encourage us now to start talking very specifically about points of entry, and may I, since I have this moment, just start on pre-service training, for example.

We have heard about the role that the International Reading Association can play in bringing teacher resources to bear. It may be imperfect, who knows, because you draw on the people who have signed up. But you could draw upon really superb teachers from a variety of regions to come and enter into dialogue with the pedagogical institutes, and not just the leadership but also the teachers, the teacher trainers, about the different ways of approaching teaching, the inquiry-based, the service-based, the skill-based, you know, and the philosophy that drives it in terms of education not just being about the specific substance, but equipping people to really be productive citizens, huh?

And then you can support that over all, you know, over a period of years by people coming back, having schools like the Amity Schools in Sri Lanka, where you are focusing attention at the outset, it's kind of like your East Bay Conservation Corps, charter school, you're focusing

attention at the outset in order to have learning labs to feed back into the pedagogical practice.

MR. LODISH: And your teachers you are training to do the training.

MS. DUER: Yes. Right. Right. So you're developing that constituency and those partnerships.

MR. SMITH: What sort of demand would that put on organizations that are, you know, have been created for your own specific purposes but now you're kind of being asked to enlist--

MS. DUER: You mean IRA?

MR. SMITH: Yes.

MR. WILE: Say that again.

MR. SMITH: Well, really what I'm saying is Tia's suggestion is trying to make it a very concrete and practical suggestion to you that there might be this function that you could fulfill in terms of the practice that you're--

MS. DUER: I talked with Alan. He thought it was great.

[Laughter.]

MR. WILE: I was going to say, they want to do that.

MR. SMITH: Say, for example, in Sri Lanka, there are 15 colleges of initial teacher education. There are, you know, people--

MR. WILE: I think what we look at, at our role in that sort of operation is to start a conversation with people--I think this goes back to what you were saying, Elaine--start a conversation with people who don't normally speak to each other, and I think that's what an outside person can do. When we do our teacher education workshops, for example, we make sure that they combine teacher educators, secondary school teachers, and preschool teachers all in the same room, school inspectors. Everybody is experiencing the pedagogy at the same time.

And it's not that it's just convenient for us to sprinkle this information all over, but what happens is you really do see dialogues that have never really taken place before and it breaks down a lot of the issues of sort of--the stratification of the university professor in some countries are very--so far above the classroom teacher that it takes a while just to get everybody to talk and listen to each other.

So I think that's what we can do in that sort of situation, is to provide those sorts of mechanisms for bringing those discussions about, and also for building

those kinds of relationships because we see that they extend along after we leave the scene.

I just would add one thing that hasn't really come up and that is that sort of formal sense of mentorship, and I think that--how do you institutionalize that discussion? I think that when it comes to pedagogy, that is certainly the one way that we institutionalize the relationship between in-service and pre-service teacher education, is by forming traditions of mentorship that teacher--people in a teacher training institution have to do outreach. They have to be out in the schools for a certain period of time.

Many teachers are mentored by veteran teachers, and that, you know, these sorts of things may happen informally in some, because some people have good hearts, but I'm really talking about developing structures that include rewards for faculty at universities, that reward people who are veteran teachers, really institutionalizing a formal mentorship.

MR. SMITH: Okay. Elaine, I think you were--

MS. WOLFENSON: I'll pass.

MR. LODISH: I want to follow up on that. It seems to me that what we want to do is develop these entry points and service and in-service with the idea that

ultimately we pull away, to train the people to do it, and I think that's what you were saying, as well.

I remember looking at those--the World Bank with Aga Khan was doing in training local people, and then people from little rural schools would visit other schools and it was all within the community that they were training and I think that's the successful way to do it.

So to define the people that would be most useful in doing that training in the country, in the communities, and then helping them in mentoring others and training others and that ultimately stepping back and it's in that program--and the guiding principles that we're discussing.

MS. LENNON: Well, yeah. You have to train the people who are going to mentor first in what you want them to mentor.

MR. LODISH: Right.

MS. WOLFENSON: In a way, Japan has a marvelous system because it has the master teacher and the new teacher, and I don't know, in their training--and I've only observed math classes because it's the only language I understand in Japanese--

[Laughter.]

MS. WOLFENSON: --but what was modeled in that relationship is really modeling everything we're talking

about, where the older teacher and the younger teacher played off against each other and included the children. I mean, it is the model of what you were talking about, asking children what--focusing on what they know before you begin the topic. You know, if you've never seen it, you should look at it because they do it magically.

MS. DUER: We've got videos that show it--

MS. WOLFENSON: And I went to the actual classroom. I mean, you know, this wasn't for show. This was real. And it is--but what you have modeled before you is respecting each other, the older teacher respecting the younger teacher, playing off of each other, and in a curious way, in that model of inclusiveness and of listening to each other, that done in a different context, even in math, it's really setting that example of respecting everyone, of peace and harmony.

I'm not sure you have to do too much more than that. You know, in a history class, I'd love to see how that plays off, with the different views of history, where the younger teacher and the older teacher--and not everyone has teacher training as exquisite as Japan, nor can they afford it and it'll take years to get it.

However, there is in that model something that ultimately we want, is that the teacher being the model for

the children, of listening, understanding, being able to--
being trained as a mediator when children don't get along.
I think that--

MR. SMITH: Andres?

MR. GUERRERO: Just one quick point on the teacher
training and then I want to come back to another entry
point.

I want to be also realistic. I want to think in
terms of what is going on right now, and I want to think
about Africa at this point, Sub-Saharan Africa. Let's take
the case of Zambia, where HIV/AIDS is decimating the
teaching profession. More teachers are dying from AIDS than
the system can train in a year.

So listening to your idea of mentorships, I think
is a good way of promoting regional training programs so you
can have teachers from the region going to these countries
for one year, two years, filling the gaps, but bringing
these new notions, as well, and building on current
situations of crisis, such as HIV/AIDS, which is very
different to a conflict, an armed conflict, but still is a
big, big--yeah, it's a big issue that we need to tackle. I
think that could be one way of approaching teacher training,
as a regional cooperation program, so South-to-South, you
also bring that notion.

But I want to come back to the other entry point, and before doing that, I want to tackle three steps, still another point of policy framework and then strategies and then the entry point.

In terms of the policy framework, I think we have that. It's already there, EFA, but we have the millennium decade goals. Those are very specific goals for the decade which gives us the framework, so I would say, let's stick to those, millennium decade goals, EFA, particularly EFA when it comes to those goals such as life skills and the monetary recruit process will be reporting on life skills next year and they've having a huge problem because they don't know how to monitor, so they will make a nice contribution to the monitoring process.

The special education initiative, the EFA, is like in the Convention of the Rights of the Child, Article 28, everybody talks about, but Article 29, which is about the aims of education, very few people talk about, although they use the general comment, prepared by the committee on this area that we should be also using as another tool.

Then we have the strategies. We have the fast-track initiative. We have the PSPs. And let me just quickly come at here what we are doing in UNICEF that can also bring another--we were talking about comparative

advantages and partnerships, working in partnerships. This may be another way of influencing.

We are launching an acceleration strategy for girls' education which is complementary to the fast-track initiative. It's not different, or not separated. And this, we call it 25 by 2005. There are 25 countries that have been selected in the world.

The idea is to move the agenda on gender parity by 2005 in a way that we don't forget the commitments made in Dakar about achieving gender parity by 2005, and we are saying, well, let's try at least to reach 30 percent of the goal by 2005, because we, the international community, if we don't do this, we are going to start losing credibility, and I think it's also very important that we keep that in mind, our own accountability in this area. If we stop being credible, well, we better go somewhere else.

So that's another entry, no entry point, but the strategies, no, that we should be considering.

Now, turning to the entry point, I think we need to look--how would I look it? I would look at it from the life cycle approach of the child, starting with early childhood development programs. I think here we also have experience. The Bank has experience on early childhood programs. UNICEF has experience. Many other agencies are

working in this area and they're bringing the integrative approach to early childhood development in a way that, working together with schools, communities, families, is a starting point.

I think family is very crucial in what we are trying to do to be considered as the starting point, because the learner is not an empty bottle that comes to school. The learner comes with a culture. The learner comes with a language. The learner comes with or without the support of the family and the community. The learner comes in good health or bad health, well nourished or badly nourished into school.

MS. WOLFENSON: Lots of biases, or maybe open.

MR. STEIER: Absolutely. A child at the age of two is already aware of gender stereotypings, for instance, autocratic, patriarchal families. We know these things, so we should be using as an entry point the early children--the approach as to early childhood development, and there are good examples of that, and influence those.

Then, following the life cycle, I would see, from my perspective, out-of-school children as a way of--as an entry point, if you like, to improve quality of education so education becomes inclusive, every child can go to school, becomes effective and protective of children, as well.

And then I would go on and talk about adolescent development and participation, because it's not quite the same. I was talking just about for school children. Numbers are important, but also we need to think in terms of this particular group of young people who are forgotten in the agendas. They are very visible in the agendas. And when you look at world statistics and population, 50 percent of the world population is under 25 years of age. From ten to 19 is about 30 percent. Eighty percent of those live in the developing world.

So we are not talking about educating future citizens. These are people who right now are abandoning schools because they have to work. Education is irrelevant, so repetition is a big issue there. So I think adolescent development and participation is an area of great concern for what we are talking here.

MR. SMITH: Okay. Right. I am going to make a suggestion, then, to try and, first of all, take a leaf out of Jim's pedagogic book, respond to peers' concern that we get some concrete suggestions out of this, and hopefully make life a little bit easier for our reporter.

[Laughter.]

MR. SMITH: We have 25 minutes left. What I am going to suggest is that we spend the next ten minutes doing

a little exercise and then hopefully sharing what has come out of that.

I want you to take a clean page and I want you to hand these in, as well, again, to help with the record, so that you don't have to record all this, so you'll have them on the sheets of paper, so good handwriting.

MR. STEIER: Do you want our names on it?

MR. SMITH: Not necessarily, no, but legible handwriting is important. If you divide your page in two, for example, horizontally, you might want to do it on the back, where it's clear.

You divide your page in two, and on the top of it, simply put the title "Guiding Principles" and number one, two, three. The title "Guiding Principles" and one, two, three.

And on the bottom part, put "Suggestions for Implementation" and again label it one, two, three.

Now, this is the one chance you have to influence the guy who controls the money in your country.

[Laughter.]

MR. SMITH: So I want you to really focus on what are the kind of three, in terms of most important guiding principles in your mind that you would distill out of these past few days.

MS. DUER: What do you mean by principles?

MR. SMITH: Well, I guess we're talking about what you suggested, Rich. What in the program manager's mind are you hoping that he will get out of this? I mean, it could be, for example, put kids first, look at what kids are getting out of this, or it could be something about ownership, that kind of thing.

MS. LENNON: Now, there's a difference between guiding principles and best practices, and if you're not making that distinction, I'd like to know because it will be different, because I think guiding principles are overarching principles, and then there's best practices that carry out those guiding principles, and the best practices would be put a child first. To me, it wouldn't be a guiding principle.

MR. SMITH: Okay. Right. Okay.

MS. LENNON: But I think we have to agree on what the definitions are or we're all going to come up with something totally different, you know. Maybe not? No? No, Andres?

MR. GUERRERO: Well, I think both--

MR. SMITH: I think we might learn how people are interpreting this term, because if we're going to create guidance and as part of that guidance we're going to say

"guiding principles," then we need to see how people are interpreting that, so let's not get too hard on ourselves.

In terms of implementation suggestions, I mean, you've already made this kind of suggestion in relation to matching up practice, pedagogic practice in terms of reading. You know, that's very specific. Are there other specific suggestions for implementation that you might recommend?

If it doesn't work, we don't have to worry about it.

[Pause to conduct exercise.]

MS. WOLFENSON: The Maria Foundation, which is a sort of media foundation, has created videos for high school teaching and they've used artists, actors, and teachers-- have you seen this?--brought them together and created the most extraordinary videos for teaching relating everything to real life and training teachers as part of the process to be creative.

These videos, which are being used as alternatives in high schools, the students graduating with these videos are doing better than the students in regular schools. In addition, teachers are getting trained creatively. I mean, it is the best model I've ever seen anywhere in the world for a new approach that could move from country to country.

The tapes could be--I mean, again, it's very localized. You would want, just like textbooks have to be, based in honored tradition and local.

It's amazing to see what happens, and why it works, I think, is because artists and creators have been brought into this very conservative teaching process, and it's just--it's one of the most hopeful things you've ever seen.

MS. DUER: Well, it's the linking of the visual with the oral with the--

MS. WOLFENSON: Absolutely. It's all of that, you know--

MR. SMITH: Okay. I don't want to open it up at this point--

MS. WOLFENSON: I'm not opening it up. I just didn't want anyone to leave without knowing about it, okay.

MR. STEIER: Thank you for mentioning this. It reminded me of two things that I saw in France. One is a documentary which came out earlier this year called [in French] "To Be and To Have," and it follows--I mean, it's a full-length documentary that follows a single school teacher with his kids. It's a two-hour film. It was magnificent.

And the other one is a series that I discovered almost by accident in France on TV, on national TV, which--

on prime time, which follows the life of an itinerant teacher that sort of does replacement work from town to town, and they're building up the stories, these little stories with child actors, and it's wonderful. But what's wonderful, I mean, one of the things is not only to see the children act, but to see that they're showing the teacher as a hero. So again, it's the artists that are contributing to uplifting the profession.

MR. SMITH: Okay. Yes?

MS. LENNON: I just want to say really quickly, we are piloting right now a teacher production program with the University of San Francisco which does exactly that. It's an arts and education collaborative. We brought in dance companies, singers, musicians, et cetera, and they are all part of this teaching credential piece, and they come into the classroom and it does the exact same thing.

And then we've also paired teachers, our master teachers, with these credentialed candidates, and they're also getting their master's in art, and then integrated across the curriculum. So--and this is our first year of doing it, and it's amazing, the success of the program. And, in fact, they just added like another eight teacher credential candidates to the school because it's so--it's working so well. So it's brought in the community of art,

because they have a different way of working at the world.
So it's working great.

MR. SMITH: All right. Well, I'm trying to keep us on the fast track to coffee, so we have about ten minutes left.

MS. FINKELSTEIN: I'd be happy to do my list.

MR. SMITH: You'd do your list, yes--

MS. FINKELSTEIN: Do you want to go just around the table?

MR. SMITH: Well, I think what we should do is take guiding principles, just try and quickly share them. We get a feel for it. We don't have to go into a lot of debate and discussion, but at least we'll get a feel for how people are thinking about that.

MS. FINKELSTEIN: I'll be happy to start, just because--and I'm kind of here as an anthropologist. I'm learning as much as I'm--this is really great. I love this. These are field notes I'm taking.

Okay, guiding principles. First are to generate knowledge about the cultural assumptions and cultural capacities of everyone who will have compelling interest in the rising generation of young people. That's one.

Two is to generate risks and opportunity analyses at the beginning, middle, and end of every single project.

Three, to create specific occasions for cross-perspective dialogues in everything that happens. That's mine.

MR. SMITH: Okay. Anyone else? Let's just move it quickly. Tia?

MS. DUER: One, focus on developing kids as productive citizens with proclivities and skills of respect and cooperation as core educational objective regarding life skills.

Two, develop ownership of multiple stakeholders, including ministries of finance, ministry of education, pedagogical institutes, school heads, supervisors, teachers at various levels, community members and advocates, young entrepreneurs, and the media.

Three, interlock policy dialogue with concrete case development that is field practice development pilots to inform and stimulate further scaling up.

MR. SMITH: Okay. You add the ownership. Don't feel you have to say them all if someone's already--Francis was next, and then Elaine, and then Jim.

MR. STEIER: I'm going to step out of the traditional blank envelope, this is what we're doing, as I said earlier. First guiding principle, the purpose of

education is the happiness of the child, which includes the development of the child's full potential.

And the second--the reason I'm saying I'm stepping out of the Bank, because, of course, traditionally, we've spoken a lot about economics, in searching labor markets, and recently, the past five, seven years, we've spoken about social cohesion.

The second guiding principle is that the purpose of education should be, among others, the development of a harmonious society, which includes development of harmonious classroom in the school.

MR. SMITH: Okay. Elaine?

MS. WOLFENSON: Every child should feel included and valued. That's the same. Diversity should be addressed, respected, and treasured. Conflict issues and resolution skills should be included in different classes.

MR. SMITH: Jim?

MR. WILE: Just real briefly, that any educational or pedagogical innovation should be seen as an opportunity for--what's the right word--really restructuring, really restructuring in a larger sense, not seen as an isolated thing. To make new textbooks, if they were textbooks but didn't substantively restructure the larger system, would be a missed opportunity.

MR. SMITH: Okay. Rich, did you--

MR. LODISH: Mine were pretty--mostly related to the objectives of this whole meeting. Respecting diversity locally and globally, valuing civic engagement of students, and further understanding of peace in a more interdependent world.

MR. SMITH: Yuko?

MS. HOSOYA: The [indiscernible] donors can have a common understanding [indiscernible] EFA is very important, so I'm very [inaudible] that you invited me. I think this workshop is very meaningful. If we applied this outcome to real practice, like you said, to make the guideline, then what I want to do is just share this information to the people in the Japanese Embassy, of course, and also for each donors and policy maker [indiscernible] people here, to share the information to them.

MR. SMITH: Okay. Anji?

MS. DOKA: The points I have here have already been said, but I had that when we give guidelines to minister of education, we give guidelines to the teachers and in-service training. I think we shouldn't forget that it should come the other way, as well, that our teachers should have the ability to--they have got this new knowledge to pass on to

children, but that they should listen to the children. We pass on this information to children. At the end of the day, they go home and their buddies [?] are completely biased and the community leaders are giving different messages and it's confusing to the children.

So in the in-service, in the retraining of the teachers, I think the way school traditionally was taught in developing countries, it will have to be a whole rethinking of how teachers are trained. She gave examples yesterday of, you know, this is an opportunity to listen to children, too, and I think he spoke about children being voices. I think children's own ideas about diversity are important. Learn from the kids.

MR. GUERRERO: Yes. As a matter of fact, last year, the Children's Fund, prior to the Special Session on Children, the kids came out with their eight statements and one of them on education was we want to feel happy in school, so you are indicating the same things.

Apply human rights principles, such as the best interest of the child, rather than the best interest of the nation sometimes, start from the child. The right to nondiscrimination, fully applied. The right to development and protection of the children, and the right to participation.

Number two, still promote active global citizenship, and by that I'm not saying forget about your country, but not only my country, right or wrong, but my country in the world, the world in my country, interdependence.

And build a policy framework on what I said before, on the basis of existing instruments such as the [indiscernible], EFA, and the World Fit for Children outcome document.

MR. SMITH: Okay.

MR. LODISH: Can I say one quick thing? Just the way other people interpret things, like happiness. I think we also want to have, I mean, school where kids learn. There's a wonderful--one of my favorite--people on self-confident kids. They said, there are two kinds of self-confidence, one a trait of personality, another that comes from knowledge of a subject. It does the educator no good to help build on the first without building the second. The purpose of education is not the production of self-confident fools.

[Laughter.]

MR. LODISH: And I think, you know, I don't want to get too mushy on this because I think sometimes people, you know, yeah, kids can be happy. They don't know

anything. You know, they can't read, they can't write. That's not a criticism. I just, you know, obviously--

MS. WOLFENSON: I think what education should be is happy learning.

[Simultaneous conversation.]

MR. SMITH: The new Bank model, is it?

MR. LODISH: But some learning is tough.

MS. WOLFENSON: It's not always--

MR. STEIER: But obviously when you use a buzzword like "happiness," it can be controversial. Everybody has a different definition. So it's not an accident that in terms of being part of the Bank's mandate, it's much easier to measure indicators about success in the economic sphere than to have indicators about the social sphere, which is happiness--

MS. WOLFENSON: Except for--

MR. STEIER: Yes, that's right. The Prime Minister was--

MR. SMITH: Okay. Keeping this moving--

MR. GUERRERO: This is important. The council will be discussing this issue, but it's also the issue of content. I think the point that we're making is let's have child-friendly learning environment and that the child feels happy to learn. The kids last year, they were

[indiscernible] such as teachers should renew--this is their language--should renew their license every five years to teach. So this in-service training, that's what they were saying.

MS. LENNON: In California, we have an exam that teachers have--they have to do it every five years, exactly.

MS. FINKELSTEIN: The politics of teacher punishment never works.

MR. SMITH: Okay. Folks, just trying to keep us on track. Anyone feel that they want to say anything before we just--

MS. LENNON: Yes. Mine were already said, but there are two things I just wanted to emphasize, and one was what you said, looking at kids as resources. That's a huge part of what we do. Kids have a lot that they can offer, and I don't think--and five-year-old kids can have citizenship and it doesn't mean how they sit in a classroom and listen. They can actively participate, so--

And the other, I think, is--I don't know, because I'm not part of the World Bank, but social justice, I think, is a piece that has to be part of this whole global piece and education has to--

And then the only other thing I wanted to say is that I think parents need to be included in this process. I

mean, you really cannot--you know, when we are teaching kids, if we don't have classes for parents and they're not in the classroom and they're not part of the design, everything we're doing gets sabotaged. So when you really talk about bottoms-up and you talk about teachers and students, you really have to include parents and grandparents and extended families in the community as part of that process. So those are the only things I wanted to add.

MR. SMITH: Okay. Barbara, last comment.

MS. FINKELSTEIN: Well, just immediately on that one, I looked over the World Bank policies and noticed that one of the other developments within the World Bank is to move to adult literacy, and the point of it was to get to the parents. But that, too, is kind of a different set of programs, sort of disjoined from the education programs, and I thought that was really interesting. So I'm looking at multiple agendas that may or may not do the job because the groups may or may not be pulled together. Is that right?

MS. DUER: Yes.

MR. SMITH: Okay. Let's just finish off, maybe if you'd pick out one of your concrete suggestions for implementation that you feel strongly about. Let's just finish off sharing some of those.

MR. GUERRERO: One that I picked here--I have three, but one is mapping of existing projects that can be taken upscale. I think that there are quite a few experiences around the world and we need to systematize those in some way.

MR. STEIER: One that I really liked when I heard it earlier was the whole mentoring program, mentoring of senior faculty, senior teachers and junior teachers, also mentoring of teacher trainees, student teachers with students, perhaps in some cases.

And the other one is using mass media towards developing a culture of education and teaching.

MR. SMITH: Okay. Anyone else? Rich?

MS. LENNON: If you can do that, the world will change right then and there.

MR. LODISH: In that case, after training local teachers on ways to implement the guiding principles, then to provide monetary incentives for these people to attend training institutes on ways to train other educators in their community.

MR. SMITH: Okay. Anji and then Jim.

MS. FINKELSTEIN: Okay. Fund initiatives that link previous--Barbara and Jim? I'm sorry.

MR. SMITH: No, Anji and then Jim and Barbara.

MS. FINKELSTEIN: Oh, okay. I'm sorry.

MS. DOKA: I think discussions about teacher training should include discussions with the ministers of education about testing education for diversity being part of the subjects that are tested. In Senegal, they are trying to put that in the curriculum on civic education to make sure that it gets tested, because mostly if it's not going to get tested, it's not going to be taught and nobody's going to pay attention, and already education for diversity, as we said, is on the fringe even in the Bank. So even if we go out there and it's not something that is seen to be critical, it's going to remain like that.

I think providing an independent budget that doesn't depend on the head of the school. In studies in Kenya in the refugee camps and in Kenyan schools, they-- mostly, teachers complain that the head of the school mostly sabotage if they didn't believe in it or they belong to a particular ethnic group and they didn't think that this was very important, and mostly, the head of the school came from the majority and not the minority ethnic group and they're mostly sabotaged by the, who somebody mentioned yesterday just that we don't have the budget for it or we don't have the resources to do that. And I think it bears an

independent resource where the teachers can go to at least have a better chance.

MR. SMITH: Okay. Jim?

MR. WILE: Yes. I think that any kind of implementation has to have some mechanisms for formal and informal reflection, ongoing reflection as how we're doing, what sense we're making of this, what progress are we making towards our goals, and that's for students, for teachers, for teacher educators, for ministry-level people.

MR. SMITH: Okay. And Barbara?

MS. FINKELSTEIN: Yes, I was thinking, you know, I'm going to mix them up based on what's said before, but that maybe some of the principles of the initiative is that they should comprise previously uncommunicating groups. I think that's really important.

And the second thing that follows from that is to kind of generate the kinds of occasions where everybody is on equal ground. So what sets the agenda is a very complex problem in which everybody is implicated and whom everybody has a capacity to inform. I mean, that's kind of the principles on which we have operated for quite a long time and it really works because it levels the playing field right away.

MR. SMITH: Okay.

MS. LENNON: So pre-service and in-service teacher training should model practices that make teachers aware of how that behavior impacts the--

MR. SMITH: Okay. Tia?

MS. DUER: Because in most of the countries in which we operate there are no teachers' associations for self-help, they're only in the sense of unions dealing with questions of pay, I think one measure should be to support the development of networks of teachers to help each other in country and trans-nationally, and concretely, it would be useful to get an organization, for example, like the Southern Property Law Center, to provide technical assistance to local NGOs or pedagogical institutes to develop context-relevant materials on teaching training, teaching tolerance to be used by teachers at their own discretion.

MR. SMITH: Peter?

MR. COLENSO: Two of my points echo what Anji said. First, link pre-service and in-service interventions to curriculum assessment and examinations. I feel strongly about this, as well. If you give a piece of training to a teacher which is not relevant to what they're required to do in the classroom every day, then they'll be just not taken. It won't have any effect.

And the other one was invest in principals' training. Leadership is everything.

[Chorus of favorable responses.]

MS. FINKELSTEIN: I don't 100 percent agree with that alone, and--no, no, but when you construct leadership, as superintendents, principals, or policy makers, then the actors get left out. So again, I think it's very important to do that and I do understand the importance of principals and all that kind of thing. But I also know that there's a huge gap sometimes between the principals, the teachers, and the community.

MR. LODISH: The best ways are teams.

MS. FINKELSTEIN: I like that--

MR. LODISH: The best ways are teams from schools and districts, so you have, like, four teachers from the school, the principal, a teacher trainer, and so forth.

MS. FINKELSTEIN: So enlarge the concept of leadership to include a lot.

MR. SMITH: Okay. So any final comments now before we draw to a close here?

MR. GUERRERO: From all that has been said here, there's enough basis to work as part of a guidance note on a kind of document that we could call something like a review, conduct of reviews in schools on pedagogical practices that

promote what we're saying here, no, and have that as a kind of orientation, too, so to see where they are, first. You are not doing anything and this is what you should be doing. So they need to reflect on what they are doing and how they are doing it, so conduct reviews may be one thing.

And the other element which I think for the Bank's purposes is important to consider is work on a series of indicators that you can use later on to move towards evaluation, because this is the usual thing. Oh, we cannot evaluate this because it's long-term processes. No. I think we should make that effort of being able to evaluate process indicators, impact indicators that can be used.

MS. DUER: We need the help of this group to do that, actually. That would be really important.

MR. GUERRERO: It's a very difficult task, but I think we should tackle that.

MR. COLENZO: And we need people like Francis to sit down with the hard-nosed economists and people in operations who work on this and convince them that it is possible that you can measure this, that it is an investment, that there's going to be a rate of return.

MR. GUERRERO: And a number of indicators have to come from outside the indications sector in this area, because otherwise, we are just--

MR. SMITH: Okay, folks. I think we should draw the meeting to a close.

What strikes me is, well, first of all, how our guiding principles were so child-centered after all our talk about systems, which is encouraging.

I think the challenge is obviously going to be how we can draw on the issues that have been raised here, the contributions that you've made to inform this guidance document. It's also clear to me that needs to be--there needs to be a lot of consultation around that, because once you start seeing the diversity of ideas that are represented in this group, it's obvious this isn't something that somebody goes into and lock the doors, but that it needs to be consultative.

Could I just thank you for being so cooperative with me. Yes, if you wouldn't mind passing your work up to the front.

MS. FINKELSTEIN: What did I say, it's like herding cats.

MR. GUERRERO: We can write our names in case you need to contact us.

MR. SMITH: If you wish. If you wish to put your name on it, that's not essential.

[Whereupon, at 10:40 a.m., the proceedings were adjourned.]