

THE WORLD BANK

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

DISCUSSION SESSION

"IMPLICATIONS FOR OPERATIONS"

10:45 a.m.

Wednesday, March 26, 2003

Jurys Washington Hotel
Washington, D.C.

P R O C E E D I N G S

MR. SOCKNAT: May I have your attention, please?

We are ready to resume.

The second call for attention, please. This comes more frequently than at the Kennedy Center. Third bell, performance about to resume.

We have a little under an hour left, and the intention is to honor our commitment to let you resume your lives at noon, or at least to have lunch at noon and then move on to your afternoon doing whatever it is you plan to do.

But this is in some ways a critical point of our two and a half days because we now have the opportunity to see what it is that is being recommended as the next steps, how to translate all these good ideas into action with specific reference to how the international assistance agencies may help in moving this forward.

The pleas all along were to keep it pragmatic, keep it focused on specific steps that can be taken. We have tendencies, all of us, I think, to dream the wonderful dreams and see the frameworks, but when it comes down to translating that into action, sometimes attention fades. So the challenge here was to get specific focus. That was the reason we had the three groups: first, on curriculum;

second, on textbooks; third, pedagogic practice, including teacher formation, training, upgrading.

We understand that there are needs to integrate these three activities, and I think you'll find some references throughout. What I would propose is that we ask each of the groups to do a presentation. If you can keep yourselves to ten minutes each, focus on what are the specific steps, we will then have the remainder of the time for discussion, at which time we can look at how to put these together in an umbrella or an overall framework, how these interlink, and maybe to go back and dot the i's and cross the t's on specific suggestions of where international assistance agency interventions can be helpful and how they might be helpful, so if we need some clarifications.

So, with that, I would like to invite Sobhi Tawil to start off with the curriculum group's presentation. Oh, Maria will do that. Good.

Let me add one last thing. Would you make sure that you leave your materials up here so that we have them to capture this for the writeup and for the synthesis of these recommendations.

Thank you.

MS. ANDRUSZKIEWICZ: Thank you. Sobhi has delegated to me because my handwriting is truly awful and I'm the only person who can read it.

We had quite a lengthy brainstorm before we came up with our suggestions, but to keep the time, I'll start with the suggestions, and if there's any time remaining, I'll go over some of the other points that we came up with that didn't end up being summarized in a suggestion.

Our first suggestion is really relating to the research and the preplanning before operationalizing a piece of work. We felt it was very important to do a very thorough contextual assessment of the education system and to involve local knowledge in doing that assessment. Obviously, as outsiders coming in and attempting to do a situation analysis, they're not going to pick up on all of the local things that are impacting on an education system and how it works.

At the level of curriculum policy formulation, the key thing will be to reflect at the start of the process on what's not working, what in curricula is having or may have had a negative influence which has contributed to social tensions and divisions. We need to start any program initiative with a good insight into the purpose of curriculum reform, and everyone must own that and understand

that. Political will is absolutely key and the ownership at the highest political level of any reform process, without which it's probably, possibly not worth attempting.

That assessment should be done by a national team that's drawn from different areas of professional expertise, so not just policymakers but also teachers, parents, students, if at all possible, consumers of the education services that are being provided, and should take into account all the social and linguistic constituencies, and particularly groups that might be excluded from the education process or disadvantaged by it.

The second suggestion was to get people thinking out of the box by linking these national teams across countries. This will support the development process because there's a better flow of ideas and more ideas coming in, and it also depersonalizes it because suggestions for change are not--can sometimes be taken as a personal criticism of an individual minister or policy designer. So if you defuse that implied criticism, then perhaps the minds are more open to change.

The second point was a process of broad participation and consultation to secure the widest possible agreement on what the curriculum is for. What is the agenda of the curriculum? Is it economic? Is to train and educate

young people for jobs? Is it life skills? Is it, as sometimes it is, ideological? And from there, where is change needed? And an important point there is it doesn't have to be consensus because sometimes you just can't reach consensus.

The next suggestion was to do with the power that publishers, textbook publishers have in framing the curriculum almost in a not entirely visible way. They can derail the entire process, so an advocacy, awareness raising, capacity building, training, or workshops, some kind of initiative to build support for diversity, to demonstrate the benefits of diversity, to increase awareness, and then, crucially, to audit the effectiveness of any curricular initiative, to see whether those resources that are being put in are bringing about the change that was hoped for, and in particular in terms of outcomes for children. Is the educational experience for children better? Do they have more skills? Are they learning? And to build the capacity of local agencies to do this, because it's fine for an international agency to go and do an audit to carry out some monitoring, but then once that agency goes home, is the ministry in the country concerned able to continue that monitoring and to develop indicators on their own to support that process and make it sustainable? Do

they have the skills to gather evidence about the educational experience of students and teachers in schools?

And then, crucially, for program managers, for the people who are actually trying to implement the projects on the ground, a reality check. What is required to really make this happen in terms of both human resources, financial resources, but also time and realistic planning.

It was pointed out that often there's a great intensity of effort in planning a project, in setting up a project, and then that effort decreases in the implementation. It's as if the energy has gone out of the process or there's so little time left before the funds must be disbursed that all of the good intentions about involving stakeholders and consultations get trimmed because the money has to be spent by X time and consultation takes a lot of time.

I think that's all of our suggestions. Do I have any time left? Because there's a couple of points that didn't get in there. I think I can pretty much remember them.

One is to do with the media. We were thinking about both in Rwanda and in Bosnia, all of the good the educators were trying to do in schools was swept away by media campaigns aiming to create an out-group. And it's

difficult to really think about how we could actually build that into an education initiative. But the Open Society Institute has, for example, produced a pack for the media, for journalists, about communicating education reform, the need for diversity. So maybe as well as implementing projects we have to think about other stakeholders who can derail these initiatives and think about communicating with them, too.

And school leadership. School directors, school principals can often be a filter or a barrier to implementation on the ground. You can have a ministry that's committed to reform, and you can have teachers that are very excited about reform, and then you have this middle layer that's actually preventing those good intentions being implemented in schools.

Have I forgotten anything? Martha?

MS. MONTERO-SIEBURTH: I think what we were talking about, too, is in looking at curricular structures, finding ways in which the curriculum represents also the very people who are the recipients of the curriculum so that intergenerationally you've got all of your clients represented. And we talked about focusing on the significance of having accountability measures that show the evidence of learning that's actually going on so that it is

simply not, you know, objectives-driven to what end but to the end of really creating lifelong learners. And I think we talked about that as a generic possibility.

MS. ANDRUSZKIEWICZ: Okay. Thank you, Martha. That's given me a chance to find the other point, which is about when to intervene. We were very impressed by the presentations that demonstrated to us quite clearly that sometimes pre-conflict is too late and during conflict is definitely too late. So maybe what we should be thinking about is how to prevent the next conflict, which may include work with refugees and IDPs, who are the young people who will harbor resentment and pain unless some kind of work is done with them and there will be another conflict in 20 years' time when these young people are old enough to join the army or start an insurrection; and also the importance of reflecting on what's contributed to the previous conflict and learning lessons from that.

And the gap between policy and practice, this seems to be a constant throughout the course of this meeting. The parallel, the innovation that's going on at the grass-roots level and the absence of any feed-through of that into government policy, the learning from those innovations and new practices thus far don't seem to be being picked up at a system level.

I think that's everything. Thank you.

MR. SOCKNAT: Thank you, Maria.

Textbooks?

MR. HOPKEN: I can take this one.

MR. SOCKNAT: Okay.

MR. HOPKEN: I should have gone through Alan's teachers training group; then I would have used the charts. So I missed that, and now it's a front class résumé I'm giving.

We did not try to write the ultimate textbook on respect for diversity which could be used from Sri Lanka to Bosnia during our session, but we concentrated very much on practical issues, and an introductory remark should be made which is very much in accordance with the curriculum group, is that we came to the conclusion that projects are most appropriate in countries which are offering a certain window for opportunity, and that each project should start with a very thorough and serious analysis: What is needed? What are the conditions of working in that particular country? What is the right timing and what are the concrete needs? I think this very much was also what the curriculum group did in their group, and we just heard it a minute ago.

In the following, we discussed basically three points. The first point was who are the agents we are

dealing with, and it came out of our discussion that for donors and especially for organizations like the World Bank, it's necessary to cooperate with the government. The governments are a crucial agent. Despite the fact that sometimes those agents who are in charge of political change might not always be those agents who are most active and most promising for educational change. This certainly is a point, it is a problem. But governments are crucial in projects like those discussed here.

But we also concluded that governments should be encouraged and should be helped to take into consideration the experiences of other countries, and they should be confronted or should be able to take experiences of other countries in consideration for their own projects and that international organizations should help them to do so. And, of course, that textbook improvement, even if the role of government cannot be neglected, should be an open process as far as textbook authors are concerned, as far as textbook publishing is concerned, and that there should be a great deal of transparency within the process of textbook reform and textbook renewal.

The second point of our discussion was what could be concrete steps, concrete measures within such a project. And regarding the limited amount of time such a project is

running and regarding on the other side the fact that textbook production usually is a very long process which needs sustainability, we came to the conclusion that capacity building should be at the center of a project in the terms of qualification of textbook authors, which seems to be crucial, and also qualification of textbook evaluators. So the process of textbook evaluating is a very important one, and the people who are involved in that should be qualified for this. And this could be at the core of such a project.

Within the same context, we suggested that developing guidelines for running a textbook project and implementing a textbook project might be useful to give some kind of benchmarking, also how a textbook project should proceed.

We then went into the question if the traditional textbook should be the exclusive objective of a project, and we came to the conclusion that while, of course, in many countries, especially transitional countries, countries under conflict, the textbook probably is at the core of teaching, it might be useful also to develop additional teaching materials, a teacher's manual, giving the teacher the opportunity to make use of other material outside of the textbook and to develop more creativity in his teaching.

And I think here we have a dimension of here we are at the point where we can link the three dimensions, the three groups together, because if we are developing additional teaching material, a teacher's manual, then, of course, also the teacher training comes in, and this can be linked. And, of course, it has something to do with the curriculum because teaching material, supplementary material has to be in accordance with the curriculum, has to be in accordance with the examination assessments.

It was also suggested that we might think about long distance learning material or virtual materia, despite the fact that we came to the conclusion that for most of the countries we are dealing with, this might be more a long-term perspective but it should not be excluded.

So at the core of a project, capacity building was one of the conclusions of our group. And the third and final point we discussed very intensively is more a question of content. So we came back to the question of what respect for diversity means or what diversity should mean in such a project. And we agreed that diversity should not be understood alone in terms of ethnic diversity, but that we would favor a kind of plural concept of diversity which is going beyond just ethnicity and which is also, despite the fact that, of course, minorities, ethnic minorities, other

minorities, should be reflected in the textbook, should be-- yes, they should be reflected in the textbook, that despite this, textbooks also should have--should lay an excess on the question of common values. And here I think especially human rights and other things come in to avoid the danger of ethnicizing the education in this process.

Okay. I hope these were the three major points we discussed. I would like to ask my colleagues if I missed something, if you would like to add something.

MR. GREANEY: Thank you. Just one, Wolfgang, that we would encourage involvement pre-project, not during project, as much as possible. In a sense, some of the training, the capacity building can be done ahead of the project, Bank and other donor facilities to enable this to take place.

MR. HOPKEN: Yes, that was a reflection on the problem many textbook projects have, that new textbooks have to be written already before really qualification or competence building and things like that have been established, and that is always a problem. That's why we were thinking about having a kind of preparatory qualification period in this project.

MR. SOCKNAT: Thank you very much.

Our third presentation Peter will do on the pedagogic practices group.

MR. COLENSO: I got rather mugged by my group into presenting here.

Okay. Our topic was pedagogy. We had a really interesting and lively discussion. Actually, initially there was quite a clear division between two constituencies in our group. On the one hand, we had the practitioners who shared their experience over the last few days--Rich and Joanna and Jim and others--with some wonderful advice from their own experience and some great points about what technically we might do in terms of pedagogy. And, on the other hand, we had those of us who work for the international agencies expressing frustrations about operations. And what we were trying to do and I guess the project for all of us is to marry this great and rich experience with our operations and how we can support the delivery of some of this.

I don't think we ever really resolved it, but I think that's to be expected.

Okay. Alan chaired our group. He started off with this framework which--it looked at pedagogy in teacher education on three levels: the overall system, structural issues, and then practice issues. And then we went down

into implementation suggestions looking at the entry points, which--clearly, handwriting is no guarantee for becoming a professor, but initial teacher education, continuing teacher education, school-based strategies, and then links between teachers, parents, and the community. That was the structure that he gave us to focus our discussion.

We then more or less completely ignored that and had a wonderful discussion afterwards, but, nonetheless, I think it's a really valuable one for coming back to look at this issue.

In fact, what we then did is we looked at two sections: guiding principles and implementation suggestions. And we all wrote down based on our discussions our own thoughts, and this is a very rich source of information. There's a lot of good things in here. Everyone wrote down three guiding suggestions and three-- sorry, three sets of guiding principles and three implementation suggestions, so we'll leave those for the conference organizers. There's a lot in there.

I tried to summarize in the coffee break the main clusters for the principles and the implementation suggestions.

In terms of principles, be child-focused was something that came out very strongly. Listen to children.

Look at the whole child and what affects the development of the child. Somebody from the World Bank even talked about the happiness of the child, you might be surprised to hear. But he'll be disciplined later.

[[Laughter.]

MR. COLENZO: That was a strong focus.

What also came through strongly was the idea of building national consensus, a national consensus, national vision, and an impetus for reform. This is not something that can be strongly imposed from the outside. The more it can grow from the national level, the more that can be achieved.

Related to this was how you might go about helping to build this consensus and the vision, and there were lots of strong suggestions within the principles for involving multiple stakeholders, make it an inclusive process, look at cross-perspective dialogues.

International partnerships was something else that came across strongly in the guiding principles, civic engagement being key to any strategies involving pedagogy in teacher education, and our final one was the involvement of parents. We felt that that was very strong. We talked briefly about the influences on the child in the development of values such as this, and we shouldn't overestimate what

it's possible to achieve in the classroom and underestimate the influence of parents as the broader community, et cetera.

Okay. On to implementation suggestions, I've split this into two areas. One is, I guess, the what and the second is the how. Under implementation suggestions there were a lot of what's, the technical elements of teacher education, what works and what might we promote and find good examples of best practice of. And then the how, what are the operational mechanisms we have for helping to reinforce some of these things and promote and support the implementation of some of these things.

Under the what, there was a strong suggestion for linking pre-service and in-service teacher education or initial and continuing teacher education. Often these areas are not as well connected as they might be, and that's also often reinforced by institutional structures. Pre-service teacher education may come under universities, a tertiary ministry. Continuing teacher education may come under a more Ministry of Education or school of education. We thought the link between the two was key.

Expanding from this--and this is something that Wolfgang brought out in his presentation--was any initiatives within pre-service and continuing teacher

education to promote diversity and peace building must be linked with the curriculum and the materials and, crucially, assessments and examinations. We felt that if you give some training to some teachers, send them back in the classroom, if it's not linked to the reality of their day-to-day practice and what they're asked to deliver through the curriculum, how they deliver it with the support of texts and how they assess the delivery of that, then it's not going to stick.

Mentoring and networking was something that also came across quite strongly. I think this is something that's increasingly emphasized in international literature on teacher education and something that our group felt was important.

The role of the media, early childhood development, investments over time, this is the kind of thing that requires continual reinforcement. Building in mechanisms for ongoing reflection, I think that was a good technical suggestion. And then there were some technical suggestions around the role of the community, the community as a foundation for diversity and for conflict resolution. Involve the community so that messages are not in conflict with what community leaders are saying. That's really critical.

My final point is what our group said about the tighter operational implications of this. There was a strong message to use existing mechanisms. The whole impetus of the EFA movement and what and how that is delivered, the fast-track initiative, the focus we all have on the Millennium Development Goals, Poverty Reduction Strategy Papers, the UNICEF Girls Education Initiative, national sector strategies. There are many policy documents and strategies and implementation plans there, and we felt that if we were to really promote respect for diversity through teacher education, we've got to try and get in the mainstream of these processes.

And this was also a reflection of the fact that we felt that this is an issue for Education for All. It's an issue for mainstream education, and I think as a group we all more or less agreed on that. This is not an issue that relates only to conflict-affected societies. This is something that should be at the heart of a good education.

Finally, how might we do this? How might we go through the existing mechanisms? We talked about creating a knowledge bank of best practice, and I think what we've been involved in in the last few days is part of that process.

We recognized the need to be able to give concrete examples of where interventions such as those we talked

about today have really added value to education initiatives. We recognized that we have to persuade not only Ministers of Education, Ministers of Finance, Ministers of Planning and others, so we need to show why these interventions are potentially good. How have they added value in other places? Why have they been successful? What are the opportunities in our partner countries? And related to this, a final point, link our policy dialogue with these concrete examples of change. We've got to be able to demonstrate that things can be done in a measurable and effective way.

Okay. Thanks. I don't know if anyone wants to add from our group.

MR. SOCKNAT: Thank you very much, Peter. Well, I think those were--it was a very rich beginning, and I know from sitting in on the groups, at least the brief time I was with the pedagogic practice group and the curricula group, there were lots more suggestions, and I think it would be important for us to be able to go through and pull out some of those other suggestions that I heard, at least, that I think are very practical, such as a basis for moving the dialogue, look at the kind of evidence that is available on a cost/benefit basis or an economic analysis basis and weave that into the dialogue to get entree for the topic. I think

that's kind of mainline thinking in the Bank, but whether it's always applied for this particular purpose is a very good reminder.

So I think that there are probably many little details, what appear to be details that maybe can be brought forward.

But what I also heard was that there was a need to have some integration of these three, and so maybe we could just spend a minute talking about how is it one tackles this overall set of activities, whether it's curriculum or textbook or pedagogic practice, paving the way with a reference to the economic and cost/benefit of including this in the dialogue and in the potential program is one.

Are there some things that you think are missed here or that ought to be emphasized in that context of, you know, setting the broad contextual stage? Yes, Jim? Use the mike.

PARTICIPANT: I would just say that we've looked at these three elements of curriculum, textbook, and pedagogy. We've said that they are integrated, and I think our experience in working in international development is not only to recognize that education reform has to acknowledge that these are integrated, but that reform has to go on on these three levels simultaneously. I think

sometimes there is--we look at things linearly, and this is really such an institutional issue that we have to be aware that education reform has to go on simultaneously in these three areas.

MR. SOCKNAT: Okay. Yes?

MS. DOKA: In terms of how we integrate all the three groups, we've already had discussions in the Education Department about how we are going to develop guidelines for EFA and the fast-track countries. And I thought we could take advantage of (?) to explain to us about the guide book that we're going to develop for the EFA fast-track countries, how this will fit into that.

MR. SOCKNAT: In 30 seconds, Bob, what--

PARTICIPANT: In less than 30 seconds. The big challenge is that the fast-track initiative and the EFA efforts in general have to be about more than just tracking down money. It has to have content, and this is the kind of content it has to have. So it's crucial, I think, that this come in as one of the first inputs into that guidebook as the sort of guidance that we should be giving to countries. If we're going to achieve EFA, we can't do it without bringing these kinds of issues to the front.

MR. SOCKNAT: Okay. Thank you.

Wolfgang?

MR. HOPKEN: Maybe if you are designing a project, it's not only to have in mind that this processes of reform should be simultaneously, but that they could be very much integrated. For example, if you are developing a textbook, you could think about first developing teaching units for certain topics which are drawn out of the curriculum, and then you could make these teaching units a matter for in-service training. And then you have the feedback which could make use--is useful for writing the further steps of the textbooks. So maybe the entire structure of such a project should be designed from the perspective of integration of these three dimensions.

MR. SOCKNAT: Okay. Thank you.

Christina?

MS. McDONALD: A very practical remark about integrating the three strands on an implementation level. I am drawing from my experience in Serbia right now where the transformation is happening at a very rapid pace, and each of the reforms is happening in parallel. But what's missing is the dialogue and communication between the different groups, and one of our consultants, Peter Rado (ph), who is working with the ministry, his job is actually to talk and to facilitate communication between the different groups.

And my agenda in that is to insert diversity and equitable systems of education in his work.

So it comes down to the very practical level of a job, someone's job to ensure the communication and the facilitation between the groups who are working on assessment reform, curricula reform, textbooks creation, et cetera. And I think that's often overlooked, and I think it could actually be very powerful.

MR. SOCKNAT: All right. Thank you.

Yes?

PARTICIPANT: Integration of these three components should also be looked at at the micro level as well as the macro level in terms of systems so that the work that is going to be done in these areas can influence the monitoring process of the EFA movement, particularly when it comes to life skills, how did you measure life skills, and peace education so we can show progress is taking place. So it doesn't--that's a way of mainstreaming this into the existing structures.

MR. SOCKNAT: Thank you.

Yes?

PARTICIPANT: I would simply say not simply integration is needed, but that the curriculum, textbooks, and pedagogy would all be under the same guiding principles,

and I think that's the key, the way I see it, if we're really emphasizing diversity and civic engagements, that the textbooks would be written with that in mind, at least, the teacher training would have that in mind, and the curriculum would have that in mind so that they could be integrated.

MR. SOCKNAT: Do you have an add-on?

MS. MONTERO-SIEBURTH: And I think I would add a piece that really relates to the content. The content has to be additive, meaning that instead of trying to use the content from a dominant to subordinate perspective and use that interplay constantly of hierarchy, I think the knowledge base has to be focused on what is a meaningful experience across the board for the people in those countries so that integration is a common experience for everyone, issues about integration is a common, so that the perspectives are equalized rather than made into hierarchy and authoritarian. And the example I can give is this: In Zimbabwe, if you looked at the curriculum before the changes occurred with the revolution, you had certain tribal groups actually shown in the textbooks above each other. They were physically shown above each other. And one of the great changes that occurred is after the revolution, the languages were all shown as equal status. And one of the issues here is how do you equalize status for people who have been

marginalized. I think that that's a very central issue in the content sphere.

MR. SOCKNAT: All right. Elaine? Then Tia.

PARTICIPANT: Ideally, of course, you have the reforms simultaneously, but very often that's impossible given the financial constraints. So where it's not possible--and even where it is possible, it's very important, if it's textbook reform, that teachers be involved in textbook reform; otherwise, they simply reject the textbooks. And we've seen that in Argentina and other places.

And where you are only reforming one at a time, it's still important to create those linkages.

MS. DUER: It's very important to have local champions, and one thing that came out in all of our groups was the need to have strong stakeholder involvement, constituencies that cut across different interest groups. And that I think helps reinforce the synergies between these different topics, regardless of the sequence in which we have to address them in context.

The other element that's important here is not to get an analysis paralysis, so to keep informing the dialogue and the progress by actually doing on the ground.

MR. SOCKNAT: All right.

PARTICIPANT: Okay. Also, I think that another underlying theme in our group, and I think in all of the groups, is kind of the centrality of cultural, social, knowledge, and capital in all of the working groups. So it's not simply economics or not simply measurable, quantitative approaches which, while very important, are only part of the issue.

So I think there's a basic reconstruction of the kind of teams of expertise that are needed to monitor, to generate new kinds of indicators that are much more sensitive to what we're wanting to look at here, and to build a base of basic knowledge, a foundation of basic understanding, not science, just basic understanding, where multiple expertise, like multiple communities, are part of everything.

MR. SOCKNAT: Okay. Thank you.

Peter?

MR. COLENSO: Two points, which may be slightly provocative. The first one is about projects. The word "projects" has come out a lot. My experience in Sri Lanka-- and it's documented by others there--is that because the whole area of diversity and peace building is an area where there's a lot of interest in countries affected by conflict like Sri Lanka, there have over the last ten years been

many, many projects relating to the different areas we've talked about in other areas, and none of them have really had a sustainable impact on the system as a whole. And it's a great pity that that's the case. And I think that two things can help militate against that. One is do these things together. If UNICEF and UNESCO and the Bank and DFID and others pooled their resources and looked at affecting the mainstream of the education system, then that would achieve a lot more.

The second point is a point I made a couple of days ago about issues of structure and governance. I think - Chris may correct me here, but within DFID, the organization has been previously divided into different cadres of people, as in most organizations. You have your education people, your health people, et cetera.

Now, the one that's absolutely mushroomed over the last five years is governance advisers. Increasingly, DFID and I think other institutions and international institutions realize that the big gains might potentially be made in issues of structure and governance.

If you analyze education and conflict and the links between them in Sri Lanka, you'll see that the principal damage to the country and to the child has resulted from a set of disastrous and discriminatory policy

decisions which have led to structural problems to do with divisions of medium of instruction, the status of the minority languages, and things like that.

Now, we as international organizations, we have a voice in policy dialogue. It's a difficult issue to get involved in here, but I think we must use that voice to help analyze our own interventions and in our dialogue with partner governments help try and think through these issues. What might be the long-term effects of issues of structure and governance and policy now? And I think that's something that we need to look at carefully. And other sectors, I mean outside of education, are in some ways ahead of us on this.

There's three or four different conflict impact assessment models that I know of. The Bank has one, DFID has one. There's a piece on conflict impact assessment. A third one was used in many countries. We as educationalists should become conversant in using these tools and getting our partners to use these tools to help analyze how interventions might exacerbate or reduce conflict.

MR. SOCKNAT: Yes?

PARTICIPANT: I was thinking that perhaps it can be a productive idea that whenever we meet again--and I hope we will and we will have a continuation to this very

important meeting--perhaps we can think about adding to our expertise who are coming from education and other fields, also people from completely other disciplinaries, because I found it very refreshing sometimes not only to meet people who are doing the work and with whom I have already language and shared experience, people who are coming from completely different places and looking from outside, and they are experts of their own field. Sometimes we have so refreshing ideas and new ways of dealing with problems that I think that perhaps it is a productive idea to add them to our expertise group.

MR. SOCKNAT: Thank you.

There are two other things that I heard earlier that I would like to put on the table here to see if I heard right.

First, there was a whole lot of emphasis on timing. Both the analyses that were done and the case studies in Alan's presentation about context is everything, you need the right time. I know it was discussed in the curriculum group. You know, sometimes it's too soon, sometimes it's too late, other times it's just right and so forth, windows of opportunity. But, you know, whatever way you phrase this, the operational implication I would take away from that is that you ought to be able to articulate

why you think this is an appropriate time to intervene, why it's just not a good thing to do but has the chance of the proverbial snowball in Hades of actually having an impact.

I am putting words in the mouths, I think, but if that is a broadly agreed point, I would include that in context, because it seemed to me to be very much stressed. You need to know what you're doing. That's the context analysis.

Is that fair? Okay.

Second is I heard people talk about the importance of timelines and time periods for effective work in this area and that it typically exceeds the five-year--whatever, four- or five-year project life of most international assistance agencies' support. And, therefore, that is a concern.

Now, I think there's an answer in the case of the Bank, and that is, why don't you do an adaptable program loan because that's the instrument that gives you that mechanism.

Now, let me try to see at least how I think one would operationalize this. What does it mean? And for the people outside the Bank, this may be speaking in an entirely foreign language, and it may mean nothing. But there is a review process for the project appraisal document. And at

an earlier stage, there's a project concept document where there is a review meeting, and people are invited to come and give critiques, construction suggestions. What are you doing? Too little? Too much? Wrong stuff?

So, you know, if someone said what is it that you would want said at those meetings, I think it would be: Have you done your analysis? Do you know that this is timely? Have you situated it in the appropriate context of understanding the issues and the rightness of those issues for some kind of constructive movement forward?

Second, you know, do you have an appropriate integration? Why are you just doing teacher training? Why are you not doing in-service and pre-service? Why are you not looking at pedagogic practice? Why are you not linking that to textbooks? Why are you not linking that to the curriculum reform? And, by the way, how are you going to have all these working groups in the ministry talking to each other?

It's easy to assume, because they say ministry, that they talk to each other. Anybody who has been there knows they may never get around to talking to each other unless someone coaxes them or encourages them but provides some incentive.

That the institutional changes that are about to be made need to be grounded in some evidence of what seems to work. Do you have a process in place that is gathering some evidence and providing you insight into what has worked or what hasn't worked? Are you just going on faith? Good ideas. Someone has articulated a very persuasive argument on this is the way forward. Do you have a clue whether or not this will give you any results?

That you need to avoid having that analysis go on forever and never getting on to action, but how do you balance that with taking steps and learning by doing and getting the feedback mechanisms put in?

And are you sure that the donors, the assistance agencies, whether NGOs or bilaterals or multilaterals, are all singing from the same book? Is it grounded in the education reform or development program of the country? And is it, therefore, likely to be sustainable over the longer term because there's ownership of this and you're supporting--you're all supporting this?

If this is not timely, then--or even if it was, have you done the right kind of dialogue pointing out the social, political, economic advantages of tackling this problem if you think it is right? And if it's not, then,

you know, why are you planning to do it anyway if you think this is not the right time?

So that is, to me, you know, sort of how I would take this and presume it would play out in an operational context as far as the setting and whether one moves forward in broad terms.

Now, what else would you want to have asked in that meeting? Not fine detail points, but are there broad questions, broad points you think should be tackled?

MS. ANDRUSZKIEWICZ: How will you ensure that the right mix and all of the constituencies and stakeholders are involved, both in the planning and in the implementation and in the evaluation and monitoring of the project?

MR. SOCKNAT: Okay. Yes?

PARTICIPANT: Have you related it to what happens in (?) --how it relates to the society around--[microphone off].

MR. SOCKNAT: All right. Good. Let's move on and use our last few minutes to put some little underscoring on the specifics of cooperation and implementation. Let me give you an example.

Should every one of us gear up to provide training for people who can go off and review textbooks? Obviously that's a rhetorical question. Is there any reason why one

shouldn't just say can we support Wolfgang's institute, use it if he's willing, for example, or if there are programs developed for critical thinking, then say, well, maybe you turn to the ones with the experience? How do we, you know, make practical this network idea and ensure that we are doing something sensible when we talk about partnering? Everybody loves the idea, and the terminology will be tossed out and win applause anywhere you go. But, you know, what specifically will work that can help to ensure that we take advantage of this rich array of sometimes boutique experience, sometimes niche experience, sometimes very broad experience? But, you know, that's what enriches the process, is to bring the depth of understanding and expertise and experience of the various parties around the room here, and probably outside of the room.

MS. McDONALD: This may be an appropriate time for me to advertise. I'll try to put some background to it. As you all know, I work for the Open Society Institute in Budapest, and my unit is called the Education Support Program, and our primary mission is to support national foundations to engage in education reforms in their countries.

And the strategy that we're trying to fulfill now is how to best capture the rich information, materials, and

expertise that we've already invested in and make sure that it lives on and that people have access to it to continue reform after Soros is gone, et cetera.

We've come up with a concept of a resource pack. The resource packs, because we're coming up with a variety of them in different areas, will exist on the Internet, using normal web base as well as Blackboard software, which is an educational software.

One of the resource packs is called "Teaching/Learning Materials," which I think is particularly relevant, especially for the textbook group, and it's a very, very practical way to capture all of the expertise that we're talking about and make it accessible to governments and ministries and practitioners. And I think it's a good vehicle and way to help influence future work.

Let me give you an example of the kinds of things we hope to have in the resource pack, and I'm advertising in the sense that we would like your feedback on the concept, and I've printed out copies for people to take, and they're at the back on the table. We may actually ask for collaboration on a professional level with you all in a variety of areas.

For example, the resource pack would have a position paper on the topic, so in this instance, let's say

on development of textbooks. It could offer a variety of policy documents from a variety of different countries on the area, whether it's textbooks development, evaluation, assessment.

Case studies--we've been talking a lot about case studies and how we need very practical examples and concrete ways to do the work. And we are going to be commissioning and designing and writing up case studies and making them available to countries, putting them on the Web. Information on evaluation procedures, a database of publication and websites, data-gathering questionnaires, a list of key international organizations, et cetera. I don't want to bore you. You can read the details in the paper. But it's a forum whereby different donors and different actors can come to the forum and either offer their services--and it may be an area where that exchange of who's doing what could take place as well. It's just an idea.

I encourage you to read the document and to send any ideas or suggestions for what you could offer to my colleague, Jana Houtova, and her contact information is in here. Again, this resource pack is specifically on teaching/learning materials, but Open Society will be designing them in a variety of other areas as well.

MR. SOCKNAT: Good.

MS. McDONALD: So that's an advertisement and also a practical--a very practical tool.

MR. SOCKNAT: Fine. We have--next? Thanks.

PARTICIPANT: Yes, in terms of cooperation and implementation, the word that comes to my mind immediately here is "partnerships." How can we work in terms of partnerships and make sure that we make full use of the comparative advantages of each of the agencies, organizations present here, because we have different mandates and we need to think in terms of those mandates, how we can collaborate.

I was thinking in terms of some of the entry points. Well, first of all, if there will be a guidance textbook coming out of this, the first thing would be to disseminate that to--use this group as a kind of focus group to comment, have more inputs, maybe we could do that electronically. We don't have to come to meetings all the time, but we can do it through e-mail. And then use, as I said, comparative advantages such as the PRSP countries. Wherever they exist, let's use that entry point. For the non-UN people, the UN reform--the Poverty Reduction Strategy Papers is PRSPs. The CCA UNDAF, that is the mechanism of the United Nations reform processes that is taking place in a number of countries, is another excellent entry point for

mainstreaming this. The United Nations Girls Education Initiative that we are all part of, we can influence those existing structures.

So comparative advantages I think is an important element to keep in mind.

MR. SOCKNAT: Fine.

Alan?

MR. SMITH: Two comments, really. One, I support the idea of needing to get better guidance in this area, and obviously as--and I come from this group--I would hope that that's the direction that we're moving in.

Certainly from my own point of view, the paper on pedagogy would be strengthened enormously if it was even to be able to begin to flag some of the areas that we can look to, in terms of whether we're talking at policy level or whether we're talking at practice level, initiatives that have either been successful or have had problems for particular reasons. So kind of putting out on the palette if you have something in that area, could you simply e-mail it to me and give me the signposts to go and look and make sure it gets referenced in the final draft of the paper that I do on pedagogy?

The second thing is really in relation to this notion of the partnerships, and maybe what academic

institutions can do, a useful function certainly from my experience of working with people in Bosnia and Sri Lanka, is sometimes we underestimate how, when people are approaching the Bank, you know, how intimidated they are, how easily they wish to be compliant simply to get the money. You know, it's a very natural human thing in a sense, and that often restricts their choices, and it obviously has a knock-on effect on eventual ownership.

I think one of the things that academic institutions can do is provide this kind of honest broker space, the timeout maybe in the preparatory stages of developing loan agreements, et cetera, where people can come and you can say, look, you know, we're not the World Bank guys. You have, you know, a space here where you can genuinely begin to articulate what is it you want to achieve. Let's think about the money, that's what you negotiate with the Bank, but this is the space where you can really take time out to think to do a little bit of the contextual analysis, to think about what are we trying to see coming out of this process at the end, how and where might we go about it, and you have the freedom to do it here and make mistakes, et cetera, because we are not making any decision about whether you get the funding for this or not.

So I think maybe that's--you know, and I'm moving towards the idea that maybe universities have a role in this through facilitating short study tours and short courses rather than these, you know, long academic programs. There's maybe a role for that in particular technical areas, but I think there's a useful catalytic, facilitative process that academic institutions can provide.

MR. SOCKNAT: Fine.

I think Jim is next and then Vince and then we'll come to you, John.

MR. WILE: Going back to the idea of partnerships, I think that this kind of goes back to something Peter said. These international development agencies, people who are working in this field, probably have some common interests, probably even working in the same countries, but working on different areas, and they need to bring these things together.

My practical suggestion might be that the World Bank might take a leadership role in actually organizing a real working group to come together, and when there are issues or problems or countries, to really draw on these groups and say how can we coordinate these tasks.

I think that really putting together this kind of a working group of representatives from different

international agencies would not only be informative for the World Bank, but it might--it should prove useful to the clients of the World Bank. And I say that with the hope that the World Bank doesn't already have such a working group and the International Reading Association has not been invited to participate.

MR. SOCKNAT: I think you can rest assured there is not one--there are, I am sure, dozens of working groups on all kinds of topics, but not maybe one that's as particularly focused.

You'll hold? Okay. Yes?

PARTICIPANT: Thank you. It is the first time for talking for me here. I'm very appreciative that you invited me here because for Japan, it's very good experience for Japanese Government, the experience to participate in this kind of community, even though we cannot make a presentation.

Before making guideline, could you send a summary of these three days of workshop, then send maybe e-mail to us so that we can share this common understanding and then share--I can show appropriate-- (?) English, but appropriate information to every Japanese Government people and practitioners, something like that, so, you know, in a week or--you know, possible--as soon as possible.

Thank you.

MR. SOCKNAT: I will not commit to a timetable because that's not my terms of reference, but it's in Vince's, and I'm sure he'll tell you when that will happen.

MS. MONTERO-SIEBURTH: One thing that I was thinking as we were talking about kind of the roles of people, either in advisory boards or some sort of partnerships, I would throw out the idea of creating--rather than advisory boards, because advisory boards means the expertise sits with those boards, the idea of critical friends in the sense that critical friends can give you critique and be honest about that critique without the kind of hook being there. And it affords you the possibility of being critical but at the same time conducive to thinking through those issues seriously and deeply. And I would hope that the very people who are affected by those changes can be part of that critical friends kind of network.

So I'm just advancing that as an idea.

PARTICIPANT: It sounds like my mother-in-law.

[Laughter.]

MR. SOCKNAT: All right. Yes?

PARTICIPANT: I suppose we should also ask if anyone wants to recommend other partners who haven't participated in this, because I was just thinking,

Washington International School, which does a sort of global education, is looking for a way to influence other schools to be more open the way they are, and they're looking for means--actually they're going to start an international education institute, I think, because they're so pleased with their successes. And they want to bring public school teachers and other countries, and there may be other examples of that, of players who are looking to help and don't actually have the means to help you but are very interested.

MR. SOCKNAT: Yes, right behind you. Thank you.

PARTICIPANT: Yes, I just want to reinforce that. I think it's really important. I think there are some really good practice going on, and I think it's important to include it.

I wanted to really endorse the critical friends piece. We did that a lot, I mean, and it was able--we were able to involve people that could not be involved any other way. You know, with curriculum we went to the head of curriculum at Princeton, or we went, you know, out to look at civic engagement. There are some incredibly work being done at places like Stanford and others, and it was a way to get more concentric circles of people involved to critique

and to add, and it was a very successful process, and I'd really endorse that.

MR. SOCKNAT: All right. Peter?

MR. COLENZO: Jim, I thought your point was very good about needing to demonstrate why this is a desirable and good thing to promote respect for diversity in education. If we can't--it's not good enough that it's a good idea or that it's emotionally something with a pull. If we cannot demonstrate to economists that it is not a sound investment, then we should be careful about what strategies we adopt to promote this. And I think we should do some research and work with economists and others to come up and think how best to promote these and win on board people who may not be on board.

Also, we may learn ourselves, in fact, about some assumptions that we've made that do not have a good base in evidence or a good, proper base.

Related to that is in Sri Lanka there's a real agreement amongst the donor community that the principal block to development has been the conflict, and there's been an absolute sea change in the way that the funding agencies have operated over the last few years. And even, as I say-- it sounds a bit rude, but even the Japanese, even JBIC and JICA, the lending arm and the grant arm, who are by far the

largest donors and have not been traditionally sensitive to issues of conflict dynamics, et cetera, are investing an enormous amount of resources, intellectual and financial resources, in analyzing how their interventions may impact upon conflict dynamics and structuring their interventions to accommodate the results of that analysis.

MR. SOCKNAT: All right. Any other--not just on cooperation, but back to the points of what should be done, specifically how does that happen? To say there should be study tours, relatively easy to recommend. I heard some very specific suggestions here about using academic institutions to actually structure those study tours so that they're really focused. I think most of us have experience of lots of people like study tours for a whole lot of reasons. Occasionally they overlap with the intended purpose, unless you have a lot of up-front investment of time and effort to ensure that they're seeing the right places at the right time with the right people present to give them the guided tour and background of what it is they're seeing.

Anything more like that that is something--okay. One, two, three.

MR. SMITH: Well, I'm just responding to your comment to try and make it a little bit more concrete. One

more specific way of taking that together would be to look to a pool, for example, of academic institutions that might actually engage in a fairly short-term but intense process with the program managers within the Bank to sort of see how the focus on the study tour program could actually be achieved and be defined and you get some parameters agreed in terms of aims, purposes, and output.

And what you're doing by linking those people, I suppose, is getting them cooperating together so that whenever the program manager is in the position then, he knows what the pool, the reservoir of institutions that might facilitate his need, you know, to develop partnership with people in country. So, you know, it's just thinking that through another stage.

MR. SOCKNAT: All right. Good.

MS. ANDRUSZKIEWICZ: With a study tour, from my experience it's been really important to do a really, really thorough learning needs analysis.

MR. LODISH: I don't know if this is in the purview of the Bank or not, but would it ever make sense to bring a number of Ministers of Education or people that are high-ranking in the education area to the Bank to actually discuss these issues that we're talking about now? Have you done that?

MR. SOCKNAT: I can answer. I think the Ministers right now--the Ministers are hard to get hold of, hard to retain. In the World Bank Institute education reform course, the flagship course, they have it designed so that they come in for the first three days of a three-week period, and with luck, you can retain them. With luck, the person you invite as Minister is still Minister by the time the course takes place, but then actually comes and stays the three days and understands what the staff senior officials are learning and maybe--

MR. LODISH: Maybe not the Minister, but somebody who has more social power in education that will stay in the community.

MR. SOCKNAT: The spirit of that, I think, is to maybe incorporate some of this as material that could be offered to those that come either for a specific meeting or that are coming for other courses like the education reform course, if I could sort of interpret that and put it in Bank-ese, talk to Karen Lashman about putting a module in the WBI course.

Anji?

MS. DOKA: To add on to Alan's suggestion, I think we could--if Ministers are hard to get hold of, we could get principal secretaries here, and they tend to have a longer

shelf life than Ministers. But I'm thinking that the advantage of that is we would have immediate solutions. We're thinking about long-term solutions. Study tours are long-term solutions, but what can we do if a Minister from Pakistan comes to us and says, So what do we do? How do we help a Bank task manager to deal with the problem now? From Uzma's presentation yesterday, these issues are immediate and they need solutions right now. So what do we do about that?

MS. DUER: Can I just pick up on that?

MR. SOCKNAT: All right. And then we, I think--I still owe the microphone to you, don't we, for--no? Okay.

MS. DUER: It's true that when Ministers come through town we should be ready to take those opportunities to brief them on this type of work and how it enhances educational effectiveness. The other part is with the structure of study tours--it goes both to the structure and the stewardship of them.

On the stewardship of them, I think it would be useful to get the feedback of this group as to how to involve other types of associations and organizations in addition to universities in identifying good practices, in a sense use this community of practice, which is broader, to identify the cases. And then in terms of continuity of this

group, let me just mention that the Bank has a global distance learning or development learning network of videoconference facilities in most of our client countries which would enable us to link up with this community of practice to advise on the development of action in the field on a continuing basis.

MR. SOCKNAT: Wolfgang?

MR. HOPKEN: I wonder if we really can figure out concrete measures which can be generalized as instruments in dealing with all kinds of different countries and all kinds of different cases, and also instruments like study tours. I think it depends on what case you are talking about. If I am thinking about, let's say, Bosnia, I don't think that study tours is something which has any impact. They are totally fed up with that, with seminars telling them how the Swiss model functions and, let's say, this.

So I think I would implicate very carefully to think what is the appropriate instrument for the concrete case.

MR. SOCKNAT: I think that's extremely wise advice, and I think maybe a good point to admit that in terms of time overrun, I've been the worst example you've had because it's now almost 12:30, and I'm acutely aware that the opportunity cost is your lunch. But I'm more than

happy to keep on talking as long as you have suggestions you think we have not captured. But I don't want to wear out your tolerance.

[No response.]

MR. SOCKNAT: All right. Well, thank you, and, Vince, do you have some closing comments?

MR. GREANEY: Thank you. We'll wrap this up very quickly. I'll speak for a couple of minutes, then Tia, and then Anji.

Briefly, first of all, it's nice to be talking to honest brokers and critical friends.

In terms of the Ministers you invite, I really take Wolfgang's suggestion that to be situation-specific, be careful who you invite. Not too long ago, a Minister in one country was given a speech to read, and the Secretary wrote the speech, I know from a civil servant, who emphasized the importance of the three R's. It was just a one-page speech, and he got up in parliament and starting talking about, "We have to really be careful about the three rupees." So some Ministers are better than others.

Now, to situate this, just two comments about in terms of curriculum. I think Elaine brought up the point about getting teachers involved. That's absolutely essential. If you look at the developed countries, which

tend to have very high standards of achievement, most of them do not have national curriculum authorities. It's the developing countries which have huge--like one country I know has 4,000 people in its curriculum institute.

You know, so these--it's going to be extremely difficult to get teachers involved, but it is very, very important. So you have to try to work with the existing constraints. I'm thinking of Pakistan, India, Sri Lanka immediately, very large curriculum authorities.

Now, just to situate this in terms of our long-term program, a few months ago a few of us met in Paris, and the purpose of the meeting in Paris is to say what can we do. We're all concerned. We're spending a lot of money in education, but we've never addressed this issue properly.

At this meeting in Paris, we identified ten key areas, ten priorities. Well, ten priorities means no priority. So we narrowed it down to the three areas which we've addressed here: curriculum, pedagogical practice, and textbooks.

Then we decided to have a meeting where we'd ask the experts to summarize what is known. That's what we've been doing for the last two and a half days. Now the question is: What are the next steps?

I think the most important one is we've created a network of people who are interested. Somebody mentioned the other day the most important meetings go on in the coffee breaks, and that's extremely important.

We have brought together agencies such as UNESCO, DFID, the International Reading Association, the Open Society, the Government of Japan, the Government of Sri Lanka, the Friends, and maybe other groups which I have forgotten about. ADB--oh, USAID, sorry, we're here. ADB wanted to be here but had to cancel at the last moment. So we've made a start in that area.

What's going to happen next? We are going to produce very quickly a proceedings, in answer to your question, out of this. And subsequently we hope to produce a book which will go through the normal editing process. We still have to get a publisher, but we'd like--I think we have something--people have made very clear statements based on a lot of objective evidence, and I think they should be shared with the international community.

In terms of training, we would like to think of training for Bank staff and other people involved to sensitize them to these key issues.

In terms of guidelines, UNESCO has some guidelines, International Reading Association has massive

experience in working in textbook approval groups. We would like to try to support this effort to have a sharing of guidelines. So if a Ministry was wondering how to tackle textbook, we wouldn't give them the answer. We'd give them a menu from which they can select variables which are of critical importance to them. But we would hope to facilitate the process by coordinating the 90,000 U.S. members and hundreds of thousands of other international members who are the professionals in reading, bringing these groups together.

We would hope to--pretty soon we intend to have a series of pilot projects. We're looking for countries which are about to embark on either curriculum reform process, textbooks, or teacher training, or preferably all three together, and to try to introduce certain principles and guidelines and to monitor how this works. We're moving into a new area. We have to be very careful in this new area because it's a very political area into which we're moving.

Now, I was once told never underestimate people's intelligence, but I was also told never overestimate their knowledge.

Now, a number of people have asked one question: What can we do from here on? And I just want to come down to brass tacks. Many people are totally unaware how the

World Bank works. That includes people within the World Bank and outside of the World Bank. But in terms of--some of you feel that--I had a question from some person today: Does my government have to approve my participation to serve as a consultant? Absolutely not.

Here we have people who could help in developing projects in their own right. The task manager, the task leader sets up the team and is looking for expertise. And we've begun to identify people who certainly will be able to help in that process.

We hope to start initial work on developing guidelines, and this is pre-first draft stage, and we'd like to share them with the people who are here and other agencies so we would have not World Bank guidelines but just good, solid guidelines for working with countries in ensuring that education projects promote respect.

I think today or the last few days we've learned the complexity of this process. We came here, most of us, with ideas of what should be done. I think if we're honest, intellectually honest, we're going home a bit humbled that it's much more complex than we ever thought. But that's great, that's good education. We've increased the level of uncertainty, and if we were--the power of uncertainty is a marvelous power to have as you approach this problem. The

certainty would be--if we were certain, we'd be in deep trouble.

Now, finally, I'd like to come back to the point I made earlier. We're not tackling--we should not be regarded as a threat to political stances and to the political process. What we're doing is a very delicate thing. People regard curriculum as part of the national identity--and national security issue, the Indians will tell you that. It's a fundamental issue. What we have to argue is what we're trying to do is sound education, bringing people together. Curriculum development is not one person, as an Irish politician once said--he was asked how he made policy, and he says, "I simply look into my own heart when I want to know what the Irish people need." And one critic said, "That's the cardio-visual analytical approach."

So we don't want to have a cardio-visual analytical approach. We want a broad-based discussion by the key stakeholders.

Okay. I will leave it at that. I'll ask Tia and then Anji, and we'll be finished in about five minutes. Thank you.

MS. DUER: Well, actually, you've said just about everything I wanted to say, and I wanted to thank you all

for coming. This has been absolutely terrific. But for us, this is just a tiny, tiny first step for all of us.

I guess the great danger is that we would go away saying, gee, that was interesting, and nothing happens that's really substantial. And I think it's very important that we keep the adrenalin up because this is really just the basis on which we are going to start developing broad guidelines to inform people as they operate in the field and knit together communities of practice to help in the development of what Vince has referred to as pilots. And the pilots can be anything from small school-based efforts, which I think would be in the minority, to broader efforts on textbook and teacher training guides or teachers' guides review processes, informing and supporting pedagogical components in Bank projects, and so on.

We're going to be looking for country contexts that really provide windows of opportunity, where there's openness, where there's a lot of pressure for change, the internal dynamics allow for stakeholder involvement. So in a sense, we're going to be going through that first effort of looking for suitable contexts before we get involved and involve all of you in the development of those pilot activities.

I hope that you continue to give feedback to Vince, Anji, and myself on the value and also the problems that you see in this process as it goes on, because this is really a step forward for the Bank, a risky venture in a sense, in that it's our first attempt to do a coherent approach to R&D, that is, trying to understand what's going on that's good practice in the world, and then develop practices embedded in our operations in country, working in partnership with others and feed that back into broader government policy and practice.

We need to be able to identify problems that are emerging and how we're operating, so please be candid. We're operating always in a sense of partnership, and being candid is to be valued.

Again, thank you profoundly.

MS. DOKA: I won't take much of your time. I would just like to thank all of you for having come to this meeting, especially this week, which was a very difficult week to travel. Most of you literally had to duck bullets to get here, and we appreciate that. Thank you very much.

We want to thank people like Ruth and the team from Sri Lanka who traveled a very long way to be with us here. That is really appreciated.

I would also like to thank the International Reading Association which really helped us, paid for some papers that have been presented here, and for some presenters to be able to attend. We thank you.

And we thank the Open Society Foundation for being here with us.

We also thank donor representatives. Our colleague from the Japan Embassy, we thank you for being here with us. We enjoyed your being here with us and your contribution. And we promise to send you the report.

We also want to thank our UN partners--UNESCO, UNICEF. USAID are here. Our EFA partners are here to support us, and we hope that this is the beginning of our long collaboration in this area.

We would like to thank Jim for giving us direction, showing us where to go. We're not sure if we're going to get there, but at least you showed us where to go, and we thank you for your direction.

We also want to thank our colleagues in the Bank who were with us throughout, people like Peter Buckland and Francis and Lily, who were with us throughout these three days. We thank you.

We thank Tia Duer, all of us. I think I'm saying this on behalf of all of us here. We thank Tia for

entertaining us in her home and giving us an opportunity to chit-chat after our meeting the first day. Thank you very much.

[Applause.]

MS. DOKA: We'd also like to take this opportunity to thank Adriana, Wendy, and Lee. I think they're somewhere at the back. They worked day and night. Adriana, Wendy, and Lee, we would like to take this opportunity to thank you.

[Applause.]

MS. DOKA: They worked day and night the past week to make sure most of us got here, helped with the logistics, and we really, really appreciate it because it was a real difficult week. We had visas that didn't turn up or people didn't get their visas. People all of a sudden couldn't travel, and they worked very hard. Thank you very much. Thank you.

We wish you a safe journey back home. It's a difficult time to travel, and we thank all of you for having made the effort.

I think we should clap for ourselves for just being here.

[Applause.]

[Whereupon, at 12:42 p.m., the meeting was
adjourned.]