



UNESCO-International Bureau of Education

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UNESCO-International Bureau of Education (IBE) is currently in Stage 2 of implementing the General Education Quality Analysis Framework (GEQAF) in approximately 12 countries around the world. The concept of GEQAF was created by Dr. Marope, initially through her work at the World Bank and then transferred to IBE when she became Director General of that organization.

IBE offers GEQAF as a framework for countries who are seeking guidance related to the reform of their education systems. The overall purpose is to provide a tool for the systematic analysis of the current state of education and to identify priority areas where change needs to occur. Typically, in Stage 1 of GEQAF, a country identifies three to five key domains that require particular attention. Following this initial situation and needs analysis, IBE selects a team of international consultants and organizes a series of meetings with the appropriate individuals and institutions, often beginning with the country's Ministry of Education.

The second phase of GEQAF allows an expanded team – local and international experts to collaboratively create a Program and Action Plan that will allow the country, to progress in the direction of the goals established for each priority area. The Program and Action Plan for each country spans approximately 3-5 years; it establishes dates, people or institutions responsible for each action, and indicators of success.

Many countries have indicated – and continue to articulate – a desire to address weaknesses in their curriculum. Although the exigencies of each country vary widely, a

prevailing preoccupation is the desire to educate students who are capable of functioning in a technologically dependent world where diversity and pluralism of language, culture, religion, and ethnicity will be the norm, and in which contexts and situations will become increasingly fluid.

Over the past few years, I have been invited to work on curriculum development as a key priority area in Kenya, Oman, Seychelles, Swaziland, and Uruguay. The expertise I have developed over a period of several years in the Province of Québec, both through my work at the Ministry of Education and my collaboration as a member of the *Chaire UNESCO de développement curriculaire* at the *Université du Québec à Montréal*, has served as a valuable resource for my work in these countries. My deep understanding of holistic curriculum with a focus on situational and competency-based learning, teaching, and evaluation allows me to assist others in constructing an expanded understanding of curriculum development that suits both their local and global contexts.

It has been an honour and a privilege to be of some service to other countries based on the expertise I developed in my own. The feedback I receive is that Québec's educational reform project was far-sighted and ahead of many regions of the world. That Québec continues to face educational challenges does not diminish in any way its leadership role in conceptualizing and constructing a competency-based reform with a view to creating a meaningful and contextualized approach to learning, teaching, and evaluation.

One of the ideas supported by UNESCO-IBE and sought after by the countries using the GEQAF framework is the notion of connecting formal education to lifelong learning, to the profound belief that learning how to learn is the primary purpose of schooling.

From both professional and personal perspectives, this is my goal in all that I do here in Québec and around the world.