UNESCO

Innovative Methods in the Associated Schools Project

Lise Tourtet

Division of Educational Sciences, Contents and Methods of Education

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FOREWORD

This Study has been undertaken within the context of Unesco’s Approved Programme and Budget for 1984-85 (22 C/5 Approved) concerning Improvement of Educational Methods in order to identify, collect and analyse methodological innovations designed to develop in pupils qualities such as creativity, initiative and critical faculty, a sense of responsibility, respect for the environment, understanding and respect for others, and a democratic outlook.

The established Associated Schools Project was chosen for this study as its experience was considered to be particularly rich which seemingly merited being put at the disposal of all educators. Further, it was deemed that the study would provide some guidance in developing an innovative methodology that would more appropriately respond to the needs of secondary school-children aged between 11 to 18, in relation to the purposes of the study.

The Associated Schools Project has over the years found favour in teacher-training colleges, primary schools, universities and nursery schools, in that order. Ministries of Education and National Commissions for Unesco in almost 100 Member States have been increasingly supportive of this Project whose purpose remains to inculcate in the minds of the young through educational activities, notions of peace and international understanding. Today, more than ever before, it is becoming increasingly evident that activities aimed at promoting understanding, tolerance, and friendship amongst peoples and nations irrespective of race, colour, creed, culture social and/or economic status should be fully supported.

But as much as the ultimate claim of the Associated Schools Project is to perpetuate the ideals of peace and international understanding, it was rightly felt that in order that such ideals be firmly cemented, there was a need to establish both theory and practice adapted to the most up-to-date methods of the treatment of an increasingly important subject-matter for teaching and learning purposes. Thanks to Ms. Lise Tourtet, a French Inspector of Education, this Study has now been transformed, on the basis of essentially Unesco documents and reports, into what would appear to be both a source material and guide to all those involved at the national level in promoting education for international understanding, peace and respect for human rights through the improvement of the content, teaching methods and materials in education.

It is expected that this study will contribute to the renewal of teaching methods which need constant up-dating in keeping with the demand for new knowledge to be transmitted as well as keeping abreast with the likely changes in behaviour patterns and attitudes of pupils within the societies to which they belong.

Grateful acknowledgement is made to all those who contributed in one way or another to this study so ably compiled by Ms. Lise Tourtet.

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INTRODUCTION

Why a study of the methodology of the Associated Schools

Though every country, depending on its history and culture, broadly gives precedence to a given educational method, a pendulum-like movement can be seen in education throughout the world, each swing of the pendulum being followed sometimes because of the excesses, errors or blunders the system has produced - by a reaction. Yet each development has a positive element which endures, at least in the best classes, and, when properly applied, bears fruit. Because of their objectives and their specific practice, the Associated Schools have long been in the vanguard of innovative trends, and have played the catalytic role which devolves upon the so-called experimental schools. It may be noted moreover that it is often the international organizations, with their interest in original approaches and new curricular contents demanding the introduction of innovative methods, that have been responsible for giving comfortably established but ossified educational methods a ‘dusting off’ and shaking them out of their inertia.

Unfortunately, as De Landsheere\(^1\) points out, policy-makers are generally ill-informed on the subject of educational research. Research should derive from day-to-day practice and study the experience acquired by the best teachers.

At the Seminar held in Finland on the application of the 1974 Recommendations,\(^2\) Member States of Unesco in the Europe Region were invited to develop methods that would enhance the active participation of pupils in the learning process and the importance of co-operative techniques of work in attaining the objectives of international education.\(^3\)

During the final phase (phase IV) of the Evaluation of the Associated Schools Project (26 May - 6 June 1980), the participants formulated a retrieval scheme covering methods, conditions of application and results should be the keystone of any programme aimed at facilitating the exchange of information and providing teachers with information which might be useful to them in the course of their work.

At the International Congress held in Sofia (Bulgaria) on the occasion of the thirtieth anniversary of the Associated Schools Project, all participants felt that it was vital, ‘having regard to the objectives of international education, not to reject any of the methods currently employed in the Associated Schools, nor to neglect any type of research aimed at improving them. There was general agreement on the fact that socio-affective methods, and problem-centered, active and interdisciplinary approaches,

\(^3\) Education for International Co-operation and Peace at the primary-school level, Paris, Unesco, 1983.
which were useful in all types of schools, could profitably be employed in Associated Schools and should be brought systematically to the attention of teachers’.¹

For this reason Unesco proposed to launch a project to study teaching innovations introduced into educational practice with the aim of developing pupils’ social awareness and sense of moral values.

General context

1. The Secretariat planned to undertake, in co-operation with the Associated Schools Project, a study designed to identify, assemble and analyse methodological innovations aimed at developing in pupils characteristics such as creativity, initiative, critical judgement, a sense of responsibility, respect for the environment, understanding of and respect for others, and a democratic outlook.

2. This study comes within the context of the work of renovating educational methods so as to keep pace with the rate at which fresh knowledge is accumulating and, at the same time, to take account of the changes that are called for in the behaviour patterns and attitudes of pupils in the societies to which they belong.

But first of all we should define the Associated Schools and their objectives.

THE UNESCO ASSOCIATED SCHOOLS PROJECT

What are the Associated Schools?

«Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed
(Preamble to the Constitution of Unesco).

The Associated Schools are «ordinary» schools which, in the normal framework of the activities and curricula established at their respective levels within the existing structures of the countries involved, undertake (for a period of at least two years) to inculcate the Unesco ideal of «constructing the defences of peace in the minds of men». And since men start out as children, it is in the minds of children that the bases of a durable peace should be established, through education for international understanding and education relating to human rights.

The organisation of the Associated Schools Project

In each Member State, a National Commission serves as an intermediary between Unesco and the authorities of its country.

¹ Final report, para. 57 and 58.
In collaboration with the Ministry of Education, this Commission transmits to Unesco requests for the participation of establishments whose commitment it has in many cases secured beforehand, or which it has selected on the basis of various criteria (quality of projects, balance of educational levels, regional balance, etc.). The National Commission co-ordinates and supports the activities and functioning of the Associated Schools at the national level, while Unesco co-ordinates the Project at the international level, acting as a link between the Associated Schools, providing them with documentation and materials, arranging meetings, training and exchanges, awarding grants and scholarships, and often evaluating and disseminating the results achieved.

Organization of the Associated Schools

Associated Schools I are associated with Unesco, with other Associated Schools in their own country and with Associated Schools in other countries far and near.
Historical background

Unesco launched the Associated Schools Project in 1953. It began with 33 secondary schools (with pupils aged between 11 and 18) which were invited to undertake experiments in teaching pupils about foreign countries and peoples, human rights, and the activities of the United Nations.

The project was gradually extended to include teacher training colleges (in 1957), primary schools (in 1965), and universities and nursery schools (in 1977). At the present time, the Associated Schools comprise 2200 establishments in almost 100 Member States of Unesco. As far as methods are concerned, in 1953 the secondary schools organised, as a first step, specific curricula and activities with Unesco providing back-up services and documentation. The education authorities and National Commissions directed and supported what could already at the time be termed innovations, since curricula contained new content and experimental activities.

In 1965 the first Regional Seminar (Europe) of the Associated Schools examined the stage of advancement of their projects; the method naturally adopted as the most appropriate for an international organisation such as Unesco was the implementation of a series of co-ordinated pilot projects in schools in different countries. 1

From 1972 onwards, the socio-affective educational approach was adopted experimentally in certain Associated Schools following international seminars held in Hamburg (Federal Republic of Germany) in 1972 and 1973, and in Quito (Ecuador) in 1973.

To mark the twentieth anniversary of the Project, an international meeting with the participation of a very large number of experts was held in Levis, Canada, in October 1973.

Over a period, then, of twenty years (1953-1973) the Associated Schools, progressing from 'experimental activities' to 'projects' and from there to the 'socioaffective method' (as we shall see in Chapter 1, dealing with the development of educational theory and practice) adopted the most modern teaching methods. But research continued ...

At its eighteenth session in 1974 the General Conference of Unesco adopted a Recommendation addressed to Member States, ‘concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms’. This very important Recommendation already constituted a synthesis of the most up-to-date educational methods and innovations. Since its adoption, Unesco has organized many national, regional and international meetings to evaluate its application in the Associated Schools Project.

More than thirty seminars and symposia have been held in all the regions of the world where these innovations in both content and methods have been adopted and put into practice. Among these meetings mention may be made of the following:


All these meetings reflect the dynamism and vitality of the Associated Schools, their concern for constant improvement, and their readiness to face up to present-day world problems.

‘With regard to teaching methods and educational content, for example, the 1983 meeting in Sofia recommended that education for international understanding should focus on community problems and lead to the examination of national and international problems of immediate interest to young people. It was recognised that cognitive methods were insufficient to attain the objectives of education for international understanding and that teachers should also be prepared to apply socio-affective techniques designed to give pupils a better perception of their own behaviour and their relationships with other people’. 1

In education for international understanding and peace, emphasis is placed on the importance of personal and relational attitudes.

**Objectives of the Associated Schools**

Where themes of study are concerned, four major lines of emphasis can be identified.

I. **International understanding**

‘Education ... shall promote understanding, tolerance and friendship among all nations and all racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace’

Universal Declaration of Human Rights, Article 26, 2.

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1 International Congress on the occasion of the thirtieth anniversary of the Associated Schools. Sofia, 12 - 16 September 1983.
It should be emphasized that the Associated Schools have always assigned priority to international understanding and co-operation. Confirming this line of approach, the 1974 Recommendation makes reference to a number of guiding principles of educational policy: ‘an international dimension and a global perspective in education’; ‘understanding and respect for all peoples’; ‘awareness of the increasing global interdependence between peoples and nations’; ‘understanding of the necessity for international solidarity and co-operation’.

Attainment of these objectives is made possible by methods that are full of life and warmth; the discovery of other cultures through meetings, exchanges, and the cementing of friendships; historical and geographical analysis of everyday life, the cultural heritage, and so on; practical experience of international understanding.

II. Knowledge and exercise of Human rights

‘Education shall be directed to the full development of the human personality and to the strengthening of respect for human right and fundamental freedoms’.

(Universal Declaration of Human Rights, Article 26, 2).

Responsiveness to the world around us, like knowledge of our own immediate environment, brings awareness of innumerable problems: problems of survival hunger, poverty, sickness, drought; problems of the protection of the individual freedom, the right to self-expression; problems of justice above all - recognition of the individual’s rights, the struggle to end human exploitation, discrimination and inequality. Lasting world peace is inconceivable without absolute respect for human rights - the rights of men, women, children and peoples. We shall study the question of how human rights can be experienced and put into effect, human rights which cannot assume their full significance until such major problems as hunger, the shortage of drinking water and lack of health care have been solved in such a way as to restore dignity and well-being to the human individual.

In the classroom, human rights are experienced and put into practice before they are intellectually comprehended by older pupils. Study of this question should be as practical as possible, backed by examples and activities (cf Ecuador, page 91). Pupils must learn to have the courage to recognize injustices and to combat them with the means available to them. They will become aware of major world problems, particularly hunger, which afflicts two-thirds of the world despite the fact that science has made it possible to produce easily enough food to meet the needs of the entire population of our planet. (cf Argentina, page 118)

Shortage of water is a problem that must be attacked first and foremost by the people affected by it (cf Malta, page 114) and subsequently by helpful friends who, stirred to action by an unjust state of affairs often due to ecological factors, undertake co-operative projects.

According to the 1974 Recommendation, ‘education should be directed both towards the eradication of conditions which perpetuate and aggravate major problems
affecting human survival and well-being - inequality, injustice, international relations based on the use of force'; and it should relate to ‘action to ensure the exercise and observance of human rights, including those of refugees; racialism and its eradication; the fight against discrimination in its various forms’.

All these topics, the rights of refugees (cf Italy, page 92), the fight against racialism (cf Belgium, page 84), knowledge of human rights and a thorough study of certain of them (or of problems connected with their violation), can give rise to practical and stimulating projects for the Associated Schools.

III. Environmental education

The earth’s resources are limited. Awareness has dawned - hesitantly and tardily of the need for international co-operation to study and preserve the ecological assets that are essential to ensure our survival and well-being in everyday life.

According to the 1974 Recommendation, education in this respect should relate to ‘the use, management and conservation of natural resources, pollution of the environment’ and the ‘preservation of the cultural heritage of mankind’.

Topics concerning the environment arouse keen interest among pupils of all ages: the protection of forests and oceans, agriculture, pollution, air, water, noise, the atom, various forms of natural, chemical and atomic energy, and so on. In Chapter VI which deals with environmental education, we shall see the methodological implications of this topic, with all the possibilities of discoveries and experiments that it contains.

The human and cultural environment also constitutes an important objective for the Associated Schools. The treasure-house of culture was in the past not always appreciated at its true value, especially in colonized countries. So that each country may discover or rediscover its identity, past and present works must receive due recognition, be reconciled (or re-claimed), known and understood. In this way, self-respect and respect for others in the diversity of forms of expression is built-up (cf Cyprus, page 120 and the section on the importance of art, page 61).

IV. Peace education and the role of international organisations

Over and above the various themes and projects, the ultimate objective of the Associated Schools is obviously the promotion of education for peace. ‘There exists a unity between education for peace and disarmament, education for development, and education for human rights. A fundamental human right is the right to live in peace and without war’.

The 1974 Recommendation advocates that education should relate to ‘the maintenance of peace; different types of war and their causes and effects; disarmament; the inadmissibility of using science and technology for warlike purposes and their use for the purposes of peace and progress; the nature and effect of economic, cultural and

1 Consultation of specialists on the contents and methods of education for international understanding, peace, disarmament and respect for human rights, Morges, Switzerland, 29 June - 3 July 1981.
political relations between countries and the importance of international law for these relations, particularly for the maintenance of peace’, together with ‘the role and methods of action of the United Nations system in efforts to solve such problems and possibilities for strengthening and furthering its actions’.

Peace education takes place in the home, in the school and in the community through character-building, the creation of attitudes and behaviour patterns, dialogue, and action (cf Chapter III, page 61 ff.).

Furthermore, it supposes a historical knowledge of the causes of conflicts and their solution and of the role of the United Nations (and in particular Unesco) in promoting peace and security (cf India, page 73 and Czechoslovakia, page 74).

From the standpoint of teaching methods, another objective of the Associated Schools is the development of the personality. The education provided in these schools should embrace all aspects of the personality:

- development of personal identity and self-respect.
- sensitivity and life-style as regards the individual and his relations with other people.
- development of awareness of political, economic and social realities.
- intelligence, including not only cognitive elements but also the exercise of judgement and critical analysis. ¹

We shall see how the application of activity and socio-affective methods makes it possible to attain this objective.

**Are the Associated Schools experimental schools?**

When an educational establishment undertakes to help in the task of disseminating the ideals of Unesco, the following approach is called for:

Teachers must be motivated, informed competent and persevering. Education for international understanding can, in fact, come up against obstacles, particularly the incomprehension of the authorities at different levels, and accusations of giving education a political slant and ‘conditioning’ children. It may also encounter similar objections from parents. To remedy this, there must be a constant process of training and information, and parents must be brought into partnership with those responsible for the activities being carried out.

The commitment by the team to an Associated Schools project calls for dialogue, co-ordinated action and co-operation. In return, the Unesco project will inject life and enthusiasm into the team involved.

¹ Consultation of specialists, *ibid.*
Teaching of a high standard is gradually achieved as a result of individual and team work, together with in-service training; indeed, She Associated Schools are noted for the excellence of their teaching. They customarily develop experimental activities and introduce innovations to the greatest possible extent in both methods and content, which are constantly updated.

The Associated Schools evaluate their work in order to ensure that satisfactory results are achieved.

The work of She Associated Schools has a multiplier effect. Links are established between them and all the participating schools gain from the dissemination of information on the experiments carried out, in particular through the Unesco journal ‘International Understanding at School’ and other Unesco publications. As we shall see, these schools take all possible steps to make the results they have achieved widely known (cf ‘Completion of She Project’, page 52).

The Associated Schools do, in fact, operate like experimental schools, and this innovative aspect is highlighted in the 1974 Recommendation, which invites Member States to ‘take advantage of the experience of the Associated Schools which carry out, with Unesco’s help, programmes of international education’ and to ‘stimulate and support research on the foundations, guiding principles, means of implementation and effects of international education and on innovations and experimental activities in this field, such as those taking place in the Associated Schools’.

In the present text we propose to give a brief overall account of the evolution of teaching methods and practices, with emphasis on the innovations that the various activeing methods have introduced, the procedures adopted, and the experimental and practical activities to which they have given rise in order to achieve a harmonious balance between ethical, affective, aesthetic, cognitive and sensory-motor approaches.

We shall set out methods whose purpose is to help children to gain knowledge of themselves, in terms of their physical and intellectual capacity and their character, and which are directed towards the development of:

- individual moral values, highlighting some of the concerns and practices of the Associated Schools;

- love of peace and the seeking after truth, through dialogue and scientific investigation;

- social awareness, through activities involving communication and solidarity, through international understanding, and through education relating to human rights;

- creativity and the importance of art in peace education;

- respect for the environment.
CHAPTER I

THE DEVELOPMENT OF THEORY AND PRACTICE IN EDUCATION
SYSTEMATIC EDUCATION:  
THE TRADITIONAL OR DOGMATIC APPROACH

‘However far back in history we go, and wherever we look, we find dogmatic education. It is so widespread among the Indo-European civilizations, it has been so permanency established since the time of the Sumerians, that it may be termed traditional’

The bases of systematic education

When dais universal method originated, little or nothing was known of child psychology, and no particular attention was paid to the child’s real existence, his particular features, inclinations and desires. The child was even regarded in a somewhat negative way; his basically ‘poor and undisciplined’ character had to be corrected and shaped. All civilizations held this view. But shaped in what way? To be brought into line with thinking of adults, she repositories of all knowledge, wisdom and truth.

How was this done? By Conditioning and even ‘breaking in’. Unfortunately, what it was thought necessary to drill into shape were precisely what we now know to be the child’s richest potentialities: his affectivity, his imagination, his spontaneity, his playfulness. Furthermore, when a child is shaped by conditioning (reward and punishment) without consideration of other psychological factors (incentive, interest, pleasure), much time and patience is called for. The learning process lasted a long time, and there was no guarantee that what was learned would take firm root if the purpose of acquiring this knowledge was not always understood. At the time, the aim was instruction and character-building, but nothing was known of the workings of the intelligence; the work of the great researchers such as Piaget, Wallon and Delacroix was a twentieth-century development. Previously, as Jean Vial points out, the emphasis - in Greece, India and China, among the Hebrews and throughout the West - was on memory. Assimilating instruction meant accumulating unclassified knowledge, determined on the basis of custom and learned by repetition - hence the widespread presence of what the French term répétiteurs, or tutors who make their pupils repeat their lessons by rote.

The classroom environment

This work of memorization and repetition demanded a certain form of attention; nothing was allowed to distract the pupil. Everything was serious, severe, austere even; no frills, only edifying maxims; no games, no plants; desks lined like seats in a railway carriage; the teacher perched on a dais so that he could oversee the whole class; a blackboard; sometimes black overalls too. The children had to remain silent unless questioned, and sit still for long hours at a time. These irksome restrictions were compensated by the explosive relief of the recreation period, and from time to time by ‘horseplay’.

Pupil-teacher relationships

Pupil-teacher relationships were vertical; the teacher was the repository of absolute truth and held complete authority, which he often exercised repressively, meting out physical punishment which was universally recognised as eminently educative.

The pupil had no right to question or criticize the teacher (unthinkable!), ask questions, or seek the why and wherefore of anything at all. He echoed the teacher, giving the expected correct reply when questioned. He learned to do as he was told; to obey and to knuckle under.

Relationships between pupils

A spirit of competition, deliberately fostered by means of class ranking, marks, assessment, praise and blame, was used to stimulate an individualistic approach to work. The rule was ‘everyone for himself, and get to the top of the class if possible’.

Humility and respect for the teacher and for the knowledge imparted were accordingly inculcated. There was no co-operation among pupils; telling anybody anything was regarded as cheating.

The method

Since the aim was to transmit instruction, the method was essentially verbal and abstract. The teacher delivered a monologue, and the pupils listened and wrote. The teacher did not listen, except to the echo of his own words.

Knowledge, which nobody dreamed of challenging, was instilled in pupils. To that end it was predigested, each difficulty being broken down into short, easy exercises, the purpose of which was known - at best - only by the teacher. For example, a mathematical problem had only one solution, the correct one.

What was wrong with this system

This procedure encouraged a conformist attitude, passive acceptance, and intellectual inertia. Moreover, it stimulated only convergent intelligence, in which imagination, suggested explanations and innovation have no place. Both knowledge and learning were mechanical processes; not much thought was needed.

This style of education:

- took no account, as we have seen, of the child’s potentialities;
- neglected important areas of the child’s personality: affectivity and psychomotor skills;
- took a mistaken view of the workings of the intelligence;
- gave no Thought to the laws of the learning process;
- failed to analyse the ultimate purpose of education.

All these points will be dealt with in our study of the new education.
It has to be stated, alas, that systematic education, because it is well-tried, comfortably established and easy for it evolves slowly and smoothly) is still - with some adjustments, in many cases superficial - widely practised throughout the world. The example set by the Associated Schools could, in the various countries where they are located, help to bring about the necessary renovation of teaching methods, a reform which is advocated at the highest levels and, in many cases, by the teachers themselves.

A BRIEF HISTORY OF MODERN METHODS

New educational methods originated in the West.

In the XVIth century in France, Rabelais and Montaigne denounced ‘encyclopaedic’ teaching, Montaigne considering that the child should have ‘a fully developed mind rather than a head full of facts».

In the XVIIth century the Czech Comenius considered that ‘the child should be regarded in his individuality, and that the ‘experience of nature should be combined with experience of society’.

The Swiss Pestalozzi, in the XVIIIth Century, postulated intuition as the basis of education.

Jean-Jacques Rousseau, who was born in Geneva, laid the foundations of all modern methods. His brilliant intuitions were confirmed by the work of Binet, Wallon, Piaget, Claparède and others. Rousseau revealed, among other things:

- the need for real knowledge of the child;
- the value of activity;
- the slow maturing of intellectual and moral aptitudes;
- the importance of interest, play, and contact with nature;
- education through personal experimentation;
- the importance of physical activity.

In the XIXth century the German Herbart set up a school in which the child could ‘experiment’.

Seguin in Switzerland and Itard in France, who were originally doctors treating so-called ‘retarded’ children, improved our knowledge of the child and gradually established a form of activity learning for normal children.

In the XXth century Dewey, in the United States, founded an experimental school attached to the University of Chicago.

In Russia, Tolstoy urged ‘respect for the child’ and proclaimed the value of liberty. In a sense, he was the inventor of the free-school movement which, towards 1920, gave rise to the ‘Hamburg free communities’ (an experiment often considered excessive) and to O’Neill’s ‘free children of Summerhill’ in England. These
experiments, through their own process of self-criticism, led to reflection on the limits of uncontrolled freedom and gave rise to fruitful attempts to inculcate self-discipline.

In this quest for freedom in education, the American Carl Rogers formulated his ‘client-centred approach’ and highlighted the important principle of empathy, ‘a warm relationship, taking an optimistic view of other people’.

The Swiss Ferrière established a ‘system of relative autonomy for schoolchildren’.

In Italy, Maria Montessori, influenced by the philosopher Condillac, advocated the discovery of the outside world through education of the senses. She revealed the importance of a practical approach, of play and of progress through trial and error, and the value of teaching materials. Like Pestalozzi in Switzerland, she created kindergarten schools.

The Belgian Ovide Decroly wanted the school to be centred on the child’s interests, to be open to life (‘the school for and through life’), nature and social activity.

To promote socialization and give children responsibility, Roger Coussinet developed ‘free activity in small groups’.

Makarenko, in Russia, carried out experiments among children’s communities on the assumption of responsibility by each member of the group and the establishment of rules for living. He focused attention on the importance of trial-and-error experiments in education, and on the role of the child’s milieu.

Numerous researchers attempted to define the personality of the child. Binet, in France, wrote *Les idées modernes sur nos enfants* and established one of the earliest intelligence tests, the Binet-Simon test, whose value has been undeniable.

Claparède, who founded the J.J. Rousseau Institute in Geneva in 1912, formulated, in *L’Education fonctionnelle*, the laws governing the working of the child’s mind, the syncretism of the child (the child is a whole being): the law of need, the law of awareness, the law of interest, the law of trial and error, and the law of functional autonomy. All these terms were enthusiastically adopted in the ‘new education’.

Wallon in France and Piaget in Switzerland established the importance of activity in the development of the intelligence and the personality. Piaget demonstrated the existence of stages of development which cannot be either neglected or forced without causing damage. He drew attention to the importance of the maturing of the child in education.

Currently, modern education is also influenced by the ‘natural education’ of Celestin Freinet (France), which focuses on expression, communication and the development of the personality. Freinet introduced ‘co-operative techniques’.

Another French specialist, G. Tortel, introduced teaching based on project methods and the development of awareness, in parallel with the work of Freire in Brazil on ‘conscientization’.
Another approach, teaching on the basis of performance objectives, was introduced by Bloom in the United States around 1960. Mention should be made of the role played, also in the United States, by ‘group dynamics’. Towards 1940 research was carried out on group phenomena. A Romanian social psychologist, Jacob Lewy-Moreno, and Kurt Lewin of the University of Berlin, both of them U.S. immigrants, carried out experiments in regard to the ‘group’ and demonstrated the interdependence which make the group ‘an organism, not an aggregate ... in which a system of tensions and energy exchanges operates’ (Lewin). Originating within the group are expressions and communication, both verbal and non-verbal, both logical and non-logical. The Training Group (dating from 1947) used the group as a means of improving selfknowledge through practical experience and through feed-back which reveal to the individual how others see him and teach him to have regard for others.

All these new trends have converged in the methods widely employed in the Associated Schools, which are often in the vanguard of innovation.

**NEW OR ACTIVITY METHODS**

‘New methods are those which take the nature of the child into account and have recourse to the laws governing his psychological make-up and his development’ (Piaget).

**The Copernican revolution**

Just as Copernicus discovered that the earth was not the centre of the universe, so it was realized at a certain point in time that the teacher was not the central figure in education; it was the child himself. It was he who had to be known and understood. He was not a blank sheet of paper to be written on, or a lump of clay to be modelled, but a living personality wanting only to grow and develop. This realization was a complete reversal of what had gone before; it was a revolution, a switch from the ‘teacher-centred’ system to the ‘pupil-centred’ approach. Analysing the celebrated words of Jean-Jacques Rousseau, ‘The child has his own ways of seeing things, thinking and feeling; nothing is more senseless than trying to substitute ours’, cohorts of researchers, psychologists, philosophers, scholars and biologists at last set about studying the child as he really was so as to discover his specific needs. For, as Rousseau also said, the mentality of the child differs from that of the adult not in degree, but in nature.

What did they discover?

*The child is a whole being, a unity*

To use memory alone as a means of instruction, as had always been the case previously, was not to educate the child, but to mutilate and repress his personality, thereby disturbing its balance.
Childhood is, first and foremost, activity

Every discovery - of things, of other people, of oneself - involves a sensory-motor activity before it is spoken of and thought of. Activity is of such capital importance for the acquisition of knowledge and the moral, social, intellectual and affective training of the individual that new educational methods are called ‘activity methods’. To realize the overwhelming importance and irrepressible nature of activity where children are concerned, it suffices to observe them objectively and in an unprejudiced manner.

Activity is the child’s natural approach to learning

It manifests itself first and foremost in the form of play. Play was for so long regarded as superfluous or even something to be frowned upon, that it had to be included in the Declaration of the Rights of the Child! Activity is, in particular, essential to mental development, as Wallon points out (De l’Acte a la Pensée). Piaget reveals the constant presence of stages of development, whose maturing process must be respected and which proceed from the concrete to the abstract.

In attempting to foster the natural development of the child, and, hence, advocating methods that are as ‘natural’ as possible, a learning process that makes use of activity methods is concerned with discovering the child’s interests, because it represents a form of education centred around happiness, joy and success. In the old days joy, as we have seen, was frowned upon. The pupils’ environment was one of boredom and dreariness. As Tolstoy described it, the teacher did not tolerate any sound while he was speaking, any movement or gaiety on the part of his pupils, all elements that they needed to be really instructed; and in schools built like prisons, questions, conversation and movement were forbidden. Yet joy is a tonic; it is an incitement of knowledge and full development. Success is a stimulus to do better still. As Alain puts it, why should easy learning be made difficult? And in the words of Bloch, effort called for without the natural stimulus of interest but under the artificial stimulus of classroom sanctions is pathological and sterile.

Interest and success are linked with motivation, the driving force, the incentive to act and learn.

Modern teaching methods acknowledging the child’s spontaneity as a positive attribute to be cultivated. The pupil’s intuition is called upon; he is encouraged to experiment on his own initiative. In this way he realizes that there are problems and difficulties, and learns by his mistakes. To succeed, he has to proceed by trial and error, explore, criticize, analyse, persevere, and experience the satisfactions of investigation and creation.

‘He does not receive an intellectual education, he leads an intellectual existence ... he does not receive moral education, he lives morally’ (Cousinet).

As Decroly puts it, the child must ‘play, imitate, experiment, multiply his possibilities of action’. Teaching by means of activity methods reflects, then, an open approach; it promotes the spirit of inquiry, discovery, innovation; it awakens the child,
stimulates his potentialities, falls into line with his reality, knows what reality is and understands it. In this form of teaching, the teacher takes an interest in every pupil; it is an adaptive and individualised system of teaching. It is concerned with the sociocultural context of the school and with the pupil’s existing stage of development. The pupil paints, does modelling, sings, not as a form of training, not to learn how to produce paintings or models, but to satisfy an existing need to paint or sculpt.

The new education develops the child’s affective life by focusing particularly on everything relating to sensibility, affectivity, aesthetic sense, contact with nature, relationships of friendship and confidence. It fosters expression in all its forms: the spoken word, the written word, singing, modelling, painting, dancing ... In modern schools we see flourishing activities such as children’s plays, arts and crafts of all kinds, the construction of musical and scientific instruments, all activities involving creativity, imagination, and the discovery of the environment. In Decroly’s words, ‘The classroom is everywhere, present in the kitchen, the garden, the fields, the farmyard, the workshop, shops and exhibitions, and during excursions and travel.

Activity learning is concerned with developing the social sense and the sense of solidarity; the group undertakes to live a co-operative existence, with rules, responsibilities, elections, self-management, group work, and when appropriate, criticism by the group. The new schools are schools that reflect humanity and democracy.

What role does the teacher play?

The teacher must be a good psychologist, and must know and understand each of his or her pupils. Teachers must come down from the dais and become activity leaders. They share in their pupil’s quest for information, and help in the work of organisation. they are the regulators and sometimes the analysts of the group. Their action is, above all, indirect. In their adult capacity, they ‘direct the proceedings’, helping to create a ‘learning situation’, leading their pupils along the right lines in their investigations and their acquisition of knowledge appropriate to their age and educational level; for the personal attitudes of the teacher can be a determining factor in the success of a project. ¹

By drawing on the children’s interest and dynamism, teachers often achieve much better and more lasting results than with a plodding and repetitive method. But as we have seen, education is far from being a matter of achieving scholastic results alone. Furthermore, teachers help their pupils to become responsive to other people, to society and to the world in general, and at the same time develop their moral qualities, their spirit of inquiry, and their creativity.

Classroom conditions

The classroom atmosphere - and that of school life in general - is permissive and outgoing. Teacher-pupil relations are marked by a feeling of warmth, yet there is firmness. By their attitude and their own example, teachers make it clear that they expect a high standard. They know how to observe and listen; they are approachable, and their

point of departure is the class as it really is; they accept passing inadequacies and faux-pas, encourage their pupils, bring out the best in the shyer ones, stimulate the bright ones, and maintain an atmosphere of happy freedom and keen enthusiasm. The teacher’s role is to create a climate of confidence.

The educational efficacy of placing confidence in the pupil is confirmed by experience. This so-called ‘Pygmalion effect’ became well-known through an experiment conducted in the United States in which teachers were told that certain pupils had been identified as possessing exceptional personal potential. These pupils, who had actually been selected at random, made rapid and spectacular progress, thereby demonstrating that expectations have an effect on success.

The atmosphere in the classroom should also be such as to promote confidence among themselves; they learn to work as a team and help one another in the preparation and implementation of projects.

The prevailing atmosphere in the school is a particularly important factor. The school must in fact be a community in which everyone is treated on an equal footing.\(^1\)

The children are also given responsibility in the organisation of the school. It has been observed in a number of cases that if pupils are allowed to have a say in certain school affairs, particularly in the planning of activities in the context of the Associated Schools Project, they gain valuable experience not only in the exercise of their rights but also in the shouldering of their responsibilities.\(^2\)

Another major innovation is that confidence is established among teachers and other educators at various levels, so that we can now speak of an ‘educational team’.

The traditional dogmatic school was a closely guarded world of its own, one that was even retrograde, and fearful of the scrutiny of parents and other adults. One cannot help wondering at the inexplicable persistence of systematic methods which originated at the time when belief in unchanging truths prevailed, despite the fact that those truths had been overturned by scientific and psychological discoveries concerning the child. It is manifestly clear that those methods do not prepare children for life in contemporary society.

Modern education opened up the school to parents and to medical and social workers. With the Associated Schools, education has become freely receptive to the whole world, to the environment and to international issues. In fact, the environment first came into the picture in the modern school.

The internal environment: Maria Montessori ‘discovered’ that tables and chairs needed to be adapted to children’s height, and should be comfortable. Bright colours were introduced into the school. The arrangement of the furniture was less impersonal and was adapted to working situations (individual work, large and small groups). School architecture became more pleasing. In Bulgaria, for example, one can see

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2 Ibid.
kindergarten schools that are minor masterpieces of architecture and interior layout, with comfortable, attractive furniture, excellent decoration, wall-to-wall carpeting, and a varied range of materials such as musical instruments, toys, games, and so on. The outdoor playgrounds are well equipped with sophisticated facilities providing plenty of possibilities for games and exercises.

Activity learning also takes account of children’s interest in the natural environment, which adds a veritable new dimension to education. Here, too, the Associated Schools are in the forefront of innovation.

TEACHING ON THE BASIS OF PERFORMANCE OBJECTIVES

These new methods stem from two trends: a philosophical trend (Montaigne, Comenius, J. J. Rousseau) and, more recently, a scientific trend (Binet, Piaget, Wallon).

As we have seen, the philosophical approach postulates the positive value of the child. His particularities - his liking for play, his imagination, his activity - form the bases of a form of teaching which, in order to promote these features, allows the child freedom and places confidence in the teacher’s intuition.

In respect of both - the child’s freedom and the teacher’s intuition - certain miscalculations have, of course, been made. The Hamburg ‘free communities’ experiment disclosed the limits of the freedom to be granted to children. Teachers using activity methods have learned that freedom is structured: it is necessarily limited by the constraints of social life, which may, moreover, be thought out anew and more especially, negotiated in each class or school. Nor has reliance on intuition always been a positive factor. Some teachers, lacking proper preparation, have failed to divide the line between intuition and confusion. The reaction to these errors has been the development of a much more objective psychological and educational approach.

In Russia, early this century, Pavlov carried out his celebrated experiments on conditioned reflexes. Parallel with this, there was an educational trend towards an objective and exclusively scientific form of teaching. Along these lines, Skinner in the United States studied educational behaviour, while designers of tests took a keen interest in the work of Bloom, whose ‘taxonomy of educational objectives’ 1 appeared in 1956 and met with great success. As a reaction against an over-intuitive approach to the application of certain activity methods, there emerged a need for rigour, clarity and ordered sequence.

On the other hand, teaching by objectives, like other new methods, concerns itself with the whole personality of the child, who is still considered to be ‘educating himself’ rather than ‘being educated’. This reflects the aim of decentralising the educational

function of the teacher and assigning it to the pupil, who is regarded as a person capable of assuming his roles. Education is still regarded as being more than mere intellectual acquisition.

The cognitive domain is extended to include the intellectual processes of learning; it is concerned with the problem of information, retaining, but analysing the necessary role of memory. It covers the phenomenon of creation or re-creation. In placing the child at the centre of investigation, teaching by objectives proposes problem-solving activities with their phases of analysis and synthesis.

The affective domain, whose importance in the learning process has been, as we have seen, revealed by activity methods, is also analysed and categorized. Feelings, emotions, attitudes, motivation, imagination and values are included in these objectives. Although this domain is still less developed, teachers have nevertheless been alerted to the need to take the fullest possible account of this whole aspect of the child’s personality of which they should have the closest possible understanding.

The psychomotor domain, which Piaget and Wallon, more especially, showed as being one of the factors triggering the child’s interest in learning, is also described, analysed, studied and classified. This domain covers muscular and motor skills, and certain abilities.

These general cognitive, affective and psychomotor objectives are subdivided into particular objectives. Here, new terms come into use, some of them borrowed from military terminology (operational objective, strategy, etc.). Attention is focused on resources, constraints and performance, the latter being the principal criterion of educational results.

Critical analysis of this method of teaching

Initially developed for purposes of evaluation and not education, teaching by objectives has proved to be a method difficult to apply. It is difficult, in fact, to define objectives precisely, especially those that are not measurable. Moreover, there are very many classifications of the objectives to be attained, and the classifications are not concordant, because objectives are for the most part abstract notions. This multiplicity of objectives introduces fragmentation and dispersion into the teacher’s practical preparation of his work, and it is an illusion to imagine that he can take them all into consideration ‘A teacher wishes to formulate an operational objective for each of the day’s activities. If he works with three groups of different levels in each class, it means 4,200 objectives per 40-week school year’. ¹

Confusion of projects, objectives, goals, ways and means and methods is easy and frequent. The terms in which objectives are formulated in the list below provide a good example of this confusion.

Objectives

A. General
1. Imagine a new ‘world village’ based on the new international economic order.
2. Make pupils aware of how this will foster economic and social progress.

B. Specific
Pupils are required to:
1. Identify developed and developing countries on a map.
2. Compare them with the help of statistics.
3. Briefly analyse the causes and effects of economic imbalance between countries.
4. Realize the inequalities created by the existing economic system.
5. Justify the rights of developing countries to demand the establishment of the new international economic order.

A 1 is a project.
A 2 is the general objective of the project.
B 1, 2 and 3 are respectively a method, an approach, and a procedure for arriving at B4, and at the conclusion B5; they are not specific objectives.

Here, the vocabulary used in the teaching by objectives approach is not enlightening. On the other hand, a project presenting problems by means of a simulation process leads to the practical identification of solutions. The problem and the project are excellent because they stimulate creativity.

De Landsheere also considers that teaching on the basis of learning objectives rests on a linear and cumulative definition of knowledge, whereas Piaget’s constructivism leads us to regard the learning process and development as a transformation of behaviour in accordance with certain vectors reflecting greater progress or a better balance between the subject and his environment. ¹

However, teaching by objectives has the merit of inciting teachers accustomed to systematic methods to tackle hitherto neglected areas - the child’s imagination, affectivity and psychomotor activity - and it presents a salutary challenge to their previous teaching approach.

It has enabled those who have applied activity methods with insufficient rigour to be more clear and explicit. It has enabled all teachers to focus fresh attention on previously neglected cognitive processes, and to reflect upon the effectiveness of their procedures ( operational objectives). But most importantly, it has provided possibilities of evaluation in terms of clearly formulated objectives. Those responsible for school curricula and examinations can no longer disregard the contributions made by this method, and throughout the world the ‘language’ of objectives is employed, at least in part, in curricula and instructions.

THE SYSTEMS APPROACH

The sciences, particularly the natural and the human sciences, currently use the systems approach. This means that ‘A teaching/learning situation ... must be regarded as a system, that is, as a totality more complex than the mere sum of its constituent parts ... Each system s a coherent and indivisible whole’.1

The system approach uses the discoveries and the vocabulary of teaching by learning objectives, adding to this an analysis of the various interrelations:

- Between the subjects taught
- interdisciplinary and pluridisciplinary approaches
- Between the pupil and the instruction
  - the anticipated ‘product’, e.g. what is learned
  - the ‘performance’ demanded (examination results) or expected curriculum)
  - constraints: premises, size of classes, materials, working conditions, etc.
  - the educational strategy adopted
  - evaluation
- Between the pupils and the teacher, or, in other words, the atmosphere prevailing in the classroom. Depending on the teaching method adopted, the pupil-teacher relationship may be authoritative, paternalistic, liberal, democratic, comradely or lax. The pupil may be allowed 2 complete freedom, partial freedom, or no freedom at all. The ‘Pygmalion’ effect may vary. The group reacts differently according to the classroom climate. The authoritarian teacher, as we have seen, generates passiveness and aggressiveness, and the lax teacher generates anxiety and turbulence among his pupils; but when the relationship is democratic, the pupils become independent and responsible.

- Between the pupils themselves. The analysis of human interrelations within a group has given rise to a new ‘branch’ of educational science called ‘group dynamics’. It reveals many forms of interaction, mainly affective, but also cognitive (by a ricochet process), and positive and negative, individual and collective, together with the existence of active and passive roles (the leader, the observer, the opponent, dominating and dominated, etc.), as well as influences, rejections, coalitions, crises, and periods of excitement and depression. Group dynamics, as an educational method, may or may not be applied ‘blank’, i.e. without any teaching content. At all events, it is no longer possible to disregard its valuable contributions, particularly in the further training of adults.

- Between the various protagonists in the educational process and between them and the environment, the socio-cultural context, the national education system, parents, and the community in general.

Because of the precision of its analyses, the systems approach fosters innovation. But in actual fact all modern teaching methods, to the extent that they seek to establish interactions between different disciplines and between the various partners involved in education, are systems approaches.

**DEVELOPMENT OF AWARENESS AND ‘CONSCEINTIZATION’**

Towards 1940, in France, an educationist with revolutionary ideas, Germaine Tortel, introduced her ‘initiatory and consciousness-raising’ system of teaching. Her ideas were - and still are - applied in primary and pre-primary schools, and her valuable innovations have been gradually adopted in the most advanced educational circles.

It was towards 1950, in Brazil, that Paulo Freire, a popular Brazilian educator, following a ‘utopian’ ideal, and ‘whose role in Latin American thought is comparable to that of Hegel in European thought’, 1 developed his method of ‘conscientization’ which met with remarkable success among North American teachers and young people. Having been a university lecturer himself, Freire considered that conscientization would make education a liberating process 2 leading to a reform that would bring the university into contact with its environment and with its social partners: artists, community leaders, doctors, etc. He was convinced that ‘every human being ... is capable of casting a critical eye at his or her environment’. By conscientization he meant ‘a growing objective and critical awareness of experienced reality, with a view to changing it’. 3 In Tortel’s view, ‘constructive criticism’ is the most effective instrument in the quest for truth and in the constant improvement of the task being undertaken, and this applies when the task is education itself.

**The predators**

The precursors of these ideas have been many. Socrates urged: ‘know thyself’, Descartes laid down the psychological postulate ‘I think, therefore I am’, and Rousseau was doubtless the first to employ the term awareness. In ‘Emile’ he referred to ‘self-awareness’. Claparède proposed his ‘law of awareness’. Freud, Adler, Jung and other psychoanalysts revealed the existence of levels of consciousness: the unconscious, the subconscious, the conscious, the superconscious, captive awareness, collective consciousness, the collective unconscious, body awareness ... and subsequently their ideas were followed up by most modern philosophers including Hegel, J. P. Sartre, Marx, Einstein, Heidegger and Husserl.

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1 Prospects, no 54, p. 302.
3 Prospects, op. cit., p. 305.
What is awareness?

‘To become aware is first of all a process of opening up, of deliberately standing back and discovering one’s self, discovering the world, stopping for a while in a silence in which burning questions are formulated, the precursors of knowledge in gestation; it is to look into one’s inner being and allow consciousness, the breath of personal life which inspires and impregnates knowledge, to emerge’ (G. Tortel).

Awareness is the emergence into rational consciousness of knowledge, understanding and relationships previously felt in a more or less confused manner, speculatively, expectantly, and which, as a result of a process of maturation, sudden revelation or verbal elucidation all at once become clear and evident. The dawning of awareness is often a vivid personal experience involving both affectivity and cognitive discovery, through which the individual grasps a fact, a reality, or a problem, discovers (or rediscovers) then and makes then part of his being.

‘Through awareness, the child is initiated, he is transformed in his being, he is in possession of himself; having grasped the sum total of the relationships of the subject, he enters the world of art, poetry and moral values; he enters a system of open values. Dynamic relationships which poetize and justify are created between him and the world. Through awareness, knowledge becomes a generous discovery’. ¹

In the consciousness-raising process the individual develops a kind of dual personality; he knows himself in a different way, he becomes the judge and critic of a reality which formerly posed no problem and whose aspect suddenly changes. New questions arise which mobilize feelings and knowledge, which ‘revolutionise the child. David Wolsk ² relates ‘experience situations’ in which the pupils’ testimony reveals all these feelings and discoveries, intensified by the discussion which follows each experience. Paulo Freire defines his conscientization method as revolutionary praxis: ‘praxis’because it evolves through practical action and always combines action with reflection - neither hollow verbalism nor activism.

The pulse of ‘conscientization’

The development of awareness may be said to define the highest dimension of human aspiration. As Paulo Freire puts it, it consists of ‘mastering and transforming reality, revealing the individual’s alienations’(a term which was to come greatly into vogue during the student uprisings of 1968), ‘daring to pose questions and to find new and constructive answers to them, transforming education into the practice of freedom’.

Again, in Germaine Tortel’s view, ‘through awareness, the child creates his freedom, his personal way of thinking; he is a lucid protagonist in his own education’.

It should be noted that all scientific discoveries, all the great achievements of humankind: the liberation of oppressed peoples and minorities, the creation of international organizations, the assertion of human rights, knowledge of and preservation of the environment, the establishment of peace, are attained only after a ‘long march’ involving successive stages of awareness. Humankind attempts slowly, with setbacks and regressions, difficulties and successes, to proceed from one threshold of perception to another.

Through awareness we acquire true knowledge, which as Tortel says consists of ‘existential comparisons, contradictory propositions; it is the integration of ideas, a superior manifestation of consciousness, a breakaway from the unformulated and the automated, necessitating a dialectic stemming from the individual and his assertions, developing in him the need for value, giving him open information ... it is a reintroduction to a world where awareness reigns’.

How can awareness be achieved in the classroom?

Discussion and dialogue

Freire and Tortel both advocate dialogue, and even dialectic; a profound dialogue whose aim is to arrive at the truth, a discussion in which a full hearing is given to both sides of the argument. From discussion, enlightenment emerges. Each profound question tackled already means awareness. In Tortel’s method of teaching, the subjects of discussion often touch upon vital issues: the children talk about birth, life, death, injustice, violence, war and peace, poverty, happiness ... but there are other subjects too, relating to nature, music and the world of the imagination.

In classes where this system of developing awareness is employed, the dialogue takes place every morning when the children arrive (at least in the small classes with a single teacher). It is a moment of close contact and profound reflection. To achieve true perception, it is preferable to deal with a single issue, amplifying it with surveys and documents. The teacher ‘approaches’ a difficult question by putting numerous ‘indirect’ questions. Indeed, the ‘dialectical’ approach is present throughout and in every kind of intellectual or expressive activity and the questions put should be penetrating, otherwise the pupil merely ‘complies’ without understanding what is being said to him; his participation remains external. Gradually, once they have been led to reflect, it is the children who ask the important questions and seek replies to them.

In some Associated Schools, this kind of dialogue by stages of awareness fosters a remarkable understanding, often at an early age, of major world problems.

Here are some examples showing the development of awareness among children in the 5 to 6 year-old age-group.
Question: Why do wars happen?

- Men make war because they don’t like one another.
- Because they don’t have the same skin.
- Because they want to be the masters of everything.
- People don’t like one another because they don’t understand one another.
- They don’t understand or know one another.
- They are afraid.
- People are too excited; they don’t listen to one another.

Questioning on how women can prevent war (Louvroil, France). Five-year-old children invented a story about a king who went to war. His wife, the Queen, said to him:
- Actually, you like war.
- You want to show that you’re the strongest.
- Only once war starts, you don’t know how to stop it.
- War makes people wicked.
- When there’s a war on, you know that people get hurt, but you go on doing it.
- You are going to kill people, and you think it natural.

Questions about the ‘enemy’. But who is the enemy?
- You don’t know or understand the enemy.
- You thought the enemies were the paddies’ - it’s as though they had put on a mask to fight.
- They take off their mask, say ‘sorry’, and you see that they look like friends.

Situation simulation

Germaine Tortel also recommends the stimulating effect of simulating a situation. ‘The child who is put into a situation in which he can think, wonder, dream, embarks on a project which fully mobilizes him and encourages him to make choices’. Any situation which concerns the child, plays upon his feelings, provides food for thought and creates difficulties to overcome, is fruitful. For instance, in one nursery class of an Associated School in Northern France, the teacher brought in a naked black baby doll and observed the reactions of the children, aged 2 to 4. Gradually their attention centred on the colour of the skin, and they realized that black babies, like those of other colours, need protection, affection, food and care. They attended to all these ‘needs’ of the black doll. In this way, through play, they learn respect for others, what other people’s needs are, and, hence, the rights of the child.

Situations of ‘deprivation’ are particularly stimulating. For instance, in the nursery class of another Associated School the water was cut off so as to make the children cope (to a moderate degree, of course) with the effects of lack of water and gradually make them aware of the problem of water shortage in various parts of the world.
David Wolsk also reports deprivation experiences; for example, a pupil with his eyes bandaged is led by another child along a difficult path, then the two reverse their roles. This experience is fruitful in respect of the perception of relationships of reliance and dependence, non-verbal communication, the discovery of the environment by the ‘sightless’ child, etc.

Here is a very good example of an Associated Schools project in Cameroon involving a situation of deprivation.

Cameroun

Ecole publique Groupe 1
Principal and Special Project Director: Mr. Pierre Ngeng Sona
Special Project: Maintenance of the village well.

The Associated Schools Project activity chosen by pupils in M’Banya was designed to contribute to the improvement of the environment. The International Hydrological Decade has sought to emphasise the importance of this essential resource in terms of life, health and the economy. Thus the maintenance of the village well was considered to be a very urgent project in order to ensure better living conditions for the local inhabitants.

As a first step, the students studied the vital importance of water worldwide during their class time. Documentation and the press provided many illustrations of the role played by this resource in our society. Comparisons were made of drought-stricken and flooded areas. During the course of this observation phase, it was realized that the village well was in need of maintenance, so this became the specific objective of the project.

The second phase of the project set out to improve the quality of the drinking water obtained from the well, vital to the health and prosperity of the villagers. A programme was organized to improve and clear the installations of the well, using garden tools. The work was carried out by the pupils and the staff of the school.

As a result of this effort, the village now has clean drinking water and a properly maintained well. In the course of this service to the community, the pupils involved gained a better understanding of the importance of the environment and of the constructive results of co-operating to achieve a worth-while goal. Thus, their Associated Schools Project activity made a direct and useful contribution to the wellbeing of their local community and its environment.

From the educational aspect, it was the shortage of water which provided the impetus and encouraged the pupils to grasp the importance of water, in terms of both quantity and quality, and subsequently to take action. Because of its method, this project is highly instructive. When the situation at the outset is stimulating, knowledge and action are coordinated spontaneously and easily.

1 International Understanding at School, n° 45., p. 23.
Problem-solving

Germaine Tortel also proposes problem-solving as a means of getting the pupil to form theories and gradually to become aware of his own cognitive and affective approaches.

‘When his projects, problems and goals have been made explicit, the pupil is really in a position to act, to investigate, to proceed constructively. But when each pupil has worked out his project, we do not stop there; we encourage discussions spread over a period of time, we encourage criticism ...’

Criticism

Like Freire, Tortel advocates - often provisionally - at the truth. In Tortel’s method, dialogue and criticism accompany every activity, which is continued or started again in the light of constructive critical contributions. Trial and error, corrections, fresh starts, all accustom children to independence and to insistence on a high standard of quality. Artistic and literary productions, among others, are often remarkable for their authenticity and aesthetic appeal.

Identification

Tortel also proposes identification as a way of fostering conscientization. This method, frequently employed in the Associated Schools, is particularly valuable in that it enables pupils to understand particular situations by reliving them in their imagination.

An example of identification through a simulation game

Students at the Sheldon William Collegiate in Canada organized a simulation game which lasted for most of a weekend. It required the participation of everyone: the campus became a Third World country whose inhabitants belonged to different social classes. Lots were drawn to decide who would be members of the elite, peasants or workers. The students put so much enthusiasm into simulating the roles of these different social categories that they really convinced themselves that they were the people whose parts they played. The type of regime chosen was a dictatorship of the elite. It was particularly interesting for the teachers to observe the reactions and interactions that occurred. The students were called upon to simulate a life style unfamiliar to them, but they did so very convincingly.

1 International Understanding at School, N° 33, pp.21-22.
Motivation

Germaine Tortel was one of the first to draw attention to the importance of motivation. What is motivation? It is that which provides the drive, the incentive for doing something, a deep-seated interest which mobilizes the whole individual. It is the wellspring of action, it is what gives action meaning and life.

As Mialaret has remarked, purely intellectual teaching and learning concepts have always neglected the role of motivation; modern experiments remind us that the child is not merely an intelligence, but a complex being in whom affective factors have an important place.

Modern education has sought to take account of the child’s real motivations: play, activity, joy, stimulating situations, the familiar world around him, and subjects of real concern to the child in the modern world: life, death, old age, love, individual and social well-being, the desire to be useful, and so on; as well as all mankind’s problems: injustice, war, poverty, malnutrition, natural catastrophes, and the solutions to those problems. In this sense, the ideals of Unesco fully correspond to children’s profound motivations.

As the systems approach has shown, all forms of teaching involve many interactions and interrelationships. The following chart indicates how a method of teaching based on conscientization proceeds.
### Development of awareness

in the Germaine Tortel method

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A comparison between two educational approaches
(according to Paulo Freire) ¹

PEDAGOGY BANCAIRE ²

1. Subject the teacher (active). Object: the pupil (passive).
2. Role of the educator to deposit knowledge (‘content’) in ‘empty receptacles’ (pupils supposed to know nothing).
3. Objections imposed on the people (or pupils)
4. Knowledge is ‘ready-made’, leaving no margin for creativity. Learning is a matter of memorizing.
5. Authoritarianism, interventionism, ‘manipulation’, slogans, ‘cultural invasion’
6. Adapts human beings to reality.
7. A problem means defeat

PEDAGOGIE LIBERATRICE

Subjects: the pupils and the teacher. Object the world.

Reality as perceived and analysed by the pupils (or the people) is organized and reconstructed in problem form by the educator. The ‘content’ of the curriculum is based on the viewpoint of the people (pupils).

Objectives reflecting the people’s aspirations.

Knowledge is queried: it should stimulate dialogue, a critical approach and creativity. Learning is a creative act.

Dialogue, liberation, ‘cultural action’.

Aims at radically changing reality in line with human needs.

A problem is challenge.

As an example of work carried Out in a context of ‘awareness’ here is an account of a project in an Associated (nursery) School.

Ecole ‘Chemin Noir’, Maubeuge
Project Director: Brigitte Gobert
Theme: Working for peace

Initial situation: the children were quarrelling in the playground. The teacher took advantage of the opportunity to remind them that when people fight, they hurt others and are liable to get hurt themselves.

¹ Cf. Prospects N° 54, p. 306.
² Traditional education.
The children had seen war scenes on the television news, and a dialogue about war ensued:

- ‘On television too there are dead and wounded’.
- ‘Fighting with guns is wicked and dangerous’.

Pupils’ awareness was developed in successive stages:

- concerning the distant origin of war - ‘Have there always been wars? How did people fight?’, ‘it would have been better if bombs had not been invented, because they kill lots of people’.

- concerning war: the children considered the causes and harmful effects of war and asked a number of questions:
  - ‘Why kill mothers and babies who have done nothing wrong?’.
  - ‘Why do soldiers kill people? After all, they are not wicked’.
  - ‘Why are there so many deaths, so much unhappiness?’

Why do wars happen? The children replied as follows:

- ‘People make war to become richer and more powerful’.
- ‘People don’t like one another because there are rich people and poor people, and because their skin is not the same colour’.
- ‘Rich people always want more, and poor people have nothing’. They realized that ‘war is costly’.

Their spoken words were given concrete expression in the form of drawings, paintings, models and play-acting.

A project took shape: the making of drawings and posters telling the whole world how horrible and absurd war is. This was followed by a second project: producing a book and circulating it in all countries.

The pupils worked throughout the year on texts and illustrations. In the course of these projects, they acquired an awareness of peace: ‘Peace is a fine thing, all are friends. But how can we achieve peace once war has begun?’ They realized that peace is difficult to achieve; negotiation is necessary.

**Documentation**

Throughout the year, fascinated by this task, the children gathered all kinds of information on war from television and from their parents. Then they decided to write to the leaders of different countries asking them to ensure peace:

Leaders of all countries:
Come and talk about peace with us.
There must be no more unhappy children!
No more weeping mothers!
We must make peace,
Learn to help one another, love one another,
share with one another.
Let children live!
They must grow up, be happy,
And have happy children themselves.

The role of national leaders was perceived in many ways:

- Leaders must use important words: love, friendship, justice, sharing, peace, freedom, nourishment, happiness, warm-heartedness, laughter, togetherness.

- They must also say that there are words that we must not hear any more: weapons, blood, death, guns, sadness, skeletons, bombs, flames, war, destruction, poverty, unhappiness.

- They must speak of the road to freedom, to love, affection, friendship and peace.

- They must urge all people to love one another.

- Good leaders must help bad leaders to become good.

  New forms of perception of peace took shape, relating to the stupidity of racism and the need for social justice:

- Peace is when black children, African children, Japanese and French children join hands in friendship because the colour of the skin is not important; everyone is the same inside.

- Everyone has blood, bones, and a heart that beats.

- Other children have a heart just as we have and a mother and father who love them.

- To build peace, we must help unhappy children, sad children, those who are hungry and cold.

  An exhibition at the end of the year enabled parents and friends to see the drawings and other works She children had produced.

*Results*

The pupils regarded themselves as children of peace. When they grew up, they would not make war. They considered that from now on they must learn to help and share with one another because ‘when they grew up it would be too late’. They reflected also on their behaviour in She playground and in the classroom; on ways of settling their disagreements peacefully. So this operation resulted in the adoption of well-defined attitudes to peace and in She decision to act positively to eradicate war.
Another project

The following year this theme was followed up in greater depth; the children decided to give real help to less fortunate children. They devised a project to raise the money necessary for a vaccine refrigerator (a UNICEF operation) for a Third World African country poorly equipped with facilities.

They accordingly organized a fair and exhibition to show what they had learned and perceived. Here again it was the children themselves who explained to adults the evil effects of poverty and injustice, and the fact that peace is not possible unless they are eradicated.

The parents, sharing the children’s enthusiasm, were generous, and the vaccine refrigerator was acquired and despatched. To make their gift more personal, each pupil made a soft toy for an African child and sent a moving message of peace, friendship and affection.

EXPERIENCE-CENTRED EDUCATION

In 1972 and 1973 work was carried out, under the aegis of Unesco and in the context of the Associated Schools Project, on experience-centred education in order to develop this new approach to education for international understanding.

This method, the point of convergence of all the innovative trends with which we have so far dealt, seeks to transform the attitudes and behaviour of children by developing their powers of profound expression and their responsiveness to others.

To this end, an attempt is made to determine their deep-seated motivations and they are placed in what are termed ‘experience situations’. They are protagonists in an experience whose affective dimensions are accepted by the group in question, expressed and analysed. The children intensely experience a situation whose full dimensions they discover for themselves. Strong feelings of awareness are created in an atmosphere of warmth, so that the experience may, it is hoped, produce a lasting impression.

Experiences of this kind take place mainly in nursery and primary schools, where the presence of a single teacher facilitates their introduction, but they have also been successfully adopted in secondary schools and even among students and adults. The exercises proposed in the publication cited in reference are numerous and varied, but they provide only examples.

Any teacher, depending on the particular circumstances in which he or she teaches (level, curriculum, pupils’ interest) can think up - preferably with the help of the pupils - experience situations. Moreover, teachers who have used and developed this approach have applied it to the teaching of history, civics, the social sciences, psychology, human

1 An experience-centred curriculum, op. cit.
biology, languages, literature, and integrated or general studies. The Associated Schools, most of which develop activity methods, often begin by proposing stimulating situations.

What situations can be proposed?

- Situations involving group dynamics: experiences of perception, communication and behaviour within the group.


- Situations of deprivation: for instance, playing at being alone on a desert island, or lost in the forest like Mowgli in Kipling’s Jungle Book, a child living among animals and deprived of human contact.

The procedure

Living the experience: in an experience situation, the pupils first live the experience. It is generally a period of intense affectivity. Completely new and personal discoveries are made. Emotions come to the surface; the children are invited to let them emerge and to observe them. The experience is intense; everyone feels involved, learns more about himself, and at the same time observes how his class-mates react to the situation.

Dialogue

Affective phase: an open discussion takes place. What has happened is discussed. The pupils learn to ‘read’ non-verbal forms of communication, and to express themselves freely; empathy - a feeling of oneness with another - is created by the confidence-enhancing and interest-arousing climate prevailing.

More analytical and cognitive phase: Analysis emerges gradually. Dialogue develops personal judgement, a critical approach, the realisation of truths and the ability to see things objectively.

Extension of the process

The situation which the pupils have experienced together creates a bond between them and with the teacher. The method changes their view of the traditional relationship between themselves and school learning. They become full of drive, bubbling over with curiosity and questions, and avid for investigation and knowledge. Knowledge is acquired in a lively and effective manner. The pupils want to learn, and want to absorb what the teacher has to tell them, at the same time as they undertake personal investigation, seeking information in documentation, surveys and interviews. This work, and its repercussions, can be extended to advantage over a period of time.

1 An experience-centred curriculum, op.cit.
Advantages of the method

- It involves all pupils, without exception, and is thus an effective means of combating failure at school. It is an efficient learning system for all pupils. It puts the mass of pupils who never will become experts at book learning back into the picture... The increased pupil motivation achieved by teachers with this approach has been a central part of its value.

- It really changes pupils attitudes, promotes empathy, independence, the ability to make decisions, and a critical attitude.

- It creates a desire for knowledge, for the more knowledge one has, the more effectively one can make decisions. It is an active manner of acquiring knowledge and internalizing it. Knowledge that one discovers for one’s self is always better assimilated.

- There is a transfer of attitudes at the time of the experience. The pupils become more spontaneous, learn to express themselves and to listen, and to analyse and judge for themselves.

An example of a situation acting as a stimulus

Malaysia: in the Tunku Abdul Halim Primary School, the theme chosen was the environment. The pupils decided to make a study of life in a typical fishing village in their country. The objective was to know and understand their own country better.

The starting point: A preparatory visit was made to the local fish market and a list of questions drawn up to be presented to the inhabitants of the village of Kampong Kota. The pupils then contacted the villagers in order to observe and understand, at first hand, the life of the local fishermen. They were asked to record their impressions of this visit and their accounts were collated in scrapbooks.

Development of awareness: those young people realized that some of their fellow-citizens had to overcome great difficulties and suffer hardship in their fight for survival. They realized that they were privileged to have the benefits of education and urban life; they were concerned to see so much poverty and they decided to make a collection of clothes to help the village folk and their families.

This real-life situation taught the pupils a good deal about their human environment, stimulated their creativity (in preparing the questionnaire), improved their proficiency in oral and written expression (in recording and making known their impressions) developed their capacity for establishing relationships with others (in talking with the villagers) leading to friendly co-operation and to an active and practical demonstration of solidarity.

2 International Understanding at School, n° 44, p. 31.
THE SOCIO-AFFECTIVE APPROACH

This approach, which has proved so fruitful in the Associated Schools, lies at the points of convergence of all innovative systems of modern education, and for this reason is not easy to define. We shall give a brief outline of it in the pages that follow.

It incorporates the essentials of all modern teaching methods, taking account of the child’s activity, his natural behaviour where learning is concerned, and his interests.

Hence it adopts an experimental approach, fostering and developing affective life, expression, communication, and participation in social and co-operative life, and ‘displacing’ the teacher from the centre of the stage.

From the method of teaching by learning objectives, it adopts:
- the equivalent importance of the affective cognitive and psychomotor aspects;
- emphasis on cognitive processes, attitudes, approaches and abilities;
- the need for operational effectiveness.

From conscientization methods, it draws on:
- the value of situations and experience as a means of developing decision-making ability and independence;
- dialogue and discussion to foster awareness and develop judgement

From group dynamics methods, it adopts:
- the attention accorded to group phenomena and the importance of establishing a climate favouring spontaneity and empathy.
- the value of a cognitive approach undissociated from group phenomena and linked with affectivity.

But the socio-affective approach is full of vitality and is constantly evolving.

1 Cohen, Rachel. The socio-affective approach in education for international understanding at the primary level. International Understanding at school n° 33, p. 3.
CHAPTER II

THE PROJECT-BASED APPROACH
This approach was first suggested by Dewey, who proposed projects involving woodworking, metalworking, cookers and weaving. By degrees, all curricular activities can be tackled from the project angle. It was Germaine Tortel who explicitly introduced the project as a teaching method:

‘We have replaced a timetable split up into a succession of exercises consisting simply of the application of knowledge acquired, itself split upon the basis of notional analysis, by a constructive process whose unit is the project and whose stages stem from the realization of the relationships between the project itself and the individual’s possibilities of implementing it. The project undertaken over a given period of time, is modified on the basis of the individual’s discoveries’.

This is the method currently employed by the majority of Associated Schools and Unesco Clubs. Why has it been given preference? Because it is dynamic and practical. It gives rise to a vigorous teaching and learning process in which everyone is involved and plays an active part and in which there is a constant interaction between individual self-instruction projects and group projects. It engenders spontaneous interdisciplinarity and requires organized group working.

How is the project related to the theme?

The theme is chosen or proposed by the teacher or the teaching team, or even by a National Commission, on the basis of objectives linked with those of the Associated Schools. The project is the practical expression of this choice in terms of active work in a particular class or in the school as a whole, after consultation with the pupils. Themes give rise to projects, but projects can also lead to the study of new themes.

For example, in Cameroon, the theme of the environment used the defective well situation to launch the project for its repair. This project led pupils and teachers to investigate the subject of water an to study countries subject to floods or drought, and from there to examine the problem of clean drinking water from the scientific angle.

Preparation of the project

Where the teacher is concerned, preparation includes the arousing of the pupils’ interest in the theme by all appropriate methods of individual or group information.

In some cases, the project has to be planned, and/or (as is strongly recommended in the Associated Schools) jointly prepared by the teaching team, who agree upon the theme and work out the strategy.

Here is an example of the joint preparation of a project.
Mexico 1

Silio R. Escalante Primary School, Mexico City

Preparation

During the 1979-1980 school year it was decided to draw up a programme of special projects related to the Unesco Associated Schools Project. It was realized that the plan should be drawn up in accordance with Mexico’s educational policy and the Associated Schools Project, which aims to promote:

a. Critical and creative thinking by the individual  
b. Affectivity ruled by a system of values  
c. The integral development of the learner’s personality in the cognitive, affective and psychomotor fields.

The programme was to be based on the use of the scientific method in order to give it a coherent framework. In accordance with this method, the following goal was thus set in the form of a problem to be solved:

That the child should be aware of his own social background and that of other countries so as to be able to make comparisons and bring about changes in his environment, within the limits of his capacity.

In order to provide this knowledge, it was decided to carry out four study projects:

Project 1. Mexico. This was chosen because of the need to know about one’s own historical, social and economic background before going on to make comparisons.

Project 2. England. Chosen because of its different social and economic system, as an example of the developed world and because it is part of Europe.

Project 3. Morocco. Chosen because it is an African country and a developing country.

Project 4. The USSR. Chosen as a representative of the socialist system, as being astride two continents and as being one of the major world powers.

Organization

Bearing in mind the previous factors (aims, needs, the general objective and the four projects), individual objectives were drawn up for Project 1 (Mexico) and Project 2 (England) in accordance with the content areas of the social sciences and within the six primary grades. A committee of teachers and school administrators was responsible for drawing up these individual objectives; it sought to identify those that were to be found in all curricula and syllabuses. Teachers formed teams, according to each level and the objectives thus established.

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1 International Understanding at Schools n° 38, p. 23.
Getting the pupils interested and ‘negotiating’ Wee project with them

This process varies according to the age of the pupils, and can be done by presenting them with a ‘situation’:

- by showing them a photo of a hungry child;
- by discussing a subject of topical interest;
- by taking television news or a recent event as a starting point;
- by taking, in the case of younger children, a particular situation: the water supply being cut off in a nursery school; the presence of immigrant children in a Belgian class; scuffles in the playground; or even story-telling;
- by taking as a starting-point a news items and a discussion of the theme; this is more abstract but still admissible.

It is important not to ‘rush’ the choice of the project, because the children may get the impression (understandably so) of having been steered into it. Various proposals must be invited, and pupils must be allowed maximum freedom of choice within the context of a theme that is almost always sufficiently wide in scope to allow of such choice. Then comes the process of negotiation within the group so as to work out the project in greater detail. This occurs when someone - preferably a pupil - asks ‘What can we do?’. This gives rise to a discussion in which various points of view are given a hearing, and those concerned ‘negotiate’ by stages so as to reach agreement on the activities and content of the project. Lastly, all join in reflection and written material begins to be gathered.

Documentation

This may exist in the school itself (library or documentation centre, which should be updated every year), or it may be provided by the teacher, who can make use of Unesco books and journals such as the Unesco Courier; on which both teachers and pupils set great store. Mention may also be made of the Unicef News.

There is also documentation which the pupils themselves, even the youngest ones, can gather

- radio and television news concerning a particular subject.
- newspaper cuttings, subsequently posted up, whose interpretation and comparison are in themselves an excellent exercise. For instance, in primary school the teacher can ask the pupil to write down his or her understanding of them. This is good practice in written expression, often preceded by oral expression and possibly accompanied by the pupil’s own illustrations in the form of drawings or models.
- replies to questionnaires or oral questions carefully prepared in advance by the children in conjunction with the teachers. The children question their parents or other adults. The interview technique enables them to socialise and to learn to listen, express themselves and assert themselves. They can also look for information in books and magazines, thereby gaining experience in carrying out independent research either individually or in groups.

Information may also be gathered through inter-school correspondence, meetings, audio-visual materials and exhibitions, tanks attended by or even organized by the pupils (for the benefit of other pupils for example) and through formal lectures by teachers, provided that they fit in with the project and, better still, are requested by the pupils.

Documentation is an important learning aid which provides pupils with a means of self-instruction. The pupils, strongly motivated, assimilate a considerable amount of often intricate knowledge, easily and enthusiastically.

At all levels of documentary research, it is necessary to collate the information gathered and to seek ways of disseminating it, for example through group discussions, notice boards, albums and files.

Prepared initially in conjunction with the pupils, the best projects are those implemented by them, with the teacher’s help and encouragement.

The project

Its objectives

When the project is being formulated and worked out, one should first of all try to justify it. Why this project? What objectives (ethical, cognitive, affective, active, humanitarian, etc.) does it seek to achieve?

An attempt should be made to define these objectives (as in the Mexican example cited above) but they should not be too numerous or made too inflexible. Moreover the project will probably attain objectives that have not been specified while new objectives will come to light as it proceeds.

The chronological sequence of theme, projects and objectives is clearly not imperative. At the outset there may be either a theme or a project, followed by reflection, investigation, development of awareness, documentation, new objectives (cognitive, humanitarian or active) and even new projects.

The project as such may come into being at a later stage, when investigation and greater awareness have triggered the desire to take action.

Projects may be:

- practical: e.g. repairing a well
- humanitarian: aiding refugees
- cognitive: depending on the age of the pupils, learning about life and customs in other countries - food, housing, clothing and principal events - and gathering historical, geographical and biological facts relating to development problems or problems of desertification; understanding a particular form of agriculture and considering how it could be improved; seeking the economic, political and historical causes of a country’s indebtedness, etc.
- affective: making a friendly gesture, such as organizing a fete in conjunction with the pupils of a neighbouring Associated School.
- active: visiting anti-pollution installations, other countries, etc.

How are the objectives of the project attained?

Ethical and affective objectives (friendship, respect, understanding) can be attained in the classroom through exchanges and joint activities, for there is no better way of strengthening bonds of friendship and mutual respect than participating together in a common task, especially if it is of a humanitarian nature. Such bonds with others can be strengthened, for example, by organizing a fete, an exchange of pupils, an exchange of correspondence, invitations, etc.

Cognitive objectives can be attained in many different ways: studies, information files, surveys, monographs, lectures, films, exhibitions, gathering information from correspondents or television programmes, etc.

All kinds of material resources are useful for the attainment of certain project objectives: books and magazines, naturally, as well as cassettes and photographs; pupils aged from 8 to 10 can, if the necessary resources are provided, take photographs and even develop them. It is an activity they generally undertake with enthusiasm, and it enables them to compile information files and illustrated albums. They can also use portable tape recorders. When feasible, ‘high spots’ can be recorded by means of videotape recorders. Photographs, cassettes and tapes are excellent ways of keeping a record of the project.

Organization of the project

Time schedule

The stages of the project are decided in conjunction and deadlines may perhaps be set so that the project terminates with the end of the school year. It is especially reassuring for the group to have a schedule and to stick to it. It avoids anxieties and setbacks by spreading the task over a period of time.
**Distribution of tasks**

The various tasks involved have to be distributed among groups or individuals, again by mutual agreement, so that everyone is clear as to who does what. This gives the pupils a sense of responsibility and accustoms them to working together. Those who are the ‘doers’ - the rapid pupils - must bear with those whose work proceeds more slowly (and sometimes in greater depth), otherwise conflicts may arise. Clashes of personalities are avoided; shy pupils become more confident, and domineering ones are gently put in their place. Everyone learns initiative and independence. Certainly, there are sometimes difficulties: some tasks may be too light or too heavy, some children may underestimate or overestimate themselves. Frequent discussions should enable any disputes that may arise to be settled one by one. This provides an experience of democratic procedure.

**Organisation within the school**

It is up to the teachers, as a team, to decide on the time and resources to be devoted to an Associated Schools project. Will the project be handled in classroom time and with classroom resources, or partly in the context of out-of-school activities? This also depends on the National Commissions.

Argentina, for example, has used projects to relate the themes adopted to many different curricular subjects - twelve in one case - and in another case with the entire curriculum.

A similar approach has been adopted in Czechoslovakia.

In India, curriculum specialists have taken advantage of projects to develop future teaching models (world problems). ¹

**Completion of the project**

**Synthesis**

The value of the project is obviously judged in terms of the positive activities to which it has given rise, and the interest and enthusiasm for understanding, learning and co-operation which it has aroused.

**Keeping a material record**

Nevertheless, it is a good thing to decide to take stock, first through one or more summing-up discussions among the different partners involved, and subsequently through a material record in the form of a file of photographs and reports, albums compiled by the pupils, and video and audio tape recordings.

¹ International Congress on the occasion of the thirtieth anniversary of the Associated Schools Project, Sofia, 1983.
Special events

Most Associated Schools like to organize some kind of final event to meet one of the objectives of the Associated Schools Project, namely to disseminate the results of the activities undertaken.

The event may take the form of a lecture, an audio-visual display, an exhibition, an artistic performance, a round-table discussion, a fete or a theatrical show, and it should be aimed at as wide a public as possible.

The press should also be invited, and even radio and television reporters. The Associated School authorities should either hand out a press release - which is not always welcomed by journalists - or at least provide a written summary of the essential achievements, for those best placed to provide the relevant information are those who have had first-hand experience of the project.

The project-based method is increasingly widespread in the Associated Schools because of the keen interest it inspires; but the aim should be to continue to improve it in its details and to make it even more fruitful.

PROJECT MATERIAL

This depends on the requirements of the project. Most Associated Schools make considerable use of books and journals published by Unesco for their documentary purposes; as well as photos, colour slides and films. Audio-visual materials and exhibitions can also serve to launch and back up themes and projects.

Even very young children, as we have seen, are capable, with a little help, of taking photographs and films. Some exhibitions consist of documents, drawings, paintings and objects collected or produced by the pupils. They may also include clothing, musical instruments, or works of art and artefacts representative of a given culture. Sometimes pupils dress up and perform the folk dances of another country.

Here are some examples of projects involving documentary materials:

Italy

Istituto Tecnico Commerciale G. Zappa, Milan.
Special project: Communication. Research concerning the value of the cinema film as project material.

An initial group of approximately 500 students studied the theme of communication, particularly by means of the film. After theoretical instruction on

1 International Understanding at School, n° 45, p. 29.
cinema and communication, the pupils watched a selection of films, including classics such as Paisa and Il Principe Superiore. Debates were organized and written accounts were prepared on the films shown. The thematic content of the material led to follow-up activities such as research on pacifism and related topics, including the historical aspect and the value of each film in social and aesthetic terms and as an instrument of communication.

**Denmark**

Ethnographic study-boxes as a means of intercultural understanding

by Poul Lassen, Educational Adviser to the Danish Unesco School Project

Since 1967 the Danish Unesco School Project has been operating an educational experiment with the use of study-boxes containing ethnographical objects from different cultures and parts of the world. The purpose of this project is to widen Danish school children’s knowledge and understanding of foreign cultures.

The number of study-boxes has been increased over the years of the experiment, and we have today eighteen different collections from ten countries. Each collection is built up around a central theme, for example ‘Daily Life of Sukuma Farmers in Tanzania’, ‘Indian Education in Peru’, etc.

Almost all the study-boxes have been set up by ethnographers at Moesgard Museum in Aarhus, Denmark. All the objects contained in the boxes are currently used by the people in the communities from which they come. The ethnographers carefully select each item so as to illustrate the type of conditions in which the people live in the region concerned. It is one of the main principles of the project that no generalisations should be made on the basis of the collections. The contents of a study-box are relevant only to their place of origin.

The ethnographical study-box teaching project is the result of a close co-operation between educational advisers, ethnographers and teachers.

It is an essential part of the project that pupils should be able to touch and use the objects. They are not museum pieces only to be looked at.

Ethnographers usually observe the following guidelines when collecting items for the study-boxes:

1. The objects should be typical of the community which they represent.
2. They should be in current use at the time of collection (i.e. not ‘antiques’).
3. They should belong to the culture from which they are taken.

Through their work with ethnographies, the pupils have become interested in a topic which might not otherwise have stimulated them. They have acquired knowledge

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1 *International Understanding at School*, n° 36, p. 25.
of societies, cultures and patterns of life which they had no idea existed, and after working with the study-boxes many have continued studying on their own.

Within the framework of the project, ethnographers and teachers have had the opportunity to work directly with one another, which has proved to be beneficial to both.

Both teachers and pupils consider the ethnographical study-boxes as a vital part of traditional education materials and methods, and not just as a supplementary teaching aid.

Working with ethnographics has increased the pupil’s understanding of other cultures and of the basic needs of human beings, and has created a feeling of empathy with people in different parts of the world.

**EVALUATION**

**What has to be evaluated?**

- The extent to which the project has accomplished its purpose.
- Its impact on the pupils and teachers who undertook it, and, where applicable, on the general public.

In other words, evaluation concerns the attainment of the objectives specified at the outset of the project or in the course of its implementation (affective and cognitive objectives, objectives involving attitudes and actions).

**Who evaluates?**

*Internal evaluation*

At all levels of the project, discussions between the pupils and between them and the teachers should enable a critical analysis to be made of operations as the project proceeds. This attempt at constant constructive critical analysis actively helps to develop a critical attitude and a sense of quality and demanding standards among the pupils, and constitutes a very effective on-going evaluation.

*External evaluation*

Many Associated Schools, when suitable facilities exist, like to have recourse to external evaluation through tests and questionnaires conducted by specialists. The opinion of outside observers such as teachers, fellowship holders and visitors, are also invaluable.
How to evaluate

As we have seen, activity methods develop the child’s whole personality; so the greater the activity involved in the method, the more difficult the task of evaluation.

Where cognitive objectives are concerned, there exist of course questionnaires calling for precise answers, and teachers can devise them themselves in the light of the knowledge which they believe they have imparted. But apart from content, what is aimed at, and what is difficult to throw light on, is an approach and a process of self-directed instruction. However, here is some advice concerning the testing of knowledge.

1 Testing of knowledge should be accompanied and complemented by other forms of evaluation, and should be designed so as to reveal not only whether the pupil knows the facts, but also whether he or she has grasped their implications.

1. The questions must be short and clear.

2. ‘Yes’ or ‘no’ replies are too rigid and limitative. Multiple-choice or pairing tests are preferable.

3. When a multiple choice is offered, at least five possibilities must be proposed, only one of which provides the correct answer.

4. In setting out a multiple-choice question, an affirmative form is preferable to a negative one.

5. When items are to be paired, the number of possibilities offered must exceed the number of answers required.

6. In both types of test, the different possibilities offered must be of the same nature, grammatically compatible and plausible, but incompatible one with another.

7. Open-ended questions are more revealing than paired or multiple-choice tests, but the replies may be more difficult to interpret and evaluate.

Where the affective dimension is concerned, the evaluation of objectives is far from simple, be they children’s attitudes (communication, respect, independence, enthusiasm), or adults’ attitudes (empathy, confidence, high standards, respect, outgoing and stimulating presence).

We should not hesitate to employ observation and self-observation, of which we shall give some examples. For example, in a school in Maubeuge, France, the teachers tried to observe the number and seriousness of scuffles in the playground. Manifestations of friendship can also be observed: sharing sweets, approaching a solitary child and talking and playing with him, how the ‘different’ child (handicapped,

1 International Understanding at School.
foreign or Fourth World) is accepted. The subjects of observation can be defined at teachers’ meetings.

There are however some rare attitude tests that can give an idea of children’s attitudes before and after a given action. Here, selected from among the specimen tests distributed by Unesco to Associated Schools, is a modified example of a test designed to reveal the existence of prejudices. ¹

‘Read these sentences and ask yourself, for each nationality in turn, how far you would be prepared to go along the road to close friendship with the children concerned. Then draw a line clearly under the number, corresponding to the limit beyond which you would not want to go’. (For example, if a pupil approved of all the sentences he would draw a line under the figure 8).

<table>
<thead>
<tr>
<th>Nationality</th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I wouldn’t mind if children of this nationality visited our country.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2. I wouldn’t mind if they lived in our country.</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3. I wouldn’t mind if they attended the same school as myself.</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4. I wouldn’t mind if they lived in my neighbourhood.</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5. I wouldn’t mind if they lived in the house next door.</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>6. I wouldn’t mind if they came home to play with me.</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>7. I would be quite willing to invite them home to tea.</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>8. I would like to have a child of this nationality as a close friend.</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

But attitude tests have their drawbacks. The pupils easily guess the ‘correct’ answer. The questions cover only conscious attitudes. Moreover, attitudes quickly develop under the effect of the prevailing atmosphere, the teacher’s reaction, and the work that has been done.

¹ International Understanding at School.
Here are some suggestions and advice proposed at an international meeting of representatives of Associated Schools held at Sèvres, France, in 1963, and which still hold good.

a. Tests, of whatever type, should be used, for despite their imperfections they are a necessary means of control.

b. Teachers may establish their tests themselves, in the light of the objectives set.

c. Attitudes must be evaluated in as scientific a manner as possible, and with many precautions.

d. The tests should comprise general questions designed to ascertain for example, whether adolescents are capable of finding the solutions to a given problem.

e. Tests should not be used solely to evaluate the results achieved; they should also serve to encourage the teachers in their efforts and to help them to assess the results of their methods.

Assessment of an experiment or a project

Whatever the experiment or project undertaken, it is important to make an assessment once it is completed so as to record and disseminate the results of the activity.

There should be an oral report first of all, which, if possible, should subsequently take the form of a permanent record, i.e. an information file, an album, a paper or a survey, or else an exhibition, a film, a lecture, a round-table discussion or other event.

When a summing up is made in this way, it is worth while arranging it, where possible, under the following headings:

Preparation of the project or activity

- objectives
- documentation
- organization

Operations or what was achieved

- for the pupils
- by the pupils
- dissemination of results for the information of the general public, where applicable

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1 op. cit., p. 56.
Evaluation

- general impressions
- methods employed
- impact on attitudes
- impact on knowledge
- completion of the project and constructive criticism
CHAPTER III

HOW CAN MORAL VALUES BE INCULCATED?
WHAT MORAL VALUES?

The very word ‘moral’ has a suspect connotation for some people, because it was for long associated exclusively with religious education. On what bases can a moral life that is not only universally acceptable but is also vital and dynamic, be founded? One thing is certain: moral values cannot be instilled by cramming children with precepts. It is by no means sufficient to say: ‘You ought to do this, you ought not to do that’. The child must understand why, he must find in himself valid reasons for behaving in a moral manner. Bergson explained that morality has two sources. One is ‘natural’: personal morality; the other is external: social morality.

We must seek a way of facilitating personal discovery and application of values by the child. Individual discovery is itself influenced by many factors: local habits and customs, family behaviour patterns (shaped by philosophical and religious models), and the school, which may or may not assume responsibility for this important but complex aspect of education. As we have seen, the school which confines itself to ‘instruction’ alone renders pupils passive and obedient.

Personal morality builds self-respect

Just as human rights grew out of universal human needs, so personal moral education is based on each person’s individual aspirations. These are:

- the desire for happiness, self-fulfillment, health and rewarding experience
- the desire for advancement and self-improvement, which leads to self-mastery
- the quest for truth, which manifests itself in natural curiosity, a critical attitude, and the need to understand
- the need for freedom, independence, personal commitment, the desire to be the source of positive actions, to be responsible – which is itself a social need.

Before seeking how education can develop personal aspirations, we must understand the obstacles to this development. They lie in the character traits of every child, which have both positive and negative aspects, most often defined by the social responses to which they give rise. For example, the choleric child is also enthusiastic and active; the nonchalant child is thoughtful and peaceful; the violent, aggressive child may sometimes be avid for truth and achievement; he may play the role of a leader, stimulating a group; the introverted child is reflective, likeable, artistic. The character has a very powerful physiological basis and each individual, in order to combat the excesses of his temperament, must exercise self-control, and this always for two reasons - firstly for the sake of his self-respect, and secondly because society does not tolerate excesses due to character failings. Personal morality and social morality are closely intermeshed. Everyone wants to be recognized, appreciated and liked by others, and at the same time wishes to respect himself. Such are the conditions of personal and social well-being.
The role of the family

The importance of the family in the development of moral and social values cannot be over-emphasized, for, apart from the child’s character traits, obstacles to the harmonious development of the personality are often associated with difficult or painful experiences in childhood.

In families that are broken up, lax, egotistical, or the victims of tragic circumstances which they find hard to bear, there is a strong likelihood that the children will feel no incentive to bring out the best in themselves. Conditions for harmonious growth and development are found in families where the children are loved, whatever the material circumstances or serious setbacks encountered. Happy expectation of the birth of a child and loving care bestowed on it in infancy are an excellent preliminary to the child’s future self-respect and his incentive to get ahead.

The educational situations created for both parents and children by the presence of brothers and sisters also provide fertile soil for the development of self-respect and respect for others, provided that the children learn at an early age to settle conflicts equitably. The parents themselves must set the example where the peaceful settlement of disputes is concerned, for as everyone knows, setting an example is important in inculcating moral principles; but it is even more important to exercise self-control and observe respect for others.

Health

The child’s physical health depends very largely on his family, but also on the school. Mens sana in corpora sano: a healthy mind in a healthy body. Preceding any kind of moral education, care of the child’s physical health is important; and the child must learn at an early age to pay due attention to his state of health. Moreover the study of the biology of the child has advanced parallel with the development of modern educational methods. We must all ask ourselves if the child has a balanced diet and sufficient sleep, and if his or her school day, even the school year, is organised rationally. Where the day in the classroom is concerned, it is now known that the attention of a child (even an older child) cannot be maintained for more than forty minutes per hour and that the best and most productive times of day are between 7 and 10 or 11 in the morning and after 6 in the evening. The ‘empty feeling’ due to hypoglycaemia occurs towards 10 a.m., when it is advisable to provide a snack (fruit, biscuits, milk). The period following the midday meal should preferably be given over to activities involving expression or experimentation, for purely mental work is not very productive at this time of day.

In some African countries, the mothers of schoolchildren are given information on how best to care for their children’s health.
During the last two terms of the school year 1978-1979, especially in March and June, the staff of the school held meetings for parents in order to instruct them on child health care.

The first meeting dealt with cleanliness: how to keep one’s body, clothes and house clean. The staff also discussed the importance of nutrition, especially that of infants, children and pregnant women. The second meeting focused on prevention and treatment of malaria and the dressing of cuts or open sores. The staff gave a demonstration using the actual materials necessary for the operations.

The parents were reportedly very pleased with the theoretical and practical instruction they received, and with the opportunity for contact with the teachers. The Special Director would like to initiate similar gatherings at later dates.

How to develop children’s self-control in the classroom?

Children must learn to know themselves.

Self-knowledge is the first requirement. In the Associated Schools, everything that is done to develop self-knowledge and identity leads to better self-control. As the scholar H. Laborit has remarked: ‘Is not the most fundamental human right the right to be informed not of what takes place around one, but of what takes place inside one?’ Self-knowledge makes it easier to understand others.

When engaging in dialogue (at the beginning of the school year, for example), teachers often propose this opening theme: ‘We must get to know one another. Who are we? What are our names? Names are important because they identify our family, national and cultural origins. Who am I? What sort of person am I? What are my tastes and preferences?’ In certain nursery and primary schools, this is developed at some length; a self-portrait is established through speech, drawings, paintings and sometimes modelling. The character traits of an individual are often better identified by others than by one’s self. An attempt is made also to seek the reasons for one’s dislikes. If it is a certain activity that one dislikes, why? Sometimes it suffices to ‘express’ a distaste to overcome it rapidly. If it is a person that one dislikes, why? One begins to make a friendly approach in order to understand that person. In the dialogue, under the constructive guidance of the teacher, everyone is given a sense of self-worth, is explained (and excused, perhaps). One gains a better understanding of one’s self, for naturally nobody - not even the teacher - is perfect, and in this cordial, friendly, intimate atmosphere everyone learns to know, accept and respect himself and at the same time to feel a liking for all the others. Below is an example of this approach.

1 International Understanding at School, Nº 38, p. 31.
Denmark 1

An identification project for getting to know one’s self and others.

A Danish class tape-recorded its discussion of ‘What is a Dane?’ and exchanged it with a Hungarian class that had answered the question ‘What is a Hungarian?’ and expressed their ideas about Danes. In the follow-up to the exchange, both classes were able to see how they looked to others, how they tended to stereotype themselves, how misinformed were their explanations of national differences, and how it felt to be ‘judged’ by others.

The theme what will my future be? fosters a better knowledge of one’s self.

The man or woman of tomorrow is, above all, the child of today who is in tune with his times and determined to build his or her own future. This window on the future provides an excellent means of training children for life in society. They ask their parents about their occupations, and about the difficulties and sources of satisfaction of each of them. They learn to question adults discreetly, and gradually come to understand that every job requires energy, perseverance and will-power and that it brings self-respect, the team spirit, and the joy of achievement, however modest it may be. The following project is an example of this.

Malta 2

Mriehel Girls’ Secondary School
Project Director: Miss M. L. Icorvaja
Special Project: ‘Tomorrow belongs to me’

‘We decided to study the factors that make a country free and influence its population. Bearing in mind how much the mass media and politics shape our future by making us aware of today and the past, we called our project ‘Tomorrow belongs to me’. At the outset of the project, groups were formed to study the various factors involved more closely. One group, for example, studied journalism. It looked not only at the historical side of it, but also carried out research on the way a newspaper is printed and the law regarding journalism.

One of the things that a free man treasures most is his government which he himself is able to choose. One group of girls accordingly investigated the way in which a House of Representatives works.

Discussions on the research done by each group led us to conclude that printing still provides the most reliable method recording events in a form that makes them available for easy reference’.

2 International Understanding at School, n° 34, p. 37.
The quest for truth

Self-mastery means, for the child as well, determination to get at the truth. How can the child seek the truth and develop a critical attitude?

For all children, but especially for the youngest, the procedure of dialogue, of debate, in which all sides of the argument are given a fair hearing, in a friendly atmosphere, creates a critical attitude as well as tolerance and acceptance of widely differing points of view. In the Associated Schools, the themes that are proposed lend themselves to debates of a rewarding nature: why war? why unequal development? why racism? how can the environment be protected? and so on. These debates, backed up by documentation, enable a provisional truth to be established. To gather information it is worth while, when working with primary or secondary school pupils, to seek out articles in newspapers and magazines holding widely differing points of view on a given theme, so as to bring out the ‘relativity’ of information and develop a critical attitude. In some classes lectures are given by the pupils themselves. A group is assigned the task of investigating, for example, unemployment and its consequences. They gather first-hand evidence, newspaper and magazine articles, documents, and information of various kinds, and give an account of the results of the class. Then a round-table discussion is held, with the children putting questions to the speakers and stating their own points of view. The teacher may naturally take part in the investigation or in the debate at any stage.

The critical attitude is also developed by carrying out scientific experiments. Any research activity involving a patient process of trial and error and verification helps children in their quest for truth, and many Associated Schools have adopted this approach, as the following examples shows.

Bulgaria \(^1\)

Secondary School (Electrotechniques) S. M. Kirov, Sofia
Special Project: International understanding and peace through education, science and culture

It was decided to relate research work to key themes of Unesco projects such as human rights, science, technology and society, and the use and protection of natural resources. This work was to be completed by out-of-class activities including exchange visits with secondary technical schools in Poland and the USSR.

The quest for truth can be undertaken not only through investigations and discussions, but also through replies to questionnaires. The following example involves a group of 120 pupils at secondary level.

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1 International Understanding at School, n° 43, p. 24.
Istituto Tecnico Commerciale G. Zappa, Milan
Special Project: Youth and its problems

The drug abuse issue was first of all tackled on the basis of replies to a questionnaire to assess the student’s general knowledge of the facts. Young people and sexuality was the subject of a round table debate, attended by a doctor and two psychologists who were experts in this field. Films followed by discussions were also arranged. This programme received strong support from the pupils’ parents, who appreciated the relevance of the conclusions reached by the participants.

Thus individual moral education is a matter of day-to-day practice, first in the family and later at school. The most potent factor in moral development is happiness and a climate of love and confidence which give the child self-respect and an incentive to make progress. The child is at peace with himself when, first of all, his basic needs are met, when psychological and material conditions are such as to give him the possibility of realising his profound aspirations, especially when those aspirations are original, different perhaps from those of other children. It is the child’s background in general which will enable him to give fullest expression to this personal originality which is mankind’s greatest possession.

In the Associated Schools, we use the term education for peace rather than moral education. Let us try to define what peace education is.

PEACE EDUCATION

As we have seen, peace education is conducive to self-respect and the enjoyment of life. It begins before birth with the happy acceptance of the wanted child, continues in the family through an atmosphere of mutual understanding, and is carried further at school.

How can children be educated for peace? Special emphasis must be placed on the problem of violence and the settling of conflicts on-the-spot or within a very short space of time.

Conflict and violence

All the educational work carried out in the Associated Schools fosters education for peace. However, there are a number of particular points which should be elucidated. Wars are conflicts for which it has not been possible to find a negotiated solution. It is accordingly necessary in peace education to give special emphasis to the peaceful settlement of differences of opinion in everyday life. Through frequent dialogue,
children discover that in any group of human beings differences and divergences exist, and they are the source of possible conflicts; this brings us to the major problem of violence.

What is violence? What is aggressiveness? Man, like all animal species, is imbued with a certain dynamism, a vital force necessary for survival. This dynamism comes to the surface in different ways. Aggression may be triggered by an excess of energy, the wish to dominate, jealousy, anger, a feeling of being the victim of injustice, or a desire to ‘corner’ everything but in all these causes it is a cause of suffering; it is negative. However, dynamism may find other outlets: in play, in aesthetic creation, in the accomplishment of a task that is a source of deep satisfaction. These are positive investments. Whenever children make music, paint, carry out an investigation, or an experiment, write an essay that sparkles with originality, dance, or fashion objects, they are investing their energy in a pleasurable activity and enhancing their positive image of themselves. It is by favouring real and profound self-expression that we can best combat violence.

But, as we have seen, conflicts, disputes and fights can occur in any society. What can be done about them? How can conflicts be resolved?

When children are accustomed to dialogue, it is possible to talk about the conflict and to seek its causes. The mere fact of doing so sometimes suffices to defuse the situation. Settling a conflict means moving away from a brutal and physically violent response to it in order to regard it from the standpoint of rational consciousness. This is also the transformation that humankind must accomplish if it is to avoid its own destruction. And negotiation and concertation must begin at an early age, at the nursery school.

In a school in Maubeuge, France, to which we have already referred, a teacher who had worked throughout the school year on education for peace asked his pupils: ‘Now that the year is coming to an end, is there less fighting in the playground?’

‘There are still fights’ they replied. Why?

‘We have worked for peace, but the others haven’t. So what can we do?’

‘You must explain things to the others’ replied the teacher. The children decided to send written material and drawings to the other classes, explaining how to live in peace, avoid fighting, and be friends.

This development of awareness among the pupils made them realize that war begins with fighting in the playground, and that whenever this happens, as these minor outbreaks frequently do, it is absolutely necessary to find a way of settling conflicts other than by the use of violence.

What is this way? It is so simple that one wonders why it is so seldom employed. It consists of discussing our differences together, settling them by negotiation, replacing physical aggression by the spoken word, seeking expressions of peace and friendship, so that there is acceptance by both sides.
Of course, teachers too must learn to settle their own conflicts peacefully, to overcome their fears and to be as straightforward and relaxed with their superiors as they are with their fellow-teachers and with their pupils.

And also in the home, naturally, parents must learn to settle their differences amicably. Here there is little we can do: all we can suggest is to keep parents informed about the work the school is doing and about the problem of violence among other things.

We must also analyse the various causes of conflicts, so that preventive action may be taken if possible.

- In the home. Does one child get a greater share of affection than the others? Parents must learn to be fair with all their children. Sometimes, for no conscious reason, one child serves as a scapegoat and is always the one in the wrong. Adults must learn to be critical of themselves, to observe their own attitudes vis-à-vis their children and to listen to the remarks of those who can see their mistakes clearly.

- At school. The sources of conflict often lie in poor organization. They can often be avoided by paying due attention to the quantity, quality and availability of teaching materials and the layout of the premises. Sometimes too, as in the home, one child becomes a scapegoat, always accused of misbehaving (even when he is absent). Careful dialogue on the problems of the relationships between children can often help to smooth them out and even eradicate conflicts.

Conflict is the ‘raw material’ from which respect for one’s self and for others can be fashioned. Its settlement teaches people to accept differences, respect ideas contrary to their own, and overcome unconscious antipathies. In every Associated School, the emphasis should be on the settlement of conflicts by concerted agreement.

Men of peace

Education for peace is primarily aimed at creating conciliatory attitudes and establishing the habit of negotiation; at the intellectual level it is consolidated by a knowledge of the history (or legend, depending on the age) not of famous warriors, too often glorified as heroes and consequently help up as examples, but of great men of peace.

It is a good thing then for the Associated Schools to study the work of such men, champions of peace and human rights, fighters for the abolition of slavery, and the like. Investigations, historical research, monographs and exhibitions of documentary material can be devoted for example to Gandhi and the non-violent settlement of conflicts, Martin Luther King, Victor Schoelcher, La Pérouse, La Fayette and the abolition of slavery, outstanding figures in the United Nations such as Count Bernadotte and Dag Hammarskjold, who died working for peace, and more recently Desmond Tutu, who was awarded the Nobel Peace Prize. Also worth studying are present-day attempts to achieve peace and disarmament - for instance the East-West and North-South dialogues.
Here are some other great men of peace whose work is worthy of study:

AVICENNA (980 - 1037), the Arab philosopher and physician.

SIMON BOLIVAR (1783 - 1830), the general who liberated South America from Spanish domination.

ARISTIDE BRIAND (1862 - 1932), the French politician who advocated a policy of reconciliation with Germany.

LORD BYRON (1788 - 1824), the English romantic poet who defended the cause of Greek independence.

VICTOR HUGO (1802 - 1885), the French poet who preached universalism.

ABRAHAM LINCOLN (1809 - 1865), the President of the United States who combated slavery.

THE ROLE OF PLAY IN PEACE EDUCATION

In order to create positive and peaceful attitudes, education should assign due importance to games and play. As we have seen, play has educational values. In playing at make-believe, the child changes himself into another person, magnifies his importance, lets off steam, projects his hopes and fears, and joins in the dreams and fantasies of others. Play enables children to express themselves, assert themselves, and exercise their imagination and know-how. Through play, they become aware of the world and of their place in it.

But play has its natural limitations: boredom and fatigue. Does it have moral limitations? In an article reproduced in a Belgian magazine, entitled ‘Why teach children to play war games?’, Dr Benjamin Spock expressed the following views.

‘War games and toys were not thought up by children. Rather do they represent the adult world with which they come into contact through the media (television, radio, newspapers, advertisements, etc.).

For the child, war means ‘power’, ‘strength’ and ‘the technique of force’. War for children is an adventure. War games and toys make war inoffensive because they do not involve its consequences.

When children, playing with toy weapons such as pistols and rifles, ‘kill’ other children, we see an exteriorization, at the level of the child, of everyday violence. Every day, the child experiences violence. Sometimes it is praised, sometimes condemned. This leads him to make a distinction between ‘good’ and ‘bad’ violence.

The consequences of war, such as grief, suffering, death and oppression, are absent from the game, because war is usually regarded from the angle of the victors and
the ‘heroes’. ‘War heroes’ are placed on a pedestal and serve as subjects to identify one’s self with.

The possession of warlike toys makes children feel strong and superior to others. They identify ‘war heroes’, whom they are accustomed to seeing on television, for example.

They become accustomed to war and violence and eventually come to regard it as natural. They learn to resolve conflicts by force, without reflecting on the consequences of their acts, because they consider it legitimate to do so.

We should talk to children who play at war and ask them why they do it, Dr Spock concludes.

Violence, indeed, is the moral limit of play. If the game leads to broken windows or fighting, we do not hesitate to intervene and express the strong disapproval. So how can one fail to realize that the situation is very much more serious when it is the child who destroys himself by accepting, albeit symbolically, the act of killing?

In Germany, Reiner Sep, responsible for the ‘Terre des Hommes’ organization, considers that there should be a law prohibiting war toys. His slogan is ‘A war toy is not a toy’.

‘Putting deadly weapons into the hands of a child means, in his eyes, that you condone killing and war’.

‘War games can easily blunt a child’s reactions and lead him to accept violence.’

(Astrid Lindgren)

**Sweden bans warlike toys**

‘On 8 January (1979), two manufacturers of toys, and the Swedish Consumer’s Agency and the Games Committee (representing the Government) concluded an agreement prohibiting the manufacture and sale of warlike toys in Sweden. The campaign conducted in Sweden gave practical effect to a decision taken at the European Meeting of Young People and Students at Warsaw in 1976, stressing the need to prohibit warlike toys.

‘In the Malta Declaration on children’s right to games, the International Association of Playgrounds asked that a halt be called to the commercial exploitation of children’s games, that is to say to deceptive publicity, the manufacture of warlike toys and games involving violence. The World Council of Teachers’ Organisations also launched a campaign on its own account.

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1 *International Understanding at School*, n° 37, p. 37.
‘In the world as a whole, several countries are opposed to the manufacture and sale of toys for war games. In Austria, Kinderfreunde (a children’s organisation) has long been campaigning for such a prohibition; in the Federal Republic of Germany, the Minister of Justice has announced that the production of warlike toys must be reduced’.

**The activities of international organizations**

Another aim of the Associated Schools (one of their four objectives) is to publicize the activities of the United Nations and other international organisations which, though necessarily limited in what they can do, nevertheless represent the highest degree of world awareness and the greatest hope of establishing lasting peace - provided, of course, that every citizen in every country recognizes his or her personal involvement in and responsibility for that task. Here are two examples of Associated Schools projects, one concerning the activities of international organisations, the other peace and disarmament.

**India**

Delhi Public School, P.O. Box 3042, New Delhi (primary and secondary school)
Special Project Director: Mr. Rampal Singh
Special Project: Unesco and India

Under the Associated Schools Project concerning education for international understanding, the Unesco Club of the Delhi Public School took up the theme of ‘Unesco and India’.

The project covered three main areas: (1) Unesco and its activities; (2) Unesco in India (Unesco-aided projects); and (3) India’s assistance/contribution to Unesco.

In studying Unesco and its activities, the origin, structure and programme of the Organization were highlighted. The spirit of Unesco and its ideas were defined, as well as the meaning of the expression ‘It is in the minds of men that the defences of peace must be constructed’. Special emphasis was placed on Unesco’s involvement in areas relating to international understanding, such as human rights, the elimination of colonialism and racialism, the New International Economic Orders disarmament and activities contributing to world peace.

Unesco’s presence in India was examined primarily through the work of the Indian National Commission, non-governmental organizations affiliated to Unesco, and Unesco activities conducted by secondary school students, young people and women. Unesco’s collaboration in development projects was also presented.

1 International Understanding at School, n° 39/40, p. 48.
**Czechoslovakia**

Za’Kladna Skola, Bratislava (Secondary School)  
Special Project Director: Ms Olga Sujanova  
Special Project: Peace and disarmament

**Theme**

The theme of world problems was chosen by the students of this school in order to deepen their understanding of the value of international peace and co-operation. As their activity for the Associated Schools Project, these young people examined some of the major issues of the international forum today.

**Documentation**

Firstly, certain topics were selected and relevant material was collected for discussion and display purposes. These included the uses of advanced technology, world hunger, the environment and its protection, and the equality of all races.

**Discussions**

From what they had studied, the participants were encouraged to meet in discussion groups and exchange viewpoints. They realized that peace and tolerance must prevail and overcome the conflicts evident in the world community. In particular, the plight of children must be considered as a priority issue and this is a personal responsibility for each and every citizen in all nations.

**Evaluation**

This project had very beneficial results for the students concerned. They learned to research and evaluate a subject so as to be able to comment upon it with confidence. Moreover, they came to appreciate the real significance of international understanding as an effective tool in the construction of world peace for the future.

To sum up, it can be said that the inculcation of individual moral values is directed towards the full development of the personality through the satisfaction of universal human desires, aspirations and needs: biological needs (health, activity); affective needs (the right to family life, respect, protection), and psychological needs (fundamental freedoms, self-knowledge; the realisation of one’s potentialities, enjoyment of life, a positive view of one’s self, and shaping one’s own future); intellectual and spiritual needs (thinking for one’s self and thinking along the right lines, getting at the truth by cultivating a critical attitude, being fully informed, and receiving a scientific education).

The way to inculcate true moral values is through peace education which is taught as a vital, practical subject in gradual stages commencing within the family; an education capable of providing an outlet for natural aggressiveness in all areas so that it does not find expression in violence.

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Peace education helps children to resolve conflicts which in inevitably arise in the course of their lives by dialogue and negotiation, so that when they grow up they will be aware of and play a responsible part in the affairs of their community. They will have learned and understood what the 1974 Recommendation terms ‘the inadmissibility of recourse to war’ at a time when the world has international organisations representing the degree of world awareness which is today necessary if all hope is not to be lost and if the future is to be assured.

But it is indeed difficult to dissociate individual morality from social morality; we must therefore ask ourselves how understanding and respect for others can be fostered.
Through their drawings and posters, Associated School students express their desire for peace.
CHAPTER IV

HOW TO FOSTER UNDERSTANDING AND RESPECT FOR OTHERS
Every society wants to ‘fashion’, by means of education, individuals who will fit into that society. It is obvious that one of the main objectives of education is to socialize the child, to help him to live in harmony with others. But when the school becomes too rigid a training ground for social conformity, it prevents young people from playing an active role in the revitalising and transformation of society. Just as individual morality cannot be inculcated by drumming in rules and precepts (a procedure that has proved a total failure), so democratization cannot be ‘taught’; it must be made a living reality.

We have seen how the project-based approach, properly applied, gives children independence and a sense of responsibility, and how the preparation and implementation of a project leads to durable situations of democratisation.

Let us now give thought to the question of communication. Communication between two or more individuals is the very essence of socialisation; one has to learn how to listen to others, how to produce an effect on others and, when this process is directed at one’s self, how to have a sufficiently critical mind to ensure that its influence is no more than that which is right and necessary.

Communication begins at home

The circumstances of modern life often create a gap between children and their parents. To quote the words of a five-year-old French child: ‘You can’t talk to your parents. Father is out a lot of the time, and when he comes home he doesn’t have time to listen; mother is always busy. In the evening they watch television, and we can’t talk, so I talk to my doll, but it’s not the same thing; she listens, but doesn’t reply’.

Communication in the real sense must take place at school when everyone makes an effort to listen attentively in an atmosphere of concentration, for communication is made more difficult when there is extraneous noise and other distractions. The question being studied must therefore concern all the children and must be a vital issue. Communication occurs when there are shared interests, which the teacher must feel or stimulate.

Account must be taken of the barriers to communication: prejudices, misunderstandings, immaturity, and so on, so as to help everyone concerned to communicate more easily. The perception of such obstacles stimulates efforts to seek solutions to problems of interpersonal relationships. The best way of making allowances for the wide differences existing among children is for the group, with the teacher, to allocate tasks so that everyone will have a part to play and can work at his or her own level.

Communication is established step by step, day by day, by the very fact that there is a task to be carried out together. In the different stages of this joint venture, many things are left unsaid and the teacher and the other pupils must learn to elucidate these,
because communication begins by giving everyone the possibility of expressing himself. Not only ideas, but feelings are communicated.

Though language is the chief medium of communication, it is not the only one. Attitudes, reactions due to one’s natural temperament, explosions of anger or joy, are also means of expression. One can communicate through one’s body, one’s face, and one’s tone of voice.

It is possible to communicate in different ways: through group discussion, inter-school correspondence, video recordings, and so on. The scope and variety of the means of communication depend on the far-reaching nature, diversity, complexity and originality of the problems whose solution is being sought.

Communication creates respect for others. It accustoms children to take into consideration the various opinions and wishes of other people, which sometimes stand in opposition to their own, and obliges the individual to assert himself in a courteous manner.

Here is an excellent example of a situation favouring the democratic attitude and the habit of communication: the joint formulation of the school rules. Subsequently we shall take a look at other extremely constructive forms of communication: inter-school correspondence and bringing parents into contact with the school.

**Schools rules**

In the classroom, the teacher and the pupils propose the formulation of a set of rules. This provides an opportunity for giving consideration together to the necessary limits which have to be set on individual freedom in order to live together as harmoniously as possible.

These rules cover the use of school equipment and define the responsibilities assigned to everyone. They may include some prohibitions, decided upon after due discussion, but it is preferable for the rules to be formulated in positive terms, stating what must be done rather than what must not be done.

In the school, meetings attended by the representatives of parents, teachers and pupils (and possibly the local municipality also) will enable an account to be given of the school rules and lead subsequently to their formulation. The difficulties encountered in the course of this undertaking reveal the extent to which barriers, lack of understanding and skepticism often exist among those involved, and how everyone wants to impose his or her own authority. The teachers, who as adults are engaged in the vital task of bringing about agreement between individuals playing very different roles, are in a position to help their pupils to organize their classroom life ‘ democratically’.

**Inter-school correspondence**

One of the most widespread activities among the Associated Schools, and as we have already seen, one which closely corresponds to one of the objectives of the
Project, is inter-school correspondence. But we must take a closer look at how it can really serve as a strong motivating force in classroom life.

This contact can be established between Associated Schools within a given area, thereby creating friendship by facilitating gatherings and get-togethers. Sometimes parents, who are naturally invited to such gatherings, make acquaintance with one another and possibly become friends as a result of the relationships that are firmly established among their children. What other results does this form of contact achieve? Sometimes it brings people in the same village or community closer together when they would otherwise have remained isolated by reason of their different nationality or social background, or even simply their retiring disposition.

The children greatly enjoy these meetings, which increase the opportunities open to them by providing a strong incentive to undertake difficult projects. They discover a different world with different ways of doing things. In addition, there is the pleasure of offering and receiving gifts and of sharing and exchanging points of view, and of gaining an insight into the diversity of the world around them.

Inter-school correspondence between Associated Schools in distant countries is a valuable and fascinating activity. But there are difficulties to be overcome. Firstly, there is sometimes a language problem. But the need to read and write a foreign language can be an excellent incentive to learn it more thoroughly and in a practical manner. Secondly, there is the need for correspondence to be regular, on both sides. Interschool correspondence is, one may say, a moral commitment to keep the fires of mutual friendship burning. The rule is therefore that children should write fairly frequently. And what a pleasure it is to receive letters and packages! Though there may be hold-ups and difficulties in the postal system, as there often are in correspondence with countries that lack facilities, one must persevere, for it helps the pupils to realize the difficulties of certain countries which, though poor in material facilities, are rich in human warmth.

Inter-school correspondence is an aid to a better understanding of others. The pupils should write about their own lives in simple terms and ask questions enabling them to gain a thorough knowledge of the food, clothing and housing of their correspondents, as they relate to local climatic conditions, farming practice and customs; the out-of-school activities of the children and what their parents do for a living: and the different aspects that provide an insight into another culture, such as songs, poems, stories, recipes, games, etc.

One must avoid expressing any political judgement, of course, for the purpose of inter-school correspondence is to bring together children (and adults) whose convictions may be very different, to reveal the diversity of the world, and to show that friendship can be established despite differences. That is indeed the real meaning of international understanding.

It sometimes happens that teachers too engage in inter-school correspondence. For example, a young teacher in Benin asked the teachers in an Associated School in France for advice on how to pass his Certificate of Vocational Proficiency, which he had failed several times. The whole school joined forces in seeking out material and information to help the African teacher.
Correspondence may take the form of cassettes as well as letters. But in either case, it gives the children a striking impression of authenticity. Far-off people and places become close and vivid. It is no longer a question of stories or lessons, but of real life!

Correspondence which leads to an actual exchange of pupils with those from schools in distant countries is an even better way of promoting international understanding and awareness of other life styles. Here is an example:

Canada

Ecole Secondaire Joseph-François, Quebec
Special Project Director: Joachim Desbiens
Special Project: Exchange with an Eskimo village

School exchange

This project, carried out in the spring of 1980, was initiated when contact was made with a teacher from an Eskimo village in the far north of Canada. A group of thirteen students was selected to go and live for eight days with Eskimo families in northern Canada. In the second stage of the project, a group of young Eskimos came to live with families in Quebec, where they also attended classes in a public secondary school.

Objectives

The general aim of this activity was to make young white Canadians from southern Canada understand that cultural values are subjective and that hasty judgements on other lifestyles should be avoided. It was also hoped that by giving the children an opportunity to interact with children from a completely different culture, they would develop respect and tolerance for other cultures and ways of life.

Questions asked

The activities were also designed in the light of a question which had been posed from the very beginning: ‘Is it possible to be comfortable in regions without modern facilities?’

Experience acquired

In order to answer this question, the students lived with Eskimo families, sharing their meals and participating in their daily life. They hunted seals, went on fishing expeditions and helped to make seal-skin clothing. They even slept for two nights in igloos that had been built by the parents of their hosts.

1 International Understanding at School, n° 41, p. 9.
Awareness gained

When the young Eskimos came to Quebec, they were introduced to the ‘consumer society’ and participated in public secondary school classes and various leisure activities.

Although this project was not really an international exchange, given the enormous size of the Canadian territory and the fact that very often the inhabitants of the different regions know very little about each other, it nonetheless corresponded to Unesco’s concern for promoting understanding among peoples.

BRINGING PARENTS INTO CONTACT WITH THE SCHOOL

The participation of parents

Parent participation in various forms is a widespread feature of the Associated Schools and Unesco Clubs. For instance, parents may contribute and help to cook a local or foreign recipe, direct a workshop, explain what various jobs involve (baker, mason, draughtsman, etc.), answer questions on their country of origin, tell stories, and lend a hand in activities such as arranging meetings of friends, special events, outings, visits to the swimming pool, surveys, and so on.

The school is also open to parents to inform them of its specific activities. This is particularly valuable in dealing with difficult subjects like war and peace, injustice, poverty, unemployment and under-development, subjects which may give rise to misunderstandings or are liable to be labelled ‘political’, for example.

Do parents like participating?

Initially, some of them tend to rely on hasty judgements or to hold prejudiced and stereotyped ideas. They are fearful of anything new, but if they come along, it means that they are on the way to overcoming their anxiety about not being equal to it, and are even prepared to look beyond their personal standpoints, listen to other ideas and weigh them up.

Other parents, and they are more numerous, are delighted to play the teacher’s role. They learn, with feeling and even admiration, that it is not as simple as all that to direct a workshop, even though it makes them a central figure.

At all events, parents who participate in school life enjoy an enhanced status, and, consequently, so do their children in the eyes of their classmates. Generally, when they visit a nursery class or primary school they are amazed at the level of their children’s mental abilities and wonder why they do not show evidence of the same degree of maturity at home. Perhaps it is because the kind of in-depth discussion which takes place in school is more productive of awareness?
Bringing parents into contact with the school has many educational repercussions:

- The children realize the relativity of opinions: those expressed in school can be very different from those they hear at home. Their parents are no longer the repositories of absolute truth; and in school, ideas are discussed.

- Understanding between teachers and parents is rewarding; it strongly motivates the child to give of his best. Real education for peace can be achieved, for the one background does not clash with the other.

- In the case of foreign or immigrant parents, contact with the school helps their children to adapt to the host country and also helps and sustains the parents in the difficult situation of being uprooted from their native land. In this way education for international understanding is translated into practical terms.

Here is an example of the rewarding results of bringing parents into contact with the school:

**Belgium**

Centre Scolaire St Gilles de Sainte-Marie, Brussels  
Level: nursery-school - primary school  
Special Project Director: J. J. Montignies  
Special Project: Education of immigrant children

The future lies with today’s children. There is no doubt that the scholastic success of immigrant children helps to stabilize the group to which they belong. Failure would mean that the immigrant group remained at its present underprivileged level, or even declined further into cultural under-development and fell from inadaptation into poverty and delinquency.

The school is an ideal cultural meeting place, provided that parents and teachers regard it as not merely a place where children ‘learn’ things, but also as a meeting place where they learn to live with others.

In the context of an overall and forward-looking education, the school must adopt an adaptive teaching approach, taking differences and sometimes contradictions as the starting point.

The Centre Scolaire St Gilles de Sainte Marie is located in the commune of Saint Gilles-Les Bruxelles. It comprises:

<table>
<thead>
<tr>
<th>Section</th>
<th>Non-Belgian Pupils</th>
<th>Belgian Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery school section</td>
<td>130 non-Belgian</td>
<td>24 Belgian</td>
</tr>
<tr>
<td></td>
<td>pupils (84.5%)</td>
<td>(15.5%)</td>
</tr>
<tr>
<td>Primary section</td>
<td>285 non-Belgian</td>
<td>87 Belgian</td>
</tr>
<tr>
<td></td>
<td>pupils (77%)</td>
<td>(23%)</td>
</tr>
</tbody>
</table>
The teaching team

Meetings of the team of Belgian and non-Belgian teachers and of parents and social workers have been instrumental in creating a new atmosphere in the school. This concerted approach implied from the outset the practical application of the principles of international understanding. The convergence of efforts ensured that the programme made a good start. It had three objectives:

1. The adaptation of immigrant families.
2. The schooling of immigrant children.
3. Creating awareness of the immigration phenomenon.

In 1978-1979 Belgian teachers were provided with information and training; they were made aware of the immigration problem, documents on the subject were distributed, and meetings and one-day seminars on the immigration phenomenon were held.

The year 1979-1980 was devoted to educational research and study covering comparative linguistics and a joint programme in ‘activités d’éveil’ based on the national curricula (B.E.G.I.).

Work among immigrant parents

We know that the role of the school is to seek to communicate. For a long time an impression of incommunicability had prevailed in the school. Immigrant parents did not attend meetings. Being unable to overcome the language barrier and never having attended school themselves, the school to them was a world of mystery. They were new to the locality, newcomers on the Belgian scene, and could not grasp what schooling really meant. Moreover, the socio-cultural gap between them and the teachers seemed to them to be unbridgeable.

With every attempt at rapprochement, with every fresh contact, they were made even more conscious of their inadaptation. This was further underlined by another cultural difference: that which the school created between them and their children. The moment of enrolment was often the only opportunity for contacts. A way had to be found of establishing effective contacts. With the help of the Saint-Gilles Immigrants’ Social Service, meetings were organized and conducted in the immigrants’ own languages, enabling Spanish, Italian, Arab and Greek parents finally to understand and express themselves. This idea was a success, and the meetings developed into cordial encounters. One of them had as its subject ‘Children from everywhere’. Belgian parents, instead of simply discussing the presence of foreigners in the school, went on to suggest constructive solutions. The non-Belgian parents spoke of the reception accorded to their children in a Belgian school. Subsequently the participation of immigrant parents increased. During two-week periods of familiarization with this or that culture, typical meals (Spanish, Italian, Greek, Moroccan) were organized in the school by the parents. A Greek fête was held at the school and was attended by pupils, parents and teachers of all nationalities.
Preparation of Belgian teachers

Encountering problems of methodology, pedagogy and psychology for which they had not been prepared, the teachers were at a disadvantage due to their lack of training. Something had to be done. A group of teachers organized a course which provided an insight into the subject of immigration; it took place in Brussels on Saturday mornings, and covered:

- information of the mechanisms of immigration;
- a fuller knowledge of the history, geography, economy, culture and religion of the immigrants’ countries of origin.
- contacts with the immigrant community and intercultural dialogue.

The teachers prepared documentary material on immigration in Belgium. The course was followed by questions, further thought on the subject, suggestions, requests, and initiatives of various kinds. In the school, Belgian and non-Belgian teachers met informally for coffee every afternoon and attended meetings and lectures on teaching questions. Certain history and geography lessons (the geography of European countries and the Spanish period in Belgium) were shared by both groups.

Immigrant pupils

A period of latency is necessary before children newly arrived from their own countries can begin really to participate in classroom work. Learning French is the priority task for them. In this school, the methodology of teaching French is derived from methods of learning foreign languages. Considerable importance is attached to oral methods; the pupils are placed in familiar situations, and basic learning by manual communication is given priority. For nursery school children, the emphasis is on non-verbal forms of communication and expression: drawing, games, manual work, collages, mime and rhythmics.

Working in co-operation: Tutorial help

Pupils in the second year of primary school (‘pupilles’ or ‘filleuls’) who cannot yet read fluently are helped by older children who have had to overcome similar difficulties. Such contacts are fruitful, because identification with a fellow-learner facilitates the younger child’s task and helps him to become integrated. Every ‘pupille’ has a ‘tutor’.

These ‘tutors’ are in the sixth year of primary school; they are of various nationalities, and are all volunteers. They possess positive character traits: loyalty, patience, kindness, creativity. Weaker pupils often prove to be more inventive than stronger ones in stimulating, motivating, encouraging and discovering the successful approach.

All the adults involved - parents and teachers - derive benefit from this tutorial system which depends, for its success, on their close collaboration. At the end of teach
school term, a ‘press conference’ is held by the ‘tutors’ for the benefit of the adult teaching staff. The importance which these children attach to their task is remarkable.

By opening up the school to parents, the Associated Schools expand their educational action, extending it to adults and to the community; for the ideals of Unesco must develop among children and parents together if they are to become effective.

Bringing parents into the school picture helps to establish closer contacts between parents and teachers, parents and children, and between the parents themselves. When it concerns immigrant parents, it facilitates their integration in the host country, brings them out of their isolation, and enables them to adapt themselves and to be accepted and understood. At the same time, it helps their children to strengthen their twin roots: in their country of origin and in the host country. Opening up the Associated Schools to parents has had many beneficial effects and has helped to establish their reputation as ‘schools of friendship’.

EDUCATION RELATING TO HUMAN RIGHTS

People seriously concerned about such matters wonder what moral code of conduct can be laid down in our times in view of the fact that traditional religious and civic values, and in some cases even intuitive morality, have been lost to view. But there does exist a universal moral code; it is embodied in the principles of human rights. All that remains to be done is to put it into effect everywhere.

Human rights teaching cannot be confined to imparting purely intellectual knowledge. It implies first of all that these human rights, corresponding to fundamental needs and duties, should be applied in everyday life in the classroom. Teachers throughout the world must first of all be thoroughly conversant with the Universal Declaration of Human Rights proclaimed by the United Nations General Assembly on 10 December 1948. This Declaration should be displayed in all establishments and public places. It calls for action to be taken: how can human rights be respected in practice?

Every right - to life, liberty, security of person, a nationality, a family, education, participation in cultural life, work, medical care, rest and leisure, and so on - can be the subject of a project or an in-depth research undertaking developing on the basis of real-life events.

In the case of older children, human rights teaching should be accompanied by reflection and research in areas which are the particular concern of teachers of literature, history, geography, the social sciences and biology; they should co-ordinate their efforts and devote a certain amount of time to studying this Declaration, which is so important for world peace - for there can be no peace if human rights are not respected.

Here are some themes which have been proposed:

- the historical background of human rights;
human rights in the present-day world;
the exploitation of children in the Third World;
the abolition of colonial oppression; apartheid;
India: Gandhi and independence;
national minorities in the Russian Empire;
torture and the rights of prisoners;
violations of human rights in various parts of the world.

The following project is a good illustration of how the Associated Schools can tackle this area of education.

**Ecuador**

Colegio Experimental 24 de Mayo, Quito
Principal: Dr Angel Garrido Jaramillo
Special Project: Human Rights

A planning meeting was held to identify the project’s objectives, how it was to be carried out, the teaching materials required and how it should be evaluated. The main objectives were to study how families live in different parts of the world, to learn about their social and economic problems and foster positive attitudes with regard to the importance of the family unit.

In December 1982, each participating class carried out research and prepared material on the family and its social values, which was presented on bulletin boards. Correspondence with schools abroad (Colombia, the United States of America, Spain, Brazil, Argentina and Guatemala) began in January 1983. A project was also implemented on the conditions of the family in the rural community of Mariana de Jesus de Calderon. The school collaborated with the Ministry of Health in preparing literature on health conditions and a school programme was organized for the mothers and children of this rural community, at which information on health questions was given as well as gifts. An essay contest on the family was held and the winning contribution was displayed on the school’s bulletin board devoted to the United Nations. In connection with some school festivities held in May, an exhibition was set up depicting the family and its social and human values. The project culminated in the preparation of forty albums on different families throughout the world. The project involved considerable research and contacts with the cultural affairs departments of accredited embassies.

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ASP Pupils attending a nursery school in France prepare a package of food and medicine to be sent by UNICEF to less privileged children.
SOLIDARITY

Human rights teaching develops children’s social sense and leads them to take part in acts of solidarity. Moved by injustice and suffering, adolescents and children - even very young children - spontaneously ask: ‘What can we do?’

The objectives of the Associated Schools provide opportunities for young people to manifest their noble sentiments. Such opportunities are not lacking, and though private initiative should not be an excuse for governments to neglect their obligations in this field, it often makes a not inconsiderable contribution, providing rapid and specific aid as well as moral support.

The themes which can give rise to manifestations of solidarity are, alas, only too numerous. Here are just a few:

- unemployment and a hungry Fourth World exist in wealthy Western countries;
- there are countries, if not whole continents, afflicted by malnutrition and its consequences.
- In certain cultures at least, old people are often neglected, forgotten, and even abandoned;
- handicapped persons are in most cases cut off from normal society and relegated to the ranks of ‘assisted’ people;
- man-made situations of injustice and suffering are compounded by those caused by natural Catastrophes.

The United Nations General Assembly has on many occasions focused attention on such themes, for example by proclaiming the International Year of the Aged or the Decade of Disabled Persons.

Here are some examples of solidarity:

The Philippines

A. Regidor Elementary School, Santa Cruz
Project Director: Mr Pedro P. Rey
Special Project: Assistance to the handicapped

As their project for the Associated Schools scheme for international peace and understanding, the 1,800 students launched plans to promote assistance for the handicapped and ensure their full participation in society. The children plunged into an

1 International Understanding at School, n° 48.
intensive information campaign to understand why handicapped people should be helped and how the government was doing this. In this way, they would be better acquainted with the needs and special problems of the disabled and give their full support to civic programmes in this sphere.

They presented an exhibition with an explanation of the various agencies of the United Nations which deal with disabled people. This was entitled ‘We’re brothers and sisters: thanks to the United Nations and was designed to remind the audience that the disabled should be given their opportunity to contribute to society. As a result of this project, the pupils developed a greater concern for the handicapped and realized the potential of these people and the responsibility of each country and each individual to assist these groups.

**Ecuador**

Colegio Experimental 24 de Mayo, Quito
Special Project Director: Leda Melida Pazmine de Menendez
Theme: Man and his environment
Special project: 1982. International Year of the Aged

*Projects and aims*

This school organized a wide range of activities to draw attention to the importance of old people in our society and involve the community in the solution of their most pressing problems.

*Activities*

The project began with information. A notice board competition was organized which dealt with the International Year of the Aged; all classes in the school took part in this. The exhibition included press cuttings, the results of surveys, photographs, collages and thoughts on the subject of old people, together with a very interesting and illustrative selection of graphic works.

One of the participating classes made a visit to the Centre for Incurable Diseases in the city, in order to find out at first hand about the subject of ageing. Subsequently they paid visits to the ‘Corazon de Maria’ and ‘Los Pinos’ homes in the city and to the ‘San Juan de Dios’ old people’s home in Conocto. They took various presents with them and organized a programme of recreational activities and of visits to the old people. The school’s Red Cross Club and Journalism Club also took part in these activities.

*Studies*

A discussion panel was organized in the College Auditorium in connection with the celebration of its Patron Saint’s Day. The topics discussed were:

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1. *International Understanding at School*, n° 44, p. 20.
- Old people in the family and society, a theme proposed by the first and fourth year classes participating in the project.

- The causes of ageing and the health problems of old people, presented by the second and fifth years.

- The social and economic problems of old people in Ecuador and throughout the world, a report by the third year pupils.

- Retired people in Ecuador, a theme dealt with by sixth year pupils.

Other activities

During the course of the period of study, a competition for compositions on the subject ‘Old people in the family and in society’ was organized for first and fourth year pupils. Visits were made to embassies in an attempt to find out how old people live in other parts of the world. Photographs were taken during visits, interesting press cuttings and posters were collected, and various scientific articles from newspapers and magazines on the subject of old age were analysed. An interesting and valuable exhibition of posters and wall charts on old age was inaugurated on 20 May in one of the school halls. The Red Cross Group also participated in the programme and took part in the donation of magazines and books for the old people in the homes visited. The pupils took a keen interest in the establishment of social service brigades to help old people.

Italy

Istituto Tecnico L. Einaudi, Verona
Special Project: The problem of refugees in the world

Organization

Five separate research groups were formed to deal with various facets of the issue, starting with an analysis of the existing framework which has been set up to solve this problem.

The problem

Students were asked to analyse the Universal Declaration of Human Rights and the Declaration of Territorial Asylum, which was adopted in 1967. A study was also made of Refugees and the efforts of this officeholder over the last thirty years to alleviate the misery of stateless persons worldwide.

Cognitive activities

Pupils studied the reasons for the fact that 10 million refugees exist and the necessity to provide them with food, clothing, housing and education. Conditions in
Italy and the rest of Europe and Africa were analysed in depth, as well as the Palestinian issue.

**Material**

Much documentation and photographic material was provided by the United Nations High Commissioner for Refugees Office in Rome, and an official of this agency attended a special display of the data collected.

This event, which created great interest in the Verona press, depicted many aspects of the problem, including women and children refugees, disabled persons in this group, and the most useful way of helping them to improve their situation. The project enabled pupils to become familiar with the voluntary agencies which work in association with the United Nations to provide moral and material aid.

The activities of Amnesty International, the International Commission of Jurists, Oxfam, War on Want and similar organizations were studied, along with the United Nations meetings convened to solve the plight of refugees.

This project enabled the participating students to understand the importance and necessity of international co-operation in terms of eliminating world problems. Such efforts jointly made by the nations of the world are a concrete means of strengthening understanding and promoting peace.

**Evaluation**

The interest and enthusiasm with which the pupils carried out this project confirmed the value of teaching about world problems at the secondary school level.

**INTERNATIONAL UNDERSTANDING**

Nothing acts as a greater incentive to the Associated Schools than the possibility of giving education an international dimension. The individual no longer belongs to a given society or culture alone; he is a citizen of the world. Only recently has mankind become aware, in a remarkable fashion, that it is responsible for the whole world in all its aspects (economic and ecological) and that the establishment of peace is the task of one and all. Certain international organizations have been the outcome of this awareness. The Associated Schools, pioneers in the field, have for long past established international contacts. But while it is a good thing to tackle these questions at the level of everyday life and by means of folk arts festivals, one must gradually progress from tolerance to understanding and friendship. One must know other people in order to understand them, and positive steps must be taken to establish and strengthen bonds of friendship.

Education, seen as a process in which instruction imparted in the school is only one component, could better serve international co-operation and prepare men and
women for life in a world community composed of peoples and nations ever more closely dependent on one another. What has to be done is to lay the psychological foundations which will enable children’s world awareness to be created.

**How can international understanding be ‘built up’?**

Here again, it is in the classroom that work to achieve international understanding can often be accomplished, especially when foreign pupils are present. In many countries nowadays classrooms contain children of various nationalities, and cultural backgrounds whose parents are immigrants or temporary residents. Internationalization is also accentuated by tourist travel and the media. Interest should be taken in the life styles, cultures and customs of these pupils ‘from other places’, for they can make a valuable contribution in terms of what they relate about themselves and their backgrounds and the sympathetic welcome that they foster, thereby laying the foundations of real co-operation, straightforward acceptance of differences, and an attitude of peace and friendship, nipping in the bud any tendency to racism and exclusion.

Some schools or classes undertake projects relating to the discovery of other countries - their history, geography, social and family life and customs. These projects involve not only study courses and written material, but very often inter-school correspondence and even meetings with pupils from other schools through travel and pupil exchanges.

The method of discovering other cultures may be intellectual (written material, study, analyses, exhibitions) or it may be relational and affective (invitations, friendships, fetes, exchanges of gifts, etc.).

Among very young children in nursery schools the doll, the symbol and image of the child, can be used to arouse interest in children in distant countries; for example by introducing a coloured doll or a doll of a different style so as to get them to reflect on the diversity of the world.

With older pupils, the simulation method can be employed, or knowledge of a far-off region can be approached through its arts, craft, literature (stories, poems, novels), music, dance forms, clothing, housing, etc.

Teachers play a vital role in opening children’s minds to the world and in creating the mental flexibility which leads to the acceptance of other peoples and their different languages, life styles, mentality, colour and opinions. Little by little the pupils come to realize that we are all basically the ‘same’ though we are all ‘different’. We all have the same fundamental needs, the same tastes, the same aspirations to self-fulfillment and peace, and at the same time we are all irreplaceable in our difference, which is our greatest asset.

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Here are three projects aimed at promoting international understanding and employing different approaches:

**Israel**

Municipal High School, Herzliya  
Special Project Directors: Dvora Luz and Esther Lucas  
Special Project: Exchanges for international understanding

This activity promoted the theme of ‘other cultures and peoples’ as a means of increasing peace and understanding worldwide. It was enthusiastically undertaken by the students as their Associated Schools Project for 1981-1982.

*Exchange of pupils and inter-school correspondence*

The first exchange involved a school in Hamelin, Federal Republic of Germany, where students had studied the Jewish community in their city. A delegation of eight students visited Israel for two weeks and saw many places of historical and cultural interest. An exchange trip was arranged during the summer of 1981, Israeli students being welcomed by their German hosts and maintaining the links of friendship already established. This group also took part in the International Schools Youth Encounter Session in Wersen and Hamburg, which included activities such as discussion, sports contests, drama and sightseeing. Nations represented were the Federal Republic of Germany, Israel, Ghana, United Republic of Tanzania, France and the United States.

Following the success of this venture, further exchanges have been organized with Mönchengladbach and Frankfurt, as students in both countries have been studying the history of the Jewish race and its culture worldwide.

Correspondence continues with students in the Netherlands, Denmark and Poland, and school albums have been sent to Tamworth Manor School in London and the Schiller Gymnasium in Hamelin.

**Pakistan**

G. C. Comprehensive High School, Sargodha  
Special Project Directors: Mrs T. Iftikhar, Miss B. Bukhari  
Special Project: Afghanistan

One hundred students took part in this Associated Schools Project, which focused on the theme of other nations and their cultures with special reference to Afghanistan. This country was studied from several angles, including its history, geography, culture and social and religious aspects. A special celebration was organized to commemorate the national holiday of this nation and this was marked by a tableau depicting life in

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1 International Understanding at School, n° 44, p. 29.  
2 International Understanding at School, n° 45, pp. 30-31.
Afghanistan. Poetry of the country was read and students wore the Afghan national costume. This project helped the pupils to learn more about their neighbouring country and its society.

**Poland**

Szkola Podstawowa, Oswiecim  
Special Project Director: Mr Ludwik Mitek  
Special Project: International understanding  

*Aim of the project*

The aim of this project was to establish new international relationships and to strengthen the contacts which had already been made with the German Democratic Republic, the Soviet Union and Japan. In addition, it was hoped to carry out the following tasks through reference to current developments in the fields of politics, economics, science and technology:

*Research themes*

1. to encourage young people to take an interest in the development of Polish thought on the education of nations for international peace;

2. to publicize the successes achieved by Poland and other countries in strengthening peace;

3. to inform young people about the contents of basic UN documents such as the Declaration of Human Rights, the Declaration of the Rights of the Child, the Declaration on Peace Education, and also about the structure and work of the United Nations.

The Associated Schools are very active in the domain of understanding and respect for others.

In the classroom, every effort is made to inculcate the democratic spirit, employing co-operative methods. Work undertaken together, or the co-ordination of research carried out in large or small groups or individually lead the pupils not only to concern themselves with others but also to combine their efforts in the accomplishment of a common task. The preparation of projects by the teachers, working as a team, establishes and maintains this climate of mutual respect, joint efforts, togetherness and dialogue.

Inter-school correspondence and exchanges are particularly fruitful in developing acquaintanceships and friendships. They contribute in a spontaneous and lively way to the dissemination of the work of the Associated Schools.

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1 *International Understanding at School*, n° 41, pp. 16-17.
Understanding children and understanding parents are objectives which have a great deal of relevance to social morality. We have heard a lot about the ‘generation gap’, the difficulty of communication between children and their parents. Bringing parents into contact with the school has excellent educational repercussions, clearing up misunderstandings which may arise through lack of comprehension of the specific work of the Associated Schools. Bringing parents into the picture, calling upon their competence and associating them with special projects, brings the best out of both parents and children through the selfless contribution they all make to the common task; it creates firm bonds of friendship and is rewarding to everyone concerned.

Social morality is based on education relating to human rights, respect for others, tolerance and freedom; an education which involves a knowledge of the major world problems to which young people seek solutions. The discovery of violations of human rights, examples of injustice and misfortune of all kinds, produce a surge of generous feeling, a desire not to remain passive or indifferent to human suffering; it is a spur to acts of solidarity instead of egotistical or violent attitudes, and leads children to commit themselves and to take part in the life the community.

It is in the international dimension that the pupils’sense of social responsibility finds its fullest scope. And it is this dimension to which the Associated Schools have always given precedence, in anticipation of the emergence of a world civilization. Through their specific methods, tried and tested over a long period and still evolving, the Associated Schools bring about changes in attitudes and mentalities, establish multiple contacts, open children’s minds to new and difficult problems, and make them responsible for the world in which they live, of which they form a more objective picture; they learn to regard it with an inquiring mind and to undertake its management.
ASP Swiss and Chadian children exchange ‘friendship notebooks’ with the help of the World Association for the School as an Instrument of Peace
CHAPTER V

THE DEVELOPMENT OF CREATIVITY
Creativity and peace education

As we have already seen, of the child’s natural and spontaneous aggressiveness is not to find an outlet in violence - i.e. a negative outlet - it must be expended in positive and constructive activities. The development of creativity is an ideal means of making provision in education for emotion and affectivity, satisfying the desire to act, create and build. It also helps to make the child independent and to acquire a genuine personality of his own. Furthermore, it enhances his self-respect - in its unique and personal dimension - and, hence, his respect for others.

Like all other values, creativity can develop only if its seeds are already present in the child. It cannot be ‘manufactured’; the child must be helped to express and manifest his natural inclinations which are seen in play and which stem from the imagination. We have seen how activity methods are based on the idea of play. Let us now consider the value of imagination.

Imagination was for long considered an illusory factor, not worth wasting time on (the same applied to play and games). But the imagination is the wellspring of all human creativity - artistic, scientific and social. Curbing or neglecting it, as was done in traditional teaching methods, means depriving pupils of any feeling of independence, any attempt at personal discovery, any possibility of producing something original.

What is imagination?

It is a life force secreting desires and fantasies. It manifests itself in play, dreams, myths, poetry, music, and, in general, in every authentic cultural expression.

The dreams and hypotheses which have always foreshadowed all the greatest human achievements have had their origin in the imagination. Leonardo da Vinci designed a flying machine centuries before aircraft or even balloons came on the scene. Jules Verne, in his novels of the future, wrote about submarines and the conquest of space. Pasteur dreamed of curing certain illnesses and ‘imagined’ that they might be caused by minutely small living organisms whose existence it sufficed to reveal. There is scarcely any major discovery that has not been preceded by a seemingly crazy hypothesis. If the earth were round, then Columbus, sailing westwards, would arrive back from the east; and this was the case. As one teacher put it: ‘Man gains mastery of the world through his dreams which become reality’. Will the dream of world peace become a reality?

Stories and myths

Stories and myths, treasures of the cultural heritage of mankind, embody innumerable symbols which people have employed to express their conception of the world. Much use is made of such stories and myths in the Associated Schools, for they
ASP students in Cuba receive prizes for their paintings on the theme ‘We love peace’
constitute, especially for younger children, good starting points for themes or projects, and their symbolism gives pupils a unique means of access to difficult and important problems. Provided they are not distorted or watered down, myths and legends contain messages relevant to human and social conduct and examples in the face of adversity, inspiring the reader to be like the hero: noble, victorious and happy. Elias Lönnrot (1802 - 1884), for example, travelled through Finland gathering songs and poems handed down in the oral tradition. This gave rise to a magnificent national epic, the Kalevala, recounting the creation of the world, the origin of music, the struggle between good and evil, and much else.

To develop creativity, the whole fund of culture and tradition which is one of the bases of our history should be widely drawn upon in an effort to nourish the minds of children and encourage them, as a means of self-expression, to delve into their imagination and make up stories themselves. As we know, in order to colonize foreign lands, that is to say bend them to our rule, it was first necessary to hold the existing language, culture and philosophy in contempt, denigrate local beliefs and customs, and cut off access to folklore. It is exactly the opposite procedure that must be followed in order to regain ‘joie de vivre’, identity and autonomy. To develop creativity, children must be given the opportunity to express themselves.

THE VALUE OF SELF-EXPRESSION IN THE DEVELOPMENT OF THE PERSONALITY

‘Where there is joy, there is creation. The richer the creation, the greater the joy’ (Bergson);

Self-expression is the external manifestation of one’s inner emotions and feelings. It is the translation of those emotions and feelings, of the life within, into words, gestures, mime or other outward manifestations. It is the discovery of one’s natural self, one’s sincerity. It therefore has first and foremost an affective basis, subsequently enriched by knowledge and social behaviour patterns. But education should aim, as far as possible, to preserve and even develop the child’s initial freshness and authenticity, qualities which are so profoundly moving and which are sought by great artists who try to recapture their childhood view of the world from the vantage point of adulthood.

Why encourage self-expression?

Individual expression is a factor in the full flowering of the personality. When aggressive impulses can find expression in a favourable environment, they are transformed into energy and vitality. Thus self-expression helps to direct natural aggressiveness into non-violent channels. It is an affective and cognitive amalgam essential to a balanced personality. The homo faber that is present in all of us always feels the urge to shape the world around him, and in reality any utilitarian or decorative
object, any form of speech and song, can be a medium of expression, so long as social constraints do not set excessively rigid limits.

How can we help children to express themselves fully?

Encouragement

Firstly, by adopting a teaching method that ensures a sympathetic response to the children’s earliest attempts at self-expression, whether prose compositions, poems, drawings, music, dancing, hand crafts, or whatever, so as to develop a sense of self-worth.

Projects

When self-expression is part of a project, explained before the class and even critically assessed by the pupils, it develops and assumes forms that are more and more significant and of greater aesthetic merit.

Criticisms

Every attempt at self-expression needs to be the subject of positive criticism, either by the pupil himself or by others. When the project is at a fairly high level, only criticism can enable it to advance. This is how the artist, after much trial and error, succeeds in producing the finished work as he originally imagined it. There is an artist in all of us, and we can all do better. What is lacking in most cases is a method of developing our powers of self-expression.

Reference material, observation, constructive interrelationships

When the work of a project of broader scope calling for reference material or involving poetry, music or drama, it is enriched by all these other aspects.

Technique

Technique is a necessary part of self-expression, but it is rarely the most important element. Admittedly, technique is essential for playing a musical instrument or dancing; but when too much emphasis is placed upon it at too early a stage, it inhibits expression. Technique is a tool that should be used to develop expression, not to stifle it.

In drawing, observation is needed, and so is the model to be reproduced, but exact reproduction destroys expression. If expression is to emerge, the method of teaching must be delicately balanced: not too technical, not too individual, not too collective; and the teacher must not be too easily satisfied. It is the individual effort within the group which determines the extent to which the teacher intervenes.

Some teachers set requirements which lead their pupils to express themselves in a way that reflects much fertility of imagination and originality. In certain schools the quality of the drawings is remarkable; there are language teachers all of whose pupils are poets; there are craft teachers whose pupils produce handsome and original work.
Here are two texts written by pupils of the College Secondaire du Belvédère in Lausanne, Switzerland, following a trip to Senegal. They reveal sensitive, personal and authentic powers of expression.

‘Scrawny sheep grazing in the street, men lying on planks in the shade of a bush, women in their brightly coloured ‘boubous’at the entrance to their small mud-hut dwellings - all this amazed us Europeans. The spectacle of life that does not seek to conceal itself, but rather reveals itself to others in all its humility, not to say wretchedness. What a lesson for us with our inferiority and guilt complex vis-à-vis the Third World - which is no more than a facade enabling us to pass off as disinterested, a pity that is basically focused on our own failed existences.’

‘The sky, always the sky. Omnipresent, it is language, the language of beauty, of strength, of a land rich in history yet young, and violent, in the image of its own colours. A young land then, embodying all possibilities, all the illusions of a hard-won freedom, all the dreams of a future to be forged.

After admiring this country, this nature and, above all, these people whose generosity sometimes eludes, not to say confounds, our logic, being so unpredictable, so full of a mischievousness we should like to think of as innocent lest we have to admit that the idyllic vision slowly shaped in our minds, enamoured of an ideal, is only the transposition of a European aspiration, we look upon the world with an eye transformed by the contemplation of another reality.’

François

‘The most joyful moment was when, urged on by our driver, the children joined in the dancing, which produced a huge burst of laughter which is still ringing in my ears.

‘It was not just the earth that was shaking; moved by such a warm reception, my heart seemed as though it would burst. I was drawn into a totally unknown world, into the atmosphere of Africa, I felt a sense of wonder. I wanted to be part of the celebrations and, after a moment’s hesitation, I joined in the dancing with Beat, Yves and François. To my surprise, I found myself totally absorbed by the age-old tradition of African dance.’

Oscar

THE IMPORTANCE OF ART

When expression becomes a conscious act, when it is the fruit of hard work demanding standards and techniques, when it is profoundly human so that it brings everyone into direct and intimate contact with it, then it becomes art. Art is the irreplaceable image of the meaning of man. The sculptor Rodin called it ‘Man’s most sublime mission, because it is the exercise of the thought-processes which seeks to

1 International Understanding at School, n° 45, pp. 17-20.
understand the world and make it understood’. Through art, man transforms the material world and gives it a spiritual dimension. It is the link between man and the universe. Through art men and women - and children too - are brought into harmony with the world. Art is the highest expression of man’s questing Spirit. It transcends the self. So in peace education, involving moral and social values, art must hold a leading position and must not be relegated - as it is in many examination syllabuses - to the category of an ‘optional subject’. There would undoubtedly be fewer problems in a world in which all countries understood the importance of art in the development of a full, balanced and creative personality.

All cultures have expressed all that is best in them through their literature, myths and legends, architecture, sculpture, painting, music, dance forms and crafts. One of the first concerns of countries liberated from colonial oppression was to rehabilitate their art, to seek their roots in their past history, to establish their identity on the basis of its living expressions. Numerous cultures have produced works of art that are irreplaceable for the advancement of humankind. For these reasons the Associated Schools place great importance on making children appreciative of the art-forms of their own cultures and on keeping alive the achievements of the past - which in no way means preventing each art-form from evolving. While museums and the resurrection and preservation of the cultural heritage are necessary, it is even more important to encourage the development of the artists and craftsmen of the future.

International understanding is achieved by, among other things, a knowledge of different cultures. It is an excellent thing to become acquainted with other civilizations through their finest works of art. Here are some examples of how the Associated Schools have undertaken work along these lines.

ARGENTINA ¹

Centro Polivalente de Arte de San Juan, Pcia de San Juan
Anniversary of the Birth of Pablo Picasso

The Young People’s Art Circle decided to celebrate the centenary of the birth of the Spanish artist Pablo Ruiz Picasso. The members of the Circle met to discuss the best way to approach this task and to decide which topics should be studied in greatest detail. It proved extremely difficult for the students to choose their topics, given the many different facets of this twentieth century genius who was outstanding in so many artistic fields.

Finally it was decided to study:

- the artist’s life;
- the Blue and Rose periods;
- Picasso and Cubism; the influence of primitive cultures on his art;
- ‘Guernica’: its special features, a formal analysis, its importance.

¹ International Understanding at School, n° 44, p. 16.
Project

The aim was to produce, with the aid of a specialist, slides of the pictures, sculptures, engravings, drawings and ceramics representative of his genius and to show them at a general meeting. The pupils’ work was then to be preserved in the library of the Centro Polivalent de Arte, which bears the name Pablo Picasso. This large-scale project provided an in-depth knowledge of the artist and his work, whose originality has left its mark on the present century.

Belgium

Groupe scolaire la Colombe de la Paix, Etterbeek
Special Project Director: Mr Jean Van den Eynde
Special Project: Culture . . . a privilege for all!

On several occasions we organized cultural activities involving the pupils from the different sections of the school, from the nursery school to the final classes of preparatory education.

These various activities acted as a catalyst and as the point of departure for a whole series of follow-up activities in the individual classes. They provided the children with an introduction to cultures different from their own, Western culture.

Representatives of Africa, Latin America and Asia were therefore invited to come and introduce the pupils of ‘La Colombe de la Paix’ to various forms of their culture.

It was on this basis that we welcomed, in December 1981, a group of musicians and dancers from the Republic of Benin. These artists presented a festival of African dances for the children and introduced them to the different percussion instruments, tom-toms, calabashes, gongs ... which they used to accompany the singing and the chanting.

In February 1982 the same performers (Mr Kabongo and Mr G’Bossa) came to give the children in the various classes of the preparatory section an introduction to African music. They taught them to play the different musical instruments. The sessions fascinated all the children and concluded in an atmosphere of great enthusiasm.

During March, the Chilean singer Maria Carmen Cerreceda gave several introductory sessions of popular Chilean songs to the classes in the nursery school section.

As for the pupils in the senior classes, they were visited by Mr and Mrs Nagazawa from the Sangetsu School in Brussels. Under the attentive and vigilant eye of their Japanese mentors, the boys and girls were introduced to Japanese floral art, Ikebana, its philosophy and its symbolism.

1 International Understanding at School, n° 44, p. 18.
Finally, before the Easter holidays, the Spanish pianist Antoni Besses, Professor of Piano at the Conservatoire of Music in Barcelona, came to give a musical afternoon at the school. During this recital, he interpreted works by Manuel de Falla, Granados, Morpou and Albéniz. His clear and simple comments and the beauty of the Spanish music which he played aroused great enthusiasm amongst his young listeners.

Throughout the school year, the children increased their knowledge, understanding and love of their brothers and sisters throughout the world.

Czechoslovakia

Gymnasium Jana Nerudy, Prague
Special Project Director: Vera Pechova
Special Project: Education for peace and international understanding

The theme of this special activity was illustrated through a study of other cultures and peoples. Classes chose a country and studied its way of life, famous personalities and important events. The theatre group from the school organized a performance depicting the music and dance of various countries and impressions were exchanged amongst students who had visited different nations in Europe and further afield.

Films, slides and a great deal of visual material made this study more vivid for the participants, who also studied the major problems of these countries and the documents of the United Nations agencies which promoted the solution of urgent issues such as disarmament and environmental destruction. Special cultural events were arranged including performances of plays by Shakespeare and Goldoni, as well as literary competitions.

The diverse character of the project allowed the students to appreciate the many aspects of international understanding and peace and the ways in which these objectives could be achieved.

In the context of modern, active teaching methods, the Associated Schools make every effort to develop children’s creativity by stimulating and cultivating their imagination, a life force and a source of divergent thinking, joy and interest. Pupils are made familiar with the stories and myths of their own and other countries, so that they may absorb, at the source, the wisdom such stories contain. They are placed in a situation where they can express themselves freely and in depth; to this end, their own personal ideas and proposals are invited. Their creative efforts, which are many and varied, are received with appreciation and encouragement, together with constructive criticism which enables them to improve the work they produce. First-hand experience, observation, documentation and the mastery of technique all help to refine, discipline and enliven their creative expressions.

In 1979 a seminar was held in Brussels on the theme ‘Can aesthetic education contribute to the development of international understanding?’ The representatives of the

1 International Understanding at School, n° 44, p. 19.
various countries present emphasized the value of art and creativity as a means of opening up education to the world around it.

Understanding of others is achieved in a joyous way through art, whether in the form of paintings, sculptures, objects, floral decoration, music, drama or the dance not forgetting cinematographic art and all the possibilities offered by audio-visual media. Through access to the art of other peoples, in particular drama, poetry and the dance, a new generation of cultivated, responsive and well-balanced children is emerging.
THE NATURAL ENVIRONMENT AND ECOLOGICAL PROBLEMS

It has taken us many centuries to realize that the natural resources of our planet are not unlimited. The past two centuries, which have seen the industrial revolution and advances in health and medical care which have reduced the mortality rate without a parallel awareness of the problems posed by the population explosion, have been disastrous for the earth’s reserves of natural resources. We have had to experience the increasing pollution of air, water and soil, the desertification of entire regions, the extinction of many animal species, and the growing scarcity of energy sources before realizing, somewhat late in the day, that we are responsible for the world in which we live and that we must very quickly take the necessary steps to preserve the natural environment to which we owe our sustenance and our well-being. Education therefore has a role to play in this highly important subject of ecology. The Associated Schools were the first to introduce this subject in their curricula and their objectives.

How can environmental education be taught?

As in other subject areas, the best way of teaching children about the environment is to have them experience situations, analyse practical problems (and subsequently more abstract ones) and engage in practical activities.

Situations

Advantage can be taken of numerous situations in everyday life.

The school often has a small garden which the pupils learn to cultivate. When they dig, sow and grow flowers, fruit and vegetables, they understand the value of what the soil produces. They learn not to waste, and with the teacher’s help they learn what is needed for a balanced diet. In Senegal, the school-children’s food requirements are met by the produce grown in the garden and by small-scale livestock farming.

The forest, when there is one nearby, provides an opportunity of discovering ecosystems and understanding how fragile they are: trees, undergrowth, mushrooms, insects, birds and small animals, all interrelated. The forest is a source of knowledge and a place of poetry and mystery. It helps us to breathe, combat drought, find food and fuel for heating (though we must guard against over-consumption of wood). It is a place in which to walk, enjoy the beauty of nature and experience ‘joie de vivre’.

Animals, some of which are our pets and companions, must be properly cared for. They return such care tenfold in terms of friendship and loyalty.

Water - river water, sea water or rainwater - is the precious source of all life and of many pleasurable leisure activities too. It must be treated with due respect and protected from man-made, chemical, nuclear and heat pollution. ‘All coastal nations use the sea for disposal of waste: millions of gallons of raw sewage, millions of tons of garbage dumped from barges, uncertain amounts of low-level radioactive wastes disposed of
through pipelines or in sealed containers. Water used to cool power-plant turbines returns to rivers adding heat pollution. ¹

The cosmos - observation of the sun, moon and stars and understanding of their movements; nothing is more fascinating for children than this observation of the world which leads them to understand that we must live in harmony with the universe if we are to find our own balance - and if we are to survive.

Pupils should learn about the water cycle, the importance of trees (and of saving paper and fuel by simple and effective techniques), the problems of pollution (beginning with cleanliness in the school and in the streets), ecological techniques making it possible to increase production without polluting or exhausting the soil, and how to halt the encroachment of the desert by means of suitable plantations which restore the ecosystems. The Associated Schools and Unesco Clubs have undertaken projects involving the clearing of forests, the protection of endangered species, sowing, reforestation, and mutual assistance and exchanges of ecological data among farmers. The examples which follow give some idea of what can be undertaken by the Associated Schools:

**Malta** ²

Hamrun Boys’ Primary School
Director: Mr J. Micallet Grimaud
Special Activity: Water: a world problem

*The local problem*

We began our study of water by a study of our own problem, which is real and acute enough.

*Survey*

For this purpose we visited bore-holes, pumping-stations and reservoirs in different localities in Malta. We also paid a visit to the distillers at the power station. All these tours were conducted by expert guides from the Water Department which we had previously requested.

*Work carried out*

We drew maps of sites visited, copied statistics, made pictures and models of water-pumps and rigs, irrigated fields and Maltese terraced fields.

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¹ Abraham, Herbert J.: World Problems in the Classroom (Revised version) *Educational Studies and Documents*, n° 41, p. 34, Unesco, 1981.
² *International Understanding at School*, n° 36, p. 40.
Gaining an insight into the problem

In this project we have so far been interested in studying how man is adapting himself to his environment - with all its wealth and all the problems that it sometimes creates for his well-being, his education and his happiness.

We have learned that this environment may sometimes be friendly, indulgent, beneficial and comfortable. Sometimes, though, we find it to be hostile, miserly, uncomfortable and even dangerous.

We studied closely how man harnesses natural resources to help him overcome his difficulties. We discovered that special societies or agencies had been organized to help the poorer nations to study their problems and try to find how best to solve them by providing experts, materials and financial resources, through loans or grants. One of the greatest problems, we have seen, is the lack of fresh water. Water is required for general health, hygiene, industry and agriculture. The faster a country develops, the greater and more insistent its demand for clean fresh water becomes. The amount of water from natural resources - seas, rivers, lakes, underground sources - remains the same while consumption increases as crop cultivation and industry expand.

The world problem

We then moved out of the local scene to study the places which suffer from acute lack of water - deserts - and places with an abundance of it - the monsoon lands - all the year round. We did this with the help of atlases, maps, pictures, magazine cuttings and working models of devices such as ‘shadoufs’, Archimedes screws, Persian or Indian wheels and field-wells.

Documentation

We found the Unesco Courier, as well as Unesco colour films (sound, 16 mm) borrowed from the Unesco Club of Malta, and film-strips from the Education Department, very helpful indeed.

Since in carrying out this project emphasis was laid on work done by the UN and its affiliated agencies and bodies, especially the United Nations Development Programme, the school obtained an excellent set of 59 photos from the UN photo library highlighting salient aspects of agricultural life in various countries bordering the Mediterranean.

Cultural Attaches were contacted for speakers about the various lands.

Extension of the project

At the moment we are working on other models of river courses, waterfalls, dams, water distribution systems, town plans, locally made water filters, and on large-scale maps showing annual rainfall in different places around the world. A lithe history is also being studied with reference to water distribution to towns and homes in ancient Egypt, China, Rome and Malta (up to fifty years ago).
Pupils at an Associated School in Kenya prepare new plantations and water young seedlings
New projects

This is a great deal to study - and to learn! We hope to be able also to correspond with English-speaking schools in different countries of the world before concluding this interesting study.

Mexico ¹

Escuela al Aire Libre Urbana n° 909,
Guadalajara
Special Project Director: Efrain de la Cruz
Special Project: Tree planting

Project

On 5 June 1982 pupils in this school undertook a major task. A tree-planting campaign was organized as a practical manifestation of the theme ‘Man and his Environment’. This was a direct attempt to beautify the local area for the benefit of the community in general.

Work carried out

A donation of 2,000 trees was made and the campaign was led by the Mayor of Zapopan to celebrate World Environment Day. Many groups in the community will benefit from this effort, which involved co-operation between several clubs and schools. Moreover, the local media gave extensive coverage to the campaign. Special assistance came from the Escuela Cedros del Libano, which organized an anti-litter drive and reinforced this idea with appropriate displays and literature relevant to the subject.

Evaluation

This activity was a great success, and the students understood the value of community effort in achieving an objective which may benefit many different groups. During this campaign, support and encouragement were received from neighbouring countries. Thus, the young people taking part in this project realized that the environment was an issue of major concern and vital interest for many nations.

The problem of hunger

Safeguarding water supplies and providing food for everyone are two major problems which environmental education should help to solve. The world could produce an ample amount of food for everyone in it if people were only conscious of the suffering of their fellow human beings and rallied to their aid. Here is a project concerning the problem of hunger undertaken in an Associated School.

¹ International Understanding at School, n° 44, p. 33.
A poster symbolizing international solidarity produced by the students of a teacher-training college in Senegal
Argentina ¹

Escuela Primaria n° 7,
Buenos Aires
Special Project Director: Victoria P. Fernandez
Special Projects: Anti-hunger campaign, and Mexico

The first task of the Anti-Hunger Campaign was to establish objectives. These were to demonstrate to the children the dramatic problems of hunger, malnutrition, disease, illiteracy and their implications for humankind; also to make them aware of the world around them and their responsibilities as members of society.

Preparation of the project

The teaching staff met to coordinate the various subjects in the light of the time available, to exchange views and to choose ways and means of making the instruction more stimulating and interesting and increasing the chance of achieving the proposed goals. The teaching material was prepared on the basis of decisions made at these meetings.

Developing the children’s awareness

The children were told about the project, texts were read and short talks given before the assembled pupils, teachers, assistants and, sometimes, parents.

Project organisation

The pupils formed groups for discussion and practical work supervised by teachers. Drawings were made and clippings collected from magazines and periodicals.

One group of pupils carried out a study on the theme ‘Another child like me is hungry and thirsty’, finding out about others who lack not only food but also knowledge and understanding. Situations were simulated and real cases considered, in such a way as to awaken feelings of responsibility, cooperation and mutual assistance.

Another group studied food problems in Argentina and the rest of the world. Pupils in the sixth and seventh grades studied present levels of pollution and the consequent deterioration and diminution of natural resources. The pupils collected information material and illustrations; the activities of this group culminated in a round table seminar.

A third team of children worked in the school grounds on replanting, and studied ecological maps of various zones of Argentina.

¹ International Understanding at School, n° 35, p. 27.
Project events

An audio-visual presentation was devised with the title ‘What can we do for the well-being of our fellow human beings?’ Panels were constructed to illustrate the work done by FAO and Unicef to help solve the problems being studied in the project.

Evaluation

The pupil’s receptiveness increased as participation became more active. They sought out material and became interested and involved in the situations studied. This was clear from an opinion poll conducted at the end of each project activity. A questionnaire was distributed to 150 pupils between the fourth and seventh grades.

Objective

The encouragement of human solidarity transcending all limits and frontiers, as well as the understanding and appreciation of other ways of living, were the goals set for the ‘Mexico’ project.

THE CULTURAL ENVIRONMENT

The preservation of the cultural heritage of humankind is the subject of world programmes whose study is an excellent way of making pupils aware of the problems of safeguarding the masterpieces of all cultures - works which present the stages of human advancement and the flowering of the creative spirit. Here are some examples of Associated Schools projects in this field.

Cyprus

Fifth Lyceum, Limassol
Project Director: Ms Nitsa Nicolaides
Special Project: A rootless future?
Project: Study of Unesco’s programmes

This school decided to centre its study on Unesco’s global programmes to save the world’s cultural heritage. Four major rescue operations were chosen: Nubia and Philae, Borobudur, the Acropolis, and Paphos in Cyprus. In this way, it was hoped to learn more about a particular cultural situation in today’s world.

Organization - the co-ordinators

Four groups were formed to deal with each specific area. The group co-ordinators met with the Project Director to develop topics within the special subject, to pool resources, and to exchange suggestions as to how best to solve common problems.

1 International Understanding at school, n° 42, p. 13.
The pupils’ task

At the same time, the pupils were researching their assigned rescue operation by consulting library works and other documents relevant to the history and geography of the areas under study. Publications such as the Unesco Courier and the World Cultural Heritage were very useful in this respect, as they provided a wealth of resource material for maps and diagrams.

Project events

When each group had prepared its data on its specific topic, the entire project was publicized in the school newspaper. Further, small thematic exhibitions on other preservation projects were arranged under the general title of ‘Nature and culture: our common heritage’.

Publicity

The exhibition, which lasted for two weeks, was visited by the Unesco Clubs of other schools. The opening day featured a special programme which outlined each of the four topics selected and included an explanation of Unesco’s role in the movement to safeguard cultural property and the link between these activities and the aims of the Associated Schools Project, which fosters international co-operation and understanding through the study of other cultures.

Evaluation

The project was particularly interesting as students had to refer to the various cultural agreements and to the World Heritage List of the most important natural and cultural sites to be protected.

Students realized that history, geography, art and literature have relevance outside the classroom, and were able to learn much more about their own culture since one of the chosen areas was Cyprus itself. The necessity for greater cultural understanding and co-operation is now more fully understood by each and a sense of cultural identity has been encouraged among the students.

Columbia 1

Escuela Normal de Senoritas,
Sincelejo
Special Project Director: Luis Alberto Gonzalez Bravo
Special Project: Community aid

Project

The 9th grade students undertook a special project designed to help the community

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1 International Understanding at School, n° 45, p. 25.
in a suburb of the city of Sincelejo. This area, which is particularly isolated, has some 700 inhabitants from a very low socio-economic category.

**Preparation**

During the first term, a study of vital community services was carried out. Family guidance, child care, horticulture, literacy training and recreational activities were some of the topics studied.

**Activities**

During the second term, the students spent a lot of time amongst the residents of the suburb, helping to implement community projects. The results achieved were very successful:

- 100 people between 15 and 40 learned the rudiments of basic literacy and numeracy.
- 10 women qualified to serve the community in the garment trade.
- 100 children aged between 3 and 12 participated in recreational activities.

**Evaluation**

All these activities were wholeheartedly supported and implemented by the young people at this Associated School.

To a large extent, ecological themes tie in with major world problems. They interest the pupils, and they lend themselves to active and practical methods and to many different approaches, both humanitarian and scientific.

Taking local problems as a starting point, teachers gradually lead pupils to give thought to such matters as the laws of the biosphere, the interaction between the ecology and the economic and social system, and the psychological aspects of the subject: stereotyped attitudes and lack of information, which can be an obstacle for example to the improvement of water and soil conditions or affect prevention of the excessive use of fertilisers or insecticides.

Action is then taken to remedy human errors (e.g. anti-litter campaigns) or to combat phenomena such as desertification (planting, studies and experiments).

Through such action, young people learn the rigour of the laws governing the balance of the natural environment, the fragile nature of ecosystems, and the importance of harmony between man and the cosmos. Such projects also give them the pleasurable satisfaction of working in a worthy cause with the certainty that they are doing something really useful.

The study of the cultural environment is linked with the individual’s right to self-fulfillment and with the right of every individual, every nation and every culture to an identity.
The study of, respect for, and where applicable the rehabilitation of the heritage of humanity establish the roots necessary for harmonious human development. Every project concerning these cultural roots is a rewarding experience for both pupils and teachers in that it clarifies the approach to present-day problems and helps in their understanding and solution.
CONCLUSION

In the foregoing pages, our purpose has been to meet the desire of numerous teachers in the Associated Schools for a compilation and analysis of educational innovations in order that each principal and each teacher might closely examine his or her own approach with a view to improving it.

We have seen the enriching contribution made by modern methods which seek to make children active, independent and responsible, creating conditions whereby they may participate as fully as possible in their own education. To this end, advantage is taken of the pupil’s interest and incentive in an atmosphere of happy freedom combined with co-operation and joint efforts. Research is directed towards a better knowledge of the child’s psychological and biological development and to the laws of group dynamics. Teachers become the captains of the teams; they must possess powers of observation and the capacity for self-criticism. They must learn the art of group leadership. Along with other members of the teaching staff, they must prepare seminal situations from which projects will emerge.

To develop their pupils’ awareness and gradually give it a world-wide dimension, they have to acquire a knowledge of global problems and help the children to realize their legitimate ambition to become protagonists in a world where a great deal still remains to be put right. Their immediate objective is to enable the personality of each child to develop to the full by taking due account of the factors of affectivity, imagination, physical fitness and creative intelligence.

Moral values are developed through the activities carried out and the influence of the happy atmosphere prevailing in the classroom and the school as a whole. Moral education, which begins in the family (which should not overlook the importance of good health as the basis of the child’s harmonious development), continues at school, where the child learns to know, and to take an optimistic view of, himself and others, to respect himself and others, to come to terms with his own temperament, and to take the greatest possible responsibility for his own future.

Independence is acquired through work carried out together and commitment to a joint project involving willingly accepted and negotiated tasks that are sufficiently difficult to be stimulating and are brought to the fullest possible completion. These tasks are constantly evaluated and subjected to constructive criticism, both individual and collective. They are backed up by written material, research and experience, themselves constantly subjected to critical analysis.

In this way the school provides true education for peace. It inculcates in young people attitudes and behaviour patterns leading them to settle conflicts through dialogue and negotiation. They learn to adopt a non-violent approach to the settlement of differences, and they are led to the firm and lasting conviction of the criminal absurdity of war as a means of settling disputes. This is paralleled by a historical knowledge of the causes of wars, the quest for ways and means of eradicating killing and violence and a knowledge of the lives and achievements of great men of peace.
Understanding of others is gained through communication in various forms: within the classroom, by correspondence and exchanges with other Associated Schools, by bringing parents into contact with the school, and by disseminating news of the school’s activities among the community in general and through the media.

Achieving international understanding, which is one of the prime objectives of the Associated Schools, means first of all bringing about acceptance of others in day-to-day life, under realistic conditions, through acts of friendship and solidarity. Subsequently, exchanges, information and activities of broader geographical scope enable pupils to make acquaintance, in a practical and intelligent manner, with other cultures, other life styles and other ways of looking at the world, thereby giving children a more realistic and dynamic understanding of the history of mankind.

But to achieve international understanding, a practical knowledge of human rights is essential, for there can be no peace, no full development of the individual or the community, unless they are respected. Human rights are universally valid and constitute a veritable social code of moral conduct which must be known and put into practice by all, it being understood that there can be no rights without concomitant duties. There are very many themes and projects through which this concept of human rights can be inculcated.

Another basis of international understanding is the cultural value of every group and every individual. Individual and collective development is rooted in the cultural heritage of mankind. It is the duty of the Associated Schools to place due importance on creativity, considering the imagination as a life force, as the wellspring of diversified and creative intelligence, and as a source of profound and active knowledge, through the symbols to which it gives rise and which are found, in particular, in stories and myths.

Pupils in the Associated Schools are given ample opportunities to express themselves in all domains; art has an especially important place, for it helps to establish the identity of individuals and peoples.

Lastly, pupils are made aware of the importance for our well-being and our survival of the preservation, protection and improvement of our natural environment. Moreover this is a subject which fits agreeably into a learning process based on discovery and a happy atmosphere; ecological studies form part of the living world of nature, with which children identify themselves very strongly.

The discovery, and sometimes the rehabilitation, of the world’s cultural heritage is an original aspect of the work of the Associated Schools. Due consideration is given to this subject, which gives rise to projects in which young people take a keen interest.

The Associated Schools are constantly engaged in research in the areas of content and teaching methods, acting as experimental schools, alert to innovative trends and attempting to make best use of them. The measures adopted differ from one school to another; there is no rigidly fixed approach. The Associated Schools are engaged in a perpetual quest for methodological improvements; they are focal points of innovation and experiment.
We hope that, without detriment to their originality and bearing in mind their diversity, which depends on geographical, traditional, historical and sociological factors, this account of modern teaching methods - illustrated by numerous examples reflecting a variety of cultures and trends and encompassing all educational levels and a wide range of objectives - will help teaches better to analyse their own approaches and will meet their constant requirement to be kept informed, at the same time further fuelling the enthusiasm which is their common feature in the exercise of their chosen profession.
Parents and other members of the community are invited to this ASP school in Malta where the children presented their work on learning about Australia.