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SYNOPSIS OF THE INTERREGIONAL EXPERIMENTAL PROJECT
ON THE STUDY OF CONTEMPORARY WORLD PROBLEMS

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Annex I Bibliography for Inter-regional Experimental Research Project
on the Study of Contemporary World Problems at the Secondary
Level of Education (Unesco)

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Introduction

The twentieth century in which we live is partly characterized by a magnitude of scientific and technological achievements. At no other time in the history of humanity has Man gone so far and accomplished so much. What was formerly considered to be a myth or a dream has now become a reality. Man has not only walked on the ocean floor but also reached the moon. Due to massive research and discoveries in all fields of knowledge, great strides have been made in the many areas of everyday life. For example, the discovery of penicillin and other vaccinations have considerably increased our life expectancy. Thanks to computers, a wealth of information can instantly be placed at our fingertips. Telecommunications, satellites and jet as well as supersonic planes are bringing the people of the world closer together so that events occurring in one area of the globe are immediately diffused worldwide.

However, it must be pointed out that not all the world's people are benefiting from these extraordinary fruits of science and technology. On the contrary, it is in fact only a mere handful who have access to the world's riches and resources. It is a tragic reality that whilst some people live in so much affluence, millions of others are existing in abject poverty and sub-standard living conditions. There are at least some 870 million illiterate adults in the world today; at least 456 million people are suffering from hunger or a severe lack of nutrition and every year, several million children die before reaching their first birthday due to the scourges of sickness and disease.

Although the knowledge and technology needed to make a better world for all do indeed exist, these are not always being used in the right way. For example, the world continues to spend the equivalent of approximately \$1 million every minute in the armaments industry for the purpose of the possible destruction of Man, rather than for his betterment in a constructive society. In addition to the enormous financial reserves absorbed by the arms race, the statistics concerning human resources are equally considerable. One out of every four scientists and researchers is involved in some way with the armaments industry. There are enough nuclear weapons in the world's arsenals to destroy our planet many times over, but still the race continues at breakneck speed.

In the light of these grave and immediate threats to world peace and security, the widespread and desperate poverty for so many, the technology and wealth beyond imagination for a favoured few and the inexorable proliferation of nuclear armaments have emerged as crucial issues affecting the whole world and necessitating every effort for an urgent solution. It is obvious that at no other time in the history of the world has there been such a need for international co-operation in order to make a brighter future for all and not just for the present handful.

Against this backdrop of world crisis, the twenty-first session of Unesco's General Conference, held in 1980, adopted general resolutions pertaining to the need to establish a new international economic order and to encourage disarmament in order to secure world peace.¹ These resolutions contained recommendations for action which were specifically related to the domain of education and hence to the youth of the world. For instance, in General Resolution 9 on the New International Economic Order, it was recommended that Member States:

1. Unesco 21 C/5 Approved Programme and Budget for 1981-1983, Paris, January 1981, pp. XI and XIX.

- actively promote through their education systems and all other appropriate means, traditional values and respect for individual freedoms and national sovereignty, as well as the principles which serve to strengthen solidarity between human beings and interdependence between nations.

Moreover, Member States were invited:

- to promote the commitment of the young to international co-operation, development of human rights and peace, while associating them as widely as possible with all activities aiming at the establishment of a new international economic order.

Furthermore, General Resolution 11 dealing with the Creation of a climate of public opinion conducive to the halting of the arms race and the transition to disarmament recommended that Member States of Unesco:

- take the necessary steps to make information available on matters concerning disarmament in order to make meaningful and informed disarmament education possible.

The emphasis on the vital role of education in furthering the goals of international understanding and peace also occupies an important place in the Unesco Second Medium Term Plan for 1984-89.¹ Education is considered as an essential instrument for two main reasons: firstly, educational systems can offer effective teaching on world problems to young people everywhere, thus fostering attitudes which will lead to a better society; secondly the school itself provides a solid framework for concrete action, both curricular and extra-curricular, which may promote greater international co-operation.

This same spirit has already been manifested by the Unesco Associated School Project, which has been involved in improving the teaching of world problems for the past thirty years. Thus, in view of the experience already gained by Associated Schools in this field and given the gravity of present world issues, it was deemed opportune to solicit the co-operation of these Schools in different parts of the world to examine closely how three major concerns, i.e. the new international economic order, disarmament and human rights, could be more effectively studied at the secondary level of education.

Six major objectives were formulated for this experiment:

1. to improve the capacity of secondary school teachers to teach about world issues
2. to increase young people's awareness of world problems
3. to provide young people with skills which will eventually be useful in solving such problems
4. to develop more and effective teaching methods and materials to improve the teaching of the three selected themes
5. to shed new light on how these three issues can effectively be studied in different countries
6. to understand better the complexity of world problems and facilitate finding solutions to them as a result of knowing other peoples' views and opinions regarding them.

1. Unesco Second Medium Term Plan 1984-89: Major Programme XIII, pp. 259-263

This document is intended to draw some overall conclusions relating to the preparation, implementation and results of this inter-regional study by means of comparing and contrasting the way in which each country realized these aims and their impact on education for international understanding and peace.

Nine countries from three different regions agreed to take part in this project:

Asia India, Philippines, Thailand
Europe Czechoslovakia, Federal Republic of Germany, United Kingdom
Latin America Argentina, Chile, Colombia

Amongst the criteria used in their selection were:

- their past experience of the Associated Schools Project;
- their available research infrastructures; and
- their different educational systems.

Such factors were considered to be useful in order to obtain a wide cross-section of results which could be diffused to other countries worldwide.

In co-ordinating this inter-regional project, Unesco established clear guidelines for the planning, implementation and evaluation phases, as well as providing financial support, ample resource materials and an information service for the successful execution of the activities undertaken. The project was implemented in close collaboration with the Unesco Regional Office for Education in Asia and the Pacific (ROEAP), Bangkok and the Unesco Regional Office for Education in Latin America and the Caribbean (OREALC) in Santiago de Chile.

The Working Calendar for the project broadly consisted of the following:

- December 1981: planning consultations in Bangkok, Santiago de Chile and Glasgow
- January-August 1982: project elaboration and experimentation in schools
- September-October 1982: review consultations in Bangkok, Lüneburg, Federal Republic of Germany at the initiative of the German Commission for Unesco and Bucaramanga, Colombia, convened by the Colombian National Commission for Unesco.
- November-December 1982: continuation of the experimental activities
- January-February 1983: evaluation phase
- March-April 1983: preparation of the country reports and their transmission to Unesco

In general, most countries were able to adhere to this suggested calendar, with minor adjustments to suit their own individual projects.

Therefore, equipped with a solid theoretical background to the chosen theme and with concrete assistance for action, the nine participating countries undertook this experiment in the teaching of world issues within the framework of the secondary school curriculum in order to reinforce the objective of international education.

A. PROJECT PREPARATION

A.1 Project Objectives

In view of the six common objectives elaborated for this study and already mentioned, it is possible to cite some examples of how these aims were actually further developed and refined by the participating countries.

For instance, the importance of increasing students' awareness of world problems emerged as a priority target of this experiment.

In fact, the emphasis placed on this aim would indicate that it was probably one of the key factors in the execution of a successful project. The importance of this aim was well expressed by the Philippines which stated that all other behavioural objectives can only follow from this since it is a truly necessary foundation for the acquisition and exploration of knowledge, its enrichment and ultimately its application.

In effect, it was generally thought that the secondary school student has two tasks to perform in his study of world issues:

- first, he must analyse the problem itself, its causes, components and results in terms of today's world;
- secondly, he must relate these contemporary issues to his own life in order to fully appreciate their significance in everyday events, thereby realizing their immediacy and the need to find a rapid and just solution.

This dual objective was stressed by Czechoslovakia which believed that the entire project should aim to increase the young generation's knowledge of international problems so as to take an active part in the formulation of solutions which would result in the introduction of a just world order.

Several countries used this fundamental objective to develop particular goals in relation to each topic studied. These were very precise targets of a substantial and operational character. For instance, Argentina tabled the following aims in relation to the study of Disarmament:

- Specific Objectives

To promote a deeper understanding of this issue amongst young people and to formulate possible solutions leading to peace and understanding; to assist teachers in the creation of effective methods and materials to present this theme in the classroom,

- Operational Objectives

To study the history of conflict in the world and the use of technology for the current arms race; to analyse the consequences of nuclear armaments for Mankind; to consider the peace initiatives taken by the United Nations, Unesco and other groups.

Similar examples from other countries were:

- the United Kingdom: Human Rights Objectives

1. to examine the extent to which the Universal Declaration on Human Rights affected everyday life in contemporary Britain;
2. to analyse case studies involving the violation of human rights in the international context.

- the Philippines: the New International Economic Order

Targets

A. General

1. to visualize a new global village based on the new international economic order
2. to develop awareness of the ways by which the NIEO promotes economic and social progress

B. Specific: The students were asked to:

1. locate on a given map the developed and developing countries;
2. compare the developed and developing countries through the use of statistics
3. discuss briefly the causes and effects of the economic imbalance among nations;
4. become aware of the inequalities of the present economic system;
5. justify the rights of the developing countries to demand the NIEO

The concern for the identification of solutions was another element which claimed much attention from the participants. The proposal of solutions to world issues was viewed as the logical result of a full and well-taught programme. To achieve this goal, students needed to acquire certain skills which will allow them to identify problems, analyse them and suggest suitable answers. Thailand observed that this type of competence may first be valuable to acquire in relation to the student's own context. Equipped with this understanding, he may then move to a wider understanding of the problem at the regional and international levels.

In general, the acquisition of these skills and the formulation of the right attitudes and behaviour were greatly facilitated by the capacity of the teacher to deal with world issues. In this respect, effective pedagogy was a vital project component and implied solid teacher training, curriculum design and evaluation and the provision of adequate materials.

Therefore, in elaborating the specific objectives for this project, the participating countries were unanimous in their conviction that the goals of international understanding and peace can only be realized through a combination of student awareness and quality teaching. The consensus recorded in this domain points to the validity of the project as an experiment in international education, which may be implemented in many varied ways throughout the world.

A.2 Project Co-ordination

In view of the limited time factor and the size of the task to be accomplished, it was obvious that the objectives and the scope of the project necessitated the formation of a co-ordinating body which would direct activities from a centralized and national point.

However, while the nine participating countries were in agreement concerning the need for such a mechanism, there was a notable difference in the character of each body and its duties in relation to the overall project.

A committee was the logical body set up to co-ordinate proceedings. Its particular size seems to have been decided in accordance with the strategy adopted by each country towards the project. For example:

- The Federal Republic of Germany established a small three-member team whose purpose was to undertake the global co-ordination of activities. As this country had the unique approach of organizing Peace Days or Weeks to implement the project, this type of mechanism seemed appropriate. In contrast, much larger committees were formed when the individual schools participating were using a more structured framework for their activities;
- Czechoslovakia organized a steering committee, including representatives of the Czech and Slovak Socialist People's Ministries of Education, the Czechoslovak National Commission for Unesco, pedagogical research institutes and members of the delegation which had attended the Glasgow consultation in 1981.
- the Philippines preferred to appoint a national co-ordinator who worked in liaison with a Working Committee from each of the three participating schools. These groups, between six and twelve in number, comprised both administrative and teaching personnel to cover the varied nature of the project. A similar approach was chosen by Thailand and the United Kingdom;
- the Indian National Commission for Unesco invited the National Council of Educational Research and Training (NCERT), in New Delhi, to undertake the implementation of this project;
- in Argentina, Chile and Colombia, the National Commission for Unesco in conjunction with the Ministry of Education was the organizing authority. Since the participating schools in two countries were located in different regions, this strategy was useful. In addition, Chile included curriculum and educational specialists in its co-ordinating body, while Argentina employed a documentalist to prepare relevant material.

Whilst the actual size of the committee varied considerably, the character of its membership fell into distinct categories. Officials from the Ministry of Education and the National Commission for Unesco were prominent as these people were familiar with the Associated Schools Project and could assure the administrative procedures and liaison with Unesco. Other logical members of these committees were school administrators and teachers who were experienced in previous Associated Schools activities in international education and the practical application of this type of project in the school context.

A third group of participants were experts in the domains relative to the project themes. These were frequently curriculum specialists and academics who advised on the project phases, as well as contributing their own specialized knowledge to the

elaboration of the content. India, Chile and Czechoslovakia were three of the countries to use this approach.

Thus each national body had a supportive and advisory role as well as being responsible for smooth administrative operations. Moreover, in India, Chile, the United Kingdom and the Philippines, the steering committee was directly concerned with the actual course design of the project. Whatever the constitution of the co-ordinating body, the contacts established between its members and the schools made a valuable contribution to the management of the project.

A.3 Selection of Schools

There was a considerable variety in the criteria used to select the schools to participate in this exercise.

As a preliminary requirement, and to allow full implementation and assessment of the experiment, countries were obliged to place an upper limit on the number of schools involved.

The final figures were:

<u>Asia</u>	India	4	schools
	Philippines	3	"
	Thailand	7	"
<u>Europe</u>	Czechoslovakia	3	"
	Federal Republic of Germany	7	
	The United Kingdom	6	
<u>Latin America</u>	Argentina	3	
	Chile	6	
	Colombia	5	

These choices indicated that countries preferred to concentrate their efforts on a minimum number of schools to effectively compare and contrast their teaching of the set themes. However, whatever approach was taken by the individual schools participating in the project, they formed a pilot group in each country which could easily be monitored and assessed for their execution of activities.

Emphasis was placed on whether the participants were already members of the Associated Schools Project in the country concerned. It had been suggested at the outset of the experiment that this criterion be applied and it was generally regarded as an advantage by the participating countries in order to ensure familiarity with the activities to be undertaken. However, in the case of the Federal Republic of Germany, a majority of non-Associated Schools was deliberately selected to balance the evaluation process and expand the project to new establishments.

Variety distinguished the overall choice of the schools concerned, thus presenting the following facets of their character: some were academic while others

were technical or vocational high schools; some were state schools, but others were private and/or religious schools; co-educational and single-sex schools participated. The Philippines selected one rural and one urban school to contrast the results obtained: student ability ranged from strong to average and even weak according to the type of school and the classes chosen; the socio-economic background of the students was deliberately varied to assess their handling of the set themes. Thailand included a Demonstration School, specializing in curriculum innovation while Colombia had one night school and another where primary pupils took part in the project's activities.

This diversity would again seem to confirm the wide range of Associated Schools already participating in project activities and their inclusion of students of differing ability and backgrounds.

A.4 Conceptualization of Activities

In view of the diverse education systems in use throughout the participating countries, as well as their complexity, each country adopted an individual approach to ensure the most effective means of teaching world issues. Variety distinguished this facet of the project, thus confirming the flexibility and originality which are both possible and desirable in this sort of exercise.

In order to grasp more clearly the nature of the experimental work carried out in each country, it might be helpful to give more details on how world problems were introduced in the nine participating countries.

ASIA

India

Civics, History and Economics were the subjects chosen to examine the three themes. The existing curriculum provides a unit, covering the study of the United Nations and the topic of human rights is already taught in the History syllabus. It was felt that disarmament and the NIEO were new and fairly complex issues, whose particular position in the curriculum has yet to be fully researched and sited.

The Philippines

The project themes were linked to the curriculum, using the medium of Social Studies. The range and flexibility of this subject allowed for the development of specific units of activities, designed to explore the issues in question. This country extended the themes to cover Apartheid as well since this topic related closely to human rights.

Thailand

Social Studies was also the chosen vehicle for the project. While world problems are considered as important for all areas of the curriculum, the special advantage of this subject was its capacity to integrate the themes into its existing content. Also, it permitted frequent use of affective teaching and a longer time frame for the execution of activities.

EUROPE

Czechoslovakia

A multi-disciplinary approach was developed, relating specific world problems to a wide range of subjects. Civics was also seen as an important component in the conceptualization of activities. The extra theme of the Environment was added because it related to the three chosen topics (for example, the cost of chemical warfare and its environmental destruction). These themes were introduced into the extra-curricular domains of hobby groups and school clubs, thereby demonstrating their broad application in both academic and everyday life.

The Federal Republic of Germany

This country resolved not to produce or test a predetermined curriculum for the project. Thus, the three main themes were grouped under an umbrella teaching project entitled 'Peace in the World'. Each of the participating schools organized a Peace Day or Week during which individual class projects were exhibited for the benefit of the entire school and interested guests from the outside. While the German curriculum makes ample provision for the study of world problems, it was felt that the concept of special days would act at a specific target and as a new approach to stimulate an individual and creative approach to the realization of the project. Class activities then formed a vital preparatory phase for these days.

The United Kingdom

As mentioned already, Modern Studies was the main teaching vehicle for activities because of its suitability to the nature of the project. In addition, activities were extended to the English and Art Departments with success. Valuable assistance came from the Remedial Department at one school, which advised on the problems of presenting sometimes difficult concepts to mixed ability classes. One unique feature of this country's conceptual approach was its use of paired schools to tackle each topic. For example, human rights was studied in relation to the Universal Declaration of Human Rights in one school while its partner concentrated on a case study approach to this theme. This constituted a means of contrast or comparison which yielded interesting results and fostered the sharing of information and ideas.

LATIN AMERICA

Argentina

It was decided that each of the three participating schools should select one of the major themes for close scrutiny in a variety of subjects. Each establishment was encouraged to develop the thematic content and the associated activities as it wished, thus engendering a creative atmosphere for the project's implementation. This concentration on one theme by each school was designed to permit the fullest possible treatment of its aspects. Thus the regular meetings between the school representatives and the co-ordinating committee provided a forum for the exchange of information and assessment concerning the teaching of each theme.

Chile

The project was conceptualized within the framework of the subjects of World History and Civics Education. The respective programmes of these areas of the curriculum include 20th century issues including peace, international conflicts of our time, constitutional rights, international organizations and the principles of Chile's present international policy. Hence, ample possibility exists for an emphasis on certain key issues, as required by this project. Chile replaced the NIEO by the theme of the Environment because of its previous experience in the teaching of this topic.

Colombia

A multi-disciplinary approach was favoured and the Environment was again included in the thematic content because of previous experience and its links with the set topics. All schools studied all themes and were encouraged to range their activities over a variety of subjects. Thus the resulting teaching was fresh and individualistic, yielding a cross-section of experience, based on the same model.

A certain number of points seemed to require consideration when each country was conceptualizing its own approach to the project.

For example, the factors of time, pupil age and ability were influences on the way in which the themes could be translated into meaningful activities. This was true for the United Kingdom, which planned the project inside a very strict time frame of five or six lessons per topic. Similarly, the Federal Republic of Germany, aware of the need to orient activities towards age and intellectual level, encouraged students to produce and perform their own play, entitled Friedhelm and Friedoline in Search of Peace, for the 1982 Berlin Congress on Peace Education.

Several countries saw a need to extend the thematic base of the project. The chosen subjects were Apartheid and the Environment, both of which provided a good deal of material for study, since the former linked to human rights and the latter stressed the relevance of a world problem in everyday life.

Lastly, the existing curriculum seemed to offer satisfactory opportunities for the project. However, although a context already existed, the future may make further provision for this type of activity. As India noted, World issues may one day rank as an independent subject. Moreover, the United Kingdom acknowledged the growing concern for the teaching of world issues and the considerable achievements already realized in this field. However, this country did not feel that a truly adequate curricular strategy had yet been found for this type of teaching. Thus careful research and experimentation are still necessary in this domain.

Finally, since conceptualization was closely related to content, methods and activities, the linkage between these project components was frequently manifested and will be mentioned in this document.

A.5 The Teacher Training Component

All countries acknowledged the value of this project component, since the teacher is the key to the implementation of activities in the classroom situation. Nevertheless, there were distinctly different approaches to this aspect of the experiment.

Some countries undertook a special programme to train participating teachers. A series of seminars was a particularly favoured approach in order to inform teachers about the chosen themes, to provide and explain useful materials and to elaborate actual teaching strategies. Argentina, Chile and Thailand used this system, while the Philippines organized an orientation conference for teachers in each participating school. A lecture series animated by guest speakers who were specialists in the thematic domains concerned was another popular means of preparing teachers: Czechoslovakia presented lectures on the role of Unesco and the Czechoslovak concept of human rights; Thailand offered sociological and economic analyses of the themes, as well as a field visit to a refugee camp near the border to emphasize the realities of war. Thus, for this approach, training was oriented towards the themes in question as most teachers were already conversant with the Associated Schools activities and the introduction of an international dimension in the curriculum.

An alternative training technique was provided by the central co-ordinating body in some countries. While no formal programme was arranged for teachers, full access to information, material and methods was available and regular contact was established to consolidate these channels of information. In India, the NCERT ensured that guidelines for content, methodology, project management and evaluation were drawn up and explained to the teaching personnel in advance; The Federal Republic of Germany Working Party was in regular contact with the participating schools as well as with other educational groups interested in peace education and the study of world problems; in the United Kingdom, the key role already played by the Jordanhill College of Education in the development of curriculum for international and multicultural education meant that teachers were familiar with the strategies required for this exercise. Jordanhill College assured the dissemination of the experiences gained by teachers participating in this project, along with the materials used, to other schools in the Strathclyde area.

Whichever approach was adopted, it was generally agreed that the preparation of teachers to deal with world problems is a vital component and helpful collaboration can be established with Unesco, the Ministry of Education, the National Commission for Unesco, universities and research organizations and interested community groups. While the curriculum of formal teacher training courses pays some attention to certain issues such as the environment and cultural identity, teachers still do not feel totally prepared to initiate projects on more complex issues such as the NIEO without specific preparation. Above all, it cannot be assumed that basic general knowledge will automatically equip teachers for the challenge in the classroom. It is highly desirable that both pre-service and in-service courses be structured to stimulate teachers' capacity and confidence to deal effectively with the domain of world issues.

A.6 Materials Preparation

This experiment in the teaching of world problems provided an opportunity to create pertinent materials or to review existing data as to its adaptability to the thematic content. In all countries, the preparation of materials was considered to be an essential phase before actual classroom activity could be validated. Several key sources of material were identified.

International organizations of the United Nations system provided documents which were the fundamental resources for the project. At the outset, Unesco had made available some twenty-five documents related to the chosen themes and circulated these to each participating country.¹ Apart from containing a wealth of pertinent statistics and facts this documentation was considered to be invaluable because of its objective viewpoint.

1. See Annex 1

Three very frequently mentioned publications were:

the Unesco Courier

the circular 'International Understanding at School'

World Problems in the Classroom (Unesco: Educational Studies and Documents, No.41)

However, certain countries remarked that while there was no serious shortage of reference materials, it was difficult to find unbiased information to provide a solid factual base for study.

The co-ordinating mechanism in each country and its associated educational research groups also proved to be important sources of assistance. In India, the NCERT in New Delhi provided reference books and compiled a glossary of terms relevant to the NIEO to assist students in their understanding of these complex concepts. The Philippines' National Research and Development Centre for Teacher Education (NRDCTE) in Manila helped to select and reproduce materials for the participating schools. In the Federal Republic of Germany, the project Working Party produced a special handbook on peace education, including basic thoughts, literature, teaching materials and resources.

Even when a country used a clearly structured base for activities (for example, Czechoslovakia used the school curriculum as its foundation; the United Kingdom designed a special lesson sequence for each theme), the significance of preparing teachers through the medium of materials was always recognized and encouraged. Fully informed teachers mean improved leadership for activities and the key criteria established for materials were pertinence, educational and didactic value and interest for students. One important aspect of materials prepared for the actual teaching situation was that they provided substantial information on the topic in question. Graphs, case studies, press articles on the selected themes, national constitutions and United Nations and Unesco publications were popular choices. These contained concrete facts which permitted the students to acquire enough knowledge of the subject to then launch discussions, enquiries and to collect their own materials for consolidated learning.

In addition, there was a strong effort made to relate the preparation of materials to the national context. For instance, Thailand produced slides relative to certain socio-economic conditions in the country and on the refugee camps which have come to exist as a result of the political situation in the region; the United Kingdom linked the theme of Disarmament to the local community by preparing a telerecording on the affects of a hypothetical nuclear explosion on the city of Glasgow.

Hence, the usefulness of prepared materials as a point of departure for subsequent discussions and activities emerged as an important component of the project's initial phase.

B. PROJECT IMPLEMENTATION

B.1 Types of Activities

All countries favoured a broad spectrum of activities to promote comprehension and appreciation of the set themes on the part of the pupils involved in the project.

Several interesting characteristics distinguish selected activities:

- the overall aim of the chosen tasks seemed to be to impart knowledge and to promote positive attitudes amongst young people who were studying these major issues. It was thought that a comprehension of the horrors of poverty, misery and war, however upsetting this may be, should be balanced by a conviction that human solidarity, friendship and co-operation can create a better world;
- research activities allowed pupils to arrive at a new level of comprehension and information. Thus, individual assignments or group work ensured that the young participants become fully aware of the many facets of current world issues. To this end, it was desirable to allocate space in the school library so that students can consult a variety of reference material assembled for their assignments. This system was instituted in the Philippines.
- activities which encouraged the pupils to react and participate were especially popular. Commitment to a certain goal implies a stance on the part of the participants. Hence, if students reacted to world problems, they were more inclined to contribute to finding appropriate solutions;
- problem solving by means of discussion, the exchange of views and role-playing regarding actual world situations immediately gave a dimension of reality to the question at hand. Thus, by requesting young people to propose their own solutions to current problems, their sense of responsibility as tomorrow's citizens is increased because they realize that they can and must act to eradicate injustices and create a more just and peaceful society;
- all these characteristics can be found in both curricular and extra-curricular activities. This factor not only reinforces the principles and practices of international education but also showed its relevance to both the classroom and to the everyday world.

While it would not be possible to list all the various types of activities undertaken during this experiment, a selection related to the treatment of each theme will help to give an indication of the diversity which was evident.

Disarmament

In order to sensitize students to the dangers of the arms race and the need for disarmament, a wide range of approaches was developed. For instance, in the Philippines, students analysed the effects of various types of nuclear weapons. This included group reports on nuclear and conventional weapons, biological warfare and the problems of radioactivity, as well as a panel discussion on the economic and social effects of the Arms Race in the domains of education, health, nutrition, raw materials and the environment.

In India, pupils prepared charts showing the key treaties and agreements on Disarmament and then discussed why their country supports these measures.

Pupils in the Federal Republic of Germany interviewed members of the public on their attitudes to war and the settlement of conflicts. This activity aroused keen interest in the subject on the part of the students who presented a wall-chart displaying a statistical analysis of their findings.

During their Mathematics classes, Czech students plotted graphs to assess the arms expenditure by the major powers and the extent of malnutrition in developing countries.

Chilean students mounted an exhibition on the theme of Disarmament, showing the use of weapons in history and illustrating the major war machines existing today as well as the presentation of the main arguments against the Arms Race.

Other activities included the organization of a Peace March by Colombian pupils in the town of Armero, while Argentina studied the application of science and technology to war or peace.

Human rights

This was recognized to be a theme of fundamental significance, which should be introduced into the school curriculum at an early point. In this vein and following an in-depth analysis of key documents such as the Universal Declaration on Human Rights, Thai pupils were asked to summarize this concept in their own words.

Using the medium of Foreign Language classes, Czech students studied works of literature which deal with political or social rights, e.g. J. Ambrouche's Le Combat algérien and John Steinbeck's The Grapes of Wrath.

Social rights as a facet of this topic were analysed in India, where students conducted a survey in an economically deprived neighbourhood to find out about living conditions.

Similar activities were carried out in the United Kingdom where the right to work was discussed, through a case study of unemployment and its effects on a family and in Colombia where dialogues took place on the rights of women and children and also those of religious groups.

The New International Economic Order

Since it was agreed that students should know more about the need to set up a new order based on economic justice, varied activities were designed.

Indian students were asked to identify the developed and developing countries on a world map, study a chart showing industry, technology, education and agriculture in India before 1947 and report on the gap in living standards in terms of food consumption, income and trade between industrialized nations and the Third World.

In an effort to eliminate erroneous or stereotyped images of themselves and other nations, United Kingdom pupils made a critical evaluation of their own environ-

ment in order to arrive at a deeper understanding of the North-South issues. This activity took place in two lessons entitled 'As Others See Us' and 'As We See Others'.

Filipino students were asked to explain the functions of the United Nations International Development Organization (UNIDO).

In Argentina, a questionnaire entitled 'Towards a New International Economic Order' was compiled and circulated by the students amongst the community. The 340 answers received were analysed for their yield of data concerning the public's understanding of concepts such as the North-South Dialogue and Development.

Since these activities had great impact in the classroom, others were designed and undertaken in the extra-curricular context. For instance, Argentina held a panel discussion on the results of the NIEO questionnaire mentioned above and invited parents, friends and outside visitors to attend this event. In the United Kingdom, the study of world issues inspired the pupils concerned to sponsor a child in a Third World country. Peace Days and Weeks were arranged in the Federal Republic of Germany and attracted many people from the local community. Czechoslovakian students extended their research on the chosen themes to their hobby groups: poetry readings, musical performances and art displays were related to the three key concepts of the project.

This cross section of sample activities demonstrated how the participants were directed towards research tasks to acquire the basic facts concerning a particular theme. Once this phase had been completed, debates, discussions, sketches and other dynamic activities were launched since all students had the knowledge to participate and contribute to the exchange of views.

B.2 Content Selection

A glance at the range of subjects studied in relation to each theme reveals the breadth of their orientation.

From a national viewpoint, countries linked the content of the lessons taught to their own situations. For example, India encouraged a study of the socio-economic development of its population as a means of analysing the NIEO, while the United Kingdom focused on British unemployment, as previously noted. Colombia listed the safeguards to Human Rights, inherent in the Constitution of this country's judicial system; the Philippines examined the national concern for Disarmament and Peace in its Constitution.

Regional emphasis can be seen in Argentina's study of the North-South dialogue with reference to Latin American nations; Czechoslovakia promoted Foreign Language as a means of developing pupils' knowledge of their European neighbours and their culture.

An international perspective was adopted by Thailand in looking at the violation of Human Rights in different parts of the world; a similar study was undertaken in the Federal Republic of Germany which examined events demonstrating this theme in world trouble spots; Chile considered the need to construct a new world order based on peace and solidarity amongst nations, rather than on conflict and violence.

A major aspect of the content selected was its capacity to acquaint students with world problems, their nature and consequences from each of these three viewpoints. This approach reinforced the stress placed on the development of pupil

awareness, which was a specific objective of this experiment. Moreover, the progression from the national to the regional perspectives and finally to the international overview would seem to be both logical and desirable in terms of developing pupils understanding through critical analysis.

It may be noted that while the regional viewpoint was evident it was certainly far less frequent than the national and global perspectives. Hence, the future could well focus on new ways to encourage regional-oriented activities. These have a special value in that they provide an external yet realistic horizon for the students, allowing them to bridge the wide gap between national and international interests, which is a major challenge in this type of education.

The diverse conceptualization of the project resulted in the establishment of close links between world issues and the content of virtually all areas of the school curriculum. Whether the country in question chose a single-subject approach (e.g. Social Studies for the Philippines) or a multi-disciplinary strategy (e.g. Argentina, Czechoslovakia) or the organization of special events to demonstrate the tasks undertaken (e.g. Peace Days and Weeks in the Federal Republic of Germany), it was possible to prepare lesson content which translated the overall themes into concrete topics for study.

For instance, the following cross-section of subjects, collected from the reports of the nine participating countries, demonstrates the diversity of the content used to reinforce each theme:

Disarmament: history of the Arms Race
economic and social consequences of military expenditure
nuclear power and the environment
peace movements and personalities
peace initiatives in today's society

Human Rights: Apartheid
racism
classification of rights
role of the United Nations system in this field

NIEO the Development Decade
the North-South and the South-South dialogues
the transfer of technology
industry and agriculture
the economic consequences of colonialism
economic exploitation and the environment

Thus, a rich and stimulating range of subjects was studied in relation to the school curriculum. To emphasize this framework, the following selection of actual lesson plans shows how each theme was tackled in the classroom situation.

The Philippines

Claro M. Recto High School
Manila.

LEARNING TASKS IN
HUMAN RIGHTS
Second Year or Grade 8

I. Targets:

A. General:

1. To recognize the contribution of human rights to the promotion of national and international understanding, brotherhood and peace.
2. To affirm one's faith in the fundamental rights and freedom of every man and nation

B. Specific: With the use of learning aids, the students will be able to:

1. trace the historical development of the international recognition of human rights,
2. enumerate and explain the fundamentals of human rights
3. analyse the effect of human rights on the life of the individual, the community and the nation

II, Content:

A. Concept: Human Rights

B. Problem: Why is respect for human rights essential to the stability of the nation?

C. Content Outline:

1. Respect for human rights and the stability of the nation
 - a. Historical basis of human rights
 - b. Classification and kinds of human rights
 - c. Effects of human rights on: the individual, the community, the nation and the world

II. Meaning of human rights

D. References

1. Newspapers:

- Bulletin Today Vol. 122 Nos. 224; Aug. 12, 1982
and No. 226; Aug. 14, 1982
Times Journal Vol. X No.326; Aug. 15, 1982
No. 327; Aug. 16, 1982
Daily Express Vol. X No. 75 July 27; 1982; No. 76 July 28, 1982;
No. 77 July 29; 1982
Current Events Digest August 5, 12; 1982

2. United Nations Handouts

The United Nations and Human Rights, UN, NY: 1973
World Problems in the Classroom, UNESCO, Paris: 1981, No.41
The Universal Declaration of Human Rights, UNESCO, Paris; 1966
The UNESCO Courier, September 1980
Marcos, Ferdinand, Martial Law and Human Rights, Manila: 1977
Zaide, Gregorio F. World History, Manila: 1975

III. Strategies:

A. News Sharing -

'Extra! Extra!'

Playlet. (Two newsboys meet on the street while selling their newspapers. Each of them relate the headlines found in his newspapers)

B. Drill - 'Name the Voice'

(Game from the secluded corner of the classroom, a student reads a quotation or statement made by the defenders of human rights from the different countries of the world. He cannot be seen, only his voice can be heard. After each quotation, the Voice asks, 'Who am I?' Anyone from the class may stand to identify the voice.)

Dr. Jose Rizal	Moses
Pres. Ferdinand E . Marcos	Jomo Kenyatta
Andres Bonifacio	Martin Luther King, Jr.
Simon Bolivar	John Locke
Thomas Jefferson	Jean Jacques Rosseau
Abraham Lincoln	Mahatma Ghandi
Margaret Thatcher	Indira Ghandi

C. Review: Why did the early Filipinos revolt against the Spanish authorities? (With the use of a retrieval chart, a student is called to fill in the cause of the early Filipino revolts)

D. Lesson proper:

1. Motivation: Singing and interpreting a song:

BORN FREE

Born free, as free as the wind blows
As free as the grass grows
Born free to follow your hear.

Live free, and beauty surrounds you
The world still astounds you
Each time you look at the stars.

Stay free when no walls divide you
As free as the roaring tides
So there's no need to hide.

Born free, and life is worth living
But only worth living
'Cause you're born free

- Students were encouraged to interpret the song

2. Statement of the problem

3. Cooperative outlining

4. Activities:

a. Playlet -- 'Echoes of Time'

b. Interpretation of pictures showing the different kinds of rights

c. class discussion

E. Summary -- Choral Reading

Assignment: What role does each citizen play in the promotion of human right

1. Explain the quotation, 'Ask not what your country can do for you but ask what you can do for your country.'
2. Give examples of practises that enable the citizens to exercise and protect his rights.
3. Draw sketches of the Code of Citizenship by the late President Manual Quezon. How do they promote the fulfillment of one's obligation to protect his basic rights?

References: M. L. Quezon's Code of Citizenship - Article V of the Philippine Constitution, Duties and Obligations of Citizens - UN Handouts on Human Rights.

The United Kingdom

Knightswood and St. Pius' Secondary Schools

The New International Economic Order

Lesson 1. 'As others see us'.

Lesson 2. 'As we see others'.

The basic aim in those lessons was to ask pupils to examine their attitudes towards people in developing countries. The teachers felt that unless pupils could be helped to get beyond the stereotyped images they may hold it was difficult to perceive how any real understanding of North-South issues could be achieved. The approach favoured was one which confronted the confusion of statistics, myths and images commonly held in relation to other people and other countries but began by trying to undermine stereotyped images of Glaswegians and Scots.

Lesson 3. 'One World'. A consideration of world interdependence using graphics and other forms of presentation.

Lesson 4 and 5. 'Three families'. Personalised case studies of three families, viz. The Fernandez family (Honduras); the Dasan family (India) and the Smith family (Scotland).

The approach in these lessons was to consider initially the problems and challenges faced in real life by families in different parts of the world. In addition, however, stress was purposely given to the various ways in which we live in an interdependent, if complex, world in which great disparities in living standards exist. Attention, too, is given at a personal level between the similarities which exist in different parts of the world as well as those differences which give particular cultures a distinct identity.

Lesson 6. Following a post-test this is a lesson intended to draw together those various strands which relate to the NIEO notably world poverty, inequity and the need to produce a fairer trading relationship between countries of the North and the South.

LESSON 1

Instruction Sheet: 'As Others See Us'

We're hoping to get you interested in what's going on in other countries
In particular, we're going to look at countries
where most of the people are not so well off as us.
I know this is hard to believe, what with unemployment and so on.

We're going to look at people just like you and me.
We trade with these people, we learn from them, they learn from us.

So what? Why should we do this? For the moment all I can tell you is that
it is very important that we do this project.

Perhaps by the end of the project you'll be wondering why you haven't done
work like this before. We'll see.

However, it might be an idea to begin by looking at ourselves. After all
why learn about others, if we don't know about ourselves?
What do we know about ourselves? What do other people think of us?
Do they have a fair picture of Glasgow and Scotland?

LESSON 1

'WHAT IS YOUR OPINION OF GLASGOW AND SCOTLAND'

PART 1

Instruction: UNDERLINE THE WORDS YOU THINK BEST
DESCRIBE (A) GLASGOW

Beautiful; modern; friendly; old; violent; ugly;
sunny; rainy; no jobs; lots of jobs; busy;
deserted; slums; nothing to do; clean; good
opportunities for education; fine buildings; dirty;
great places to go; poor; rich; a 'dump'; a
'great place'.

(B) SCOTLAND

Lots to do; no jobs; modern industry; lots of
drunks; sober people; football mad; polite;
generous; mean with money; great writers and
inventors; no winners; great champions;
famous people; old industry; everything is
closed on Sunday; friendly; nothing to do;
poor; rich; great scenery; boring scenery; lots
of jobs.

. STOP HERE. DON'T GO TO PART 2 UNTIL
THE END OF THE LESSON.

PART 2

Instruction: CHECK THE WORDS YOU UNDERLINED IN
PART 1 AND MAKE ANY CHANGES THAT
YOU THINK ARE NEEDED

USE A COLOURED PEN OR PENCIL TO
ADD NEW WORDS OR SCORE OUT OLD ONES

Now ANSWER those questions

Put a tick (✓) in the box to indicate
your answer.

WHAT IS YOUR OPINION OF GLASGOW AND SCOTLAND NOW?

(A) GLASGOW

BETTER

WORSE

UNCHANGED

(B) SCOTLAND

BETTER

WORSE

UNCHANGED

Argentina

Subject: English

3rd Year

The theme of Disarmament was related to an English class by studying a poem containing the idea of peace. The lesson plan was:

1. Poem: Abou Ben Adhem by Leigh Hunt
2. Questions on the poem to identify the main idea of brotherhood, love and peace.
3. The Birthright of Man: a translation exercise from Spanish to English of a collection of quotations from a wide variety of cultures and periods on the theme of peaceful co-existence was undertaken by the pupils
4. Poster Making: 'A Work of Love is a Work of Peace'

* * * *

Abou Ben Adhem

Abou Ben Adhem - may his tribe increase!
Awoke one night from a deep dream of peace,
And saw, within the moonlight in his room,
Making it rich and like a lily in bloom,
An angel writing in a book of gold.
Exceeding peace had made Ben Adhem bold.
And to the presence in his room he said:
'What writest thou?' The vision raised its head
And with a look of all sweet accord,
Answered: 'The names of those who love the Lord.'
'And is mine one?' said Abou. 'Nay, not so,'
Replied the angel. Abou spoke more low,
But cheerly still, and said: 'I pray thee, then,
Write me as one that loves his fellow-men.'
The angel wrote and vanished. The next night
It came again with a great wakening light,
And showed the names whom love of God had blessed.
And lo! Ben Adhem's name led all the rest.

Leigh Hunt

Questions on the poem

Abou Ben Adhem

1. who was Abou Ben Adhem?
2. what did he dream of one night?
3. what is the main idea of the poem?

Translation

El Derecho del Hombre al Nacer

Colección de acotaciones de una amplia variedad de tradiciones y periodos (desde el 3 milano A.C. hasta 1948 el año de la Declaración Universal de los derechos humanos) de diversos orígenes para ilustrar como todos los seres humanos del mundo, a través de los años han afirmado y aclamado del hombre de y al nacer.

En este momento, millones de seres humanos, nuestros semejantes - postrados o en rebelión, esperan que nosotros actuemos, esperan por TI y por MI.

* * * *

Fraternidad

Confucius (551-479 B.C.) China

No hagas a los demás lo que no quieres que te hagan a ti. Entonces no habrá quejas del estado o de la familia en tu contra.

El Hombre y Dios

Sto. Thomas de Aquino (1225-74)

Todos los hombres son uno en cuanto todos de la misma manera participan de la naturaleza que han recibido - de sus primeros padres.

Gobernantes

Confucius (551-479 B.C.)

Sin la confianza del pueblo ningún gobierno puede perdurar

Libertad

Simón Bolívar. Venezuela (15.2.1819)

El ejercicio de la justicia es el ejercicio de la libertad.

Justicia

Simón Bolívar (15.2.1819)

Los buenos hábitos, y no la fuerza, son los pilares de la ley y la justicia.

Birthright of Man (publicacion de la UNESCO)

Collection of quotations from a wide variety of traditions and periods (from the 3rd millenary B.C. up to 1948, the year of the Universal Declaration of Human Rights from diverse origins, to illustrate how human beings everywhere all over the world and throughout the ages, have asserted and claimed the birthright of man.

At this very moment millions of human beings, our fellow-men - prostrate or in revolt, are waiting for us to act, waiting for YOU and ME.

* * * *

Brotherhood

Confucius (551 - 479 B.C.) China

Do not do to others what you do not want them to do to you. Then there will be no complaint in the state or in the family against you.

Man and God

St. Thomas of Aquino (1225-74)

All men are one in so far as all alike partake of the human nature they have received from their parents.

Rulers

Confucius (551 - 479 B.C.)

Without the confidence of the people, no government can stand at all.

Freedom

Simon Bolivar. Venezuela (15.02.1819)

The exercise of justice is the exercise of freedom.

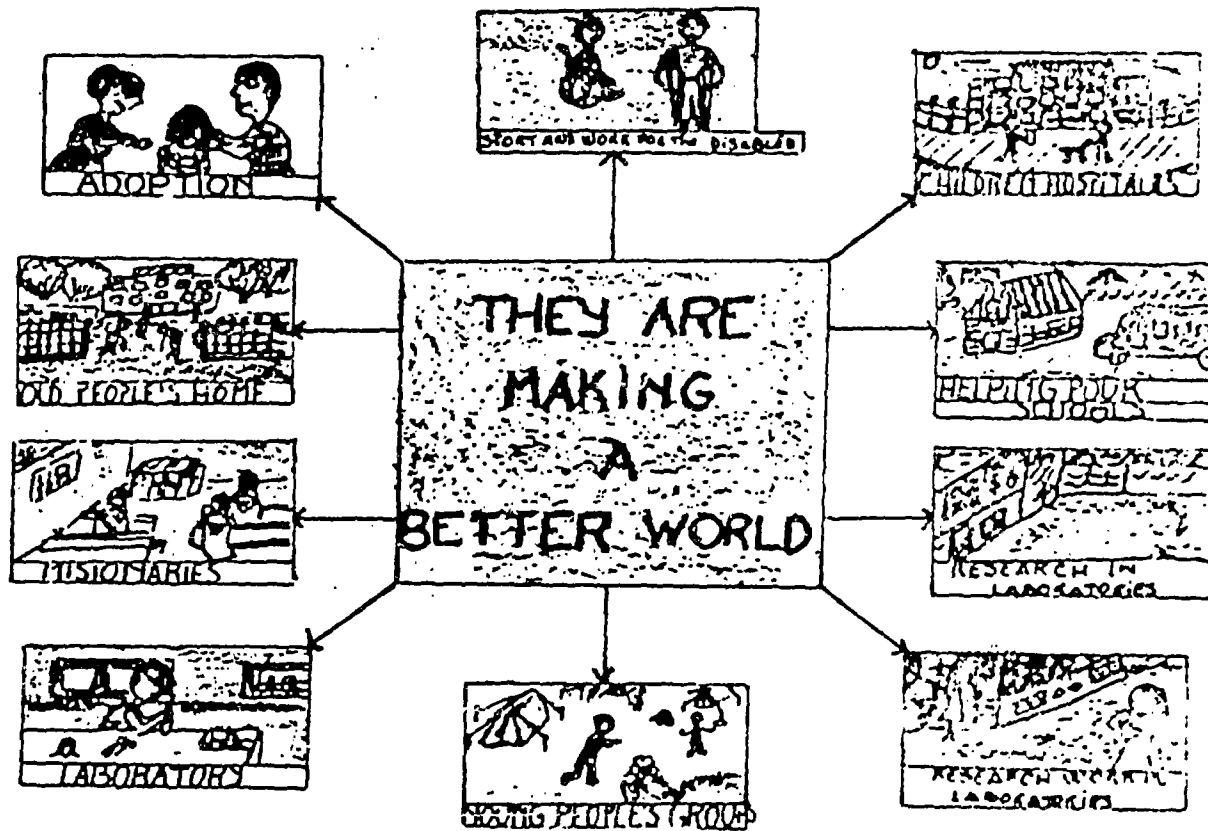
Justice

Simon Bolivar (15.02.1819)

Good habits, and not force, are the pillars of law and justice.

A WORK OF LOVE IS A WORK OF PEACE

- MADRE TERESA - PREMIO NOBEL DE LA PAZ 1980 -



B.3 Types of Materials

For a project of this nature, solid resource material was a prerequisite. This was one of the best assets for valid teaching because it leads to the generation of fruitful discussion and to the production of new materials by the students themselves.

As already mentioned, participants had a good supply of basic reference materials, distributed by Unesco to help in the preparatory phase of the experiment. While this was greatly appreciated, there was a call for still more material on the NIEO and how this data could be used in the classroom.

Language was a significant factor of material production, as was discovered by Thailand in its use of Unesco reference data. If there was a need to translate the basic documentation, this had to be foreseen and provided for in the project organization. Since several countries collaborated with national bodies for educational research in preparing the experiment, the availability of translation services is essential in order that the materials may be diffused to the widest possible audience of pupils.

Audio-visual material proved to be a valuable aid to effective teaching but it was suggested that further resources could be developed in this field. Films were popular in several countries, including the Philippines and the Federal Republic of Germany and were related to the Third World and Disarmament. Cassettes on the theme of Human Rights were provided by the National Commission for Unesco in Colombia for use in the participating school. In the United Kingdom, material for lessons on Disarmament were televised by the Jordanhill College of Education for circulation to other Associated Schools at a later date. This was a promising beginning but clearly more prolific resources in this area are necessary.

Great emphasis was placed on the importance of materials collected and created by the students themselves to underline specific aspects of the thematic content. Some examples were:

- charts giving statistics on the cost of weaponry and the imbalance in trade among the world's nations
- wall-displays using press cuttings, graphs and photographs related to the themes in question
- maps showing instances of the problems generated by the three major issues in various countries of the world
- posters and slogans designed to stress the themes
- cartoons illustrating world problems in a humorous vein
- albums of written or visual items
- acrostics of topics such as apartheid or Human Rights, relating each letter to a related ideal
- news sharing, involving mock radio or television interviews with world leaders and their attitudes to the problems under study
- compilation of questionnaires for interviews with the public on the key themes.

One example of this type of activity was the enquiry on the NIEO, drawn up by Argentinian students and circulated in their local community.

Argentina

Poll on the Theme: Towards a New International Economic Order

1. Are you aware of which are developed and developing countries?

Yes No

Name two countries in each category

2. Is it advisable to increase the dialogue between rich and poor nations?

Yes No

Why

3. Do you think it is necessary to establish a new international economic order which is more just?

Yes No

If your answer is affirmative, what basic principles would you suggest?

.....

4. Do you know if the United Nations has an agency which deals with this issue?

Yes No

5. Up to the present time, has the United Nations been concerned with the issues of colonization and decolonization?

Yes No

6. Are there currently problems with the environment?

Yes No

If your answer is affirmative, please state what these are

* * * *

Also songs and poetry were popular aids. As examples, it is possible to quote a poem written by a Filipino student, which relates to the theme of human rights:

I Am But a Small Voice

I am but a small voice
I have but a small dream
The fragrance of a flower in the unpolluted air.

I am but a small voice
I have but a small dream
To smile upon the sun, be free to dance and sing
Be free to sing my song everywhere

Chorus

Come young citizens of the world
We are one, we are one,
Come young citizens of the world
We are one, we are one
We have but one hope, we have one dream
And with one voice we sing
Peace, give us peace, prosperity and love for all mankind

I am but a small voice
I have but a small dream
To smile upon the sun, be free to dance and sing
Be free to sing my song to everyone

Ballads were composed for the song-writing competition during the celebrations for United Nations Week in the Philippines during 1982: Rainbow Flags tells of a child's wish to see the flags of all nations joined in a rainbow which is a symbol of world peace after the storms of present conflicts; in Love is for All, the themes of power and discrimination are contrasted with peace and international brotherhood amongst man.

Support material was sometimes located through national or international agencies concerned with world issues. For instance, Amnesty International provided useful data for the British participants while the Federal Republic of Germany consulted the yearbooks of the Stockholm International Peace Research Institute. In the same vein, research institutes and universities were often asked to provide ideas for materials because of their degree of specialized knowledge. It appears that there is room for greater exploitation of this useful source of data and steps need to be taken to identify agencies which can supply material and inventory a list of available items. It is this sort of action which could extend the Associated Schools Project to educational research institutions on a wider basis.

Thus, the perspective on the availability and quality of materials for the teaching of world problems is generally encouraging, opening the way for future developments and additions which can be exchanged on a national, regional and international basis.

B.4 Methodology

Each country paid great attention to the inclusion of cognitive, problem-solving and socio-affective learning methods in their treatment of the chosen themes. In particular, it was considered that the methodology selected to present a certain topic should have a two-fold purpose with regard to the students:

- first, they should be able to understand the subject including the ramifications of its major aspects;
- secondly, they should be able to arrive at the formulation of their own opinion of the problem at hand.

From the cognitive viewpoint, the use of quizzes or pre-tests were often made to ascertain the degree of student knowledge in a certain area. For example, out of the 279 students who took the pre-test on the NIEO in the Philippines in the Grade 9 class, 59% did not know the difference between a developed and developing country. This sort of result supplied useful information for teachers who were able to construct their lessons so that this cognitive gap was filled by means of research and, essentially, by activities which would allow the students to appreciate the significance of their new factual knowledge.

Moreover, it was clear that teachers favoured methods which permitted active participation in problem-solving tasks. Thus, through debates, surveys, critical discussions, research and community-oriented activities, young people learnt to evaluate the material which they had helped to collect, to exchange views on its significance and to accept the various aspects which merited understanding and recognition. For instance, Indian students related the theme of Human Rights to the former untouchable Group in their society, thereby recognizing that these people had the right to live and work in the same way as other members of the community.

As a third approach, socio-affective methods were promoted in order to help students to acquire certain skills in perception, communication and critical analysis. These methods resulted in activities such as role-playing and other simulation exercises which enabled pupils to appreciate more deeply the realities of problems, which may not be directly relevant to their local environment. For example, a student could be asked to present a report to his class on a particular developing nation or to play the role of its advocate at the United Nations forum in order to truly understand and present its point of view in international affairs.

Sometimes, a complementarity of methods was evident. For instance, Thailand combined the cognitive and socio-affective components in its methodology on the theme of Human Rights. First, a pre-test was administered to determine student awareness of this topic. Then, the Universal Declaration of Human Rights was distributed for study and followed by an activity in which students cited examples of the violation of personal rights in their own lives.

Thus it was this linkage between cognitive problem-solving and socio-affective methods which seemed to constitute a real advance in international understanding at school.

Another especially interesting factor was the countries' concern for the content to be adapted to the age-group and ability of the pupils. While all agreed that the goals of international understanding and peace should and can be promoted in education as early as possible, these particular themes still seemed to retain a degree of

complexity. This may necessitate the elaboration of a tiered methodology to permit steady progression towards fuller comprehension. The thematic complexity could also be matched by the problem of irrelevance in the case where some topics do not relate to the students' own domestic milieu or socio-economic bracket. This gulf must be reduced so that a sense of immediacy is present, enabling young people to grasp the relationship of world issues to their own lives.

This thinking was evident in the following methodological approaches:

- both the Philippines and the Federal Republic of Germany were able to develop a 'core' method whereby one theme was used as a springboard to others. For instance, a study on Disarmament could follow on to a discussion on the NIEO and the use of funds for these purposes;
- the United Kingdom developed a 'core-extension' model to cope with the varying age and ability levels of the participating pupils. This strategy allowed all students to handle a basic amount of content, while the more able were academically challenged by more complex exercises, created at the discretion of the teacher who was able to judge pupil appreciation;
- the Federal Republic of Germany took the factor of student maturity into account when planning activities for older participants, who had a deeper awareness of social problems within their own community as well as in the world. This method was particularly successful for the schools where the Turkish migrant population was predominant and greatly contributed to the creation of a more harmonious atmosphere because the activities designed required team work and the sharing of views. Hence, the German students came to a better understanding of their own neighbours and their culture, while recognizing their right to participate in their new society.
- Colombia resolved to adapt its methods according to the difficulty of the content as well as to the students' ability. It was considered that the analytic approach did not suit very broad or complex topics. In these cases, a global approach was used first, followed by exercises to allow students to synthesize the aspects presented in a more detailed fashion.

A multi- or interdisciplinary approach was sometimes selected, thus showing that the key themes could be very effectively related or inter-related within a wide spectrum of curriculum subjects. For example, Czech students of Mathematics used graphs to analyse this country's trade with developing nations; in their Physical Education classes they studied the peaceful principles of Olympic competition in sport; Argentinian pupils related English poetry to the theme of peace. From an interdisciplinary viewpoint, Czech students linked their History and French lessons by examining peace initiatives between the kings of Czechoslovakia and France during the Middle Ages.

One final observation should be made concerning the role of extra-curricular activities in the project's methodology. The nature of these activities and examples have already been mentioned so the reason for their inclusion should now be outlined. They received strong emphasis because it was felt that this sort of activity reinforced the links between the school and the community, thus heightening student awareness and relating the thematic content to everyday life. Further examples serve to reiterate this thinking: India and the Philippines invited guest speakers from the Ministry of Education, the National Commission for Unesco or other relevant bodies to address students on aspects of world problems; Czech pupils participated in the XI Meeting of the World Federation of Democratic Youth in June 1982 and met with students from neighbouring countries including the German

Democratic Republic, Denmark, France, Switzerland and the Federal Republic of Germany, thereby consolidating links of friendship and co-operation; Colombian students organized a programme of community visiting and a literacy campaign; Argentina established links between participating pupils and an old people's home so that practical assistance and companionship were offered to this group of the community; many schools in several countries celebrated United Nations Day and other National holidays as a gesture towards recognizing the links between the peoples of the world.

Thus, the sheer variety and creativity of the methods employed ensured that each country implemented a dynamic project which made a significant impact on both school and community life.

C. PROJECT RESULTS

C.1. Evaluation Instruments

The evaluation of a project is always a vitally important phase, which should reveal strengths and weaknesses as well as giving indications for future action.

The 1979-80 Evaluation of the Unesco Associated Schools Project in Education for International Co-operation, undertaken by Drs. Stacy Churchill (Canada) and Issa Omari (Tanzania), devoted considerable attention to the necessity of constructing reliable assessment instruments for this type of project in order to extend its impact in international education.¹

The basic working Document for the project contained guidelines for evaluation which were generally followed by the participants.

With regard to the evaluation procedures devised for this particular project, countries which took some formal measures to assess the cognitive and socio-affective impact of the experiment generally favoured the empirical instrument of the questionnaire to elicit information. However, the purpose of this tool was quite complex.

Firstly, in order to gauge the students' knowledge of the background to one of the world issues to be studied, a pre-test was designed and administered. For instance, this approach yielded the following results in one school in the Philippines:

The Philippines

Diagnostic Test: Disarmament

Fourth Year or Grade 10

256 students took this test:

- 94% were not familiar with such terms as anti-ballistic missiles, neutron bomb, biological weapons, non-proliferation, etc.;
- 81% did not know specific facts about disarmament;
- 23% were able to associate the causes and effects of the Hiroshima bombing, the use of nuclear weapons and the energy utilized for peaceful purposes;
- 77% failed to answer questions on the Sea Bed Treaty and the Space Treaty;
- 22% were familiar with the work of Unesco and SALT;
- 78% did not know that the other agencies of the United Nations system work towards disarmament

In general, teachers everywhere found this type of test very useful in terms of making suitable adjustments in their lesson plans, including strategies to employ in relation to certain aspects of world problems. As a concrete example,

1. Document ED-81/WS/6 Unesco, Paris, March, 1981, pp.117-118

the major facts concerning the Arms Race were known by Indian students but some did not seem to realize that this issue could affect their own country. Thus, this dimension needed to be developed during classes.

A second use of the questionnaire was to measure the knowledge acquired by students during the instruction phase. A sample of this post-test procedure covering all three themes is cited below:

India

Achievement Test

- 10.1 The first Indian leader who fought against racial discrimination in South Africa was:
 - a. Pt. Jawaharlal Nehru
 - b. Mahatma Gandhi
 - c. Sardar Vallabhbhai Patel
 - d. Maulana Abul Kalam Azad
- 10.2 The New International Economic Order mainly aims at:
 - a. expanding the trade relations with rich countries
 - b. exploiting world natural resources rapidly
 - c. reducing economic inequality between rich countries and poor countries
 - d. none of the above
- 10.3 The international forum which provides for a platform to present the common problems of the developing countries to the developed countries is:
 - a. Unesco
 - b. Opec
 - c. Unicef
 - d. Unctad
- 10.4 Write the names of those parts of the Indian Constitution which include most of the important human rights
- 10.5 List the constituents of the International Bill of Human Rights
- 10.6 What is the meaning of 'Human Right'?
- 10.7 Explain how the practice of untouchability is a violation of the practice of human right
- 10.8 Explain how the policy of 'apartheid' is a violation of human right
- 10.9 State any 2 measures which should be taken to provide for better enjoyment of human rights by the people in India
- 10.10 Explain how the arms race leads to the denial of human rights
- 10.11 What is the meaning of the term 'Disarmament?'

- 10.12 Why is disarmament necessary? Give 2 reasons
- 10.13 Give any 2 reasons for the present inequality between a developing country and a developed country
- 10.14 Explain how the establishment of a new international economic order will help in creating conditions for better enjoyment of human rights.

Thirdly, questionnaires were circulated by the co-ordinating bodies in some countries to assess the overall success of the project and the reactions of both teachers and students alike to their respective tasks. It was considered to be very necessary to obtain information, both on the actual mechanics of the project including its organization, time allocation and support from within the school, and on the opinions of the participants as to the pedagogical value of the exercise. The Federal Republic of Germany's Working Party elaborated an extensive enquiry on the project's organizations and implementation in some 20 schools, while Chile prepared evaluation questions to be answered by teachers and students on the interest and quality of the activities undertaken. The following sample of the questionnaire circulated amongst Chilean pupils demonstrated its interest in ascertaining whether the project's content was positively received by them and considered to be relevant to their lives:

Chile

Student Questionnaire

- | | All | Most | Only some |
|---|-----|------|-----------|
| 1. <u>Clarity</u> | | | |
| 1. Did you find the teacher's questions clear in class? | | | |
| 2. Did you find the teacher's explanations clear? | | | |
| 3. Did you find the plans suggested by your work guide to be clear? | | | |
| 2. <u>Interest</u> | | | |
| 1. Were you interested in the subject matter? | | | |
| 2. Did the tasks to be carried out interest you? | | | |
| 3. Is the knowledge gained during this project of interest to you? | | | |
| 4. Were the teacher's questions clear regarding this topic? | | | |
| 5. Did you find the materials provided easy to follow? | | | |

3. Utility

Do you consider that this unit of work has been useful for you?

- Useless
- Of little use
- No opinion
- Useful
- Very useful

Reason for your choice

4. Methodology

What is your reaction to the teaching method used during classes?

- I liked it very much
- I liked it
- No opinion
- I did not like it

Reason for your reply

Regarding the use of evaluation instruments, it was generally considered that the area of socio-affective learning was by far the most difficult to assess accurately. This information also happens to be very important to ascertain since the Associated Schools Project aims at the promotion of its objectives through activities specifically designed to improve perception, communication and attitudes towards world issues amongst young people.

The participating countries did not seem to be unanimous concerning the evaluation measures to be applied in this domain. Some favoured the 'feedback' approach whereby teachers could gauge the success of the project through the positive reactions and enthusiastic participation of the pupils. This technique was used in Argentina, the United Kingdom and Colombia. However, the last two countries expressed reservations about the reliability of this sort of assessment as it has no scientifically-proven basis and is difficult to employ when schools have adopted markedly different approaches to the same theme. For example, the two British schools dealing with Human Rights developed separate interpretations of the theme, stressing the national or international context respectively. Hence, a blanket evaluation would have been inaccurate in view of their differing perspectives.

Nevertheless, some countries did undertake some formal enquiry on student reaction, interest level, degree of participation and ability to appreciate the thematic content. This type of exercise yielded concrete data in Chile, where the project was well received and implemented and in India 93% of the pupils polled thought that the three world problems studied had direct relevance for India and therefore young people should be concerned with formulating viable solutions. The results of the Indian enquiry are presented to illustrate the type of question asked and the answers collected:

India

Table

Students' Responses to the Questionnaire to elicit their views on the study of world problems

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1. World problems, namely Disarmament, Human Rights and the NIEO affect the Indian people in general	70	40	1	6	1	118
2. Every Indian should be concerned about the solution of these problems	80	33	1	4	0	118
3. Despite its internal problems, India should contribute more of its resources to an international effort to solve these problems	30	37	20	18	13	118
4. I would contribute at least 1 rupee towards helping to improve the conditions of weaker sections of Indian society	64	42	5	3	4	118
5. Since the study of these world problems is not included in our syllabus, I have no genuine interest in them	3	5	8	22	80	118
6. I feel that the study of world problems should be included in our syllabus	54	38	10	9	7	118

With regard to this type of experiment, future projects could perhaps undertake a more in-depth analysis of the diverse character of the participating schools and the results obtained in each one. As Czechoslovakia noted, the orientation and traditions of each school certainly affect its approach to the teaching of world problems. Thus, this factor could offer interesting research possibilities for assessing project themes, content and impact in relation to one particular type of establishment or pupil.

As a final observation, the overall emphasis placed on the question of evaluation would indicate that its importance was fully realized along with the problems that this process entailed. Thus, further research, particularly with regard to the assessment of socio-affective learning, appears to be needed.

C.2 Problems Encountered

As a general observation, the problems encountered very much reflected the situation of each country or the way in which it organized its own particular project.

From a practical angle, several countries would have preferred more time to carry out the activities designated. After the initial two to three month preparatory period, most participants had allowed between three to four months in order to undertake the actual implementation of the project and its evaluation. However, the time frame employed was considerably different: for instance, the United Kingdom worked within the two hour schedule available for Modern Studies each week while the five-hour allocation for Social Studies operating in Thailand provided the opportunity for more activities. Argentina accomplished a great deal in a very reduced period since the class activities did not get under way till August 1982 and were completed by November. This very condensed programme meant that a considerable amount of content had to be fitted in to the curriculum subjects selected to teach the three themes. As it was frequently felt that this sort of experiment extends young people's learning processes and guides them towards new and sometimes complex ideas, a longer period of implementation and assessment would give teachers the opportunity to observe deeper and possibly more permanent changes in pupil attitudes and behaviour. In addition, teachers would be working under less pressure and could take advantage of interesting developments which arose in the course of a fairly long series of lessons in order to go into certain aspects of the topics in greater depth. However, it was generally accepted that this inter-regional study was a special exercise which required a carefully structured time sequence in order to collect results for comparison and exchange.

Another practical element was the availability of adequate resources to finance the production of material at the range of activities carried out. Whilst it was deemed that Unesco made a significant contribution to the overall co-ordination of the project and assisted on some occasions in the translation of resource materials, it was noted that an experiment of this nature requires ample funding. Thus, it was considered that educational bodies in the countries where the Associated Schools Project is operational should be encouraged to provide budgetary assistance for this type of exercise which results in innovative teaching and curriculum development.

The difficulties noted were more diverse in relation to the pedagogical aspects of the project. This was perhaps to be expected in view of the widely differing regional contexts in which the same themes were being taught.

It was emphasized that the language difficulties pertaining to the resource materials made available by Unesco and experienced by pupils in some countries needed to be eliminated to obtain optimal benefits from this type of teaching. In Thailand, this problem was solved by translating materials but it was noted that even where students have some knowledge of English, it is not certain that they can handle complex ideas in a foreign language. It was suggested that the reference documents should be made available in the national language. This situation would lead to greater diffusion of the teaching of world problems: for instance, India commented that the experiment could not be extended to Hindi-speaking schools in its limited time frame. Thus prior to introducing the project into such schools, it is planned to undertake the necessary translation of documents in order to remove any possibility of a linguistic barrier which may limit the implementation of certain activities.

With regard to the content and methodology employed, Argentina reported a degree of student 'saturation' when one single theme was taught in all subjects of the curriculum. This type of situation is delicate as it can lead to a drop in the interest level of the pupils and would support the argument of subject selection, at least to some degree. Moreover the United Kingdom found that a lesson plan which was strictly sequential may be pedagogically sound in principle but should also include enough opportunity for spontaneous discussion which is bound to occur given the varied facets of world issues. As this is both a logical and desirable consequence of the teaching of current problems, ample provision should be made during the planning phase so that information is balanced by exploration in the classroom.

Teachers experienced the most difficulty when teaching the NIEO. This was attributed to the novelty of the subject and the lack of general pedagogical material readily available on this theme. This could be remedied fairly easily by pedagogical research and curriculum development which would relate this issue to various subjects and already this project has achieved much in this area. It was also noted that the three project topics can be difficult to convey to mixed ability groups, thus stressing the need to structure content and activities according to the academic and emotional range of the pupils. If this principle is not respected, then world issues remain esoteric and distant, providing little opportunity for meaningful discussion of their aspects.

On a more theoretical level, the question of relevance was quite often mentioned with regard to the selected themes. In previous Associated Schools activities, projects on the themes of the Environment and Other Cultures had generally been well received by the participating students. For this experiment, the concepts were deliberately chosen for their more difficult character and for their importance as critical world issues. Several countries commented on the challenge encountered in making these problems pertinent to the children's own lives. While they were acquainted with the overall ideas in many cases, actual concrete instances of a problem in relationship to their own lives or to society as a whole were not easily cited. Sometimes this was attributed to the different socio-economic backgrounds of the students concerned. For example, the Philippines reported that urban and rural pupils had different attitudes to the question of Human Rights. Both were in favour of this principle but rural students were less familiar with instances of violations due to their more limited exposure to the media.

When cases such as these arose, one satisfactory solution seemed to be an attempt to examine the theme in direct relation to the national context as well as to the international situation. In this way, pupils could see its interpretation on differing levels and thus arrive at a point of view which considered all the various aspects of the question. To this end, India elaborated a list of key points to be explained and comprehended by the students for a basic appreciation of a particular theme. The facets of the NIEO were:

1. the international system of economic and trade relations of the past which worked in favour of the affluent countries and against the poor and developing countries;
2. the UN General Assembly's call in 1974 for the creation of a 'new international economic order' which aimed at co-ordinated and planned change in international economic structures and institutions, that would take into consideration the interests of all countries, developing and developed;
3. various efforts and negotiations in international forums for the establishment of a new international economic order;

4. necessary and common efforts by all nations to ensure adequate world food production and the availability of energy and other prerequisites to development.

This sort of background planning helped to reduce classroom problems because teachers had clear directives of the content to be mastered by the pupils in relation to the complex aspects of a certain theme.

Two other problems mentioned by individual countries merit some discussion:

- the Federal Republic of Germany regretted that the generally enthusiastic support for the idea of Project Days or Weeks, on the theme of peace and demonstrating all the chosen themes, was not always matched by the school authorities.
- the United Kingdom welcomed the positive attitudes observed amongst the pupils during this experiment but wondered if these could be guaranteed to continue on a permanent basis without regular re-inforcement activities. This comment would lead to speculation as to the optimal timing and duration of this sort of teaching in order to be assured of the desired attitudes amongst the young people concerned.

Since the problems cited most often pertained to a particular milieu, it is to be hoped that the teaching of world issues may assume a more dominant place in the curriculum and that a frank exchange of experiences and solutions will help to eliminate these difficulties over the course of time.

C.3 Positive Results

The positive reactions by the participating countries concerning the impact and the benefits of this experiment touched on similar domains of interest.

Firstly, the project was pronounced to have generally been a success in terms of the enthusiasm and degree of commitment witnessed amongst the students involved in the activities undertaken. It was agreed that world issues were important subjects which should be more prominent in the school curriculum. This view was expressed in the evaluation exercise, carried out, as already mentioned, in India and confirmed by an enquiry held at the Sladkovskeho Grammar School in Prague, where Czech students were asked whether they felt some degree of concern and responsibility for people in other countries who were facing serious social and economic problems.

Of the 569 who replied, 543 expressed themselves to be in favour of concrete aid and a significant number believed that this assistance should be provided even at the expense of their own comfort and affluence.

Hence, the project seemed to underline the reality of world problems in a way which allowed students to understand and appreciate these so as to accept their own involvement in their solution.

Secondly, the experiment aroused interest from other pupils and generated a strong sentiment of collaboration among the participants. For example, Thailand noted that those classes which were not directly engaged in the project activities showed curiosity as to the purpose and type of teaching being carried out while Argentina reported that the students actually involved in project activities on the

set themes showed a keen wish to share their knowledge with younger pupils, thus extending the range of the experiment with positive results.

A third and vital consequence of the project was the change of attitude and increasing degree of involvement on the part of the young people concerned, as witnessed by their teachers. Even in cases where students had already acquired experience in the Associated Schools Project, this particular experiment presented a new challenge which aroused curiosity and led to whole-hearted involvement. For instance, the initial reluctance to tackle the NIEO in Argentina gradually gave way to enthusiasm and absorption in the tasks to be carried out. Another point noted by this country was the increased interest in the creation of their own personalized materials on the part of the pupils as a means of stating their opinions on the thematic content. Moreover, this new attitude can be measured by the level of awareness concerning current events. In the Philippines, teachers reported a marked improvement in the pupils' desire to follow world issues in the press and through radio and television.

Perhaps the most significant aspect of this change in attitude is the conviction that action can be taken to improve the present situation and thus contribute to a more harmonious world. Translated into concrete terms, this attitude was demonstrated by the students' desire to involve their peers, families and local community in their activities. Thus, a deeper understanding of world problems does not necessarily breed a sense to fear or paralysis as to the magnitude of the task to be accomplished in their solution. By relating action to the local environment and then to a wider frame of reference, it was discovered that closer ties of collaboration and friendship could result in immediate and tangible achievements.

Thus, the project seemed to have considerable success judging by its reception amongst the young people directly concerned, who are now better informed about world issues and more convinced about the relevance of these to every day life as well as of their own ability to assist in their solution.

From the viewpoint of the teachers, this experiment offered them a special challenge, whatever the degree of their previous experience in the Associated Schools Project and its activities. Even when the teaching of some topics seemed a difficult task, requiring specialized knowledge, as was quite frequently noted in the case of the NIEO, teachers reacted positively to the challenge of preparing themselves for the classroom situation. In this respect, the teacher training courses arranged for the project were of great assistance, as were the exchange of visits amongst national project co-ordinators who could observe first-hand what was being done in various classes and relay this information to their own country. This formula was used in the Asian region. Furthermore, as the Federal Republic of Germany pointed out, the set themes seemed to have the very admirable effect of encouraging teachers to increase their own knowledge of world events and the details of the issues under study. Sometimes, teachers had been initially apprehensive about the apparent complexity and controversial character of the themes, as was reported by the United Kingdom regarding Human Rights which can be plagued by political and social value judgements rendering it difficult to view the subject in an objective manner. Nevertheless, once a thorough understanding of the key aspects had been acquired, teachers were more confident about their ability to transfer this data to the pedagogical context in a variety of subjects: in the Philippines, an English lesson on nouns was centred on a text discussing the policy of Apartheid; in Argentina, a geography class studied the distribution of the world's food; in Czechoslovakia, the co-operation of astronomical observatories was cited as a peaceful use of knowledge in the domain of Physics.

For these reasons, the project proved to be a stimulus for teachers, leading to new areas of specialization permitting a more dynamic and assured delivery of the material in the classroom.

Interesting results were produced in terms of content and methodology.

For instance, Argentina used the project to relate the themes to either a broad variety of subjects or, in one school, to the entire curriculum, thus relating one of the themes to some twelve areas. A similar approach was adopted in Czechoslovakia. Even when the themes were taught within the framework of Social Studies and related subjects, this experiment enabled students to gain a deeper knowledge or more complex issues, such as the NIEO, which may not have otherwise been tackled at all at school. In India, curriculum planners have been able to use this exercise to develop future models for the teaching of world issues, while the Indian and Filipino evaluation procedures may very well constitute a significant breakthrough in the assessment of socio-affective learning because of their emphasis on the measurement of attitudes. In addition, many countries, including the United Kingdom and Chile, thought that the project's activities gave students the chance to develop their research and analysis skills, through the use of discussion, synthesis techniques, debating and assignments which encouraged them to express their own personal opinions on the set themes. One important strategy was to designate certain students as catalysts, responsible for collecting information on a theme or for leading discussions on the topic in hand so as to involve all the class. This method was applied in Argentina with notable success.

In the light of this variety and creativity on the pedagogical level, the project brought positive comments from teachers, students and administrators alike.

Finally, this exercise had remarkable success whenever the activities were extended to relate to the local community. In this respect, it offered a unique opportunity to strengthen the ties between the academic and the extra-curricula domains. By involving parents, friends and specific social groups such as senior citizens in the project, the relevance of the themes was reinforced because the possibility of concerted action to achieve realistic solutions became a reality. The cross-section of the activities organized in the extra-curricula area witness the importance of this aspect and its positive reception by young people. Whatever the action effected -- for example, assistance in a literacy campaign provided by Colombian students, visits to the elderly in Argentina, sponsorship of a Third World child by the United Kingdom participants or meetings with young people from other countries by Czechoslovakian students -- these activities are both necessary and beneficial in their impact on the community. Consequently, the school is seen to be engaged in useful studies, designed to equip the pupils for their social responsibilities in later life.

Therefore, the diverse nature of the successful results recorded by participants would strongly suggest that the involvement of all groups comprising the educational process as well as that of the community is an advisable component in this type of project, thus ensuring that the goals of peace and international co-operation can have immediate and global relevance.

C.4. Future Action

The results of such an inter-regional experiment can be expected to relate to the formulation of future action at the national, regional and international levels.

National Action

One of the most important aspects of this project is its value for other schools of the same country. Thus, it is essential to find some efficient means of diffusing the results achieved so as to provide some guidelines for future action and useful teaching suggestions for other schools in the country. Efforts have already been begun in this area by several of the participating countries and often involve collaboration with the national co-ordinating body:

- India intends to extend the project to Hindi-speaking schools and considers that the research on content and methodology carried out by the NCERT has provided a strong base for the development of similar projects in the future;
- Czechoslovakia has arranged for its results to be transmitted to other schools and also to be published in educational journals, thus ensuring that a wide audience will benefit from this experiment;
- the United Kingdom, through the Jordanhill College of Education, has treated the project as an opportunity to design and test a type of in-service course in the teaching of world issues. The lesson plans which have been televised will be shown to a wide public of teachers from all over the country as a practical demonstration of education for international understanding;
- Colombia has decided to extend the project to all other Associated Schools in this country, using the experiences gathered by the five pilot schools as a basic reference and point of departure.

It seems that the National Commission for Unesco in most countries will assume a pivotal role in the co-ordination and diffusion of relevant data within the national context. In the Federal Republic of Germany, this body provided useful material on previous projects undertaken as part of the Associated Schools activities. Also, the Philippines suggested that the Nations Research and Development Centre for Teacher Education, with the help of the Ministry of Education, Culture and Sports, assist in the production of a book which would collate the results of the project in the Filipino schools concerned.

Thus this type of national co-ordination and support would be highly desirable as a means of establishing an information channel to diffuse this experiment to other schools and to offer ideas for future activities related to these themes.

Regional Action

Already valuable contacts have been established at the regional level through this project. For example, educationalists from the three Asian countries exchanged visits between August and September 1982 to observe how teachers were tackling the experiment. This resulted in new ideas for activities and materials as well as in the identification of problems, such as language barriers and the extent to which these can affect such a project.

More intensive action amongst Associated Schools might be initiated at the regional level, thereby strengthening the links which clearly exist between countries of the same geographical area. Since this co-operation has already been seen to be beneficial regarding the development of materials and resources, the exchange of teaching personnel might become more feasible in the future.

Support for this proposal came from the Philippines, which put forward the idea of a seminar workshop, to be held under the auspices of the Unesco Regional Office for Unesco in Asia and the Pacific, and aimed at the dissemination of the experiment on a wider scale.

A similar opinion was expressed by Chile which thought that thematic content on the cultural diversity of regions would be an influential component of future projects because this would balance the emphasis on world problems by focusing on the positive aspects of different peoples, including their ethnohistorical and artistic backgrounds.

Further support for regional exchanges came from Argentina and Colombia while Czechoslovakia considered this to be a key perspective to maintain, in view of the significantly different political, cultural and socio-economic conditions which can prevail in the same area of the world.

Hence, concrete proposals for regional action seem to be a priority in the development of the Associated Schools' further activities.

International Action

According to the countries involved in this project, the successful teaching of world problems depends greatly on the availability of information, material and personnel. It is at this level that Unesco's role is very clearly defined as a necessary element in the promotion of international education.

It was suggested that Unesco's action could centre on the following areas:

- the strengthening of existing information services to and from Member States in order to share the experiences of the Associated Schools Project worldwide. The Federal Republic of Germany suggested additional publications for this purpose;
- the increased production of simple and useful materials oriented towards the adolescent mentality but containing precise data on key world issues;
- identification of and assistance in the production of relevant audio-visual material to be used in the teaching of world problems;
- the organization of a meeting at the international level of national Associated Schools co-ordinators. This sort of encounter would provide a very useful global perspective, particularly for new Project members, in order to site the activities of each country and region. The World Congress of Associated Schools, scheduled for September 1983 in Sofia, Bulgaria, will be a most important event because of the opportunities for participants to exchange views and information. Thailand has suggested an annual meeting of an international character;
- the elaboration of a system destined to permit the exchange of teaching personnel to participate in project activities on an international basis. Such a scheme would internationalize the teaching of world issues and benefit all those involved in the educational process.

All participants agreed that Unesco, as the overall co-ordinator of the Associated Schools Project, should maintain its global function, which is essential if the world-wide character of the activities undertaken is to be preserved and reinforced.

Conclusion

The nine-country inter-regional study has yielded a wealth of eclectic data on the various components involved in the teaching of contemporary world problems at the secondary school level.

Two major conclusions could be drawn from the diverse material offered for analysis and synthesis.

Firstly, variety was the key characteristic of this project's execution not only in each country but also in the three regions concerned. Organizers, educationalists, teachers and students all worked together during the various phases in order to design, implement and evaluate a wide range of activities, related to the specific themes of this experiment. This diversity of approach often resulted in really innovative teaching with regard to content, methodology and materials. Thus, this experiment provided an opportunity for pedagogical exploration which was of benefit to all those involved in the educational process. Moreover, this variety seemed to indicate that no single strategy should be prescribed in order to teach about world issues since a wide range of diverse approaches proved to be successful.

With regard to each particular phase of the project, some fundamental observations should perhaps be reiterated:

Project Preparation

1. there was a clear trend to orient activities to student level and ability. This was linked to a more dynamic socio-affective approach to learning, which resulted in giving students a concrete appreciation of world issues and their relevance to their daily lives.
2. Co-ordination involving educational administrators, academics and teachers was deemed to be a useful component as each group had a valuable contribution to make to the overall exercise;
3. variety in the conceptualization of activities was an advantage, engendering interesting results.
4. Adequate teacher training and material preparation were vital elements in the project's success.

Project Implementation

1. the diversity of activities undertaken was a very commendable feature of this phase and indicates the creative approach of the teachers responsible;
2. content was satisfactorily based on the school curriculum but was also related to national, regional and international situations to reinforce the students' understanding of the problems under discussion;
3. a high level of creativity distinguished the types of materials used and it was noted that Unesco and the United Nations documents were useful references for projects in international education, thus meriting still further development;

4. project activities were conducted both in and out of school as a means of emphasizing the global pertinence of the topics studied;

Project Results

1. a well-defined and effective evaluation system was recommended to measure the impact of project activities;
2. to deal with the inevitable problems of such a project, teachers should have assistance from a centralized source of information and consultancy services, assured by the Ministry of Education or the National Commission for Unesco in collaboration with educational research institutions;
3. efficient channels of communication should exist to transmit the results achieved to other Associated Schools at the national, regional and international levels; existing channels should be reinforced to assure the continuation and expansion of this service.

The second major conclusion drawn related to the consensus expressed by the participating countries as to the value and necessity of this type of project in the education of young people today. International understanding and peace are fundamental objectives to be achieved in our society. However, to realize these goals it is essential to acquire a thorough knowledge and grasp of world problems so as to arrive at the formulation of viable and satisfactory solutions. Education has a vital role to play in this process in order to ensure that young people are aware of the major issues of contemporary society and of their responsibility and ability to contribute to the construction of a better world.

As each national project is now analysed, placed in a regional perspective and ultimately diffused worldwide, the ensuing exchange of information and experiences should further advance the realization of peace and international understanding amongst the peoples of the world through the activities of youth.

In relation to the project's major objectives, this exchange is of particular importance because it will allow a worldwide public of educationalists, teachers and students to examine how the three selected themes have been effectively taught in different countries. Thus, the light shed on the teaching of world problems in one particular country or region should be shared so that others can benefit from it.

Furthermore, this exchange will permit all those engaged in the educational process to know more about other people's views and opinions about these key issues, which affect our world so greatly. This knowledge may facilitate a deeper understanding of the complex problems themselves and thereby contribute to the formulation of suitable solutions.

In initiating this special study on the teaching of world problems, Unesco, within the framework of the Associated Schools Project, has endeavoured to reinforce the significance of international education and to emphasize its ever-growing necessity by encouraging the elaboration of successful teaching approaches to be exchanged, adapted and developed throughout the world.

ASSOCIATED SCHOOLS PROJECT IN EDUCATION FOR
INTERNATIONAL CO-OPERATION AND PEACE

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Annex II

Paris, 15 September 1981

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

INTERREGIONAL PROJECT OF EXPERIMENTAL ACTIVITIES
ON THE STUDY OF CONTEMPORARY WORLD PROBLEMS
AT THE SECONDARY-SCHOOL LEVEL

* * * *

Project Guidelines

This document was prepared to be used as general guidelines for an inter-regional project on the study of contemporary world problems at the secondary school level of education and within the framework of the Associated Schools Project in Education for International Co-operation and Peace. It will serve as the main working document at three consultations which will be held in Asia, Latin America and Europe in November/December 1981 in order to launch experimental activities in selected Associated Schools in the region in 1982. However, each region will develop further guidelines in view of existing resources, infrastructure, priorities, etc.

The document was prepared by the Section of Education for International Co-operation and Peace in collaboration with Dr. Rachel Cohen of the University of Paris XIII. In preparation for it, Dr. Cohen was invited to attend an international consultation on an interdisciplinary review of the content and methods of education for international understanding, peace, disarmament and respect for human rights which was held in Morges, Switzerland, from 29 June to 3 July 1981. The consultation was organized by the World Conference of Organizations of the Teaching Profession (WCOTP) under contract with Unesco. The participants were informed of Unesco's intention to launch this interregional research project, and some of the ideas included in this document were drawn from the views expressed and the consensus reached at the consultation.

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PART IINTERREGIONAL PROJECT1. Background Information

Since the outset of the Associated Schools Project in 1953, Associated Schools have been invited to carry out experimental activities with a view to furthering education for international co-operation and peace. Many of these activities have been conducted within the framework of the existing curriculum whilst others have been carried out as out-of-school or extra-curricular activities. One of the four main themes of Associated Schools activities has always been the study of world problems. Back issues of the circular International Understanding at School * describe some of these activities. As a result of such activities, new and effective teaching methods and materials were developed.

However, in spite of the experience gained in this field, the complexity of international issues has increased in recent times as well as the urgent need to find solutions to them. It has therefore been deemed necessary not only to encourage further the work already underway, but to seek new ways and means to improve the study of world problems, so that today's young people will be better prepared and equipped to tackle the pressing issues which they will be called upon to solve at the turn of the century.

It should also be borne in mind that up to the present most of the initiatives taken by Associated Schools to study contemporary world problems have been taken at the national level and no systematic attempt has been made to select one or several world problem(s) to ascertain how they are taught in different parts of the world. People living in various regions may interpret or take a position on a given world problem in many different ways depending on the geographical, economic, political, social and cultural conditions prevailing in a certain country. It would therefore be useful to select specific problems of an international character to be studied by schools in different parts of the world in order to learn of varying points of view, but also discover aspirations and concerns that are common to all, and hence facilitate the finding of solutions. In addition to economic, political, social and cultural differences, countries also have different education systems and resources. The conduct of an interregional project would thereby be all the more useful since it could throw new light on ways and means to effectively teach about world problems in countries having a wide range of educational infrastructures.

2. Project aim and objectives

The principle aim of the project is to improve the teaching of contemporary world problems in different parts of the world by selecting three major world issues to be studied. For the purpose of this project they are: Disarmament, the New International Economic Order, and Human Rights.

The project is to focus on six main objectives:

- i) to improve the capacity of secondary school teachers to teach about world problems;
- ii) to increase young peoples' awareness of world problems;
- iii) to provide young people with skills which will eventually be useful to young people in solving such problems

* Documents marked with an asterisk are listed in the Bibliography

- iv) to develop more and effective teaching methods and materials to improve the teaching of three specific world problems (disarmament, the New International Economic Order, and human rights);
- v) to shed new light on how these three issues can effectively be studied in different countries; and
- vi) to understand better the complexity of world problems and facilitate finding solutions to them as a result of knowing other peoples' views and opinions regarding them.

The mechanism and stages suggested to attain these objectives are the following:

Stage I - Conduct of three regional consultations

Three regions have been selected to serve as the terrain for this inter-regional project. They are: Asia (India, Japan, Philippines and Thailand); Europe (Czechoslovakia, Federal Republic of Germany and United Kingdom); and Latin America (Argentina, Chile and Colombia). The main objective of the consultations is to provide an opportunity to elaborate further guidelines (in addition to those contained in the present document) for the conduct of experimental activities on three specific world problems. The consultations will each last four days and they have been scheduled to take place in Bangkok, Glasgow and Santiago de Chile under the respective auspices of the Unesco Regional Office of Education for Asia and the Pacific (ROEAP), the Unesco Regional Office of Education for Latin America and the Caribbean (OREALC), and the Jordanhill College of Education (under contract with Unesco). They will bring together participants from the countries of the region in order to:

- i) Exchange information on what has already been accomplished with regard to the study of the three world problems selected;
- ii) Elaborate further guidelines for the experimental activities to be conducted by selected Associated Schools in countries represented at the consultations;
- iii) Propose evaluation techniques to assess expected results; and
- iv) Agree on a general outline to be followed in preparing national reports on the activities carried out (see the last part of Part III).

Stage II - Carrying out of experimental activities (January 1982 to March 1983)

Subsequent to each regional Consultation Unesco will be available to provide financial assistance (the equivalent of \$3,000 per country) to help cover the cost of conducting experimental activities in selected Associated Schools.

It is expected that each country will designate a research team to take stock of what has already been done with regard to studying the three world problems selected and to plan and conduct the experimental activities. The teams will most likely consist of at least a teacher-trainer(s), curriculum specialist(s), national coordinator of Associated Schools, the person designated to coordinate the project (if it is not the national Associate Schools coordinator) and representatives from Associated Schools involved in the research project.

With regard to the optimum number of secondary schools to be involved in the research project, this aspect will mainly depend on the availability of national resources and infrastructures to launch, coordinate, supervise and support the action to be carried out. However, it is deemed that three to ten schools might be an acceptable number since the emphasis is placed on the qualitative work of the schools rather than the number of institutions taking part in the research. In selecting schools, a geographical dimension might be borne in mind by involving both rural and urban institutions. It would also be beneficial to involve one or more technical/vocational schools.

The nomination of a national project coordinator would be useful to: supervise the launching of the research project and coordinate it; provide a mid-term project progress report to Unesco (to be circulated to the other countries in the sub-region and to other regions); and collate school activity reports in preparation for a final project report to be submitted to Unesco along the lines decided upon at the consultations.

Stage III - Diffusion of results (April 1982 to early 1984)

An important feature of this interregional project is the diffusion, at all levels, of information concerning it, eg. description of experimental activities carried out (content, teaching methods and materials, etc., results achieved, both negative and positive, impact made on teachers and students, etc.). It is hoped that such a dissemination will: i) throw new light on how world problems can be effectively studied in different parts of the world and enable a large number of schools to learn of the activities conducted and hence benefit from them, and ii) permit a better understanding of how specific world problems are considered in different regions of the world (e.g. divergent views as well as common aspirations) and facilitate the finding of solutions to the satisfaction of all.

At the national level, the dissemination of results falls within the purview of the national authorities, and at the subregional and regional levels they are to be diffused with the help of Unesco and its Regional Offices for Education. At the international level, the results are to be presented to the First International Congress of Associated Schools to be held in Europe in July 1983 and subsequently published by Unesco in early 1984 for distribution to all Member States.

3. Reasons for promoting the study of contemporary problems in secondary education

Although the ground work for the study of world problems should already be laid at the level of primary school education, secondary schools have an instrumental, if not vital, role to play in this connection. In general terms, students within this age bracket (12 to 18) should be able to:

- study, reflect on and understand various aspects (including abstract and theoretical dimensions) of world problems;
- to become aware of their future roles and responsibilities in finding solutions to such problems; and
- acquire necessary problem-solving skills.

To successfully study world problems, young people have to be made aware of the multi-facets of each problem so that they can better understand the complexities involved and look for solutions accordingly. The inter-relationships of world issues such as the one between the arms race and assistance for development have also to be made clear as well as the need for true interdependence between nations and peoples rather than the present dependency of some nations on others. It is too early to encourage children to analyse and reflect on such issues at the primary school level and it may be too late to wait to approach such topics at the level of higher education; hence the need for secondary school education to play a leading role in this field.

Also, many of today's young people will not receive any form of higher education or go on to university and therefore if they are not sensitized to international issues at this stage they may not have another opportunity which will permit them to reflect seriously on such matters.

Furthermore, for many, the mass media remain their principal source of information and interpretation of current world events. In some cases there may be a need to strengthen the students' capacity to assess the information emanating from such sources.

It should also be kept in mind that the Associated Schools Project is to serve as a vehicle to implement the 1974 Unesco Recommendation concerning Education for International Understanding, Co-operation and Peace and education relating to human rights and fundamental freedoms. This is an important aspect to point out since the Recommendation places great emphasis on 'the study of the major problems of mankind' -- see paragraph 18 which states that:

'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 towards measures of international co-operation likely to help solve them. Education which in this respect must necessarily be of an interdisciplinary nature should relate to such problems as:

- a) equality of rights of peoples, and the right of peoples to self-determination;
- b) 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 political relations between countries and the importance of international law for these relations, particularly for the maintenance of peace;
- c) 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;
- d) economic growth and social development and their relation to social justice; colonialism and decolonization; ways and means of assisting developing countries; the struggle against illiteracy; the campaign against disease and famine; the fight for a better quality of life and the highest attainable standard of health; population growth and related questions;
- e) the use, management and conservation of natural resources, pollution of the environment;
- f) preservation of the cultural heritage of mankind;
- g) the role and methods of action of the United Nations system in efforts to solve such problems and possibilities for strengthening and furthering its action'.

4. Why were Disarmament, the New International Economic Order and Human Rights selected as the three major issues to be studied?

In recent years two concerns have emerged within the forum of the international community as probably the most urgent and the most pressing. They are the need for disarmament and the establishment of a New International Economic Order (NIEO), the latter declared by the United Nations General Assembly at its Sixth Special Session in May 1974 (see Declaration in Annex I). Furthermore, both of these issues are closely related and involve a human rights dimension and that is why the three of

them have been retained for the purpose of this research project. In fact the final document of the First World Congress on Disarmament Education* organized by Unesco in June 1980 in Paris sums up very well their interrelationships:

'As an integral part of peace education, disarmament education has essential links with human rights education and development education, in so far as each of the three terms peace, human rights and development must be defined in relation to the other two. Moreover, disarmament education offers an occasion to elucidate emerging concepts such as the individual and collective rights to peace and to development, based on the satisfaction of material and non-material human needs'.

Furthermore, at the last session of the Unesco General Conference (November 1980) several resolutions were adopted on these themes and it might be helpful to quote parts of two of them:

General Resolution 9 -- New International Economic Order¹

'Invites Member States:

.....

(h) to promote the commitment of the young to international co-operation, development, human rights and peace, while associating them as widely as possible with all activities aiming at the establishment of a new international economic order

....

Invites the Director-General:

(a) to continue and intensify his efforts to:

(i) elucidate the various problems relating to the establishment of a new international economic order, particularly in Unesco's fields of competence, in the context of mutual cooperation;

(b) to devote most particular attention in the implementation of the triennial programme and during the preparation of the Medium-Term Plan for 1984-1989 to activities which can make a contribution to the attainment of the objectives of the NIEO:

....

(e) to devote particular attention to promoting, within Unesco's areas of competence and at national, regional and international levels, activities aiming at informing public opinion and making it aware of:

- (i) the relationships that exist between development and disarmament;
- (ii) the interrelationships of the advantages accruing from the NIEO and from the transition to disarmament, and their importance for the attainment of the objectives of the Organization;
- (iii) the desirability of directing toward research for peaceful purposes the resources at present used for the development of arms;

1. Unesco 21 C/5 - Approved Programme and Budget for 1981-1983, Paris, January 1981
p. XI

General Resolution 11 -- Creation of a climate of public opinion conducive to the halting of the arms race and the transition to disarmament¹

' ...

2. Invites Member States:

.....

(b) to take note of the Final Document of the World Congress on Disarmament Education;

.....

(d) to take the necessary steps to make adequate information available on matters concerning disarmament, in order to make meaningful and informed disarmament education possible;

...

3. Invites the Director-General:

....

(e) to focus research on multidimensional themes, including differing perceptions of security and the linkage between disarmament education and the social and educational context in which it takes place, and to encourage intersectoral and multidisciplinary research where appropriate;

(f) to make the most effective use of Unesco's information channels to improve international understanding of the issues raised by the arms race and of the need in all countries for education about disarmament as an essential component of education for peace, through the publication of books and appropriate articles in the Organization's periodicals, particularly in connection with the Disarmament Week (24-30 October) proclaimed by the United Nations;

(g) to encourage and promote various activities to mark Disarmament Week in Unesco's Member States, and to assist National Commission therein by sending them useful information and audio-visual material prepared by Unesco for that purpose; ...'

Therefore, by carrying out this research project, it is hoped that important contributions will be made towards the implementation of these resolutions. Furthermore, although Associated Schools have carried out numerous activities on questions pertaining to human rights, relatively little classroom work has been done on the themes of a NIEO and disarmament. This may be explained by several factors, such as the complexity of these issues, lack of teacher preparation to teach about them and the dearth of available pedagogical materials on them. It is the aim of this research to also help fill some of these gaps.

1. Unesco 21 C/5 - Approved Programme and Budget for 1981-1983, Paris, January 1981, p. XXI

PART IICONDUCT OF EXPERIMENTAL ACTIVITIES

As has already been pointed out, it will be up to the three regional consultations (November/December 1981) to provide further guidelines for the carrying out of experimental activities to promote teaching about disarmament, the NIEO, and human rights. However, in view of the interregional character of this project, it was deemed helpful to provide a general frame of reference with regard to educational content, materials, teaching methods and the training of teachers. However, the ideas and proposals contained in this section are suggestive only and not exhaustive.

1. Educational Content

It is not the intention of this paper, nor is it advisable or possible to suggest the content of each theme under study for this falls within the purview of the regional consultations and decisions to be made at the national level. However, we can lay down some broad outlines which can serve as guiding principles and indicate the material which has been collected and provided by Unesco pertaining to the three main themes of study.

Educational content to further the study of world problems at the secondary school level should be elaborated for three main levels: classroom; school; and out-of-school.

A. Action in the classroom

With regard to classroom activities, emphasis should be placed on reinforcing what is already being taught in the existing curriculum rather than introducing whole new subject areas. Up to the present, world problems have mainly been studied in geography, history and social studies courses. However, each discipline has a contribution to make and a number of examples were given at the UNESCO/WCOTP consultation in Morges, Switzerland (summer 1981), including some of the following:

- a) History can show how respect for and violation of human rights have emerged and how their acquisition has often been achieved through much struggle; introduction to the study of human rights as a set of legal rules and means of recourse; knowledge and dissemination of texts of United Nations human rights instruments, etc.;
- b) The Human and Social Sciences can help to understand notions of equality, justice, solidarity, interdependence, etc.
- c) The study of foreign languages is an aid to the dissemination of culture and to international understanding. The practice of foreign languages provides an opening to other cultures and to other peoples.
- d) The biological sciences have an important role to play by demonstrating scientifically the deceitfulness of those who attempt to justify racism on genetic grounds.
- e) Arts and literature help one to appreciate the nature and sensibilities of other people in other civilizations.
- f) Scientific subjects help one to understand the issues raised by recent discoveries, e.g. nuclear power, nuclear weapons, etc. and their consequences.

- g) The economic sciences should serve to demonstrate the consequences of the arms race on economic development.
- h) Physical education and sport help to bring about a balance between individual fulfilment and collective achievement; they break down the barriers between pupils of different origins and backgrounds.

However, some schools might choose to introduce a new course or unit on the themes to be studied.

B. Action in the school

Although it is most likely that specific classes will be selected in given schools to conduct the experiential activities, ways and means should be examined to try and involve as much as possible the entire school so that the other students and teachers can also benefit from the work undertaken. For example, upon completion of activities, students may choose to set up an exhibition or display to illustrate what was studied and some of the results achieved. They may wish to organize a forum, model UN conferences, debates, etc. to which the whole student body could be invited. Outside visitors might be asked to come to the school to speak on relevant topics and all may be interested to attend and not just those directly involved.

It should also be kept in mind that the school should be organized in a way that permits students to actually experience and practise the principles which they are being taught; show respect for others, to give opinions and to respect other peoples' opinions, to be able to take decisions, to learn to assume responsibilities, etc.

C. Action outside the school

To effectively teach about world problems it is obvious that they should be presented in a way that permits students to relate to them. Therefore reference should constantly be made to the implications of these problems with regard to the students' own community and nation and vice-versa. Extra-curricular and community-oriented activities can therefore be most helpful in bridging the gap between theory and reality and in enabling students to get first-hand experience in learning about world problems and ways to solve them. Unesco clubs, student associations, parents' organizations, etc., can all play an active part in furthering such action.

2. Reference and teaching material

It is not the purpose of this paper to deal with specific content but rather to indicate some of the reference material to be made available by Unesco to participants at the subregional consultations so as to assist them in preparing appropriate content on the three main themes of study as well as raise some basic questions pertaining to each theme.

A. Human rights

Basic documents *

The Universal Declaration of Human Rights, United Nations 1948;

Implementation of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms -- Report of a meeting of experts held at Unesco House, Paris, 15-19 March, 1976;

Some suggestions on Teaching about Human Rights, Unesco, 1968;

Final Report and Draft Seven-Year Plan of Action for the Development of the Teaching of Human Rights, Unesco, Paris, 1979;

and

World Problems in the Classroom: Educational Studies and Documents, No.41, Unesco, Paris, 1981

Some fundamental questions

Human rights: what do they mean?

What are man's most basic human rights?

How do human rights work in practice?

How can human rights be protected?

Which rights are affirmed in the Universal Declaration of Human Rights?

What is the relationship between human rights and economic and social development?

Can the United Nations Charter guarantee respect for human rights?

B. Disarmament

Basic documents*

World Problems in the Classroom: Education Studies and Documents, No.41, Unesco Paris, 1981

Disarmament Education -- Report and Final Document of World Congress on Disarmament Education, Unesco, June 1980

Disarmament 1980 -- Twelve key dates in the 20-year search for disarmament, wall poster; and

The Unesco Courier -- Disarmament Education -- A Farewell to Arms? September 1980.

Some fundamental questions

It is impossible to conceive peace unless the security of states and individuals is guaranteed. The right to live and be free from fear is a fundamental right of every human being which must be established so that scourges such as Nagasaki and Hiroshima be eliminated for ever;

- Definition of disarmament;
- The relationship between disarmament and peace and security;
- World opinion as a weapon against arms; the role of information and the mass media;
- Disarmament: economic and political realities;
- The study of international conventions;
- Means of preserving peace;
- The cost of armaments;
- Disarmament and fundamental freedoms;
- Disarmament and the environment;
- The role of the United Nations System in furthering disarmament.

C. The new international economic order

Basic documents*

World Problems in the Classroom: Educational Studies and Documents, No.41 Unesco, Paris, 1981;

Towards a World Economy that Works, United Nations, 1980;

Working Paper for the UNIS/United Nations Student Conference on a New International Economic Order, United Nations International School, 3-4 March 1977;

Moving Towards Change -- Some thoughts on the New International Economic Order Unesco, 1976;

Thinking and Doing -- Youth and a New International Economic Order. Barbara Bruhl Day, Unesco, 1981

Some fundamental questions

What are the principal elements of the Declaration for the establishment of a New International Economic Order?

What human rights are involved in the establishment of a New International Economic Order?

What is meant by the 'North-South dialogue'?

What is the international development decade?

What are the main points of negotiation for a new international economic order?

How can the United Nations System contribute towards an establishment of a New International Economic Order?

The organizers of the three subregional consultations may also wish to make available relevant documents to participants and the participants might decide to circulate amongst themselves existing teaching materials produced in their countries. Although considerable reference material is available on the three themes to be studied, there is a lack of didactic and pedagogical aids including audio-visual materials. The need to produce new material is quite apparent and hence the need to involve curriculum specialists in the project.

3. Teaching methods

The choice of teaching methods to be utilized in promoting the study of world problems will depend on different factors, eg. the level of teacher preparation, the objectives set, ages of students, conditions within and outside the school, past experience in introducing innovative methods, etc. However, it is possible to indicate several methods which have proved to be effective in the past and which may be introduced and elaborated further in reinforcing and developing the teaching of world problems.

A. Multi- and interdisciplinary teaching approaches

In view of the complexity and many facets of world problems, such approaches can be most useful in understanding the many different aspects involved, i.e. economic, political, cultural, social, environmental, etc. and existing interrelationships between them.

B. Problem solving and active methods

The study of world problems also involves very much developing skills in problem-solving. If students are to become sensitive to world problems, develop commitments and interest in solving them, they must be given an opportunity to gain knowledge and develop attitudes through direct experience. The following methods could be considered in this connection:

- a) carry out inquiries, surveys, etc. in the community and analysing the results;
- b) individual and group research work;
- c) debates between students on particular themes or subjects;
- d) talks and reports by students, specialists and teachers;
- e) critical discussions of information transmitted by the mass media;
- f) participation by the students in decision-making (e.g. the election of representatives to school councils, etc.);
- g) community-oriented activities involving community improvement/development, etc.;
- h) exchanges at the national, subregional and international levels;
- i) visits to scenes of work reflecting international co-operation, e.g. United Nations projects.

C. Socio-affective methods

Education for international co-operation and peace (including the study of world problems) also necessitates a socio-affective approach to assist students acquire skills in perception, communication, critical analysis, etc. A number of techniques, simulation exercises, etc. have been successfully utilized by Associated Schools in different parts of the world, and they are described in a document entitled 'An experience-centred curriculum' by David Wolsk, Unesco.*

4. The training of teachers

Secondary classroom teachers will be called upon to play a role in the project and must therefore be trained to assume their responsibilities and to carry out their tasks efficiently. That is why it is essential that the main principles underlying the experimental activities to be conducted (i. e. objectives, methods, content, etc.) should form an integral part of the training of teachers, both initially and on a continuing basis. Each country, each region and each educational establishment should ensure that adequate preparation is given to teachers. It is obvious that no effective action can be accomplished if the teachers are not given the necessary training. The teachers must have sufficient time for this training, for the preparation of various activities, as well as time to evaluate them.

The teachers should also be encouraged to discuss and decide upon ways and means of evaluating the project in accordance with the guidelines laid down in the next section.

As concerns the practical organization of such teacher-training within the framework of the present project, the following measures are to be recommended (they concern not only the teachers, but also the other participants in the project):

- An orientation and planning seminar at the outset of the research project;
- Regular meetings to exchange views and pool ideas throughout the course of the experiment;
- Stock-taking and evaluation at the end of the project;
- Preparation of the final report by the whole of the teaching team in collaboration with the national coordinator.

It is desirable, during the 'information' stage of their training, that teachers should examine jointly some of the themes from the point of view of both the content and the methodologies used. On such occasions external participants and specialists in particular fields could be invited to give lectures or to lead discussions. The educational establishments could also call on teacher-training colleges, Unesco Regional Offices, etc.

PART III

EVALUATION OF THE RESEARCH PROJECT

This is an important aspect of the project which needs to be designed with considerable care. Every kind of education, and in particular this kind seeks to bring about certain desired changes in the knowledge and attitudes and behaviour of the individuals concerned. Thus, it is important to take stock at the end in order to find out if the objectives have been attained.

Such an evaluation in the case of the present project comes up against a certain number of difficulties, which those responsible in the regions should be aware of:

- the interregional aspect of the project;
- the diversity of local conditions;
- the diversity of the curricula;
- the different ages involved, since the project is concerned with the secondary-school level as a whole and is thus aimed at pupils between the ages of 11 and 18.

1. Preliminary remarks

This paper suggests the main lines of the evaluation process, but the different regions may choose to modify them in view of prevailing local conditions.

Under this project, the first stage of the evaluation process will be concerned with the teaching measures, methods and activities which have been introduced. A second stage will attempt to evaluate changes in the behaviour and attitudes of both pupils and teachers.

There are three problems to be considered:

- i) choice of the main lines of the evaluation process;
- ii) the techniques to be employed;
- iii) the timetable of the evaluation.

The aim of the first evaluation is not only to identify the successes, but also to discover what difficulties and obstacles have been encountered, in order to seek ways and means of overcoming them. In this way the evaluation process becomes a correctional tool, since it helps to fill the gaps that have been observed and find solutions to the problems that have been encountered.

2. The main lines of the evaluation process

A. Materials and methods used

A complete inventory of the materials used in the educational process together with an assessment of their specific usefulness, with an indication of the nature of the documentary material used, the place and date of publication, its educational value and the way it was used: books (including school textbooks), other publications and documents; audio-visual material; and others.

This evaluation will cover four areas:

- A.1 Material used by the teachers;
- A.2 Material used by the pupils;
- A.3 Evaluation of school curricula with a view to establishing an inventory of the contents which were used in the project (on the basis of the school textbooks employed and/or the subjects normally dealt with in class as part of the official curricula).
- A.4 Outside resources used (indicating the way in which these resources were used);
libraries;
documentation centres;
others.

- B. Activities organized
- B.1 Preparation of specific courses. Indicate:
objectives of such courses; themes chosen;
number of hours;
age of pupils; number of pupils;
indication of content;
method of introducing such courses (courses incorporated into the school curricula; optional courses ...);
materials and methods used ...;
were these courses compulsory or optional?
- B.2 Activities incorporated into existing school curriculum:
nature of the subjects concerned;
themes chosen;
number of hours;
age of pupils; number of pupils;
indication of content;
materials and methods used;
were the subjects concerned compulsory or optional?
- B.3 Activities organized within the school:
who was involved?
nature of these activities or events;
frequency and organization of these activities;
description of the (observable) effects produced;
- B.4 Activities organized outside the school:
who was involved?
nature of these activities;
frequency and organization of these activities;
description of the (observable) effects produced.

- C. The teachers
- C.1 The training of teachers:
what form did it take?
what methods were employed?
meetings?
frequency of teacher-training sessions?
what themes were dealt with?

C.2 Self-evaluation by the teachers (possibly anonymously) of their own performance:

Personal interest in research project;
Training for this kind of work;
Utilization of available documentation;
Personal assessment of the results;
Work with their colleagues and interdisciplinary exchanges;
What seemed most positive?
What seemed most negative?
Difficulties encountered;
Suggestions.

D. Other persons and/or organizations participating in the project

Similar self-evaluation as above

E. The pupils

E.1 Motivation

What methods were used to stimulate their interest, curiosity and desire to take positive action?

E.2 Assessment of the knowledge acquired to be carried out by each teacher on the basis of the courses given.

It is important not just to measure the knowledge acquired by the pupils, but also to establish if they are capable of demonstrating and explaining what they have learned.

E.3 Attitude and awareness of pupils

What were the initial attitudes and level of awareness of the pupils before the project began regarding the problems involved?
How were attitudes and awareness altered?
To what extent did they lead to convictions and commitments with regard to solving the problems studied?

E.4 Activities of the pupils

Given that the pupils:

are interested and want to learn;
understand the basic problems under study;
know how to explain these problems and take a position on how to solve them;

It is necessary to go on to examine their activities in order to determine if they became actively involved in seeking solutions through:

participation in class activities;
" " school activities;
" " inter-school correspondence and exchanges;
" " in out-of-school activities (including community-oriented activities).

This part of the evaluation should be dealt with in descriptive terms, with details as to the ages concerned and, if possible, the percentage of the pupils involved.

E.5 Self-evaluation by the pupils

A questionnaire could be drawn up along some of the lines as the ones mentioned under self-evaluation of teachers.

F. Evaluation by those responsible for carrying out the project at the national level.

F.1 Schools involved:

Number of classes (age and number of pupils);
Number of teachers;
Activities organized;
Materials and methods;
The training of teachers;
Content;
Positive aspects;
Negative aspects;
Suggestions.

G. Techniques and means of evaluation

Depending on local conditions, various methods could be prepared and put into practice by the organizers, teachers and project leaders:

G.1 Surveys:

G.2 Questionnaires:

G.3 Observations and Discussions;

G.4 Tests on what has been learned;

H. Time-table

The final evaluation will be made at the end of the project. However, it is essential that the methods of evaluation be decided upon and prepared in common from the very beginning of the project, and that an in-built evaluation be incorporated into the project. Specific evaluation phases should be fixed for each subregion.

3. Preparation of reports on the research carried out

The results of this interregional research project are to be presented to and published by Unesco.

In order to facilitate the presentation of the various contributions, each national coordinator should follow the same scheme, as this will make it possible at a later date for comparative studies to be carried out.

The following scheme is suggested:

- A. Indications of the status of the study of world problems in school curricula prior to the research project;
- B. Definition of the specific objectives of the research;
- C. Description of the methods of organization of the research;
- D. Content, methods applied;

- E. Education and reference material used;
- F. Arrangements for training teachers;
- G. Successes achieved;
- H. Expected impact of research project on national systems of education;
- I. Difficulties encountered;
- J. Additional comments, e.g. impact on school life and community life, educational innovations, impact on teacher-pupil relationships, etc.